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# COLUMBIA COLLEGE BULLETIN

2024-2025 | Columbia College | Founded 1754

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*Cover Photo: Geoffrey Allen*

# ACADEMIC CALENDAR

**Columbia College reserves the right to revise or amend this academic calendar, in whole or in part, at any time. Registration and Change of Program periods listed here may be tentative, and students should read all email messages from the Registrar's Office or consult their advising dean in the Berick Center for Student Advising to confirm the most current deadlines. Updated calendar information is also available from the Registrar's Office.**

*Please note that classes and exams missed for travel are not excused.* Travel plans should be scheduled for dates that fall on holidays, on weekends, or after final exams. Students should wait to confirm travel plans until the beginning of the semester when they have confirmed their weekly course schedule (including discussion sections and labs) and their final exam schedule.

## LATE SUMMER DATES AND DEADLINES RELATED TO THE FALL 2024 TERM

August	1	Thursday. Last day for new students entering in Fall 2024 to submit vaccination documentation for measles, mumps, and rubella and to certify meningitis decision via the Columbia Health Patient Portal (secure.health.columbia.edu). Vaccination documentation is due 30 days prior to registration; students are not permitted to register for classes until their submission is reviewed and processed.
	5-9	Monday–Friday. Online registration for Fall 2024 via Student Services Online (SSOL) appointment times: continuing students only.
	12-16	Monday–Friday. Online registration for Fall 2024 via Student Services Online (SSOL) appointment times: continuing students only.
	20-22	Tuesday–Thursday. Online registration for Fall 2024 via Student Services Online (SSOL) appointment times: continuing students only.
	26	Monday. New Student Orientation Program begins for new students entering in Fall 2024.

	30	Friday. Online registration for Fall 2024 via Student Services Online (SSOL) appointment times: entering first-year students only.
	31	Saturday. Fall 2024 online registration for all College students via Student Services Online (SSOL) appointment; all students.
September	1	Sunday. Last day to apply or reapply for the B.A. degree to be awarded in October 2024. Applications received after this date are automatically applied to the next conferral date in February 2025.
	2	<b>Monday. Labor Day. University Holiday.</b>

## FALL TERM 2024

September	3	<b>Tuesday. Classes begin for the 271st academic year.</b> Classes follow a normal Tuesday class schedule.
	3-13	Weekdays only. Fall 2024 Change of Program period by online appointment via Student Services Online (SSOL): all students.
	4	Wednesday. Last day for new Fall 2024 students to submit Student Health History form using the Columbia Health Portal.
	6; 9	Friday; Monday. Deferred examination dates.
	13	Friday. End of Change of Program period. Students must be registered for a minimum of 12 points. Last day to add courses. Last day to drop a Core Curriculum course. Last day to uncover grade for Spring or Summer 2024 course taken Pass/D/Fail.
	15	Sunday. Soft deadline to submit a waiver request from the Columbia Student Health Insurance Plan.
	16–October 8	Weekdays only. "Post Change of Program Add/Drop period" by online appointment via Student Services Online (SSOL). All students can drop courses during this period directly through SSOL. Students can add courses during this period only with permission from an instructor and the Committee on Academic Standing.



	30	Monday. Last day to confirm enrollment, enroll dependents, or request a waiver from the Columbia Student Health Insurance Plan.
October	8	Tuesday. Last day for students to drop Fall courses via Student Services (SSOL). Last day to declare R credit for an individual course.
	16	Wednesday. Award of October degrees.
	17	Thursday. Midterm Date.
November	1	Friday. Last day to apply or reapply for the B.A. degree to be awarded in February 2025. Applications received after this date are automatically applied to the next conferral date of May 2025.
	4	<b>Monday. Academic holiday. No classes held. Administrative offices open.</b>
	5	<b>Tuesday. Election Day. University holiday.</b>
	18-22	Monday–Friday. Online registration for Spring 2025 via Student Services Online (SSOL) appointment: continuing students only.
	27	<b>Wednesday. Academic holiday. No classes held. Administrative offices open.</b>
	28-29	<b>Thursday–Friday. Thanksgiving. University holidays.</b>
December	1	Sunday. Last day to apply or reapply for the B.A. degree to be awarded in May 2025. Applications received after this date are automatically applied to the next conferral date of June 2024.
	2	Monday. Last day to withdraw from an individual course and receive a notation of "W" on the transcript in place of a letter grade.
	9-13	Monday-Friday. Online registration for Spring 2025 courses via Student Services Online (SSOL) appointment: all students.
	9	Monday. Last day of classes. The last day to change a regular course to a Pass/D/Fail course or a Pass/D/Fail course to a regular course.

	11	Wednesday. Last day for new Spring 2025 students to submit vaccination documentation for measles, mumps, and rubella, and to certify meningitis decision online via the Columbia Health Patient Portal ( <a href="https://secure.health.columbia.edu">secure.health.columbia.edu</a> ) Vaccination documentation is due 30 days prior to registration; students are not permitted to register for classes until their documentation is received and processed.
	10-12	Tuesday–Thursday. Study days.
	13–20	Friday–Friday. Final examinations.
	20	Friday. Fall term ends.
		<b>Friday, December 20, 2024–Friday, January 17, 2025. Winter holidays.</b>

## SPRING TERM 2025

January	6	Monday. Last day for new Spring 2025 students to submit Student Health History form using the Columbia Health Patient Portal.
	7-17	Weekdays only. Online registration for Spring 2025 via Student Services Online (SSOL) appointment: all students.
	20	<b>Monday. Martin Luther King, Jr. Day. University holiday.</b>
	21	<b>Tuesday. Classes begin. Classes follow a normal Tuesday class schedule.</b>
	21-31	Weekdays only. Change of Program period by online appointment via Student Services Online (SSOL); all students.
	24; 27	Friday; Monday. Deferred examination dates.
	31	Friday. End of Change of Program period. Students must be registered for a minimum of 12 points. Last day to add Spring courses. Last day to drop a Core Curriculum course. Last day to uncover letter grade for Fall 2024 course taken Pass/D/Fail.
February	1	Saturday. Soft deadline to submit a waiver request from the Columbia Student Health Insurance Plan for Spring 2025 new incoming students.
	12	Wednesday. Award of February 2025 degrees.
	15	Saturday. Last day for new Spring 2025 students to confirm, enroll dependents, or submit a request for a waiver from the Columbia Student Health Insurance Plan.

	25	Tuesday. Last day for students to drop courses via Student Services (SSOL). Last day to declare R credit for an individual course.
March	10	Monday. Midterm date.
	11-14	Tuesday-Friday. Major Declaration.
	17-21	<b>Monday–Friday. Spring recess.</b>
April	15-22	Weekdays only. Online registration for Fall 2025 via Student Services Online (SSOL) appointment: continuing students only.
	28	Monday. Last day to withdraw from an individual course and receive a notation of "W" on the transcript in place of a letter grade.
May	5	Monday. Last day of classes. The last day to change a regular course to a Pass/D/Fail course or a Pass/D/Fail course to a regular course.
	6-9	Tuesday-Friday. Study days.
	9-16	Friday–Friday. Final examinations.
	TBA	Deadline for continuing students to apply for financial aid for 2025-2026.
	16	End of Spring 2025 term.
	20	Tuesday. Columbia College Class Day exercises.
	21	Wednesday. Commencement.

## SUMMER DATES AND DEADLINES RELATED TO THE FALL 2025 TERM – TO BE POSTED

# THE ADMINISTRATION AND FACULTY OF COLUMBIA COLLEGE

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## **Angela V. Olinto, Ph.D.**

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## **Amy Hungerford, Ph.D.**

*Executive Vice President for Arts and Sciences and Dean of the Faculty of Arts and Sciences*

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Leslie Gittess Brodsky '88  
Germaine Choe '95  
Maurice Coleman '91, SIPA'99  
James H. Dignan '91  
Michele A. Esposito '96  
Michelle Estilo Kaiser M.D., M.P.H., '87, PH92, PH97  
Jenny Fan Raj '00  
Andrew A. Fink '91, LAW'94  
Dede Gardner '90  
Michelle Jacobson Goldberg '91  
Robert J. Grey '72  
Alicia Guevara '94  
Peter A. Hatch '92  
Britta Wilson Jacobson '96  
Mojdeh L. Khaghan, Esq. '88, LAW'91  
Nicholas Paul Leone '88  
Ji Liu  
Christopher J. McGowan '92  
Eric A. Mendelson '87, BUS'89

Rachel Esther Neuhut M.D., '03, PS07  
 Jen Maxfield Ostfeld '99, JRN'00  
 Vijay Mohan '01  
 Luis Penalver '89  
 Renan Pierre '86, SEAS'87  
 John A. Rogovin '83  
 Teresa M. Saputo-Crerend '87, BUS'92  
 Michael S. Satow '88  
 Mozelle W. Thompson Esq. '76, SIPA'79, LAW'81  
 Anthony Tutrone '86  
 Sharmila H. Tuttle '96, SIPA'05  
 William A. von Mueffling '90, BUS'95  
 Raymond H. Yu '89, SEAS90

## OFFICERS OF COLUMBIA COLLEGE 2024-2025

### **Josef Sorett**

*Dean of Columbia College and Vice President for Undergraduate Education*  
 B.S., Oral Roberts University, 1996; M.Div., Boston University, 2000; Ph.D., Harvard University, 2008

### **Corey S. Aronstam**

*Senior Associate Dean for Columbia College Development and Deputy Vice President for Development, Columbia College and Arts and Sciences*  
 B.A., Nazareth College, 1998; M.B.A., Wagner College, 2001

### **Lisa Hollibaugh**

*Dean of Academic Affairs*  
 B.A., Rice University, 1990; M.A., Columbia University, 1996; Ph.D., 2005

### **Jessica Marinaccio**

*Dean of Undergraduate Admissions and Financial Aid*  
 A.B., Harvard University, 1991; M.Ed., 1994

### **Shannon P. Marquez**

*Dean of Undergraduate Global Engagement*  
 B.S., Prairie View A&M University, 1992; M.Eng., Texas A&M University, 1993; Ph.D., University of North Carolina at Chapel Hill, 1998

### **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 University, 1971

### **Andrew Plaa**

*Dean of Advising, James H. and Christine Turk Berick Center for Student Advising*  
 B.A., McGill University (Canada), 1983; M.A., Columbia University, 1986; M.Phil., 1987; Ph.D., 1994

### **Kavita Sharma**

*Dean of Career Education*

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

### **Elizabeth Albes**

*Advising Dean, James H. and Christine Turk Berick Center for Student Advising*  
 B.A., Johns Hopkins University, 2007; M.A., Columbia University, 2014; M.A., 2017; M.Phil. 2019; Ph.D., 2022

### **Melinda Aquino**

*Associate Dean of Multicultural Affairs, Undergraduate Student Life*  
 B.A., University of Florida, 1998; M.A., University of Miami, 2001; M.A., New York University, 2005; M.S., Columbia University, 2012

### **Veronica Bjorkman**

*Director of Family Outreach and Support*  
 B.A., University of Alaska Fairbanks, 2012; M.A., Eastern Kentucky University, 2015

### **Marcela D. Calidonio**

*Advising Dean, James H. and Christine Turk Berick Center for Student Advising*  
 B.A., Columbia University, 2006

### **Scott W. Carpenter**

*Associate Dean, The Center for Undergraduate Global Engagement*  
 B.A., Dickinson College, 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., University of California, Los Angeles, 1999; M.A., Teachers College, Columbia University, 2000; Ed.M., 2007

### **Cindy Cogdill**

*Advising Dean, James H. and Christine Turk Berick Center for Student Advising*  
 B.S., Southeast Missouri State University, 1983; M.S.Ed., Southern Illinois University, 1988

### **Jason Collado**

*Assistant Dean, James H. and Christine Turk Berick Center for Student Advising*  
 B.A., University at Albany, SUNY, 1997; M.S., 2000

### **Manoushka Constant**

*Senior Advising Dean, James H. and Christine Turk Berick Center for Student Advising*  
 B.A., St. John's University, 2000; M.S., 2003

### **Meghan Cote**

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

B.A., Moravian University, 2016; M.Ed., Boston University, 2019

**Niki Cunningham**

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

B.A., Brown University, 1990; M.A., University of Wisconsin, 1994; M.P.H., Columbia University, 2017

**Amanda Daugherty**

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

B.S., Indiana State University, 2006; M.P.H. Indiana University Bloomington, 2008

**Maria Dimitropoulos**

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

B.A., Macaulay Honors College at Hunter College - CUNY, 2013; M.A., Columbia University, 2015; M.Phil., 2018; Ph.D., 2023

**Jessica Dzaman**

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

B.A., Brown University, 2006; M.A., Columbia University, 2008; Ph.D., 2015

**Darius Victor Echeverría**

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

B.A., Rutgers University, 1999; M.A., Temple University, 2003; Ph.D., 2006

**A. Alexander España**

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

B.S., Southwestern Adventist University, 1994; M.A., Andrews University, 1997

**Meghan Flaherty**

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

B.A., New Jersey City University, 2017; M.F.A., Bennington College, 2021

**Aileen Forbes**

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

B.A., Columbia University, 1993; M.A., Princeton University, 1999; Ph.D., 2004

**Joshua Gaynor**

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

B.A., Marist College, 1996; M.A., New York University, 1999

**Chad Gifford**

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

B.A., Brown University, 1990; M.A., Columbia University, 1995; Ph.D., 2003

**Aaron Gomes**

*Executive Director of Student Engagement, Undergraduate Student Life*

B.A., William Paterson University, 2007; M.A., Teachers College, Columbia University, 2013

**Michael Hall**

*Executive Director of Financial Aid*

B.S., Saint Vincent College, 1998; M.S.P.P.M., Carnegie Mellon University, 2009; M.B.A., 2009

**Tara Hanna**

*Executive Director of Residential Life, and Associate Dean of Undergraduate Student Life*

B.A., Boston College, 2007; M.S.Ed., Fordham University, 2009; Ed.M., Teachers College, Columbia University, 2015

**Dawn Hemphill**

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

B.A., Hiram College, 1995; M.Ed., Kent State University, 1999

**Kay Hershberger**

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

B.A., Goshen College, 1988; M.S., Indiana University, 1994

**Larry Jackson**

*Associate Dean of Academic Affairs, Core Curriculum and Undergraduate Programs*

B.A., Skidmore College, 1999; M.A., The New School for Social Research, 2003; M.A., 2007; Ph.D., 2013

**Fay Ju**

*Associate Dean, The Center for Undergraduate Global Engagement*

B.S., Bucknell University, 1989; M.A., Teachers College, Columbia University, 2001

**Stephanie King**

*Assistant Dean, Student Wellness*

B.A., Cornell University, 2007; M.S.W., University of Pennsylvania, 2009

**Ariella Lang**

*Associate Dean of Academic Affairs, Director of Undergraduate Research and Fellowships*

B.A., University of Chicago, 1995; M.A., Columbia University, 1996; Ph.D., 2003

**Lavinia Lorch**

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

B.A., Barnard College, 1977; M.A., Columbia University, 1978; Ph.D., 1990

**Victoria Malaney Brown***Director of Academic Integrity*

B.A., Skidmore College, 2010; M.Ed., University of Massachusetts, 2015; Ph.D., 2020

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

B.A., Swarthmore College; Ph.D., Columbia University, 1993

**Ashley Nail***Assistant Dean of Academic Affairs, Core Curriculum and Undergraduate Programs*

B.M., University of Texas at Arlington, 2004; M.A., University of Minnesota, 2007; D.M.A., Columbia University, 2014

**Niamh O'Brien***Senior Associate Dean of Alumni and Undergraduate Career Development, Center for Career Education*

B.A., Trinity College Dublin, 1990; M.S., New York University, 2003; M.A., Teachers College, Columbia University, 2021

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

B.A., Elon University, 2012; M.A., Teachers College, Columbia University, 2016; M.Ed., 2022

**Dana Pavarini***Executive Director of Undergraduate Admissions*

B.A., Columbia University, 2008; M.A., 2012

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

B.A., Columbia University, 2014; J.D., Benjamin N. Cardozo School of Law, 2021

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

B.A., Miami University, Ohio, 1993; M.A., New York University, 1996

**Nancy Rubino***Associate Dean of Experiential Education, Center for Career Education*

B.A., New York University, 1983; M.A., New York University, 1985; Ph.D., Columbia University, 1997

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

B.A., Amherst College, 1999; M.A., University of Chicago, 2000; M.A.S., Universität Wien, 2002; M.Ed., Harvard University, 2003; M.A., Teachers College, Columbia University, 2014; M.Ed., 2014; M.S., Columbia Journalism School, 2019

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

B.A., Stony Brook University-SUNY, 1996; M.A., Teachers College, Columbia University, 1999; M.Ed., 1999

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

A.B., Occidental College, 1984; Ph.D., Columbia University, 1998

**Jodi Zaffino***Assistant Dean of Academic Affairs, Fellowship Programs*

B.A., Willamette University, 2005; M.A., University of York (UK), 2007; Ph.D., University College Dublin, 2015

# ADMISSION

**Mailing address**

Undergraduate Admissions

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

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

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

For information about undergraduate admissions, please visit the [Undergraduate Admissions website](#) or contact the office by phone or email.



# FEES, EXPENSES, AND FINANCIAL AID

## ESTIMATED EXPENSES FOR THE ACADEMIC YEAR

An itemized estimate of the cost of attending Columbia College for the **2024–2025 academic year** of nine months is as follows:

Tuition	\$68,000
Mandatory Fees	\$3,170
Average Room and Board Cost	\$17,580
Books and Personal Expenses	\$3,992
Travel	varies
<b>Total</b>	<b>\$92,742 + Travel</b>

There is an additional charge of \$570 for new students who are required to attend Orientation.

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

## 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 2024–2025 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 \(SSOL\)](#) 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 2024–2025

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 2024–2025 is \$34,000 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 \$2,188.

### 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*	\$1,782
Columbia Health and Related Services Fee	\$1,388
<b>Total</b>	<b>\$3,170</b>

\*Students registered in Columbia College (Fall Term): \$891;  
Students registered in Columbia College (Spring Term): \$891

### 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 \$160 each term, totaling \$320 for academic year 2024–2025. This fee supports the University's services to international students.

## Columbia Health and Related Services Fee and Student Health Insurance Premiums

### Columbia Health and Related Services Fee

The Columbia Health and Related Services Fee is paid by all\* students (including hybrid, online only, and study abroad students) for access to the health and well-being resources, programs, and services provided by Columbia Health and our partners. This mandatory, non-refundable fee cannot be waived and is not pro-rated.

- One-on-one conversations and workshops on stress, sleep, time management, alcohol and drug education, wellness coaching, pet therapy, HIV testing and treatment counseling, birth control education and counseling, PrEP and PEP consultation, sexual health peer counseling, and gender affirming care coordination through [Alice! Health Promotion](#), including the Gay Health Advocacy Project (GHAP)
- Online and in-person academic, classroom, campus, housing, and event accommodations for students with disabilities (including chronic conditions and temporary injuries) and non-clinical consultations around academic difficulties related to attention issues or learning difficulties through [Disability Services](#)
- Crisis counseling, intervention, advocacy, connection to resources, online orders of protection, accompaniment for survivors and co-survivors of violence, as well as

violence prevention trainings and workshops through [Sexual Violence Response](#)

- Guidance around health insurance enrollment, submitting a waiver request, benefits, claims, and other insurance matters through the [Student Health Insurance Team](#)
- Support for complying with University immunization requirements through the [Immunization Compliance Office](#)
- No out-of-pocket cost flu vaccines and confidential HIV Testing
- Public health infrastructure and support programs such as campus policy and contact tracing for infection disease outbreaks routine and urgent medical care, nutrition, travel medicine, immunizations (most at no-cost), sexual health services, reproductive and gynecological services, LGBTQ + health care, on-campus laboratory (fee may apply if not on the Columbia Plan), acupuncture, sports medicine, and much more through [Medical Services](#)
- in-person and virtual short-term individual counseling, referrals for longer term therapy, virtual support spaces, in-person support groups, urgent mental health concerns drop-ins, and problem-solving/coping skills drop-ins, medication consultation, and emergency consultation through [Counseling and Psychological Services](#)

\*Part-time and half-time domestic students who are not on the Columbia University Student Health Insurance Plan pay a reduced fee, but can elect to [upgrade to the full-time fee](#) to access the full range of resources, programs, and services.

The Columbia Health and Related Services Fee is billed separately for each term. The periods of coverage and fees for 2024–2025 are as follows:

Fall Term	August 15, 2024– December 31, 2024	\$694
Spring Term	January 1, 2025– August 14, 2025	\$694

### Student Health Insurance Premiums

To ensure students have access to high-quality healthcare while at Columbia, University policy requires all full-time students and all international students to have health insurance coverage that meets University requirements, in addition to the on-campus programs and services provided by Columbia Health. Columbia University offers the Columbia Student Health Insurance Plan (Columbia Plan), administered and underwritten by Aetna Student Health. Please visit the [Columbia Health Insurance page](#) for plan benefits and cost.

### International students

Navigating the U.S. healthcare 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.** On a limited case-by-case basis, international students may qualify for a waiver.

### Waivers and exceptions

Students who have an alternate insurance plan that meets established criteria set by the University may submit a request for a waiver. Visit the Columbia Health website for more information about [waiver](#) criteria.

Waiver and exception requests are **due at least two weeks before the enrollment deadline** (September 30 for Fall enrollment; February 15 for new Spring enrollment; or June 15 for new Summer enrollment). All requests are considered, but approval is not guaranteed. Students who do not submit a request for a waiver in a timely manner will be charged the insurance premium on their term bill and are responsible for these charges.

Students must confirm their enrollment or submit a waiver request on the Columbia Health Patient Portal **every year**. Students will receive reminders through their Columbia email.

Please contact the Student Health Insurance Team with any questions. They can be reached via [studentinsurance@columbia.edu](mailto:studentinsurance@columbia.edu), or by visiting the office on the 3rd Floor of John Jay Hall.

### HEALTH INSURANCE PREMIUM BY SEMESTER

Fall Term	August 15, 2024– December 31, 2024	\$1,888
Spring Term	January 1, 2025– August 14, 2025	\$3067

### 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](#) 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. 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. **Students who withdraw or are dismissed from the University and are on the Columbia Student Health Insurance Plan** will be terminated from the insurance plan and receive a pro-rated refund of any remaining premium as a credit to their student account. As with other University fees, the Columbia Health and Related Services Fee is non-refundable and not pro-rated.

### Medical Leave

Students who are on an approved medical leave of absence are eligible to remain on the Columbia Student Health Insurance Plan for a cumulative maximum of two semesters during the course of the student's entire enrollment within a particular school at Columbia, regardless of the length of program.

Medical leaves must be approved by the student's academic unit and reflected in the Student Information System. Upon written notification from the academic unit granting medical leave, the Student Health Insurance Office will contact the student via their Columbia email address to determine whether the student wishes to remain enrolled in the Columbia Student Health Insurance Plan.

Students who do not reply within 14 days will be automatically terminated from the plan, effective at the end of the month in which the Student Health Insurance Office is notified or at the conclusion of the semester, whichever comes first.

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, 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 onwards

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.

### Mailing Address

Financial Aid and Educational Financing, Columbia College  
1130 Amsterdam Avenue  
100 Hamilton Hall, Mail Code 2802  
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

**Email:** [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 admitted students. Financial aid is available for all four undergraduate years, provided that students continue to demonstrate financial need.

All applicants who are citizens or permanent residents of the United States, who are students granted refugee visas by the United States, or who are undocumented students in the United States, are considered for admission in a need-blind manner.

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. Foreign transfer candidates applying for aid must understand that such aid is awarded on an extremely limited basis. Columbia does not give any scholarships for academic, athletic, or artistic merit.

The following listing of named scholarship funds have been generously donated by alumni, parents, and friends of Columbia College and are the cornerstone of the College's need-based and full need financial aid program. More than fifty percent of Columbia College students receive a Columbia Grant toward their demonstrated need and are eligible to receive named scholarship. The commitment of the Columbia College community enables the College to maintain an economically, ethnically, and racially diverse student body.

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

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

**Scholarship A-Z Listing****A 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 1921.

**SHEPARD L. ALEXANDER SCHOLARSHIP FUND**

(2011) Bequest of Patricia and Shepard L. Alexander CC 1921.

**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 CC1923, LAW 1925 ^.

**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**

(1984) Gift of an anonymous donor.

**ANONYMOUS SCHOLARSHIP FUND**

(2011) Gift of an anonymous donor.

**ANONYMOUS SCHOLARSHIP FUND**

(2013) 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 FINANCIAL GIFT****ANONYMOUS 22076 SCHOLARSHIP FUND**

(2008) Gift of an anonymous donor.

**ANONYMOUS 32994 SCHOLARSHIP FUND**

(2015) Gift of an anonymous donor.

**ANONYMOUS 351942 SCHOLARSHIP FUND**

(2008) Gift of an anonymous donor.

**ANONYMOUS 379772**

(2019) Gift of an anonymous donor.

**ANONYMOUS 672287 SCHOLARSHIP**

(2021) 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 Roone P. Arledge CC'52 ^.

**ENDOWED SCHOLARSHIP FUND FOR THE ARTS**

(2021) Gift of an anonymous donor.

**SCHOLARSHIP FUND FOR THE ARTS**

(2021) Gift of an anonymous donor.



**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 ^.

**MILA ATMOS SCHOLARSHIP FOR EUROPEAN HISTORY**

(2017) Gift of Sharmila H. Tuttle CC'96, SIPA'05, P: CC'26

**BERTHA AND WILLIAM AUGENBRAUN ENDOWED SCHOLARSHIP FUND AT COLUMBIA COLLEGE**

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

**AXIOS FIRST IN FAMILY SCHOLARSHIP**

(2022) Gift of Dr. John Poneros CC'91, PS'95, P: CC'27 and Dr. Fay Kastrinos CC'95, P: CC'27.

**B**

**BABAR FAMILY UNDERGRADUATE SCHOLARSHIP FUND**

(2019) Gift of Nadeem Babar CC'87, SEAS'87, P: CC'23.

**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.

**BADISHKHANIAN FAMILY SCHOLARSHIP**

(2022) Gift of Kelley Badishkhanian CC'98, BUS'08.

**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: CC'84 ^ in memory of her son, Gary T. Baker CC'84.

**ADELLE PHYLLIS BALFUS SCHOLARSHIP FUND**

(1989) Gift of Laurence E. Balfus CC'55, GSAS'00 ^and Roberta R. Balfus ^.

**KRISHNADAS/RAMA BANERJEE MEMORIAL SCHOLARSHIP**

(2023) Gift of Dr. Rini Banerjee Ratan P: CC'26.

**ALFRED M. BARABAS MEMORIAL FUND**

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

**THE MICHAEL L. BARNETT SCHOLARSHIP FUND**

(2014) Bequest of Michael Barnett CC'64, DM'67.

**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, P: CC'21.

**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, BUS'23.

**BASSI FAMILY SCHOLARSHIP FUND**

(2021) Gift of Leila Bassi BC'94, BUS'00 and Luca Bassi BUS'00.

**MILTON B. AND EDITH C. BASSON ENDOWMENT FUND**

(1987) Bequest of Milton B. Basson CC1929.

**CLEMENT AND ELIZABETH PROBASCO BEACHEY SCHOLARSHIP FUND**

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

**BEALE FAMILY FUND**

(2020) Bequest of Elliott L. Beale Jr. CC'74 ^.

**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 1928, LAW 1930.

#### GERALD M. BERKOWITZ SCHOLARSHIP FUND

(2020) Gift of Gerald M. Berkowitz CC'63, GSAS'64.

#### PAUL BERKOWITZ MEMORIAL SCHOLARSHIP FUND

(2023) Gift of Gerald M. Berkowitz CC'63, GSAS'64.

#### 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, CC'23.

#### 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.

#### BLACK ALUMNI COUNCIL ENDOWED SCHOLARSHIP FUND

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

#### CHARLES P. BLACKMORE ATHLETIC SCHOLARSHIP FUND

(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 BENJAMIN F. & BERNICE BLOCK FUND

(2017) Bequest of Harold P. Block CC'62, BUS'65.

#### 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.

#### HOWARD H. BORN SCHOLARSHIP FUND

(1990) Bequest of Howard H. Born.

#### H. HUBER BOSCOWITZ SCHOLARSHIP FUND

(1994) Bequest of H. Huber Boscowitz CC 1923.

#### 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 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.

#### JOHN M BRAVER & DOROTHY, MARIA, AND YOLE DE BLASIO SCHOLARSHIP FUND

(2020) Gift of John M. Braver CC'66.

#### MYLES AND DOROTHY BRAVER SCHOLARSHIP FUND

(2021) Gift of John M. Braver CC'66.

#### BREAD OF LIFE FOUNDATION SCHOLARSHIP FUND

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

#### JESSICA LEE BRETT SCHOLARSHIP FUND

(2008) Gift of Patricia Brett CC'87, P: CC'18, CC'21, CC'26 and James T. Brett CC'84, BUS'90, P: CC'18, CC'21, CC'26.

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

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

#### BRIDGE SCHOLARSHIP FUND

(2022) Gift of Mr. Feng Ge.

#### 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 ^.

**RICHARD A. BROOKS AND EVA MARIA STADLER SCHOLARSHIP FUND**

(2017) Bequest of Richard A. Brooks CC'53, GSAS'59.

**SHARI AND GARY BROOKS FAMILY SCHOLARSHIP**

(2021) Gift of Shari R. and Gary A. Brooks P: CC'24, CC'26.

**FRANK AND DEENIE BROSENS SCHOLARSHIP FUND**

(2006) Gift of the Frank Brosens and Deenie Brosens Foundation.

**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 1925.

**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, VPS'45 ^, P: BUS'70, BUS'82.

**DR. ELI BRYK SCHOLARSHIP FUND**

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

**ARNOLD D. BURK MEMORIAL SCHOLARSHIP FUND**

(1918) Bequest of Arnold D. Burk CC'53, LAW'55.

**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 1922, GSAS 1935 ^.

**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. Battenwieser 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 1924.

**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 the Steven C. Calicchio Foundation.

**CALLAGHAN FAMILY SCHOLARSHIP FUND**

(2021) Gift of Lydia C. Callaghan CC'92.

**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, Betty and John 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.

**CAMPBELL FAMILY SCHOLARSHIP FUND**

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

**CENTRAL DELICATESSEN FUND**

(2015) Gift of an anonymous donor.

**CESTAR FAMILY FUND**

(2019) Gift of Matthew J. Cestar CC'93.

**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.

**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 Chapman.

**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.

**GERMAINE AND MICHAEL CHOE SCHOLARSHIP FUND**  
(2020) Gift of Michael and Germaine Choe CC'95.

**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, VPS'49.

**PHILLIP AND THEODORA CHRISTIE ENDOWED SCHOLARSHIP**  
(2016) Bequest of Theodora and Phillip Christie.

**CHUA FAMILY SCHOLARSHIP FUND**  
(2022) Gift of Kei Wah Chua CC'95.

**CHUNG FAMILY FUND**  
(2022) Gift of Myung-hee Lee and Jae-un Chung SEAS'64, SEAS'69.

**JEREMIAH AND YOLANDA CIANCIA FAMILY SCHOLARSHIP FUND**  
(2008) Gift of Jeremiah and Yolanda Ciancia Foundation.

**RICHARD H. CIPOLLA MEMORIAL SCHOLARSHIP FUND**  
(1981) Gift of John Klingenstein ^ 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 1899 COLLEGE AND MINES NATIONAL SCHOLARSHIP FUND**  
(1949) Gift of various donors in the Class of 1899 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 1912 COLLEGE AND ENGINEERING 35TH ANNIVERSARY FUND**  
(1969) Gift of various donors in the Class of 1912 in honor of the thirty-fifth anniversary of their graduation.

**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 of 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, VPS'86, P: CC'23, GS'21 and the George A. Hyman Revocable Trust in memory of Barry's father, George A. Hyman CC'42, VPS'45, P: CC'77, VPS'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.

#### CLASS OF 1997 SCHOLARSHIP

(2018) Gift of Doug Horowitz CC'97.

#### 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, VPS'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 ^.

#### THE SARAH R. COLEMAN SCHOLARSHIP FUND

(2013) Gift of Steven E. Coleman CC'83, P: CC'15, CC'20, BUS'22.

#### MADELEINE L. COLEMAN SCHOLARSHIP FUND

(2018) Gift of Steven E. Coleman CC'83, P: CC'15, CC'20, BUS'22 and Laura B. Coleman BC'84, BUS'91, P: CC'15, CC'20, BUS'22.

#### 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 PRIDE SCHOLARSHIP FUND

(2021) 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.

#### COLUMBIAN SCHOLARSHIP FUND

(2022) Gift of an anonymous donor.

#### CON EDISON ENDOWED SCHOLARSHIP FUND

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

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

(2010) Gift of an anonymous donor.



**PARKER COOGAN MEMORIAL SCHOLARSHIP FUND**  
(2021) Gift of Amy and Timothy Coogan P: CC'20.

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

**THE THOMAS AND NANCY CORNACCHIA FAMILY SCHOLARSHIP FUND**  
(2010) Gift of Nancy L. and Thomas W. Cornacchia CC'85, P: CC'17, CC'19.

**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 1925.

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

**COSTELLO FAMILY SCHOLARSHIP FUND**  
(2022) Gift of Francis W. Costello CC'68, LAW'73 and Cynthia M. Costello.

**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 ^.

**CO-STONE CAPITAL SCHOLARSHIP FUND**  
(2023) Gift of an anonymous donor.

**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 ^.

**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 ^.

**DANIAL FAMILY SCHOLARSHIP FUND**  
(2021) Gift of Mojdeh Khaghan CC'88, LAW'91, P: CC'17.

**DASWANI-PATEL FAMILY SCHOLARSHIP FUND**  
(2022) Gift of Sejal Daswani CC'95, SIPA'96 and Mohit Daswani CC'95.

**HORACE E. DAVENPORT FUND**  
(1958) Gift of Horace E. Davenport CC 1929 ^.

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

**DAVIDKHANIAN-WRIGHT FAMILY SCHOLARSHIP**  
(2022) Gift of Larry Seibert Jr. CC'84, P: CC'25 and Amy Seibert P: CC'25.

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

**AL DAVIS SCHOLARSHIP FUND**  
(2015) Gift of Hank Davis CC'63.

**ARTHUR M. DAVIS SCHOLARSHIP FUND**  
(1989) Bequest of Arthur M. Davis CC 1924.

**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 1921.

**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.

**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.

**WILLIAM AND IDA H. DEWAR FINANCIAL ASSISTANCE AND SCHOLARSHIP FUND**  
(1988) Bequest of Ida H. Dewar W: CC'16.

**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 1925, LAW 1926 ^ and Sidney R. Diamond CC 1920, LAW 1922 ^, 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, P: CC'26.

**WILLIAM A.S. DOLLARD AND BERNARD F. KELLEY SCHOLARSHIP**  
(2001) Bequest of William A.S. Dollard CC 1924, GSAS 1926.

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

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

**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 1924, SEAS 1926.

**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, P: CC'26.

**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 VPS'76, Eva Eng, and John Eng VPS'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, BUS'23.

## 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.

**THOMAS AND FLORENCE FARKAS SCHOLARSHIP**  
(2002) Gift of Gail Farkas Munger.

**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, VPS'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 1926.

**FINK FAMILY SCHOLARSHIP FUND**  
(2016) Gift of Andrew A. Fink CC'91, LAW'94, P: CC'24.

**CAROL AND JOHN FINLEY SCHOLARSHIP FUND**  
(2015) Gift of John G. and Carol T. Finley BC'83, LAW'86, BUS'87, P: CC'23.

**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.

**STEVEN P. AND MARGARET E. FORSTER SCHOLARSHIP FUND**  
(2015) Bequest of Harriet Forster in memory of Margaret E. and Steven P. Forster.

**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.

**JOHN AND MAY FRASER SCHOLARSHIP FUND**  
(1971) Bequest of Ian F. Fraser CC 1929, GSAS 1939.

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

**FUND DEVELOPMENT COUNCIL DC SCHOLARSHIP FUND**  
(2015) Gift of Nairi C. Balian CC'88, P: CC'16, CC'22, CC'23.

**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, DM'18, BUS'22.

**GEHRIG SCHOLARSHIP FUND**

(1958) Gift of Mel Allen and various donors in honor of Lou Gehrig CC 1925 ^.

**GEORGE AUGUSTUS GEIGER SCHOLARSHIP FUND**

(1976) Bequest of Louise L. Geiger.

**PATRICIA DYKEMA GEISLER SCHOLARSHIP FUND**

(2022) Gift of Hasan Bazari CC'76, GSAS'78, GSAS'79, P: CC'06, CC'10, Wendy Bazari BC'78, P: CC'06, CC'10, Shirley Bow P: CC'05, CC'10, Wilson Ko CC'78, P: CC'05, CC'10.

**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.

**THOMAS GLOCER SCHOLARSHIP FUND**

(2013) Gift of Thomas H. Glocer CC'81.

**GM/EEOC ENDOWMENT SCHOLARSHIP FUND - COLUMBIA COLLEGE**

(1984) Gift of General Motors/EEOC Endowed Scholarship Program

**ABRAHAM AND LEE GOLDEN SCHOLARSHIP FUND**

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

**GOLDEN FUTURE SCHOLARSHIP FUND**

(2012) Gift of an anonymous donor.

**CHARLES AND JANE GOLDMAN SCHOLARSHIP FUND**

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

**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, CC'25, BC'19, BUS'20.

**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.

**ARAGON/GONZALEZ-GUISTI ENDOWED SCHOLARSHIP FUND**

(2018) Bequest of Maria De Lourdes G. Aragon and Guillermo E. Aragon CC'43.

**EMANUEL GOODMAN SCHOLARSHIP FUND**

(1989) Bequest of Emanuel Goodman JRN 1922.

**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, VPS'54 and Phyllis Swain Gottfried ^.

**FRANKLIN AND IRENE GOULD SCHOLARSHIP FUND**

(2015) Bequest of Franklin N. Gould CC'40.

**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.

**NICHOLAS GREAN SCHOLARSHIP FUND**

(2020) Bequest of Patricia Grean W: CC'41, GSAS'61 in memory of her son, Nicolas Grean.

**GREATER NEW YORK MUTUAL INSURANCE COMPANY FUND**

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

**GREENWOODS SCHOLARSHIP FUND**

(2021) Gift of George Jiang and Hua Tang P: CC'19, SEAS'23.

**DONALD P. GREET FUND**

(2018) Bequest of Donald P. Greet CC'53.

**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 ^.

#### SUNIL K. GULATI SCHOLARSHIP FUND

(2012) Gift of an anonymous donor in honor of Sunil Gulati GSAS'83, GSAS'86, P: CC'20.

#### H. HAROLD GUMM AND ALBERT VON TILZER SCHOLARSHIP FUND

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

#### GURIAN FAMILY SCHOLARSHIP FUND

(2008) Gift of Lori Bikson-Gurian and Craig R. Gurian 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 1928.

#### 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.

#### VIRGINIA HARROLD SCHOLARSHIP

(2016) Gift of Thomas J. Harrold CC'66.

#### 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.

#### DAVID B. HERTZ COLLEGE/ENGINEERING INTERSCHOOL SCHOLARSHIP FUND

(1989) Gift of David B. Hertz CC'39 ^.

#### 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 SCHOLARSHIP FUND  
(1953) Gift of Norvin H. Green CC 1919 ^ in memory of his grandfather Abram S. Hewitt CC 1842.

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, VPS'72.

MARI HINOJOSA & SEAN HECKER SCHOLARSHIP  
(2022) Gift of Maria del Carmen Hinojosa and Sean Hecker CC'92.

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.

ALLAN HOBEN SCHOLARSHIP FUND  
(2021) Gift of Allan Hoben CC'56.

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 1924, LAW 1928.

JUANITA AND JAMES DAVID HOLLAND SCHOLARSHIP FUND  
(2020) Gift of Leesa and Martin Romo P: CC'22.

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.

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, P: CC'26.

JENNIFER HSIA AND WAQAS SHAIKH FAMILY SCHOLARSHIP  
(2021) Gift of Jennifer S. Hsia CC'06 and Waqas R. Shaikh SEAS'07.

HTZ FOUNDATION SCHOLARSHIP FUND  
(2022) Gift of Mr. Haitao Zhai SIPA'00, P: CC'25 and Ms. Hua Qiao P: CC'25.

CHARLES EUGENE HUBER, JR. M.D. SCHOLARSHIP FUND  
(1970) Bequest of Francis D. Huber CC 1925, VPS 1928 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 1927, GSAS 1928, GSAS 1932 ^, P: VPS'66.

**JACINTA AND ALVIN HUNG SCHOLARSHIP FUND**  
(2022) Gift of Alvin Hung CC'97 and Jacinta Lam SEAS'97.

**HAROLD M. STEWART AND MARY STEWART HUTCHENS ENDOWMENT FUND**  
(2013) Bequest of Mary Stewart Hutchens.

**FRANK AND JOSEPHINE HUTTER FAMILY SCHOLARSHIP FUND**  
(2020) Bequest of Frank J. Hutter CC'54, GSAS'56.

**ALLEN HYMAN SCHOLARSHIP FUND**  
(2005) Gift of Valerie A. and Allen I. Hyman CC'55, P: CC'85, CC'88 ^, VPS'90.

**ANDREW HYMAN AND MOLLY CHREIN SCHOLARSHIP FUND**  
(2007) Gift of Andrew D. Hyman CC'88 ^.

## I

**THE CASEY ICHNIOWSKI MEMORIAL FUND**  
(2015) Gift of various donors in memory of Casey Ichniowski P: CC'07, CC'10, CC'18.

**HELEN K. IKELER SCHOLARSHIP FUND**  
(1996) Bequest of Helen K. Ikeler GSAS 1928.

**ANTHONY M. IMPARATO, M.D. SCHOLARSHIP FUND**  
(1988) Gift of Anthony M. Imparato CC'43.

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

## J

**MARTIN D. JACOBS MEMORIAL FUND**  
(1987) Gift of Stephen Jacobs CC'75 in memory of his father, Martin D. Jacobs CC 1925, LAW 1927, 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 1927, LAW 1929 ^, P: CC'88 in honor of his daughter, Rebecca Jaffe CC'88.

**GEORGE M. JAFFIN SCHOLARSHIP FUND**  
(1986) Gift of George M. Jaffin CC 1924, LAW 1926 ^.

**DOROTHEA JAMESON AND LEO M. HURVICH SCHOLARSHIP FUND**  
(2011) Bequest of Leo M. Hurvich.

**JAVDAN FAMILY SCHOLARSHIP**

(2022) Gift of David A. Javdan CC'90.

**THE LANCY C. JEN SCHOLARSHIP FUND**  
(2007) Gift of the Pei-Ling Charitable Trust.

**JI LIU SCHOLARSHIP FUND**  
(2023) Gift of Mr. Ji Liu P: CC'26 and Ms. Qingqi Wang P: CC'26.

**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.

**PETER V. JOHNSON MEMORIAL SCHOLARSHIP FUND**  
(2017) Gift of various donors in memory of Peter V. Johnson ^ P: CC'01.

**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.

**ROBERT K. JOHNSON SCHOLARSHIP FUND**  
(2023) Gift of the Robert K. Johnson Foundation.

**EDWARD W. JOHNSTON FUND**  
(1946) Bequest of Mary Mandeville Johnston in memory of Edward W. Scudder Johnson CC 1886, GSAS 1887 GSAS 1888.

**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.

**MICHAEL E. JONES, M.D., AND CATHLEEN TRIGG-JONES FAMILY SCHOLARSHIP**  
(2019) Gift of Cathleen Trigg-Jones and Michael E. Jones CC'90, VPS'94.

**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

**SIDNEY AND HELEN KADISH SCHOLARSHIP FUND**

(2022) Gift of Sidney Kadish CC'63, P: CC'96, CC'06.

#### 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, VPS'97, P: CC'20, CC'25.

#### EDWARD C. & ELIZABETH B. KALAJDZIAN SCHOLARSHIP

(2010) Bequest of Elizabeth B. and Edward C. Kalaidjian CC'42, LAW'47, P: CC'82.

#### KAMATH FAMILY SCHOLARSHIP FUND

(2014) Gift of Anantha N. and Sucheta A. Kamath P: CC'17, CC'20.

#### EFREM KAMEN SCHOLARSHIP

(2022) Gift of Efrem J. Kamen CC'01.

#### 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 1924, GSAS 1925, LS 1936 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.

#### KATE KERKERING AND ALEX CHEN SCHOLARSHIP FUND

(2020) Gift of Alex Chen and Katrina M. Kerkering CC'83.

#### 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 VPS 1923 ^.

#### 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.

#### KIERANTIMBERLAKE SCHOLARSHIP FUND ON BEHALF OF RICHARD MAIMON'85

(2017) Gift of Richard L. Maimon CC'85.

#### KILLAM CANADIAN FUND

(2012) Bequest of Constance Killam and Elizabeth Killam Rodgers.

#### KIM FAMILY FUND

(2013) Gift of Sung H. Kim CC'90, BUS'97.

#### AHNA KIM SCHOLARSHIP FUND

(2018) Gift of Jihyun Yu and Yong Kim CC'93.

#### ARTHUR DAE KIM FAMILY SCHOLARSHIP FUND

(2020) Gift of Christine L. Ku and Arthur D. Kim CC'95, P: CC'23.

#### ROBIN-HWAJIN YOON KIM SCHOLARSHIP

(2021) Gift of Robin-Hwajin Y. Kim P: CC'23.

#### SANG AND BORAH KIM FAMILY SCHOLARSHIP FUND

(2014) Gift of Borah and Sang Kim CC'92, P: CC'25, CC'26.

#### 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 ^.

#### KLINGENSMITH FAMILY SCHOLARSHIP FUND

(2016) Gift of Nancy A. and Robert V. Klingensmith CC'66.

#### 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.

#### KOD SCHOLARSHIP

(2021) Gift of Omar Kodmani CC'89, P: CC'23, CC'26 and Lina Kodmani BC'94, P: CC'23, CC'26.

#### JASON AND LANI KOLLANDER SCHOLARSHIP FUND

(2022) Gift of Melanie Bryk BC'03 and Jason Kollander.

#### 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 1923, LAW 1925.

#### DAVID H. KRAFT SCHOLARSHIP FUND

(1995) Gift of Gilman Kraft CC'47 ^.

#### 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.

#### ROBERT J. KRANE AND JULIUS Y. GRAFF SCHOLARSHIP FUND

(1997) Gift of Robert J. Krane CC'63 ^, P: CC'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

(2013) 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'18, CC'22.

#### JOSEPH WOOD KRUTCH SCHOLARSHIP FUND #2

(1973) Gift of Marcelle L. Krutch ^ in memory of her husband, Joseph W. Krutch GSAS 1924, 1954 HON.

#### RICK KURNIT AND DIANE KATZIN SCHOLARSHIP FUND

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

#### RENU KUMAR SCHOLARSHIP

(2022) Gift of Mr. Monish Kumar SIPA'95, P: CC'25 and Ms. Sumita Bhattacharya BUS'95, P: CC'25.

#### THE KUNG AND YEUNG SCHOLARSHIP FUND

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

#### PAUL SAMUEL KURZWEIL SCHOLARSHIP FUND

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

#### KUMA/KUZNETSOV SCHOLARSHIP FUND

(2017) Gift of Olga L Malova and Vladimir V. Kuznetsov SIPA'90, SIPA'91, P: CC'19.

## 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, P: CC'26 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.

#### LANG FAMILY SCHOLARSHIP



(2022) Gift of Dr. Grace Lang CC'93 and Mr. Gregory Lang CC'93.

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

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

#### CHRISTOPHER JOHN LANNI MEMORIAL SCHOLARSHIP

(2021) Gift of Cornelia L. Gallo CC'88, John Gallo and Peter C. Lanni.

#### 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.

#### LAVINE FAMILY SCHOLARSHIP FUND

(2020) Gift of Jonathan S. Lavine CC'88, P: CC'16, CC'18 and Jeannie Lavine 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 1925.

#### 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.

#### DANIEL AND JAMIE JAE MYOUNG LEE SCHOLARSHIP FUND

(2022) Gift of Daniel H. Lee P: CC'26 and Jae Myoung Lee P: CC'26.

#### DANNY L. LEE SCHOLARSHIP FUND

(2016) Gift of Danny L. Lee CC'95.

#### DAVID J. LEE AND FAMILY SCHOLARSHIP FUND

(2022) Gift of David J. Lee CC'96.

#### 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.

#### MICHAEL LEE FAMILY SCHOLARSHIP FUND

(2021) Gift of Michael Lee CC'96.

#### SUNG AND FUMI LEE SCHOLARSHIP FUND

(2018) Gift of Sung Lee BUS'94.

#### ROBERT AND ALISON LEE FAMILY SCHOLARSHIP FUND

(2013) Gift of Allison and Robert Lee CC'84, P: CC'22.

#### 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, CC'22, CC'24.

#### HAROLD LEVENTHAL SCHOLARSHIP FUND

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

#### THE LEVINE FAMILY SCHOLARSHIP FUND

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

#### LEONARD LEVINE SCHOLARSHIP FUND

(1984) Gift of Rachelle Levine ^ in memory of her husband, Leonard Levine BUS 1921.

#### JOHN TAYLOR LEWIS SCHOLARSHIP FUND

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

#### THE RICHARD AND KUO-LIANG LIN SCHOLARSHIP

(2019) Gift of Tina Lin CC'91, VPS'96 and David Liu CC'91, GSAS'97, GSAS'98, VPS'00.

#### 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 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 1927.

**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.

**RICHARD C. AND LINAN MA SCHOLARSHIP FUND**  
(2017) Gift of Eric Ma CC'89, BUS'93, P: CC'22.

**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, VPS'89.

**DR. LEO C. MAITLAND SCHOLARSHIP FUND**  
(2012) Gift of Tracy V. Maitland CC'82, P: CC'24.

**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.

**ALFRED E. MARLING SCHOLARSHIP FUND**  
(1938) Bequest of Alfred E. Marling.

**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.

**MAROULIS FAMILY SCHOLARSHIP FUND**  
(2019) Gift of Victoria F. and James C. Maroulis CC'88, P: CC'21, CC'26, GSAS'22.

**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.

**R. EDWARD MAYER FUND**  
(1934) Gift of Ralph Mayer ^ in memory of his father, Ralph E. Mayer CC 1927.

**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, VPS'82, VPS'89, PH'00, P: CC'10, CC'14, CC'22, GS'12, GS'16, VPS'16, VPS'20.

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

**MCFARLAND SCHOLARSHIP FUND**  
(2018) Gift of Andrew R. McFarland CC'91.

**PATRICK AND YVETTE MCGARRIGLE COLLEGE SCHOLARSHIP**  
(2011) Gift of Patrick C. McGarrigle CC'86.

**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.

**ROI COOPER MEGRUE FUND**  
(1928) Bequest of Stella Cooper Megrue in memory of her son Roi Cooper Megrue CC 1903.

**LILAVATI H. MEHTA SCHOLARSHIP FUND**  
(2015) Gift of an anonymous donor.

**RAPHAEL MEISELS SCHOLARSHIP FUND**  
(1985) Gift of Raphael Meisels CC 1921 ^.

**MELCHER FAMILY FUND**  
(2015) Gift of James L. Melcher CC'61, P: 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.

**MESHEL FAMILY SCHOLARSHIP FUND**  
(2011) Gift of Adam R. Meshel CC'92, LAW'95, P: CC'18, CC'23.

**CHARLES AND JEANNE METZNER SCHOLARSHIP FUND**  
(2013) Bequest of Jeanne Metzner .

**ASENATH KENYON AND DUNCAN MERRIWETHER SCHOLARSHIP FUND**  
(1991) Bequest of Duncan Merriwether CC 1928, BUS 1928, P: BUS'56, BUS'67.

**ALVIN S. MICHAELSON SCHOLARSHIP FUND**  
(1989) Gift of Alvin S. Michaelson CC'60 in memory of his mother, Lillian S. Michaelson.

**JOSEPH S. MIGHTOM SCHOLARSHIP FUND**  
(1948) Bequest of Joseph Stewart Michtom.

**THE IRA I. MILLER FAMILY ENDOWED 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.

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

**MILLER-HEDIN FAMILY SCHOLARSHIP**  
(2008) Gift of Evan Miller CC'78.

**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.

**VIJAY AND AUDREY MOHAN FAMILY SCHOLARSHIP FUND**  
(2018) Gift of Audrey Y.C. Mohan CC'01 and Vijay Mohan CC'01.

**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 1924 ^.

**DR. ROYAL M. MONTGOMERY SCHOLARSHIP FUND**  
(1992) Gift of Maxine C. Montgomery ^ in honor of her husband, Royal M. Montgomery CC 1928, VPS 1931 ^.

**SIDNEY MORGENBESSER MEMORIAL FUND**  
(2005) Gift of various donors in memory of Sidney Morgenbesser.

**DR. ARTHUR M. MORRIS SCHOLARSHIP FUND**  
(2020) Gift of Arthur M. Morris CC'61.

**JOHN & MICHELLE MORRIS FAMILY FUND**  
(2020) Gift of John G. Morris BUS'94.

**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.

**MOYLAN-MEYERDIRK FAMILY SCHOLARSHIP**  
(2021) Gift of Heather Moylan Meyerdirk CC'06.

**MUKHERJEE-RUSSELL MEMORIAL FUND**  
(2010) Gift of Tanmoy Mukherjee CC'86.

**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 Ogden 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.

#### OMAR FAMILY SCHOLARSHIP FUND

(2016) Gift of Maha A. and Sharif Omar P: CC'16.

#### 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. Osheroov 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 ^.

#### MONTONE PARDI FAMILY SCHOLARSHIP FUND

(2017) Gift of Victor A. Pardi CC'86, DM'90, DM'92 and Antje and PeterPaul Pardi P: CC'18.

#### 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 1922, LAW 1924.

#### 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 1927, BUS 1928, 1980 HON ^, P: CC'68, BUS'73.

#### THE PETITO FAMILY SCHOLARSHIP FUND

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

#### PFEFFER FAMILY INTERNATIONAL SCHOLARSHIP FUND

(2021) Gift of John and Maria Pfeffer.

#### MATT PINCUS CC'95 SCHOLARSHIP FUND

(2022) Gift of Matt Pincus CC'95, BUS'02 and Sarah Min BUS'02.

#### 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 1928, LAW 1930.

#### 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 1928.

#### 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

#### QI KEZHAN PEACE SCHOLARSHIP FUND

(2020) Gift of Kezhan Qi BUS'00.

#### 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.

#### THE AL AND SENTA RAIZEN ENDOWMENT FUND

(2019) Gift of Daniel Raizen, Helen Raizen, and Michael B. Raizen.

#### 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, P: CC'22; and M. Murray Peshkin ^.

#### BROOKE AND RICHARD RAPAPORT SCHOLARSHIP FUND

(1999) Gift of Richard A. Rapaport CC'69, P: CC'22.

#### 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.

#### PATRICIA REMMER BC '45 - COLUMBIA COLLEGE SCHOLARSHIP FUND

(2004) Gift of Patricia C. Remmer BC'45 ^.

#### 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.

#### EDWIN ROBBINS FAMILY SCHOLARSHIP

(2022) Gift of Clifton Robbins.

#### ADELINE AND GERARD ROBERTS SCHOLARSHIP FUND

(1979) Bequest of Adeline Roberts.

#### STANLEY D. ROBINSON 47'CC 49'LAW SCHOLARSHIP FUND

(2023) Gift of Nancy L. Robinson SW'80.



**DR. DUDLEY F. ROCHESTER SCHOLARSHIP FUND**  
(1998) Gift of Dudley F. Rochester CC'50, VPS'55.

**RODIN LEVINE FAMILY SCHOLARSHIP FUND**  
(2011) Gift of John D. Rodin CC'97 and Rachel L. Rodin CC'97, BUS'01.

**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, P: CC'23.

**MARIAN L. ROROS SCHOLARSHIP IN HUMANITIES**  
(2022) Gift of Dr. James K. Roros SEAS'43, SEAS'47, SEAS'55 ^.

**ARTHUR G. ROSEN FAMILY SCHOLARSHIP FUND**  
(1991) Gift of Arthur G. Rosen CC'65.

**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.

**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.

**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.

**ROSENBLUTH FAMILY SCHOLARSHIP FUND**  
(2017) Gift of Jack Rosenbluth CC'52, P: CC'88, TC'96, TC'97.

**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 1928 in memory of his son, Lewis A. Rosenthal CC 1928.

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

**MERVIN ROSS '51, '52 SCHOLARSHIP FUND**  
(2016) Gift of Marjorie L. Ross W: CC'51, BUS'52 in memory of her husband, Mervin Ross CC'51, BUS'52.

**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 1925, LAW 1928.

**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, VPS'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.

**LT. PETER F. RUSSELL, U.S.N. 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, VPS'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. C. 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 1927, P: CC'65.

**JONATHAN SCHILLER SCHOLARSHIP FUND**

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

**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.

**SCHMIDTBERGER/SUNG FAMILY SCHOLARSHIP**

(2022) Gift of Margaret Sung and Michael J. Schmidtberger CC'82, LAW'85, P: SEAS'22, CC'24.

**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 ^.

**NEUHUT SCHWARTZ SCHOLARSHIP FUND**

(2023) Gift of Dr. Rachel Neuhut Schwartz CC'03, PS'07.

**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.

**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.

**SEAVE-GREENWALD FAMILY SCHOLARSHIP FUND**

(2022) Gift of Diana Greenwald CC'11.

**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. Glocer 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.

**SHAO FAMILY COLUMBIA COLLEGE SCHOLARSHIP FUND**

(2022) Gift of Mr. Yang Dong Shao GSAS'93, P: CC'26 and Ms. Shirley Lei Qiu SEAS'94, P: CC'26.

**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.

#### RUBIN AND SARAH SHAPS SCHOLARSHIP FUND

(1999) Bequest of Philip P. Shaps.

#### PO-CHIEH SHAW SCHOLARSHIP FUND

(2013) Gift of Gordon Shaw BUS'92.

#### RICHARD AND CAMILLE SHEELY SCHOLARSHIP FUND

(2018) Gift of Thad A. Sheely CC'93.

#### 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.

#### DOROTHY O'BRIEN AND FERDINAND J. SIEGHARDT SCHOLARSHIP FUND

(1972) Bequest of Ferdinand J. Sieghardt.

#### 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, SOA'26.

#### 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.

#### SMALLEY FOUNDATION SCHOLARSHIP FUND

(2019) Gift of The Smalley Foundation Inc.

#### MARCY AND SALO SMEKE SCHOLARSHIP

(2021) Gift of Salomon Smeke Saba BUS'19.

#### 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 ^.

#### THE 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.

#### THE FRITZ AND EMMA SPENGLER MEMORIAL SCHOLARSHIP FUND

(2005) Gift of Manfred L. Spengler CC'55, SEAS'56.

#### 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.

#### ROBERT G. SPIRO, M.D. CLASS OF 1951 MEMORIAL SCHOLARSHIP FUND

(2015) Gift of Mary J. Spiro W: CC'51, P: CC'86 in memory of her husband, Robert G. Spiro CC'51, P: CC'86.

#### LISA AND DAVID STANTON FAMILY SCHOLARSHIP

(2011) Gift of David B. Stanton CC'77, P: CC'09, CC'11.

#### 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 Alan L. Stein CC'52 ^, P: BUS'85 and Ruth S. Stein W: 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.

**MORTIMER AND HORTENSE STIEFEL FUND**  
(1988) Bequest of Hortense H. Stiefel

**ROBERT S. (1959C) AND MARCIA B. STONE 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.

**OLON 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.

**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 ^.

**SZAKMARY FAMILY SCHOLARSHIP**  
(2022) Gift of Dr. Gary Szakmary CC'72, P: CC'04 and Mrs. Katharina Szakmary P: CC'04.

**ROBERT J. SZARNICKI FAMILY SCHOLARSHIP FUND**  
(2000) Gift of Robert J. Szarnicki CC'65 ^.

**AGNES CHI-CHEN LIN SZE COLUMBIA BUSINESS SCHOOL CLASS OF 1945 SCHOLARSHIP FUND**  
(2015) Gift of Morgan Sze in memory of his mother, Agnes C. Lin Sze BUS'45.

## 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 1922, GSAS 1927.

**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 1921, LAW 1923 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.

**PAWAN AND SHRUTI TEWARI FAMILY GOLDMAN SACHS SCHOLARSHIP FUND**  
(2019) Gift of Pawan Tewari BUS'94, P: CC'20 and Shruti Tewari SIPA'94, P: CC'20.

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

**BRIAN AND SABINE THOMSON FAMILY SCHOLARSHIP FUND**



(2017) Gift of Brian J. Thomson CC'89.

#### EDGAR G. THOMSEN SCHOLARSHIP FUND

(1973) Bequest of Grace Brinkerhoff Thomassen in memory of her husband, Edgar G. Thomssen CC 1907.

#### 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 ^.

#### ELIZA TRIPP MEMORIAL SCHOLARSHIP FUND

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

#### 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.

#### THE TUKMAN FAMILY SCHOLARSHIP FUND

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

#### TUNG FAMILY SCHOLARSHIP FUND

(2023) Gift of Chiu Fai Tung P: CC'25.

#### ANTHONY AND AMY TUTRONE SCHOLARSHIP

(2019) Gift of Amy and Anthony D. Tutrone CC'86.

#### 25TH REUNION SCHOLARSHIP

(2017) Gift of various donors in honor of the twenty-fifth anniversary of their graduation.

#### ARTHUR S. TWITCHELL SCHOLARSHIP FUND

(1995) Bequest of Arthur C. Twitchell.

## U

#### NERGIS DARIUS UDWADIA SCHOLARSHIP FUND

(2023) Gift of Navroz Darius Udwadia CC'97.

#### US STEEL SCHOLARSHIP FUND

(2002) Gift of USX.

## V

#### 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 1928.

#### SIGMUND AND MARY VIOLIN SCHOLARSHIP FUND

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

#### WILLIAM F. VOELKER MEMORIAL SCHOLARSHIP FUND

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

#### MARY SAYER VOELLINGER SCHOLARSHIP FUND

(2021) Gift of Mary Corley Dunn CC'98.

#### DANIEL VOGEL CC00 AND SUZANNE GREENSTEIN VOGEL CC99 SCHOLARSHIP FUND

(2021) Gift of Suzanne Greenstein Vogel CC'99 and Daniel Vogel CC'00.

#### 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

#### WALDHORN FAMILY SCHOLARSHIP

(2022) Gift of Richard E. Waldhorn CC'72.

#### LEO J. WALSH MEMORIAL SCHOLARSHIP FUND

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

#### JOHN C. WALTER MEMORIAL SCHOLARSHIP FUND

(1966) Gift of John C. Walter

#### WANG FAMILY SCHOLARSHIP FUND

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

#### WALTER H. WANG SCHOLARSHIP FUND



(2022) Gift of Christopher McGowan CC'92, P: CC'24 and Sandy Wang CC'92, P: CC'24 in honor of Sandy's father.

#### 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 1924, SEAS 1926.

#### p>WATERFIELD LITERARY SCHOLARSHIP

(2023) Gift of Richard Rhinehart Waterfield CC'94.

#### MORRIS W. WATKINS SCHOLARSHIP FUND

(1987) Gift of William E. Collin CC 1924 ^ in honor of Morris W. Watkins CC 1924, GSAS 1928 ^.

#### ROBERT WATT SCHOLARSHIP FUND

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

#### LEONARD S. WEBER (CC '47) AND MORTON A. WEBER (CC '42) MEMORIAL SCHOLARSHIP

(2018) Bequest of Joan Weber in memory of her husband, Leonard S. Weber CC'47, and brother-in-law, Morton A. Weber CC'42.

#### 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.

#### WEINSTEIN FAMILY SCHOLARSHIP

(2022) Gift of Stephen H. Weinstein CC'91.

#### 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.

#### H. A. WHEELER SCHOLARSHIP FUND

(1923) Gift of H. A. Wheeler Class of 1880 Arts and Mines.

#### 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 VPS'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.

#### ABBEY AND ERIC WOLF FAMILY SCHOLARSHIP

(2023) Gift of Dr. Eric Jay Wolf CC'97, PS'02 and Dr. Abbey Rachel Wolf.

#### WOLF FAMILY SCHOLARSHIP FUND

(2011) Gift of Sherri P. Wolf CC'90, P: CC'21, CC'24 and Douglas R. Wolf CC'88, P: CC'21, CC'24.

#### BEN D. WOOD SCHOLARSHIP FUND

(1986) Bequest of Benjamin D. Wood CC 1922, GSAS 1924.

#### 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.

#### THE WOODWORTH FAMILY SCHOLARSHIP FUND

(2021) Bequest of Jay Woodworth CC'65, BUS'67 ^.

#### 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.

#### THE WU AND YAN FAMILY SCHOLARSHIP FUND

(2023) Gift of The Wu and Yan Family Foundation.

#### 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.

#### YAGODA FAMILY SCHOLARSHIP FUND

(2016) Gift of Scott R. Yagoda CC'86, LAW'92, P: CC'20, CC'25.

#### FREDERIC AND ANNA YANG SCHOLARSHIP FUND

(2015) Gift of Hong A. Yang BUS'98 and Frederic S. Yang BUS'97.

#### HEIDI YANG-VEN SCHOLARSHIP FUND

(2021) Gift of Heidi Yang CC'93.

#### 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.

#### YEH AND CHU FAMILY SCHOLARSHIP

(2022) Gift of Huoy Yeh and Sherman Chu CC'82, SEAS'83.

#### 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.

#### YOON FAMILY SCHOLARSHIP FUND

(2022) Gift of Mr. Suk Joong Yoon CC'93 and Ms. Yiyoun Kim.

#### YOUNG ALUMNI SCHOLARSHIP FUND

(2016) Gift of young alumni from Columbia College.

#### YIU FAMILY SCHOLARSHIP FUND

(2021) Gift of Yuk Wai Lam and Michael Yiu P: CC'23.

#### 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, P: CC'21, CC'23, CC'25 and Amy H. Yu TC'07, TC'12, P: CC'21,

CC'23, CC'25 and Bong Y. ^ and May W. Yu P: CC'88, CC'89, SEAS'90.

#### BONG AND MAY YU SCHOLARSHIP FUND

(2016) Gift of Bong Y. ^ and May W. Yu P: CC'88, CC'89, SEAS'90.

#### RAYMOND YU AND DR. YA-NING (AMY) HSU SCHOLARSHIP FUND

(2019) Gift of Raymond Yu CC'89, SEAS'90, P: CC'21, CC'23, CC'25 and Amy H. Yu TC'07, TC'12, P: CC'21, CC'23, CC'25.

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

(1967) Gifts of various donors in memory of Tung Li Yuan CC 1922 and later renamed in memory of Hui Hsi and Tung Li Yuan CC 1922.

### 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 1922, LAW 1924.

#### 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.

#### ZEPHYR SCHOLARSHIP FUND

(2022) Gift of an anonymous donor.

#### MITCHELL ZHANG SCHOLARSHIP

(2022) Gift of Mitchell Zhang CC'17.

#### THE ZICKLER FAMILY SCHOLARSHIP FUND

(2008) Gift of Leo E. Zickler CC'58.

#### PEARL AND ARTHUR ZIPSER SCHOLARSHIP

(2022) Gift of Dr. Nina Zipser CC'94 and Mr. David Laibson.

#### 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.

<sup>^</sup> *Deceased; P: Parent; W: Widow*

# ACADEMIC REQUIREMENTS

**In order to graduate from Columbia College with a Bachelor of Arts (B.A.) degree, a student must successfully complete a minimum of 124 points of academic coursework, which must include the full Core Curriculum and all requirements for a major. Additionally, a student must have earned a cumulative grade point average of 2.0 or higher to be eligible to graduate.**

Students are expected to complete the B.A. degree in eight full-time semesters. The last two semesters must be taken while enrolled in the College for study on Columbia's Morningside campus or on one of the Columbia-sponsored international programs.

## ACADEMIC CREDIT

A point of academic credit is awarded to a student for coursework based on the successful completion of a certain number of contact hours with an instructor in class and a certain number of hours of coursework done outside of class. Generally speaking, one point of academic credit denotes 14 hours of in-class work and approximately 28 hours of out-of-class work. Most undergraduate courses carry between 3 and 5 points of academic credit.

Every Columbia College student must complete 124 points of academic credit to earn the B.A. degree from Columbia College. To complete this number of credits over 8 semesters, students will need to complete an average of 15.5 credits per semester, which typically represents 4 to 5 academic courses per term (of courses that are worth between 3 and 5 points of credit each). According to the expectations of workload per credit hour noted above, a 15.5-credit academic course load will require a minimum of 46.5 hours of work per week, spent attending class and doing homework.

All courses listed in this *Bulletin* are open to Columbia College students and carry credit that can be earned toward the B.A. degree. If students are interested in courses that are not listed in this *Bulletin*, it is important that they consult their advising dean in the Berick Center for Student Advising to confirm that the course will carry credit toward the B.A. degree.

It is expected that every course that a student takes is adding to the student's education, increasing the student's knowledge, and improving the student's skills. Therefore, students may not earn credit for a course more than once, except in the case of a course that has been approved to be taken more than once (e.g., certain music performance courses, certain research courses).

- Retaking a course: If a student receives a failing grade in a course and therefore does not receive credit for it, the

student may take the class again and earn credit for the second instance of the course. In the very rare circumstance in which a student has earned credit for a course and feels it necessary to retake the course to show a stronger performance, the grades for both instances of the course will appear on the transcript, but only the first instance of the course will earn credit and only the final grade earned in the first instance of the course will count towards the overall GPA as measured by the degree audit report that students can access through Vergil/SSOL.

- Duplicative coursework: Students may not earn credit multiple times for course content that is essentially duplicative, as in the following cases:
  - Students cannot take two courses that have essentially the same function within the structure of the undergraduate curriculum. For example, credit cannot be earned for two first-term calculus courses, even if one is more theoretical in approach than the other. Similarly, 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.
  - If students have been granted academic credit through advanced standing credit (AP, IB, GCE, etc.), they may not take the equivalent course(s) at Columbia for credit. If students do take the equivalent course(s) at Columbia, they will need to forfeit the advanced standing credit previously granted. For more information, see Academic Regulations—Placement and Advanced Standing.
  - If students have been granted academic credit through transfer credit for coursework at another college or university, they may not take the equivalent course(s) at Columbia for credit. If students do take the equivalent course(s) at Columbia, they will need to forfeit the transfer credit previously granted.

## THE CORE CURRICULUM

The Core Curriculum (p. 91) represents the College's approach to general education requirements:

- Six shared courses, in which all students study the same content and learn foundational academic habits of mind and habits of work;
- Discipline-specific courses chosen by students from lists of approved courses, in which students learn specific content that conveys ways of knowing and understanding; and
- The Physical Education requirement.

### Literature Humanities

HUMA CC1001 & HUMA CC1002	Literature Humanities I and Literature Humanities II
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### Frontiers of Science

SCNC CC1000	FRONTIERS OF SCIENCE
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### University Writing



ENGL CC1010	UNIVERSITY WRITING
<b>Contemporary Civilization</b>	
COCI CC1101 & COCI CC1102	CONTEMP WESTERN CIVILIZATION I and CONTEMP WESTRN CIVILIZATION II
<b>Art Humanities</b>	
HUMA UN1121	MASTERPIECES OF WESTERN ART
<b>Music Humanities</b>	
HUMA UN1123	Music Humanities
<b>Science Requirement</b>	
In addition to Frontiers of Science (listed in the shared courses above), two courses from the list of approved courses that meet the guidelines of the Science Requirement	
<b>Global Core Requirement</b>	
Two courses from the list of approved courses that have met the guidelines of the Global Core Requirement	
<b>Foreign Language Requirement</b>	
The successful completion of the "Intermediate II" (or equivalent) level in a single language or the exemption from the requirement through approved exam scores (i.e., advanced placement exams or departmental placement exams).	
<b>Physical Education</b>	
Two courses and a swimming test	

**All of the courses in the full Core Curriculum must be taken for a letter grade (i.e., the Pass/D/Fail option may not be applied) – with the exception of courses for the Physical Education requirement, which are offered only on a "pass/withdrawal" basis.**

**Students are required to complete Frontiers of Science, both semesters of Literature Humanities, and University Writing in the first year. Students who do not successfully complete all of these requirements by the end of the first year will be placed on academic probation.**

**All students are required to take Contemporary Civilization in their sophomore year.** For pedagogical reasons, the College considers Literature Humanities a prerequisite for Contemporary Civilization; therefore, all Columbia College students must complete Literature Humanities prior to taking Contemporary Civilization. (Columbia Engineering students, who may also enroll in Contemporary Civilization, have been given an exception to this sequence because of the structure of their curriculum.)

**Students are encouraged to complete Art Humanities and Music Humanities by the end of the junior year.**

Courses taken to fulfill 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 at Columbia, may be satisfied at Barnard College.

If students plan to take courses at an approved study abroad program that seem to fulfill the stated goals of the Global Core or Science requirements, students may petition the Committee on the Global Core or the Committee on Science Instruction – through their advising dean in the [Berick Center for Student Advising](#) – to ask if the course might be approved for the relevant requirement. Also, if a student has fallen behind on the required number of credits and requirements to be in good academic standing, the student may be able to petition the [Committee on Academic Standing](#) to take approved courses at another institution during the summer in order to regain good academic standing.

## THE MAJOR

**All Columbia College students must complete a major.** By requiring both breadth and depth of study in one particular discipline or field, the major ensures intensive study in a single academic program, typically through a combination of introductory courses, methods courses, advanced seminars, and possibly a senior capstone experience such as a thesis. Majors are designed and offered by a variety of Columbia departments, institutes, centers, and programs, and are described in the departmental sections of this *Bulletin* (see [Departments, Programs, and Courses](#)).

Students select individual majors based on their own particular aims and needs. A major is not designed to produce professionally trained specialists for one profession or another; in fact, students often pursue careers that are not dependent on the specific content of their majors. Rather, the major provides a particular way of understanding and of working that students can translate into any number of professional contexts.

In the first and sophomore years, students can consult a network of advisers as they consider their choice of a major; this network includes faculty members in academic departments and programs, advising deans in the [Berick Center for Student Advising](#), and advisers in the Center for Career Education. **Students declare a major through an online declaration process in their fourth semester (i.e., spring semester of sophomore year).** Students are not permitted to declare a major before this time. Some majors will also require departmental review at the time of declaration, and students should consult with the DUS of their department to confirm that they can complete their major by the end of their 8th semester. Information about the process for declaring a major is sent to students in the spring of the sophomore year by the [Berick Center for Student Advising](#).

**Every student is responsible for completing the requirements for a major within eight full-time semesters.** Students should complete the requirements for a major that are in effect as of the time that they declare the major in their sophomore year. Students are expected to be active in consulting advisers in the major, especially the relevant director of undergraduate studies for each major.

The requirements for a major are determined by the faculty of the relevant academic department or program, and each department or program has one or more faculty members designated as a director of undergraduate studies. **A director of undergraduate studies (DUS) for a department or program provides advising on the individual courses and the programs of study for undergraduates in that department or program, and DUS can offer guidance to students who are prospective majors, who are declared majors, or who are simply taking a course in the department or program.**

Students can find information about all majors available to them in the pages of this *Bulletin* and on the websites of individual departments, institutes, and centers. Students should familiarize themselves with the requirements of any academic programs by reading through the requirements for their proposed major and by directing questions to the relevant director of undergraduate studies.

**All courses taken to complete a major, whether they are designated as required or elective within the major, must be taken for a letter grade and must be passed with a grade of C- or higher.** Some academic departments permit an exception to this policy, allowing the first one-term course taken by the student in his or her eventual major to be taken for a mark of "Pass." Students should consult the director of undergraduate studies (DUS) for any permissions or restrictions on grading options for the major.

The size and structure of a major can vary from one department/program to the next, and students may need to understand these details and distinctions as early as possible. For example:

- Some majors require that certain introductory courses be completed before the start of the junior year.
- Some majors have different minimum and maximum points allowed for a concentration or a major.
- Majors may have different policies on whether students can fulfill one requirement with a grade of D or a mark of "Pass."

A student can change majors at any time as long as the requisite departmental approval is received, the requirements have been or can be fulfilled, and students can still graduate by the end of their eighth semester. If a student decides to change a major, the student must file a new declaration form online or in hard copy with the advising dean in the Berick Center for Student Advising.

Independent majors (i.e., programs of study designed by a student) are not permitted for Columbia College students.

## MINORS

Most students graduate from Columbia College with one program of study – i.e., with one major. Majors vary in the

number and type of required courses, and students may find that they have very full programs of study each semester with the mix of courses to fulfill a major and courses to fulfill the Core Curriculum. To the extent that students have additional space in their programs of study for elective coursework, they might choose to take a mix of liberal arts courses in a variety of departments, or they might give their elective coursework shape by declaring another program of study. While students can declare a second major, more often students who wish to pursue another program of study will opt to a secondary course of study in the form of an academic minor.

Smaller than a major program of study, an academic minor typically requires between 5 and 9 courses to complete, and it offers students the opportunity to increase their exposure to the breadth of the liberal arts curriculum in ways that are curated by the faculty's expertise and interests. The goals and structures of a minor can vary, and may have one of the following purposes:

- an introduction to a discipline, stopping short of the advanced work of a major;
- a cluster of courses that introduce students to a topic through multiple approaches;
- an advanced offering for students who have previous preparation in order to pursue a particular focus of study that builds on departmental strengths and specializations;
- a complement to an existing major, such as a subfield in a cognate department; or
- an interdisciplinary program including courses in one or more departments/programs.

Students can find information about all minors available to them in the pages of this *Bulletin* and on the websites of individual departments, institutes, and centers. Students should familiarize themselves with the requirements of any academic programs by reading through the requirements for minors and by directing questions to the relevant director of undergraduate studies.

Students can declare a minor at the same time that they declare a major, in the Spring semester of their sophomore year, or they can declare a minor at a later point if they determine that they have the interest and space in their program of study to complete one. Information about the process for declaring a major is sent to students in the spring of the sophomore year by the Berick Center for Student Advising.

## SPECIAL PROGRAMS

In certain cases, the College has partnered with Columbia's professional schools or affiliated programs to offer a special program of study that goes beyond the liberal arts curriculum offered to College students. If a student completes one of these programs, it will appear on the student's transcript as a "special program." Therefore, a special program can only be pursued

as a second program of study; a student pursuing a special program must also complete a major in order to earn the B.A. degree.

## MAXIMUM NUMBER OF PROGRAMS OF STUDY

Most students graduate from Columbia College with one program of study – i.e., with one major. Majors vary in the number and type of required courses, and students may find that they have very full programs of study each semester with the mix of courses to fulfill a major and courses to fulfill the Core Curriculum.

To the extent that students have additional space in their programs of study for elective coursework, they might choose to take a mix of liberal arts courses in a variety of departments, or they might give their elective coursework shape by declaring another program of study. While students can declare a second major, more often students who wish to pursue another program of study will opt to a secondary course of study in the form of an academic minor or a special program (described above).

Students must complete their degree requirements within eight semesters (including the terms that transfer students have spent at other institutions), and students will not be awarded additional semesters for the purposes of completing an additional program of study.

The maximum number of programs that a student can declare is three, subject to the following conditions:

1. Students may declare a maximum of three programs of study (a program of study defined as a major, a minor, or a special program).
2. A student may not declare more than two majors.
3. A student may not declare more than two minors.
4. If a student wishes to declare more than one program of study, the coursework for the additional program(s) of study should fit comfortably within the expected course load of 4-5 courses per semester. Students will not be permitted to petition regularly to exceed the 18-credit point limit in order to pursue additional programs of study.

If a student decides to pursue multiple programs of study, they may not both be governed by the same offering unit (department, institute, or center). For example, a student may not declare two majors, or a major and a minor, in Russian Language and Culture and in Slavic Studies, both of which are housed in the Department of Slavic Languages. Similarly, a student may not declare programs in Mathematics and in Applied Mathematics, both of which are governed by the Department of Mathematics. All joint majors are considered as governed by both offering units: for example, the Economics-Political Science major is governed by both the Economics department and the Political Science department, so that a

student may not declare programs in both Political Science and Economics-Political Science.

## POLICY ON DOUBLE-COUNTING COURSES TOWARD REQUIREMENTS

If a student chooses to declare more than one program of study (some combination of major, minor, or special program, subject to the conditions noted above), the student can, in certain situations, apply one course to two programs of study (“double-counting”). There are three conditions under which students may apply one course to two programs of study, and depending on the declared programs of study, some or all of these conditions may apply:

1. If two programs of study require the same fundamental skills as prerequisite for all further study in those programs, students may double-count those fundamental courses to both programs of study. The Committee on Instruction has defined this fundamental coursework as any of the following courses:
  - a. elementary and intermediate foreign language courses;
  - b. the calculus sequence (I through IV, Accelerated Multivariable Calculus, or Honors A and B);
  - c. introductory courses in Statistics (STAT UN1101 or UN1201); and
  - d. the introductory course in computer programming (COMS W1004).
  - e. If faculty members feel that other courses should be included in this category, those courses would need to be explicitly approved by the Committee on Instruction for double-counting.
2. In addition to double-counting any of the courses described in #1 above, students may double-count courses toward programs of study (major or minor) that are taken to fulfill three parts of the Core Curriculum: (1) the Global Core requirement and/or (2) the Science requirement and/or (3) the Language requirement. Note: The shared courses of the Core Curriculum – specifically, Art Humanities, Contemporary Civilization, Frontiers of Science, Literature Humanities, Music Humanities, and University Writing – may not be double-counted with any major or minor.
3. In addition to double-counting any courses described in #1 and #2 above, students pursuing two programs of study may double-count a maximum of two classes of any type, if the classes are already approved to fulfill a requirement for each program of study. Students should not petition Directors of Undergraduate Studies for substitutions to major or minor requirements in order to create opportunities for double-counting. Offering departments, institutes, or centers may

choose to restrict the double-counting of particular courses, and such restrictions cannot be appealed.

If any of the conditions above happens to apply to three declared programs, the “double-counting” will apply across the three programs of study.

## SUPERVISED INDEPENDENT STUDY

It is sometimes possible for students to pursue independent advanced work on a topic for credit under the supervision of a faculty member. Students must develop a plan of study with a faculty adviser that details the workload of the independent study (i.e., the weekly reading and/or research, and the assignments that will be submitted and assessed), as well as the plan for regular meetings with the faculty member in fulfillment of the required contact hours between instructor and student. Students must also obtain the approval of the department; approval depends on the quality of the proposal, the student’s qualifications, and the availability of an appropriate faculty adviser. Independent study may earn variable credit (between 1 and 6 credits), depending on the planned workload and meeting schedule; the department can determine the appropriate number of credits.

## ACADEMIC ADVISING

### Planning an Academic Program

A student’s “academic program” is the full complement of courses in which the student is registered in an academic term—the combination of subjects, topics, and credits that a student plans to complete in a given semester.

When planning an academic program for each semester, students should ensure the following:

1. Students are thoroughly familiar with the requirements for the degree – including the full Core Curriculum and the requirements for a major – and with the College regulations, all of which are detailed in this *Bulletin* (see details above in section on “Majors”);
2. Students plan to complete University Writing (ENGL CC1010), Frontiers of Science (SCNC CC1000), Masterpieces of Western Literature and Philosophy I & II (HUMA CC1001-HUMA CC1002) during the first year, as well as Introduction to Contemporary Civilization in the West (COCI CC1101 -COCI CC1102) by the end of the sophomore year (see details above in section on “Core Curriculum”);
3. Students prepare to declare a major in their fourth term (i.e., spring semester of sophomore year).

In particular, students should note that some majors require that certain introductory courses be completed before the start of the junior year. For example, students considering a major in the sciences should focus on required introductory

science courses in their first two years, in addition to Core requirements; students considering a concentration or major in the humanities and social sciences should try to take, in their first two years, a combination of Core requirements and introductory level courses in the department(s) in which they are interested in majoring. 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.

When planning their academic program, students are expected to consult with their advising deans in the [Berick Center for Student Advising](#) and with the faculty advisers in the relevant academic departments.

### Advising Deans

Advising deans in the [Berick Center for Student Advising](#) advise students on general graduation requirements and monitor students’ progress toward completing the Core Curriculum. Advising deans guide and support undergraduates at Columbia College as they navigate their academic and co-curricular lives at Columbia University. Students are assigned an advising dean in the summer before matriculation.

Productive advising is built on a 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 knowledgeable resource, reliable guide, and a source for referrals, so that students may make the most of all the opportunities available to them inside and outside the classroom during their time at the College.

Students can make appointments with their advising deans using the [online appointment system](#). While students have assigned advising deans, students may make appointments with any of the advisers in the [Berick Center for Student Advising](#), and students may also attend walk-in hours in person or virtually to speak to an “adviser of the day” during business hours. Students who wish to change assigned advising deans are encouraged to make an appointment with Andrew Plaa, Dean of Advising, who can make new adviser assignments.

### Directors of Undergraduate Studies

[Directors of Undergraduate Studies \(DUS\)](#), and other faculty in academic departments, advise students on the requirements for majors, minors, and special programs.

Students should feel free to consult a DUS as early as possible to discuss the goals, content, and shape of a program of study (major, minor, or special program). The DUS can advise prospective majors or minors on the specific requirements for a program of study, can spell out options for paths through the program of study, and can suggest the most appropriate courses for a student’s academic program. When a student has decided to declare a particular program of study, the DUS can



confirm that the student is on track to complete the program of study on time and can also advise the student on finding related opportunities in the field in areas such as research, internships, jobs, etc.

Under no circumstances will students be granted more than 8 semesters to complete a secondary course of study (i.e., a minor or a special program or second major), so it is important for students to actively consult their advising deans and the relevant directors of undergraduate studies to confirm their academic progress as they plan each semester.

## ADVISING FOR FIRST-YEAR STUDENTS

In the summer before matriculating to Columbia College, 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 will also receive information by email about opportunities to talk with their advising dean during that summer, and students should read the [Academic Planning Guide for New Students](#) carefully prior to their first advising appointment.

Each incoming first-year student will be preregistered for a section of Literature Humanities for the Fall term. Each student will also be preregistered for either a section of Frontiers of Science or a section of University Writing. Therefore, students will have two courses assigned to their Fall academic programs when they arrive on campus, and they will register themselves for the remaining courses during the New Student Orientation Program and/or during the Change of Program period (i.e., the first two weeks of classes).

For the Spring term of the first year, students will be pre-registered in the section of Literature Humanities that corresponds with their Fall section (i.e., usually with the same instructor at the same time of the week), but it will be possible to change sections if schedule conflicts arise. First-year students who have taken University Writing in the Fall will be pre-registered in a section of Frontiers of Science in the Spring. First-year students who have taken Frontiers of Science in the Fall will register themselves for a section of University Writing in the Spring.

All incoming first-year students are expected to meet with their advising deans in the [Berick Center for Student Advising](#) during the summer (in person, by phone, or online), 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, and their short- and long-term goals, and to learn about other advising resources and offices available to them at Columbia.

Students are expected to stay in touch regularly with their advising deans in the [Berick Center for Student Advising](#) throughout their time at Columbia.

## REQUIREMENTS FOR TRANSFER STUDENTS

All academic requirements noted above and elsewhere in this *Bulletin* apply to students who transfer into Columbia College as sophomores or juniors, with the following considerations for their status as transfer students:

In order to graduate from Columbia College with a Bachelor of Arts (B.A.) degree, all transfer students must successfully complete a minimum of 124 points of academic credit, which must include the full [Core Curriculum](#) – with the exception of CC1000 Frontiers of Science, though three courses from the approved Science Requirement list must be completed. In addition, transfer students must satisfy all requirements for a major –or, for transfer students who matriculated prior to Fall 2024, all requirements for a concentration – and the overall GPA for all coursework completed must be 2.0 or higher.

Transfer students are expected to complete the B.A. degree in six full-time semesters (for students entering Columbia College in the sophomore year) or four full-time semesters (for students entering Columbia College in the junior year). The last two semesters must be taken while enrolled in the College for study on this campus or on one of the [Columbia-sponsored international programs](#).

Class standing for students transferring to Columbia College is determined prior to matriculation and is based on the number of terms and credits completed at the home institution. Twelve credits is the equivalent of one full-time term. A transfer student's class standing will remain in place for the duration of the student's time in Columbia College, regardless of future credits earned. Once they have matriculated, transfer students may be assigned additional advanced standing like Advanced Placement, International Baccalaureate and other standardized examination credit, but their class status will remain the same. This policy remains in place even when students are eligible to graduate in less than eight terms.

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](#)).



# CORE CURRICULUM

## The Center for the Core Curriculum

[core-curriculum@columbia.edu](mailto:core-curriculum@columbia.edu)

The Core Curriculum is the heart of the Columbia College education. The central intellectual mission of the Core is to provide all students with wide-ranging perspectives, a deeper understanding of history, and critical and creative thinking skills through the study of literature, science, philosophy, music, and art.

The Core was the first college general education program in the United States, launched as a single course, *Contemporary Civilization*, in 1919 with the goal of preparing students to grapple with “the insistent problems of the present.” In a context of global crisis, social reform, and widespread debates about the aims and methods of higher learning, Columbia College offered *Contemporary Civilization* as a bold experiment in what philosopher John Dewey called “progressive education.” That is, rather than focusing on the transmission of knowledge and the development of expertise, *Contemporary Civilization* would provide students with a space to develop their own ideas and create knowledge collectively at the intersection of historical consciousness and self-awareness.

In the century that followed, the Core evolved considerably, adding *Literature Humanities* in 1937 and *Art Humanities* and *Music Humanities* a decade later. That same year, 1947, a new course in *Asian Humanities* was introduced, adding a further global dimension to the curriculum. What is now called the Global Core — formerly Major Cultures — became a requirement in 1990. After decades of failed attempts to include scientific inquiry in the curriculum, *Frontiers of Science* was launched as a Core requirement in 2004. Together, these Core courses explore the stories, ideas, images, sounds, and discoveries through which we make ourselves intelligible to one another.

Each course in the Core undergoes regular review and revision to respond to the ever-changing challenges of our modern world and to incorporate a growing number of perspectives and experiences. Through all of these changes, the Core has provided an enriching liberal arts experience of community, active learning, and interdisciplinary inquiry in the larger context of a research university. The Core creates a shared intellectual experience for students that is rooted in mutual respect, fostering close and lasting intellectual relationships with peers and faculty through discussion. This community extends across course sections, class years, and even generations.

Working in small seminars, students engage actively with difficult works and concepts early in their college careers,

preparing them for more advanced academic work in their chosen fields of study. The general academic skills that students develop in Core classes are useful in a range of contexts, counterbalancing the specialization of chosen majors. Most importantly, Core courses give students the opportunity to experiment with ideas, pursue their own inquiries, develop their own perspectives, and critique the shared opinions and social practices of our world through an understanding of their histories. In this way, the Core prepares students for a lifetime of critical and creative intelligence.

The Center for the Core Curriculum, located in 202 Hamilton, provides administrative support to faculty and students in Art Humanities, Contemporary Civilization, Frontiers of Science, Literature Humanities, and Music Humanities. The Center can be contacted at [core-curriculum@columbia.edu](mailto:core-curriculum@columbia.edu).

The Committee on the Core Curriculum manages the academic elements of the Core, with faculty representatives from Art Humanities, Contemporary Civilization, Frontiers of Science, Literature Humanities, Music Humanities, University Writing, and the Global Core, as well as administrators and student representatives from Columbia College and General Studies. In the 2024-25 academic year, the following members will comprise the Committee:

## Committee on the Core Curriculum

Josef Sorett  
Dean of Columbia College  
208 Hamilton; 212-854-2443  
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Ruben L. Gonzalez Jr.  
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Chair of Frontiers of Science  
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To Be Announced  
Chair of the Committee on Global Core

Lisa Hollibaugh  
Dean of Academic Affairs  
202 Hamilton Hall; 212-851-9814  
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# LITERATURE HUMANITIES

## Chair for Literature Humanities

Prof. Joseph A. Howley

Associate Professor of Classics

Paul Brooke Program Chair for Literature Humanities

[jah2220@columbia.edu](mailto:jah2220@columbia.edu)

## Literature Humanities Website

*HUMA CC1001* and *HUMA CC1002* “Literature Humanities” or “Lit Hum,” as it is popularly known, is a year-long course that offers Columbia College students the opportunity to engage in intensive study and discussion of significant works. A part of the Core Curriculum since 1937, *Literature Humanities* is not a survey with a fixed syllabus, but an ever-evolving series of carefully selected readings that reward both first encounters and long study. Whether classwork focuses attention on the formal elements of the text, its importance to literary history, or on its significance to contemporary culture and issues, the goal is to consider a range of perspectives across time and cultures that can enhance our understanding of the world and foster a deeper sense of empathy, while also developing crucial skills in close reading, critical thinking, writing, and academic discussion through the analysis of literary works.

Instructors from a range of departments and disciplines meet with groups of approximately twenty-two students for four hours a week in order to discuss texts by Enheduanna, Homer, Sappho, Aeschylus, Plato, Vergil, Augustine, Ibn ‘Arabi, Marie de France, Dante, Montaigne, Shakespeare, Sor Juana Inés de la Cruz, Austen, Woolf, Morrison, and Rankine, as well as Hebrew Scriptures, Gospels, and Gilgamesh.

## REGISTRATION PROCEDURE

All information concerning registration in *HUMA CC1001-HUMA CC1002* is included in the registration materials sent to students. All first-year students are preregistered in *Literature Humanities*. Students can change their section during their registration period prior to the start of the semester and the change of program period during the first two weeks of the semester.

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 Literature Humanities I. 4.00 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 Latin American and Iberian Cultures; 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 2024: HUMA CC1001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HUMA 1001	001/11642	M W 8:10am - 10:00am 309 Hamilton Hall	Nancy Workman	4.00	20/21
HUMA 1001	002/11643	M W 8:10am - 10:00am 301 Hamilton Hall	Adrian Guo-Silver	4.00	22/21
HUMA 1001	003/11644	M W 8:10am - 10:00am 707 Hamilton Hall	Ben Hooyman	4.00	20/21
HUMA 1001	004/11645	M W 12:10pm - 2:00pm 507 Philosophy Hall	Katrina Dzyak	4.00	22/21
HUMA 1001	005/11646	M W 12:10pm - 2:00pm Sat Alfred Lerner Hall	Daniel Saenz	4.00	20/21
HUMA 1001	006/11647	M W 12:10pm - 2:00pm 303 Hamilton Hall	Ben Hooyman	4.00	21/21
HUMA 1001	007/11648	M W 12:10pm - 2:00pm 301 Hamilton Hall	Tylar Colleluori	4.00	22/21
HUMA 1001	008/11649	M W 12:10pm - 2:00pm 109 Hartley Hall	Naomi Michalowicz	4.00	22/21
HUMA 1001	009/11650	M W 12:10pm - 2:00pm 307 Pupin Laboratories	Margaret Corn	4.00	22/21
HUMA 1001	010/11651	M W 12:10pm - 2:00pm 963 Ext Schermerhorn Hall	Aya Labanieh	4.00	22/21
HUMA 1001	011/11652	M W 2:10pm - 4:00pm 111 Carman Hall	James Adams	4.00	21/21
HUMA 1001	012/11653	M W 2:10pm - 4:00pm 302 Hamilton Hall	Carlos Nugent	4.00	22/21
HUMA 1001	013/11654	M W 2:10pm - 4:00pm 253 Engineering Terrace	Dustin Stewart	4.00	22/21
HUMA 1001	014/11655	M W 2:10pm - 4:00pm 301 Hamilton Hall	Tylar Colleluori	4.00	22/21
HUMA 1001	015/11656	M W 2:10pm - 4:00pm 109 Hartley Hall	Naomi Michalowicz	4.00	21/21
HUMA 1001	016/11657	M W 10:10am - 12:00pm 109 Hartley Hall	Yana Skorobogatov	4.00	21/21
HUMA 1001	017/11658	M W 2:10pm - 4:00pm 607 Hamilton Hall	Sarah bin Tyer	4.00	21/21

HUMA 1001	018/11659	M W 4:10pm - 6:00pm 301 Hamilton Hall	Karen Van Dyck	4.00	21/21			253 Engineering Terrace			
HUMA 1001	019/11660	M W 4:10pm - 6:00pm 109 Hartley Hall	Anna Borgarello	4.00	21/21	HUMA 1001	039/11680	T Th 10:10am - 12:00pm 402 Hamilton Hall	Pier Mattia Tommasino	4.00	20/21
HUMA 1001	020/11661	M W 4:10pm - 6:00pm 509 Hamilton Hall	Jacqueline Garcia Suarez	4.00	20/21	HUMA 1001	040/11681	T Th 12:10pm - 2:00pm 301 Hamilton Hall	Rebecca Kastleman	4.00	22/21
HUMA 1001	021/11662	M W 4:10pm - 6:00pm 306 Hamilton Hall	Lorenzo Mecozzi	4.00	21/21	HUMA 1001	041/11682	T Th 12:10pm - 2:00pm 309 Hamilton Hall	Alec Joyner	4.00	21/21
HUMA 1001	022/11663	M W 4:10pm - 6:00pm 511 Hamilton Hall	Alex Pektiv	4.00	21/21	HUMA 1001	042/11683	T Th 12:10pm - 2:00pm 111 Carman Hall	Mia Florin- Sefton	4.00	22/21
HUMA 1001	023/11664	M W 4:10pm - 6:00pm 302 Hamilton Hall	Scott Harris	4.00	20/21	HUMA 1001	043/11684	T Th 12:10pm - 2:00pm 109 Hartley Hall	Begona Alberdi	4.00	22/21
HUMA 1001	024/11665	M W 4:10pm - 6:00pm 707 Hamilton Hall	Jeffrey Wayno	4.00	22/21	HUMA 1001	044/11685	T Th 12:10pm - 2:00pm 206 Broadway Residence Hall	Nadrah Mohammed	4.00	20/21
HUMA 1001	025/11666	M W 6:10pm - 8:00pm 306 Hamilton Hall	Katrina Dzyak	4.00	17/21	HUMA 1001	045/11686	T Th 12:10pm - 2:00pm 302 Fayerweather	Sailakshmi Ramgopal	4.00	22/21
HUMA 1001	026/11667	M W 6:10pm - 8:00pm 109 Hartley Hall	Anna Borgarello	4.00	18/21	HUMA 1001	046/11687	T Th 2:10pm - 4:00pm 402 Hamilton Hall	Austin Graham	4.00	21/21
HUMA 1001	027/11668	M W 6:10pm - 8:00pm 301 Hamilton Hall	Lilith Todd	4.00	17/21	HUMA 1001	047/11688	T Th 2:10pm - 4:00pm 206 Broadway Residence Hall	Caio Ferreira	4.00	21/21
HUMA 1001	028/11669	T Th 8:10am - 10:00am 306 Hamilton Hall	Louis Moffa	4.00	22/21	HUMA 1001	048/11689	T Th 2:10pm - 4:00pm 212d Lewisohn Hall	Zoe Henry	4.00	22/21
HUMA 1001	029/11670	T Th 8:10am - 10:00am 309 Hamilton Hall	Jilian Pizzi	4.00	21/21	HUMA 1001	049/11690	T Th 2:10pm - 4:00pm 309 Hamilton Hall	Hamid Dabashi	4.00	21/21
HUMA 1001	030/11671	T Th 8:10am - 10:00am 613 Hamilton Hall	Giulia Ricca	4.00	21/21	HUMA 1001	050/11691	T Th 2:10pm - 4:00pm 306 Hamilton Hall	Edward Mendelson	4.00	22/21
HUMA 1001	031/11672	T Th 10:10am - 12:00pm 607 Martin Luther King Building	Eliza Zingesser	4.00	14/21	HUMA 1001	051/11692	T Th 2:10pm - 4:00pm 616 Hamilton Hall	Bianca Calabresi	4.00	22/21
HUMA 1001	032/11673	T Th 10:10am - 12:00pm 111 Carman Hall	Eleanor Johnson	4.00	21/21	HUMA 1001	052/11693	T Th 4:10pm - 6:00pm 302 Hamilton Hall	Sophia Pedatella	4.00	21/21
HUMA 1001	033/11674	T Th 10:10am - 12:00pm 302 Hamilton Hall	Nicholas Dames	4.00	22/21	HUMA 1001	053/11694	T Th 4:10pm - 6:00pm 201 80 Claremont	Emma Hitchcock	4.00	22/21
HUMA 1001	034/11675	T Th 10:10am - 12:00pm 109 Hartley Hall	Begona Alberdi	4.00	22/21	HUMA 1001	054/11695	T Th 4:10pm - 6:00pm 306 Uris Hall	Tamara Hache	4.00	21/21
HUMA 1001	035/11676	T Th 10:10am - 12:00pm 206 Broadway Residence Hall	Caio Ferreira	4.00	22/21	HUMA 1001	055/11696	T Th 4:10pm - 6:00pm 318 Hamilton Hall	Mia Florin- Sefton	4.00	22/21
HUMA 1001	036/11677	T Th 10:10am - 12:00pm 507 Philosophy Hall	Hannah Weaver	4.00	21/21	HUMA 1001	056/11697	T Th 4:10pm - 6:00pm 309 Hamilton Hall	Giuseppe Gerbino	4.00	22/21
HUMA 1001	037/11678	T Th 10:10am - 12:00pm 325 Pupin Laboratories	Laura DiNardo	4.00	22/21	HUMA 1001	057/11698	T Th 4:10pm - 6:00pm 206 Broadway Residence Hall	Katherine Manansala	4.00	21/21
HUMA 1001	038/11679	T Th 10:10am - 12:00pm	Robert O'Meally	4.00	21/21	HUMA 1001	059/11700	T Th 6:10pm - 8:00pm 309 Hamilton Hall	Eduardo Andres Vergara Torres	4.00	19/21



HUMA 1001	060/11701	T Th 6:10pm - 8:00pm 306 Hamilton Hall	Valeria Spacciante	4.00	21/21	HUMA 1002	011/10769	M W 2:10pm - 4:00pm 111 Carman Hall	James Adams	4.00	17/21
HUMA 1001	066/18767	M W 4:10pm - 6:00pm 303 Hamilton Hall	Joseph Romano	4.00	19/21	HUMA 1002	012/10770	M W 2:10pm - 4:00pm 707 Hamilton Hall	Carlos Nugent	4.00	22/21
HUMA 1001	067/18768	T Th 12:10pm - 2:00pm 301m Fayerweather	Eli Mandel	4.00	21/21	HUMA 1002	013/10771	M W 2:10pm - 4:00pm 477 Alfred Lerner Hall	Dustin Stewart	4.00	21/21
HUMA 1001	068/18769	T Th 2:10pm - 4:00pm 224 Pupin Laboratories	Maude Meisel	4.00	21/21	HUMA 1002	014/10772	M W 2:10pm - 4:00pm 402 Hamilton Hall	Tylar Colleluori	4.00	21/21
HUMA 1001	069/18770	T Th 4:10pm - 6:00pm 103 Knox Hall	Ishai Mishory	4.00	21/21	HUMA 1002	015/10773	M W 2:10pm - 4:00pm 568 Alfred Lerner Hall	Naomi Michalowicz	4.00	21/21

**HUMA CC1002 Literature Humanities II. 4.00 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 2025: HUMA CC1002**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment						
HUMA 1002	001/10759	M W 8:10am - 10:00am 309 Hamilton Hall	Nancy Workman	4.00	21/21	HUMA 1002	016/10774	M W 2:10pm - 4:00pm 255 International Affairs Bldg	Yana Skorobogatov	4.00	20/21
HUMA 1002	002/10760	M W 8:10am - 10:00am 402 Hamilton Hall	Adrian Guo-Silver	4.00	21/21	HUMA 1002	017/10775	M W 2:10pm - 4:00pm 608 Martin Luther King Building	Sarah bin Tyeer	4.00	17/21
HUMA 1002	003/10761	M W 8:10am - 10:00am 707 Hamilton Hall	Ben Hooyman	4.00	21/21	HUMA 1002	018/10776	M W 4:10pm - 6:00pm 301 Hamilton Hall	Karen Van Dyck	4.00	21/21
HUMA 1002	004/10762	M W 12:10pm - 2:00pm 412 Pupin Laboratories	Katrina Dzyak	4.00	21/21	HUMA 1002	019/10777	M W 4:10pm - 6:00pm 309 Hamilton Hall	Anna Borgarello	4.00	22/21
HUMA 1002	005/10763	M W 12:10pm - 2:00pm 201 80 Claremont	Daniel Saenz	4.00	20/21	HUMA 1002	020/10778	M W 4:10pm - 6:00pm 402 Hamilton Hall	Jacqueline Garcia Suarez	4.00	18/21
HUMA 1002	006/10764	M W 12:10pm - 2:00pm 325 Pupin Laboratories	Ben Hooyman	4.00	21/21	HUMA 1002	021/10779	M W 4:10pm - 6:00pm 109 Hartley Hall	Lorenzo Mecozzi	4.00	21/21
HUMA 1002	007/10765	M W 12:10pm - 2:00pm 402 Hamilton Hall	Tylar Colleluori	4.00	21/21	HUMA 1002	022/10780	M W 4:10pm - 6:00pm 306 Uris Hall	Alex Pekov	4.00	22/21
HUMA 1002	008/10766	M W 12:10pm - 2:00pm 568 Alfred Lerner Hall	Naomi Michalowicz	4.00	21/21	HUMA 1002	023/10781	M W 4:10pm - 6:00pm 302 Hamilton Hall	Scott Harris	4.00	21/21
HUMA 1002	009/10767	M W 12:10pm - 2:00pm 903 School Of Social Work	Benjamin VanWagoner	4.00	19/21	HUMA 1002	024/10782	M W 4:10pm - 6:00pm 707 Hamilton Hall	Jeffrey Wayno	4.00	21/21
HUMA 1002	010/10768	M W 12:10pm - 2:00pm 507 Philosophy Hall	Aya Labanieh	4.00	21/21	HUMA 1002	025/10783	M W 6:10pm - 8:00pm 402 Hamilton Hall	Katrina Dzyak	4.00	22/21
						HUMA 1002	026/10784	M W 6:10pm - 8:00pm 309 Hamilton Hall	Anna Borgarello	4.00	18/21
						HUMA 1002	027/10785	M W 6:10pm - 8:00pm 111 Carman Hall	Lilith Todd	4.00	21/21
						HUMA 1002	028/10786	T Th 8:10am - 10:00am 309 Hamilton Hall	Louis Moffa	4.00	22/21
						HUMA 1002	029/10787	T Th 8:10am - 10:00am 402 Hamilton Hall	Jilian Pizzi	4.00	20/21
						HUMA 1002	030/10788	T Th 8:10am - 10:00am 111 Carman Hall	Giulia Ricca	4.00	20/21
						HUMA 1002	031/10789	T Th 10:10am - 12:00pm	Eliza Zingesser	4.00	10/21

HUMA 1002	051/10813	T Th 2:10pm - 4:00pm 329 Uris Hall	Chris Kelly	4.00	22/21
HUMA 1002	052/10814	T Th 4:10pm - 6:00pm 306 Uris Hall	Sophia Pedatella	4.00	22/21
HUMA 1002	053/10815	T Th 4:10pm - 6:00pm 616 Martin Luther King Building	Emma Hitchcock	4.00	21/21
HUMA 1002	054/10816	T Th 4:10pm - 6:00pm 507 Philosophy Hall	Tamara Hache	4.00	22/21
HUMA 1002	055/10817	T Th 4:10pm - 6:00pm 425 Pupin Laboratories	Mia Florin-Sefton	4.00	21/21
HUMA 1002	056/10818	T Th 4:10pm - 6:00pm 609 Hamilton Hall	Emily Madison	4.00	21/21
HUMA 1002	057/10819	T Th 4:10pm - 6:00pm 313 Pupin Laboratories	Katherine Manansala	4.00	22/21
HUMA 1002	059/10820	T Th 6:10pm - 8:00pm 402 Hamilton Hall	Eduardo Andres Vergara Torres	4.00	19/21
HUMA 1002	060/10821	T Th 6:10pm - 8:00pm 111 Carman Hall	Valeria Spacciante	4.00	19/21
HUMA 1002	066/10822	M W 4:10pm - 6:00pm 313 Pupin Laboratories	Joseph Romano	4.00	21/21
HUMA 1002	067/10823	T Th 12:10pm - 2:00pm 607 Martin Luther King Building	Eli Mandel	4.00	21/21
HUMA 1002	068/10824	T Th 2:10pm - 4:00pm 307 Pupin Laboratories	Maude Meisel	4.00	21/21
HUMA 1002	069/10825	T Th 4:10pm - 6:00pm 109 Hartley Hall	Ishai Mishory	4.00	21/21
HUMA 1002	070/10826	T Th 10:10am - 12:00pm 303 Hamilton Hall	Clemence Boulouque	4.00	19/21

**Chair for Contemporary Civilization**  
Prof. Carol Rovane  
*Violin Family Professor of Philosophy*  
cr260@columbia.edu

The purpose of *COCI CC1101-COCI CC1102 “Contemporary Civilization,”* or “CC,” as it is popularly known, is to introduce students to a range of issues concerning the kinds

of communities—political, social, moral, and religious—that human beings construct, and the values that inform and define such communities. Founded in 1919 to prepare students to confront "the insistent problems of the present," *Contemporary Civilization* has evolved continuously while remaining a constant element of the Columbia College curriculum. The course asks students to read texts that offer a wide range of perspectives, to experiment with ideas, follow their own inquiries, and present their own perspectives about the issues that these texts raise. In doing so, students develop their skills as thinkers and communicators.

The aim of *Contemporary Civilization* is not to endorse or celebrate the often conflicting—and sometimes troubling—ideas of the authors studied in class, but rather to engage with them critically. By exploring a range of perspectives, students will gain a better sense of the ideas that have shaped the world they have inherited, develop the power to imagine experiences and understand opinions different from their own, and test their own values in a way that may strengthen them or prompt revision. The ultimate goal of *Contemporary Civilization* is to foster a community in which students can share their perplexity, deepen their understanding of the world and their place within it, recognize the limits of their own perspectives and experiences, and engage respectfully with one another across their differences.

Because *Contemporary Civilization* is a year-long course, readings are necessarily selective. Every three years, faculty revise the syllabus, and many instructors supplement readings with their own selections. The factors that lead to the adoption of a text include historical influence, the demonstrated ability of a text to provoke productive discussion, and the relevance of a text's ideas to the pressing problems of the present. Among the authors currently required in the course are Plato, Aristotle, Augustine, Aquinas, Christine de Pizan, Machiavelli, Descartes, Hobbes, Locke, Rousseau, Smith, Kant, Bentham, Wollstonecraft, Tocqueville, J.S. Mill, David Walker, Douglass, Sojourner Truth, Marx, Darwin, Nietzsche, Du Bois, Gandhi, Ambedkar, Fanon, Arendt, Foucault, the Combahee River Collective, Barbara Fields, Sadiya Hartman, Dipesh Chakrabarty, Kyle Powys White, as well as the Bible and The Qur'an.

## REGISTRATION PROCEDURE

All information concerning registration in *COCI CC1101-COCI CC1102* 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 CONTEMP WESTERN CIVILIZATION I. 4.00 points.

Taught by members of the Departments of Anthropology, Classics, English and Comparative Literature, French, German, History, Latin American and Iberian Cultures, Middle Eastern, South Asian, and African Studies, 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 2024: COCI CC1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COCI 1101	001/11349	M W 8:10am - 10:00am 308a Lewisohn Hall	Qian Cao	4.00	20/21
COCI 1101	002/11350	M W 8:10am - 10:00am 306 Hamilton Hall	Joseph Schittone	4.00	21/21
COCI 1101	003/11351	M W 8:10am - 10:00am 111 Carman Hall	Alice Gorton	4.00	22/21
COCI 1101	004/11352	M W 10:10am - 12:00pm 306 Hamilton Hall	Nadia Sariahmed	4.00	21/21
COCI 1101	005/11353	M W 10:10am - 12:00pm 309 Hamilton Hall	Dennis Tenen	4.00	21/21
COCI 1101	006/11354	M W 10:10am - 12:00pm 301 Hamilton Hall	Michael Stanislawski	4.00	20/21
COCI 1101	007/11356	M W 10:10am - 12:00pm 206 Broadway Residence Hall	Soraya Limare	4.00	21/21
COCI 1101	008/11357	M W 10:10am - 12:00pm 302 Hamilton Hall	Jonathan Peterson	4.00	22/21
COCI 1101	009/11358	M W 10:10am - 12:00pm 569 Alfred Lerner Hall	Aileen Forbes	4.00	14/21
COCI 1101	010/11359	M W 12:10pm - 2:00pm 306 Hamilton Hall	Nadia Sariahmed	4.00	22/21
COCI 1101	011/11361	M W 12:10pm - 2:00pm 111 Carman Hall	Natalia Alexander	4.00	21/21
COCI 1101	012/11362	M W 12:10pm - 2:00pm 309 Hamilton Hall	Nathan Feldman	4.00	21/21
COCI 1101	013/11363	M W 12:10pm - 2:00pm 201a Philosophy Hall	Jesse Chevan	4.00	22/21
COCI 1101	014/11365	M W 12:10pm - 2:00pm 302 Hamilton Hall	Isaac Stethem	4.00	21/21

COCI 1101 015/11368	M W 12:10pm - 2:00pm 206 Broadway Residence Hall	Ellen Burns	4.00	20/21	COCI 1101 036/11410	301 Hamilton Hall T Th 10:10am - 12:00pm 569 Alfred Lerner Hall	Angela Giordani	4.00	21/21
COCI 1101 016/11370	M W 2:10pm - 4:00pm 206 Broadway Residence Hall	Jennifer McDonald	4.00	20/21	COCI 1101 037/11411	T Th 10:10am - 12:00pm Bwy Alfred Lerner Hall	Conor Cullen	4.00	20/21
COCI 1101 017/11371	M W 2:10pm - 4:00pm 411 Hamilton Hall	Akeel Bilgrami	4.00	18/21	COCI 1101 038/11412	T Th 10:10am - 12:00pm 477 Alfred Lerner Hall	Alma Steingart	4.00	21/21
COCI 1101 018/11372	M W 2:10pm - 4:00pm 309 Hamilton Hall	Nathan Feldman	4.00	22/21	COCI 1101 039/11413	T Th 10:10am - 12:00pm 309 Hamilton Hall	Gil Anidjar	4.00	20/21
COCI 1101 019/11373	M W 2:10pm - 4:00pm 306 Uris Hall	Liam Dee	4.00	20/21	COCI 1101 040/11414	T Th 10:10am - 12:00pm 707 Hamilton Hall	Turkuler Isiksel	4.00	22/21
COCI 1101 020/11374	M W 2:10pm - 4:00pm 511 Hamilton Hall	Whitney McIntosh	4.00	21/21	COCI 1101 041/11415	T Th 10:10am - 12:00pm Sat Alfred Lerner Hall	Luke Lea	4.00	20/21
COCI 1101 021/11375	M W 2:10pm - 4:00pm 201a Philosophy Hall	Jamil Sbitan	4.00	22/21	COCI 1101 042/11416	T Th 10:10am - 12:00pm 609 Martin Luther King Building	Ali Karjoo-Ravary	4.00	22/21
COCI 1101 022/11376	M W 2:10pm - 4:00pm 402 Hamilton Hall	Roosevelt Montas	4.00	17/21	COCI 1101 043/11417	T Th 10:10am - 12:00pm 412 Pupin Laboratories	Thomas Dodman	4.00	21/21
COCI 1101 023/11378	M W 4:10pm - 6:00pm 111 Carman Hall	Richard John	4.00	15/21	COCI 1101 044/11418	T Th 2:10pm - 4:00pm 111 Carman Hall	Ryan Carr	4.00	21/21
COCI 1101 024/11380	M W 4:10pm - 6:00pm 206 Broadway Residence Hall	Amogha Sahu	4.00	21/21	COCI 1101 045/11419	T Th 2:10pm - 4:00pm 509 Hamilton Hall	Charly Coleman	4.00	20/21
COCI 1101 025/11382	M W 4:10pm - 6:00pm 306 Uris Hall	Jesse Chevan	4.00	22/21	COCI 1101 046/11420	T Th 2:10pm - 4:00pm 301 Hamilton Hall	Richard Billows	4.00	20/21
COCI 1101 026/11384	M W 4:10pm - 6:00pm 309 Hamilton Hall	Branka Arsic	4.00	22/21	COCI 1101 047/11421	T Th 2:10pm - 4:00pm 253 Engineering Terrace	Christopher Hoffman	4.00	22/21
COCI 1101 027/11386	M W 4:10pm - 6:00pm 402 Hamilton Hall	Kathy Eden	4.00	22/21	COCI 1101 048/11422	T Th 2:10pm - 4:00pm 511 Hamilton Hall	Conor Cullen	4.00	21/21
COCI 1101 028/11388	M W 4:10pm - 6:00pm 609 Hamilton Hall	Larry Jackson	4.00	22/21	COCI 1101 049/11423	T Th 2:10pm - 4:00pm 424 Pupin Laboratories	Christopher Brown	4.00	17/21
COCI 1101 029/11389	M W 6:10pm - 8:00pm 309 Hamilton Hall	Ethan Jacobs	4.00	14/21	COCI 1101 050/11424	T Th 2:10pm - 4:00pm 109 Hartley Hall	Prashant Iyengar	4.00	21/21
COCI 1101 030/11390	M W 6:10pm - 8:00pm 111 Carman Hall	Jacob Haagenson	4.00	21/21	COCI 1101 051/11425	T Th 2:10pm - 4:00pm Sat Alfred Lerner Hall	Angela Giordani	4.00	19/21
COCI 1101 031/11395	M W 6:10pm - 8:00pm 206 Broadway Residence Hall	Jennifer McDonald	4.00	21/21	COCI 1101 052/11426	T Th 2:10pm - 4:00pm 302 Hamilton Hall	Joshua Whitford	4.00	21/21
COCI 1101 032/11399	T Th 8:10am - 10:00am 301 Hamilton Hall	Shaunna Rodrigues	4.00	21/21	COCI 1101 053/11427	T Th 4:10pm - 6:00pm 111 Carman Hall	Ryan Carr	4.00	21/21
COCI 1101 033/11401	T Th 8:10am - 10:00am 302 Hamilton Hall	Samuel Abrams	4.00	21/21	COCI 1101 054/11428	T Th 4:10pm - 6:00pm 402 Hamilton Hall	Johannah King-Slutsky	4.00	16/21
COCI 1101 034/11405	T Th 8:10am - 10:00am 201 80 Claremont	Adam Kosto	4.00	11/21					
COCI 1101 035/11408	T Th 10:10am - 12:00pm	Shaunna Rodrigues	4.00	21/21					



COCI 1101	055/11429	T Th 4:10pm - 6:00pm 301 Hamilton Hall	Grace Bickers	4.00	21/21			301 Hamilton Hall				
COCI 1101	056/11430	T Th 4:10pm - 6:00pm 507 Philosophy Hall	Liam Dee	4.00	20/21							
COCI 1101	057/11431	T Th 4:10pm - 6:00pm 306 Hamilton Hall	Eli Cumings	4.00	22/21							
COCI 1101	058/11432	T Th 4:10pm - 6:00pm 253 Engineering Terrace	Christopher Hoffman	4.00	22/21							
COCI 1101	059/11433	T Th 4:10pm - 6:00pm 607 Hamilton Hall	Nathaniel Berman	4.00	20/21							
COCI 1101	060/11434	T Th 6:10pm - 8:00pm 301 Hamilton Hall	Gal Katz	4.00	21/21							
COCI 1101	061/14164	T Th 6:10pm - 8:00pm 302 Hamilton Hall	Gautham Shiralagi	4.00	20/21							
COCI 1101	062/14165	T Th 6:10pm - 8:00pm 206 Broadway Residence Hall	Sinead Carolan	4.00	21/21							
COCI 1101	065/21163	M W 2:10pm - 4:00pm 509 Hamilton Hall	Adam Reich	4.00	21/21							
COCI 1101	JE1/21647	M 4:00pm - 6:00pm Othr Other	Conor Cullen	4.00	10/13							
COCI 1101	JE2/21723	W 9:00am - 12:00pm Othr Other	Oliver Simons	4.00	16/16							
COCI 1102	003/10625	M W 8:10am - 10:00am 306 Hamilton Hall							Alice Gorton	4.00	21/21	
COCI 1102	004/10626	M W 10:10am - 12:00pm 206 Broadway Residence Hall							Nadia Sariahmed	4.00	22/20	
COCI 1102	005/10627	M W 10:10am - 12:00pm 253 Engineering Terrace							Dennis Tenen	4.00	21/21	
COCI 1102	006/10628	M W 10:10am - 12:00pm 306 Hamilton Hall							Michael Stanislawski	4.00	18/20	
COCI 1102	007/10629	M W 10:10am - 12:00pm 109 Hartley Hall							Soraya Limare	4.00	21/21	
COCI 1102	008/10630	M W 10:10am - 12:00pm 302 Hamilton Hall							Jonathan Peterson	4.00	20/20	
COCI 1102	009/10631	M W 10:10am - 12:00pm 402 Hamilton Hall							Jude Webre	4.00	21/21	
COCI 1102	010/10632	M W 12:10pm - 2:00pm 206 Broadway Residence Hall							Nadia Sariahmed	4.00	20/20	
COCI 1102	011/10633	M W 12:10pm - 2:00pm 477 Alfred Lerner Hall							Natalia Alexander	4.00	21/21	
COCI 1102	012/10634	M W 12:10pm - 2:00pm 253 Engineering Terrace							Nathan Feldman	4.00	19/20	
COCI 1102	013/10635	M W 12:10pm - 2:00pm 109 Hartley Hall							Jesse Chevan	4.00	21/21	
COCI 1102	014/10636	M W 12:10pm - 2:00pm 316 Hamilton Hall							Isaac Stethem	4.00	20/20	
COCI 1102	015/10637	M W 12:10pm - 2:00pm 608 Martin Luther King Building							Ellen Burns	4.00	21/20	
COCI 1102	016/10638	M W 2:10pm - 4:00pm 224 Pupin Laboratories							Jennifer McDonald	4.00	20/20	
COCI 1102	017/10639	M W 2:10pm - 4:00pm 607 Hamilton Hall							Akeel Bilgrami	4.00	20/21	
COCI 1102	018/10640	M W 2:10pm - 4:00pm 253 Engineering Terrace							Nathan Feldman	4.00	20/20	
COCI 1102	019/10641	M W 2:10pm - 4:00pm 222 Pupin Laboratories							Liam Dee	4.00	20/21	
COCI 1102	020/10642	M W 2:10pm - 4:00pm 325 Pupin Laboratories							Whitney McIntosh	4.00	20/20	
COCI 1102	021/10643	M W 2:10pm - 4:00pm							Jamil Sbitan	4.00	21/21	

**COCI CC1102 CONTEMP WESTRN CIVILIZATION II.****4.00 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 2024: COCI CC1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COCI 1102	JE1/21648	F 1:00pm - 3:00pm Othr Other	Oliver Simons	4.00	0/15

**Spring 2025: COCI CC1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COCI 1102	001/10623	M W 8:10am - 10:00am 308a Lewisohn Hall	Qian Cao	4.00	20/21
COCI 1102	002/10624	M W 8:10am - 10:00am	Joseph Schittone	4.00	21/20

		425 Pupin Laboratories					477 Alfred Lerner Hall			
COCI 1102	022/10644	M W 2:10pm - 4:00pm 306 Hamilton Hall	Jean Cohen	4.00	13/20	COCI 1102	042/10664	T Th 10:10am - 12:00pm 507 Philosophy Hall	Ali Karjoo- Ravary	4.00 21/20
COCI 1102	023/10645	M W 4:10pm - 6:00pm 111 Carman Hall	Richard John	4.00	19/21	COCI 1102	043/10665	T Th 10:10am - 12:00pm 307 Pupin Laboratories	Thomas Dodman	4.00 21/21
COCI 1102	024/10646	M W 4:10pm - 6:00pm 253 Engineering Terrace	Amogha Sahu	4.00	22/20	COCI 1102	044/10666	T Th 2:10pm - 4:00pm 111 Carman Hall	Ryan Carr	4.00 19/20
COCI 1102	025/10647	M W 4:10pm - 6:00pm 501a International Affairs Bldg	Jesse Chevan	4.00	22/21	COCI 1102	045/10667	T Th 2:10pm - 4:00pm 507 Philosophy Hall	Charly Coleman	4.00 18/21
COCI 1102	026/10648	M W 4:10pm - 6:00pm 425 Pupin Laboratories	Ruairidh MacLeod	4.00	21/20	COCI 1102	046/10668	T Th 2:10pm - 4:00pm 316 Hamilton Hall	Richard Billows	4.00 20/20
COCI 1102	027/10649	M W 4:10pm - 6:00pm 306 Hamilton Hall	Kathy Eden	4.00	21/21	COCI 1102	047/10669	T Th 2:10pm - 4:00pm 402 Hamilton Hall	Christopher Hoffman	4.00 21/21
COCI 1102	028/10650	M W 4:10pm - 6:00pm 507 Hamilton Hall	Larry Jackson	4.00	22/20	COCI 1102	048/10670	T Th 2:10pm - 4:00pm C01 80 Claremont	Conor Cullen	4.00 21/20
COCI 1102	029/10651	M W 6:10pm - 8:00pm 306 Hamilton Hall	Ethan Jacobs	4.00	20/21	COCI 1102	049/10671	T Th 2:10pm - 4:00pm 306 Uris Hall	Christopher Brown	4.00 22/21
COCI 1102	030/10652	M W 6:10pm - 8:00pm 301 Hamilton Hall	Jacob Haagenson	4.00	20/20	COCI 1102	050/10672	T Th 2:10pm - 4:00pm 301 Hamilton Hall	Prashant Iyengar	4.00 20/20
COCI 1102	031/10653	M W 6:10pm - 8:00pm 206 Broadway Residence Hall	Jennifer McDonald	4.00	21/21	COCI 1102	051/10673	T Th 2:10pm - 4:00pm 253 Engineering Terrace	Angela Giordani	4.00 20/21
COCI 1102	032/10654	T Th 8:10am - 10:00am 109 Hartley Hall	Shaunna Rodrigues	4.00	22/20	COCI 1102	052/10674	T Th 2:10pm - 4:00pm 302 Hamilton Hall	Joshua Whitford	4.00 20/20
COCI 1102	033/10655	T Th 8:10am - 10:00am 302 Hamilton Hall	Samuel Abrams	4.00	21/21	COCI 1102	053/10675	T Th 4:10pm - 6:00pm 111 Carman Hall	Ryan Carr	4.00 21/21
COCI 1102	034/10656	T Th 8:10am - 10:00am 306 Hamilton Hall	Anthony Garruzzo	4.00	21/20	COCI 1102	054/10676	T Th 4:10pm - 6:00pm 607 Martin Luther King Building	Johannah King- Slutzky	4.00 16/20
COCI 1102	035/10657	T Th 10:10am - 12:00pm 109 Hartley Hall	Shaunna Rodrigues	4.00	22/21	COCI 1102	055/10677	T Th 4:10pm - 6:00pm 253 Engineering Terrace	Grace Bickers	4.00 21/21
COCI 1102	036/10658	T Th 10:10am - 12:00pm 608 Martin Luther King Building	Angela Giordani	4.00	21/20	COCI 1102	056/10678	T Th 4:10pm - 6:00pm 302 Hamilton Hall	Liam Dee	4.00 20/20
COCI 1102	037/10659	T Th 10:10am - 12:00pm 569 Alfred Lerner Hall	Conor Cullen	4.00	22/21	COCI 1102	057/10679	T Th 4:10pm - 6:00pm 306 Hamilton Hall	Anthony Garruzzo	4.00 22/21
COCI 1102	038/10660	T Th 10:10am - 12:00pm 101 80 Claremont	Matthew Engelke	4.00	19/20	COCI 1102	058/10680	T Th 4:10pm - 6:00pm 402 Hamilton Hall		4.00 22/20
COCI 1102	039/10661	T Th 10:10am - 12:00pm 111 Carman Hall	Gil Anidjar	4.00	22/21	COCI 1102	059/10681	T Th 4:10pm - 6:00pm 309 Hamilton Hall	Nathaniel Berman	4.00 22/21
COCI 1102	040/10662	T Th 10:10am - 12:00pm 302 Hamilton Hall	Andrew Nathan	4.00	19/20	COCI 1102	060/10682	T Th 6:10pm - 8:00pm 309 Hamilton Hall	Gal Katz	4.00 20/20
COCI 1102	041/10663	T Th 10:10am - 12:00pm	Luke Lea	4.00	21/21	COCI 1102	061/10683	T Th 6:10pm - 8:00pm	Gautham Shiralagi	4.00 21/21

		306 Hamilton Hall			
COCI 1102	062/10684	T Th 6:10pm - 8:00pm	Sinead Carolan	4.00	15/20
		301 Hamilton Hall			
COCI 1102	065/10688	M W 2:10pm - 4:00pm	Adam Reich	4.00	21/21
		306 Uris Hall			

## ART HUMANITIES

### Chair of Art Humanities

Ioannis Mylonopoulos

Associate Professor of Art History and Archaeology

[jm3193@columbia.edu](mailto:jm3193@columbia.edu)

### Art Humanities Website

HUMA UN1121 “*Art Humanities*” has been a degree requirement for all College students and an integral part of the Core Curriculum since 1947. It helps students develop their visual literacy through looking at, thinking about, and engaging 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 on the syllabus are the Parthenon, Cordoba Mosque-Cathedral and Amiens Cathedral, and works by Raphael, Sofonisba, Anguissola, Michelangelo, Gian Lorenzo Bernini, Luisa Roldán, Rembrandt van Rijn, Clara Peeters, Jacques-Louis David, Angelica Kauffman, Francisco Goya, Claude Monet, Edouard Manet, Mary Cassatt, Berthe Morisot, Pablo Picasso, Romare Bearden, Frank Lloyd Wright, Le Corbusier, Andy Warhol, Jean-Michel Basquiat, and Cindy Sherman. 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.

## 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.

#### 3.00 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 2024: HUMA UN1121

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HUMA 1121	001/10799	M W 8:40am - 9:55am 604 Schermerhorn Hall	Marina Correia	3.00	22/22
HUMA 1121	002/10800	M W 8:40am - 9:55am 607 Schermerhorn Hall	Aaron Slodounik	3.00	22/22
HUMA 1121	003/10801	M W 8:40am - 9:55am 608 Schermerhorn Hall	Sait Kutay Sen	3.00	19/22
HUMA 1121	004/10802	M W 8:40am - 9:55am 832 Schermerhorn Hall	Martina Mims	3.00	21/22
HUMA 1121	005/10803	M W 10:10am - 11:25am 604 Schermerhorn Hall	Xiaohan Du	3.00	22/22
HUMA 1121	006/10804	M W 10:10am - 11:25am 607 Schermerhorn Hall	Ioannis Mylonopoulos	3.00	22/22
HUMA 1121	007/10805	M W 10:10am - 11:25am 608 Schermerhorn Hall	Zeynep Celik Alexander	3.00	20/22
HUMA 1121	008/10806	M W 10:10am - 11:25am 832 Schermerhorn Hall	Francesco Cassini	3.00	22/22
HUMA 1121	009/10807	M W 11:40am - 12:55pm 604 Schermerhorn Hall	Brandon Agosto	3.00	22/22
HUMA 1121	010/10808	M W 11:40am - 12:55pm 607 Schermerhorn Hall	Irina Oryshkevich	3.00	21/22
HUMA 1121	011/10809	M W 11:40am - 12:55pm 608 Schermerhorn Hall	Tara Kuruvilla	3.00	22/22
HUMA 1121	012/10810	M W 11:40am - 12:55pm 832 Schermerhorn Hall	Emily Spratt	3.00	20/22
HUMA 1121	013/10811	M W 1:10pm - 2:25pm 604 Schermerhorn Hall	Xiaohan Du	3.00	20/22
HUMA 1121	014/10812	M W 1:10pm - 2:25pm 607 Schermerhorn Hall	Susannah Blair	3.00	21/22

HUMA 1121	015/10813	M W 1:10pm - 2:25pm 608 Schermerhorn Hall	Tara Kuruvilla	3.00	22/22	HUMA 1121	032/10832	T Th 10:10am - 11:25am 608 Schermerhorn Hall	Leah Werier	3.00	22/22
HUMA 1121	016/10814	M W 1:10pm - 2:25pm 832 Schermerhorn Hall	Francesco Cassini	3.00	21/22	HUMA 1121	033/10833	T Th 1:10pm - 2:25pm 604 Schermerhorn Hall	Daniel Smith	3.00	22/22
HUMA 1121	017/10815	M W 2:40pm - 3:55pm 604 Schermerhorn Hall	Lynnette Widder	3.00	22/22	HUMA 1121	034/10834	T Th 1:10pm - 2:25pm 607 Schermerhorn Hall	Lucas Cohen	3.00	21/22
HUMA 1121	018/10816	M W 2:40pm - 3:55pm 607 Schermerhorn Hall	Susannah Blair	3.00	22/22	HUMA 1121	035/10835	T Th 1:10pm - 2:25pm 608 Schermerhorn Hall	Hannah Pivo	3.00	22/22
HUMA 1121	019/10817	M W 2:40pm - 3:55pm 608 Schermerhorn Hall	Monica Bulger	3.00	21/22	HUMA 1121	036/10836	T Th 2:40pm - 3:55pm 604 Schermerhorn Hall	Branden Joseph	3.00	22/22
HUMA 1121	020/10818	M W 4:10pm - 5:25pm 604 Schermerhorn Hall	Eleonora Pistis	3.00	22/22	HUMA 1121	037/10837	T Th 2:40pm - 3:55pm 607 Schermerhorn Hall	Lucas Cohen	3.00	21/22
HUMA 1121	021/10819	M W 4:10pm - 5:25pm 607 Schermerhorn Hall	Laura Tibi	3.00	20/22	HUMA 1121	038/10838	T Th 2:40pm - 3:55pm 608 Schermerhorn Hall	Diana Mellon	3.00	21/22
HUMA 1121	022/10820	M W 4:10pm - 5:25pm 608 Schermerhorn Hall	Monica Bulger	3.00	21/22	HUMA 1121	039/10839	T Th 4:10pm - 5:25pm 604 Schermerhorn Hall	Matthew Teti	3.00	19/22
HUMA 1121	023/10821	M W 5:40pm - 6:55pm 604 Schermerhorn Hall	Cecilia Resende Santos	3.00	22/22	HUMA 1121	040/10840	T Th 4:10pm - 5:25pm 607 Schermerhorn Hall	Alex Marko	3.00	22/22
HUMA 1121	024/10822	M W 5:40pm - 6:55pm 607 Schermerhorn Hall	Emma Leidy	3.00	19/22	HUMA 1121	041/10841	T Th 4:10pm - 5:25pm 608 Schermerhorn Hall	Rebecca Yuste-Golob	3.00	22/22
HUMA 1121	025/10823	M W 5:40pm - 6:55pm 608 Schermerhorn Hall	Kent Minturn	3.00	22/22	HUMA 1121	042/10842	T Th 5:40pm - 6:55pm 604 Schermerhorn Hall	Muge Arseven	3.00	22/22
HUMA 1121	026/10825	T Th 8:40am - 9:55am 604 Schermerhorn Hall	Alessandra Di Croce	3.00	21/22	HUMA 1121	043/10843	T Th 5:40pm - 6:55pm 607 Schermerhorn Hall	Giulia Bertoni	3.00	21/22
HUMA 1121	027/10826	T Th 8:40am - 9:55am 607 Schermerhorn Hall	Page Knox	3.00	21/22	HUMA 1121	044/10844	T Th 5:40pm - 6:55pm 608 Schermerhorn Hall	Diana Mellon	3.00	21/22
HUMA 1121	028/10827	T Th 8:40am - 9:55am 608 Schermerhorn Hall	Leah Werier	3.00	22/22	HUMA 1121	045/10845	T Th 7:40pm - 8:55pm 604 Schermerhorn Hall	Muge Arseven	3.00	20/22
HUMA 1121	029/10829	T Th 8:40am - 9:55am 832 Schermerhorn Hall	Leslie Tait	3.00	22/22	<b>Spring 2025: HUMA UN1121</b>					
HUMA 1121	030/10830	T Th 10:10am - 11:25am 604 Schermerhorn Hall	Meredith Gamer	3.00	22/22	HUMA 1121	001/14154	M W 8:40am - 9:55am 604 Schermerhorn Hall	Sait Kutay Sen	3.00	20/22
HUMA 1121	031/10831	T Th 10:10am - 11:25am 607 Schermerhorn Hall	Frederique Baumgartner	3.00	22/22	HUMA 1121	002/14161	M W 8:40am - 9:55am 607 Schermerhorn Hall	Aaron Slodounik	3.00	22/22

HUMA 1121	003/14162	M W 8:40am - 9:55am 608 Schermerhorn Hall	Rachel Hutcheson	3.00	21/22	HUMA 1121	020/14231	M W 4:10pm - 5:25pm 604 Schermerhorn Hall	Irina Oryshkevich	3.00	22/22
HUMA 1121	004/14164	M W 8:40am - 9:55am 832 Schermerhorn Hall	Martina Mims	3.00	22/22	HUMA 1121	021/14237	M W 4:10pm - 5:25pm 607 Schermerhorn Hall	Laura Tibi	3.00	19/22
HUMA 1121	005/14166	M W 10:10am - 11:25am 604 Schermerhorn Hall	Xiaohan Du	3.00	20/22	HUMA 1121	022/14240	M W 4:10pm - 5:25pm 608 Schermerhorn Hall	Monica Bulger	3.00	21/22
HUMA 1121	006/14167	M W 10:10am - 11:25am 607 Schermerhorn Hall	Sophia Merkin	3.00	22/22	HUMA 1121	023/14243	M W 5:40pm - 6:55pm 604 Schermerhorn Hall	Cecilia Resende Santos	3.00	22/22
HUMA 1121	007/14171	M W 10:10am - 11:25am 608 Schermerhorn Hall	Rachel Hutcheson	3.00	22/22	HUMA 1121	024/14245	M W 5:40pm - 6:55pm 607 Schermerhorn Hall	Emma Leidy	3.00	20/22
HUMA 1121	008/14174	M W 10:10am - 11:25am 832 Schermerhorn Hall	Caroline Wamsler	3.00	22/22	HUMA 1121	025/14247	M W 5:40pm - 6:55pm 608 Schermerhorn Hall	Kent Minturn	3.00	22/22
HUMA 1121	009/14179	M W 11:40am - 12:55pm 604 Schermerhorn Hall	Xiaohan Du	3.00	22/22	HUMA 1121	026/14248	T Th 8:40am - 9:55am 604 Schermerhorn Hall	Alessandra Di Croce	3.00	22/22
HUMA 1121	010/14180	M W 11:40am - 12:55pm 607 Schermerhorn Hall	Sophia Merkin	3.00	22/22	HUMA 1121	027/14249	T Th 8:40am - 9:55am 607 Schermerhorn Hall	Page Knox	3.00	22/22
HUMA 1121	011/14183	M W 11:40am - 12:55pm 608 Schermerhorn Hall	Tara Kuruvilla	3.00	22/22	HUMA 1121	028/14265	T Th 8:40am - 9:55am 608 Schermerhorn Hall	Leah Werier	3.00	22/22
HUMA 1121	012/14187	M W 11:40am - 12:55pm 832 Schermerhorn Hall	Brandon Agosto	3.00	21/22	HUMA 1121	029/14266	T Th 8:40am - 9:55am 832 Schermerhorn Hall	Leslie Tait	3.00	15/22
HUMA 1121	013/14190	M W 1:10pm - 2:25pm 604 Schermerhorn Hall	Francesco Cassini	3.00	22/22	HUMA 1121	030/14267	T Th 10:10am - 11:25am 604 Schermerhorn Hall	Diana Mellon	3.00	22/22
HUMA 1121	014/14195	M W 1:10pm - 2:25pm 607 Schermerhorn Hall	Susannah Blair	3.00	22/22	HUMA 1121	031/14268	T Th 10:10am - 11:25am 607 Schermerhorn Hall	Daniel Smith	3.00	22/22
HUMA 1121	015/14200	M W 1:10pm - 2:25pm 608 Schermerhorn Hall	Tara Kuruvilla	3.00	22/22	HUMA 1121	032/14269	T Th 10:10am - 11:25am 608 Schermerhorn Hall	Leah Werier	3.00	21/22
HUMA 1121	016/14219	M W 2:40pm - 3:55pm 604 Schermerhorn Hall	Francesco Cassini	3.00	19/22	HUMA 1121	033/14270	T Th 1:10pm - 2:25pm 604 Schermerhorn Hall	Susan Sivard	3.00	21/22
HUMA 1121	017/14224	M W 2:40pm - 3:55pm 607 Schermerhorn Hall	Susannah Blair	3.00	20/22	HUMA 1121	034/14271	T Th 1:10pm - 2:25pm 607 Schermerhorn Hall	Lucas Cohen	3.00	21/22
HUMA 1121	018/14229	M W 2:40pm - 3:55pm 608 Schermerhorn Hall	Monica Bulger	3.00	22/22	HUMA 1121	035/14273	T Th 1:10pm - 2:25pm 608 Schermerhorn Hall	Emily Spratt	3.00	11/22
HUMA 1121	019/14230	M W 2:40pm - 3:55pm 832 Schermerhorn Hall	Sophia D'Addio	3.00	21/22	HUMA 1121	036/14274	T Th 2:40pm - 3:55pm 604 Schermerhorn Hall	Muge Arseven	3.00	22/22



HUMA 1121	037/14276	T Th 2:40pm - 3:55pm 607 Schermerhorn Hall	Lucas Cohen	3.00	22/22
HUMA 1121	038/14278	T Th 2:40pm - 3:55pm 608 Schermerhorn Hall	Diana Mellon	3.00	22/22
HUMA 1121	039/14280	T Th 4:10pm - 5:25pm 604 Schermerhorn Hall	Muge Arseven	3.00	21/22
HUMA 1121	040/14282	T Th 4:10pm - 5:25pm 607 Schermerhorn Hall	Matthew Teti	3.00	4/22
HUMA 1121	041/14284	T Th 4:10pm - 5:25pm 608 Schermerhorn Hall	Alex Marko	3.00	18/22
HUMA 1121	042/14286	T Th 4:10pm - 5:25pm 832 Schermerhorn Hall	Catherine Zhu	3.00	20/22
HUMA 1121	043/14376	T Th 5:40pm - 6:55pm 604 Schermerhorn Hall	Valerie Zinner	3.00	19/22
HUMA 1121	044/14377	T Th 5:40pm - 6:55pm 607 Schermerhorn Hall	Ioanna Theocharopoulou	3.00	20/22
HUMA 1121	045/14378	T Th 7:40pm - 8:55pm 604 Schermerhorn Hall	Valerie Zinner	3.00	20/22

## MUSIC HUMANITIES

### Chair of Music Humanities

Prof. Benjamin Steege  
[bas39@columbia.edu](mailto:bas39@columbia.edu)

### Music Humanities Website

The focus of *Music Humanities* is on the many forms of the Western musical imagination in art music, through works studied in their historical and cultural contexts. The specific goals of the course are to awaken and encourage active, critical, and comparative listening practices, to provide tools to respond verbally to a variety of musical idioms, and to create engagement with the debates about the character and purposes of music that have occupied composers and musical thinkers since ancient times. The extraordinary richness of musical life in New York is an integral part of the course.

The course moves chronologically from the Middle Ages to the present, examining the choices and assumptions of composers, their patrons, audiences, and performers, and exploring what we can and can't know about how music of the past may have sounded. Students' critical perceptions and articulate responses

to the music, and to the source readings that are a hallmark of the Core, will be a vital part of the class.

## REGISTRATION PROCEDURE

All information concerning registration in HUMA UN1123 Music Humanities 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 Music Humanities. 3.00 points.**

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

#### **Fall 2024: HUMA UN1123**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HUMA 1123	001/10753	M W 8:40am - 9:55am 404 Dodge Building	Kristy Barbacane	3.00	25/25
HUMA 1123	002/10757	M W 8:40am - 9:55am 405 Dodge Building	Gabrielle Ferrari	3.00	24/25
HUMA 1123	003/10758	M W 8:40am - 9:55am 716 Hamilton Hall	Calder Hannan	3.00	25/25
HUMA 1123	004/10759	M W 10:10am - 11:25am 404 Dodge Building	Mariusz Kozak	3.00	25/25
HUMA 1123	005/10760	M W 10:10am - 11:25am 405 Dodge Building	Gabrielle Ferrari	3.00	25/25
HUMA 1123	006/10761	M W 10:10am - 11:25am 716 Hamilton Hall	Galen DeGraf	3.00	22/25
HUMA 1123	007/10762	M W 1:10pm - 2:25pm 404 Dodge Building	Mariusz Kozak	3.00	25/25
HUMA 1123	008/10763	M W 1:10pm - 2:25pm 716 Hamilton Hall	Audrey Amsellem	3.00	24/25
HUMA 1123	009/10764	M W 2:40pm - 3:55pm 404 Dodge Building	Hannah Kendall	3.00	25/25
HUMA 1123	010/10765	M W 2:40pm - 3:55pm 405 Dodge Building	Thomas Wetmore	3.00	23/25
HUMA 1123	011/10766	M W 2:40pm - 3:55pm 716 Hamilton Hall	Audrey Amsellem	3.00	25/25

HUMA 1123	012/10767	M W 4:10pm - 5:25pm 404 Dodge Building	Hannah Kendall	3.00	24/25			404 Dodge Building				
						HUMA 1123	031/10786	T Th 4:10pm - 5:25pm 405 Dodge Building	Saad Haddad	3.00	25/25	
HUMA 1123	013/10768	M W 4:10pm - 5:25pm 405 Dodge Building	Kathryn Cooke	3.00	25/25							
						HUMA 1123	032/10787	T Th 4:10pm - 5:25pm 716 Hamilton Hall	Ryan Pratt	3.00	25/25	
HUMA 1123	014/10769	M W 4:10pm - 5:25pm 716 Hamilton Hall	Diana Rodriguez	3.00	25/25							
						HUMA 1123	033/10788	T Th 5:40pm - 6:55pm 404 Dodge Building	Marilyn McCoy	3.00	24/25	
HUMA 1123	015/10770	M W 5:40pm - 6:55pm 404 Dodge Building	Ralph Whyte	3.00	23/25							
						HUMA 1123	034/10789	T Th 5:40pm - 6:55pm 405 Dodge Building	Ashkan Behzadi	3.00	23/25	
HUMA 1123	016/10771	M W 5:40pm - 6:55pm 405 Dodge Building	David Farrow	3.00	25/25							
						HUMA 1123	035/10790	T Th 5:40pm - 6:55pm 716 Hamilton Hall	Justin Gregg	3.00	24/25	
HUMA 1123	017/10772	M W 5:40pm - 6:55pm 716 Hamilton Hall	Manuel Garcia Orozco	3.00	25/25							
						HUMA 1123	JE1/21646	T 4:00pm - 6:00pm Othr Other	Audrey Amsellem	3.00	7/7	
HUMA 1123	018/10773	T Th 8:40am - 9:55am 404 Dodge Building	Knar Abrahamyan	3.00	24/25	<b>Spring 2025: HUMA UN1123</b>						
						<b>Course Number</b>	<b>Section/Call Number</b>	<b>Times/Location</b>	<b>Instructor</b>	<b>Points</b>	<b>Enrollment</b>	
HUMA 1123	019/10774	T Th 8:40am - 9:55am 405 Dodge Building	Madeleine Turner	3.00	25/25	HUMA 1123	001/10719	M W 8:40am - 9:55am 404 Dodge Building	Amanda Morrill	3.00	24/25	
HUMA 1123	020/10775	T Th 8:40am - 9:55am 716 Hamilton Hall	Benjamin Steege	3.00	25/25	HUMA 1123	002/10720	M W 8:40am - 9:55am 405 Dodge Building	Calder Hannan	3.00	24/25	
HUMA 1123	021/10776	T Th 10:10am - 11:25am 404 Dodge Building	Scott Douglass	3.00	25/25	HUMA 1123	003/10721	M W 8:40am - 9:55am 716 Hamilton Hall	Velia Ivanova	3.00	25/25	
HUMA 1123	022/10777	T Th 10:10am - 11:25am 405 Dodge Building	Madeleine Turner	3.00	25/25	HUMA 1123	004/10722	M W 10:10am - 11:25am 404 Dodge Building	Mariusz Kozak	3.00	25/25	
HUMA 1123	023/10778	T Th 10:10am - 11:25am 716 Hamilton Hall	Joshua Navon	3.00	25/25	HUMA 1123	005/10723	M W 10:10am - 11:25am 405 Dodge Building	Julia Doe	3.00	25/25	
HUMA 1123	024/10779	T Th 11:40am - 12:55pm 716 Hamilton Hall	Russell O'Rourke	3.00	24/25	HUMA 1123	006/10724	M W 10:10am - 11:25am 716 Hamilton Hall	Velia Ivanova	3.00	24/25	
HUMA 1123	025/10780	T Th 1:10pm - 2:25pm 404 Dodge Building	Julia Doe	3.00	25/25	HUMA 1123	007/10725	M W 1:10pm - 2:25pm 404 Dodge Building	Mariusz Kozak	3.00	25/25	
HUMA 1123	026/10781	T Th 1:10pm - 2:25pm 716 Hamilton Hall	Velia Ivanova	3.00	23/25	HUMA 1123	008/10726	M W 1:10pm - 2:25pm 716 Hamilton Hall	Justin Gregg	3.00	25/25	
HUMA 1123	027/10782	T Th 2:40pm - 3:55pm 404 Dodge Building	Sasha Doster	3.00	25/25	HUMA 1123	009/10727	M W 2:40pm - 3:55pm 404 Dodge Building	Ruth Opara	3.00	24/25	
HUMA 1123	028/10783	T Th 2:40pm - 3:55pm 405 Dodge Building	Saad Haddad	3.00	25/25	HUMA 1123	010/10728	M W 2:40pm - 3:55pm 405 Dodge Building	Audrey Amsellem	3.00	24/25	
HUMA 1123	029/10784	T Th 2:40pm - 3:55pm 716 Hamilton Hall	Velia Ivanova	3.00	24/25	HUMA 1123	011/10729	M W 2:40pm - 3:55pm 716 Hamilton Hall	Justin Gregg	3.00	25/25	
HUMA 1123	030/10785	T Th 4:10pm - 5:25pm	Elaine Sisman	3.00	25/25	HUMA 1123	012/10730	M W 4:10pm - 5:25pm	Giuseppe Gerbino	3.00	25/25	

		404 Dodge Building				
HUMA 1123	013/10731	M W 4:10pm - 5:25pm 405 Dodge Building	Audrey Amsellem	3.00	25/25	
HUMA 1123	014/10732	M W 4:10pm - 5:25pm 716 Hamilton Hall	Russell O'Rourke	3.00	24/25	
HUMA 1123	015/10733	M W 5:40pm - 6:55pm 404 Dodge Building	Cristina Gonzalez Rojo	3.00	25/25	
HUMA 1123	016/10734	M W 5:40pm - 6:55pm 405 Dodge Building	Manuel Garcia Orozco	3.00	24/25	
HUMA 1123	017/10735	M W 5:40pm - 6:55pm 716 Hamilton Hall	Russell O'Rourke	3.00	25/25	
HUMA 1123	018/10736	T Th 8:40am - 9:55am 404 Dodge Building	Madeleine Turner	3.00	25/25	
HUMA 1123	019/10737	T Th 8:40am - 9:55am 405 Dodge Building	Scott Douglass	3.00	25/25	
HUMA 1123	020/10738	T Th 8:40am - 9:55am 716 Hamilton Hall	Nandini Banerjee-Datta	3.00	25/25	
HUMA 1123	021/10739	T Th 10:10am - 11:25am 404 Dodge Building	Madeleine Turner	3.00	25/25	
HUMA 1123	022/10740	T Th 10:10am - 11:25am 405 Dodge Building	Walter Frisch	3.00	25/25	
HUMA 1123	023/10741	T Th 10:10am - 11:25am 716 Hamilton Hall	Nandini Banerjee-Datta	3.00	25/25	
HUMA 1123	024/10742	T Th 11:40am - 12:55pm 405 Dodge Building	Knar Abrahamyan	3.00	25/25	
HUMA 1123	025/10743	T Th 1:10pm - 2:25pm 404 Dodge Building	Christopher Washburne	3.00	25/25	
HUMA 1123	026/10744	T Th 1:10pm - 2:25pm 716 Hamilton Hall	Gabrielle Ferrari	3.00	23/25	
HUMA 1123	027/10745	T Th 2:40pm - 3:55pm 404 Dodge Building	Joshua Navon	3.00	25/25	
HUMA 1123	028/10746	T Th 2:40pm - 3:55pm 405 Dodge Building	Hannah Kendall	3.00	24/25	
HUMA 1123	029/10747	T Th 2:40pm - 3:55pm 716 Hamilton Hall	Gabrielle Ferrari	3.00	25/25	
HUMA 1123	030/10748	T Th 4:10pm - 5:25pm 404 Dodge Building	Sasha Doster	3.00	25/25	

HUMA 1123	031/10749	T Th 4:10pm - 5:25pm 405 Dodge Building	Hannah Kendall	3.00	24/25	
HUMA 1123	032/10750	T Th 4:10pm - 5:25pm 716 Hamilton Hall	Phoenix Collins-Sadriyoun	3.00	24/25	
HUMA 1123	033/10751	T Th 5:40pm - 6:55pm 404 Dodge Building	Marilyn McCoy	3.00	24/25	
HUMA 1123	034/10752	T Th 5:40pm - 6:55pm 405 Dodge Building	David Farrow	3.00	24/25	
HUMA 1123	035/10753	T Th 5:40pm - 6:55pm 716 Hamilton Hall	Diana Rodriguez	3.00	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. Ruben Gonzalez  
[rlg2118@columbia.edu](mailto:rlg2118@columbia.edu)

### Frontiers of Science Website

*SCNC CC1000 FRONTIERS OF SCIENCE* and *SCNC CC1100 FRONTIERS OF SCIENCE-DISC* 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 & CHEM UN2046	INTENSVE ORGANIC CHEMISTRY and INTENSVE ORG CHEM- FOR 1ST YEAR (formerly CHEM W3045-CHEM W3046)
PHYS UN1601 & PHYS UN1602	PHYSICS I:MECHANICS/ RELATIVITY and PHYSICS II: THERMO, ELEC # MAG
PHYS UN2801 & PHYS UN2802	ACCELERATED PHYSICS I and ACCELERATED PHYSICS II

Students wishing to petition to postpone should do so in the Berick Center for Student Advising 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. 4.00 points.**

Corequisites: SCNC CC1100

Corequisites: SCNC CC1100 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 2024: SCNC CC1000**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SCNC 1000	001/10992	M 10:30am - 12:00pm 147 Horace Mann Hall	Ivana Hughes	4.00	579/600

**Spring 2025: SCNC CC1000**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SCNC 1000	001/10702	M 10:30am - 12:00pm 147 Horace Mann Hall	Ivana Hughes	4.00	566/600

## UNIVERSITY WRITING

**Director of the Undergraduate Writing Program**

Dr. Nicole B. Wallack

[nw2108@columbia.edu](mailto:nw2108@columbia.edu)

**Undergraduate Writing Program Office**

310 Philosophy

212-854-3886

[uwp@columbia.edu](mailto:uwp@columbia.edu)

Undergraduate Writing Website

ENGL CC1010 UNIVERSITY WRITING is a one-semester seminar designed to facilitate students' entry into the intellectual life of the university by teaching them to become more capable and independent academic readers and writers. The course emphasizes habits of mind and skills that foster students' capacities for critical analysis, argument, revision, collaboration, meta-cognition, and research. Students read and discuss essays from a number of fields, complete regular informal reading and writing exercises, compose several longer essays, and devise a research-based project of their own design.

## COURSES OF INSTRUCTION

**ENGL CC1010 UNIVERSITY WRITING. 3.00 points.**

ENGL CC/GS1010: University Writing, is a one-semester seminar designed to facilitate students' entry into the intellectual life of the university by teaching them to become more capable and independent academic readers and writers. The course emphasizes habits of mind and skills that foster students' capacities for critical analysis, argument, revision, collaboration, meta-cognition, and research. Students read and discuss essays from a number of fields, complete regular informal reading and writing exercises, compose several longer essays, and devise a research-based project of their own design. Courses of Instruction ENGL CC1010 University Writing. 3 points. ENGL CC/GS1010: University Writing (3 points) focuses on developing students' reading, writing, and thinking, drawing from readings on a designated course theme that carry a broad appeal to people with diverse interests. No

University Writing class presumes that students arrive with prior knowledge in the theme of the course. We are offering the following themes this year: UW: Contemporary Essays, CC/GS1010.001-.099 UW: Readings in American Studies, CC/GS1010.1xx UW: Readings in Gender and Sexuality, CC/GS1010.2xx UW: Readings in Film and Performing Arts, CC/GS1010.3xx UW: Readings in Urban Studies, CC/GS1010.4xx (will be sharing 400s with Human Rights) UW: Readings in Climate Humanities, CC/GS1010.5xx (will be sharing 500s with Data # Society) UW: Readings in Medical Humanities, CC/GS1010.6xx UW: Readings in Law # Justice, CC/GS1010.7xx UW: Readings in Race and Ethnicity, CC/GS1010.8xx University Writing for International Students, CC/GS1010.9xx For further details about these classes, please visit: <http://www.college.columbia.edu/core/uwp>

#### Fall 2024: ENGL CC1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment						
ENGL 1010	003/17578	M W 8:40am - 9:55am 201d Philosophy Hall	Alina Shubina	3.00	14/14	ENGL 1010	115/16109	652 Schermerhorn Hall M W 1:10pm - 2:25pm 502 Northwest Corner	Austin Mantele	3.00	14/14
ENGL 1010	007/16633	M W 10:10am - 11:25am 408a Philosophy Hall	Julia DeBenedictis	3.00	14/14	ENGL 1010	129/16646	T Th 8:40am - 9:55am 502 Northwest Corner	Alexander Burchfield	3.00	13/14
ENGL 1010	022/16640	M W 4:10pm - 5:25pm 307 Mathematics Building	James Gao	3.00	14/14	ENGL 1010	133/16649	T Th 10:10am - 11:25am 307 Mathematics Building	Gabrielle Davis	3.00	14/14
ENGL 1010	024/16642	M W 4:10pm - 5:25pm 305 Uris Hall	Julia Walton	3.00	14/14	ENGL 1010	205/16631	M W 10:10am - 11:25am 201d Philosophy Hall	Chloe Tsolakoglou	3.00	14/14
ENGL 1010	031/16105	T Th 10:10am - 11:25am 652 Schermerhorn Hall	Abigail Melick	3.00	14/14	ENGL 1010	210/16634	M W 11:40am - 12:55pm 602 Northwest Corner	Srija U	3.00	14/14
ENGL 1010	038/16652	T Th 11:40am - 12:55pm 408a Philosophy Hall	Sophia Featherstone	3.00	14/14	ENGL 1010	220/16639	M W 2:40pm - 3:55pm 305 Uris Hall	Sumant Rao	3.00	14/14
ENGL 1010	042/16106	T Th 1:10pm - 2:25pm 652 Schermerhorn Hall	Abigail Melick	3.00	14/14	ENGL 1010	306/16635	M W 10:10am - 11:25am 502 Northwest Corner	Kaleb Kemp	3.00	13/14
ENGL 1010	053/17577	T Th 5:40pm - 6:55pm 201b Philosophy Hall	Ashley Leader	3.00	13/14	ENGL 1010	317/16111	M W 2:40pm - 3:55pm 502 Northwest Corner	Austin Mantele	3.00	14/14
ENGL 1010	054/20923	T Th 4:10pm - 5:25pm 508 Lewisohn Hall	Kristie Schlauraff	3.00	14/14	ENGL 1010	323/16641	M W 4:10pm - 5:25pm 114 Knox Hall	Morgan Holmes	3.00	14/14
ENGL 1010	055/20924	T Th 11:40am - 12:55pm 606 Lewisohn Hall	Valeria Tsygankova	3.00	12/14	ENGL 1010	325/17697	M W 4:10pm - 5:25pm 652 Schermerhorn Hall	Miranda Mazariegos	3.00	14/14
ENGL 1010	056/20926	T Th 5:40pm - 6:55pm 508 Lewisohn Hall	Kristie Schlauraff	3.00	14/14	ENGL 1010	327/16644	M W 5:40pm - 6:55pm 305 Uris Hall	Peter Huhne	3.00	14/14
ENGL 1010	109/16107	M W 11:40am - 12:55pm 652 Schermerhorn Hall	Jessica Campbell	3.00	14/14	ENGL 1010	349/16112	T Th 4:10pm - 5:25pm 201d Philosophy Hall	Emily Weitzman	3.00	14/14
ENGL 1010	113/16108	M W 1:10pm - 2:25pm	Jessica Campbell	3.00	14/14	ENGL 1010	416/16637	M W 2:40pm - 3:55pm 304 Hamilton Hall	Elizabeth Furlong	3.00	14/14
						ENGL 1010	436/16113	T Th 11:40am - 12:55pm 201b Philosophy Hall	Therese Cox	3.00	14/14
						ENGL 1010	512/16114	M W 1:10pm - 2:25pm 201d Philosophy Hall	Aled Roberts	3.00	13/14
						ENGL 1010	514/16115	M W 1:10pm - 2:25pm 307 Mathematics Building	Kirkwood Adams	3.00	14/14
						ENGL 1010	518/16116	M W 2:40pm - 3:55pm 408a Philosophy Hall	Lauren Horst	3.00	14/14
						ENGL 1010	519/16638	M W 2:40pm - 3:55pm	Margaret Banks	3.00	13/14



		307 Mathematics Building				ENGL 1010	802/16630	M W 8:40am - 9:55am	Lauren Brown	3.00	14/14
ENGL 1010	521/16117	M W 4:10pm - 5:25pm 408a Philosophy Hall	Lauren Horst	3.00	13/14			201b Philosophy Hall			
ENGL 1010	534/16650	T Th 10:10am - 11:25am 408a Philosophy Hall	Calleja Welsh	3.00	12/14	ENGL 1010	832/16648	T Th 10:10am - 11:25am 201d Philosophy Hall	Mariam Syed	3.00	13/14
ENGL 1010	537/17730	T Th 11:40am - 12:55pm 201d Philosophy Hall	Ruilin Fan	3.00	14/14	ENGL 1010	845/16124	T Th 2:40pm - 3:55pm 201b Philosophy Hall	Celine Aenlle-Rocha	3.00	13/14
ENGL 1010	539/16118	T Th 1:10pm - 2:25pm 307 Mathematics Building	Kirkwood Adams	3.00	14/14	ENGL 1010	848/16125	T Th 4:10pm - 5:25pm 201b Philosophy Hall	Celine Aenlle-Rocha	3.00	14/14
ENGL 1010	543/16119	T Th 2:40pm - 3:55pm 652 Schermerhorn Hall	Aled Roberts	3.00	12/14	ENGL 1010	901/16127	M W 8:40am - 9:55am 652 Schermerhorn Hall	Erag Ramizi	3.00	14/14
ENGL 1010	544/16653	T Th 2:40pm - 3:55pm 305 Uris Hall	Sophia Houghton	3.00	13/14	ENGL 1010	926/16128	M W 5:40pm - 6:55pm 201d Philosophy Hall	Ana Margarida Coelho de Assis	3.00	13/14
ENGL 1010	547/16654	T Th 2:40pm - 3:55pm 502 Northwest Corner	Molly Pyne-Jaeger	3.00	13/14	ENGL 1010	935/16130	T Th 11:40am - 12:55pm 502 Northwest Corner	Elizabeth Walters	3.00	14/14
ENGL 1010	628/16645	T Th 8:40am - 9:55am 201b Philosophy Hall	Sarah Wingerter	3.00	13/14	ENGL 1010	940/16131	T Th 1:10pm - 2:25pm 502 Northwest Corner	Elizabeth Walters	3.00	14/14
ENGL 1010	630/16647	T Th 8:40am - 9:55am 201d Philosophy Hall	Ramathi Bandaranayake	3.00	14/14	<b>Spring 2025: ENGL CC1010</b>					
ENGL 1010	634/17583	T Th 10:10am - 11:25am 305 Uris Hall	Michael D'Addario	3.00	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	638/17584	T Th 11:40am - 12:55pm 305 Uris Hall	Michael D'Addario	3.00	14/14	ENGL 1010	011/13586	M W 11:40am - 12:55pm 305 Uris Hall	Leia Bradley	3.00	14/14
ENGL 1010	650/16655	T Th 4:10pm - 5:25pm 502 Northwest Corner	Alice Clapie	3.00	14/14	ENGL 1010	015/13621	M W 1:10pm - 2:25pm 305 Uris Hall	Julia DeBenedictis	3.00	14/14
ENGL 1010	704/16120	M W 10:10am - 11:25am 201b Philosophy Hall	Elizabeth Cargile	3.00	13/14	ENGL 1010	019/13757	M W 2:40pm - 3:55pm 305 Uris Hall	Chloe Tsolakoglou	3.00	13/14
ENGL 1010	708/16121	M W 11:40am - 12:55pm 201b Philosophy Hall	Elizabeth Cargile	3.00	14/14	ENGL 1010	021/13765	M W 2:40pm - 3:55pm 507 Lewisohn Hall	Geoffrey Lokke	3.00	12/14
ENGL 1010	711/16632	M W 11:40am - 12:55pm 407 Mathematics Building	Kaagni Harekal	3.00	14/14	ENGL 1010	022/13766	M W 4:10pm - 5:25pm 307 Mathematics Building	Joseph Bubar	3.00	14/14
ENGL 1010	741/16122	T Th 1:10pm - 2:25pm 408a Philosophy Hall	Wally Suphap	3.00	14/14	ENGL 1010	027/13779	M W 5:40pm - 6:55pm 408a Philosophy Hall	Allison Fowler	3.00	14/14
ENGL 1010	746/16123	T Th 2:40pm - 3:55pm 408a Philosophy Hall	Wally Suphap	3.00	14/14	ENGL 1010	031/18509	T Th 8:40am - 9:55am 408a Philosophy Hall	James Gao	3.00	14/14
						ENGL 1010	038/13840	T Th 11:40am - 12:55pm 201d Philosophy Hall	Abigail Melick	3.00	14/14
						ENGL 1010	042/13856	T Th 1:10pm - 2:25pm 201d Philosophy Hall	Abigail Melick	3.00	14/14

ENGL 1010	053/13886	T Th 4:10pm - 5:25pm 652 Schermerhorn Hall	Ashley Leader	3.00	14/14	ENGL 1010	436/13837	T Th 11:40am - 12:55pm 305 Uris Hall	Therese Cox	3.00	14/14
ENGL 1010	055/18136	T Th 5:40pm - 6:55pm 201a Philosophy Hall	Emily Suazo	3.00	14/14	ENGL 1010	441/13855	T Th 1:10pm - 2:25pm 652 Schermerhorn Hall	Kirkwood Adams	3.00	14/14
ENGL 1010	056/18916	T Th 5:40pm - 6:55pm 412 Pupin Laboratories	Julia Walton	3.00	13/14	ENGL 1010	445/13864	T Th 2:40pm - 3:55pm 502 Northwest Corner	Therese Cox	3.00	14/14
ENGL 1010	105/13535	M W 10:10am - 11:25am 201d Philosophy Hall	Jessica Campbell	3.00	14/14	ENGL 1010	506/13539	M W 10:10am - 11:25am 502 Northwest Corner	Ruilin Fan	3.00	13/14
ENGL 1010	108/13556	M W 11:40am - 12:55pm 502 Northwest Corner	Austin Mantele	3.00	14/14	ENGL 1010	512/13606	M W 1:10pm - 2:25pm 201d Philosophy Hall	Lauren Horst	3.00	14/14
ENGL 1010	135/13835	T Th 10:10am - 11:25am 201d Philosophy Hall	Gabrielle Davis	3.00	14/14	ENGL 1010	513/13612	M W 1:10pm - 2:25pm 408a Philosophy Hall	Aled Roberts	3.00	14/14
ENGL 1010	203/13510	M W 10:10am - 11:25am 408a Philosophy Hall	Srija U	3.00	14/14	ENGL 1010	514/13617	M W 1:10pm - 2:25pm 307 Mathematics Building	Molly Pyne-Jaeger	3.00	14/14
ENGL 1010	207/13550	M W 10:10am - 11:25am 305 Uris Hall	Leia Bradley	3.00	14/14	ENGL 1010	517/13703	M W 2:40pm - 3:55pm 201d Philosophy Hall	Lauren Horst	3.00	14/14
ENGL 1010	220/13761	M W 2:40pm - 3:55pm 652 Schermerhorn Hall	Sumant Rao	3.00	14/14	ENGL 1010	524/17688	M W 4:10pm - 5:25pm 505 Lewisohn Hall	Margaret Banks	3.00	14/14
ENGL 1010	318/13705	M W 2:40pm - 3:55pm 502 Northwest Corner	Austin Mantele	3.00	14/14	ENGL 1010	539/13841	T Th 11:40am - 12:55pm 408a Philosophy Hall	Aled Roberts	3.00	14/14
ENGL 1010	330/13825	T Th 8:40am - 9:55am 652 Schermerhorn Hall	Kaleb Kemp	3.00	14/14	ENGL 1010	544/13858	T Th 1:10pm - 2:25pm 307 Mathematics Building	Calleja Welsh	3.00	14/14
ENGL 1010	340/13849	T Th 1:10pm - 2:25pm 201b Philosophy Hall	Emily Weitzman	3.00	14/14	ENGL 1010	549/13875	T Th 2:40pm - 3:55pm 327 Seeley W. Mudd Building	Sophia Houghton	3.00	14/14
ENGL 1010	346/13866	T Th 2:40pm - 3:55pm 201b Philosophy Hall	Emily Weitzman	3.00	14/14	ENGL 1010	602/13378	M W 8:40am - 9:55am 201b Philosophy Hall	Ramathi Bandaranayake	3.00	14/14
ENGL 1010	348/13873	T Th 2:40pm - 3:55pm 507 Lewisohn Hall	Miranda Mazariegos	3.00	14/14	ENGL 1010	629/13818	T Th 8:40am - 9:55am 502 Northwest Corner	Sarah Wingerter	3.00	14/14
ENGL 1010	352/13884	T Th 4:10pm - 5:25pm 305 Uris Hall	Alexander Burchfield	3.00	14/14	ENGL 1010	633/13833	T Th 10:10am - 11:25am 502 Northwest Corner	Michael D'Addario	3.00	14/14
ENGL 1010	354/13888	T Th 5:40pm - 6:55pm 652 Schermerhorn Hall	Peter Huhne	3.00	14/14	ENGL 1010	637/13839	T Th 11:40am - 12:55pm 502 Northwest Corner	Michael D'Addario	3.00	14/14
ENGL 1010	410/13577	M W 11:40am - 12:55pm 408a Philosophy Hall	Finn Anderson	3.00	14/14	ENGL 1010	704/13523	M W 10:10am - 11:25am 201b Philosophy Hall	Elizabeth Cargile	3.00	14/14
ENGL 1010	423/17674	M W 4:10pm - 5:25pm 305 Uris Hall	Elizabeth Furlong	3.00	14/14	ENGL 1010	709/13559	M W 11:40am - 12:55pm	Elizabeth Cargile	3.00	14/14

ENGL 1010	747/13869	201b Philosophy Hall T Th 2:40pm - 3:55pm 408a Philosophy Hall	Wally Suphap	3.00	14/14
ENGL 1010	750/13879	T Th 4:10pm - 5:25pm 408a Philosophy Hall	Wally Suphap	3.00	14/14
ENGL 1010	816/13623	M W 1:10pm - 2:25pm 652 Schermerhorn Hall	Lauren Brown	3.00	14/14
ENGL 1010	825/17694	M W 4:10pm - 5:25pm 507 Lewisohn Hall	Tyler Grand Pre	3.00	14/14
ENGL 1010	834/13834	T Th 10:10am - 11:25am 408a Philosophy Hall	Mariam Syed	3.00	14/14
ENGL 1010	843/13857	T Th 1:10pm - 2:25pm 305 Uris Hall	Celine Aenlle-Rocha	3.00	14/14
ENGL 1010	901/13365	M W 8:40am - 9:55am 652 Schermerhorn Hall	Erag Ramizi	3.00	14/14
ENGL 1010	926/13776	M W 5:40pm - 6:55pm 201d Philosophy Hall	Ana Margarida Coelho de Assis	3.00	14/14
ENGL 1010	932/13832	T Th 10:10am - 11:25am 652 Schermerhorn Hall	Elizabeth Walters	3.00	14/14

## WRITING CENTER

The Undergraduate Writing Program sponsors [The Writing Center](#) in 310 Philosophy, which offers individual writing instruction and consultations to undergraduate and graduate students enrolled in Columbia University courses. Students may visit the center to work on any writing project, academic or non-academic, and at any stage in the writing process. Students may use the Writing Center's online scheduling system to make appointments and view drop-in hours.

## FOREIGN LANGUAGE REQUIREMENT

### General Information:

Academic Affairs

[cc-academic@columbia.edu](mailto:cc-academic@columbia.edu)

### [The Foreign Language Requirement Website](#)

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*
- **Bosnian-Croatian-Serbian**  
*Slavic Languages*
- **Catalan**  
*Latin American and Iberian Cultures*
- **Chinese**  
*East Asian Languages and Cultures*
- **Czech**  
*Slavic Languages*
- **Dutch**  
*Germanic Languages* (p. 613)
- **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*
- **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

### Committee on Global Core

[globalcore@columbia.edu](mailto:globalcore@columbia.edu)

**General Information**, Academic Affairs  
[cc-academic@columbia.edu](mailto:cc-academic@columbia.edu)

[Global Core Requirement Website](#)

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.

## Global Core Navigator

The Global Core Navigator is a sortable list which allows students to search for approved Global Core courses based on academic approach, region, temporal period, and academic department.

## FALL 2025

Last updated on March 28, 2025.

### African- American Studies

AFAS UN1001	INTRO TO AFRICAN-AMER STUDIES
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### Classics

CLCV UN3059	WORLDS OF ALEXANDER THE GREAT
CLGM GU4600	Multilingual America: Translation, Migration, Gender

### Center for the Study of Ethnicity and Race

CSER UN3926	LATIN MUSIC AND IDENTITY
CSER UN3928	COLONIZATION/ DECOLONIZATION

### Committee on Global Thought

CGTH UN3402	YOUTH-INTERCONNECTED WRLD
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### Dance

DNCE BC3567	DANCES OF INDIA
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### East Asian Languages and Culture

ASCE UN1367	INTRO EA CIV: VIETNAM
AHUM UN1400	COLLOQUIUM ON MAJOR TEXTS
EAAS UN3322	EAST ASIAN CINEMA
AHUM UN3830	COLL ON MODERN EAST ASIA TEXTS

### History

HIST UN2618	THE MODERN CARIBBEAN
HIST UN2719	HISTORY OF THE MOD MIDDLE EAST
HIST UN2764	EAST AFRICAN HISTORY

### Jewish Studies

JWST GU4145	Topics in Israeli Cinema
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### Latin American and Iberian Cultures

PORT UN3490	BRAZILIAN SOCIETY # CIV (ENG)
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### Middle Eastern, South Asian, and African Studies

AHUM UN1399	COLLOQUIUM ON MAJOR TEXTS: MIDDLE EAST/INDIA
ASCM UN2357	INTRO TO INDIAN CIVILIZATION
CLME UN3928	ARABIC PRISON WRITING
CLME GU4226	ARABIC AUTOBIOGRAPHY GLOBAL DIMENSIONS

### Music

AHMM UN3321	MUSICS OF INDIA # WEST ASIA
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### Reid Hall in Paris

WMST OC3550	WOMEN # SOCIETY - SEX-TRADE ECONOMY
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### Religion

RELI UN2305	ISLAM
RELI UN2306	INTRO TO JUDAISM
RELI UN2308	BUDDHISM: EAST ASIAN
RELI UN2309	HINDUISM
RELI GU4999	GLOBAL INDIGENOUS RELIGIOUS HISTORIES

### Theatre

THTR UN3154	THEATRE TRAD GLOBAL CONTEXT
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## SUMMER 2025

Last updated on March 14, 2025.

### Art History and Archaeology

AHUM S2604	ARTS OF CHINA JAPAN KOREA
AHUM S2901	MASTERPIECES-INDIAN ART # ARCH

### Classics

CLCV UN3058	Worlds of Alexander the Great
GRKM OC3936	Columbia Summer Global Core: The Athens Experience (This course is offered in Athens, Greece.)

### Film

FILM S4215	CONTEMPORARY GLOBAL DOCUMENTAR
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### History

HIST S3596	HIST OF LATINOS/AS IN THE U.S.
HIST UN3779	AFRICA AND FRANCE

### Italian



CLIA GU4699	Mediterranean Humanities I (Effective beginning Summer 2025. Students may only receive Global Core credit for either CLIA GU4499 or CLIA GU4699; not both.)
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CLIA OC4600	Mediterranean Humanities II in Venice (This course will be offered in Venice, Italy. Effective beginning Summer 2025. Students may only receive Global Core credit for either CLIA GU4500 or CLIA OC4600; not both.)
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#### Middle Eastern, South Asian, and African Studies

MDES UN1001	CRITICAL THEORY: A GLOBAL PERSPECTIVE
AHUM UN1399	COLLOQUIUM ON MAJOR TEXTS: MIDDLE EAST/INDIA

#### Music

AHMM UN3320	MUSIC IN EAST ASIA
AHMM S3321	MUSICS OF INDIA # WEST ASIA

#### Religion

RELI S2305	ISLAM
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#### Slavic Languages

CLSL GU4013	Jewish Worlds in Eastern Europe: A Journey
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## SPRING 2025

Last updated on January 15, 2025.

#### Anthropology

ANTH UN1008	THE RISE OF CIVILIZATION
ANTH UN3465	WOMEN, GENDER POL-MUSLIM WORLD
ANTH UN3947	TEXT, MAGIC, PERFORMANCE

#### Art History and Archaeology

AHUM UN2604	ARTS OF CHINA, JAPAN AND KOREA
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#### Center for the Core Curriculum

LACV UN1020	PRIM TEXTS OF LATIN AMER CIV
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#### Classics

CLCV UN2441	EGYPT IN CLASSICAL WORLD
CLCV UN3069	Society and Power in the Hellenistic Age (Effective beginning Spring 2025)
CLGM UN3920	WORLD RESPONDS TO THE GREEKS
CLGM GU4600	Multilingual America: Translation, Migration, Gender

#### Comparative Literature and Society

CLGM UN3110	THE OTTOMAN PAST IN THE GREEK PRESENT
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#### Dance

DNCE BC2565	WORLD DANCE HISTORY
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#### East Asian Languages and Cultures

ASCE UN1361	INTRO EAST ASIAN CIV: JPN
ASCE UN1363	INTRO TO EAST ASIAN CIV: KOREA
AHUM UN1400	COLLOQUIUM ON MAJOR TEXTS
EAAS UN2844	CULTURE, MENTAL HEALTH, AND HEALING IN EAST ASIA (formerly EAAS UN3844; new course number effective Spring 2025)
EAAS UN3322	EAST ASIAN CINEMA
EARL UN3310	The Body and/in Performance: Dance # Drama in Tibet # China (Effective beginning Spring 2025)
EAAS UN3720	Women in Vietnamese society, history and literature (Effective beginning Spring 2025)
EAAS GU4565	TIBET IN THE WORLD: CULTURAL PRODUCTION AND SOCIAL CHANGE
EAAS GU4134	Sex, Power, Performance: Gender in Chinese Literature (Effective beginning Spring 2025)

HSEA GU4847	MODERN JAPAN
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#### Economics

ECON GU4325	ECONOMIC DEVELOPMENT OF JAPAN
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#### French and Romance Philology

FREN OC3719	VIOLENCE BY AND AGAINST WOMEN (This course is offered in Reid Hall, Paris.)
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#### Germanic Languages

GERM UN3780	BERL/ISTANBUL:MIGRATN,CLTR,VA
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#### History

HIST UN1004	ANCIENT HISTORY OF EGYPT
HIST UN1942	The Year 1000: A World History
HIST BC2699	Latin American Civilization II (Effective beginning Spring 2025. Same as HIST UN2661. Students may receive credit for either HIST UN2661 or HIST BC2699, but not both.)
HIST UN2444	THE VIETNAM WAR
HIST UN3608	Women and Gender in Latin America and the Caribbean (Effective beginning Spring 2025)
HSEA UN3898	THE MONGOLS IN HISTORY
HIST GU4811	Encounters with Nature: The History and Politics of Environment, Health and Development in South Asia and Beyond

#### Italian

CLIA GU4500	Mediterranean Humanities II
<b>Jewish Studies</b>	
JWST GU4158	Zionist Thought: Center and Periphery (Effective beginning Spring 2025)
JWST GU4601	The History of Mizrahi Jews (Effective beginning Spring 2025)
<b>Latin American and Iberian Cultures</b>	
SPJS UN3303	JEWISH CULTURE IN TRANSL IN MED IBERIA
SPAN UN3349	HISPANIC CULTURES I (SP)
SPAN UN3361	ARTISTIC HUMANITY
SPAN UN3350	HISPANIC CULTURES II (SP)
SPAN UN3489	Staging Revolt: Masses, Multitudes # Political Performance in the Hispanic World (Effective beginning Spring 2025)
SPAN UN3894	Law, Literature, and Gender in the Hispanic World (Effective beginning Spring 2025)
<b>Middle Eastern, South Asian, and African Studies</b>	
AHUM UN1399	COLLOQUIUM ON MAJOR TEXTS: MIDDLE EAST/INDIA
MDES UN1630	Introduction to South Asia (Effective beginning Spring 2025)
MDES UN2650	GANDHI # HIS INTERLOCUTORS
MDES UN3260	RETHINKING MIDDLE EAST POLITCS
MDES UN3930	Iraq: War, Love, and Exile
MDES GU4259	War Narrative: The Arab World
MDES GU4637	Cinema and Colonialism in South Asia
<b>Music</b>	
AHMM UN3320	MUSIC IN EAST ASIA
MUSI GU4438	Music and Global Africa (Effective beginning Spring 2025)
<b>Religion</b>	
RELI UN2309	HINDUISM
RELI UN3314	QURAN
RELI GU4999	GLOBAL INDIGENOUS RELIGIOUS HISTORIES
<b>Slavic Languages</b>	
SLCL GU4002	Folklore Past and Present
GEOR GU4042	Expressive Culture of Soviet and Independent Georgia
<b>Urban Studies</b>	
URBS UN3351	URBAN ELSEWHERE: EXPLORING A WORLD OF CITIES

## FALL 2024

Last updated on September 10, 2024.

### African- American Studies

AFAS UN1001	INTRO TO AFRICAN-AMER STUDIES
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### Anthropology

ANHS GU4001	THE ANCIENT EMPIRES
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### Art History and Archaeology

AHIS UN2622	Introduction to East Asian Art: China, Japan, and Korea
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### Center for the Core Curriculum

AFCV UN1020	AFRICAN CIVILIZATION
LACV UN1020	PRIM TEXTS OF LATIN AMER CIV

### Center for the Study of Ethnicity and Race

CSER UN1010	INTRO TO COMP ETHNIC STUDIES
CSER UN3922	RACE#REPRESENTATION IN ASIAN AMER CINEMA
CSER UN3926	LATIN MUSIC AND IDENTITY
CSER UN3928	COLONIZATION/ DECOLONIZATION

### Classics

CPLS UN3454	STAGING THE EARLY MOD MEDITERR
CLCV UN3535	IDENTITY # SOCIETY ANC EGYPT (Effective beginning Fall 2024)
CSGM UN3567	THESSALONIKI DOWN THE AGES
GRKM UN3935	Hellenism and the Topographical Imagination

### Committee on Global Thought

CGTH UN3401	Seminar in Global Thought: Inquiries into an Interconnected World
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### Dance- Barnard

DNCE BC3567	DANCES OF INDIA
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### East Asian Languages and Cultures

ASCE UN1002	INTRO MAJOR TPCS: EAST ASIAN
ASCE UN1359	INTRO TO EAST ASIAN CIV: CHINA
ASCE UN1365	INTRO EAST ASIAN CIV: TIBET
ASCE UN1367	INTRO EA CIV: VIETNAM
AHUM UN1400	COLLOQUIUM ON MAJOR TEXTS
EAAS UN3710	FICTION, FILM, AND MODERN VIETNAM (Effective beginning Fall 2024)
AHUM UN3830	COLL ON MODERN EAST ASIA TEXTS
EAAS UN3927	CHINA IN THE MODERN WORLD
EAAS GU4534	Medieval Travel Writing
HSEA GU4880	HISTORY OF MODERN CHINA I

HSEA GU4968	Japan 1968: student protest movements in global historical perspective
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### English and Comparative Literature

ENGL UN3794	Trees
CLEN GU4199	LITERATURE AND OIL

### Film Studies

FILM UN2294	WORLD CINEMA: LATIN AMERICA
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### French and Romance Philology

CLFR OC3821	CITY DIPLOMACY (Offered abroad in Reid Hall, Paris.)
FREN GU4022	How to Love: Medieval French and Arabic

### History

HIST UN2618	THE MODERN CARIBBEAN
HIST UN2660	LATIN AMERICAN CIVILIZATION I
HIST UN2709	Medieval Middle East
HIST UN2719	HISTORY OF THE MOD MIDDLE EAST
HSWM UN2761	GENDER # SEXUALITY IN AFRICA
HSME UN2810	HISTORY OF SOUTH ASIA I
HIST GU4681	The Nahuas Through Their Sources

### Italian

CLIA GU4499	Mediterranean Humanities I
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### Jewish Studies

JWST GU4145	Topics in Israeli Cinema
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### Latin American and Iberian Cultures

SPAN UN3349	HISPANIC CULTURES I (SP)
SPAN UN3350	HISPANIC CULTURES II (SP)
PORT UN3490	BRAZILIAN SOCIETY # CIV (ENG)

### Linguistics

LING UN3102	Endangered Languages in the Global City: Lang, Culture, and Migration in Contemporary NYC
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### Middle Eastern, South Asian, and African Studies

MDES UN1003	Premodern Islamic Worlds
MDES UN1030	"Game of Thrones": On Epics and Empires
AHUM UN1399	COLLOQUIUM ON MAJOR TEXTS: MIDDLE EAST/INDIA
MDES UN2042	South Asia at the Crossroads of Empires
ASCM UN2357	INTRO TO INDIAN CIVILIZATION
CLME UN3928	ARABIC PRISON WRITING
CLME GU4226	ARABIC AUTOBIOGRAPHY GLOBAL DIMENSIONS

### Music

MUSI UN2020	SALSA, SOCA # REGGAE
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AHMM UN3321	MUSICS OF INDIA # WEST ASIA
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### Physics

SCNC UN3001	Nuclear Weapons and Nuclear Testing: Marshall Islands
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### Religion

RELI UN2306	INTRO TO JUDAISM
RELI UN2308	BUDDHISM: EAST ASIAN
RELI UN2405	CHINESE RELIGIOUS TRADITIONS

### Slavic Languages

RUSS UN3230	Tricksters in World Culture: Mockery, Subversion, Rebellion
SLCL UN3100	FOLKLORE PAST # PRESENT
CLSL GU4012	Holocaust Literature: Critical Thinking in Dark Times

### Theatre

THTR UN3154	THEATRE TRAD GLOBAL CONTEXT
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### Women's Studies (Reid Hall, Paris)

WMST OC3550	WOMEN # SOCIETY - SEX-TRADE ECONOMY
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## 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 March 14, 2025.*

### African-American Studies

AFAS UN1001	INTRO TO AFRICAN-AMER STUDIES
AFAS UN1003	Blackness and Frenchness: A Radical Genealogy (Effective beginning Spring 2023)

### Anthropology

ANTH UN1008	THE RISE OF CIVILIZATION
ANTH UN1130	Africa and the Anthropologist
ANTH UN2007	Indian and Nigerian Film Cultures (Effective beginning Fall 2017 semester)
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 UN2031	Corpse Life: Anthropological Histories of the Dead [Previously Archaeologies of Death and (Effective beginning Fall 2017)]
ANTH V2035	Introduction to the Anthropology of South Asia

ANTH V2100	Muslim Societies
ANTH UN2141	Frontier Imaginaries (Effective beginning Spring 2022)
ANTH UN3300	Pre-Columbian Histories of Native America
ANTH UN3465	WOMEN, GENDER POL-MUSLIM WORLD
ANTH V3525	Introduction to South Asian History and Culture
ANTH UN3821	Native America
ANTH V3892	CONTEMP CENT ASIA:STATES # SOC
ANTH UN3933	ARABIA IMAGINED
ANTH UN3947	TEXT, MAGIC, PERFORMANCE
ANHS GU4001	THE ANCIENT EMPIRES
ANTH G4065	Archaeology of Idols
<b>Art History and Archaeology</b>	
AHIS UN2119	ROME BEYOND ROME (Effective beginning Spring 2018)
AHIS UN2600	THE ARTS OF CHINA
AHIS UN2500	ARTS OF AFRICA
AHUM UN2604	ARTS OF CHINA, JAPAN AND KOREA
AHIS UN2614	Chinese Painting of the Song Dynasty (960-1279) (Effective beginning Summer 2021)
AHIS UN2622	Introduction to East Asian Art: China, Japan, and Korea (Effective beginning Fall 2024)
AHUM UN2800	Arts of Islam, 700-1000 CE (Effective beginning Fall 2017 semester)
AHUM UN2802	Arts of Islam: Realignments of Empire and State (ca. 1000-1400) (Effective Spring 2017)
AHUM UN2901	MASTERPIECES-INDIAN ART # ARCH
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 UN3503	Contemporary Arts of Africa (Effective beginning Fall 2020)
AHIS W3832	Sacred Landscapes of the Ancient Andes (Effective beginning Spring 2016)
AHIS Q4570	Andean Art and Architecture (formerly AHIS G4085)
AHIS GU4584	Critical Approaches to Persianate Painting (effective beginning Spring 2019)
<b>Center for the Core Curriculum</b>	
AFCV UN1020	AFRICAN CIVILIZATION

LACV UN1020	PRIM TEXTS OF LATIN AMER CIV
<b>Center for the Study of Ethnicity and Race</b>	
CSER UN1010	INTRO TO COMP ETHNIC STUDIES
CSER W3510	Novels of Immigration, Relocation, and Diaspora (Also offered as ENGL GU4650, effective Spring 2017)
CSER UN3922	RACE#REPRESENTATION IN ASIAN AMER CINEMA
CSER UN3926	LATIN MUSIC AND IDENTITY
CSER UN3928	COLONIZATION/ DECOLONIZATION
CSER W3961	(Wealth and Poverty in America)
<b>Classics</b>	
CLCV UN2441	EGYPT IN CLASSICAL WORLD (Effective beginning Spring 2018)
CLCV UN3059	WORLDS OF ALEXANDER THE GREAT (Effective beginning Spring 2017)
CLCV UN3069	Society and Power in the Hellenistic Age (Effective beginning Spring 2025)
CLCV W3111	Plato and Confucius: Comparative Ancient Philosophies (Effective beginning Spring 2015)
CLCV W3244	Global Histories of the Book (Effective beginning Fall 2015)
CLCV UN3535	IDENTITY # SOCIETY ANC EGYPT (Effective beginning Fall 2024)
CSGM UN3567	THESSALONIKI DOWN THE AGES (Effective Spring 2017)
CLGM UN3920	WORLD RESPONDS TO THE GREEKS (formerly "The World Responds to the Greeks: Greece Faces East")
GRKM UN3935	Hellenism and the Topographical Imagination (formerly GRKM UN3920 "The World Responds to the Greeks")
CLCV GU4411	Egypt in the Classical World (Egypt in the Classical World Effective beginning Spring 2020)
CLGM GU4600	Multilingual America: Translation, Migration, Gender (Effective beginning Fall 2021)
<b>Colloquia and Interdepartmental Seminars</b>	
INSM UN3920	NOBILITY/CIVILITY: EAST/ WEST I
INSM UN3921	Nobility and Civility II
INSM C3940	Science Across Cultures
INSM W3950	Friendship in Asian and Western Civilization
<b>Comparative Literature and Society</b>	

CLGM UN3110	THE OTTOMAN PAST IN THE GREEK PRESENT (Effective beginning Spring 2018 )	EAAS UN2844	CULTURE, MENTAL HEALTH, AND HEALING IN EAST ASIA (formerly EAAS UN3844; new course number effective Spring 2025)
CPLS UN3333	EAST/WEST FRAMETALE NARRATIVES	EAAS UN3114	Chinese Theater and Drama Traditions (Effective beginning Spring 2023)
CPLS UN3454	STAGING THE EARLY MOD MEDITERR	EAAS UN3116	Supernatural in East Asia (Effective beginning Spring 2020)
CLGM UN3920	WORLD RESPONDS TO THE GREEKS	EAAS UN3121	Minority Literature in Modern China (Offered Fall 2018 as a one-time course)
CPLS W3945	Transnational Memory Politics and the Culture of Human Rights (Effective beginning Spring 2014)	EAAS UN3122	Modern Chinese Poetry in a Global Context (Offered Spring 2020 as a one-time course. Effective beginning Spring 2022- Course number changed to EAAS GU4111)
CPLS W3955	The West in Global Thought	EARL UN3310	The Body and/in Performance: Dance # Drama in Tibet # China (Effective beginning Spring 2025)
CPLS UN3956	Postcolonial Narrative and the Limits of the Human	EAAS UN3322	EAST ASIAN CINEMA (Effective Spring 2017)
CPLS W4100	Andalusian Symbiosis: Islam and the West (Effective beginning Fall 2014)	EAAS UN3338	CULTRL HIST-JAPANESE MONSTERS (Effective Fall 2019)
CPLS GU4111	World Philology (Effective Spring 2017)	EAAS V3350	Japanese Fiction and Film (Effective beginning Fall 2014)
<b>Committee on Global Thought</b>		EAAS UN3710	FICTION, FILM, AND MODERN VIETNAM (Effective beginning Fall 2024)
CGTH UN3401	Seminar in Global Thought: Inquiries into an Interconnected World (Effective beginning Fall 2018)	EAAS UN3720	Women in Vietnamese society, history and literature (Effective beginning Spring 2025)
CGTH UN3402	YOUTH-INTERCONNECTED WRLD (Effective beginning Spring 2019)	AHUM UN3830	COLL ON MODERN EAST ASIA TEXTS (Colloquium on Modern East Asian Texts)
<b>Dance- Barnard</b>		EAAS UN3844	CULTURE, MENTAL HEALTH, AND HEALING IN EAST ASIA (Effective beginning Fall 2019. New course number EAAS UN2844; effective Spring 2025 semester.)
DNCE BC3550	Dance in Africa (Effective beginning Fall 2022)	HSEA Q3870	Japan Before 1600 (Effective beginning Spring 2015; formerly HSEA W4870)
DNCE BC3567	DANCES OF INDIA (Effective beginning Fall 2018)	EAAS UN3927	CHINA IN THE MODERN WORLD
DNCE BC2565	WORLD DANCE HISTORY (Effective beginning Spring 2019)	EAAS GU4017	Ethnography and Representation in Tibet (Effective beginning Fall 2020)
DNCE BC2665	World Dance History (Effective Summer 2023. Students may only receive credit for either DNCE BC2665 or DNCE BC2565; not both.)	EAAS GU4111	Modern Chinese Poetry in a Global Context (was formerly EAAS UN3122)
<b>East Asian Languages and Cultures</b>		EARL W4127	Mediations, Perceptions, Words: Poetry in Buddhist Literature (Effective beginning Spring 2016)
ASCE UN1002	INTRO MAJOR TPCS: EAST ASIAN		
ASCE UN1359	INTRO TO EAST ASIAN CIV: CHINA		
ASCE UN1361	INTRO EAST ASIAN CIV: JPN		
ASCE UN1363	INTRO TO EAST ASIAN CIV: KOREA		
ASCE UN1365	INTRO EAST ASIAN CIV: TIBET		
ASCE UN1367	INTRO EA CIV: VIETNAM (Effective beginning Fall 2017)		
AHUM UN1400	COLLOQUIUM ON MAJOR TEXTS		
EAAS UN2342	Mythology of East Asia		



EAAS GU4134	Sex, Power, Performance: Gender in Chinese Literature (Effective beginning Spring 2025)
EAAS GU4160	CULTURES IN COLONIAL KOREA (Effective beginning Spring 2014; formerly EAAS G4160)
HSEA GU4222	China's Global Histories: People, Space, and Power (Effective beginning Fall 2019)
EAAS GU4277	Japanese Anime and Beyond: Gender, Power and Transnational Media
EARL GU4310	LIFE WRIT/TIBET BUDDHIST LIT
EARL GU4312	TIBETAN SACRED SPACE(IN COMPARATIVE CONT (Effective beginning Spring 2018 semester)
EAAS GU4233	Sonic Modernity in East Asia (Effective beginning Spring 2020)
EAAS GU4412	History of Writing in a Cosmopolitan East Asia (Effective beginning Fall 2023)
EAAS GU4445	Proletarian Asia - working-class culture from 1930s to present (Effective beginning Spring 2022)
HSEA GU4542	The History of the Samurai (Effective beginning Spring 2023 semester)
EAAS GU4534	Medieval Travel Writing (Effective beginning Fall 2024)
EAAS GU4565	TIBET IN THE WORLD: CULTURAL PRODUCTION AND SOCIAL CHANGE (Effective beginning Spring 2022)
EARL GU4575	Tibet in Eurasian Circulatory History (Effective beginning Fall 2023)
HSEA GU4816	Comparing Indigeneities (Effective beginning Spring 2020)
HSEA GU4822	Troubled Islands of the Indo Pacific (Effective beginning Spring 2017)
HSEA GU4847	MODERN JAPAN (Effective beginning Fall 2017)
HSEA W4866	Competing Nationalisms in East Asia: Representing Chinese and Tibetan Relations in History (Effective beginning Fall 2015)
HSEA GU4880	HISTORY OF MODERN CHINA I
HSEA GU4968	Japan 1968: student protest movements in global historical perspective (Effective beginning Fall 2024)

#### Economics

ECON GU4325	ECONOMIC DEVELOPMENT OF JAPAN
<b>English and Comparative Literature</b>	
CLEN UN3360	Theaters of Gods and Heroes (Effective beginning Spring 2020)
ENGL UN3489	Black Lives in Pre-Modern Britain
CLEN S3682	Human Rights in World Literature and Visual Culture (formerly CLEN S3851)
ENGL UN3794	Trees (Effective beginning Fall 2023)
CLEN S3829	Fantastic Fictions: Postmodern Asian American Literature (Effective beginning Summer 2020)
ENGL UN3851	INDIAN WRITING IN ENGLISH (Effective beginning Spring 2019)
CLEN UN3933	POSTCOLONIAL LITERATURE (Effective beginning Fall 2018)
ENTA UN3948	African Drama
CLEN GU4199	LITERATURE AND OIL (Effective beginning Fall 2020)
CLEN W4200	Caribbean Diaspora Literature
ENGL GU4650	Novels of Immigration, Relocation, Diaspora (formerly ENGL W3510)
CLEN GU4644	REVOLUTION IN/ON THE CARIBBEAN (Effective beginning Fall 2018)
ENTA GU4729	GLOBAL ANGLOPHONE DRAMA (Effective beginning Spring 2022)
<b>Film Studies</b>	
FILM UN2292	Topics in World Cinema: China (Effective beginning Spring 2018)
FILM UN2294	WORLD CINEMA: LATIN AMERICA (Effective beginning Fall 2018)
FILM S2295Q	World Cinema: Mexico (Effective beginning Summer 2017)
FILM UN2296	ARAB # AFRICAN FILMMAKING (Effective Fall 2019)
FILM GU4020	Brazilian Cinema: Cinema Novo and Beyond (Effective beginning Fall 2021)
FILM S4215D	Contemporary Global Documentary (Effective beginning Summer 2019)
FILM GU4294	World Cinema: Latin America (Effective beginning Summer 2021)
<b>French and Romance Philology</b>	
CLFR UN3716	Francophone Romance : Love and Desire in French Colonial and Post-Colonial Literatures

FREN UN3822	Blackness in French: From Harlem to Paris and Beyond (Effective beginning Summer 2021)
CLFR GU4002	French Theory in a Global Context (Effective beginning Spring 2022)
CLFR GU4020	Contemporary Migrations in the French & North African Context (Effective beginning Summer 2020)
FREN GU4022	How to Love: Medieval French and Arabic (Effective beginning Fall 2024)
CLFR GU4321	The Maghreb in Transition: Society # Culture in North Africa Since 1990 (Effective beginning Summer 2021)
CLFR GU4440	Remapping Algeria: Poetics and Politics of Space (Effective beginning Spring 2021)
CLFR GU4421	The Caribbean Digital (Effective beginning Fall 2020)
CLFR GU4716	FRANCOPHONE ROMANCE LOVE, SEX, INTIMACY IN THE FRENCH COLONIAL WORLD (Effective beginning Fall 2019)

#### Germanic Languages

GERM UN3780	BERL/ ISTANBUL:MIGRATN,CLTR,VAL
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#### History

HIST UN1942	The Year 1000: A World History (Effective beginning Spring 2024)
HIST UN1004	ANCIENT HISTORY OF EGYPT
HIST W1054	Introduction to Byzantine History (Effective beginning Spring 2016)
HIST UN2003	Empire # Nation-Building East Central Europe (Effective beginning Fall 2020)
HIST UN2176	REVOLUTION # EMPIRE: HAITI # FRANCE, 1789-1820 (Effective beginning Summer 2022)
HIST UN2336	Everyday Communism (Effective beginning Spring 2020)
HIST UN2377	WORLD HISTORY SINCE WW II (Effective Spring 2017)
HIST UN2444	THE VIETNAM WAR (Effective beginning Spring 2017)
HIST UN2580	US - EAST ASIA RELATIONS (Effective beginning Fall 2017 )
HIST UN2618	THE MODERN CARIBBEAN
HIST UN2657	Medieval Jewish Cultures (formerly HIST W3657)
HIST UN2660	LATIN AMERICAN CIVILIZATION I
HIST UN2661	LATIN AMERICAN CIVILIZATION II

HIST BC2699	Latin American Civilization II (Effective beginning Spring 2025. Same as HIST UN2661. Students may receive credit for either HIST UN2661 or HIST BC2699, but not both)
HIST UN2701	THE OTTOMAN EMPIRE (formerly HIST W3701)
History UN2709	(Effective beginning Fall 2024)
HIST UN2719	HISTORY OF THE MOD MIDDLE EAST (formerly HIST W3719)
HSWM UN2761	GENDER # SEXUALITY IN AFRICA (Effective beginning Fall 2018)
HIST UN2764	EAST AFRICAN HISTORY
HIST UN2772	West African History
HIST W2803	The Worlds of Mughal India (Effective beginning Spring 2014; formerly HIST W3803)
HSME UN2810	HISTORY OF SOUTH ASIA I (formerly HSME W3810)
HSME UN2811	South Asia: Empire and Its Aftermath (formerly HIST UN2811)
HIST W2880	Gandhi's India (formerly HIST W3800)
HIST UN2881	VIETNAM IN THE WORLD (Effective beginning Spring 2019)
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 UN3152	Byzantine Encounters in the Mediterranean and the Middle East (Taught on Morningside going forward, effective Spring 2017)
HIST UN3298	Popular Culture in Modern African History (Effective beginning Fall 2019)
HIST Q3400	Native American History (formerly HIST W4404)
HIST S3596	HIST OF LATINOS/AS IN THE U.S. (Effective beginning Summer 2022)
HIST W3678	Indigenous Worlds in Early Latin America (formerly HIST W4678)
HIST UN3766	African Futures (Effective beginning Fall 2017)
HIST UN3779	AFRICA AND FRANCE
HSEA UN3898	THE MONGOLS IN HISTORY

HIST Q3933 Empires and Cultures of the Early Modern Atlantic World (Effective only for Spring 2014; formerly HIST W4103)

HIST UN3601 Jews in the Later Roman Empire, 300-600 CE (Effective beginning Fall 2014; formerly HIST W4601; renumbered to HIST UN3601, effective Fall 2018)

HIST UN3608 Women and Gender in Latin America and the Caribbean (Effective beginning Spring 2025)

HIST GU4301 Politics and Justice in Latin America through Crime Fiction (Effective beginning Fall 2021)

HIST GU4660 Indigenous Worlds in Early Latin America (Effective beginning Fall 2021)

HIST GU4681 The Nahuas Through Their Sources (Effective beginning Fall 2024)

HIST GU4811 Encounters with Nature: The History and Politics of Environment, Health and Development in South Asia and Beyond (Effective beginning Spring 2017 semester)

#### Italian

ITAL GU4022 THE QUR'AN IN EUROPE (Effective beginning Fall 2017)

CLIA GU4499 Mediterranean Humanities I (Effective beginning Fall 2022. Students may only receive Global Core credit for either CLIA GU4499 or CLIA GU4699; not both.)

CLIA GU4500 Mediterranean Humanities II (Effective beginning Fall 2021. Students may only receive Global Core credit for either CLIA GU4500 or CLIA GU4600; not both.)

CLIA GU4699 Mediterranean Humanities I (Effective beginning Summer 2025. Students may only receive Global Core credit for either CLIA GU4499 or CLIA GU4699; not both.)

#### Jewish Studies

JWST UN3538 Jews in the City in the Islamic Middle East (Effective beginning Spring 2021)

JWST GU4145 Introduction to Israeli Cinema (Effective beginning Spring 2020)

JWST GU4148 Jewish Histories of the Modern Middle East (Effective beginning Fall 2023)

JWST GU4149 A History of Jewish-Muslim Encounters: From the Beginning of Islam Until Today (Effective beginning Fall 2023)

JWST GU4158 Zionist Thought: Center and Periphery (Effective beginning Spring 2025)

JWST GU4601 The History of Mizrahi Jews (Effective beginning Spring 2025)

#### Latin American and Caribbean Studies

LCRS UN3500 Latin American Cities (Effective beginning Spring 2017)

#### Latin American and Iberian Cultures

SPJS UN3303 JEWISH CULTURE IN TRANSL IN MED IBERIA ((Effective beginning Fall 2017 semester))

SPAN UN3349 HISPANIC CULTURES I (SP)

PORT UN3350 LUSOPHONE AFR/AFRO-BRAZ CULTRS

SPAN UN3350 HISPANIC CULTURES II (SP)

SPAN UN3361 ARTISTIC HUMANITY (Effective beginning Spring 2017)

SPAN UN3489 Staging Revolt: Masses, Multitudes # Political Performance in the Hispanic World (Effective beginning Spring 2025)

PORT UN3490 BRAZILIAN SOCIETY # CIV (ENG) (Effective beginning Fall 2017 semester)

SPAN UN3490 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]

PORT UN3601 Race, Medicine and Literature in 19th-Century Brazil (Effective beginning Fall 2020)

SPAN UN3894 Law, Literature, and Gender in the Hispanic World (Effective beginning Spring 2025)

#### Linguistics

LING UN3102 Endangered Languages in the Global City: Lang, Culture, and Migration in Contemporary NYC (Effective beginning Fall 2019)

#### Middle Eastern, South Asian, and African Studies

MDES UN1001 CRITICAL THEORY: A GLOBAL PERSPECTIVE (Effective beginning Spring 2018)

MDES UN1030 "Game of Thrones": On Epics and Empires (Effective beginning Fall 2021)

MDES UN1003 Premodern Islamic Worlds (Effective beginning Fall 2024)

AHUM UN1399	COLLOQUIUM ON MAJOR TEXTS: MIDDLE EAST/INDIA (formerly AHUM UN3399, new course number effective Fall 2018)	CLME UN3266	Decolonizing the Arabian Nights (Was formerly MDES GU4266 "Decolonizing the Arabian Nights". New course number effective beginning Spring 2022.)
MDES UN1630	Introduction to South Asia (Effective beginning Spring 2025)	MDES UN3335	Introduction to Armenian Studies (Effective beginning Fall 2023)
ASCM V2001	Introduction to Major Topics in the Civilizations of the Middle East and India	MDES UN3421	Islamic Central Asia (Effective beginning Fall 2020)
ASCM UN2003	INTRO TO ISLAMIC CIVILIZATION	MDES UN3445	SOCIETIES/CULTRS: INDIAN OCEAN (Effective beginning Fall 2013)
MDES UN2006	What is Islam? (Effective beginning Spring 2022)	CLME UN3928	ARABIC PRISON WRITING
ASCM UN2008	CONTEMP ISLAMIC CIVILIZATION	MDES UN3930	Iraq: War, Love, and Exile (Effective beginning Spring 2021)
MDES UN2042	South Asia at the Crossroads of Empires (Effective beginning Fall 2023)	CLME GU4031	Cinema and Society In Asia and Africa
MDES UN2012	Finding Happiness: Readings in Arab-Islamic Texts (Effective beginning Fall 2022)	MDES G4052	Locating Africa in the Early 20th Century World
MDES UN2030	Major Debates in the Study of Africa	MDES GU4150	Introduction to African Philosophy (Effective beginning Spring 2017)
MDES W2041	Introduction to Indian Philosophy (Effective beginning Spring 2015)	CLME GU4225	New Millenium Challenges in Arabic Literary Production (Effective beginning Spring 2019- formerly "Arabic Literary Production"; New title effective Fall 2019)
ASCM UN2357	INTRO TO INDIAN CIVILIZATION	CLME GU4226	ARABIC AUTOBIOGRAPHY GLOBAL DIMENSIONS (Effective beginning Spring 2018)
MDES UN2641	CINEMAS OF INDIA (Effective beginning Fall 2020)	CLME GU4229	Afro-Mediterranean Cultural Geographies: Ifriqiya-Tunis ((Effective beginning Fall 2018))
MDES UN2650	GANDHI # HIS INTERLOCUTORS (Gandhi and His Interlocutors; Effective beginning Spring 2015)	CLME GU4231	COLD WAR ARAB CULTURE
MDES UN3000	THEORY AND CULTURE	CLME GU4241	SUFISM: PRIMARY TEXTS/ CONTEXTS
CLME W3032	Colonialism: Film, Fiction, History & Theory	CLME G4261	Popular Islam: Asia and Africa
HSME UN3044	From Colonial to Global Health (Effective beginning Fall 2017 semester)	MDES GU4259	War Narrative: The Arab World (Effective beginning Fall 2019)
MDES UN3047	MESAAS # History: Court Cultures 350-1750 (Effective beginning Spring 2021)	CLME GU4262	THEMES IN THE ARABIC NOVEL (Effective beginning Fall 2018)
MDES UN3121	Literature and Cultures of Struggle in South Africa (Effective beginning Spring 2017)	MDES GU4266	Decolonizing the Arabian Nights (Effective beginning Fall 2021. Effective Spring 2022- new course number CLME UN3266)
MDES UN3130	E AFRICA # THE SWAHILI COAST	CLME GU4272	ARABIC LITERATURE AS WORLD LITERATURE (was formerly CLME UN3221- change of course number effective Spring 2020)
CLME UN3221	ARABIC LITERATURE AS WORLD LITERATURE (Effective beginning Fall 2017 semester- course number changed to CLME GU4272 beginning Spring 2020)	MDES G4326	The Armenian Genocide and the Holocaust: Memory and Representation
MDES UN3260	RETHINKING MIDDLE EAST POLITCS (Effective beginning Spring 2017)	MDES GU4360	Armenians and the Modern World (Effective beginning Spring 2024)

MDES GU4634	Sound and Listening Cultures of the Indian Subcontinent (effective beginning Spring 2023)
MDES GU4637	Cinema and Colonialism in South Asia (Effective beginning Spring 2018)
MDES GU4945	Contested Histories: A Medieval Jewish Empire? (Effective beginning Spring 2024)
<b>Music</b>	
MUSI UN2020	SALSA, SOCA # REGGAE
MUSI V2430	Listening and Sound in Cross-Cultural Perspective (Effective beginning Fall 2014; formerly MUSI W4430)
AHMM UN3320	MUSIC IN EAST ASIA
AHMM UN3321	MUSICS OF INDIA # WEST ASIA
MUSI GU4113	Medieval Mediterranean Love Songs (Effective beginning Spring 2024)
MUSI GU4438	Music and Global Africa (Effective beginning Spring 2025)
MUSI GU4466	Sound and Image in Modern East Asian Music (Effective Spring 2017)
<b>Physics</b>	
SCNC UN3001	Nuclear Weapons and Nuclear Testing: Marshall Islands (Effective beginning Spring 2021)
<b>Philosophy</b>	
PHIL UN3000	BUDDHIST PHILOSOPHY (Effective beginning Fall 2022)
<b>Religion</b>	
RELI UN1612	Religion and the History of Hip Hop (Effective beginning Spring 2020)
RELI UN2205	BUDDHISM: INDO-TIBETAN (effective Fall 2016)
RELI UN2305	ISLAM
RELI UN2306	INTRO TO JUDAISM (Effective beginning Fall 2018)
RELI UN2405	CHINESE RELIGIOUS TRADITIONS (formerly RELI UN2307)
RELI UN2308	BUDDHISM: EAST ASIAN
RELI UN2309	HINDUISM
RELI UN2335	RELI IN BLACK AMERICA:AN INTRO (formerly RELI V2645)
RELI UN3303	Judaism and Translation in the Medieval and Early Modern Mediterranean (effective Spring 2017)
RELI UN3407	Muslims in Diaspora (Effective beginning Spring 2016; formerly RELI V3307)
RELI UN3314	QURAN (Effective beginning Fall 2023)

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)
RELI UN3521	Muslim Masculinities (Effective beginning Spring 2019)
RELI GU4214	African and North African Philosophy: An Introduction (Effective beginning Summer 2021)
RELI GU4215	Hinduism Here (Effective beginning Fall 2019)
RELI GU4204	Religions of the Iranian World (Effective Spring 2020)
RELI GU4304	Krishna (Effective beginning Fall 2017)
RELI GU4314	Bhakti Poets (Effective beginning Spring 2022)
RELI GU4322	EXPLORING THE SHARIA: ISLAMIC LAW (Effective beginning Fall 2018)
RELI GU4418	On African Theory: Religion, Philosophy, Anthropology (Effective beginning Spring 2019)
RELI GU4999	GLOBAL INDIGENOUS RELIGIOUS HISTORIES (Effective beginning Fall 2020)
<b>Slavic Languages</b>	
SLCL UN3001	SLAVIC CULTURES
SLCL UN3100	FOLKLORE PAST # PRESENT (Effective beginning Fall 2021 semester- New course number SLCL GU4002- effective beginning Spring 2025)
RUSS UN3230	Tricksters in World Culture: Mockery, Subversion, Rebellion (Effective beginning Fall 2022)
SLCL GU4002	Folklore Past and Present (formerly SLCL UN3001- New course number effective beginning Spring 2025))
CLSL GU4012	Holocaust Literature: Critical Thinking in Dark Times (Effective beginning Fall 2023)
CLSL GU4013	Jewish Worlds in Eastern Europe: A Journey (Effective beginning Summer 2024)
CLRS GU4022	Russia and Asia: Orientalism, Eurasianism, Internationalism
GEOR GU4042	Expressive Culture of Soviet and Independent Georgia (Effective beginning Spring 2017)
CLRS W4190	Race, Ethnicity, and Narrative, in the Russian/Soviet Empire



**Sociology**

SOCI UN3324	Global Urbanism
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**Theatre**

THTR UN3154	THEATRE TRAD GLOBAL CONTEXT (formerly THTR UN3000)
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**Urban Studies**

URBS UN3351	URBAN ELSEWHERE: EXPLORING A WORLD OF CITIES (Effective beginning Spring 2021)
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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](#). Last updated on March 14, 2025.*

**Columbia Athens Global Center**

GRKM OC3936	Columbia Summer Global Core: The Athens Experience (Effective beginning Summer 2025)
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**Center for the Study of Ethnicity and Race**

CSER OC3928	Colonization/Decolonization (Effective beginning Summer 2017; taught in Mexico City)
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**Columbia in Amman and Paris: Middle Eastern and North African Studies (MENA) Program**

MENA OC4100	Migration, Displacement and Diaspora in the French and North African Context (taught in Paris, effective beginning Summer 2017) (formerly Maghreb-Mashrek: East and West)
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**Columbia in Amman and Tunis: Middle Eastern and North African Studies**

MENA OC4101	Culture/ History Seminar of the Middle East- North Africa Summer Program in Amman & Tunis (Effective beginning Summer 2019)
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**Columbia Global Seminar in Istanbul**

Not offered during the Spring 2018 semester

CLGM OC3920	The World Responds to the Greeks: Modernity, Postmodernity, Globality (Effective beginning Spring 2015; taught in Istanbul)
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**Columbia in London- Queen Mary University**

CLEN OC3500	LONDON IN POSTCOLONIAL FICTION: 'WE ARE HERE BECAUSE YOU WERE THERE' (Effective beginning Fall 2018))
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**Latin American and Caribbean Studies (Global Scholars Program)**

LCRS OC3501 Latin American Cities (Effective beginning Summer 2017)

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

Not offered during the Spring 2018 semester

POLS OC3545	Comparative Democratic Processes (Effective beginning Summer 2015; taught in Istanbul)
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**Columbia Summer Program in Venice**

CLIA OC4600	Mediterranean Humanities II in Venice (Effective beginning Summer 2025. Students may only receive Global Core credit for either CLIA GU4500 or CLIA OC4600; not both.)
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**Slavic Languages - Office of Global Programs**

Not offered during the Spring 2018 semester

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

AHIS OC4652	The Black Voices of Black Model: New Perspectives for the Histories of Art (Effective beginning Summer 2019)
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CLEN OC3245	Black Americans and the City of Light: A Seminar (effective Summer 2020)
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FILM OC4225	Arab & African Filmmaking (Effective beginning Summer 2019)
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FREN OC3330	Paris Noir (same as FREN OC3817-Black Paris- course number effective beginning Summer 2021)
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FILM GU4330	(Effective beginning Summer 2024- to be offered in Reid Hall, Paris)
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FREN OC3719	VIOLENCE BY AND AGAINST WOMEN (Effective beginning Spring 2019)
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FREN OC3817	Black Paris (Effective Spring 2017; taught in Paris)
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CLFR OC3821	CITY DIPLOMACY (Effective beginning Spring 2021)
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FREN OC3821	"Blackness" in French: from Harlem to Paris and Beyond ((Effective beginning Summer 2018))
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HIST UN3136	France and the African Diaspora (Effective beginning Summer 2024- To be offered in Reid Hall, Paris)
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WMST OC3550	WOMEN # SOCIETY - SEX-TRADE ECONOMY (Effective Spring 2016, will not be offered Spring 2018; taught in Paris)
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FMST GU4325	Waves on New Shores: New Cinema in France, Japan, and Brazil (effective beginning Summer 2022)
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## SCIENCE REQUIREMENT

General Information: Academic Affairs, [cosi@columbia.edu](mailto:cosi@columbia.edu)

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.

**All students in Columbia College must complete three courses in fulfillment of the science requirement. The three courses must be distributed across the three categories detailed below: Science A, Science B, and Science C.**

**Each of the three courses must carry at least 3 points of credit. All courses used to satisfy the science requirement must be taken for a letter grade.**

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, if the two courses together will fulfill both Science B and Science C. 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.

**Transfer students** may be able to apply transfer credit for science coursework taken elsewhere to the Science requirement. One of the three required science courses must be taken at Columbia, and the coursework taken to fulfill the three-semester science requirement must be distributed across the categories of Science B and Science C.

**Unless otherwise indicated, students may not use Barnard College courses to fulfill the Columbia College science requirement.**

## SCIENCE A

Students who enter the College as first-year students are required to take [SCNC CC1000](#) Frontiers of Science during their first or second semester (whichever term in which they are not taking [ENGL CC1010](#) University Writing)

## SCIENCE B

All College students must complete at least one course offered by one of the following seven Columbia University science departments. (Unless otherwise indicated, students may not use Barnard College courses to fulfill the Columbia College science requirement.)

*Courses in the list that are designed for non-science majors are noted with an asterisk.*

### Astronomy

ASTR UN1234	UNIVERSAL TIMEKEEPER (*)
ASTR UN1403	EARTH, MOON, AND PLANETS (*)
ASTR UN1404	STARS, GALAXIES # COSMOLOGY (*)
ASTR UN1420	Galaxies and Cosmology (*)
ASTR UN1453	ANOTHER EARTH (*)
ASTR UN1610	THEOR-UNIVERS:BABYLON-BIG BANG
ASTR BC1753	LIFE IN THE UNIVERSE (*)
ASTR BC1754	Stars, Galaxies, and Cosmology (*)
ASTR UN1836	STARS AND ATOMS (*)

### Recommended Sequences:

ASTR UN1403 & ASTR UN1404	EARTH, MOON, AND PLANETS and STARS, GALAXIES # COSMOLOGY (*)
ASTR UN1403 & ASTR UN1420	EARTH, MOON, AND PLANETS and Galaxies and Cosmology (*)
ASTR UN1403 & ASTR UN1836	EARTH, MOON, AND PLANETS and STARS AND ATOMS (*)
ASTR UN1404 & ASTR BC1753	STARS, GALAXIES # COSMOLOGY and LIFE IN THE UNIVERSE (*)
ASTR BC1753 & ASTR UN1404	LIFE IN THE UNIVERSE and STARS, GALAXIES # COSMOLOGY (*)
ASTR BC1753 & ASTR BC1754	LIFE IN THE UNIVERSE and Stars, Galaxies, and Cosmology (*)

Any 3-point ASTR course numbered 2000 or higher

### Biology

BIOL UN1130	GENES AND DEVELOPMENT (*)
BIOL UN2300	Interpreting Scientific Evidence (*)

Any 3- or 4-point BIOL course numbered 2000 or higher

### Chemistry

CHEM UN1403	GENERAL CHEMISTRY I-LECTURES (*)
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CHEM UN1404	GENERAL CHEMISTRY II- LECTURES (*)
CHEM UN1500	GENERAL CHEMISTRY LABORATORY (*)
CHEM UN1604	2ND TERM GEN CHEM (INTENSIVE) (*)
CHEM UN1507	INTENSVE GENERAL CHEMISTRY-LAB (*)
SCNC UN1800	ENERGY # ENERGY CONSERVATION (* this course is offered through the Chemistry department)
SCNC UN1900	Water (*this course is offered through the Chemistry department)
Any CHEM course numbered 3000 or higher	

**Earth and Environmental Sciences**

EESC UN1001	DINOSAURS AND HISTORY OF LIFE (* students will only receive credit for one of these courses: 1001, 1004, 1401)
EESC UN1003	Climate and Society: Case Studies (*)
EESC S1004	Dinosaurs and the History of Life (* students will only receive credit for one of these courses: 1001, 1004, 1401)
EESC UN1009	GLOBAL WARMING FOR GLOBAL LEADERS (*)
EESC UN1011	Earth: Origin, Evolution, Processes, Future (* students will only receive credit for one of these courses: 1011, 1411)
EESC UN1030	OCEANOGRAPHY (*)
EESC UN1053	Planet Earth (*)
EESC UN1201	Environmental Risks and Disasters (*)
EESC UN1401	DINOSAUR # HISTORY OF LIFE-LEC (* students will only receive credit for one of these courses: 1001, 1004, 1401)
EESC UN1411	Earth: Origin, Evolution, Processes, Future: Lectures (* students will only receive credit for one of these courses: 1011, 1411)
EESC UN1600	EARTH RESOURCES # SUSTAIN DEV (*)
EESC UN2100	EARTH'S ENVIRO SYST: CLIM SYST
EESC UN2200	EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH
EESC UN2300	EARTH'S ENVIRO SYST: LIFE SYST
EESC UN2330	SCIENCE FOR SUSTAINABLE DEVPT
Any EESC course numbered 3000 or higher	

**Ecology, Evolution, and Environmental Biology**

EEEB UN1001	Biodiversity (*)
EEEB UN1010	HUMAN ORIGINS # EVOLUTION (*)
EEEB UN1011	BEHAVIOR BIOL-LIVING PRIMATES (*)
EEEB S1115Q	The Life Aquatic (*)
Recommended Sequences:	
EEEB UN1001 & EEBB UN3087	Biodiversity and CONSERVATION BIOLOGY (*)
EEEB UN1010 & EEBB UN1011	HUMAN ORIGINS # EVOLUTION and BEHAVIOR BIOL-LIVING PRIMATES (*)
EEEB UN2001	ENVIRONMENTAL BIOLOGY I
EEEB UN2002	ENVIRONMENTAL BIOLOGY II
EEEB UN2201	
EEEB UN3087	CONSERVATION BIOLOGY
FSEB UN1020	Food and the Body (* this course is offered through the Ecology, Evolution, and Environmental Biology department)
Any EEBB course numbered 3000 or higher except UN3919, GU4321, and GU4700	

**Physics**

PHYS UN1001	PHYSICS FOR POETS (*)
PHYS UN1018	WEAPONS OF MASS DESTRUCTION (*)
PHYS UN1111	ORIGINS AND MEANING (*)
PHYS UN1201	GENERAL PHYSICS I
PHYS UN1202	GENERAL PHYSICS II
PHYS UN1401	INTRO TO MECHANICS # THERMO
PHYS UN1402	INTRO ELEC/MAGNETISM # OPTCS
PHYS UN1403	INTRO-CLASSCL # QUANTUM WAVES
PHYS UN1601	PHYSICS I:MECHANICS/ RELATIVITY
PHYS UN1602	PHYSICS II: THERMO, ELEC # MAG

Any 3-point PHYS course numbered 2000 or higher

**Psychology**

PSYC UN1001	THE SCIENCE OF PSYCHOLOGY (*)
PSYC UN1010	Mind, Brain and Behavior (*)
PSYC UN1021	Science of Psychology: Explorations and Applications (*)

Any PSYC course in the 2200- or 2400-level may be used to fulfill the science requirement

All 3- and 4-point courses numbered in the 32xx, 34xx, 42xx, and 44xx can partially fulfill the science requirement

With prior departmental approval, some additional courses may also be used to partially fulfill the science requirement

PLEASE NOTE: 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

## SCIENCE C

All College students must complete one course from the following list of courses, which includes the courses in Science Category B plus a number of courses in other Columbia University academic departments and programs. (Unless otherwise indicated, students may not use Barnard College courses to fulfill the Columbia College science requirement.)

*Courses in the list that are designed for non-science majors are noted with an asterisk.*

### Astronomy

ASTR UN1234	UNIVERSAL TIMEKEEPER (*)
ASTR UN1403	EARTH, MOON, AND PLANETS (*)
ASTR UN1404	STARS, GALAXIES # COSMOLOGY (*)
ASTR UN1420	Galaxies and Cosmology (*)
ASTR UN1453	ANOTHER EARTH (*)
ASTR BC1753	LIFE IN THE UNIVERSE (*)
ASTR BC1754	Stars, Galaxies, and Cosmology (*)
ASTR UN1836	STARS AND ATOMS (*)

#### Recommended Sequences:

ASTR UN1403 & ASTR UN1404	EARTH, MOON, AND PLANETS and STARS, GALAXIES # COSMOLOGY (*)
ASTR UN1403 & ASTR UN1420	EARTH, MOON, AND PLANETS and Galaxies and Cosmology (*)
ASTR UN1403 & ASTR UN1836	EARTH, MOON, AND PLANETS and STARS AND ATOMS (*)
ASTR UN1404 & ASTR BC1753	STARS, GALAXIES # COSMOLOGY and LIFE IN THE UNIVERSE (*)
ASTR BC1753 & ASTR UN1404	LIFE IN THE UNIVERSE and STARS, GALAXIES # COSMOLOGY (*)
ASTR BC1753 & ASTR BC1754	LIFE IN THE UNIVERSE and Stars, Galaxies, and Cosmology (*)

Any 3-point ASTR course numbered 2000 or higher

### Biology

BIOL UN1130	GENES AND DEVELOPMENT (*)
BIOL UN2300	Interpreting Scientific Evidence (*)

Any 3- or 4-point BIOL course numbered 2000 or higher

### Chemistry

CHEM UN1403	GENERAL CHEMISTRY I- LECTURES (*)
CHEM UN1404	GENERAL CHEMISTRY II- LECTURES (*)
CHEM UN1500	GENERAL CHEMISTRY LABORATORY (*)
CHEM UN1604	2ND TERM GEN CHEM (INTENSIVE) (*)
CHEM UN1507	INTENSVE GENERAL CHEMISTRY-LAB (*)
SCNC UN1800	ENERGY # ENERGY CONSERVATION (* this course is offered through the Chemistry department)
SCNC UN1900	Water (*this course is offered through the Chemistry department)

Any CHEM course numbered 3000 or higher

### Computer Science

COMS W1001	Introduction to Information Science (*)
COMS W1002	COMPUTING IN CONTEXT (*)
COMS W1004	Introduction to Computer Science and Programming in Java
COMS W1005	Introduction to Computer Science and Programming in MATLAB
ENGI E1006	INTRO TO COMP FOR ENG/ APP SCI
COMS W1007	
COMS W2132	Intermediate Computing in Python

Any 3-point COMS course numbered 3000 or higher

### Earth and Environmental Engineering

EAEE E2100	A BETTER PLANET BY DESIGN (*)
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### Earth and Environmental Sciences

EESC UN1001	DINOSAURS AND HISTORY OF LIFE (* students will only receive credit for one of these courses: 1001, 1004, 1401)
EESC UN1003	Climate and Society: Case Studies (*)
EESC S1004	Dinosaurs and the History of Life (* students will only receive credit for one of these courses: 1001, 1004, 1401)
EESC UN1009	GLOBAL WARMING FOR GLOBAL LEADERS (*)
EESC UN1011	Earth: Origin, Evolution, Processes, Future (* students will only receive credit for one of these courses: 1011, 1411)
EESC UN1030	OCEANOGRAPHY (*)
EESC UN1053	Planet Earth (*)
EESC UN1201	Environmental Risks and Disasters (*)

EESC UN1401	DINOSAUR # HISTORY OF LIFE-LEC (* students will only receive credit for one of these courses: 1001, 1004, 1401)
EESC UN1411	Earth: Origin, Evolution, Processes, Future: Lectures (* students will only receive credit for one of these courses: 1011, 1411)
EESC UN1600	EARTH RESOURCES # SUSTAIN DEV (*)
EESC UN2100	EARTH'S ENVIRO SYST: CLIM SYST
EESC UN2200	EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH
EESC UN2300	EARTH'S ENVIRO SYST: LIFE SYST
EESC UN2330	SCIENCE FOR SUSTAINABLE DEVPT
Any EESC course numbered 3000 or higher	
<b>Ecology, Evolution, and Environmental Biology</b>	
EEEB UN1001	Biodiversity (*)
EEEB UN1010	HUMAN ORIGINS # EVOLUTION (*)
EEEB UN1011	BEHAVIOR BIOL-LIVING PRIMATES (*)
EEEB S1115Q	The Life Aquatic (*)
Recommended Sequences:	
EEEB UN1001 & EEBB UN3087	Biodiversity and CONSERVATION BIOLOGY (*)
EEEB UN1010 & EEBB UN1011	HUMAN ORIGINS # EVOLUTION and BEHAVIOR BIOL-LIVING PRIMATES (*)
EEEB UN2001	ENVIRONMENTAL BIOLOGY I
EEEB UN2002	ENVIRONMENTAL BIOLOGY II
EEEB UN2201	
EEEB UN3087	CONSERVATION BIOLOGY
FSEB UN1020	Food and the Body (* this course is offered through the Ecology, Evolution, and Environmental Biology department)
Any EEBB course numbered 3000 or higher except UN3919, GU4321, and GU4700	
<b>Electrical Engineering</b>	
ELEN E1101	THE DIGITAL INFORMATION AGE (*)
<b>Food Studies</b>	
FSPH UN1100	FOOD, PUBLIC HEALTH # PUBLIC POLICY (*)
<b>History and Applied Math</b>	
HSAM UN2901	DATA:PAST, PRESENT AND FUTURE
<b>Linguistics</b>	

LING UN3103	Language, Brain and Mind (Beginning Fall 2024 semester)
<b>Mathematics</b>	
MATH UN1003	COLLEGE ALGEBRA-ANLYTC GEOMTRY (*)
PHIL UN3411	SYMBOLIC LOGIC (*)
PHIL GU4424	MODAL LOGIC (*)
Any 3- or 4-point MATH course numbered 1100 or higher	
CSPH GU4801	MATH LOGIC I
CSPH GU4802	Math Logic II: Incompleteness
<b>Physics</b>	
PHYS UN1001	PHYSICS FOR POETS (*)
PHYS UN1018	WEAPONS OF MASS DESTRUCTION (*)
PHYS UN1111	ORIGINS AND MEANING (*)
PHYS UN1201	GENERAL PHYSICS I
PHYS UN1202	GENERAL PHYSICS II
PHYS UN1401	INTRO TO MECHANICS # THERMO
PHYS UN1402	INTRO ELEC/MAGNETISM # OPTCS
PHYS UN1403	INTRO-CLASSCL # QUANTUM WAVES
PHYS UN1601	PHYSICS I:MECHANICS/ RELATIVITY
PHYS UN1602	PHYSICS II: THERMO, ELEC # MAG
Any 3-point PHYS course numbered 2000 or higher	
<b>Psychology</b>	
PSYC UN1001	THE SCIENCE OF PSYCHOLOGY (*)
PSYC UN1010	Mind, Brain and Behavior (*)
PSYC UN1021	Science of Psychology: Explorations and Applications (*)
Any PSYC course in the 2200- or 2400-level may be used to fulfill the science requirement	
All 3- and 4-point courses numbered in the 32xx, 34xx, 42xx, and 44xx can partially fulfill the science requirement	
With prior departmental approval, some additional courses may also be used to partially fulfill the science requirement	
PLEASE NOTE: 2600-level and some other psychology courses, including PSYC BC1001 INTRODUCTION TO PSYCHOLOGY and other Barnard psychology courses, <b>may not</b> be used to fulfill the science requirement	
<b>Science</b>	
SCNC UN1212	Foundations of Science (*)
<b>Statistics</b>	
STAT UN1001	INTRO TO STATISTICAL REASONING (*)
STAT UN1010	Statistical Thinking For Data Science (*)
Any 3-point STAT course except STAT 3997	



## SUMMER SESSION COURSES

Students who wish to take summer courses to fulfill the Science requirement may do so through the Summer Session offered by the School of Professional Studies (SPS).

For policies regarding summer study, see the [Academic Regulations—Summer Study](#) 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](#).

## PHYSICAL EDUCATION REQUIREMENT

### General Information

Physical Education Department  
Dodge Physical Fitness Center  
212-854-3439

### [Physical Education Website](#)

All Columbia College students must complete a two-semester Physical Education requirement and pass a swim test in order to graduate.

Students may register for only one Physical Education course in a single semester. Students may elect to take additional semesters of Physical Education for academic credit after the minimum requirement of 2 credits has been fulfilled, up to a maximum of 4 points of credit for Physical Education courses that can count towards the B.A. degree.

Dance courses at Barnard College can be taken to fulfill the two-semester Physical education requirement.

Grades for Physical Education courses are generally based on attendance and participation. To pass a course, students must fulfill the attendance and participation requirements outlined by each section and available on the physical education website. **Students who are absent more than the permissible number of times are withdrawn from the course, unless they complete and file a drop form by the official deadline to drop a course.**

If students will miss a class meeting in order to observe a major religious holiday, they are responsible for arranging make-up classes with the instructor or departmental representative prior to the holiday.

### The Swim Test Requirement

The swim test requirement can be fulfilled either by passing a swim test or by taking a one-semester PHED swimming course for beginners.

Students may request a waiver for the swim test for reasons of disability or for reasons of religious observance. A waiver

related to a disability that precludes swimming must be certified by Columbia Health. A waiver related to religious observance that precludes swimming must be approved by the director of the Physical Education program. All requests for waivers and accommodations are reviewed by the director of the Physical Education program.

## INTERCOLLEGIATE ATHLETICS

### Intercollegiate Athletes and the Physical Education and Swim Test Requirement

To fulfill the two-semester Physical Education requirement, a rostered student-athlete who intends to participate in an intercollegiate sport should register for the appropriate section of **PHED UN1005 INTERCOLLEGIATE ATHLETICS**. Intercollegiate athletes may earn up to 4 points of credit of PHED UN1005 toward the degree.

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 course to complete the attendance requirement.

Student-athletes are responsible for fulfilling the swim requirement according to the guidance noted above.

### 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 [www.gocolumbialions.com](http://www.gocolumbialions.com).

# ACADEMIC REGULATIONS

## ATTENDANCE IN COURSES

Attendance in all class meetings, laboratory periods and other required events for a course is a basic expectation of all students enrolled in the course, whether or not attendance is noted as a requirement on a course syllabus.

Instructors may take attendance into account in assessing a student's performance in a course. In many courses, particularly those with the requirement of regular participation, multiple absences could lead to a failing grade for the course, even before the conclusion of the semester.

Students are accountable for absences that result from enrolling in a course after the semester begins.

For related information about attendance, see [Columbia University Policies—Religious Holidays](#).

## POINTS OF CREDIT PER TERM

Every Columbia College student must complete 124 points of academic credit to earn the B.A. degree from Columbia College. To complete this number of credits over 8 semesters, students will need to complete an average of 15.5 credits per semester, which typically represents 4 to 5 academic courses (each of 3 or more credits) per term.

A student's "academic program" is the full complement of courses in which the student is registered in an academic term—the combination of subjects, topics, and credits that a student plans to complete in a given semester.

**A full-time course load is defined as an academic program carrying 12-18 points per semester.**

- All Columbia College students are required to be full-time students and must therefore be registered for a minimum of 12 points of credit per term. Columbia College students are not permitted to enroll as part-time students.
- Any student who has not registered for at least 12 points of credit by the end of the [Change of Program period](#) may be withdrawn from Columbia College.
- An exception to this policy can be made for students in their final term who need fewer than 12 points of credit to complete their degree requirements, with the understanding that they will still be viewed as full-time students and will be responsible for full-time tuition and fees and for all other rules that apply to full-time students. Students in this scenario may petition the Committee on Academic Standing to register for fewer than 12 points and should consult with their advising

deans in the [Berick Center for Student Advising](#). If they are approved to take fewer than 12 points of credit, they will still be considered full-time students of Columbia College and be responsible for all relevant tuition and fees.

- Students may not enroll in more than 18 points of credit unless they petition the Committee on Points in the Berick Center for Student Advising and receive permission to do so.
- Students in their first semester at Columbia (i.e., first-year students and new transfer students in their first semester) may not petition to register for more than 18 points.

## LENGTH OF CANDIDACY

**Students are expected to earn the Bachelor of Arts (B.A.) degree at Columbia College in eight Fall and Spring semesters.**

Students may continue to take required coursework for the B.A. degree past the eighth semester only with permission from the Committee on Academic Standing, after first discussing such requests with their advising deans in the [Berick Center for Student Advising](#). Study beyond the eighth term is granted only for students who have found themselves in emergent circumstances beyond their control which have prevented them from completing the degree in eight terms.

**Note: Study beyond the eighth term is not granted for the purposes of changing a major or of completing a second program of study (e.g., a minor, special program, or second major).**

## PROGRESS TOWARD THE DEGREE

At the end of each Fall and Spring semester, the Committee on Academic Standing reviews the records of all students enrolled in Columbia College to determine whether students are in good academic standing or whether academic action is warranted—including academic warning, academic probation, suspension and dismissal.

### Good Academic Standing

To be considered in good academic standing, students achieve the following in each academic term:

- Complete a minimum of 12 points of credit of academic coursework;
- Achieve a term minimum grade point average of 2.0 (a "C" average);
- Achieve a cumulative grade point average of 2.0 (a "C" average);

- Make expected progress in the required Core Curriculum courses;
- Make expected progress in the coursework toward a declared major; and
- Make adequate progress in the number of cumulative credits required to be earned in eight semesters—i.e., the minimum of 124 credits for the Bachelor of Arts degree.
  - Students are expected to complete their degrees in eight semesters. Students who do not make adequate progress toward the degree may be placed on academic probation.
  - Adequate progress toward the degree is defined according to cumulative earned credits, as noted by the number of credits listed in the column of the chart below titled “Threshold for Academic Probation.”:

Semester	Points for typical progress	Threshold for academic probation
1	12	<12
2	31	<24
3	46	<38
4	62	<52
5	77	<70
6	93	<88
7	108	<106
8	124	

## Academic Warning and Probation

**Students may be placed on academic warning for the following reasons:**

- earning a term grade point average of 2.0, or just over 2.0, such that there is concern that the student may lose good academic standing if performance does not improve.
- earning a cumulative grade point average of 2.0, or just over 2.0, such that there is concern that the student may lose good academic standing if performance does not improve.

Students may also be placed on academic warning for completing fewer cumulative points than expected for the number of terms completed at Columbia College, such that it will be difficult for the student to complete the degree in eight semesters. Students in this situation should still be able to graduate in eight semesters without having to take more than the maximum of 18 points of coursework per semester.

The action of academic warning does not remain on a student’s record.

**Students may be placed on academic probation for the following reasons:**

- completing fewer than the required minimum of 12 points of credit in a term;
- earning a term grade point average below 2.0;
- earning a cumulative grade point average below 2.0;
- failing a Core Curriculum class; or
- failing to complete Frontiers of Science, Literature Humanities (both semesters), or University Writing in their first year.

Students may also be placed on academic probation for failing to make satisfactory progress toward the degree, according to the thresholds noted in the table above.

Students who are on academic probation are not eligible to study abroad.

The action of academic probation remains on a student’s record for internal use only. The status of academic probation is not noted on students’ transcripts.

**Students may not appeal the actions of academic warning or academic probation.**

Students and parents/guardians are notified when students are placed on academic probation. The advising deans in the [Berick Center for Student Advising](#) provide support to help students who are on academic action return to good standing.

## Academic Suspension/Dismissal

Students who fail to improve after being on academic probation, as well as students with extremely poor records during a single term, may be suspended and required to withdraw from Columbia 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, the student may be dismissed from the College.

Students are notified by email and express mail of the actions of suspension or dismissal, and they will have a limited time in which to appeal the decision.

The decision of the appeals committee is final.

The actions of academic suspension or academic dismissal remain on students’ records and are recorded on the students’ transcripts.

Parents and/or guardians are notified when students are suspended or dismissed for academic reasons.

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 (ISSO) to discuss available options.

## GRADUATION

The B.A. degree can be awarded three times during the year: in February, in May, and in October. Under special circumstances, a B.A. degree scheduled to be awarded in May may be awarded in June instead.

Columbia College holds its Class Day exercises in May. This ceremony is presided over by the Dean of Columbia College, and each graduating senior is individually acknowledged and congratulated by the Dean.

The University holds its Commencement ceremony for all schools of Columbia University in May (see Academic Calendar). This ceremony is presided over by the President of Columbia University, and the President officially confers the Bachelor of Arts degree upon all students graduating from Columbia College.

## Application or Renewal of Application for the Degree

In order to receive the Bachelor of Arts degree from Columbia College, students who are on track to complete all requirements for the degree must apply for the degree.

General deadlines for applying for graduation are September 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.

The application for the degree is available on the Registrar's website. Students may complete the degree application form electronically and submit it to [diplomas@columbia.edu](mailto:diplomas@columbia.edu). Alternative instructions for submitting the application for the degree are noted on the form.

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

Diplomas are mailed to students after the degree has been officially conferred. 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 email the Office of the University Registrar at [registrar@columbia.edu](mailto:registrar@columbia.edu) if corrections are needed.

If students wish to change the name noted on the transcript, they must submit the Name Change Affidavit. The affidavit must be notarized and filed by the deadline to submit the application for degree.

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 Office of the University Registrar.

Additional Information:

- Application for Degree or Certificate — University Registrar
- Graduation and Diplomas — University Registrar
- Commencement Week
- GradZone

## REGULATIONS FOR TRANSFER STUDENTS

All academic regulations noted in this *Bulletin* apply to students who transfer into Columbia College as sophomores or as juniors, with the following special considerations for their status as transfer students:

### Transfer Credit toward the Degree

Every Columbia College student must complete 124 points of academic credit to earn the B.A. degree from Columbia College. In order to receive the Columbia College degree, transfer students must complete a minimum of 60 points while enrolled in the College - which can include credits earned on Columbia-sponsored study abroad programs.

**Transfer students may apply a maximum of 64 points taken elsewhere toward advanced standing at the College.** Credit granted on the basis of Advanced Placement, International Baccalaureate and other standardized examinations is counted toward the 64-point maximum, as are credits earned at Columbia in the summer prior to matriculation and on study-abroad programs outside of Columbia. Credit is not granted for college courses taken while in high school.

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. Once a transfer student is admitted, a credit review is conducted by the Berick Center for Student Advising and a tentative credit evaluation is sent to the student. A final credit evaluation is conducted once the student has matriculated at Columbia College and has submitted a final official transcript for coursework taken elsewhere.

Class standing for students transferring to Columbia College is determined prior to matriculation and is based on the number of terms and credits completed at the home institution. Twelve credits is the equivalent of one full-time term. **A transfer student's class standing will remain in place for the duration of the student's time in Columbia College, regardless of future credits earned.** Once they have



matriculated, transfer students may be assigned additional advanced standing like Advanced Placement, International Baccalaureate and other standardized examination credit, but their class status will remain the same. This policy remains in place even when students are eligible to graduate in less than eight terms.

## Transfer Credit toward Academic Requirements

Course descriptions and syllabi may be requested by Columbia College in order for certain courses to be considered for transfer credit and/or for certain courses to be considered for exemption to Columbia College requirements. Transfer students should consult with their advising deans in the [Berick Center for Student Advising](#), where all appropriate approvals will be coordinated with the relevant academic departments.

The Core Curriculum is the cornerstone of undergraduate academic life at Columbia. Even those transferring in with advanced credit should expect to take most of the coursework in the Core Curriculum, if not all of it. Students are very rarely exempt from the shared Core classes like Literature Humanities, Contemporary Civilization, Art Humanities and Music Humanities.

## Degree Completion

**Transfer students are expected to complete the requirements for the B.A. degree in eight undergraduate Fall and Spring semesters, inclusive of terms completed at other colleges or universities before entering Columbia. Transfer students cannot petition for extended time to complete the degree.**

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 requirements for the Core Curriculum and for the major. There is no guarantee that a transfer student can complete every major offered. Transfer students must declare a major that they are capable of completing in the time available to them while at Columbia College.

Study beyond the eighth term is not granted for the purposes of changing a major or of completing a second program of study (i.e., a minor or a special program or a second major).

Transfer students should be especially careful when planning their academic schedules and are strongly urged to seek out guidance from their advising deans in the [Berick Center for Student Advising](#) and the relevant departmental [Directors of Undergraduate Studies](#).

## EXAMINATIONS

### Midterm Examinations

Midterm examinations are given during the course of each term. Although the term “midterm exam” might suggest one exam

that occurs halfway through the term, a midterm exam can be given anytime between the beginning and the end of the term. Midterm examinations are scheduled by each instructor, based on the pedagogical structure of a course. Therefore, while many midterm exams may be scheduled around the midpoint of a term (e.g., late October or mid-March), midterm exams may also fall earlier or later in the term (what we might call instead a “term-time exam”), and a course may require multiple exams during the course of the semester. Students should consult the syllabus of each course in which they are registered for the schedule of required midterm exams.

**Midterm exams missed for travel are not excused**, unless the travel is approved by Athletics for a Varsity athletics team (with advance notice given to the instructor) or if the travel is for a personal emergency (with notice given to the instructor as early as possible). Travel plans should be scheduled for dates that fall on holidays or on weekends.

### Final Examinations

Final examinations are given at the end of each term. During the first weeks of a Fall or Spring term, the Registrar’s Office issues a Projected University Examination Schedule which presents the likely schedule of final examinations for the semester. The Registrar’s Office will then issue the definitive University-wide Final Exam Schedule typically in early to mid-November for a Fall term and early to mid-April for a Spring term.

**Final exams missed for travel are not excused.** Travel plans should be scheduled for dates that fall on holidays, on weekends, or after final exams. Students should wait to confirm plans to leave campus for winter break until they have confirmation of their weekly course schedule (including discussion sections and labs) and of their final exam schedule, in order to ensure that they will be present for all final exams.

Students can view the Projected University Examination Schedule and the University-wide Final Exam Schedule in their Student Services Online (SSOL) accounts by clicking on “Schedule,” then “My Exam Schedule.” Students who have trouble locating a class on either list should contact the instructor to make sure the class has an exam.

### Rescheduling Final Exams

#### • Instructor Final Exam Conflicts

Under certain rare circumstances, it may be necessary for an instructor to reschedule a final exam. Any change to the day or time assigned by the Master University Examination Schedule must be agreed upon by the instructor and the students enrolled in 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 Final Exam Conflicts

Students may request a change of schedule for a final exam under either of the following two circumstances:

1. if a student is enrolled in two or more classes whose final exams are scheduled by the Master University Examination Schedule to be held at the same time; and/or
2. if a student has three exams scheduled on any given calendar day (*i.e.*, between 9:00 a.m. and 10:00 p.m. on the same calendar date).

Students in either circumstance should meet with their advising deans in the Berick Center for Student Advising *as soon as possible after the final exam schedule is published* in order to initiate the process for arranging a make-up exam.

## 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 may be factored for that portion of the final grade. Make-up examinations are not guaranteed for any student who does not take or does not finish a final exam.

## Incompletes

Students facing medical, personal, or family emergencies at the time of a final exam or at the due date of a final paper or project may petition the Committee on Academic Standing for permission to complete the final exam, paper, or project at a later date. Students will receive a temporary mark of IN (Incomplete) until the work is completed. For more information, see the Grades section of this *Bulletin*.

## GRADES

The grading system used by Columbia College is as follows:

A+, A, A-	Excellent
B+, B, B-	Good
C+, C, C-	Fair
D	Poor but passing
F	Failure to pass (a final grade, not subject to reexamination)

Other notations may appear on students' transcripts as well:

P	A grade of Pass (P) used to cover a letter grade of C- or higher, if a student has elected the Pass/D/Fail grading option for the course. Restrictions on this option are detailed below.
W	A voluntary withdrawal from a course, initiated by the student. The deadline to withdraw from a course varies among the undergraduate schools.

Additionally, the following notations can be used by instructors for students of Columbia College or General Studies:

AR	A temporary mark submitted by an instructor if a student is experiencing extraordinary circumstances and more time is needed to determine the final grade for the class.
AR YC	A temporary mark submitted by an instructor for the Fall term grade in a continuous year-long course. When the final grade is calculated at the end of the academic year, the AR <sup>YC</sup> should be changed to a grade so that the Fall and Spring grades for the two semesters are identical.

## Report of Grades

Grades are available to view on SSOL on the first business day after they are submitted by the instructor. Paper and electronic transcripts may be ordered via SSOL. Students who find discrepancies in, or have questions about their records should contact their academic advisor.

## Grade Point Average Calculation

The Registrar calculates 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.

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 terms (including Columbia-owned study abroad programs) and in Columbia-owned summer programs (including the Columbia School of Professional Studies Summer Sessions and Columbia-owned summer study abroad programs) 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

The purposes of the Pass/D/Fail option are to encourage students to take courses of interest to them outside of their 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.

**The Pass/D/Fail option cannot be utilized for courses taken in fulfillment of the Core Curriculum or, for the most part, for courses taken in fulfillment of a major.** Students can use the Pass/D/Fail option for elective coursework and, in a few cases, for the introductory course in a major or minor (see departmental guidelines for details).

Students elect the Pass/D/Fail option for a course through their SSOL accounts, and students can select or deselect the Pass/D/Fail option up until the deadline that occurs on the last day of classes of a Fall or Spring term.

- Instructors assign all students in their class letter grades. Instructors are not informed if a student in their class elects to use the Pass/D/Fail option for the class.
- If a student has elected the Pass/D/Fail option for a class and receives a letter grade of C- or higher in the course, the letter grade will be covered by a mark of P. The mark of P is not included in the calculation of grade point averages.
- If a student has elected the Pass/D/Fail option for a class and receives a letter grade of D or F, the D or F remains on the transcript and is included in the calculation of grade point averages.

In order to encourage students to engage fully in the courses they elect to take for a grade of Pass/D/Fail, students are allowed to uncover a grade of P in SSOL 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 course taken in the previous Fall term, and until the end of the change of program period in the Fall semester to uncover the grade of a course taken in the previous Spring or Summer term.
- Seniors who graduate in May have until June 1 to uncover the grade of a course taken in their final Spring semester.
- Students who wish to uncover a grade of P can do so during these time periods through their SSOL accounts.

## The Grade of D

As noted above, the grade of D is considered “poor but passing”—i.e., poor understanding of the course material and therefore unsatisfactory progress in the curriculum. Therefore, no more than six points of credit earned with the grade of D may be credited toward the degree in any academic year – the academic year being inclusive of the Fall, Spring, and Summer terms. No more than 12 points of credit earned with the grade of D may be cumulatively credited toward the 124 credits required for the degree credit. These credits will be given only for courses taken at Columbia; transfer credit will not be awarded for courses taken elsewhere with a grade of D.

In general, courses completed with a grade of D will not count toward a major or minor. The decision of whether a course with a grade of D may be used to satisfy the requirements for a major or minor is made by the director of undergraduate studies of the relevant department or program.

In any given semester, the grade of D precludes the attainment of Dean’s List status (see Academic Honors, Prizes, and Fellowships—Dean’s List).

## The Mark of W (Withdrawal)

Students may **drop** a course from their academic programs by the fifth week of a Fall or Spring term, as long as they remain registered in a minimum of 12 points of coursework. If a student drops a course under these conditions, the course will be removed from the student’s transcript.

After the drop deadline and until the Monday of the last full week of classes of a Fall or Spring term, if a student has a compelling reason to stop taking a course, the student can **withdraw** from the course. If a student withdraws from a course, the course will remain on the student’s transcript with a mark of W, indicating official withdrawal from that course after the drop deadline. This notation is permanent and will remain on the transcript even if the student repeats the course. No points of academic credit are earned for classes with a mark of W.

Students must complete a minimum of 12 points of coursework in a term to be considered in good academic standing. If a student withdraws from a course and then completes fewer than 12 credits, the student may face academic action, such as academic probation, suspension, or dismissal. Students who do not make adequate progress toward the degree – i.e., an average of 15.5 points per term – may also face academic probation, suspension, or dismissal.

It is therefore important for students to consult their advising deans when considering the option of withdrawing from a course. If the option to withdraw still seems to be the best course of action, students should submit a completed Columbia College Acknowledgement of Course Withdrawal form to their advising deans. A withdrawal will be official only after these steps are taken; failure to attend classes does not constitute

dropping or withdrawing from a course, nor does a student's communication to the instructor of intent to withdraw. 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.

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](#)).

## The Mark of AR (Administrative Referral)

The AR is a temporary notation for the transcript when an instructor needs additional time and/or additional consultation in order to determine a student's final grade for a course. The instructor should then consult the student's advising dean in the [Berick Center for Student Advising](#), for help in determining an appropriate final grade. The instructor has ultimate authority over the final grade awarded.

The AR notation is also used while a student applies for an Incomplete. If the Incomplete is approved, the instructor will submit a mark of AR for the student.

## The Mark of IN (Incomplete)

The IN is a temporary notation for the transcript approved by the Committee on Academic Standing for students who, due to serious extenuating circumstances, cannot complete their coursework or are unable to take a final examination by the end of the term. An IN is typically granted only in cases of severe illness (as certified by a healthcare practitioner or by Columbia Health) or extreme personal or family emergencies.

**Students may not arrange unofficial incompletes or extended deadlines simply through consultation with their instructors; any incomplete must be officially approved by the Committee on Academic Standing.**

- Students will be granted an IN only by first speaking with their advising deans and then filing a petition with the Committee on Academic Standing. Petition forms are available in the [Berick Center for Student Advising](#).
- To be granted an IN, students should have completed all work for the relevant class with the exception of the final paper, project or exam. If a student has additional uncompleted work in the class in addition to the final paper, project, or exam, an IN may not be granted.
- 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.

If an instructor is willing to entertain an incomplete, pending approval by the Committee on Academic Standing, the instructor should submit a temporary grade of AR, along with a contingency grade that represents the grade that the student would earn if the final grade were calculated at the time of

grade submissions—i.e., the grade that the student would earn if the missing work were included in the calculation with a zero.

Students who are granted an IN are assigned a deadline for completion of the incomplete paper or project or a date by which a deferred examination must be taken. Those who fail to meet the assigned deadline or who 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 contingency grade or will be converted to a grade of F.

Students who receive the grade of IN, approved in advance by the Committee on Academic Standing, may be considered for Dean's List only after all IN grades are changed to letter grades (see [Academic Honors, Prizes, and Fellowships—Dean's List](#)).

Questions about incompletes may be directed to the advising deans in the [Berick Center for Student Advising](#).

## The Mark of R (Registration Credit)

The mark of R (Registration Credit) is given when a student, with the approval of the course instructor and the Committee on Academic Standing, regularly attends and participates in a course without the requirement to submit work for evaluation (*i.e.*, auditing a course).

The R credit option is available only to Columbia College seniors under the following conditions:

1. The course(s) will be taken in the last two terms of the student's attendance in Columbia College.
2. The course(s) will not count toward the 124 points of credit required for the Bachelor of Arts degree.
3. The course(s) will not fulfill a requirement of the Core Curriculum or a requirement of a major or a minor or a special program.
4. The student has the permission of the instructor of the course **and** the approval of the Committee on Academic Standing.

There may be additional conditions set by the course instructor, who may wish to require the completion of a certain type or amount of work in order to earn the R credit. The exact nature of any required coursework should be determined by the instructor when the student petitions for an R for the course. An instructor may give a grade of F to a student who has not completed this required work.

The deadline for registering for R credit is the same deadline as the deadline to drop any course that is not part of the shared Core Curriculum – i.e., the drop deadline that falls during the fifth week of classes of a Fall or Spring term. Students should consult the academic calendar in the [Bulletin](#) for the exact deadline each term to register for R credit.

Courses taken for R credit do not receive any points of academic credit, and they are not factored in the calculation of a student's GPA.

## The Mark of YC (Year Course)

The YC is a notation given at the end of the first term of a year-long course in which the full year's work must be completed before a qualitative grade can be assigned. The YC notation for the first term must be approved by the Berick Center for Student Advising, so the instructor will submit a notation of AR[YC], which will be converted to a YC upon request by the instructor.

The final grade given at the end of the second term of the year-long course is the grade for the entire course; therefore, when the final grade is assigned at the end of the second term, the instructor should submit a request to change the YC for the first term of the course to the same grade as that given in the second term. In any given semester, the mark of YC precludes the attainment of Dean's List status until the grade for the entire year's coursework is awarded (see [Academic Honors, Prizes, and Fellowships—Dean's List](#)).

Students may be able to receive credit toward the Columbia College degree, and possibly advanced placement within Columbia programs of study, through college-level work taken before matriculating to Columbia College.

The College grants credit for up to one semester of college-level work (a maximum of 16 points) completed before matriculation at Columbia College, subject to specific conditions and guidelines.

- This credit could be awarded for exams taken during secondary school, such as advanced-level examinations such as College Board Advanced Placement examinations (AP), Higher Level International Baccalaureate examinations (IB), General Certificate of Education Advanced Level examinations (A-Levels), or other national diploma programs.
- This credit could also be awarded for courses taken at other colleges or universities after the completion of secondary school and before matriculation to Columbia.
- Whether the advanced credit is awarded for college-level exams or college coursework or a combination thereof, the maximum amount of credit that will be awarded is 16 points.

Academic credit toward the Bachelor of Arts from Columbia College for this advanced-level work is awarded upon completion of the first year at Columbia and is determined in accordance with College and departmental policies. Students wishing to arrange advanced credit must meet with their advising dean in the [Berick Center for Student Advising](#) and provide the relevant transcript or certification.

Students who wish to receive advanced credit in any academic subject – including advanced placement in, or exemption from, the language requirement – may not take courses at Columbia that cover similar or more basic material than the advanced work already completed. For example, students cannot receive AP credit for a foreign language (which assumes a proficiency at the same level as “Intermediate II” or similar level in a language) and also take a class for credit in that language at the “Intermediate II” level or lower. Also, students may not receive credit for two exams that cover the same material (e.g., Calculus AP and Mathematics GCE Advanced Level Exam).

In some cases, advanced credit is awarded only when students successfully complete a higher-level course in the same field of study.

For information about advanced standing for transfer students, see [Academic Regulations—Regulations for Transfer Students](#).

## COURSEWORK TAKEN AT OTHER COLLEGES OR UNIVERSITIES

Entering first-year students are not granted credit for courses taken at other colleges or universities prior to their graduation from secondary school.

Entering first-year students may receive a maximum of 6 points of academic credit toward the Bachelor of Arts degree from Columbia College for college courses taken after their graduation from secondary school and prior to matriculation at Columbia. In order to receive this credit, students must submit for each relevant course taken elsewhere an official university or college transcript and the syllabus of the course(s) to their advising deans in the [Berick Center for Student Advising](#). Final determination will be made by the dean of advising.

## ADVANCED PLACEMENT (AP) EXAMINATIONS

Students can earn up to a maximum of 16 points of academic credit toward the Bachelor of Arts degree from Columbia College for College Board Advanced Placement (AP) examinations with certain scores.

**Note: Credit earned through AP scores cannot be used toward exemption from any of the shared Core Curriculum courses, the Global Core Requirement, or the Science Requirement.**

**Credit earned through AP scores may be used toward satisfying the Foreign Language Requirement**, according to the rules of the appropriate language department (see [The Core Curriculum—Foreign Language Requirement](#)). Students who wish to receive advanced credit toward, or exemption from, the language requirement may not take courses at Columbia that cover similar or more basic material than the advanced work already completed.



Individual academic departments regularly review the Advanced Placement curriculum and determine appropriate placements, credit, and/or exemptions. Students should refer to a department's pages in this *Bulletin* (linked below) for specific information on possible credits granted, possible advanced placement, and possible course exemptions.

Students entering in the 2024-2025 academic year may be awarded AP credit for the following subjects:

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
Psychology	Psychology
Spanish	Latin American and Iberian Cultures
Statistics	Statistics

For further information about the application of AP credits, students should consult with their advising dean in the [Berick Center for Student Advising](#).

## INTERNATIONAL BACCALAUREATE

Students can earn up to a maximum of 16 points of academic credit toward the Bachelor of Arts degree from Columbia College for Higher Level International Baccalaureate (IB) examinations with scores of 6 or 7, if the academic discipline of the examination is represented in the academic offerings of Columbia College.

**Credit earned through IB scores cannot be used toward exemption from any of the shared Core Curriculum courses, the Global Core Requirement, or the Science Requirement.**

**Credit earned through IB scores may be used toward satisfying the Foreign Language Requirement**, according to the rules of the appropriate language department (see [The Core Curriculum—Foreign Language Requirement](#)). 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.

For further information about the application of IB credits, students should consult with their advising dean in the [Berick Center for Student Advising](#).

## BRITISH ADVANCED LEVEL EXAMINATIONS

Students can earn up to a maximum of 16 points of academic credit (6 credits each) toward the Bachelor of Arts degree from Columbia College for GCE British Advanced Level (A-Levels) examinations with a grade of A or B, if the academic discipline of the examination is represented in the academic offerings of Columbia College.

**Credit earned through A-Levels scores cannot be used toward exemption from any of the shared Core Curriculum courses, the Global Core Requirement, or the Science Requirement.**

**Credit earned through A-Levels scores may be used toward satisfying the Foreign Language Requirement**, according to the rules of the appropriate language department (see [The Core Curriculum—Foreign Language Requirement](#)). 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.

For further information on the application of A-Levels credits, students should consult with their advising dean in the [Berick Center for Student Advising](#).

## OTHER NATIONAL SYSTEMS

Students can earn up to a maximum of 16 points of academic credit toward the Bachelor of Arts degree from Columbia College for diplomas earned in certain national systems of college-level curriculum as part of a high school curriculum.

For further information, students should consult with their advising deans in the [Berick Center for Student Advising](#).

## ADVANCED PLACEMENT IN LANGUAGE STUDY

Students who wish to begin foreign language studies at a level above “Elementary I” (or its equivalent) may be placed into a more advanced level based on placement exams taken at Columbia or based on certain test scores on standardized tests.

Most language programs at Columbia will offer placement exams for new students during the New Student Orientation Program (NSOP). Exact times and dates of exams will be provided to students shortly before NSOP begins. Returning students who wish to take a placement exam but who are not participating in NSOP should contact the relevant Columbia language program before the beginning of each term to inquire



about opportunities to take a placement exam. Based on the assessment of the placement exam, students may be placed into a more advanced level of language study or may be exempted from the Language requirement of the Core Curriculum.

It may also be possible for incoming first-year students to be placed into upper levels of language study on the basis of scores on the following tests:

- SAT II: Subject Tests
- Advanced Placement (AP) examinations
- Higher Level International Baccalaureate (IB) examinations
- Certain diplomas issued by national systems for college-level curriculum

Individual departments regularly review the Advanced Placement curriculum and determine appropriate placements, credit, and/or exemptions; students should refer to a department's pages in this *Bulletin* for specific information on possible credits granted, advanced placement, and course exemptions.

In some cases, advanced credit/placement is awarded only when students successfully complete a higher-level course in the same foreign language.

Students with scores on these exams should consult their advising dean in the [Berick Center for Student Advising](#) and should ensure that the scores have been sent through official channels to Columbia College.

## COURSES TAKEN IN OTHER COLUMBIA UNDERGRADUATE SCHOOLS

Columbia College students may take any course for credit listed in this *Bulletin*, in the General Studies *Bulletin*, or in the Barnard College *Course Catalogue* without any special approval for enrollment, unless special approval by an individual instructor or department is required and noted in the course description.

Columbia College students may take **a maximum of four courses for credit toward the Bachelor of Arts degree from Columbia College that are offered by the Fu Foundation School of Engineering and Applied Science (SEAS)**, and only if space is available in those courses.

- This four-course limit does not apply to courses offered by the Computer Science Department, which offers a major and a minor for Columbia College students.
- This four-course limit does not apply to students who are pursuing the [3-2 Combined Plan program](#) with SEAS.

## COURSES TAKEN IN THE GRADUATE SCHOOL OF ARTS AND SCIENCES

Columbia College students may take courses offered by the Graduate School of Arts and Sciences if the instructors of the courses give explicit permission, in order to ensure the students' preparation for the course. Students will typically be required to have previous coursework in the field or topic of the course(s).

If students enrolled in graduate-level courses wish to use the courses to fulfill requirements for a major or minor, the relevant director of undergraduate studies must give explicit approval for those courses to fulfill requirements in the major or minor.

## COURSES TAKEN IN OTHER SCHOOLS OF COLUMBIA UNIVERSITY

Columbia College students may take a **maximum of four courses for credit toward the Columbia College Bachelor of Arts degree in the professional schools at Columbia University listed below**, with the requisite permissions. These courses will count as elective credit toward the 124 points necessary for the B.A. degree.

Columbia College students may also take courses in the professional schools at Columbia University listed below for credit that goes beyond the 124 points necessary for the B.A. degree, if they receive permission to do so from their advising deans from the [Berick Center for Student Advising](#).

Columbia College students enrolled in courses in these professional schools must follow the policies established by those schools; they must have the permission of the instructor of the course to enroll; and, in some instances, they must have the permission of the school in which the course is offered to enroll officially in the course.

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 consult with their advising deans in the [Berick Center for Student Advising](#).

### Columbia University Graduate School of Architecture, Planning and Preservation

Qualified Columbia College students may enroll in graduate seminars and lectures offered by the Graduate School of Architecture, Planning and Preservation (GSAPP), if the instructors approve and if space is available. Columbia College students are not permitted to enroll in any studio courses in GSAPP. Further details can be found on this website: <https://www.arch.columbia.edu/cross-registration>.

## Columbia University School of the Arts

Qualified Columbia College students may enroll in graduate courses offered by the School of the Arts if the instructors approve and if space in the courses is available.

## Columbia Business School

The Business School offers courses that are designed specifically for undergraduates, which are listed in the section of this *Bulletin* titled *Departments, Programs, and Courses—Business*. These courses do not count towards the limit of four professional school courses that can be taken for credit towards the Columbia College degree.

Columbia College seniors may be able to take other courses offered by the Business School if instructors approve, if space is available, and if the students have completed the required prerequisites. For these courses, students must follow the cross-registration guidelines of the Business School. Note that registration deadlines for these classes are often earlier than the College registration and Change of Program deadlines.

## Columbia University School of International and Public Affairs

The School of International and Public Affairs (SIPA) offers open enrollment courses to all Columbia students if space is available. Students interested in registering for a SIPA Open Enrollment Course at the 6000-level or above must receive instructor permission and then should complete and submit, along with documentation indicating instructor permission, a SIPA registration request form to the SIPA Registration office on the 6th floor of the International Affairs Building. If the class is not full, approval may be granted.

## Columbia University School of Journalism

Columbia College students may enroll in certain courses offered by the School of Journalism if the instructors approve and if space is available.

Students can see cross-listed courses and access the necessary permission form on the cross-registration page of the School of Journalism's website: [journalism.columbia.edu/cross-registration](http://journalism.columbia.edu/cross-registration).

## Columbia Law School

In general, Columbia College students are not permitted 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. Faculty in the Law School sometimes open a small number of spaces in their seminars to Columbia College seniors,

to be selected through an application process. Such opportunities will be shared with students if they become available.

## Columbia University 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**, unless those courses have been individually approved by the Committee on Instruction for specific degree programs (e.g., the major in Sustainable Development, in which case the specific courses are noted on the program's website).

The School of Professional Studies (SPS) is responsible for the Summer Session at Columbia University; therefore, **Columbia College students are permitted to enroll in undergraduate classes offered in the Summer Session by the School of Professional Studies**. For information on taking courses at Columbia during the summer, please see the Summer Study section in this *Bulletin* below. Note that not all courses offered by SPS in the Summer Session will be open to undergraduates, and not all courses will count towards the 124 credits required for the Bachelor of Arts degree from Columbia College. Students interested in summer courses offered by the SPS should consult with their advising deans in the Berick Center for Student Advising before completing their enrollment.

## Columbia Mailman School of Public Health

The Mailman School of Public Health offers courses designed for undergraduates through the Special Concentration in Public Health, which are listed in the section of this *Bulletin* titled Departments, Programs, and Courses—Public Health. These courses do not count towards the limit of four professional school courses that can be taken for credit towards the Columbia College degree.

Qualified Columbia College students may enroll in other courses offered by the Mailman School of Public Health – if instructors approve, if space is available, and if the relevant department at Mailman gives permission. 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 School of Public Health permissions are secured, students must also receive signed permission from the Berick Center for Student Advising, before proceeding to register for the course at the Registrar's Office.

## Columbia University School of Social Work

Columbia College students may enroll in courses offered by the School of Social Work if instructors approve and if space is available.

## Teachers College, Columbia University

In general, Columbia College students may not enroll in courses offered by Teachers College. Exceptions to this policy may be granted under the following circumstances:

1. In rare instances, a student's faculty adviser may deem a course offered by Teachers College as essential to the student's undergraduate major. Students with such permission from their faculty adviser should submit a petition to Academic Affairs, 202 Hamilton.
2. In certain instances, instrumental music instruction in a particular instrument may be available at Teachers College and not through the Music Department. If students are accepted into the music instruction program at Teachers College, they will be charged per credit for the course over and above their tuition as full-time Columbia College students. Students should submit a petition to Andrew Plaa, dean of Advising in the Berick Center for Student Advising.

## SUMMER STUDY

### Columbia Summer

Normally, students may earn credit toward the Bachelor of Arts degree from Columbia College through summer coursework only for courses taken in the Columbia Summer.

Columbia College students may enroll in a maximum of 8 points of credit in any Columbia Summer session (or in overlapping sessions), and may earn a maximum of 16 credits in any Columbia Summer session.

**Not all courses offered in the Summer Session are accepted by Columbia College for credit.** Students should consult their advising dean in the Berick Center for Student Advising for advice on which courses can be taken for credit, and students should also consult the annually updated List of Approved Summer Courses.

The Columbia University School of Professional Studies (SPS) is responsible for Columbia Summer, so students who take courses in the Summer Session do so by enrolling directly in SPS. Therefore, Columbia College students enrolled in Summer Session courses offered by SPS are, during the course of their enrollment in those summer courses, subject to the policies and procedures of SPS, which may differ from the policies and procedures that govern their undergraduate coursework in the College in the Fall and Spring semesters. Columbia College students interested in summer coursework should consult their advising dean in the Berick Center for Student Advising for information on the different policies and procedures governing Columbia Summer.

Columbia College students enrolled in coursework in Columbia Summer may utilize the Pass/D/Fail option only under the following circumstances:

- Columbia College students may utilize the Pass/D/Fail option a maximum of twice during a year that spans Fall, Spring, and Summer. Students have the opportunity to use the Pass/D/Fail option one time during the Fall semester and one time during the Spring semester.
- Students who have not utilized one or both of these Pass/D/Fail option(s) in the previous academic year may elect, in the summer immediately following, to take one course in a Summer session on a Pass/D/Fail basis.
- For additional information on and restrictions governing Pass/D/Fail credit, see the Academic Regulations—Exams and Grades section of this *Bulletin*.

Students who wish for summer coursework to count toward their major or minor must receive permission from the director of undergraduate studies of their major department.

## Summer Study Outside Columbia University

In general, Columbia College students may not take courses toward the Bachelor of Arts degree from Columbia College during the summer at another college or university outside Columbia University, except in the case of approved study abroad programs.

In some circumstances, permission may be granted to students to take courses in the summer toward the Bachelor of Arts degree from Columbia College during the summer at another college or university. Those circumstances include the following:

- A student has fallen behind in credits and wishes to catch up on coursework in order to make adequate progress toward the degree in the expected eight Fall and Spring semesters.
- A student wishes to take a course that is a prerequisite for a course that should be taken in the following fall for the student's major or minor.
- A student wishes to take a language course toward the Foreign Language requirement. 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.

Students who wish to take summer coursework in one of the above categories should discuss their study plans with their advising dean in the Berick Center for Student Advising.

Students should then go through the following steps for approval for summer coursework taken elsewhere:

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](#).
2. Carefully read the following procedures to apply for such credit.
3. Complete the approval request form, outlining their reasons for taking summer courses and listing the specific courses in which they wish to enroll.
4. Submit the completed approval request form to the advising dean.

Once submitted to students' advising deans in the [Berick Center for Student Advising](#), the Committee on Academic Standing reviews requests for approval. Students should secure pre-approval prior to enrolling in courses at other institutions, to avoid the loss of time and expense of enrolling in a course that is ultimately not approved.

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 [Center for Undergraduate Global Engagement](#), 606 Kent.

Approval to receive College credit for summer school courses does not ensure approval of the course to fulfill a Core Curriculum requirement or a major or minor requirement.

- Students who wish for summer coursework to count toward their major or minor must receive permission from the director of undergraduate studies of their major department, prior to taking the course.
- 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](#) for approval by the appropriate faculty committee, prior to taking the course.
- For the Global Core requirement, only non-Columbia study abroad courses taken in the Summer can be considered by petition. Courses taken on Columbia's campus must be pre-approved by the Committee on the Global Core in order to fulfill part of the Global Core requirement.

## STUDY OUTSIDE COLUMBIA UNIVERSITY IN THE ACADEMIC YEAR

In general, Columbia College students may not take courses for credit toward the Bachelor of Arts degree from Columbia

College at another college or university during the academic year (i.e., Fall or Spring). 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](#), or for study through one of the established [domestic study-away programs](#). Exceptions may be granted for study during the summer. See the [Summer Study](#) section for more information.

Students may not be simultaneously enrolled at Columbia College and at another institution of higher education. Students who are enrolled at Columbia College yet matriculate into another institution of higher education and/or are considered a degree-seeking student at another college or university will be withdrawn from Columbia with no opportunity to return and complete the Columbia College degree.

## LEAVES OF ABSENCE AND WITHDRAWALS FROM COLUMBIA COLLEGE

Students can request a leave of absence prior to the start of a term or during the term. When a student takes a leave of absence during a term, this action is also considered a withdrawal, defined as the dropping of one's entire academic 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, and students are strongly advised to talk with their advising deans and with the Office of Financial Aid about any financial consequences of a necessary withdrawal.**

**Any student withdrawing from Columbia College must notify the [Berick Center for Student Advising](#) in writing; it is not sufficient for a withdrawal to notify instructors of plans to withdraw or to stop attending classes.** Absence from classes without officially withdrawing from Columbia College can result in failing grades in all courses.

## VOLUNTARY MEDICAL LEAVE OF ABSENCE

A medical leave is granted to a student whose health condition 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 due to extenuating circumstances, a student will be permanently withdrawn after the maximum time period of two years.

Students must consult with their advising deans in the [Berick Center for Student Advising](#) 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, which is the official means of communication by the University.

**When applying for readmission to Columbia College, students must provide medical documentation supporting their readmission.** Normally, students may only return in the Fall or Spring term. Only in rare circumstances will students be readmitted from medical leave to enroll in courses for the Columbia Summer Session.

All questions about medical leaves should be addressed to the students' advising deans in the [Berick Center for Student Advising](#).

## Academic Standing and Transcript Notations

Students who take a leave while in good academic standing will return in good academic standing; students who take a leave while on academic action will return on academic action.

When a leave begins when a term is already in session, the student's transcript will reflect the action of withdrawal and the date of withdrawal for the semester in question. If the date of withdrawal for a medical leave is on or before the Columbia College withdrawal deadline (November 14 for Fall 2024 and March 27 for Spring 2025), the student's transcript will not reflect the individual courses attempted during the term. If the date of withdrawal for a leave begins after the Columbia College withdrawal deadline, individual courses will remain on the transcript.

Ordinarily, Columbia College students who are authorized to withdraw for medical reasons after the withdrawal 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](#) 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 an Incomplete, 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 dean(s) in the [Berick Center for Student Advising](#) as well as the appropriate faculty member(s). Students should consult with their advising deans in the [Berick Center for Student Advising](#) for more details.
- 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 of their first semester after being readmitted. If the work is not completed by the end of the Change of Program period of the term in which the student returns, the grade may

convert to the contingency grade or to an F. Due dates for incomplete work should be determined in consultation with the advising dean in the Berick Center for Student Advising upon notification of readmission.

When students begin a leave after the Columbia College withdrawal deadline, they should be aware of the overall number of credits that must be completed to remain in good academic standing in future semesters. Students should keep in mind 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](#) to learn whether or not they will fall below the low points threshold (see section on Academic Standing) 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. It is recommended that students follow the advice of their healthcare practitioners; however, they should make their decisions knowing that coursework taken elsewhere while on medical leave may not be transferred back to Columbia to count towards their degree.

**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 term readmission – June 1**
- **Spring term readmission – November 1**
- **Summer term readmission – not permitted**

In order to begin the readmission process, students must first discuss their plans with their advising deans in the [Berick Center for Student Advising](#) and then submit the following letters to their advising deans 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. **Letter from medical practitioner supporting**

**readmission:** This letter should describe the treatment prescribed for the student and progress made by the student, provide an evaluation of the student's readiness to return to full-time study at Columbia, and outline the recommended continued care plan upon readmission.

The Medical Leave Readmission Committee is composed of representatives of Columbia Health, the Berick Center for Student Advising, and other key offices of the College and the University. It meets in June and November to consider readmission requests for the Fall and Spring terms, respectively. Committee review is not guaranteed if 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 Health practitioner. Pending the results of the interview, a student may be officially readmitted or denied readmission and will be notified of a decision by the Berick Center for Student Advising by letter and email. In some cases, the medical professionals on the readmission committee may decide an interview is not necessary before readmitting the student.
2. Additional information is requested.
3. Readmission is denied. Students may reapply the following semester for readmission. The decisions made by the Medical Leave Readmission Committee are final and cannot be appealed.

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 before being formally readmitted.

Students must address all financial or other obligations to the University that may still be outstanding from the beginning of their leave. If holds have been placed on their account, these holds 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 the student will be placed on another leave of absence.

Students are urged to meet with their advising deans in the Berick Center for Student Advising and, if they live in campus housing, a Residential Life staff member, during the first two weeks of their return to campus, to ensure a smooth transition back to the campus community.

## VOLUNTARY PERSONAL LEAVE OF ABSENCE (NONMEDICAL)

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 during the semester. Students do not need to petition the Committee on Academic Standing if they request a voluntary leave of absence prior to the start of the semester. Students considering a voluntary leave must discuss this option in advance with their advising deans in the Berick Center for Student Advising.

Voluntary leaves are granted for a period of one to four semesters. Students should be in good academic standing at the time of the leave, and should be able to complete their degree in a total of eight semesters.

When a leave begins after a term is in session, the student's transcript will reflect the action of withdrawal and the date of withdrawal. If the date of withdrawal for a personal leave is on or before the Columbia College withdrawal deadline (November 14 for Fall 2024 and March 27 for Spring 2025), the student's transcript will not reflect the individual courses attempted during the term.

Normally, if a voluntary leave of absence begins after the Columbia College withdrawal deadline, the student's transcript will include all courses attempted, with each course receiving a mark of W (indicating authorized withdrawal). In certain circumstances, a student may qualify for an Incomplete for a course, and the remaining work for the course 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, the contingency grade or a W will be inserted as the final grade.

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 to ensure that a leave will not jeopardize their ability to return to Columbia College.

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.

## 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 deans in the [Berick Center for Student Advising](#).

When an emergency family leave begins after a term is in session, the student's transcript will reflect the action of withdrawal and the date of withdrawal. If the date of withdrawal for an emergency family leave of absence is on or before the Columbia College withdrawal deadline (November 14 for Fall 2024 and March 27 for Spring 2025), the student's transcript will not reflect the individual courses attempted during the term. Normally, if an emergency family leave begins after the Columbia College withdrawal deadline, the student's transcript will include all courses attempted, with each course receiving a mark of W (indicating authorized withdrawal). In certain circumstances, a student may qualify for an Incomplete for a course, and the remaining work for the course 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, the contingency grade or a W will be inserted as the final grade.

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.

## FAILURE TO GRADUATE

**Students who fail to graduate by their final semester have, in effect, been withdrawn from the College and therefore must apply for readmission within a two-year period in order to have an opportunity to complete the degree.** If they do not complete their degree within two years, then they may be permanently withdrawn.

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 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](#).

## READMISSION

In general, 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](#). Students should consult their advising deans for further information.

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](#) 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.**

## THE COMMITTEE ON INSTRUCTION

The undergraduate curriculum for Columbia College, and all attendant policies, are managed by the Committee on Instruction, which is co-chaired by the Dean of Columbia College and the Dean of the School of General Studies and which has twelve faculty members representing the three academic divisions (humanities, social sciences, and natural sciences), as well as faculty representatives from Barnard College, the Fu Foundation School of Engineering and Applied Science, and the School of the Arts.

This *Bulletin* reflects in its annual publication the curriculum and policy recommendations approved by the Committee on Instruction.

## THE COMMITTEE ON ACADEMIC STANDING

The policy and regulations approved by the faculty Committee on Instruction are implemented and administered for Columbia College students by the [Committee on Academic Standing](#), composed of advising deans, an associate dean of advising, and the dean of advising of the Berick Center for Student Advising. The Committee on Academic Standing is expected to uphold the recommendations and policies established by the Committee on Instruction, the University Senate, or the faculty as a whole.

## DEGREE REQUIREMENTS

Columbia College policy requires students to fulfill the general degree requirements (i.e., all Core Curriculum coursework and any general elective credit) that are stated in the *Bulletin* of the first year of their matriculation at Columbia College, and to fulfill the major requirements that are stated in the *Bulletin* at the time that students declare their major (typically in the second year of study).

## MODIFICATION OF REQUIREMENTS

The requirements for the degree may be modified or waived in individual and rare cases only with the approval of the dean

of Academic Affairs of Columbia College, acting on behalf of the faculty Committee on Instruction of Columbia College. Students wishing to petition for a modification of degree requirements should discuss their requests with their advising deans in the Berick Center for Student Advising.

# REGISTRATION

Student Service Center, 212-854-4400, [ssc@columbia.edu](mailto:ssc@columbia.edu)

## REGISTRATION AND ENROLLMENT POLICIES PUBLISHED BY THE OFFICE OF THE REGISTRAR

**"Registration"** is the systematic process by which eligible students reserve a seat for themselves in current or future classes. Students use the Vergil/SSOL system to register for courses at Columbia. Students receive informational emails from the Registrar's Office each semester that detail the procedures for registration for the term.

**"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 offering the course. Students may also be required to attend the first few class sessions prior to official registration or to confirm official registration. Please check the course information in the [Departments, Programs, and Courses](#) section of this *Bulletin* and the course information noted in the Directory of Classes for any approvals required to register for a particular course.

To comply with current and anticipated Internal Revenue Service mandates, the University requires all students who have a Social Security Number (SSN) at the time of admission to report it. The University recognizes that international students are not eligible to apply for a SSN unless they are employed and that not all students will be eligible to obtain a SSN during their program of study. **Newly admitted students who do not have Social Security numbers should obtain one well in advance of first registration.** International students who will be employed on-campus should follow the ISSO instructions for applying for a SSN soon after their arrival in the United States. International students should consult with the [International Students and Scholars Office](#) 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 or enrolled in any school/college of the University shall at the same time be registered or enrolled in any other school/college, either of the University or of any other institution, unless there is an existing

registration agreement between the two schools. Students who wish to register or enroll in another institution must receive specific authorization from the dean/director of the school/college in which the student is first registered.

The privileges of the University are not available to any student until they have completed registration. A student who is not officially registered for a University course may not attend the course, with the possible exception of a course in which students are required to attend the first few class sessions prior to official registration. No student may register after the stated period unless he or she obtains the consent, written or electronic, of the appropriate dean or director.

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 who are permitted to enroll after the beginning of the term are responsible for any absences incurred due to the late enrollment.

## COLLEGE REGISTRATION POLICIES AND PROCEDURES

Registration instructions are emailed to all students by the Office of the Registrar in advance of each registration period. Students are expected to register for courses during the time periods explicitly identified by the Office of the Registrar.

All Columbia College students must be registered for a minimum of 12 points of credit in any given semester. Each Columbia College student must be registered for at least 12 points of credit by the close of the Change of Program period (i.e., the end of the second week of classes in the Fall or Spring term).

Students who are registered for fewer than 12 points by this time will be withdrawn from the College. An exception to this rule can be a graduating senior who needs fewer than 12 points of credit to complete the Bachelor of Arts degree from the College; a student in this situation may petition the [Committee on Academic Standing](#) for permission to register for fewer than 12 points of credit, with the understanding that they will be viewed as full-time students who are responsible for paying full-time tuition and for all other rules that apply to full-time students in the College.

Some classes may be blocked for online registration and require written approval; students should check [Vergil](#) or the Directory of Classes for approval information. Courses blocked from online registration require additional approval, either in SSOL or through an academic adviser. A completed Registration Adjustment Form, with all necessary approvals confirmed, may be required. A student cannot use the Registration Adjustment Form to register for a course if the course is not blocked from online registration or if the student is eligible to join the course Wait List. Students should speak with their academic advisers to learn more information about this process.



A student's ability to register for courses may be put on hold by various offices within the University. Students can check for holds in their [Vergil/SSOL](#) accounts. Note: Only the office that places the hold has the ability to remove it.

Students are responsible for ensuring that their academic programs are in accordance with the College and University policies noted here. The Committee on Academic Standing in the [Berick Center for Student Advising](#) is tasked with upholding the academic policies of the College and will make changes to students' registration if the students fail to ensure that their academic programs comply with these policies set by the faculty. Questions about registration should be directed to the [Berick Center for Student Advising](#).

## EARLY REGISTRATION PERIODS

Current students first have the opportunity to register for classes during the early registration period in the preceding semester: early registration for Fall classes occurs during one week in the previous April, and early registration for Spring classes occurs during one week in the previous November.

After that early registration period, there are [certain weeks](#) before the beginning of the term designated for registration changes, during which students can continue to add and drop classes for the upcoming semester. A complete list of registration periods can be found on [the Registrar's website](#).

## CHANGE-OF-PROGRAM PERIOD

The first two weeks of a Fall term or a Spring term are known as the "[change of program](#)" period, when students can continue to add and drop classes in order to finalize their academic programs for the term.

The deadline for adding a course in a Fall or Spring semester will always be the second Friday of the term (i.e., the end of the second week of classes).

## STUDENT REGISTRATION APPOINTMENT TIMES

During registration weeks, students are assigned registration "[appointment times](#)" – i.e. windows of time on weekdays when students can perform registration activities through Vergil/SSOL.

Students' individual registration times are listed in Vergil/Student Services Online (SSOL) and registration dates are noted on the Academic Calendar in this *Bulletin*. Students should also consult the [Registrar's website](#) for additional information.

During early registration, these appointment times are assigned based on seniority, with the current seniors (in Fall) or rising seniors (in Spring) given appointment times on Monday; the current juniors (in Fall) or rising juniors (in Spring) added on Tuesday; the current sophomores (in Fall) or rising sophomores (in Spring) added on Wednesday; and current first-year students

(in Fall) added on Thursday. Within that structure, most students' appointment times are randomly assigned.

## SSOL COURSE WAITLISTS

Most courses have [electronic waitlists](#) attached to them in SSOL – although there are some courses (for instance, courses in the Core Curriculum) that will not have electronic waitlists. If a course is full and has an attached electronic waitlist, students may choose to add themselves to the waitlist within SSOL. Waitlist activity will continue until the Thursday evening prior to the last day of the Change of Program Period at 9:30pm EST.

Electronic waitlists may be automated or self-managed:

- If a course's electronic waitlist is automated, when a space opens on the course roster during a registration period, the student at the top of the waitlist will automatically be added to the course roster. The student will receive notification that registration for the course has been successful, and the update to the course roster and electronic waitlist will occur overnight and be reflected on SSOL the following day.
- If a course's electronic waitlist is self-managed, the instructor or the relevant department/program will select the students from the waitlist who can register for the course. The criteria for selection will vary from course to course: there may be priority for declared majors, graduating seniors, first-year students, students who have submitted successful applications, etc. If additional materials must be submitted for consideration for selection, students will typically receive an automated email with details when they add themselves to the self-managed electronic waitlist.

## REGISTRATION LIMITS AND PETITION PROCESSES

Students are allowed to register for a maximum of 18 points of credit in any Fall or Spring term. If a student's academic program contains more than 18 credits after the student is admitted into one or more class(es) from waitlists, the student must adjust the academic program to bring their registration into alignment with the 18-credit semester cap by dropping one or more course(s) by the end of the Change of Program period.

If a student has a compelling reason to register for more than 18 credits in a term, the student can petition the [Committee on Points and Programs](#) for permission to exceed the credit limit. Students are not allowed to exceed the 18-credit limit in their first semester as matriculated students, whether they are entering first-year students or entering transfer students.

Students may not register for courses whose meeting times overlap. If a student's academic program contains classes whose meeting times overlap after the student is admitted into one or more class(es) from waitlists, the student must adjust the academic program to bring their registration into alignment



with this regulation by dropping one of the overlapping courses by the end of the Change of Program period.

## DROPPING A COURSE

Students may drop a course from their academic program through the deadline noted during the fifth week of classes. Until this deadline, students can drop a course themselves online via Student Services Online (SSOL), although they are encouraged to talk with their advising dean about their choice to drop in order to consider all of their options.

If a course is successfully dropped before this deadline, the course will be removed from the student's program and transcript.

**Note: The five shared Core Curriculum courses – Art Humanities, Contemporary Civilization, Frontiers of Science, Literature Humanities, and have their own particular drop deadline, which coincides with the end of the Change of Program Period at the end of the first two weeks of classes. See “Dropping or Withdrawing from Core Curriculum Courses” below.**

When considering the option to drop from a 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.

Neither failure to attend classes nor a student's personal communication to an instructor of intent to drop will constitute dropping from 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.

## WITHDRAWING FROM A COURSE

After the drop deadline has passed, students may remove themselves from a course by withdrawing from the course. The deadline to withdraw from a course is the Monday of the last full week of a Fall or Spring term. If a student successfully withdraws from a course after the drop deadline and before the withdrawal deadline, the course will remain on the student's program and transcript with a notation of “W”, with no credit or final grade earned.

To withdraw from a class, students must first meet with their advising dean in the Berick Center for Student Advising to discuss their choice to withdraw in order to consider all of their options. Students must then submit a Columbia College Acknowledgment of Course Withdrawal form to their advising dean in the Berick Center for Student Advising.

After the course withdrawal deadline, students may not withdraw from any course and will receive the letter grade

earned in the course. In cases that have been referred for disciplinary action through the Dean's Discipline process, a student may not drop or withdraw from the course in question without a successful petition to the Committee on Academic Standing.

*When considering the option to withdraw from a 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.

Neither failure to attend classes nor a student's personal communication to an instructor of intent to withdraw will constitute dropping or withdrawing from 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 OR WITHDRAWING FROM CORE CURRICULUM COURSES

The shared courses in the Core Curriculum – i.e., Art Humanities, Contemporary Civilization, Frontiers of Science, Literature Humanities, Music Humanities, and University Writing – have their own drop deadline that is separate from the standard drop deadline for other courses. The deadline to drop one of the shared Core Curriculum courses is the end of the Change of Program period-i.e., the end of the first two weeks of classes.

After the Change of Program Period, students cannot drop or withdraw from a Core Curriculum course. Students who have compelling mitigating circumstances for withdrawing from a Core Curriculum course must petition the Committee on Academic Standing for permission to do so. It is possible that students who receive a W in a Core Curriculum course may be placed on academic probation.

All first-year students are required to complete Frontiers of Science, Literature Humanities (both semesters), and University Writing successfully by the end of the first year. Students who do not complete one or more of these three courses will be placed on academic probation; therefore, students considering dropping or withdrawing from a Core Curriculum course should consult their advising deans before taking any action. For more details, see the section on Core Curriculum in this *Bulletin*.

## DECLARING THE PASS/D/FAIL OPTION USING THE REGISTRATION SYSTEM

The Pass/D/Fail option is available only for certain courses in a students' program. Students should refer to Academic Regulations—Exams and Grades listed in this *Bulletin* for more information regarding this grading option.

The deadline for declaring the Pass/D/Fail option for a course is the final day of classes in a Fall or Spring term. Up until this deadline, students may elect to change their course grading options for eligible courses from letter grading to Pass/D/Fail or from Pass/D/Fail to letter grading online via Student Services Online (SSOL). The Pass/D/Fail option can be applied only under certain conditions, which are detailed in the section on "Grades" in the Academics Regulations section of this *Bulletin*.

# STUDY ABROAD

## THE CENTER FOR GLOBAL ENGAGEMENT

The Columbia University Center for Undergraduate Global Engagement (UGE) develops and supports academic and co-curricular opportunities for global learning and engagement for all undergraduates. These opportunities include study abroad, global internships, global service-learning, global research and global courses on campus and abroad. UGE enhances access and support for undergraduates to global opportunities and brings students and faculty together in a central location that creates a hub of global activity at Columbia, allowing students to better connect and learn about potential programs.

UGE works closely with faculty in their global research and teaching in order to enhance the visibility of their work and to increase their access to opportunities to build their global networks and to build students' global competencies. This work also allows faculty and staff to share their global and regional expertise and advice, and collaborate on the development, implementation and assessment of new and existing undergraduate global programs and opportunities for global engagement across Columbia and around the world.

### Center for Undergraduate Global Engagement

212-854-2559

[uge@columbia.edu](mailto:uge@columbia.edu)

Studying in a foreign country for a semester, a full year, or a summer, represents a significant enhancement to the Columbia College education. Study abroad expands the boundaries 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 [Center for Undergraduate Global Engagement](#) 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:

- Students must have a minimum cumulative GPA of 3.0, inclusive of the semester before going abroad.

- Students must have at least junior standing for study abroad in a Fall and/or Spring semester. Students in any class year can study abroad during the summer.
- Students must have made satisfactory progress toward completion of the Core Curriculum; specifically, students must have completed Contemporary Civilization (both semesters), Frontiers of Science, Literature Humanities (both semesters), and University Writing.
- Students must be in good academic and disciplinary 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 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

### Columbia-Sponsored Programs

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.

#### Columbia-sponsored programs include the following:

- Berlin Consortium for German Studies
- Consortium for Advanced Studies in Cuba
- Kyoto Center for Japanese Studies

### Non-Columbia Study Abroad Programs

Credit earned through approved programs run by other institutions is applied toward the degree as transfer credit when the student returns to the College, upon receipt of appropriate transcripts and other supporting materials. Grades earned in courses through approved programs run by other institutions are not reflected on the transcript or in the cumulative GPA. College transfer students should note that they are permitted no more than 60 points of outside credit, and that approved programs run by other institutions would be considered 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 credit for courses taken during study abroad:

1. Courses taught abroad in subjects that are typically taught at Columbia in the professional schools – e.g., business, education, journalism – may not be eligible for credit. Students should confirm ahead of time whether such courses could receive credit toward the Bachelor of Arts degree offered by Columbia College.
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 Center for Undergraduate Global Engagement by October 1 for the Spring semester and by March 1 for the Fall semester or full academic year. Students must register with this office before November 15 for the Spring semester and April 15 for the Fall semester or the full academic year.

## UNDERGRADUATE INTERNATIONAL TRAVEL POLICY

All matriculated undergraduates who wish to participate in Columbia-Led, Columbia-Facilitated and/or Recognized international travel must first be cleared to participate in such program and are then *required* to obtain School Sponsorship at least 4 weeks prior to departure, in accordance with the Undergraduate International Travel Policy.

## TUITION AND FINANCES

**When studying abroad during the Fall and/or Spring semesters, students remain enrolled at the College and tuition is paid to Columbia.** Columbia, in turn, pays the academic tuition and fees of the overseas program, while students are financially responsible for room, board, and any miscellaneous costs. Students receiving financial aid at Columbia remain eligible for aid when they study abroad with Columbia's approval during Fall and/or Spring semesters.

Students may direct financial aid and study abroad inquiries to Financial Aid and Educational Planning, 212-854-3711; [ugrad-finaid@columbia.edu](mailto:ugrad-finaid@columbia.edu).

Since the Summer term is not a required part of the academic year of Columbia College, financial aid policies for Columbia College students are not applicable during the summer, and students who wish to study abroad on approved program in summer will be responsible for the full costs of tuition and fees, along with room, board, and any miscellaneous expenses. Students should contact Financial Aid and Educational Planning to understand if any federal financial aid may be available. Scholarships may be available for certain programs; interested students are encouraged to consult the Center for Undergraduate Global Engagement.

For a full list of semester and study abroad opportunities, please visit the Undergraduate Global Engagement website: <https://global.undergrad.columbia.edu/>.

## VIRTUAL EXCHANGE

### Global Columbia Collaboratory

The Global Columbia Collaboratory works with students and the Columbia global network from around the world to create a space for global learning. Framed by the United Nations Sustainable Development Goals, it serves as a platform for virtual exchange opportunities for all involved to learn, reflect, and work collaboratively on projects and ideas relevant to today's world.

Selected participants for the Collaboratory will participate in theme-based global seminars from faculty and experts drawn from Columbia's global networks; exchange perspectives and reflect together on the global challenges framed by the global seminar; and develop ideas with potential to impact today's society. Participants will be coached through the ideation process with support from the broader Columbia global network to help bring student projects to fruition.

Students interested in applying to Columbia-sponsored programs abroad should consult with the Center for Undergraduate Global Engagement.

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.

## EAST ASIA

### 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 one or more years of college-level Japanese at the time of enrollment.

The KCJS curriculum provides intensive Japanese language study and the opportunity to choose from a broad spectrum of social sciences and humanities courses on pre-modern 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 [global.undergrad.columbia.edu/program/kcjs-semester](https://global.undergrad.columbia.edu/program/kcjs-semester) and email [uge@columbia.edu](mailto:uge@columbia.edu) ([ogp@columbia.edu](mailto:ogp@columbia.edu)). Students are also advised to consult with the director of undergraduate studies in the Department of East Asian Languages and Cultures.



## EUROPE

### France: Columbia in Paris

Established in 1966, the Columbia 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), and the University of Paris IV (Sorbonne). Opportunities for participating in directed research are also available. An English-based curriculum is available in the fall term and the summer, while immersive French programs run throughout the year.

For program information, students may consult [global.undergrad.columbia.edu](http://global.undergrad.columbia.edu) and email [uge@columbia.edu](mailto:uge@columbia.edu) ([ogp@columbia.edu](mailto:ogp@columbia.edu)).

### Germany: Berlin Consortium for German Studies

Established in 2005, 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 weekly cultural program, 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.

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. An English-based curriculum is available in the spring term, while immersive German programs are offered in the fall, spring, and full academic year.

For program information, students may consult [global.undergrad.columbia.edu/program/bcgs](http://global.undergrad.columbia.edu/program/bcgs) and email [uge@columbia.edu](mailto:uge@columbia.edu) ([ogp@columbia.edu](mailto:ogp@columbia.edu)). Students are also advised to consult with the [director of undergraduate studies](#) in the [Department of Germanic Languages](#).

### United Kingdom: Columbia in London Program

The Columbia in London Program is a collaboration with 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.

Each fall, the program is led by a 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, designed to complement and enhance the readings and classroom discussions.

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 [global.undergrad.columbia.edu](http://global.undergrad.columbia.edu) and email [uge@columbia.edu](mailto:uge@columbia.edu) ([reidhall@columbia.edu](mailto:reidhall@columbia.edu)).

## LATIN AMERICA AND THE CARIBBEAN

### Cuba: The Consortium for Advanced Studies in Cuba

The Consortium for Advanced Studies Abroad (CASA) program in Cuba is a collaborative initiative involving eight U.S. universities: Brown, Columbia, Cornell, Dartmouth, Johns Hopkins, Northwestern, University of Pennsylvania, and Vanderbilt University. 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.

For program information, students may consult [global.undergrad.columbia.edu](http://global.undergrad.columbia.edu) and email [uge@columbia.edu](mailto:uge@columbia.edu) ([ogp@columbia.edu](mailto:ogp@columbia.edu)).

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. A number of virtual non-credit programs are also available through the Center for Undergraduate Global Engagement.



For a full list of summer study abroad opportunities, please visit the Undergraduate Global Engagement website: [global.undergrad.columbia.edu](http://global.undergrad.columbia.edu).

## SUMMER STUDY ABROAD APPROVAL

Students seeking to study abroad during the summer must be approved by the [Center for Undergraduate Global Engagement](#).

If students take foreign language courses abroad in non-Columbia programs, credit for those courses will be awarded only under the following conditions:

- Credits for language study at the elementary and intermediate levels are awarded after the student takes a placement exam with the relevant Columbia department or program and shows sufficient proficiency in the language. Credits for more advanced levels of language study are accepted for academic credit upon review by the appropriate language department.
- The only other courses in non-Columbia summer programs abroad that can be taken for credit are courses that have been approved by a Columbia department or program to fulfill a requirement for a major or concentration. These courses must be taken abroad in a foreign language.
- Limited exceptions can be made for awarding credit for summer courses taught in English. College credit may be granted if the course offers a unique experience, such as specialized field-work or research, where the study-abroad site functions as a constituent part of the course. In such cases, the program must be approved by the [Center for Undergraduate Global Engagement](#). Departmental approval is required and the course must satisfy major or concentration requirements.

## RECENT COLUMBIA-SPONSORED SUMMER PROGRAMS ABROAD

### France: Columbia Summer in Paris

The five- or 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 [global.undergrad.columbia.edu](http://global.undergrad.columbia.edu) and email [uge@columbia.edu](mailto:uge@columbia.edu) ([ogp@columbia.edu](mailto:ogp@columbia.edu)).

### France : Columbia Summer Core in Paris: Art Humanities and Music Humanities

This six-week program enables students to complete two [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 [global.undergrad.columbia.edu](http://global.undergrad.columbia.edu) and email [uge@columbia.edu](mailto:uge@columbia.edu) ([ogp@columbia.edu](mailto:ogp@columbia.edu)).

### France : Columbia Summer Undergraduate Math Research Program in Paris

This four- to six-week program provides for intensive mathematical research with students and faculty from Columbia and the Université Denis Diderot in Paris.

For program information, students may consult [global.undergrad.columbia.edu](http://global.undergrad.columbia.edu) and email [uge@columbia.edu](mailto:uge@columbia.edu) ([ogp@columbia.edu](mailto:ogp@columbia.edu)).

### Italy: Columbia Summer in Venice

This six-week program is based at Columbia's Casa Muraro 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 opera. Students are given the opportunity to gain a deeper appreciation of the rich Venetian culture, traditions, and history.

For program information, students may consult [global.undergrad.columbia.edu](http://global.undergrad.columbia.edu) and email [uge@columbia.edu](mailto:uge@columbia.edu) ([ogp@columbia.edu](mailto:ogp@columbia.edu)).

### Japan: Columbia Summer Practicum: Global Neuroscience

This program gives students the opportunity to acquire first-person knowledge on how the scientific method works, by diving into the field of Human Neuroscience. The program allows students to develop a network of international researchers with whom they will learn to design, conduct, and analyze research studies that draw on current state-of-the-art technological advances in neuroscience. The program includes participation in a week-long neuroscience conference which rotates between different international cities.

For program information, students may consult [global.undergrad.columbia.edu/studyabroad/search/columbia-programs](http://global.undergrad.columbia.edu/studyabroad/search/columbia-programs) and email [uge@columbia.edu](mailto:uge@columbia.edu).

### Japan: Kyoto Consortium for Japanese Studies Program in Modern 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 for Modern Japanese or three years for Classical Japanese, or the equivalent. A rich co-curricular program complements the academic program and introduces students to local peers as well as traditional and contemporary Japanese culture and society.

For program information, students may consult [global.undergrad.columbia.edu](http://global.undergrad.columbia.edu) and email [uge@columbia.edu](mailto:uge@columbia.edu).

### **United Kingdom: Columbia Summer Research Practicum in Global Behavioral Science (GLOBES)**

This three-week program provides students an immersive learning experience focused on reproducible behavioral research across languages and settings. Students will travel to Cambridge and work with international researchers on a new research question each summer. The objective is for students to get hands-on experience in carrying out behavioral science research, from study development to dissemination, while participating in a large, international collaboration, resulting in a publication co-authored by the students.

For program information, students may consult [global.undergrad.columbia.edu](http://global.undergrad.columbia.edu) and email [uge@columbia.edu](mailto:uge@columbia.edu).

### **Global Columbia Collaboratory: Environmental Humanities and Global Health / Sustainable Development**

The Education for Sustainable Development programs of the Global Columbia Collaboratory offer the opportunity to virtually engage with a small group of Columbia University students, as well as faculty, students, and community organizations abroad over fifteen weeks in the summer. The program includes an in-country portion in various locations for durations from one to three weeks. For program information, students may consult [global.undergrad.columbia.edu/studyabroad/search/columbia-programs](http://global.undergrad.columbia.edu/studyabroad/search/columbia-programs) and email [uge@columbia.edu](mailto:uge@columbia.edu).

## **EXCHANGE PROGRAMS**

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. At the partner institutions, students enroll in regular courses alongside local students, live in campus housing, have an academic adviser, and have access to all university facilities and resources.

Currently, Columbia has undergraduate exchanges with the following institutions:

- Bocconi University
- Bo#aziçi University
- Hong Kong University of Science and Technology
- University of Hong Kong

Students who plan to apply to these programs should consult with the [Center for Undergraduate Global Engagement](#).

## **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](#); 212-854-3711; [ugrad-finaid@columbia.edu](mailto:ugrad-finaid@columbia.edu).

# SPECIAL PROGRAMS

## Preprofessional Advising

**Berick Center for Student Advising**  
[preprofessional@columbia.edu](mailto:preprofessional@columbia.edu)

Medical, dental, and other health professional schools prefer that undergraduates complete a four-year program of study culminating in a 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 and the major.

## MAJORS FOR STUDENTS PREPARING FOR HEALTH PROFESSIONAL SCHOOL

There is no major preferred by medical school admissions committees. Students are encouraged to pursue a major in any field that appeals to them. Students majoring in a non-science area may wish to pursue additional coursework in a science area, or perhaps a minor in a science field, that overlaps with the coursework for their premedical requirements in order to demonstrate their interest and aptitude in the sciences. Students should work closely with their advising deans and preprofessional advisers from the Berick Center for Student Advising, 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 each medical school to which they intend to apply.

In addition to medical school course requirements, medical schools currently require applicants to sit for the Medical College Admissions Test (MCAT). Students preparing for medical school are advised to take the following courses, as they will meet the prerequisites for most medical schools and will prepare applicants for the MCAT:

- 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;
- 1 semester Biochemistry;
- 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- LECTURES and GENERAL CHEMISTRY II- LECTURES
CHEM UN1500	GENERAL CHEMISTRY LABORATORY

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

CHEM UN1604	2ND TERM GEN CHEM (INTENSIVE)
CHEM UN1507 or CHEM UN1500	INTENSVE GENERAL CHEMISTRY-LAB GENERAL CHEMISTRY LABORATORY

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

CHEM UN1507	INTENSVE GENERAL CHEMISTRY-LAB
CHEM UN2045 & CHEM UN2046	INTENSVE ORGANIC CHEMISTRY and INTENSVE ORG CHEM- FOR 1ST YEAR (formerly CHEM W3045-W3046)
CHEM UN2545	INTENSIVE ORGANIC CHEM LAB

### Organic Chemistry

CHEM UN2443 & CHEM UN2444	ORGANIC CHEMISTRY I- LECTURES and ORGANIC CHEMISTRY II-LECTURES (formerly CHEM W3443-W3444)
CHEM UN2493 & CHEM UN2494	ORGANIC CHEM. LAB I TECHNIQUES and ORGANIC CHEM. LAB II SYNTHESIS

### Biology

BIOL UN2005 & BIOL UN2006	INTRO BIO I: BIOCHEM, GEN, MOLEC and INTRO BIO II: CELL BIO, DEV/PHYS
BIOL UN2501	CONTEMPORARY BIOLOGY LAB (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
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PHYS UN1291  
& PHYS UN1292      GENERAL PHYSICS I LAB  
and GENERAL PHYSICS II  
LABORATORY

**Option 2:**

PHYS UN1401  
& PHYS UN1402      INTRO TO MECHANICS #  
THERMO  
and INTRO ELEC/MAGNETISM  
# OPTCS

Or

PHYS UN1601  
& PHYS UN1602      PHYSICS I:MECHANICS/  
RELATIVITY  
and PHYSICS II: THERMO,  
ELEC # MAG

Also select one of the following laboratories:

PHYS UN1291  
& PHYS UN1292      GENERAL PHYSICS I LAB  
and GENERAL PHYSICS II  
LABORATORY

PHYS UN1493      INTRO TO EXPERIMENTAL  
PHYS-LAB

PHYS UN1494      INTRO TO EXPERIMENTAL  
PHYS-LAB

PHYS UN2699      Experiments in Classical and  
Modern Physics

PHYS UN3081      INTERMEDIATE  
LABORATORY WORK

**Option 3:**

PHYS UN2801  
& PHYS UN2802      ACCELERATED PHYSICS I  
and ACCELERATED PHYSICS  
II

Also select one of the following laboratories:

PHYS UN1493      INTRO TO EXPERIMENTAL  
PHYS-LAB

PHYS UN1494      INTRO TO EXPERIMENTAL  
PHYS-LAB

PHYS UN2699      Experiments in Classical and  
Modern Physics

PHYS UN3081      INTERMEDIATE  
LABORATORY WORK

**Biochemistry**

BIOL GU4501      Biochemistry  
or BIOC UN3300      BIOCHEMISTRY

**Psychology**

PSYC UN1001      THE SCIENCE OF  
PSYCHOLOGY

While these courses are recommended for MCAT preparation, students should note the following additional information:

- **English:** Most medical schools require one year of English, emphasizing skill acquisition in writing. Columbia College students fulfill this requirement with UNIVERSITY WRITING (ENGL 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, which may prepare students for the MCAT, many medical schools will require a course in Biochemistry prior to matriculation.
- **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 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 each of 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 \(AAMC\)](#).

Students interested in preparing for other health professions, including dental school, should consult a pre-health advisor in the Berick Center for Student Advising about curricular planning.

## BARNARD COURSES

While it is preferred that students complete their premedical requirements with Columbia College courses, students may take premedical requirements at Barnard if course prerequisites have been satisfied in advance. However, students should keep in mind that the Columbia Biology and Chemistry Departments may not accept Barnard courses toward their departments' concentrations and majors. Students should consult their departmental advisers before registering for a Barnard course.

## STUDENTS WITH ADVANCED PLACEMENT

Advanced Placement (AP) credit is accepted by some health professional schools, but not all. Students are responsible for monitoring the requirements of each school to which they intend to apply.

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

For many health professions programs, students apply for admission more than a year in advance of matriculation. Most Columbia students take time between undergraduate and health profession school and thus wait to apply to these schools until after graduating. Students who are interested in going directly on to health professional school following graduation should complete all prerequisite courses which will prepare them for application by the end of the junior year.

Students planning to apply to medical or dental school should meet with preprofessional advisers prior to application and plan to go through the Premedical Advisory Committee process the year they plan to apply. For more information regarding this process, please consult with a preprofessional adviser in the Berick Center for Student Advising ([preprofessional@columbia.edu](mailto:preprofessional@columbia.edu)).

## CLINICAL AND RESEARCH EXPOSURE

Preprofessional Advising maintains an online list of many different clinical volunteer and research opportunities across New York City and beyond. These opportunities can offer students the chance to explore the health professions and to interact with patients, and these experiences are viewed by medical schools as essential preparation. Students are therefore strongly encouraged to spend time volunteering or working in clinical and research environments before applying to medical school.

## THE FU FOUNDATION SCHOOL OF ENGINEERING AND APPLIED SCIENCE

### The Combined Plan (3-2) Program

The Combined Plan (3-2) Program is a dual degree program that provides Columbia College students the opportunity to earn a Bachelor of Arts degree from Columbia College and a Bachelor of Science degree from 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 prerequisite coursework for the relevant Engineering program of study, which will include the following:

#### Mathematics

MATH UN1101 & MATH UN1102 & MATH UN1201 & MATH UN1202	CALCULUS I and CALCULUS II and CALCULUS III and CALCULUS IV
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or

MATH UN1101 & MATH UN1102 & MATH UN1207 & MATH UN1208 & MATH UN1202	CALCULUS I and CALCULUS II and HONORS MATHEMATICS A and HONORS MATHEMATICS B and CALCULUS IV
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or

MATH UN1101 & MATH UN1102 & MATH UN1205 & MATH UN1202	CALCULUS I and CALCULUS II and ACCELERATED MULTIVARIABLE CALC and CALCULUS IV
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#### Chemistry

CHEM UN1403	GENERAL CHEMISTRY I- LECTURES
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Some Engineering minors also require CHEM UN1404

#### Physics

Select one of the following three sequences:

PHYS UN1401 & PHYS UN1402	INTRO TO MECHANICS # THERMO and INTRO ELEC/MAGNETISM # OPTCS
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or

PHYS UN1601 & PHYS UN1602	PHYSICS I:MECHANICS/ RELATIVITY and PHYSICS II: THERMO, ELEC # MAG
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or

PHYS UN2801 & PHYS UN2802	ACCELERATED PHYSICS I and ACCELERATED PHYSICS II
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Some programs require a third semester of Physics

#### Computer Science

Select one of the following two courses, depending on program:

ENGI E1006	INTRO TO COMP FOR ENG/ APP SCI
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COMS W1004	Introduction to Computer Science and Programming in Java
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#### Economics

ECON UN1105	PRINCIPLES OF ECONOMICS
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#### Laboratory Requirement (choose one of the following)\*:

PHYS UN1494	INTRO TO EXPERIMENTAL PHYS-LAB
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CHEM UN1500	GENERAL CHEMISTRY LABORATORY
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\*Note that some majors require a specific lab in either Chemistry or Physics, or both

As a condition for admission to the 3-2 program, students must have also completed the requirements for a Columbia College major, as well as any additional pre-curricular requirements for the specific engineering major (see specific requirements on the Undergraduate Admissions website).



Students with more than 35 transfer credits are not eligible for the 3-2 program.

If accepted into the 3-2 program, students will be enrolled at the Fu Foundation School of Engineering and Applied Science in the fourth and fifth years of study. During those years, the students must complete the requirements for a major in the Fu Foundation School of Engineering and Applied Science in consultation with a faculty advisor for their engineering department. Students eligibility for housing and financial aid will continue throughout these years of study.

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 deans in the [Berick Center for Student Advising](#), or [combinedplan@columbia.edu](mailto:combinedplan@columbia.edu).

### The 4+1 Program with Columbia College

The 4+1 Program provides students in The Fu Foundation School of Engineering and Applied Science (SEAS) the opportunity to obtain a Bachelor of Arts degree from Columbia College, in addition to their Bachelor of Science (B.S.) degree from SEAS, through the completion of one additional year of study. Students in the 4+1 program must complete four years of study and complete all requirements for the Bachelor of Science degree in engineering before enrolling in the fifth year of study in Columbia College.

The fifth year of study commences in the Fall semester, and students are required to conclude their studies after two full-time semesters of enrollment. Students must earn a minimum of 31 credits while enrolled at Columbia College

SEAS students who are interested in the 4+1 Program must declare their interest in the spring of their sophomore year and plan their next three years of study with the program adviser.

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

1. Granting of the B.S. at SEAS at the end of the fourth year
2. Completing all 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](#).

For more information, students may contact their advising dean in the [Berick Center for Student Advising](#).

## THE GRADUATE SCHOOL OF ARTS & SCIENCES

The [B.A./M.A. option](#) allows Columbia College students to enroll in graduate-level courses at Columbia and apply the earned credit toward a Columbia Master of Arts (M.A.).

Only students who have been accepted by the Graduate School of Arts & Sciences into a B.A./M.A. program will be allowed to count graduate-level courses taken as an undergraduate toward the requirements for the M.A. Coursework taken toward the B.A./M.A. option is subject to the following guidelines:

1. The credit for the coursework must be in excess of the 124 points required for the B.A. degree.
2. A course used to fulfill a requirement for the B.A. degree may not be counted toward graduate credit.
3. The student must obtain the approval of both the graduate department(s) offering the course(s) and the undergraduate department in which they are majoring.
4. The maximum amount of graduate credit that an undergraduate can earn toward the M.A. degree requirement in the Graduate School of Arts & Sciences is 0.50 Residence Unit. For more information on the Residence Units for graduate programs, please consult the [relevant website](#) of the Graduate School of Arts & Sciences.

Students who are interested in pursuing the B.A./M.A. option must consult the director of graduate studies (DGS) or program director of their intended M.A. program before applying: this consultation is a required part of the application process and must take place before a B.A./M.A. application may be submitted. Students should then plan to apply officially at least two months prior to the semester in which they intend to begin taking courses that will count toward the M.A., and it is important to note that some academic programs have more specific application deadlines.

## THE JUILLIARD SCHOOL

Columbia College students who are exceptionally talented musicians have access to instrumental, composition, and voice instruction at The Juilliard School through two distinct programs.

### The Cross-Registration Program

The Cross-Registration Program allows Columbia College students to enroll concurrently in weekly instrumental (classical and jazz), composition, and vocal instruction at The Juilliard School. The Cross-Registration Program covers weekly instruction only; ensembles and classes at Juilliard are generally not open to participants in the Cross-Registration Program.

Applicants to the Cross-Registration Program may be incoming first-year students or continuing students in Columbia College. In addition to being accepted by Columbia College, Students

interested in the Cross-Registration Program must submit a [Juilliard Application for Admission](#), including pre-screening materials, and must audition successfully to be accepted into the Cross-Registration Program.

Students in the Cross-Registration Program may participate in the program for up to four years of study. Annual juries will be held at Juilliard at the end of each academic year to determine that students are eligible to continue in the program.

Students participating in the Cross-Registration Program have the option of applying to the Joint B.A./M.M. Program in their junior year (see details below).

### The Joint B.A./M.M. Program

The Joint B.A./M.M. Program allows students to earn a Bachelor of Arts degree from Columbia College and a Master of Music degree from The Juilliard School in five years. While instrumentalists and composers are expected to complete the dual degree program in five years, voice students may need six years of study to complete the program, depending on preparation.

Students interested in the Joint B.A./M.M. Program must have participated in the Cross-Registration Program for at least one year to be eligible to apply. Interested students must apply to the joint degree program in their junior year at the College. To be considered for the program, Columbia College students must have completed by the end of junior year 94 points of coursework, including all [Core Curriculum](#) requirements and all requirements for a major. There are no prerequisite courses for the courses in the M.M. program at Juilliard that are required to qualify for admission to the Joint B.A./M.M. Program, but students considering the program are encouraged to complement their cross-registration instruction at Juilliard with music classes and participation in ensembles at Columbia.

If accepted to Joint B.A./M.M. Program, students will become full-time graduate students at Juilliard in their fourth year and will be subject to Juilliard's financial aid policies. While it may be possible to complete 1-2 courses required for the B.A. degree at Columbia College in the fourth year, students must receive permission to do so from the College and will not be eligible for financial aid from Columbia College in that fourth year.

Eligible students should submit the [Juilliard Application for Admission](#) by the appropriate deadline. The pre-screening (if applicable) is waived, and live auditions are held at The Juilliard School in early March.

Students who wish to pursue the joint program should consult with Alex España, Associate Dean, in the [Berick Center for Student Advising](#).

## THE LAW SCHOOL

### Accelerated Interdisciplinary Legal Education Program

The Accelerated Interdisciplinary Legal Education (AILE) Program provides Columbia College students with outstanding records the opportunity to earn a Bachelor of Arts degree from Columbia College and a Juris Doctor degree from Columbia Law School in six years.

To be eligible to apply, students must have enrolled in all six semesters of study for the B.A. from Columbia College on Columbia's New York campus. Students with semesters of transfer credit or study abroad credit, even from Columbia programs, are not eligible to apply to the joint program.

Applicants to the program must have completed by the end of junior year 93 points of credit toward the B.A., including all Columbia College [Core Curriculum](#) requirements and also the requirements for a major. After formal admission to the Law School, students are withdrawn from the College to become full-time Law School students in their fourth year, and are subject to the financial aid and housing policies of the Law School from that point forward. In the fifth and sixth years of study (*i.e.*, the second and third years at the Law School), students must complete 12 points of coursework through the Graduate School of Arts and Sciences, and the coursework must have the prior approval of the student's pre professional adviser.

Interested students should submit an application in the spring of their junior year to the [Preprofessional Advising](#) in the [Berick Center for Student Advising](#). Columbia College may nominate one or two juniors each year for consideration, and the final admission determination is made by the Law School Admissions Committee. Prospective participants in this program must take the [Law School Admission Test \(LSAT\)](#) or Graduate Record Examination (GRE) no later than the February administration of either exam in the year of intended enrollment.

AILE students receive Columbia College and Law School degrees at the same time, at the end of six years. AILE students must apply for the B.A. degree the term before they expect to graduate with the J.D. degree. Students should inform their advising deans in the [Berick Center for Student Advising](#) of their plans to graduate in the sixth year in order to be considered that year for honors and Phi Beta Kappa from the College.

For more information, students may contact [Preprofessional Advising](#), [preprofessional@columbia.edu](mailto:preprofessional@columbia.edu).

## THE MAILMAN SCHOOL OF PUBLIC HEALTH

The 4+1 program between Columbia College and the Columbia Mailman School of Public Health is a dual degree program

that allows students to earn a Bachelor of Arts (B.A.) degree from Columbia College and a Master of Public Health degree (M.P.H.) from the Mailman School of Public Health (Mailman) in five years.

Students accepted into the program spend the Fall term of their fourth year taking the multidisciplinary Public Health Core Curriculum at Mailman, then complete their undergraduate coursework for the College's B.A. degree in the spring semester of their senior year. After graduation from the College, students in the program enroll full-time at Mailman and engage in coursework, thesis work, and a practicum. The practicum takes place in the summer following the academic year of coursework and thesis work at Mailman.

College students may apply to the program in their junior year. The application requires a personal statement and three letters of recommendation (two letters from academic instructors). The deadline for application is December 1st. Applicants must have a minimum cumulative GPA of 3.5, and are expected to have taken at least one semester of calculus, statistics or other appropriate quantitative course. Particular M.P.H. disciplines – specifically, the Biostatistics program and the Environmental Health Sciences program – have additional prerequisites. More information can be found on the Mailman website.

For more information, students may contact their advising dean in the Berick Center for Student Advising.

## THE SCHOOL OF INTERNATIONAL AND PUBLIC AFFAIRS

### The International Affairs Five-Year Program

The International Affairs Five-Year Program offers Columbia College students the opportunity to earn both a Bachelor of Arts degree (B.A.) and a Master of International Affairs degree (M.I.A.) from the School of International and Public Affairs (SIPA) in five years.

If admitted to the joint program, students complete their senior year at Columbia College by taking mostly graduate-level courses that are approved by SIPA to count toward the M.I.A. degree, in addition to any remaining courses needed to complete their B.A. requirements.

To be eligible for the program, students must have, by the end of their junior year, been enrolled in Columbia College for at least four semesters, completed a minimum of 93 credits, achieved competence in a modern foreign language, and completed all Columbia College Core Curriculum requirements. They must also have satisfied all requirements for a major, with the possible exception of two courses (*i.e.*, needing no more than 6-8 credits to complete the major or concentration). These two courses toward the major may be taken during the senior year while completing 24 points of other coursework that will be accepted by SIPA.

One 3-point course approved by SIPA may be taken in the junior year. It may be possible to take courses toward the M.I.A. degree during the summer between the junior and senior year with prior approval.

To move formally into the M.I.A. program in the fifth year of study, students must receive the B.A. from the College with a satisfactory GPA. Upon formal admission to SIPA after their senior year, students may apply for housing and financial aid through SIPA.

Interested students should apply to this joint program during their junior year through the School of International and Public Affairs Admissions Office. Admission to the joint Five-Year Program does not constitute immediate admission to SIPA; students remain Columbia College students through their senior year.

For more information, students may contact their advising deans in the Berick Center for Student Advising.

### Public Administration Five-Year Program

The Public Administration Five-Year Program is a dual degree program that offers students the opportunity to earn a Bachelor of Arts degree (B.A.) from Columbia College and a Master of Public Administration degree (M.P.A.) from the School of International and Public Affairs in five years.

Once admitted to the joint program, students complete their senior year at Columbia College by taking mostly graduate-level courses that are approved by SIPA to count toward the M.P.A.

To be eligible for the program, students must have, by the end of their junior year, been enrolled in Columbia College for at least four semesters, completed a minimum of 93 credits, achieved competence in a modern foreign language, and completed all Columbia College Core Curriculum requirements. They must also have satisfied all requirements for a major, with the possible exception of two courses (*i.e.*, needing no more than 6-8 credits to complete the major or concentration). These two courses toward the major may be taken during the senior year while completing 24 points of other coursework that will be accepted by SIPA.

One 3-point course approved by SIPA may be taken in the junior year. It may be possible to take courses toward the M.P.A. degree during the summer between the junior and senior year, with prior approval.

To move formally into the M.P.A. program in the fifth year of study, students must receive the B.A. from the College with a satisfactory GPA. Upon formal admission to SIPA after their senior year, students may apply for housing and financial aid through SIPA.

Interested students apply during their junior year through the School of International and Public Affairs Admissions Office. Admission to the joint Five-Year Program does not constitute

immediate admission to SIPA; students remain Columbia College students through their senior year.

For more information, students may contact their advising dean in the [Berick Center for Student Advising](#).

**Please note: This Columbia College Bulletin page will be updated as information on exchange programs is confirmed. Thank you.**



# ACADEMIC HONORS, PRIZES, AND FELLOWSHIPS

## 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) during the term are not eligible for consideration. In any given semester, the mark of YC (year course) precludes the attainment of Dean's List status until the grade for the entire year's coursework is awarded. 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. 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 will be awarded with honors in three categories (*cum laude*, *magna cum laude*, *summa cum laude*) to the top 25 percent of the graduating class. Honors are determined by an undergraduate student's cumulative GPA for all work at Columbia, with the top 5 percent of the graduating class being awarded *summa cum laude*, the next 10 percent being awarded *magna cum laude*, and the remaining 10 percent awarded *cum laude*.

College honors are the highest academic recognition awarded by the College. There is no separate consideration of honors for October or February graduates. The honor is officially noted on the diploma and transcript of students who have graduated. October and February graduates may ask the Registrar to add an honors notation to an already issued diploma.

Both academic standing and disciplinary standing are taken into consideration when awarding College honors.

Latin Honors are calculated based on student academic achievement in all semesters at Columbia, including the final semester. Since final grades for seniors for spring semester classes can be submitted only a few days before graduation, and those grades must be part of a student's transcript to be eligible, Latin Honors are typically announced following graduation.

## 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.

The Committee on Honors, Awards, and Prizes considers both academic standing and disciplinary standing within the College when awarding Valedictorian and Salutatorian.

## 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 no later than the beginning of the first term of their senior year if they wish to be considered for departmental honors. Students who are awarded departmental honors are notified by their department in mid-May. Not all departments and programs offer departmental honors.

College guidelines for departmental honors include the following four criteria:

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);

A grade point average (GPA) of at least 3.6 in major courses is expected for a student to be considered for departmental honors;

An honors thesis or equivalent project of high quality should be required by each department or academic program in order to receive departmental honors;

Academic departments and programs consider both academic standing and disciplinary standing within the College when awarding departmental honors. Please note that special concentrations are not eligible for consideration for 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 are inducted into Phi Beta Kappa by faculty who are members of the society. Two percent are elected in the fall and the other eight percent are 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 the strength and rigor of the chosen academic 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.

The faculty Phi Beta Kappa selection committee considers both academic standing and disciplinary standing within the College when electing new members to the society.

While prizes are typically awarded annually, they are done so at the discretion of respective selection committees. Hence, should a selection committee decide, in a particular year, that there are no suitable candidates, the prize will not be awarded. Unless otherwise noted, these prizes are awarded to Columbia College students only.

## GENERAL PRIZES

### ALUMNI ASSOCIATION ACHIEVEMENT AWARD

(1947) A trophy, in the form of a Columbia lion, awarded annually to the member of the senior class who is judged to be most outstanding for qualities of mind, character, and service to the College.

### ALUMNI PRIZE

(1858) Awarded annually by the Alumni Association to the senior judged by classmates to be the most faithful and deserving.

### CHARLES H. BJORKWALL PRIZE

(1937) Established by Ottilie Emma Bjorkwall in memory of her brother, Dr. Charles H. Bjorkwall. Awarded annually to a member of the senior class for unselfish service to the College community.

### EDWARD SUTLIFF BRAINARD MEMORIAL PRIZE

(1920) Established by Miss Phebe Sutliff in memory of her nephew, Edward Brainard Sutliff, CC 1921. 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 1921. 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 SHELLLOW 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.

#### **JAMES J. VALENTINI PRIZE**

(2022) This prize is awarded to the Columbia College senior who, through participation and leadership in College student activities, has demonstrated the qualities and competencies of Beginner's Mind: an openness and willingness to hear different perspectives and a curiosity and desire to learn. It was established in honor of James J. Valentini, former Dean of the College.

### **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, this prize is 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, this award acknowledges 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, this prize is 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, this prize is 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, this prize is 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**

#### **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, this prize is 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, this prize is awarded for outstanding performance by a graduating major in Classics.

#### **DEUTSCHER VEREIN PRIZE IN GERMAN**

(1917) This prize is 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, this prize is 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.

#### **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. This prize is 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, this prize is 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. ROMAINÉ PRIZE FUND**

(1922) Gift of Benjamin F. Romainé 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. This prize may be awarded annually to a graduating senior of Columbia College who is judged by the faculty to have demonstrated academic excellence through coursework and the writing of a senior essay on some aspect of the history or culture of the classical world.

### **PRIZES IN THE SOCIAL SCIENCES**

#### **CHARLES A. BEARD PRIZE IN POLITICAL SCIENCE**

(1963) Established by the Honorable Albert Levitt, this prize is awarded to the student who writes the best paper in political science during the academic year.

#### **CARL B. BOYER MEMORIAL PRIZE**

(1978) Established by Mrs. Carl B. Boyer in memory of her husband, this prize is 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.

#### **SHANLEY & CHAMBERLAIN PRIZE**

(2019) Annual award for best undergraduate essay in the areas of the American presidency, Congress, or public policy.

#### **CHANLER HISTORICAL PRIZE**

(1877) Established at the bequest of J. Winthrop Chanler, CC 1847, this prize is 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 is done 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, this prize is awarded to a student with sophomore, junior, or senior standing who has demonstrated excellence in modern history.

#### **SANFORD S. PARKER PRIZE**

(1980) Funded by the family and friends in memory of Sanford S. Parker, CC'37, this prize is 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.

#### **CAROLINE PHELPS STOKES PRIZE**

(1910) Established at the bequest of Caroline Phelps Stokes, this prize is 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 is 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, this prize is 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**

#### **ALFRED MORITZ MICHAELIS PRIZE**

(1926) Established by Mrs. Jeanette Michaelis in memory of her son, Alfred Moritz Michaelis, CC 1920, this prize is 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.

**PROFESSOR VAN AMRINGE MATHEMATICAL PRIZE**

(1910) Established by George G. DeWitt, CC 1867, this prize is 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, this prize is 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****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, this prize is 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, this prize is 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, this prize is awarded to students in the College for excellence in the public delivery of English orations.

**ROBERT W. GOLDSBY FUND**

(2019) Awarded to the Columbia College student who demonstrates excellence in the dramatic arts.

**PHILOLEXIAN CENTENNIAL WASHINGTON PRIZE**

(1902) Gift of J. Ackerman Coles, CC 1864. This prize is 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, film or dance.

**VAN RENSSELAER PRIZE**

(1926) Gift of Maximilian Foster, this prize is awarded to the candidate for a degree in Columbia University who is the author of the best example of English lyric verse.

**GEORGE EDWARD WOODBERRY PRIZE**

(1935) Established by the Woodberry Society of New York, this prize is awarded every second year to an undergraduate student in Columbia University for the best original poem.

**DEPARTMENT PRIZES****African American and African Diaspora Studies****ELLA BAKER AWARD FOR OUTSTANDING ACADEMIC ACHIEVEMENT****RALPH JOHNSON BUNCHE AWARD FOR LEADERSHIP AND SERVICE****Art History and Archaeology****SENIOR THESIS PRIZE IN ART HISTORY AND ARCHAEOLOGY****Biological Sciences****THE BRIDGES AND STURTEVANT PRIZE IN BIOLOGICAL SCIENCES****CHARLES A. HUEBSCHMANN PRIZE****Center for the Study of Ethnicity and Race****CSER AWARD FOR ACADEMIC EXCELLENCE****CSER AWARD FOR BEST THESIS****Chemistry****BRIAN BENT AWARD****RICHARD BERSOHN PRIZE****THOMAS J. KATZ PRIZE****Comparative Literature and Society****CATHERINE MEDALIA JOHANNET MEMORIAL PRIZE IN COMPARATIVE LITERATURE AND SOCIETY**



**Computer Science****THEODORE R. BASHKOW AWARD****COMPUTER SCIENCE DEPARTMENT AWARD****JONATHAN L. GROSS AWARD FOR ACADEMIC EXCELLENCE****ANDREW P. KOSORESOW MEMORIAL AWARD FOR EXCELLENCE IN TEACHING AND SERVICE****RUSSELL C. MILLS AWARD****Creative Writing****ELLIS AVERY PRIZE FOR CREATIVE WRITING****Drama and Theatre Arts****DASHA AMSTERDAM EPSTEIN AWARD IN PLAYWRITING****DESIGN AND PRODUCTION AWARD IN THEATRE****Earth and Environmental Sciences****WALTER PITMAN SENIOR THESIS AWARD****Economics****ROMINE PRIZE****English and Comparative Literature****ACADEMY OF AMERICAN POETS POETRY PRIZE****CHARLES PATERNO BARRATT-BROWN MEMORIAL PRIZE****ARTHUR E. FORD POETRY PRIZE****JOHN VINCENT HICKEY PRIZE****Film and Media Studies****PAT ANDERSON PRIZE IN FILM REVIEWING****GUY GALLO MEMORIAL AWARD IN SCREENWRITING****ANDREW SARRIS MEMORIAL AWARD FOR FILM CRITICISM****French and Romance Philology****PROMISE IN FRENCH STUDIES****SENIOR FRENCH PRIZE****History****CHARLES A. BEARD PRIZE IN HISTORY****FACULTY SPECIAL PRIZE****LILY PRIZE IN HISTORY****GARRETT MATTINGLY PRIZE****UNDERGRADUATE EDUCATION COMMITTEE PRIZE****Latin American and Iberian Cultures****SUSAN HUNTINGTON VERNON PRIZE****Music****CHARLES S. MILLER AWARD****DOUGLAS MOORE PRIZE****BORIS AND EDNA RAPPOPORT PRIZE****Philosophy****DAVID H. SIFF PHILOSOPHY OF SCIENCE AWARD****Political Science****THE PHYLLIS STEVENS SHARP FELLOWSHIP IN AMERICAN POLITICS****Religion****PETER AWN UNDERGRADUATE PAPER PRIZE****Slavic Languages****THE AMERICAN COUNCIL OF TEACHERS OF RUSSIAN SCHOLAR LAUREATE AWARD****ROBERT A. MAGUIRE PRIZE IN SLAVIC STUDIES****PUSHKIN POETRY PRIZE****Sociology****GRANT SQUIRES PRIZE IN SOCIOLOGY****Sustainable Development****STUART GAFFIN AWARD FOR LEADERSHIP AND ENGAGEMENT****Women, Gender, and Sexuality Studies****FEMINIST TO THE CORE ESSAY PRIZE****QUEER STUDIES AWARD****WOMEN'S AND GENDER STUDIES ESSAY PRIZE****FELLOWSHIPS FOR GRADUATE STUDY****HARRY J. CARMAN FELLOWSHIP**

(1949) Established by friends and former students of Harry J. Carman GS 1919, former dean of Columbia College, this fellowship is awarded annually to a Columbia College senior who exhibits intellectual promise for advanced study.

**JARVIS AND CONSTANCE DOCTOROW FELLOWSHIP**



(2005) Established by the Jarvis and Constance Doctorow Foundation, this fellowship is awarded annually to a Columbia College senior for one year of study at St. Edmund Hall, Oxford University.

#### **HENRY EVANS TRAVELLING FELLOWSHIP**

(1928) Established by Mrs. Henry Evans in memory of her husband, Henry Evans CC 1881, this fellowship is awarded annually to graduating seniors at Columbia College who are planning to undertake a research project of a creative nature that requires travel rather than formal graduate study.

#### **HOLTHUSEN-SCHINDLER ENDOWMENT FUND**

(2000) Established through a bequest from the estate of Lenore S. Holthusen GS'51, the widow of Hen Holthusen CC 1915, LAW 1917, this scholarship is awarded to graduates of Columbia College who continue their education at Columbia Law School.

#### **EURETTA J. KELLETT FELLOWSHIPS**

(1932) Established through a bequest from the estate of Eurette Jane Schlegel, this fellowship is awarded to Columbia College seniors who have shown exceptional proficiency in the study of liberal arts for one or two consecutive years of study at Oxford University or Cambridge University.

### **SPECIAL UNDERGRADUATE FELLOWSHIPS**

#### **BEESEN GLOBAL EXPERIENCE TRAVEL FELLOWSHIPS**

(2015) Established by Charles F. Beesen LS'58, this fellowship is awarded annually to undergraduate students of Columbia College and Barnard who are not native speakers of French for summer study abroad in Paris.

#### **THE CLASS OF 1939 SUMMER RESEARCH FELLOWSHIP**

(1989) Established by the Class of 1939 in honor of the 50th anniversary of their graduation, this fellowship grants students the opportunity to pursue their intellectual goals, gain valuable research experience, and cultivate stronger relationships with faculty members.

#### **THE COMER UNDERGRADUATE SUMMER RESEARCH FELLOWSHIP IN CLIMATE SCIENCES**

(2023) This fellowship supports undergraduate students participating in summer research projects related to sustainability and climate. First-generation, low-income and/or underrepresented students are particularly encouraged to apply. The fellowship seeks to create meaningful new research opportunities, with the ultimate goal of encouraging a more diverse community of students who seek to pursue graduate study or professional engagement in climate related fields.

#### **HERBERT DERESIEWICZ SUMMER RESEARCH FELLOWSHIP**

(2011) Established by Robert Leslie Deresiewicz CC'79, P: CC'13, CC'16, in memory of his father Herbert Deresiewicz

SEAS'48, SEAS'52, P: CC'79, CC'85, BC'78, GSAS'90, GSAS'93, GSAS'98, JRN'87, PT'79, a long time SEAS faculty member and department chairman who held a deep and abiding love for undergraduate teaching. This fellowship is awarded to a Columbia College or SEAS student for full-time laboratory research on the Morningside Heights campus in biological sciences, biomedical engineering, chemistry or chemical engineering.

#### **INTERNATIONAL AFFAIRS FELLOWSHIP FUND**

(2019) Established by an anonymous donor, this fellowship is awarded to Columbia College juniors majoring in political science proposing summer research focusing on international relations, human rights, or regional studies.

#### **SOLOMON AND SEYMOUR FISHER CIVIL LIBERTIES FELLOWSHIP**

(1989) Established by Solomon Fisher, CC'36, LAW'38, P: CC'62, GSAS'68 and Seymour Fisher, CC'45, this fellowship is awarded annually to a Columbia College student for work during the summer at the Legal Department of the American Civil Liberties Union National Office in New York City.

#### **KLUGE FELLOWS SUMMER RESEARCH GRANT**

(1988) Established by John Kluge, CC'37, P: CC'05 this fellowship. Administered by the Columbia University Scholars Program (CUSP) [Summer Enhancement Fellowships](#), grants are awarded competitively to students from underrepresented groups for independent research projects 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 in memory of Richard Lewis Kohn CC'60 from gifts of various donors, this fellowship is awarded annually to a Columbia College student for study during the junior year in Great Britain.

#### **MYRA KRAFT PRIZE FOR EXCEPTIONAL PRACTICAL EXPERIENCE IN HUMAN RIGHTS ADVOCACY**

(2013) Established by Robert Kraft CC'63, P: CC'94, in memory of his wife Myra Kraft P: CC'94, this prize is awarded to the rising Columbia College senior majoring in human rights for a summer or one-term human rights internship.

#### **MELLON MAYS UNDERGRADUATE FELLOWSHIP**

(1996) Awarded in the spring semester of the sophomore year to undergraduates who wish to pursue a Ph.D., whose research interests display a commitment to diversifying humanistic fields of study, and whose intellectual and social commitments embody those of the late Dr. Benjamin Mays. The fellowship supports a two-year academic enhancement program funded by the Andrew W. Mellon Foundation.

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

(2015) Established by Nobuhisa Ishizuka CC'82, LAW'86 this fellowship is awarded annually to a Columbia College student for an international experience studying Japanese language and culture.

#### **PRESIDENTIAL GLOBAL FELLOWSHIP**

(2014) Established by Lee C. Bollinger, Columbia University's 19th president, the fellowship is awarded to first-year undergraduates (CC, SEAS, GS) for participation in global engagement opportunities.

#### **SANFORD S. PARKER PRIZE SUMMER FELLOWSHIPS**

(1980) Funded by the family and friends of Sanford S. Parker CC'37, this prize is awarded to Columbia College juniors who aspire 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) Established by Brooke Kamin Rapaport and Richard A. Rapaport CC'69, P: CC'22, this music fellowship is awarded to Columbia College students who are particularly gifted in musical performance, composition or conducting.

#### **ARTHUR ROSE TEACHING ASSISTANTSHIP**

(1958) Established by Mr. and Mrs. Bennett Rose in memory of their son, Arthur Rose. This fellowship is awarded to a senior in Columbia College whose work supports 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 by John Stevens Sharp CC'79, GSAS'80, GSAS'82, this fellowship is awarded to Columbia College students majoring in political science for research in American politics or policy making or uncompensated internships in a government office, agency, or other organization serving the public.

#### **SUMMER UNDERGRADUATE RESEARCH FELLOWSHIP**

Awarded to undergraduate students 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 full time research.

#### **RICHMOND B. WILLIAMS TRAVELLING FELLOWSHIP**

(1988) Established through a bequest from the estate of Richmond B. Williams CC'1925, JRN'1925, this fellowship is awarded to Columbia College juniors majoring in English for a summer research project requiring foreign travel.

#### **YATRAKIS SUMMER RESEARCH FELLOWSHIP**

(2019) Established in honor of Kathryn B. Yatrakis GSAS'76, GSAS'81, P: CC'94, CC'96, CC'05 by her family, this

fellowship is awarded to Columbia College students for summer research in urban studies.

## **SPECIAL ENDOWMENTS**

#### **CLASS OF 1954 URBAN NEW YORK PROGRAM ENDOWMENT**

(1981) Established by the Class of 1954, this fund enables students and faculty to jointly experience cultural events through the Urban New York Program.

#### **ARNOLD I. KISCH, M.D., AND VICTORIA L. J. DAUBERT, PH.D FUND FOR STUDENTS TO EXPERIENCE OPERA IN N.Y.C.**

(1993) Created for students to experience opera in New York City within the Urban New York Program.

#### **VALENTINI ENDOWMENT FUND FOR THE COLUMBIA COLLEGE JOURNEY**

(2021) Established in honor of James J. Valentini's tenure as dean of Columbia College, this fund provides support for students pursuing experiences beyond the classroom, including unpaid or low-paid internships, research opportunities with Columbia faculty or faculty at other institutions, community engagement opportunities and summer study abroad.

# STANDARDS AND DISCIPLINE

All members of Columbia University's community are expected to conduct themselves in ways that are honest and that respect the rights of others at all times. Dean's Discipline refers to the process through which Columbia College responds to allegations of student academic or behavioral misconduct. The primary aim of the Dean's Discipline process is to educate students about the impact their behavior may have on their own lives as well as on the greater community, and therefore it is not designed as an adversarial or legal process.

The Dean's Discipline process is initiated when the College or University receives a report that a student has allegedly violated Columbia College or University policies or local, State, or Federal laws. 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.

The Center for Student Success and Intervention (CSSI) is responsible for all disciplinary affairs concerning Columbia College students that are not reserved to some other office or organization within the College or University. CSSI uses a "360-degree lens" approach to its work with students, which includes matters of student conduct, intervention case management, and student support initiatives.

Columbia College students are expected to familiarize themselves with [Standards and Discipline](#) and the comprehensive list of policies and expectations available on the [Center for Student Success and Intervention](#) website.

## ACADEMIC INTEGRITY

A Columbia College education has two complementary elements: the intellectual development of bodies of knowledge and habits of mind, and the overall development of moral character and personal ethics. These elements are supported by a commitment to academic integrity.

Academic integrity defines an intellectual community and its educational mission. As members of the intellectual community of Columbia College, students are expected to respect and acknowledge the intellectual work of others and denote clearly how their own work relates to that of others.

Columbia College provides support for students as they learn and practice the tenets of academic integrity in their undergraduate studies through the office of [Academic Integrity](#), a part of the office of Students and Family Support. The office of Academic Integrity provides training on academic integrity for all incoming students to the College through

mandatory online programs for new students and through a variety of programs throughout the academic year. The office's [website](#) provides detailed information for students on the policies around academic integrity, including the student Honor Code that governs all academic work, the various forms of academic dishonesty that students should avoid, and resources for students to utilize in their own work. Students with questions are encouraged to contact the office at [ugrad-integrity@columbia.edu](mailto:ugrad-integrity@columbia.edu).

Violating the standards 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:

- Academic Dishonesty, Facilitation of
- Assistance, Unauthorized
- Bribery
- Cheating
- Collaboration, Unauthorized
- Dishonesty
- Ethics, Honor Codes, and Professional Standards, Violation of
- Failing to Safeguard Work
- Giving or Taking Academic Materials, Unauthorized
- Obtaining Advanced Knowledge
- Plagiarism
- Sabotage
- Self-Plagiarism
- Test Conditions, Violation of
- Use of Artificial Intelligence Tools, Unauthorized

Violations of the policies regarding the above categories will be subject to Dean's Discipline.

## ACADEMIC INTEGRITY IN THE VIRTUAL AND HYBRID CLASS ENVIRONMENT

The Columbia undergraduate classroom, whether real or virtual, is a vital and dynamic space for learning, sustained by the expectation that the class experience is shared only by participants in the course. The free and respectful exchange of ideas is the foundation of teaching and learning and can occur

only if all course participants agree as a matter of academic integrity (subject to standard penalties) to respect the guidelines established below.

To support and sustain the class experience, the Columbia undergraduate Committee on Instruction sets forth the following expectations, pertaining both to course materials and to course meetings:

- Course materials, including handouts, readings, slides, and attendant materials must not be broadly shared, distributed, or sold outside the course environment (including on social media) without permission of the instructor. They must be understood as the product of instructors' intellectual work, and treated as their property.
- The contents of class discussion and breakout rooms may not be circulated outside the classroom, in whole or in part, for non-educational purposes (e.g., on social media) or outside the Columbia community. Students are expected to respect the complex dynamics of class discussion and use discretion when repeating the ideas of others outside of the classroom. The audio and visual recordings of class discussion and breakout rooms belong to the course participants and must be understood in the context of the course. This is especially crucial to protect the identity of speakers; in certain circumstances, failure to do so could be a form of bullying and could endanger course participants.
- Recordings of class sessions must not be shared, in whole or in part, with those outside the class. Students are not permitted to record any portion of class sessions without the explicit consent of the instructor.

Violations of the policies regarding the above categories will be subject to Dean's Discipline.

## BEHAVIORAL STANDARDS

University policy regarding behavior standards have been developed for the purposes of maintaining a safe and healthy educational environment. Categories of prohibited conduct include, but are not limited to, the following:

- Unauthorized Access/Egress
- Prohibited use of Alcohol
- Collusion
- Prohibited use of Columbia University Identification Card
- Violation of Columbia University Non-Discrimination Statement
- Unauthorized Use of Columbia Identity (or affiliated organizations)
- Unauthorized Copying and/or Distribution
- Disruptive Behavior

- Endangerment
- Endangerment to Animals
- Failure to Comply
- Falsification
- Violation of Fire Safety Policies
- Harassment
- Hazing
- Violation of Illegal Drugs Policy
- Violation of Information Technologies Policies
- Violation of the Laws
- Retaliation
- Sales and Solicitation
- Violation of University Smoking Policy
- Unauthorized Surveillance/Photography
- Theft
- Violation of University Policies
- Vandalism/Damage to Property
- Weapons

Violations of the policies regarding the above categories will be subject to Dean's Discipline.



# COLUMBIA UNIVERSITY POLICIES

Since policies and procedures are subject to change, please check the [Columbia University website](#) for the most current information.

## RESERVATION OF UNIVERSITY RIGHTS

This *Bulletin* is intended for the guidance of current Columbia students and faculty, as well as for the guidance of persons applying for or considering application for admission to Columbia College of Columbia University.

In general, this *Bulletin* sets forth 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 [University Policies](#), which includes information on the following:

- Additional Policy Sources for the Columbia Community
- Central Administration of the University's Academic Programs
- Consumer Information
- Crime Definitions in Accordance with the Federal Bureau of Investigation's Uniform Crime Reporting Program
- Essential Resources:
  - Campus Safety and Security
  - Disability Services
  - Ombuds Office
  - Transcripts and Certifications
- FERPA - Policy on Access to Student Records under the Federal Family Educational Rights and Privacy Act (FERPA) of 1974, as Amended
- Gender-Based Misconduct Policies for Students
- Information Technology Policies

- International Travel Planning Policy
- Involuntary Leave of Absence Policy
- Military Leave of Absence Policy
- Non-Retaliation Policy
- Policies on Alcohol and Drugs
- Policies and Procedures on Nondiscrimination and Harassment
- Policy on Partisan Political Activity
- Protection of Minors
- Social Security Number Reporting
- Student Email Communication Policy
- University Event Policies
- University Regulations (Including Rules of University Conduct)
- Use of Hoverboards on University Campus and Property
- Use of Unmanned Aircraft Systems on University Campus and Property
- Voluntary Leave of Absence Policy
- Involuntary Leave of Absence Policy

## STUDENT GRIEVANCE POLICIES AT COLUMBIA UNIVERSITY

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. 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.

**Please note that the policies and processes listed here are meant to address any potential concerns about a faculty member's *professional conduct and behavior* toward students in the classroom or in other instructional settings. Potential concerns about *grades awarded by a faculty member* are covered by separate policies and procedures, which can be found on the College's website under "Academics".**

Columbia believes that both students and faculty have the right to express their views freely, within an atmosphere of tolerance and civility. Faculty may present students with ideas and interpretations that surprise, and even offend them. But they must do so in an environment that is open to divergent views. Faculty, of course, must not discriminate on the basis



of race, gender, sexual orientation, disability, religion, or other inappropriate categories.

The University offers several avenues of assistance to students who feel that their professors have not lived up to these responsibilities. These range from informal counseling and mediation to formal grievance processes. It is a violation of University policy to retaliate against any student who brings a grievance procedure in good faith.

## The Ombuds Office

When students encounter problems that they feel they cannot discuss with their professors, they may, instead, turn to the University Ombuds Office (<http://ombuds.columbia.edu>) for information, clarification of University policies, and confidential advice. The Ombuds Officer may refer students to other offices for further assistance or engage in informal mediation at the request of students. The Ombuds Officer does not have the authority to conduct formal investigations.

## Deans and Department Chairs

Students may also approach the chair of the department in which their course is given for advice and assistance in resolving problems with individual faculty. If they are not satisfied with the assistance they receive or consider the chair to be part of the problem, they may seek assistance from the dean of the School within which they are enrolled or the dean or vice president overseeing the School within which the course is offered. The deans and vice presidents are authorized to conduct formal investigation of student complaints against their professors and, when they consider it appropriate, provide relief to the student or impose sanctions against the professor in a manner that is consistent with the University's disciplinary policies for faculty. The form such investigations take is left to the discretion of the deans and vice presidents.

## Office of Equal Opportunity and Affirmative Action

When students believe that they have been the victims of discrimination or sexual harassment by faculty, they may seek assistance from the Office of the Associate Provost for Equal Opportunity and Affirmative Action (<http://eoaa.columbia.edu>). As described in the University's Policy Statement on Discrimination and Sexual Harassment, the Associate Provost for Equal Opportunity and Affirmative Action is empowered to conduct investigations of their complaints, with certain exceptions, as well as provide confidential advice and engage in informal mediation. The Associate Provost may exercise those responsibilities herself or delegate them to a designee. If at any time a complaint is filed with a governmental agency or court, the University procedures must cease immediately.

See the list below for links to school-specific guidance.

[Faculty of Arts and Sciences](#)

## Columbia College

## GRADUATION

The B.A. degree is typically awarded three times during the year: in February, May, and October. Under special circumstances, a degree scheduled to be awarded in May may be awarded in June instead.

Each May, the College celebrates the students who have completed the requirements for the Bachelor of Arts degree from Columbia College in its Class Day ceremony. Information on the College's Class Day is shared each Spring with students who have completed or will complete the requirements for the Bachelor of Arts degree in the academic year ending that May.

Each May, the University confers degrees on the students who have completed the requirements for the Bachelor of Arts degree from Columbia College in the University-wide Commencement ceremony (see [Academic Calendar](#)). For complete Commencement information, please visit the official [Columbia University Commencement website](#).

Diplomas are mailed to students after the degree has been officially conferred by the University.

## Graduation Requirements

You should consult with your academic advisor within your school or department to be sure all of your graduation requirements have been met. In order to be eligible to graduate, Columbia College students must have completed 124 points of academic credit, which must include the full Core Curriculum and all requirements for a major, and must have a cumulative GPA of 2.0 or higher.

Students in Columbia College can use the Degree Audit Report (DAR) through [SSOL](#). The DAR is used by both students and staff as a tool to help track students' progress toward the degree. The DAR is a tool for advising and is not considered the equivalent of an official transcript by the College or the University.

Note: Deans and advisors are the final authorities on whether graduation requirements have been met.

## Degree/Certificate Application

**In order to be considered for a degree or certificate, you must file an application with your school or department.**

You should submit the Application for Degree or Certificate by the appropriate deadline.

For 2024-2025, the dates are:

September 1, 2024 - Degrees conferred October 16, 2024

November 1, 2024 - Degrees conferred February 12, 2025

January 1, 2025 - Degrees conferred May 21, 2025

March 1, 2025 - Degrees conferred June 30, 2025

Columbia College students should consult the section **Academic Regulations—Graduation** above for more details on applying for the Bachelor of Arts and on receiving the diploma of the degree.

Additional Information:

- [Application for Degree or Certificate — University Registrar](#)
- [Graduation and Diplomas — University Registrar](#)
- [Commencement Week](#)
- [GradZone](#)

## IMMUNIZATION REQUIREMENTS

Before students are permitted to register for classes, there are several immunization requirements that all students—regardless of credit load—must complete. For this reason, a hold is placed on registration for all incoming students.

***Documentation is upon admission or at least 30 days prior to a student's scheduled registration date.***

1. Measles, Mumps, and Rubella (MMR): New York State public health law and University policy requires that all students born on or after January 1, 1957 document immunity to measles, mumps, and rubella.
2. Meningitis decision: New York State public health law and University policy requires that students certify their decision about receiving the meningococcal meningitis vaccine (menACWY) on the Patient Portal. Those indicating they have received the vaccine must upload documentation showing the vaccine was received in the last 10 years.

### **Submit Documentation**

Submit the University immunization form and all proof/documentation via the [Columbia Health Patient Portal](#) (Immunization Record section under Medical Clearances). All documentation must be in English or accompanied by a certified translation.

Records may also be sent via other options as outlined on the Columbia Health website, though records submitted outside of the Patient Portal process may experience significantly longer processing times.

All forms are processed in the order in which they are received.

Columbia University does not expedite processing of late forms. As such, any delays in submitting or an incomplete submission will result in registration delays.

### ***Exemptions***

Columbia University is committed to providing a safe, inclusive, and supportive experience for all students and recognizes medical contraindications to vaccination as well as student observance of their faith as it pertains to the practice of immunization.

To request a medical or religious exemption, please complete the appropriate request forms, read the required Vaccine Information, attach all supplemental materials, and upload all documents to the [Columbia Health Patient Portal](#) (Upload Immunization Record section under Medical Clearances) prior to the deadline. Note that students requesting an exemption must submit separate forms for each vaccine exemption request. Learn more about exemption requests on the [Immunization Compliance](#) page.

For information about these requirements visit the [Immunization Compliance](#) page, or email [immunizationcompliance@columbia.edu](mailto:immunizationcompliance@columbia.edu).

## IMMUNIZATION RECOMMENDATIONS

[Columbia Health](#) recommends that students receive all routine childhood vaccinations, an updated tetanus booster, vaccination for Hepatitis B (three-dose series), and varicella (chicken pox). These vaccines are available at [Columbia Health](#) Medical Services.

Students who have paid the Columbia Health & Related Services Fee are not charged for the following vaccines when administered at Columbia Health Medical Services:

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
10. Varicella
11. Up-to-date COVID-19 vaccination (strongly recommended)

For all other vaccinations, students are charged for the cost of the vaccine. Vaccinations are available to students who have not paid the Columbia Health & Related Services Fee for a minimal cost.

\*MMR vaccine cost will be charged if it is administered to meet pre-matriculation immunization requirements.

## 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](#)

Department of Education, Office for Civil Rights (New York Office), [OCR.NewYork@ed.gov](mailto:OCR.NewYork@ed.gov)

## 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, coursework or class 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.

## 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 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](#).

Columbia University's [Sexual Respect](#) website ([sexualrespect.columbia.edu](http://sexualrespect.columbia.edu)) provides additional information and resources for students, faculty, and staff. 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.

Complaints against students for other forms of discrimination and harassment are processed in accord with the policies and procedures found on the website for the Columbia Gender-Based Misconduct Office ([genderbasedmisconduct.columbia.edu](http://genderbasedmisconduct.columbia.edu)).

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, Harassment, Sexual Assault, Domestic Violence, and Stalking](#). 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 [Policy on Romantic and Sexual Relationships between Faculty/Staff and Undergraduate Students](#) states that no faculty or staff member shall initiate or accept sexual or romantic advances or engage in a romantic or sexual relationship with any undergraduate student enrolled in Columbia College, the Fu Foundation School of Engineering

and Applied Science, the School of General Studies, or Barnard College or other affiliate of Columbia, regardless of whether the faculty member has a supervisory role over the student.

For further information and assistance, contact:

Office of Equal Opportunity and Affirmative Action,  
[eoaa.columbia.edu](http://eoaa.columbia.edu)

Gender-Based Misconduct Office,  
[genderbasedmisconduct.columbia.edu](http://genderbasedmisconduct.columbia.edu)

## Additional Resources

Columbia offers a number of confidential resources to students who believe they have been subjected to discrimination, harassment or gender-based or sexual misconduct and who do not wish to report to the University:

Columbia Health Sexual Violence Response and Rape Crisis/Anti-Violence Support Center (Confidential),  
[health.columbia.edu/svr](http://health.columbia.edu/svr), 24/7/365 Helpline: 212-854-4357 (HELP)

Columbia Health Medical Services (Confidential),  
[health.columbia.edu/medical](http://health.columbia.edu/medical), 212-854-7426

Columbia Health Counseling and Psychological Services (Confidential), [health.columbia.edu/cps](http://health.columbia.edu/cps), 212-854-2878

Ombuds Office, [ombuds.columbia.edu](http://ombuds.columbia.edu), 212-854-1493

Office of the University Chaplain, [ouc.columbia.edu](http://ouc.columbia.edu), 212-854-1234

## UNDERGRADUATE INTERNATIONAL TRAVEL POLICY

All matriculated undergraduates participating in Columbia-Led, Columbia-Facilitated and/or Columbia-Recognized international travel **will be required to obtain School Sponsorship** at least 4 weeks prior to departure.

Application for School Sponsorship is comprised of the following steps. All steps must be completed prior to travel departure:

1. Complete and Submit a **School Sponsorship Request Form** - including all travel destinations and side trips while abroad.
2. Complete **Pre-Departure Orientation**.
3. Abide by all University requirements, including:
  - a. Register all travel with the University's international travel assistance services – International SOS (ISOS).
  - b. Maintain a health insurance policy that will also provide coverage outside the U.S. for routine, urgent, and emergent care (such as the Columbia Student Health Insurance Plan).

4. Complete the **Assumption of Risk, Waiver and Release Form**, which must be signed by the undergraduate.

5. Complete or adhere to any additional safety protocol measures recommended by the Undergraduate Travel Review Committee.

Undergraduates are expected to begin the application for School Sponsorship **as soon as an opportunity that would require international travel has been secured, and submit a completed application no later than 4 weeks prior to departure.**

Once School Sponsorship is approved and issued, undergraduates may continue their work with a sponsoring unit/program to begin/continue their preparation for a specific Columbia-Led, Columbia-Facilitated and/or Recognized travel program.

Undergraduates are required to immediately notify the Undergraduate Travel Review Committee should any changes to their location occur during the duration of their travel so their School Sponsorship file may be updated.

The undergraduate schools reserve the right to revoke sponsorship, support and funding if any step of the School Sponsorship process is not completed or acknowledged prior to departure and/or if the Undergraduate Travel Review Committee determines after review that the travel would be imprudent, based on assessment of the risk variables involved and/or the particular facts of the application. The purchase of travel protection insurance is strongly recommended to potentially mitigate financial loss in case of trip cancellation or interruption.

If a country or region is placed on the medium, high, or extreme risk list during travel, the Undergraduate Travel Review Committee will assess the risks of remaining in or departure from the country or region. Undergraduates will be advised of the risks and, if necessary, provided a recommended course of action. The undergraduate schools reserve the right to revoke sponsorship, support and funding should the undergraduate not follow the recommendations of the Undergraduate Travel Review Committee (UTRC).

The full Undergraduate International Travel Policy can be found on the UTRC website: [www.cc-seas.columbia.edu/travelpolicy/policy](http://www.cc-seas.columbia.edu/travelpolicy/policy).

## VETERANS BENEFITS AND TRANSITION ACT OF 2018

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:



- Prevent nor delay the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

## 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, including course descriptions, 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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- [American Studies](#) (p. 186)
- [Ancient Studies](#) (p. 189)
- [Anthropology](#) (p. 193)
- [Archaeology](#) (p. 212)
- [Architecture](#) (p. 218)
- [Art History and Archaeology](#) (p. 230)
- [Astronomy](#) (p. 246)
- [Biological Sciences](#) (p. 260)
- [Business](#) (p. 290)
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- [Creative Writing](#) (p. 411)
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- [Ecology, Evolution, and Environmental Biology](#) (p. 504)
- [Economics](#) (p. 517)
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- [Medieval and Renaissance Studies](#) (p. 767)
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- [Music](#) (p. 786)
- [Philosophy](#) (p. 823)
- [Physical Education and Intercollegiate Athletics](#) (p. 835)
- [Physics](#) (p. 848)
- [Political Science](#) (p. 864)
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- [Religion](#) (p. 914)
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- [Slavic Languages](#) (p. 951)
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- [Women's and Gender Studies](#) (p. 1036)

# AFRICAN AMERICAN AND AFRICAN DIASPORA STUDIES

## THE AFRICAN AMERICAN AND AFRICAN DIASPORA STUDIES DEPARTMENT:

**African American and African Diaspora Studies:** 758  
Schermerhorn Extension; 212-854-7080; [https://  
afamstudies.columbia.edu/](https://afamstudies.columbia.edu/)

**Chair, African American and African Diaspora  
Studies:** Professor Mabel O. Wilson, [mow6@columbia.edu](mailto:mow6@columbia.edu)

**Director of Undergraduate Studies:** Professor Farah Jasmine  
Griffin; [fjg8@columbia.edu](mailto:fjg8@columbia.edu)

**Director of Academic Administration and Finance:** Shawn  
Mendoza; [s.mendoza@columbia.edu](mailto:s.mendoza@columbia.edu) ([sm322@columbia.edu](mailto:sm322@columbia.edu))

**Administrative Assistant:** Sharon  
Harris; [sh2004@columbia.edu](mailto:sh2004@columbia.edu)

## THE STUDY OF AFRICAN AMERICAN AND AFRICAN DIASPORA STUDIES

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 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 and African Diaspora 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 and African Diaspora 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 and African Diaspora 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 and African Diaspora 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 AND AFRICAN DIASPORA STUDIES DEPARTMENT THESIS

Although the senior thesis is a prerequisite for consideration for departmental honors, all African American and African Diaspora 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 third year 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 of their junior year.** 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).

## DEPARTMENTAL PRIZES

### **Ralph Johnson Bunche Award for Leadership and Service**

The Bunche Award recognizes an undergraduate who has demonstrated a tremendous capacity for leadership and provided distinguished service to the Institute for Research in African American Studies.

The award is named in honor of Ralph Johnson Bunche (1901-1971), the highest American official in the United Nations. For his conduct of negotiations leading to an armistice in the First Arab-Israeli War, he received the Nobel Peace Prize in 1950; he was the first African American recipient of this honor.

### **Ella Baker Award for Outstanding Academic Achievement**

The Ella Baker Prize is awarded annually to an undergraduate who has demonstrated academic excellence, intellectual commitment to the field of African American Studies and who has written a thesis that advances our understanding of the African American experience.

The award is named for the brilliant activist, organizer, leader and Harlem resident, Ella Baker. Baker served as a field secretary for the NAACP before organizing the Southern Christian Leadership Conference under the leadership of Dr. Martin Luther King. Following her departure from SCLC she helped student activists organize the Student Non-violent Coordinating Committee. She would serve as an important mentor to these young people throughout the rest of her life.

## SENIOR FACULTY

Jafari Allen (African American and African Diaspora Studies)  
Edwidge Danticat (African American and African Diaspora Studies)

Farah J. Griffin (English and Comparative Literature)

Frank Guridy (History)

Kellie E. Jones (Art History and Archaeology)

Samuel K. Roberts (History)

Josef Sorett (Religion)

Brandi T. Summers (African American and African Diaspora Studies)

Mabel O. Wilson (Architecture, Planning and Preservation)

### **Junior Faculty**

Nyle Fort (African American and African Diaspora Studies)

Rachel Grace Newman (African American and African Diaspora Studies)

## **RESEARCH FELLOWS**

Vanessa Argard-Jones (Anthropology)

Fredrick C. Harris (Political Science)

Racquel Gates (School of the Arts)

Carl Hart (Psychology)

Obery Hendricks (Religion/African-American Studies)

David Knight (Sociology)

Colin Wayne Leach (Psychology and Africana Studies, Barnard College)

Natasha Lightfoot (History)

Mignon Moore (Sociology - Barnard)

Robert O'Meally (English and Comparative Literature)

Kimberly Springer (Rare Book & Manuscript Library  
Columbia University)

## **AFFILIATED FACULTY**

Belinda Archibong (Economics)

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)

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)

David Scott (Anthropology)

Susan Strum (Law School)

## **IN MEMORIUM**

Marcellus Blount

Steven Gregory

Manning Marable, founder of IRAAS

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### **Governed Electives**

The "governed electives" category must include courses from at least three different departments, providing an interdisciplinary background in the field of African-American Studies. (Note: you cannot count one of your governed electives within your designated area of study).

### **Designated Area of Study**

A Designated Area of Study, preferably within a distinct discipline (for example, history, politics, sociology, literature, anthropology, psychology, etc.). Students may also select courses within a particular geographical area or region or an interdisciplinary field of study.

Any of the departmental disciplines (history, political science; sociology, anthropology, literature, art history; psychology, religion, music, etc.)

Any of the pertinent area studies (African Studies; Caribbean/Latin American; Gender Studies; etc.).

Please note that the major/concentrator is not allowed to "create" or "make up" a designated area of study without the

direct approval of the Director of Undergraduate Studies, and that such approval must be sought before the student has embarked on the course of designated area of study, and that such approval will be granted only in very rare and exceptional cases. Under no circumstances should the major/concentrator hope to take a series of courses only later to “create” a Designated Area of Study around these courses.

## UNDERGRADUATE PROGRAMS OF STUDY

### Major in African American and African Diaspora Studies

A minimum of twenty-seven (27) points is required for the completion of the major. 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.

#### Core Requirements

All majors must complete to satisfaction the core required courses. The core requirements are:

- (1) Introduction to African-American Studies - 4 Points
- (2) Major Debates in African-American Studies - 4 Points
- (3) Governed Elective - 4 Points
- (4) Governed Elective - 4 Points
- (5) Senior Seminar - 4 Points
- (6) Designated Area of Study Course (DAS) - 3 Points
- (7) DAS or Senior Pro Seminar - 4 Points

### Minor in African American and African Diaspora Studies

The minor in African American and African Diaspora Studies requires five courses for 16-20 points.

Students are required to complete:

- (1) Introduction to African-American Studies - 4 Points
- (2) Social Science Elective
- (3) Humanities Elective
- (4) Designated Area of Study Course (DAS)
- (5) Designated Area of Study Course (DAS)

Students should consult with the DUS for assistance in designing their minor as soon as they declare. Introduction to African American Studies should be taken as early as possible since it provides the basic foundation for both the major and minor and introduces other areas of study; some students will have taken it prior to declaring the minor. The Social Science and Humanities electives are designed to give students a sense of interdisciplinary breadth. The designated area of study courses will give them the intellectual depth in a subfield, subject or geographic area and many be taken as they advance in the minor.

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

### Concentration in African American and African Diaspora Studies

A minimum nineteen (19) points is required for the completion of the concentration.

#### Core Requirements

All concentrators must complete to satisfaction the core required courses. The core requirements are:

- (1) Introduction to African-American Studies - 4 Points
- (2) Governed Elective - 4 Points
- (3) Governed Elective - 4 Points
- (4) Senior Seminar - 4 Points
- (5) Designated Area of Study Course (DAS) - 3-4 Points

### AFAS UN1001 INTRO TO AFRICAN-AMER STUDIES. 4.00 points.

Prerequisites: Students need to register for a section of AFAS UN1010, the required discussion section for this course.

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 inter-disciplinary 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 2024: AFAS UN1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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AFAS 1001 001/15423 M W 4:10pm - Nyle Fort 4.00 95/110  
5:25pm  
312 Mathematics  
Building

### **AFAS UN1002 Major Debates in African-American Studies. 4.00 points.**

Prerequisites: Students must register for discussion section, AFAS UN1003. This course will focus on the major debates in African-American Studies from the role of education to the political uses of art. The class will follow these debates historically with attention to the ways in which earlier discussions on migration and emigration, for example, were engaged with the specific historical conjuncture in which they took place as well as in the myriad ways in which earlier debates continue to resonate today. There will be a mix of primary documents and secondary sources and commentary

Fall 2024: AFAS UN1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 1002 001/15385		W 2:10pm - 4:00pm	Jafari Allen	4.00	11/12
		758 Ext Schermerhorn Hall			

### **AFAS UN1003 Blackness and Frenchness: A Radical Genealogy. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

How have Black radicals embraced the French language and, at times, Frenchness without espousing France's dominance and its doctrines of assimilation? This course explores the watershed moments from the past three centuries that redefine the articulations of blackness in French, in France and beyond—from revolutionary or constitutional independence in the post-colony to recent social movements in continental Europe. In addition to the opening inquiry, guiding questions for this course include but are not limited to the following. What kinds of state-sanctioned backlash in France have ensued in the face of affirmative reclamations of blackness (e.g. Négritude and Afroféminisme)? And, what are the historical linkages between Black radicalism in France and the United States? Through an intra-imperial and inter-imperial lens, this course will center contributions from Black writers, artists, and intellectuals of divergent colonial histories with especial consideration to those for whom French and France is their native language and land.

### **AFAS UN3030 AFRICAN-AMERICAN MUSIC. 3.00 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 UN3943 Senior Pro Seminar. 4.00 points.**

This course is a seminar for seniors to either write a formal proposal for a capstone project or to begin the research process for a Senior Thesis, which will be written in the Spring semester. This interdisciplinary course provides the necessary structure needed to complete either goal. This will be an interactive class in which students are required to participate and actively engage in each meeting

Fall 2024: AFAS UN3943

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 3943 001/15384		T 2:10pm - 4:00pm	Farah Griffin	4.00	4/12
		758 Ext Schermerhorn Hall			

### **AFAS UN3930 TOPICS IN THE BLACK EXPERIENCE. 4.00 points.**

Please refer to African American and African Diaspora Studies for section course descriptions <https://afamstudies.columbia.edu/>

Fall 2024: AFAS UN3930

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 3930 001/15863		Th 2:10pm - 4:00pm	Edwidge Danticat	4.00	5/12
		329 Uris Hall			
AFAS 3930 002/15878		Th 12:10pm - 2:00pm	Rachel Grace Newman	4.00	2/12
		401 Hamilton Hall			

Spring 2025: AFAS UN3930

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 3930 002/18240		T 4:10pm - 6:00pm	Johanna Almiron	4.00	7/12
		758 Ext Schermerhorn Hall			

### **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.

**AFAS UN3940 SENIOR THESIS SEMINAR. 4.00 points.**

The Senior Seminar will afford thesis writers the chance to workshop their idea, conduct research and/or interviews, work with the IRB protocols (if necessary), learn to work with archival materials, and perform other research activities prior to writing the thesis. Students who choose to write a capstone paper or conduct a capstone project can choose an elective course the following semester. The Thesis Seminar, conducted in the spring semester, is a workshop-oriented course for Senior Thesis writers organized around honing their writing skills while providing guidance to students in their field/disciplinary-specific projects. For example, a student may choose to write a historical biography of an artist while another may pursue a sociological study of the effects of mass incarceration on voting rights. The instructor of the Thesis Seminar, working with a faculty adviser (dependent on the specific field of inquiry in the thesis), will provide feedback and supervise the writing schedule of the students

**Spring 2025: AFAS UN3940**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 3940	001/10703	Th 4:10pm - 6:00pm 758 Ext Schermerhorn Hall	Megan French-Marcelin	4.00	2/12

**AFAS GU4031 POPULAR MUSIC/PROTEST MOVEMENTS. 4.00 points.**

Open to graduate students and limited advanced undergraduates.

This course will examine the relationship between popular music and popular movements. We will be taking a historical, as well as a thematic, approach to our investigation as a way to trace various legacies within popular music that fall under the rubric of "protest music" as well as to think about the ways in which popular music has assisted various communities to speak truth to power. We will also consider the ways in which the impact of the music industry has either lessened or enhanced popular music's ability to articulate "protest" or "resistance" to hegemonic power.

**AFAS 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).

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.

**AFAS GU4037 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;

**AFAS GU4080 Black Feminist Imaginaries: Practices and Poethics. 4.00 points.**

This seminar will focus on theories, practices, and literature of Black thought and Black feminist imaginaries. We will read some of the significant Black feminist scholarship and literature that have emerged over the past three centuries with particular attention to Black feminist theorizing of the intersections of race and gender. The bulk of our reading will concentrate on 20th and 21st century texts with particular attention to the ways that Black feminists (even those retroactively so-named) have long insisted on the material, social, and spiritual significance of Black lives, Black life, and Black thought. In this course, we will read across genre and field to consider the myriad discourses in which Black feminist theorizing has intervened. The list of writers, artists, and thinkers whose work will guide our interrogations include Phillis Wheatley, Rebecca Cox Jackson, Zora Neale Hurston, Fanny Lou Hamer, Johnetta B. Cole, Audre Lorde, Angela Davis, Hortense Spillers, June Jordan, Toni Cade Bambara, Toni Morrison, Lucille Clifton, Susan Lori Parks, Saidiya Hartman, Adrienne Piper, Daphne Brooks, and Carrie Mae Weems, among others. Central to the course investigations is Carolyn Martin Shaw's description in "Disciplining the Black Female Body: Learning Feminism in Africa and the United States": "The individual, the social agent or actor, is a product of culture and produces culture. An individual's subjectivity is determined by that which he or she is subject to (such as laws, language, and stories) and that which he or she is subject of (such as personal decisions, actions, and stories). What holds together fragmentary cultures and part societies? I find the term discourse useful for thinking about linkages and articulations within and across "part societies." And across fields. Black feminist imaginaries offer discourses which intervene in dominating narrative, language, image, and knowledge structures. Multiple areas of knowledge and knowledge production must be brought to bear. We will read and think through how Black feminist imaginaries may reframe our understandings of the individual, the state, and the state of things

**Fall 2024: AFAS GU4080**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 4080	001/15877	T 12:10pm - 2:00pm C01 80 Claremont	Rachel Grace Newman	4.00	4/12
AFAS 4080	002/15899	Th 2:10pm - 4:00pm 602 Northwest Corner	Anthony Johnson	4.00	6/12

AFAS 4080 003/18710	W 12:10pm - 2:00pm 423 Kent Hall	Brandi Summers	4.00	8/12
AFAS 4080 004/19270	Th 4:10pm - 6:00pm 507 Lewisohn Hall	Samiya Bashir	4.00	8/12

**Spring 2025: AFAS GU4080**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 4080 002/10694		W 2:10pm - 4:00pm 758 Ext Schermerhorn Hall	Jafari Allen	4.00	8/15
AFAS 4080 003/10697		W 12:10pm - 2:00pm 311 Fayerweather	Vivaldi Jean-Marie	4.00	7/15
AFAS 4080 004/15618		Th 2:10pm - 4:00pm 505 Lewisohn Hall	Anthony Johnson	4.00	4/12
AFAS 4080 005/15626		M 2:10pm - 4:00pm 401 Hamilton Hall	Nyle Fort	4.00	17/19
AFAS 4080 006/17396		W 2:10pm - 4:00pm 313 Pupin Laboratories	Obery Hendricks	4.00	4/12
AFAS 4080 008/17398		M 12:10pm - 2:00pm 212d Lewisohn Hall	Veronique Charles	4.00	3/15
AFAS 4080 009/18923		T 4:10pm - 6:00pm 507 Lewisohn Hall	Samiya Bashir	4.00	7/12

**ENGL GU4621 HARLEM RENAISSANCE. 3.00 points.**

(Lecture). This course will focus on the arts of the Harlem Renaissance as experiments in cultural modernity and as forms of incipient political empowerment. What was the Harlem Renaissance? Where and when did it take place? Who were its major players? What difference did it make to everyday Harlemites? What were its outposts beyond Harlem itself? Was there a rural HR? An international HR? As we wonder about these problems of definition, we will upset the usual literary/historical framework with considerations of music and painting of the period. How to fit Bessie Smith into a frame with W.E.B. Du Bois? Ellington with Zora Neale Hurston? Aaron Douglas with Langston Hughes? Where is Harlem today? Does it survive as more than a memory, a trace? Is it doomed to be black no more? How does Harlem function in our national/(international?) imagination? Has the Harlem Renaissance's moment come and gone? What continuities might we detect? What institutions from the early twentieth century have endured?

**ENGL GU4622 AFRICAN AMERICAN LITERATURE II. 3.00 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 Hurstons *Their Eyes Were Watching God* (1937) and Richard Wrights *Native Son* (1940) and end with Melvin Dixons *Loves 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

**AFAS UN3001 SING A BLACK GIRL'S SONG: THE NON FICTION WRITING OF NTOZAKE SHANGE. 4.00 points.**

This undergraduate seminar offers an in-depth exploration of the nonfiction work of the renowned African-American poet and playwright Ntozake Shange, whose archives are at Barnard College, her alma mater. Through readings, discussion, and visits to her archives, students will probe this lesser-examined aspect of Shange's oeuvre, including her essays on her life, the arts, food, and other artists and creators. This course invites participants to engage critically with Shange's essays and personal writings while delving into her archive. Students will identify key themes and literary techniques in Shange's nonfiction and the historical and cultural context in which she wrote these works. We will examine how Shange's nonfiction contributes to her broader work and her perspectives on history, gender, feminism, and race as they intersect in her life as a Black woman artist. Students will develop critical thinking skills through close reading, analysis, and discussion of Shange's nonfiction and will improve their writing skills by composing reflections and essays on Shange's works. They will develop research skills and gain insights into Shange's creative process through firsthand engagement with Shange's archive at Barnard

**Spring 2025: AFAS UN3001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 3001 001/10689		Th 2:10pm - 4:00pm 608 Lewisohn Hall	Edwidge Danticat	4.00	9/15

**OF RELATED INTEREST****Africana Studies (Barnard)**

AFRS BC2004	INTRODUCTN TO AFRICAN STUDIES
AFRS BC2005	CARIBBEAN CULTURE # SOCIETIES
AFRS BC2006	INTRODUCTION 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	THE 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 #PERFORMNCE IN 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	GAY HARLEM
AFRS BC3560	Human Rights and Social Change in Sub-Saharan Africa
AFRS BC3570	Africana Issues: Diasporas of the Indian Ocean
AFRS BC3589	BLK SEXUAL PLTCS U.S.POP CLTR
AFRS BC3590	The Middle Passage
<b>American Studies</b>	
AMST UN3930	Topics in American Studies
AMST UN3931	Topics in American Studies
<b>Anthropology</b>	
ANTH UN1130	Africa and the Anthropologist
ANTH UN2005	THE ETHNOGRAPHIC IMAGINATION
ANTH V3005	Africa: Culture and Society
ANTH UN3850	Psychoanalysis, Colonialism, and Race
ANTH UN3983	Ideas and Society in the Caribbean
<b>Anthropology (Barnard)</b>	
ANTH V3005	Africa: Culture and Society
ANTH V3943	Youth and Identity Politics in Africa
ANTH UN3946	African Cultural Production
ANTH UN3983	Ideas and Society in the Caribbean
ANTH V3988	Race/Sexuality Science and Social Practice
<b>Art History and Archaeology</b>	
AHIS UN2500	ARTS OF AFRICA
AHIS W3897	Black West: African-American Artists in the Western United States
<b>Center for the Study of Ethnicity and Race</b>	
CSER UN1012	History of Racialization in the United States
CSER UN3940	COMP STUDY OF CONSTITUTNL CHAL
<b>Dance (Barnard)</b>	
DNCE BC3578	Traditions of African-American Dance
<b>Economics</b>	

ECON GU4438	ECONOMICS OF RACE IN THE U.S.
<b>English and Comparative Literature</b>	
ENGL W3400	African-American Literature I
<b>English (Barnard)</b>	
ENWS BC3144	Minority Women Writers in the United States
AFEN BC3148	Literature of the Great Migration: 1916-1970
ENGL BC3196	HARLEM RENAISSANCE LITERATURE
<b>History</b>	
AFCV UN1020	AFRICAN CIVILIZATION
HIST UN2432	U.S. ERA OF CIVIL WAR # RECON
HIST UN2523	HEALTH INEQUALITY: MODERN US
HIST UN2540	HISTORY OF THE SOUTH
HIST UN2618	THE MODERN CARIBBEAN
HIST W3575	Power and Place: Black Urban Politics
HIST W3662	Slave Memory in Brazil: Public History and Audiovisual Narratives in Perspective
HIST UN3429	TELLING ABOUT THE SOUTH
HIST UN3518	COLUMBIA UNI # SLAVERY
HIST UN2772	West African History
HIST W4404	Native American History
HIST UN3779	AFRICA AND FRANCE
HIST UN3928	SLAVERY/ABOLITION-ATLANTC WRLD
HIST GU4984	HACKING THE ARCHIVE: LAB FOR COMP. HIST
HIST W4434	The Atlantic Slave Trade
HIST GU4584	Drug Policy and Race
HIST GU4588	RACE, DRUGS, AND INEQUALITY
HIST W4985	Citizenship, Race, Gender and the Politics of Exclusion
<b>History (Barnard)</b>	
<b>Jazz Studies</b>	
JAZZ W3100	Jazz and American Culture
JAZZ GU4900	Jazz and the Literary Imagination
<b>Middle Eastern, South Asian, and African Studies</b>	
MDES UN2030	Major Debates in the Study of Africa
<b>Music</b>	
MUSI UN2016	JAZZ
MUSI UN2020	SALSA, SOCA # REGGAE
MUSI W4435	Music and Performance in the African Postcolony
<b>Political Science</b>	
POLS UN3245	RACIAL AND ETHNIC POLITICS



POLS UN3604 War, Peace, and International Interventions in Africa

#### Political Science (Barnard)

POLS BC3101 \* Colloquium on Black Political Thought

POLS BC3810 \*Colloquium on Aid, Politics & Violence in Africa

#### Psychology

PSYC UN2640 INTRO TO SOCIAL COGNITION

PSYC UN2650 INTRO TO CULTURAL PSYCHOLOGY

PSYC GU4615 PSYCH OF CULTURE & DIVERS

#### Religion

RELI UN2415 Religions of Harlem

RELI UN2335 RELI IN BLACK AMERICA:AN INTRO

RELI UN3630 Religion and Black Popular Cultures

RELI V3650 Religion and the Civil Rights Movement

RELI GU4355 AFR AM PROPHETIC POL TRADITION

RELI W4826 Religion, Race and Slavery

#### Religion (Barnard)

RELI UN3203 RELIGION IN THE MODERN US

RELI W4826 Religion, Race and Slavery

#### Sociology

SOCI UN2420 RACE # PLACE IN URBAN AMERICA

SOCI W3277 Post-Racial America?

#### Women's and Gender Studies

WMST GU4300 Queer Theory/ Visual Culture

## AMERICAN STUDIES

### AMERICAN STUDIES DEPARTMENT:

Department website: <https://americanstudies.columbia.edu/>

Office location: 319-321 Hamilton; 212-854-6698

Office contact: 212-854-6698, [amerianstudies@columbia.edu](mailto:amerianstudies@columbia.edu)

Director: Prof. Hilary Hallett, 319 Hamilton; 212-854-6698; [hah2117@columbia.edu](mailto:hah2117@columbia.edu)

Assistant Director: Michael Gately, 319 Hamilton; 212-854-6544; [mg3898@columbia.edu](mailto:mg3898@columbia.edu)

Associate Director: Robert Amdur, 311 Hamilton; 212-854-4049; [rla2@columbia.edu](mailto:rla2@columbia.edu)

Administrative Assistant: Arelis Herrera, 319 Hamilton; 212-854-6698; [ah3115@columbia.edu](mailto:ah3115@columbia.edu)

## THE STUDY OF AMERICAN STUDIES

The Center for American Studies offers students the opportunity to explore the experiences 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 Center views civic education as its primary mission, sponsoring seminars and public programs that enhance students' understanding of the fundamental ideas and vocabulary of public discourse in American culture, history, and politics. The Center is the institutional home of the American Studies program, which offers an interdisciplinary, seminar-based curriculum designed to be open and flexible while preparing students for a life of active citizenship.

## STUDENT ADVISING

Each American Studies major or concentrator chooses an academic adviser who monitors their progress through graduation. Students work with advisors to develop programs tailored to their particular interests. Advisors approve Plan of Study forms and provide general guidance regarding the major and concentration. Each student is expected to meet with an advisor at least once a semester.

## UNDERGRADUATE RESEARCH AND SENIOR THESIS

### Senior Research Project

The final requirement for the major in American Studies is completion of a senior essay, to be submitted in the spring of senior year.

Alternatively, students may fulfill this requirement by taking an additional seminar in which 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 the Senior Project Colloquium the fall of the senior year.

## DEPARTMENT HONORS AND PRIZES

### Department 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.

### Academic Prizes

- Best Senior Thesis in American Studies
- Shenton Award; Outstanding Community Service

## SEMINAR FACULTY

- Hilary A. Hallett
- Roosevelt Montás

- Casey N. Blake
- Lynne Breslin
- Ryan Carr
- Jeremy A. Dauber
- Andrew Delbanco
- Michael Hindus
- Roger Lehecka
- Paul Levitz
- Mark Lilla
- Thai S. Jones
- John H. McWhorter
- Valerie Paley
- Robert Pollack
- Ross Posnock
- Cathleen Price
- Benjamin Rosenberg
- James Shapiro
- Maura Spiegel

#### Affiliated Faculty

- Rachel Adams (English and Comparative Literature)
- Robert Amdur (Political Science)
- Courtney Bender (Religion)
- George A. Chauncey (History)
- Racquel Gates (Film and Media Studies)
- Farah Jasmine Griffin (English and Comparative Literature)
- Frank A. Guridy (History)
- Richard R. John (Journalism)
- Ira I. Katznelson (Political Science and History)
- Rebecca A. Kobrin (History)
- Michele M. Moody-Adams (Philosophy)
- Mae Ngai (Asian American Studies and History)
- Ross Posnock (English and Comparative Literature; American Studies)
- Shana L. Redmond (English and Comparative Literature)
- James Shapiro (English and Comparative Literature)
- Michael J. Witgen (History)

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Program Planning for all Students

Students may choose American Studies as an undergraduate major or a concentration. A minimum of 9 courses is required to complete the major, 7 courses to complete the concentration. Coursework for both consists of a combination of required courses (see degree requirements below) and an individualized program of study.

Although students generally declare their major or concentration in the spring of their sophomore year, you may

want to take electives early on in areas that interest you but that will later connect with the American Studies major.

## UNDERGRADUATE PROGRAMS OF STUDY

### Major in American Studies

A minimum of nine courses is required to complete the major.

Please note that as of January 2018 Major requirements have changed, beginning with the Class of 2020. Please consult with the department if there are any questions.

#### Two American Studies Core courses.

The following two courses are ordinarily required:

AMST UN1010	INTRO TO AMERICAN STUDIES
HIST UN2478	US INTELLECTUAL HIST 1865-PRES
or AMST UN3930	Topics in American Studies

Please note, the AMST UN3930 section MUST be Freedom and Citizenship in the U.S. to count towards the core course requirement

#### Two seminars in American Studies

AMST UN3930	Topics in American Studies
AMST UN3931	Topics in American Studies

#### Additional Courses

Four courses drawn from at least two departments, one of which must be in History and one of which must deal primarily with some aspect of American experience before 1900. (A course in U.S. History before 1900 would fulfill both requirements.)

#### Senior Research Project

The final requirement for the major in American Studies is completion of a senior essay, to be submitted in the spring of senior year. Alternatively, students may fulfill this requirement by taking an additional seminar in which 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 the Senior Project Colloquium AMST UN3920 in the fall of the senior year.

### Minor in American Studies

A minimum of five courses is required to complete the minor. Minors will be required to take the core introductory course required for Majors, one American Studies seminar, and three additional courses:

#### One American Studies Core course

Minors are required to take the core lecture course  
AMST UN1010 INTRO TO AMERICAN STUDIES

This course is an interdisciplinary exploration of the values and cultural expressions of the people of the United States from the Puritans to our own time. Students will examine a variety of works in literature, history, and cultural criticism, with an eye to understanding how Americans of different

backgrounds, living at different times and in different locations, have understood and argued about the meaning and significance of American national identity. Lectures and readings will give particular attention to the sites—real and imagined—where Americans have identified the promise and perils of American life. Two lectures each week and a required weekly discussion section.

### One seminar in American Studies

Chosen from among the 3000-level AMST seminars. Normally, eight or nine seminars are offered each semester.

Recent offerings include:

The Supreme Court in American History  
 Shakespeare in America  
 American Jewish Literature  
 Freedom and Citizenship in the United States  
 Douglass and Lincoln  
 Gender History and American Film  
 American Cultural Criticism  
 Immigrant New York  
 The Problem of Class in American Literature and Culture  
 A Tale of Two Cities: New York, San Francisco, and Urban Identity  
 Tocqueville: The American Mind  
 Race, Poverty, and American Criminal Justice  
 Equity in Higher Education  
 Museums, Memory, and American Public Culture  
 Hollywood's Cinema of the 1970s  
 Languages of America  
 The Graphic Novel (AMST UN 3933)  
 Journalism and Democracy: The 2024 Election (AMST UN3937)

### Additional Courses

In addition to the introductory course and one American Studies seminar, every Minor is required to take three additional courses on American history, culture, or politics. As with our Majors, these courses can be drawn from a wide range of departments. All courses must be approved by the student's American Studies advisor. A representative list includes:

AFAS UN1001, Introduction to African American Studies  
 CSER UN3940, Comparative Study of Constitutional Challenges  
 ENGL UN2826, American Modernism  
 ENGL BC3180, American Literature, 1800-1870  
 ENGL BC3183, American Literature Since 1945  
 ENGL UN3241, African American Literature: The Essay  
 ENGL UN3351, The Family in Film and Memoir  
 ENGL UN3832, New York Intellectuals  
 HIST UN1488, Indigenous History of North America  
 HIST UN1512, The Battle for North America  
 HIST UN2432, U.S. Era of Civil War and Reconstruction  
 HIST UN2523, Health Inequality: Modern U.S.  
 HIST UN2533, U.S. Lesbian and Gay History  
 HIST UN2535, History of the City of New York

HIST UN2540, History of the South  
 HIST UN2565, American History at the Movies  
 HIST UN2587, Sports and Society in the Americas  
 HIST UN2679, The Atlantic Slave Trade  
 HIST UN3501, Indians and Empires in North America  
 HIST GU4518, Columbia University and Slavery  
 HIST GU4933, American Radicalism in the Archives  
 POLS UN1201, Introduction to American Politics  
 POLS UN3100, Justice  
 POLS UN3213, American Urban Politics  
 POLS UN3222, The American Congress  
 POLS UN3255, Race and the U.S. Carceral System  
 POLS UN3290, Voting and American Politics  
 RELI UN1612, Religion and the History of Hip Hop  
 RELI GU4217, American Religions in Extremis  
 SOCI UN3265, The Sociology of Work and Gender

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

### Concentration in American Studies

A minimum of 7 courses is required to complete the concentration. Please consult with the department if there are any questions.

#### Two American Studies Core courses.

The following are ordinarily required:

AMST UN1010	INTRO TO AMERICAN STUDIES
HIST UN2478	US INTELLECTUAL HIST 1865-PRES
or AMST UN3930	Topics in American Studies

Please note, the AMST UN3930 section MUST be Freedom and Citizenship in the U.S. to count towards the core course requirement

#### Additional Courses

Select five additional courses drawn from at least two departments, one of which must be in History, and one of which must deal with the period before 1900.

### AMST UN3920 SENIOR PROJECT COLLOQUIUM. 1.00 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 2024: AMST UN3920

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3920	001/12725	W 4:10pm - 6:00pm 317 Hamilton Hall	Hilary-Anne Hallett	1.00	11/15

#### AMST UN3930 Topics in American Studies. 4 points.

Please refer to the Center for American Studies website for course descriptions for each section.  
[americanstudies.columbia.edu](http://americanstudies.columbia.edu)

#### Fall 2024: AMST UN3930

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3930	001/14527	T 10:10am - 12:00pm 317 Hamilton Hall	James Stephen Shapiro	4	9/18
AMST 3930	002/14528	M 6:10pm - 8:00pm 317 Hamilton Hall	Benjamin Rosenberg	4	15/18

#### AMST UN3937 JOURNALISM AND DEMOCRACY: THE 2024 ELECTION. 4.00 points.

The 2024 presidential election poses a dramatic test of both our political system and the media that covers it. The campaign offers us an opportunity to examine, in real time, the critical role the press plays in our democracy and how it has been disrupted in an era dominated by social media and hyper-partisanship. We'll look back at some iconic pieces of political reporting and compare them to the landscape journalists face today. How are groups that were underrepresented (or misrepresented) in legacy media changing the discourse? Is objectivity obsolete? And what happens to the decisions voters make when disinformation is rampant, and the fact base is under assault? Join waitlist and attend first class for instructor's permission

#### Fall 2024: AMST UN3937

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3937	001/12723	W 2:10pm - 4:00pm 317 Hamilton Hall	Caroline Miller	4.00	17/18

#### AMST UN3931 Topics in American Studies. 4 points.

Please refer to the Center for American Studies for section descriptions

#### Fall 2024: AMST UN3931

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3931	001/12727	T 12:10pm - 2:00pm 317 Hamilton Hall	Jeremy Dauber	4	9/18
AMST 3931	002/12728	M 2:10pm - 4:00pm 317 Hamilton Hall	Casey Blake	4	12/18
AMST 3931	004/12730	T 2:10pm - 4:00pm 317 Hamilton Hall	Roosevelt Montas	4	10/18

AMST 3931	005/12732	T 4:10pm - 6:00pm 317 Hamilton Hall	Hilary-Anne Hallett	4	12/18
AMST 3931	006/12734	Th 10:10am - 12:00pm 317 Hamilton Hall	Mark Lilla	4	11/13

#### Spring 2025: AMST UN3931

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3931	001/14443	W 10:10am - 12:00pm 317 Hamilton Hall	Roosevelt Montas	4	13/18
AMST 3931	002/14445	T 2:10pm - 4:00pm 317 Hamilton Hall	Andrew Delbanco, Roger Lehecka	4	12/18
AMST 3931	003/14446	W 12:10pm - 2:00pm 317 Hamilton Hall	Lynne Breslin	4	15/18
AMST 3931	004/14447	W 4:10pm - 6:00pm 317 Hamilton Hall	Valerie Paley	4	12/15
AMST 3931	005/17213	Th 4:10pm - 6:00pm 317 Hamilton Hall	Cathleen Price	4	10/18

## ANCIENT STUDIES

### THE DEPARTMENT OF CLASSICS:

Department website: <https://classics.columbia.edu/>

Office location: 617 Hamilton Hall

Office contact: 212-854-3902, [classics@columbia.edu](mailto:classics@columbia.edu)  
([videogameugrad@columbia.edu](mailto:videogameugrad@columbia.edu))

Director of Undergraduate Studies: Professor Nikolas Kakkoufa, [Nk2776@columbia.edu](mailto:Nk2776@columbia.edu)

Undergraduate Administrator: Colleen Swift, [cks2142@columbia.edu](mailto:cks2142@columbia.edu)

### THE STUDY OF ANCIENT STUDIES

The Interdisciplinary Program in Ancient Studies is administered by Classics

Classics is the study of the civilizations of ancient Greece and Rome (c. 900 BCE to 500 CE): their languages, literature, history, philosophy, art, and ways of life. 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.

## STUDENT ADVISING

### Consulting Advisers

Students should consult with the DUS who will direct them to the appropriate faculty advisor for their research interest area.

Director of Undergraduate Studies: Professor Nikolas Kakkoufa, [Nk2776@columbia.edu](mailto:Nk2776@columbia.edu)

### Enrolling in Classes

Students starting in the Major should start with the language placement exam to determine the appropriate language level for their prior knowledge. Exams are administered in late August by the Department of Classics. Students who cannot take the exam should contact the Director of Undergraduate Studies to make arrangements.

For those students who are starting the major without prior knowledge of the ancient languages please start at the beginning of the sequence (1000 level) in one of the ancient languages and speak to the Director of Undergraduate Studies to determine your best course of study.

### Preparing for Graduate Study

<https://classics.columbia.edu/preparation-for-graduate-study>

Students who are considering graduate work in Classics should be aware that because our Classics major is not a pre-professional degree, simply fulfilling the normal major requirements will not guarantee admission to a graduate program. By far the most important element in preparation for graduate school admission is a good command of both the Latin and the Greek languages, so students who wish to go to graduate school should attempt to reach the advanced level in both languages. The two courses at the intermediate level required in the secondary language for the Classics major are not enough for admission to most graduate programs, and the language requirements of both Classical Studies and Ancient Studies are well below the level normally necessary for graduate school admission. The importance of languages holds not only for students wishing to study ancient literature, but also for those interested primarily in other aspects of the ancient world (history, art, philosophy, religion, etc.), because it is not possible to pursue advanced research successfully unless one can make use of the primary sources. Students who have not done the requisite amount of language work and wish to go to graduate school can enroll in a post-baccalaureate program (either at Columbia or at another institution) to do one or two years of intensive language work before starting graduate school.

While knowledge of Latin and Greek is the most important factor in graduate school admission, it is by no means the only one. Students considering graduate work are also advised to

write a senior thesis (and not to substitute the thesis for any of the other advanced courses). If possible, it is a good idea to use some of your summers (especially the one between junior and senior year) on a relevant activity such as archaeological fieldwork experience, travel and/or study in Greece or Italy, learning French or German, improving your Latin or Greek, or working as a research assistant for a Classicist. It is also useful to get high scores on the GRE test, and these are best achieved by obtaining and studying information on the types of questions asked on the test and taking practice tests.

The department does offer a combined BA/MA program in Classics allowing them to complete the MA in Classics within one year of receiving their BA.

The array of graduate degrees on offer in the US and abroad can be bewildering—including master's and doctoral programs in Classics and a variety of related subjects—and the character and quality of graduate programs differs widely. It is therefore important to gather information and seek advice.

If you are considering graduate work, you should discuss your plans with the Director of Undergraduate Studies and other faculty members no later than the beginning of the fall semester before you hope to apply (i.e., typically the fall of your senior year).

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

### 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.

### Barnard College Courses

The Department of Classics at Columbia and the Department of Classics and Ancient Studies at Barnard College work closely together. Students may take courses at Barnard to count towards the Major or Minor. Students at Barnard should speak to their advisor at Barnard regarding Columbia courses as the departments are distinct and the requirements for their respective majors are different.

### Transfer Courses

Students transferring to Columbia should contact the Director of Undergraduate Studies to discuss equivalencies and what level of courses they wish to take.

### Study Abroad Courses

Seeing the ancient sites and monuments is an important part of the study of antiquity, and there are a number of ways to acquire some familiarity with the physical remains of Greek and Roman civilization. The Intercollegiate Center for Classical Studies in Rome offers in each term an excellent one-semester program, usually taken in the junior year, and the College

Year in Athens offers a wide variety of courses ranging from language and literature to history, art, and archaeology. During the summer there are more options, including the outstanding Summer Sessions of the American School for Classical Studies in Athens. A listing of fieldwork opportunities is published annually by the Archaeological Institute of America.

## Summer Courses

Courses are offered over the summer by the department providing opportunities to study the ancient languages over the summer.

Courses are also offered in Classical Civilization including Worlds of Alexander and Classical Mythology.

## CORE CURRICULUM CONNECTIONS

Faulty and Graduate Instructors from the Department of Classics Teach in the Core, usually Literature Humanities and Contemporary Civilization.

Some Classics courses can be used to count toward the Global Core requirement as noted in the course information.

## UNDERGRADUATE RESEARCH AND SENIOR THESIS

### Undergraduate Research in Courses

Students should consult with the Director of Undergraduate Studies, Professor Nikolas Kakkoufa at [nk2776@columbia.edu](mailto:nk2776@columbia.edu). Students can register for Directed readings with a faculty member

### Senior Thesis Coursework and Requirements

Students are required to take the Major Seminar UN3996 as part of the program. The course focuses on the preparation for the Senior Thesis and methods in the field of Classics. Currently students have the option to participate in a trip abroad to sites in the ancient world.

### Undergraduate Research Outside of Courses

Students are encouraged to participate in the Ancient Play put on yearly by the Barnard Columbia Ancient Drama Group.

Columbia runs its own archeological summer program at Hadrian's Villa in Tivoli. Contact Professor Francesco de Angelis.

Students wanting Columbia or Barnard credit for work done abroad should discuss their plans with the director of undergraduate studies at an early date to enable them to incorporate experience abroad most practically into their programs here.

The Department is able to support a limited number of students to study ancient languages over the summer through the

Comager Fund and the Undergraduate Latin fund. Interested students should contact the Director of Undergraduate Studies.

Undergraduate students can apply to the SNFPHI Summer Research Internship in Public Humanities and Hellenic Studies. This six week internship invites undergraduate students to explore public humanities, gain hands-on experience with its objectives, methods, and outcomes, and pursue a group project that connects research on Greece with a broad public audience. The internship is structured around: (1) a seminar in Hellenic Studies in which students explore aspects of modern Greek history and culture relevant to their internship research, (2) a workshop in which students are trained in the methods and tools of public-facing research, and (3) a group project in which students work closely with Columbia faculty and public humanities partners in Greece

## DEPARTMENT HONORS AND PRIZES

### Department Honors

Departmental Honors are awarded for overall outstanding performance in the Classics.

### Academic Prizes

The department offers two prize competitions yearly (Earle and Romaine) in sight translation of Greek and Latin. These prizes are awarded on the basis of examinations given each spring.

Two prizes are given to graduating Columbia College seniors:

- The Caverly Prize is awarded annually for outstanding performance by a graduating Columbia College major.
- The Stadler Prize is 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.

## OTHER IMPORTANT INFORMATION

Students interested in majoring in Ancient Studies should reach out to the Department early in their academic career. Students should contact the Director of Undergraduate Studies with any questions.

Students participating in dual degree programs should contact the Director of Undergraduate Studies.

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Program Planning for all Students

The Classics department also participates in the interdepartmental Ancient Studies major, which is designed for

students whose interests encompass the ancient Mediterranean as a whole rather than the Greco-Roman world in particular.

## Course Numbering Structure

In both Greek and Latin prerequisites are the course with the number before in the sequence. Students can test out of the prerequisite with a placement test or through the Director of Undergraduate Studies.

In both languages the sequence is as follows:

1101: Elementary I

1102: Elementary II

1121: Intensive Elementary

2101: Intermediate I

2102: Intermediate II

For 2101 Either 1102 or 1121 is required as a prerequisite or a placement test.

## Guidance for First-Year Students

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.

## Guidance for Transfer Students

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.

## UNDERGRADUATE PROGRAMS OF STUDY

### 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 UN3996	THE MAJOR SEMINAR
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#### Senior Thesis

ANCS UN3998	DIRCTD RSRCH-ANCIENT STUDIES I
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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	ANCIENT GREEK HIST, 800-146 BC
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AHIS UN3248	Greek Art and Architecture
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AHIS UN3250	Roman Art and Architecture
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PHIL UN2101	HISTORY OF PHILOSOPHY I
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CLLT UN3132	Classical Myth
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#### 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.

## OF RELATED INTEREST

### Art History and Archaeology

AHIS UN3248 Greek Art and Architecture

### Classics

GREK UN1101 ELEMENTARY GREEK I

LATN UN1101 ELEMENTARY LATIN I

GREK UN1102 ELEMENTARY GREEK II

LATN UN1102 ELEMENTARY LATIN II

LATN V1120 Preparation for Intermediate Latin

GREK UN1121 INTENSIVE ELEMENTARY GREEK

LATN UN1121 INTENSIVE ELEMENTARY LATIN

GREK UN2101 INTERMEDIATE GREEK: PROSE

LATN UN2101 INTERMEDIATE LATIN I

LATN UN2102 INTERMEDIATE LATIN II

CLLT UN3132 Classical Myth

CLCV GU4110 Gender and Sexuality In Ancient Greece

### History

HIST W4024 The Golden Age of Athens

### Philosophy

PHIL UN2101 HISTORY OF PHILOSOPHY I

### Religion

RELI V3120 Introduction to the New Testament

RELI V3140 Early Christianity

### Women's and Gender Studies

WMST GU4300 Queer Theory/ Visual Culture

## ANTHROPOLOGY

### THE ANTHROPOLOGY DEPARTMENT:

Departmental Office: 452 Schermerhorn; 212-854-4552

<https://anthropology.columbia.edu/>

Director of Undergraduate Studies:

Fall 2024:

Professor Naor Ben-Yehoyada; 462 Schermerhorn Extension; 212 854-8936; [nhb2115@columbia.edu](mailto:nhb2115@columbia.edu);

Spring 2025:

Professor María José de Abreu; 957 Schermerhorn Extension; 212-854-4752; [md3605@columbia.edu](mailto:md3605@columbia.edu)

Departmental Consultants (Archaeology):

Professor Hannah Chazin; 964 Schermerhorn Extension; 212-854-746; [hc2986@columbia.edu](mailto:hc2986@columbia.edu)

## THE STUDY OF ANTHROPOLOGY

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 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 remarkable graduate students including, Ruth Benedict, Zora Neal Hurston, Edward Sapir, Manuel Gamio, Alfred Kroeber, Ella Deloria and Margaret Mead, among others.

In these current times of increasing global awareness, a 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 semiotics, 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 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.

In addition to the Major/Minor in Archaeology within the Anthropology Department, students can choose the interdisciplinary Major/Minor in Archaeology. All students with interests in archaeology are invited to sign up to the [undergraduate archaeology list serv](#) and are welcome to events organized by the Center for Archaeology.

## STUDENT 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.

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

### UNDERGRADUATE RESEARCH AND SENIOR THESIS

### DEPARTMENT HONORS AND PRIZES

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 SENIOR THESIS SEM IN ANTHROPOL](#). 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.

## PROFESSORS

Nadia Abu El-Haj (Barnard)  
 Lila Abu-Lughod  
 Partha Chatterjee, Professor Emeritus of Anthropology  
 Myron L. Cohen, Professor Emeritus of Anthropology  
 Zoe Crossland  
 Terence D'Altroy  
 Ralph L. Holloway, Professor Emeritus of Anthropology  
 Claudio Lomnitz, Department Chair  
 Mahmood Mamdani  
 Brinkley Messick  
 Rosalind Morris  
 Elizabeth Povinelli  
 Nan Rothschild (Barnard, *emerita*)  
 David Scott  
 Lesley A. Sharp (Barnard)  
 Michael Taussig, Professor Emeritus of Anthropology  
 Paige West (Barnard)

## ASSOCIATE PROFESSORS

Catherine Fennell  
 Severin Fowles (Barnard)  
 Marilyn Ivy  
 Brian Larkin (Barnard)  
 John Pemberton  
 Audra Simpson

## ASSISTANT PROFESSORS

Vanessa Agard-Jones  
 Naor Ben-Yehoyada  
 Hannah Rachel Chazin  
 Maria Jose de Abreu

## LECTURERS

Brian Boyd  
Ellen Marakowitz

## ADJUNCT RESEARCH SCHOLAR GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### 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.

## UNDERGRADUATE PROGRAMS OF STUDY

### Required Coursework for all Programs

No one course is required for all Programs. ANTH 1002 is required for the Major and the Entry-Level Minor, but not for the Advanced Minor.

### 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	INTRO TO SOC # CULTURAL THEORY
ANTH UN2005	THE ETHNOGRAPHIC IMAGINATION

### Archaeology Focus

Students interested in studying archaeological anthropology are required to take the following courses:

ANTH UN1002	THE INTERPRETATION OF CULTURE
ANTH UN2004	INTRO TO SOC # CULTURAL THEORY
ANTH UN2028	THINK LIKE AN ARCHAEOLOGIST

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.

### Minor in Anthropology

The minor in Anthropology allows students to choose between two paths:

ANTH UN1002 THE INTERPRETATION OF CULTURE **OR**  
Two 2000-level courses

In addition: any four (4) courses (or 3 courses, in the case of 2x2000 level) in the Anthropology department, in ethnomusicology, or taught by an Anthropology instructor Columbia or Barnard, regardless of department.

### OR

ANTH UN2004 INTRO TO SOC # CULTURAL THEORY **and**

ANTH UN2005 THE ETHNOGRAPHIC IMAGINATION

In addition: any three (3) courses in the Anthropology department, in ethnomusicology, or taught by an Anthropology instructor at Columbia or Barnard, regardless of department.

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

### 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
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### Archaeology Focus

Students interested in studying archaeological anthropology are required to take the following course:

ANTH UN2028

THINK LIKE AN  
ARCHAEOLOGIST**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.

**FALL 2024****SOCIOCULTURAL ANTHROPOLOGY****ANTH UN1002 THE INTERPRETATION OF CULTURE.****3.00 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 2024: ANTH UN1002**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1002	001/00004	T Th 10:10am - 11:25am 263 Macy Hall	Clare Casey	3.00	63/90

**Spring 2025: ANTH UN1002**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1002	001/10586	M W 10:10am - 11:25am 309 Havemeyer Hall	Naor Ben-Yehoyada	3.00	49/120

**ANTH UN1007 THE ORIGINS OF HUMAN SOCIETY.****3.00 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 2024: ANTH UN1007**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1007	001/00005	T Th 11:40am - 12:55pm 304 Barnard Hall	Camilla Sturm	3.00	71/90

**ANTH UN2004 INTRO TO SOC # CULTURAL THEORY.****3.00 points.**

This course presents students with crucial theories of society, paying particular attention at the outset to classic social theory of the early 20th century. It traces a trajectory of writings essential for an understanding of the social: from Saussure,

Durkheim, Mauss, Weber, and Marx, on to the structuralist ethnographic elaboration of Claude Levi-Strauss and the historiographic reflections on modernity of Michel Foucault. We revisit periodically, reflections by Franz Boas, founder of anthropology in the United States (and of Anthropology at Columbia), for a sense of origins, an early anthropological critique of racism and cultural chauvinism, and a prescient denunciation of fascism. We turn as well, also with ever-renewed interest in these times, to the expansive critical thought of W. E. B. Du Bois. We conclude with Kathleen Stewart's *A Space on the Side of the Road*--an ethnography of late-twentieth-century Appalachia and the haunted remains of coal-mining country--with its depictions of an uncanny otherness within dominant American narratives

**Fall 2024: ANTH UN2004**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 2004	001/10726	M W 10:10am - 11:25am 633 Seeley W. Mudd Building	John Pemberton	3.00	34/60

**ANTH UN2017 Mafias and Other Dangerous Affiliations.****3.00 points.**

Regimes of various shapes and sizes tend to criminalize associations, organizations, and social relations that these ruling powers see as anathema to the social order on which their power depends: witches, officers of toppled political orders, alleged conspirators (rebels, traitors, terrorists, and dissidents), gangsters and mafiosi, or corrupt officers and magnates. Our main goal will be to understand how and under what conditions do those with the power to do so define, investigate, criminalize and prosecute those kinds of social relations that are cast as enemies of public order. We will also pay close attention to questions of knowledge – legal, investigative, political, journalistic, and public – how doubt, certainty, suspicion and surprise shape the struggle over the relationship between the state and society. The main part of the course is organized around six criminal investigations on mafia-related affairs that took place from the 1950s to the present (two are undergoing appeal these days) in western Sicily. After the introductory section, we will spend two weeks (four meetings) on every one of these cases. We will follow attempts to understand the Mafia and similarly criminalized organizations, and procure evidence about it. We will then expand our inquiry from Sicily to cases from all over the world, to examine questions about social relations, law, the uses of culture, and political imagination.

\*Although this is a social anthropology course, no previous knowledge of anthropology is required or presumed. Classroom lectures will provide necessary disciplinary background

**Fall 2024: ANTH UN2017**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 2017	001/11493	M W 10:10am - 11:25am 614 Schermerhorn Hall	Naor Ben-Yehoyada	3.00	69/95

**ANTH UN2028 THINK LIKE AN ARCHAEOLOGIST.****4.00 points.**

\$25 mandatory lab fee.

This course provides a comprehensive introduction to methods and theory in archaeology – by exploring how archaeologists work to create narratives about the past (and the present) on the basis on the material remains of the past. The course begins with a consideration of how archaeologists deal with the remains of the past in the present: What are archaeological sites and how do we ‘discover’ them? How do archaeologists ‘read’ or analyze sites and artifacts? From there, we will turn to the question of how archaeologists interpret these materials traces, in order to create narratives about life in the past. After a review of the historical development of theoretical approaches in archaeological interpretation, the course will consider contemporary approaches to interpreting the past

**Fall 2024: ANTH UN2028**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 2028	001/10347	M W 10:10am - 11:25am 310 Fayerweather	Hannah Chazin	4.00	43/90

**ANTH UN3007 ARCHAEOLOGY BEFORE THE BIBLE. 3.00 points.**

Please note that this is not a class on “biblical archaeology”. It is a course about the politics of archaeology in the context of Israel/Palestine, and the wider southwest Asia region. This course provides a critical overview of prehistoric archaeology in southwest Asia (or the Levant - the geographical area from Lebanon in the north to the Sinai in the south, and from the middle Euphrates in Syria to southern Jordan). It has been designed to appeal to anthropologists, historians, and students interested in the Ancient Mediterranean and Middle Eastern Studies. The course is divided into two parts. First, a social and political history of archaeology, emphasizing how the nature of current theoretical and practical knowledge has been shaped and defined by previous research traditions and, second, how the current political situation in the region impinges upon archaeological practice. Themes include: the dominance of “biblical archaeology” and the implications for Palestinian archaeology, Islamic archaeology, the impact of European contact from the Crusades onwards, and the development of prehistory

**Fall 2024: ANTH UN3007**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3007	001/10397	T Th 11:40am - 12:55pm 414 Pupin Laboratories	Brian Boyd	3.00	13/35

**ANTH UN3040 ANTHROPOLOGICAL THEORY. 4.00 points.**

Open to majors; all others with instructor's permission.

Prerequisites: an introductory course in anthropology.

Comprehensive and in-depth engagement with foundational and contemporary theoretical concepts and texts in Anthropology. Required of all Barnard students majoring in Anthropology (including specialized tracks). Permission of instructor required for non-majors. Not open to First Year students. Prerequisite: an introductory (1000 level) course in Anthropology

**Fall 2024: ANTH UN3040**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3040	001/00098	M W 10:10am - 11:25am 202 Milbank Hall	Alexander Maier, Brian Larkin	4.00	29/35

**ANTH UN3091 Disability. 4.00 points.**

This course centers disability in its many manifestations and meanings – as an embodied, social, and cultural experience, as an organizing discourse in local and global contexts, as an analytic framework, and as a position from which to approach, think about, and engage in the world. Together, we will seek to understand disability in diverse settings and contexts through ethnographic texts, autobiography, documentary film, and essays, drawing primarily from works in anthropology but also more broadly from the interdisciplinary traditions known as (Critical) Disability Studies. Throughout the semester, we will move between considering disability in more and less specific and categorical terms. We will ask what the stakes are – intellectually, socially, politically - for different ways of doing, thinking, and representing disability. What becomes apparent when we consider, say, the experiences of deaf young adults in India working together to learn Indian Sign Language, or physically disabled adults in the United States whose disabilities must be situated within histories of racialized poverty and urban neglect? What happens – what are the resonances and the tensions – when we put these settings into conversation? Through our engagements with materials analyzing these and many other instances, we will think together about what it means to study and think with disability from different disciplinary perspectives, different methods, and different media

**Fall 2024: ANTH UN3091**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3091	001/00099	T 2:10pm - 4:00pm 214 Milbank Hall	Elizabeth Green	4.00	14/14

**ANTH UN3160 THE BODY AND SOCIETY. 4.00 points. Not offered during 2023-2024 academic year.**

Prerequisites: Non-anthropology majors require the instructor's permission.

As an introduction to the field of medical anthropology, this seminar addresses themes of health, affliction, and healing across sociocultural domains. Concerns include critiques of biomedical, epidemiological and other models of disease and suffering; the entwinement of religion and healing; technocratic interventions in healthcare; and the sociomoral underpinnings of human life, death, and survival. A 1000 level course in



Anthropology is recommended as a prerequisite, although not required. Enrollment limited to 30. 4 units

**Fall 2024: ANTH UN3160**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3160	001/00101	F 11:00am - 12:50pm 227 Milbank Hall	Gina Jae	4.00	12/16

**ANTH UN3356 EARTH WORKS: Anthropology, Art, Extraction. 3.00 points.**

This undergraduate seminar is offered to students interested in the anthropological analysis of extractive economies and the social and political forms associated with them, as well as the arts through which they have been made the object of both investment and resistance. The course this semester will be focused on mining, and is organized along three axes: 1) mineral object; 2) socioeconomic form; and 3) aesthetics, with the latter including the arts of artisanal extraction, and literary, visual and media artistic practice

**Fall 2024: ANTH UN3356**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3356	001/10302	Th 4:10pm - 6:00pm 963 Ext Schermerhorn Hall	Rosalind Morris	3.00	8/25

**ANTH UN3663 The Ancient Table: Archaeology of Cooking and Cuisine. 4.00 points.**

Prerequisites: None Humans don't just eat to live. The ways we prepare, eat, and share our food is a complex reflection of our histories, environments, and ideologies. Whether we prefer coffee or tea, cornbread or challah, chicken breast or chicken feet, our tastes are expressive of social ties and social boundaries, and are linked to ideas of family and of foreignness. How did eating become such a profoundly cultural experience? This seminar takes an archaeological approach to two broad issues central to eating: First, what drives human food choices both today and in the past? Second, how have social forces shaped practices of food acquisition, preparation, and consumption (and how, in turn, has food shaped society)? We will explore these questions from various evolutionary, physiological, and cultural viewpoints, highlighted by information from the best archaeological and historic case studies. Topics that will be covered include the nature of the first cooking, beer-brewing and feasting, writing of the early recipes, gender roles and 'domestic' life, and how a national cuisine takes shape. Through the course of the semester we will explore food practices from Pleistocene Spain to historic Monticello, with particular emphasis on the earliest cuisines of China, Mesoamerica, and the Mediterranean

**Fall 2024: ANTH UN3663**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3663	001/00100	W 12:10pm - 2:00pm 214 Milbank Hall	Camilla Sturm	4.00	15/15

**ANTH UN3723 American Material Culture. 4 points. Not offered during 2023-2024 academic year.**

This seminar provides an intensive introduction to material culture analysis and its potential contributions to the study of American history. As such, our focus is methodological. In seminar discussions, we will consider both (1) key texts that give intellectual shape to the central questions in modern material culture studies and (2) published case studies demonstrating how to engage in serious object-based research. Seminar discussions will be supplemented by visits to three NYC museums (the American Museum of Natural History, the 9/11 Museum, and the Tenement Museum) as well as three laboratory practicums. Designed for both Archaeology/Anthropology and American Studies majors, as well as other students interested in using the methods of material culture analysis in original research projects. (Depending on the student's choice of a research paper topic, this seminar also fulfills either the pre-1800, the 19<sup>th</sup> century, or the post-1900 Foundations requirement of the American Studies major.) No prerequisites.

**Fall 2024: ANTH UN3723**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3723	001/00096	T Th 2:40pm - 3:55pm L1001 Milstein Center	Severin Fowles	4	21/24

**ANTH UN3725 Politics of Recognition. 4 points.**

This course examines the contemporary history of struggles for recognition, reform and revolution as articulated around the politics of recognition. The course is genealogical in spirit, beginning with a set of texts that have provided the touchstone for contemporary theory and practices of politics and then moving to more recent engagements with the same.

**Fall 2024: ANTH UN3725**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3725	001/10329	T 2:10pm - 4:00pm 963 Ext Schermerhorn Hall	Elizabeth Povinelli	4	16/25

**ANTH UN3811 TOXIC. 4.00 points.**

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 2024: ANTH UN3811**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3811	001/10693	W 10:10am - 12:00pm 302 Alfred Lerner Hall	Vanessa Agard-Jones	4.00	13/14

**ANTH UN3812 Accusing Corpse-forensic trace. 4.00 points.**

This colloquium explores the history of forensic anthropology, and the ways in which it produces the body as evidence. We will consider how truth claims are made based on the evidence of the dead body and follow the ways in which the evidence of the dead is explained and delineated for peers and for different publics by forensic anthropologists. The course will also trace the history and background to forensic anthropology and explore the assumptions around race and ancestry that were folded into its methods and which remain a part of forensic anthropological practice today

**Fall 2024: ANTH UN3812**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3812	001/13515	F 12:10pm - 2:00pm 963 Ext Schermerhorn Hall	Zoe Crossland	4.00	10/15

**ANTH UN3823 ARCH ENGAGE: PAST IN PUB EYE. 4.00 points.**

Enrollment limited to 15. Enrollment Priorities: Seniors and Juniors in ARCH or ANTH

This course provides a panoramic, but intensive, inquiry into the ways that archaeology and its methods for understanding the world have been marshaled for debate in issues of public interest. It is designed to examine claims to knowledge of the past through the lenses of alternative epistemologies and a series of case-based problems that range from the academic to the political, legal, cultural, romantic, and fraudulent

**Fall 2024: ANTH UN3823**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3823	001/10515	T 4:10pm - 6:00pm 951 Ext Schermerhorn Hall	Terence D'Altroy	4.00	7/15

**ANTH BC3871 SENIOR THESIS SEMINAR I. 4.00 points.**

Prerequisites: Limited to Barnard Anthropology Seniors. Offered every Fall. Discussion of research methods and planning and writing of a Senior Essay in Anthropology will accompany research on problems of interest to students,

culminating in the writing of individual Senior Essays. The advisory system requires periodic consultation and discussion between the student and her adviser as well as the meeting of specific deadlines set by the department each semester. Limited to Barnard Senior Anthropology Majors

**Fall 2024: ANTH BC3871**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3871	001/00097	M 4:10pm - 6:00pm L1001 Milstein Center	Camilla Sturm, Elizabeth Green, Fern Thompson, Clare Casey, Gina Jae	4.00	29/35

**ANTH UN3888 ECOCRITICISM FOR THE END TIMES. 4.00 points.**

Prerequisites: the instructor's permission.

Prerequisites: the instructors 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 Zizeks 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 professors 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

**Fall 2024: ANTH UN3888**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3888	001/10728	M 2:10pm - 4:00pm 467 Ext Schermerhorn Hall	Marilyn Ivy	4.00	11/15

**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.

**Fall 2024: ANTH UN3921**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3921	001/10327	W 10:10am - 12:00pm 963 Ext Schermerhorn Hall	David Scott	4	12/15

**CSER UN3935 Historical Anthropology of the US-Mexico Border. 4 points.**

Beginning in the 1980s, border crossing became an academic rage in the humanities and the social sciences. This was a consequence of globalization, an historical process that reconfigured the boundaries between economy, society, and culture; and it was also a primary theme of post-modernist aesthetics, which celebrated playful borrowing of multiple and diverse historical references. Within that frame, interest in the US-Mexican border shifted dramatically. Since that border is the longest and most intensively crossed boundary between a rich and a poor country, it became a paradigmatic point of reference. Places like Tijuana or El Paso, with their rather seedy reputation, had until then been of interest principally to local residents, but they now became exemplars of post-modern “hybridity,” and were meant to inspire the kind of transnational scholarship that is required in today’s world. Indeed, the border itself became a metaphor, a movable imaginary boundary that marks ethnic and racial distinction in American and Mexican cities. This course is an introduction to the historical formation of the US-Mexican border.

**Fall 2024: CSER UN3935**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3935	001/13935	M 10:10am - 12:00pm 963 Ext Schermerhorn Hall	Claudio Lomnitz	4	11/20

**ANTH UN3976 ANTHROPOLOGY OF SCIENCE. 4.00 points.**

**Not offered during 2023-2024 academic year.**

This course examines specific debates in the history and philosophy of science, and in science and technology studies (STS), with a view towards exploring the relationships among science, technology and society. The first half of the course engages methodological questions and theoretical debates concerning the nature of epistemology, and the significance of social interests, material agency, laboratory and social practices, and “culture(s)” in the making of scientific knowledge. The second half delves more specifically into the ways in which sciences and technologies are both embedded in and shape contemporary social and political practices and imaginaries

**Fall 2024: ANTH UN3976**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3976	001/00102	Th 12:10pm - 2:00pm 214 Milbank Hall	Gina Jae	4.00	5/16

**ANTH UN3997 SUPERVISED INDIVIDUAL RESEARCH. 2.00-6.00 points.**

Prerequisite: the written permission of the staff member under whose supervision the research will be conducted

**Fall 2024: ANTH UN3997**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3997	001/10165		Nadia Abu El-Haj	2.00-6.00/5	
ANTH 3997	002/10166		Lila Abu-Lughod	2.00-6.00/5	
ANTH 3997	003/10167		Maria Jose de Abreu	2.00-6.00/5	
ANTH 3997	004/10168		Claudio Lomnitz	2.00-6.00/5	
ANTH 3997	005/10169		Rosalind Morris	2.00-6.00/5	
ANTH 3997	006/10170		Marilyn Ivy	2.00-6.00/5	
ANTH 3997	007/10171		Brian Larkin	2.00-6.00/5	
ANTH 3997	008/10172		Catherine Fennell	2.00-6.00/5	
ANTH 3997	009/10173		Elizabeth Green	2.00-6.00/5	
ANTH 3997	010/10174		John Pemberton	2.00-6.00/5	
ANTH 3997	011/10175		Elizabeth Povinelli	2.00-6.00/5	
ANTH 3997	012/10176		David Scott	2.00-6.00/5	
ANTH 3997	013/10177		Lesley Sharp	2.00-6.00/5	
ANTH 3997	014/10178		Paige West	2.00-6.00/5	
ANTH 3997	015/10179		Kaya Williams	2.00-6.00/5	
ANTH 3997	017/10180		Naor Ben-Yehoyada	2.00-6.00/5	
ANTH 3997	018/10181		Severin Fowles	2.00-6.00/5	
ANTH 3997	019/10182		Terence D'Altroy	2.00-6.00/5	
ANTH 3997	020/10183		Vanessa Agard-Jones	2.00-6.00/5	
ANTH 3997	021/10184		Hannah Chazin	2.00-6.00/5	
ANTH 3997	022/10185		Audra Simpson	2.00-6.00/5	
ANTH 3997	023/10186		Mahmood Mamdani	2.00-6.00/5	
ANTH 3997	024/10426		Camilla Sturm	2.00-6.00/5	
ANTH 3997	025/10427		Brian Boyd	2.00-6.00/5	
ANTH 3997	026/10428		Zoe Crossland	2.00-6.00/5	
ANTH 3997	027/10429		Sheng Long	2.00-6.00/5	
ANTH 3997	028/10430		LaShaya Howie	2.00-6.00/5	

**ANTH UN3999 SENIOR THESIS SEM IN ANTHROPOL. 4.00 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.

Prerequisites: The instructors 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 senior thesis in anthropology. Students who write theses are eligible to be considered for departmental honors. 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 substantial draft of one discrete section of their senior project (18-20 pages) plus a detailed outline of the expected work that remains to be done (5 pages). 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 and written a draft of one chapter. 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. In spring semester, 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. Enrollment limit is 15. Requirements: Students must have completed the requirements of the first semester of the sequence and seek instructor approval to enroll in the second

**Fall 2024: ANTH UN3999**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3999	001/10188	M 4:10pm - 6:00pm 963 Ext Schermerhorn Hall	Audra Simpson	4.00	6/15

**Spring 2025: ANTH UN3999**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3999	001/10841	W 10:10am - 12:00pm 758 Ext Schermerhorn Hall	Vanessa Agard-Jones	4.00	5/10

**ANHS GU4001 THE ANCIENT EMPIRES. 3.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

The principal goal of this course is to examine the nature and histories of a range of early empires in a comparative context. In the process, we will examine influential theories that have been proposed to account for the emergence and trajectories of those empires. Among the theories are the core-periphery, world-systems, territorial-hegemonic, tributary-capitalist, network, and IEMP approaches. Five regions of the world have been chosen, from the many that could provide candidates: Rome (the classic empire), New Kingdom Egypt, Qin China, Aztec Mesoamerica, and Inka South America. These empires have been chosen because they represent a cross-section of polities ranging from relatively simple and early expansionist societies to the grand empires of the Classical World, and the most powerful states of the indigenous Americas. There are no prerequisites for this course, although students who have no background in Anthropology, Archaeology, History, or Classics may find the course material somewhat more challenging than students with some knowledge of the study of early societies. There will be two lectures per week, given by the professor

**Fall 2024: ANHS GU4001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANHS 4001	001/10516	M W 11:40am - 12:55pm 614 Schermerhorn Hall	Terence D'Altroy	3.00	101/120



**ANTH GU4196 Mexico's Disappeared Practicum. 4.00 points.**

This practicum is an exercise in engaged pedagogy. The academic work we do will be conducted for the benefit of the cause of Mexico's now over 110,000 disappeared persons. Students will be engaged in a sustained research effort to development a "context analysis" of disappearances in the state of Zacatecas (Mexico)-- an exercise in social study that focuses on the economic, political, social, and criminological context in which disappearances occur. Research is done in coordination with Mexico's National Commission for the Search of the Disappeared. Alongside the practical, real-world, objective, this Practicum is designed to perfect research skills in the social sciences **PREREQUISITE:** Spanish language comprehension is compulsory for 60# of those enrolled

Fall 2024: ANTH GU4196

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 4196	001/10794	M 2:10pm - 4:00pm 963 Ext Schermerhorn Hall	Claudio Lomnitz	4.00	15/18

**ARCHAEOLOGY****ANTH UN1007 THE ORIGINS OF HUMAN SOCIETY. 3.00 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 2024: ANTH UN1007

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1007	001/00005	T Th 11:40am - 12:55pm 304 Barnard Hall	Camilla Sturm	3.00	71/90

**ANTH UN2031 Corpse Life: Anthropological Histories of the Dead [Previously Archaeologies of Death and . 4 points. CC/GS/SEAS: Partial Fulfillment of Global Core Requirement**

The awareness of mortality seems to be a peculiarly human affliction, and its study has been a key theme of 20<sup>th</sup> century philosophy. This class will address the question of human finitude from outside of the western philosophical tradition. Anthropologists have shown that humans deal with the challenge of death in diverse ways, which nevertheless share some common themes. During the semester we'll look at case studies from across the world and over time and also explore the ethics and politics of disturbing the dead. The evidence of past human mortuary assemblages will provide some of

our key primary texts. We'll analyze famous burials such as those of Tutankhamun, the Lord of Sipan, and Emperor Qin's mausoleum, containing the celebrated terracotta warriors, but we'll also consider less well-known mortuary contexts. We will also critically examine the dead body as a privileged site for anthropological research, situating its study within the broader purview of anthropological theories of the body's production and constitution.

**ANTH UN3007 ARCHAEOLOGY BEFORE THE BIBLE. 3.00 points.**

Please note that this is not a class on "biblical archaeology". It is a course about the politics of archaeology in the context of Israel/Palestine, and the wider southwest Asia region. This course provides a critical overview of prehistoric archaeology in southwest Asia (or the Levant - the geographical area from Lebanon in the north to the Sinai in the south, and from the middle Euphrates in Syria to southern Jordan). It has been designed to appeal to anthropologists, historians, and students interested in the Ancient Mediterranean and Middle Eastern Studies. The course is divided into two parts. First, a social and political history of archaeology, emphasizing how the nature of current theoretical and practical knowledge has been shaped and defined by previous research traditions and, second, how the current political situation in the region impinges upon archaeological practice. Themes include: the dominance of "biblical archaeology" and the implications for Palestinian archaeology, Islamic archaeology, the impact of European contact from the Crusades onwards, and the development of prehistory

Fall 2024: ANTH UN3007

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3007	001/10397	T Th 11:40am - 12:55pm 414 Pupin Laboratories	Brian Boyd	3.00	13/35

**ANTH UN3151 Living with Animals: Anthropological Perspective. 4 points.**

This course examines how humans and animals shape each other's lives. We'll explore the astounding diversity of human-animal relationships in time and space, tracing the ways animals have made their impact on human societies (and vice-versa). Using contemporary ethnographic, historical, and archaeological examples from a variety of geographical regions and chronological periods, this class will consider how humans and animals live and make things, and the ways in which humans have found animals "good to think with". In this course, we will also discuss how knowledge about human-animal relationships in the past might change contemporary and future approaches to living with animals.

**ANTH BC3234 Indigenous Place-Thought. 4.00 points.**

This seminar considers what it means to be of a place and to think with and be committed to that place—environmentally, politically, and spiritually. After locating ourselves in our own particular places and place-based commitments, our attention

turns to the Indigenous traditions of North America, to accounts of tribal emergence and pre-colonial being, to colonial histories of land dispossession, to ongoing struggles to protect ecological health and land-based sovereignty, to the epistemological and moral systems that have developed over the course of many millennia of living with and for the land, and to the contributions such systems might make to our collective future. The seminar's title is borrowed from an essay on "Indigenous place-thought" by Mohawk/Anishinaabe scholar Vanessa Watts

**ANTH UN3663 The Ancient Table: Archaeology of Cooking and Cuisine. 4.00 points.**

Prerequisites: None Humans don't just eat to live. The ways we prepare, eat, and share our food is a complex reflection of our histories, environments, and ideologies. Whether we prefer coffee or tea, cornbread or challah, chicken breast or chicken feet, our tastes are expressive of social ties and social boundaries, and are linked to ideas of family and of foreignness. How did eating become such a profoundly cultural experience? This seminar takes an archaeological approach to two broad issues central to eating: First, what drives human food choices both today and in the past? Second, how have social forces shaped practices of food acquisition, preparation, and consumption (and how, in turn, has food shaped society)? We will explore these questions from various evolutionary, physiological, and cultural viewpoints, highlighted by information from the best archaeological and historic case studies. Topics that will be covered include the nature of the first cooking, beer-brewing and feasting, writing of the early recipes, gender roles and 'domestic' life, and how a national cuisine takes shape. Through the course of the semester we will explore food practices from Pleistocene Spain to historic Monticello, with particular emphasis on the earliest cuisines of China, Mesoamerica, and the Mediterranean

Fall 2024: ANTH UN3663

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3663	001/00100	W 12:10pm - 2:00pm 214 Milbank Hall	Camilla Sturm	4.00	15/15

**ANTH UN3823 ARCH ENGAGE: PAST IN PUB EYE. 4.00 points.**

Enrollment limited to 15. Enrollment Priorities: Seniors and Juniors in ARCH or ANTH

This course provides a panoramic, but intensive, inquiry into the ways that archaeology and its methods for understanding the world have been marshaled for debate in issues of public interest. It is designed to examine claims to knowledge of the past through the lenses of alternative epistemologies and a series of case-based problems that range from the academic to the political, legal, cultural, romantic, and fraudulent

Fall 2024: ANTH UN3823

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3823	001/10515	T 4:10pm - 6:00pm 951 Ext Schermerhorn Hall	Terence D'Altroy	4.00	7/15

**ANHS GU4001 THE ANCIENT EMPIRES. 3.00 points.**  
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

The principal goal of this course is to examine the nature and histories of a range of early empires in a comparative context. In the process, we will examine influential theories that have been proposed to account for the emergence and trajectories of those empires. Among the theories are the core-periphery, world-systems, territorial-hegemonic, tributary-capitalist, network, and IEMP approaches. Five regions of the world have been chosen, from the many that could provide candidates: Rome (the classic empire), New Kingdom Egypt, Qin China, Aztec Mesoamerica, and Inka South America. These empires have been chosen because they represent a cross-section of polities ranging from relatively simple and early expansionist societies to the grand empires of the Classical World, and the most powerful states of the indigenous Americas. There are no prerequisites for this course, although students who have no background in Anthropology, Archaeology, History, or Classics may find the course material somewhat more challenging than students with some knowledge of the study of early societies. There will be two lectures per week, given by the professor

Fall 2024: ANHS GU4001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANHS 4001	001/10516	M W 11:40am - 12:55pm 614 Schermerhorn Hall	Terence D'Altroy	3.00	101/120

**ANTH GU4175 WRITING ARCHAEOLOGY. 3.00 points.**

Prerequisites: the instructor's permission.

Like fiction archaeology allows us to visit other worlds and to come back home again. In this class we'll explore different genres of archaeological texts. How do writers contribute to the development of narratives about the past, what are the narrative tricks used by archaeologists, novelists and poets to evoke other worlds and to draw in the reader? What is lost in the translation from the earth to text, and what is gained? There is an intimacy to archaeological excavation, an intimacy that is rarely captured in archaeological narratives. What enlivening techniques might we learn from fictional accounts, and where might we find narrative space to include emotion and affect, as well as the texture and grain of encounters with the traces of the past? How does archaeological evidence evoke a particular response, and how do novels and poems work to do the same thing? What is the role of the reader in bringing a text to life?

Enrollment limit is 15. Priority: Anthropology graduate students, archaeology senior thesis students.

**ANTH GU4345 NEANDERTHAL ALTERITIES. 3.00 points.**

Enrollment priorities: Graduate students, and 3rd & 4th year undergraduates only

Using The Neanderthals partly as a metaphorical device, this course considers the anthropological, philosophical and ethical implications of sharing the world with another human species. Beginning from a solid grounding in the

archaeological, biological and genetic evidence, we will reflect critically on why Neanderthals are rarely afforded the same reflexive capacities, qualities and attributes - agency- as anatomically modern humans, and why they are often regarded as lesser or nonhuman animals despite clear evidence for both sophisticated material and social engagement with the world and its resources. Readings/materials are drawn from anthropology, philosophy, ethics, gender studies, race and genetics studies, literature and film

#### Spring 2025: ANTH GU4345

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 4345	001/11414	W 12:10pm - 2:00pm 951 Ext Schermerhorn Hall	Brian Boyd	3.00	14/18

## PHYSICAL ANTHROPOLOGY

### SPRING 2025

## SOCIOCULTURAL ANTHROPOLOGY

### ANTH UN1002 THE INTERPRETATION OF CULTURE.

#### 3.00 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 2024: ANTH UN1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1002	001/00004	T Th 10:10am - 11:25am 263 Macy Hall	Clare Casey	3.00	63/90

#### Spring 2025: ANTH UN1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1002	001/10586	M W 10:10am - 11:25am 309 Havemeyer Hall	Naor Ben-Yehoyada	3.00	49/120

### ANTH UN1008 THE RISE OF CIVILIZATION. 3.00 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement  
Mandatory recitation sections will be announced first week of classes. \$25.00 laboratory fee.

Corequisites: ANTH V1008

Corequisites: ANTH UN1108 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 2025: ANTH UN1008

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1008	001/17254	T Th 11:40am - 12:55pm 402 Chandler	Clarence Gifford	3.00	80/100

### ANTH UN1009 INTRO TO LANGUAGE # CULTURE.

#### 3.00 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

#### Spring 2025: ANTH UN1009

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1009	001/00645	M W 10:10am - 11:25am L1003 Barnard Hall	Elizabeth Green	3.00	40/90

### ANTH UN1012 INTERPRETATION OF CULTRE-DISC.

#### 0.00 points.

#### Fall 2024: ANTH UN1012

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1012	001/00884	T 12:10pm - 1:00pm 306 Milbank Hall	Phoebe Whiteside	0.00	11/15
ANTH 1012	002/00888	Th 12:10pm - 1:00pm 409 Barnard Hall	Phoebe Whiteside	0.00	7/15
ANTH 1012	003/00887	Th 4:10pm - 5:00pm 207 Milbank Hall	Rishav Kumar Thakur	0.00	10/15
ANTH 1012	004/00889	Th 5:10pm - 6:00pm 214 Milbank Hall	Rishav Kumar Thakur	0.00	7/15
ANTH 1012	005/00885	M 1:10pm - 2:00pm 302 Milbank Hall	Kiara Houston	0.00	16/15
ANTH 1012	006/00886	W 3:10pm - 4:00pm 119 Milstein Center	Kiara Houston	0.00	12/15

#### Spring 2025: ANTH UN1012

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1012	001/10842	W 12:10pm - 1:00pm 337 Seeley W. Mudd Building	Sean Muller	0.00	12/30
ANTH 1012	002/10843	W 1:10pm - 2:00pm 337 Seeley W. Mudd Building	Sean Muller	0.00	9/30
ANTH 1012	003/10844	W 4:10pm - 5:00pm 963 Ext Schermerhorn Hall	Nikita Karbasov	0.00	7/30
ANTH 1012	004/10845	Th 12:10pm - 1:00pm 337 Seeley W. Mudd Building	Asprey Liu	0.00	9/30
ANTH 1012	005/10846	Th 1:10pm - 2:00pm	Asprey Liu	0.00	3/30

		602 Northwest Corner			
ANTH 1012	006/10847	W 5:10pm - 6:00pm	Nikita Karbasov	0.00	8/30
		963 Ext Schermerhorn Hall			

### ANTH UN1108 THE RISE OF CIVILIZATION-DISC. 0.00 points.

Spring 2025: ANTH UN1108

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1108	001/17651	T 1:10pm - 2:00pm 703 Hamilton Hall	Jenny Ni	0.00	25/30
ANTH 1108	002/17653	T 2:10pm - 3:00pm 703 Hamilton Hall	Jenny Ni	0.00	2/30
ANTH 1108	003/17655	T 3:10pm - 4:00pm 951 Ext Schermerhorn Hall	Noni Stephenson	0.00	11/30
ANTH 1108	004/17656	W 4:10pm - 5:00pm 951 Ext Schermerhorn Hall	Noni Stephenson	0.00	18/30
ANTH 1108	005/17657	M 11:10am - 12:00pm 608 Martin Luther King Building	Wilmer Falcon	0.00	9/30
ANTH 1108	006/17658	W 3:10pm - 4:00pm 401 Chandler	Wilmer Falcon	0.00	15/30

### ANTH UN2005 THE ETHNOGRAPHIC IMAGINATION. 3.00 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. Discussion section required

Spring 2025: ANTH UN2005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 2005	001/10836	T Th 2:40pm - 3:55pm 303 Uris Hall	Maria Jose de Abreu	3.00	23/60

### ANTH BC2012 LAB METHODS ARCHAEOLOGY. 4.00 points.

Only the most recent chapters of the past are able to be studied using traditional historiographical methods focused on archives of textual documents. How, then, are we to analyze the deep history of human experiences prior to the written word? And even when textual archives do survive from a given historical period, these archives are typically biased toward the perspectives of those in power. How, then, are we to undertake analyses of the past that take into account the lives and experiences of all of society’s members, including the poor, the working class, the colonized, and others whose voices appear far less frequently in historical documents? From

its disciplinary origins in nineteenth century antiquarianism, archaeology has grown to become a rigorous science of the past, dedicated to the exploration of long-term and inclusive social histories. “Laboratory Methods in Archaeology” is an intensive introduction to the analysis of archaeological artifacts and samples in which we explore how the organic and inorganic remains from archaeological sites can be used to build rigorous claims about the human past. The 2022 iteration of the course centers on assemblages from two sites, both excavated by Barnard’s archaeological field program in the Taos region of northern New Mexico: (1) the Spanish colonial site of San Antonio del Embudo founded in 1725 and (2) the hippie commune known as New Buffalo, founded in 1967. Participants in ANTH BC2012 will be introduced to the history, geology, and ecology of the Taos region, as well as to the excavation histories of the two sites. Specialized laboratory modules focus on the analysis of chipped stone artifacts ceramics, animal bone, glass, and industrial artifacts. The course only demands participation in the seminars and laboratory modules and successful completion of the written assignments, but all students are encouraged to develop specialized research projects to be subsequently expanded into either (1) a senior thesis project or (2) a conference presentation at the Society for American Archaeology, Society for Historical Archaeology, or Theoretical Archaeology Group meeting

Spring 2025: ANTH BC2012

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 2012	001/00637	T Th 4:10pm - 6:00pm 954 Ext Schermerhorn Hall	Severin Fowles	4.00	17/15

### ANTH UN2101 THE ETHNOGRAPHIC IMAGINATION-DISC. 0.00 points.

Spring 2025: ANTH UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 2101	001/10837	M 12:10pm - 1:00pm 328 Uris Hall	Paulina Gomez	0.00	11/25
ANTH 2101	002/10838	Th 4:10pm - 5:00pm 329 Uris Hall	Paulina Gomez	0.00	12/25

### ANTH BC3223 Gender Archaeology. 4.00 points.

This seminar critically reexamines the ancient world from the perspective of gender archaeology. Though the seedlings of gender archaeology were first sown by of feminist archaeologists during the 70’s and 80’s, this approach involves far more than simply ‘womanizing’ androcentric narratives of past. Rather, gender archaeology criticizes interpretations of the past that transplant contemporary social roles onto the archaeological past, casting the divisions and inequalities of today as both timeless and natural. This class challenges the idea of a singular past, instead championing a turn towards multiple, rich, messy, intersectional pasts. The ‘x’ in ‘archaeology’ is an explicit signal of our focus on this diversity of pasts and a call for a more inclusive field of practice today



**Spring 2025: ANTH BC3223**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3223	001/00646	W 10:10am - 12:00pm 111 Milstein Center	Camilla Sturm	4.00	15/16

**ANTH UN3321 INFRASTRUCTURES. 4.00 points.**

Infrastructures are the built networks moving goods, commodities, people, energy, waste organizing human action in modern societies. This course critically examines the work of infrastructures globally. It examines issues of urbanism, racial infrastructures, infrastructural breakdown and emergency, postcolonial infrastructures, climate change, and extraction

**Spring 2025: ANTH UN3321**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3321	001/00641	M 2:10pm - 4:00pm 227 Milbank Hall	Brian Larkin	4.00	13/16

**ANTH UN3465 WOMEN, GENDER POL-MUSLIM WORLD. 3.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Practices like veiling, gendered forms of segregation, and the honor code that are central to Western images of Muslim women are also contested issues throughout the Muslim world. This course examines debates about gender, sexuality, and morality and explores the interplay of political, social, and economic factors in shaping the lives of men and women across the Muslim world, from the Middle East to Europe. The perspective will be primarily anthropological, although special attention will be paid to historical processes associated with colonialism and nation-building that are crucial to understanding present gender politics. We will focus on the sexual politics of everyday life in specific locales and explore the extent to which these are shaped by these histories and the power of representations mobilized in a global world in the present and international political interventions. In addition to reading ethnographic works about particular communities, we read memoirs and critical analyses of the local and transnational activist movements that have emerged to address various aspects of gender politics and rights

**Spring 2025: ANTH UN3465**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3465	001/10584	M W 11:40am - 12:55pm 614 Schermerhorn Hall	Lila Abu-Lughod	3.00	60/75

**ANTH UN3467 WOMEN/GENDER-MUSLIM WORLD-DISC. 0.00 points.****Spring 2025: ANTH UN3467**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3467	001/10715	W 4:10pm - 5:00pm 467 Ext Schermerhorn Hall	Zarino Lanni	0.00	10/25

ANTH 3467	002/10716	Th 2:10pm - 3:00pm 317 Hamilton Hall	Zarino Lanni	0.00	12/25
ANTH 3467	003/10717	W 1:10pm - 2:00pm 318 Hamilton Hall	Alexander Maier	0.00	8/25
ANTH 3467	004/10718	Th 12:10pm - 1:00pm 1102 International Affairs Bldg	Alexander Maier	0.00	12/25
ANTH 3467	005/20600	W 1:10pm - 2:00pm 954 Ext Schermerhorn Hall	Amani Agbaria	0.00	6/30
ANTH 3467	006/20599	M 1:10pm - 2:00pm 951 Ext Schermerhorn Hall	Amani Agbaria	0.00	10/30

**ANTH UN3604 As If: Anthropologies of the Future. 4.00 points.**

This seminar engages--through science fiction and speculative fiction, film, and companion readings in anthropology and beyond—a range of approaches to the notion of the “future” and to the imagination of multiple futures to come. We will work through virtual and fictive constructions of future worlds, ecologies, and social orders “as If” they present alternative possibilities for pragmatic yet utopian thinking and dreaming in the present (and as we’ll also consider dystopian and “heterotopian” possibilities as well)

**Spring 2025: ANTH UN3604**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3604	001/11050	M 2:10pm - 4:00pm 467 Ext Schermerhorn Hall	Marilyn Ivy	4.00	9/12

**ANTH UN3665 The Politics of Care. 4.00 points.**

Semester: What are the consequences of entrenched inequalities in the context of care? How might we (re)imagine associated practices as political projects? Wherein lie the origins of utopic and dystopic visions of daily survival? How might we track associated promises and failures as they travel across social hierarchies, nationalities, and geographies of care? And what do we mean when we speak of “care”? These questions define the scaffolding for this course. Our primary goals throughout this semester are threefold. First, we begin by interrogating the meaning of “care” and its potential relevance as a political project in medical and other domains. Second, we will track care’s associated meanings and consequences across a range of contents, including urban and rural America, an Amazonia borderland, South Africa, France, and Mexico. Third, we will address temporal dimensions of care, as envisioned and experienced in the here-and-now, historically, and in a futuristic world of science fiction. Finally, and most importantly, we will remain alert to the relevance of domains of difference relevant to care, most notably race, gender, class, and species. Upper level seminar; 4 points Summer: What do we mean when we speak of “care”? How might we (re)imagine practices of care as political and moral projects? What promises, paradoxes, or

failures surface amid entrenched inequalities? And what hopes, desires, and fears inform associated utopic and dystopic visions of daily survival? These questions will serve as a scaffolding of sorts for this course, and our primary goals are fourfold. First, we will begin by interrogating the meaning of “care” and its potential relevance as a political project in medical and other domains. Second, we will track care’s associated meanings and consequences across a range of contents, communities, and geographies of care. Third, we will remain alert to the temporal dimensions of care, as envisioned and experienced historically, in the here-and-now, and in the futuristic world of science fiction. Finally, we will consider the moral underpinnings of intra-human alongside interspecies care. Enrollment limited to 10; 4 points

**Spring 2025: ANTH UN3665**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3665	001/00644	F 11:00am - 12:50pm 214 Milbank Hall	Gina Jae	4.00	12/16

**ANTH UN3851 Theatricality # the Political. 4.00 points.**

This course addresses the articulation between theatricality and the political from a cross-cultural and trans-historical perspective. From the Renaissance theater to the profuse baroque, to the modernizing logics and aesthetics, to so-called “neo-baroque”, the course addresses logics and grammars within past and present dramaturgies of the social. How do certain theatrical traditions articulate with various power formations? How do these connect and complicate the relation between power and resistance, colonialism and liberation, center and periphery, particular and universal, actors and audiences? What technical apparatuses, cultural structures, ethical dispositions and bodily repertoires are mobilized? And how do old and new media technologies reconfigure protocols of stage-form in ancient and contemporary political theater?

**Spring 2025: ANTH UN3851**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3851	001/17270	M 2:10pm - 4:00pm 754 Ext Schermerhorn Hall	Maria Jose de Abreu	4.00	9/15

**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”.

**Spring 2025: ANTH UN3861**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3861	001/00647	M 6:10pm - 8:00pm 113 Milstein Center	Patrick Nason	4	6/15

**ANTH BC3868 ETHNOGRAPHIC FIELD RESEARCH IN NYC. 4.00 points.**

This course provides the aspiring anthropologist with an array of primarily qualitative methodological tools essential to successful urban fieldwork. As such, it is a practicum of sorts, where regular field assignments help build one’s ability to record and analyze social behavior by drawing on several key data collection techniques. Because we have the luxury of inhabiting a large, densely populated, international city, this class requires that you take a head-first plunge into urban anthropology. The NYC area will define the laboratory for individually- designed research projects. Be forewarned, however! Ethnographic engagement involves efforts to detect social patterns, but it is often a self-reflexive exercise, too. Readings provide methodological, analytical, and personal insights into the skills, joys, and trials that define successful field research

**Spring 2025: ANTH BC3868**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3868	001/00640	T 2:10pm - 4:00pm 501 Diana Center	Kaya Williams	4.00	30/35

**ANTH BC3872 SENIOR THESIS SEMINAR II. 4.00 points.**

Prerequisites: Must complete ANTH BC3871x. Limited to Barnard Senior Anthropology Majors. Offered every Spring. Discussion of research methods and planning and writing of a Senior Essay in Anthropology will accompany research on problems of interest to students, culminating in the writing of individual Senior Essays. The advisory system requires periodic consultation and discussion between the student and her adviser as well as the meeting of specific deadlines set by the department each semester

**Spring 2025: ANTH BC3872**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3872	001/00639	M 4:10pm - 6:00pm 502 Diana Center	Camilla Sturm, Elizabeth Green, Gina Jae, Clare Casey, Fern Thompsett	4.00	29/32

### ANTH UN3880 LISTENINGS: AN ETHNOG OF SOUND. 4.00 points.

Prerequisites: the instructor's permission.

We explore the possibilities of an ethnography of sound through a range of listening encounters: in resonant urban soundscapes of the city and in natural soundscapes of acoustic ecology; from audible pasts and echoes of the present; through repetitive listening in the age of electronic reproduction, and mindful listening that retraces an uncanniness inherent in sound. Silence, noise, voice, chambers, reverberation, sound in its myriad manifestations and transmissions. From the captured souls of Edison's phonography, to everyday acoustical adventures, the course turns away from the screen and dominant epistemologies of the visual for an extended moment, and does so in pursuit of sonorous objects. How is it that sound so moves us as we move within its world, and who or what then might the listening subject be?

Spring 2025: ANTH UN3880

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3880	001/10592	T 2:10pm - 4:00pm 963 Ext Schermerhorn Hall	John Pemberton	4.00	10/12

### ANTH BC3911 SOCIAL CONTEXTS IMMIGRATN LAW. 4.00 points.

Examines the historical and contemporary social, economic, and political factors that shape immigration law and policy along with the social consequences of those laws and policies. Addresses the development and function of immigration law and aspects of the immigration debate including unauthorized immigration, anti-immigration sentiments, and critiques of immigration policy

Spring 2025: ANTH BC3911

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3911	001/00642	M 10:10am - 12:00pm 113 Milstein Center	J.C. Salyer	4.00	21/21

### ANTH BC3932 CLIM CHNG/GLOBAL MIGR/HUM RG. 4.00 points.

While the existence of processes of anthropogenic climate change is well established, predictions regarding the future consequences of these processes are far less certain. In no area is the uncertainty regarding near and long term effects as pronounced as in the question of how climate change will affect global migration. This course will address the issue of climate migration in four ways. First, the course will examine the theoretical and empirical literatures that have elucidated the nature of international migration in general. Second, the course will consider the phenomena of anthropogenic climate change as it relates to migration. Third, the course will consider how human rights and other legal regimes do or do not address the humanitarian issues created by anthropogenic climate change. Fourth, the course will synthesize these topics by considering how migration and climate change has arisen as a humanitarian, political, and economic issue in the Pacific. Human Rights elective

Spring 2025: ANTH BC3932

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3932	001/00643	M 2:10pm - 4:00pm 113 Milstein Center	J.C. Salyer	4.00	19/23

### ANTH UN3939 ANIME EFFECT: JAPANESE MEDIA. 4.00 points.

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. Prerequisites: the instructor's permission

Spring 2025: ANTH UN3939

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3939	001/11052	T 2:10pm - 4:00pm 467 Ext Schermerhorn Hall	Marilyn Ivy	4.00	12/15

### ANTH UN3947 TEXT, MAGIC, PERFORMANCE. 4.00 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: the instructor's permission.

Prerequisites: the instructors permission. This course pursues interconnections linking text and performance in light of magic, ritual, possession, narration, and related articulations of power. Readings are drawn from classic theoretical writings, colonial fiction, and ethnographic accounts. Domains of inquiry include: spirit possession, trance states, séance, ritual performance, and related realms of cinematic projection, musical form, shadow theater, performative objects, and (other) things that move on their own, compellingly. Key theoretical concerns are subjectivity - particularly, the conjuring up and displacement of self in the form of the first-person singular I - and the haunting power of repetition. Retraced throughout the course are the uncanny shadows of a fully possessed subject --within ritual contexts and within everyday life

Spring 2025: ANTH UN3947

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3947	001/10591	M 2:10pm - 4:00pm 963 Ext Schermerhorn Hall	John Pemberton	4.00	16/17

### ANTH UN3971 Culture and Environmental Behavior. 4 points.

Enrollment limited to 15.

Seemingly "natural" meanings and objects are produced and known within distinctive cultural, political, economic, and historic contexts. These cultural forms are then circulated, reproduced, and naturalized in ways that obscure the social milieu in which they arose. In this course, we will denaturalize nature.

**Spring 2025: ANTH UN3971**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3971	001/00638	M 12:10pm - 2:00pm 406 Barnard Hall	Paige West	4	14/15

**ANTH UN3998 SUPERVISED INDIVIDUAL RESEARCH. 2.00-6.00 points.**

Prerequisite: the written permission of the staff member under whose supervision the research will be conducted

**Spring 2025: ANTH UN3998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3998	002/10886		Lila Abu-Lughod	2.00-6.00/5	
ANTH 3998	003/10887		Vanessa Agard-Jones	2.00-6.00/5	
ANTH 3998	004/10888		Naor Ben-Yehoyada	2.00-6.00/5	
ANTH 3998	005/10889		Brian Boyd	2.00-6.00/5	
ANTH 3998	006/10890		Hannah Chazin	2.00-6.00/5	
ANTH 3998	007/10891		Zoe Crossland	2.00-6.00/5	
ANTH 3998	010/17669		Clarence Gifford	2.00-6.00/5	
ANTH 3998	011/10894		Elizabeth Green	2.00-6.00/5	
ANTH 3998	012/17670		Marilyn Ivy	2.00-6.00/5	
ANTH 3998	013/17672		Clare Casey	2.00-6.00/5	
ANTH 3998	014/17747		Brian Larkin	2.00-6.00/5	
ANTH 3998	017/17748		Severin Fowles	2.00-6.00/5	
ANTH 3998	018/17749		LaShaya Howie	2.00-6.00/5	
ANTH 3998	019/17750		Madisson Whitman	2.00-6.00/5	
ANTH 3998	020/17751		James Meador	2.00-6.00/5	
ANTH 3998	021/17753		Ellen Marakowitz	2.00-6.00/5	
ANTH 3998	022/17752		Sheng Long	2.00-6.00/5	
ANTH 3998	024/17754		Rosalind Morris	2.00-6.00/5	
ANTH 3998	025/17755		John Pemberton	2.00-6.00/5	
ANTH 3998	026/17756		Elizabeth Povinelli	2.00-6.00/5	
ANTH 3998	027/17761		Camilla Sturm	2.00-6.00/5	
ANTH 3998	028/17764		Fern Thompsett	2.00-6.00/5	
ANTH 3998	030/17757		Paige West	2.00-6.00/5	
ANTH 3998	031/17758		Kaya Williams	2.00-6.00/5	

ANTH 3998	033/17760	Cine Ostrow	2.00-6.00/5
ANTH 3998	035/17762	Patrick Nason	2.00-6.00/5
ANTH 3998	036/17765	Laurel Kendall	2.00-6.00/5
ANTH 3998	037/17766	J.C. Salyer	2.00-6.00/5
ANTH 3998	038/17767	Gina Jae	2.00-6.00/5

**ANTH UN3999 SENIOR THESIS SEM IN ANTHROPOL. 4.00 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.

Prerequisites: The instructors 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 senior thesis in anthropology. Students who write theses are eligible to be considered for departmental honors. 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 substantial draft of one discrete section of their senior project (18-20 pages) plus a detailed outline of the expected work that remains to be done (5 pages). 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 and written a draft of one chapter. 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. In spring semester, 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. Enrollment limit is 15. Requirements: Students must have completed the requirements of the first semester of the sequence and seek instructor approval to enroll in the second

#### Fall 2024: ANTH UN3999

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3999	001/10188	M 4:10pm - 6:00pm 963 Ext Schermerhorn Hall	Audra Simpson	4.00	6/15

#### Spring 2025: ANTH UN3999

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3999	001/10841	W 10:10am - 12:00pm 758 Ext Schermerhorn Hall	Vanessa Agard-Jones	4.00	5/10

#### ANTH GU4143 ACCUSATION. 3.00 points.

This course examines the politics and practices of collective accusation in comparative perspective. It treats these phenomena in their relation to processes of political and economic transition, to discourses of crisis, and to the practices of rule by which the idea of exception is made the grounds for extreme claims on and for the social body-usually, but not exclusively, enacted through forms of expulsion. We will consider the various theoretical perspectives through which forms of collective accusation have been addressed, focusing on psychoanalytic, structural functional, and poststructuralist readings. In doing so, we will also investigate the difference and possible continuities between the forms and logics of accusation that operate in totalitarian as well as liberal regimes. Course readings will include both literary and critical texts

#### Spring 2025: ANTH GU4143

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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ANTH 4143	001/10953	M 4:10pm - 6:00pm 963 Ext Schermerhorn Hall	Rosalind Morris	3.00	23/30
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#### ANTH GU4283 Anthropology of the Sister. 4.00 points.

Classical anthropological theory placed the muted sister at its core, in a theory of kinship originating in the traffic of women among men. Political theory placed the invisible sister at its core by coding democracy as fraternity. Psychoanalytic theory placed the forbidden sister at its core with the theory of incest taboo. Tragic theory placed the self-effacing sister at its core in the Sophoclean figures of Antigone and Ismene. Popular (Hollywood) cinematic production placed the absent sister at its core, with its relentless circulation of narratives in which a 'band of brothers' finds its moral purpose in the rescue of someone else's sister. And yet, and within these traditions, the sister arose in the interstices as a phantasmatic figure of extraterritorial and insurrectionary possibility. If feminisms have, on occasion, attempted to both mobilize and contain this possibility in a discourse of sisterhood, much more remains to be thought. This course explores the figure of the sister in its muted, invisible, forbidden, self-effacing and absented forms—and moves to consider the radical possibilities that emerged therefrom in Social and Political Theory, Literary Fiction, Drama and Cinema

#### Spring 2025: ANTH GU4283

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 4283	001/10972	Th 12:10pm - 2:00pm 467 Ext Schermerhorn Hall	Rosalind Morris	4.00	13/20

#### ANTH GU4345 NEANDERTHAL ALTERITIES. 3.00 points.

Enrollment priorities: Graduate students, and 3rd & 4th year undergraduates only

Using The Neanderthals partly as a metaphorical device, this course considers the anthropological, philosophical and ethical implications of sharing the world with another human species. Beginning from a solid grounding in the archaeological, biological and genetic evidence, we will reflect critically on why Neanderthals are rarely afforded the same reflexive capacities, qualities and attributes - agency- as anatomically modern humans, and why they are often regarded as lesser or nonhuman animals despite clear evidence for both sophisticated material and social engagement with the world and its resources. Readings/materials are drawn from anthropology, philosophy, ethics, gender studies, race and genetics studies, literature and film

#### Spring 2025: ANTH GU4345

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 4345	001/11414	W 12:10pm - 2:00pm 951 Ext Schermerhorn Hall	Brian Boyd	3.00	14/18

## ARCHAEOLOGY

### ANTH UN1008 THE RISE OF CIVILIZATION. 3.00 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement  
Mandatory recitation sections will be announced first week of classes. \$25.00 laboratory fee.

Corequisites: ANTH V1008

Corequisites: ANTH UN1108 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 2025: ANTH UN1008

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1008	001/17254	T Th 11:40am - 12:55pm 402 Chandler	Clarence Gifford	3.00	80/100

### ANTH BC2012 LAB METHODS ARCHAEOLOGY. 4.00 points.

Only the most recent chapters of the past are able to be studied using traditional historiographical methods focused on archives of textual documents. How, then, are we to analyze the deep history of human experiences prior to the written word? And even when textual archives do survive from a given historical period, these archives are typically biased toward the perspectives of those in power. How, then, are we to undertake analyses of the past that take into account the lives and experiences of all of society's members, including the poor, the working class, the colonized, and others whose voices appear far less frequently in historical documents? From its disciplinary origins in nineteenth century antiquarianism, archaeology has grown to become a rigorous science of the past, dedicated to the exploration of long-term and inclusive social histories. "Laboratory Methods in Archaeology" is an intensive introduction to the analysis of archaeological artifacts and samples in which we explore how the organic and inorganic remains from archaeological sites can be used to build rigorous claims about the human past. The 2022 iteration of the course centers on assemblages from two sites, both excavated by Barnard's archaeological field program in the Taos region of northern New Mexico: (1) the Spanish colonial site of San Antonio del Embudo founded in 1725 and (2) the hippie commune known as New Buffalo, founded in 1967. Participants in ANTH BC2012 will be introduced to the history, geology, and ecology of the Taos region, as well as to the excavation histories of the two sites. Specialized laboratory modules focus on the analysis of chipped stone artifacts ceramics, animal bone, glass, and industrial artifacts. The course only demands participation in the seminars and laboratory modules

and successful completion of the written assignments, but all students are encouraged to develop specialized research projects to be subsequently expanded into either (1) a senior thesis project or (2) a conference presentation at the Society for American Archaeology, Society for Historical Archaeology, or Theoretical Archaeology Group meeting

Spring 2025: ANTH BC2012

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 2012	001/00637	T Th 4:10pm - 6:00pm 954 Ext Schermerhorn Hall	Severin Fowles	4.00	17/15

### ANTH UN2028 THINK LIKE AN ARCHAEOLOGIST. 4.00 points.

\$25 mandatory lab fee.

This course provides a comprehensive introduction to methods and theory in archaeology – by exploring how archaeologists work to create narratives about the past (and the present) on the basis on the material remains of the past. The course begins with a consideration of how archaeologists deal with the remains of the past in the present: What are archaeological sites and how do we 'discover' them? How do archaeologists 'read' or analyze sites and artifacts? From there, we will turn to the question of how archaeologists interpret these materials traces, in order to create narratives about life in the past. After a review of the historical development of theoretical approaches in archaeological interpretation, the course will consider contemporary approaches to interpreting the past

Fall 2024: ANTH UN2028

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 2028	001/10347	M W 10:10am - 11:25am 310 Fayerweather	Hannah Chazin	4.00	43/90

### ANTH BC3223 Gender Archaeology. 4.00 points.

This seminar critically reexamines the ancient world from the perspective of gender archaeology. Though the seedlings of gender archaeology were first sown by of feminist archaeologists during the 70's and 80's, this approach involves far more than simply 'womanizing' androcentric narratives of past. Rather, gender archaeology criticizes interpretations of the past that transplant contemporary social roles onto the archaeological past, casting the divisions and inequalities of today as both timeless and natural. This class challenges the idea of a singular past, instead championing a turn towards multiple, rich, messy, intersectional pasts. The 'x' in 'archaeology' is an explicit signal of our focus on this diversity of pasts and a call for a more inclusive field of practice today

Spring 2025: ANTH BC3223

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3223	001/00646	W 10:10am - 12:00pm 111 Milstein Center	Camilla Sturm	4.00	15/16

### ANTH GU4346 LAB TECHNIQUES IN ARCHAEOLOGY. 3.00 points.

"Laboratory Methods in Archaeology" is an intensive introduction to the analysis of archaeological artifacts and samples in which we explore how the organic and inorganic remains from archaeological sites can be used to build rigorous claims about the human past. In 2023, this course will focus on pre-contact and post-contact assemblages from the New York-metro area, including materials from the legacy collections of Ralph Solecki. Participants will be introduced to the history, geology, and ecology of the New York area and specialized laboratory modules focus on the analysis of chipped stone artifacts, ceramics, animal bone, glass, and a range of post-contact artifacts. The course only demands participation in the seminars and laboratory modules and successful completion of the written assignments, but all students are encouraged to develop specialized research projects to be subsequently expanded into either (1) a thesis project or (2) a conference presentation at the Society for American Archaeology, Society for Historical Archaeology, or Theoretical Archaeology Group meeting

### PHYSICAL ANTHROPOLOGY

#### ANTH GU4148 HUMAN SKELETAL BIOLOGY II. 3.00 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

### OF RELATED INTEREST

#### Anthropology (Barnard)

ANTH BC3868	ETHNOGRAPHIC FIELD RESEARCH IN NYC
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#### Center for the Study of Ethnicity and Race

CSER UN3904	Rumor and Racial Conflict
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CSER UN3924	Latin American and Latina/o Social Movements
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CSER UN3990	SENIOR PROJECT SEMINAR
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#### Ecology, Evolution, and Environmental Biology

EEEB GU4700	RACE:TANGLED HIST-BIOL CONCEPT
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#### Women's and Gender Studies

WMST UN1001	INTRO-WOMEN # GENDER STUDIES
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## ARCHAEOLOGY

### THE INTERDEPARTMENTAL MAJOR IN ARCHAEOLOGY

Center website: <https://archaeology.columbia.edu>

Office location: 965 Schermerhorn Extension

Office contact: [archaeology@columbia.edu](mailto:archaeology@columbia.edu)

Director of Undergraduate Studies: Prof. Hannah Chazin, [hc2986@columbia.edu](mailto:hc2986@columbia.edu)

Center for Archaeology Administrator: Tiffany Pinnock, [tp2837@columbia.edu](mailto:tp2837@columbia.edu)

### THE STUDY OF ARCHAEOLOGY

Archaeology is the study of the material conditions inhabited and acted upon by people in the past and present. As an academic discipline, 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. 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 communities and identities. At Columbia, archaeology is a multidisciplinary field practiced by faculty and students in the humanities, social sciences, and natural sciences.

Archaeology is everywhere! Students and faculty at Columbia have done archaeological fieldwork and research program around the world, including: Argentina, Peru, Central America, the North American Southwest, New York City, upstate New York, the UK, France, Italy, Greece, Turkey, Egypt, Yemen, Israel, Palestine, Armenia, 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.

The inter-departmental major in archaeology is an interdisciplinary program that allows students to take archaeology classes from a wide range of departments at Columbia and Barnard, including Anthropology, Art History, Classics, EALAC, History, EEEB and others. Students can put together a major that reflects their particular interests. This major has a strong focus on lab and field skills, as well as on questions of interpretation and theory.

Interdepartmental Major in Archaeology

Interdepartmental Minor in Archaeology

Interdepartmental Concentration in Archaeology

## STUDENT ADVISING

Director of Undergraduate Studies: Prof. Hannah Chazin,  
[hc2986@columbia.edu](mailto:hc2986@columbia.edu)

### Consulting Advisers

Students should consult with the Director of Undergraduate Studies for Archaeology to discuss the major, minor, or concentration and for help with planning a course of study and selecting classes.

Students interested in archaeology should sign up for the archaeology list-serv, for announcements about courses, events, and summer research opportunities: <https://listserv.cuit.columbia.edu/scripts/wa.exe?SUBED1=ARCY-UND&A=1>

Advising events such as open houses and welcome events, as well as Friday Open Lab hours will be announced on the listserv.

Other information about advising and the major and minor can be found on the CCA's website:

<https://archaeology.columbia.edu/undergraduate/major/>

<https://archaeology.columbia.edu/undergraduate/minor/>

### Enrolling in Classes

Majoring or minoring in archaeology does not require any prerequisite coursework.

Requirements for enrolling in specific archaeology courses will vary by department and instructor.

### Preparing for Graduate Study

Students interested in pursuing graduate study in archaeology or other disciplines that include archaeologists are encouraged to consult with the Director of Undergraduate Studies or other archaeology faculty at Columbia and Barnard.

Requirements and preparation for graduate study in archaeology are discipline-specific and vary between archaeology, art history, anthropology, classics, and other regional studies departments and programs. Some programs of study may require language training and language courses may be counted as part of the "related courses" for the major.

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

Coursework in fulfillment of a major or minor must be taken at Columbia University unless

explicitly noted here and/or expressly permitted by the Director of Undergraduate Studies of the program. Exceptions or

substitutions permitted by the Director of Undergraduate Studies should be confirmed in writing by email to the student.

### Advanced Placement

Advanced Placement credits are not accepted towards the major or the minor in archaeology.

### Barnard College Courses

Courses taken at Barnard are treated as part of the available curriculum and count towards the major/minor, as long as they meet the relevant criteria to count towards the major/minor.

### Transfer Courses

When students transfer to Columbia from other institutions, their coursework at their previous institution must first be considered by their school in order to be evaluated

for degree credit (e.g., to confirm that the courses will count toward the 124 points of credit that every student is required to complete for the B.A. degree). Only after that degree credit is confirmed, departments may consider whether those courses can also be used to fulfill specific degree requirements toward a major or minor.

Up to two courses for the major may be fulfilled with transfer credit.

Students are allowed to apply 1 course (up to 4 credits) of transfer coursework to the minor.

For both the major and the minor, students may undertake a fieldwork course (usually done in the summer) that offers credit through another university and that will be counted towards the program of study, separately from any prior transfer courses.

### Study Abroad Courses

Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Undergraduate Global Engagement and taught by Columbia

instructors) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus. If they are not explicitly listed by the department as fulfilling requirements in the major or minor, the DUS will need to confirm that they can be used toward requirements in the major/minor.

Classes taken abroad through other institutions and programs are treated as transfer credit to Columbia, and are subject to the same policies as other transfer courses. There will be a limit on the number of courses taken abroad that can be applied to the major/minor, and they must be approved by the DUS.

### Summer Courses

Students doing summer field school courses that are affiliated with other universities need to get pre-approval from the Director of Undergraduate Studies. Students will need to provide a syllabus for the course prior to approval and will need



to submit their transcript after completion of the course. See the section on “Transfer Courses” for more detailed information.

Summer courses at Columbia are offered through the School of Professional Studies. Courses taken in a Summer Term may be used toward requirements for the major/minor only as articulated in department/institute/center guidelines or by permission of the Director(s) of Undergraduate Studies. More general policies about Summer coursework can be found in the Academic Regulations section of this Bulletin.

## UNDERGRADUATE RESEARCH AND SENIOR THESIS

### Undergraduate Research Courses

The interdepartmental major encourages students to explore the wide-range of field and laboratory methods used by archaeologists. Think like an Archaeologist (UN2028), one of required introductory courses, introduces students to the basics of archaeological research and methods.

Students majoring in archaeological can take a wide range of courses to fulfill the field

Work/internship and laboratory class requirements – and should consult with the Director of Undergraduate Studies about the available courses and individual research interests.

### Senior Thesis Coursework and Requirements

Writing a senior thesis is optional, but recommended for students who are interested in pursuing a graduate degree or who want to be eligible for departmental honors.

Thesis 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 3997 or AHIS 3997–3998), to cover the writing of the thesis, the final draft of which must be submitted by March 25th.

### Undergraduate Research Outside of Courses

Most semesters the Columbia Center for Archaeology runs open lab hours on Fridays, where students can drop in and volunteer on faculty and graduate student research projects. Announcements about the open lab will be circulated on the archaeology listserv: <https://listserv.cuit.columbia.edu/scripts/wa.exe?SUBED1=ARCY-UND&A=1>

Students interested in summer fieldwork opportunities and internships in archaeology should sign up for the archaeology listserv: <https://listserv.cuit.columbia.edu/scripts/wa.exe?SUBED1=ARCY-UND&A=1>

Or visit: <https://archaeology.columbia.edu/undergraduate/fieldwork/>

Information about funding for fieldwork and internships can be found here: <https://archaeology.columbia.edu/resources/funding-opportunities/>

## DEPARTMENTAL HONORS AND PRIZES

### Department Honors

To be considered for departmental honors, majors must:

1. Have grade point average of at least 3.6 in major courses
2. Completed an honors thesis or equivalent project of high quality

### Academic Prizes

The Ralph and Rose Solecki Award is given in honor of the eminent Columbia archaeologists. The Award is given to a student, chosen by the faculty, who has made a significant contribution to the life of the archaeological community at Columbia and/or Barnard in the preceding year. The Solecki award is usually made to a graduating student, but it is open to all students in archaeology regardless of their status.

The award comes with a small sum of money intended for books.

## OTHER IMPORTANT INFORMATION

The Archaeology program at Columbia is housed in the Center for Archaeology and taught by faculty who come from a range of different backgrounds. The interdepartmental major/minor in archaeology was developed as a truly interdisciplinary approach to archaeology, taking advantage of the full scope of archaeological expertise on offer at Columbia University.

In addition, it is also possible to study archaeology as part of majoring in Anthropology or Art History, among other options.

If you are not sure which course of study to choose, make an appointment to talk with the Director of Undergraduate Studies.

## PROFESSORS

Zainab Bahrani  
Zoë Crossland  
Francesco de Angelis  
Terence D’Altroy  
Severin Fowles (Barnard)  
Holger Klein  
Feng Li  
Kristina Milnor (Barnard)  
Avinoam Shalem  
Marc Van De Mierop

## ASSOCIATE PROFESSORS

Erica Avrami  
Kristina Douglass  
Ellen Morris (Barnard)  
Ioannis Mylonopoulos

Lisa Trever  
Jin Xu

## ASSISTANT PROFESSORS

Hannah Chazin

## ADJUNCT/VISITING PROFESSORS

Marco Mairuo  
Camilla Sturm

## SENIOR LECTURERS AND LECTURERS

Brian Boyd  
Paraskevi Martzavou  
Jill Shapiro

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Program Planning for all Students

Students who entered Columbia (as first-year students or as transfer students) in or after Fall 2024 may select from a curriculum of majors and minors. The requirements for the Bachelor of Arts degree, and role of majors and minors in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study.

Students who entered Columbia in or before Fall 2023 may select from a curriculum of majors and minors and concentrations. The requirements for the Bachelor of Arts degree, and the role of majors and minors in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study.

Because of its interdisciplinary structure, the archaeology major, minor, and concentration can be tailored to students' individual interests (within the structure of the requirements). A wide variety of courses may be eligible for the major/minor, and students are encouraged to:

- Consult regularly with the Director of Undergraduate Studies
- Sign up for the listserv to receive a bulletin with archaeology courses being offered in the upcoming term: <https://listserv.cuit.columbia.edu/scripts/wa.exe?SUBED1=ARCY-UND&A=1>
- Use the progress planning tools available on the CCA website

Major: <https://archaeology.columbia.edu/undergraduate/major/>

Minor: <https://archaeology.columbia.edu/undergraduate/minor/>

Concentration: <https://archaeology.columbia.edu/undergraduate/concentration/>

Broadly speaking, classes can count towards the major if they have an archaeological component. This can include:

- Classes that with material culture with an orientation towards the past. This could be architecture, monuments, landscape as well as material that has been excavated or collected during survey. It can also include the recent past, as long as the orientation is material in outlook.
- Any class that reads archaeological theory
- Classes on the history of human evolution or on human skeletal biology

Courses can count as related courses (fulfilling the specific requirements of the major and the concentration) if the student can case that it is relevant to their individual course of study.

Classes that count as related rather than as part of the major include:

- Classics or history classes that deal only with textual analysis and do not incorporate any study of material objects.
- Geology classes that have no connection with the human past
- Palaeontology
- Classes on primates, ecology, etc.
- Language classes

Student interested in archaeology are encouraged to consider introductory courses in Earth and environmental sciences, environmental biology, and/or chemistry for their Core Curriculum science requirement.

### Course Numbering Structure

Course numbering structures will vary by department, so students are encouraged to consult the specific bulletin entry for departments offering specific archaeology courses.

For the purposes of the major, "upper-level courses" generally refers to courses that are 3000-level or higher. Other courses may be approved for this requirement after consultation with the DUS.

### Guidance for First-Year Students

First year students are encouraged to take one or two of the introductory classes offered

each year (ANTH 1007, ANTH 1008, or ANTH 2028).

## Guidance for Transfer Students

Transfer students are encouraged to meet with the Director of Undergraduate Studies for

Archaeology to discuss their plan to complete the major/minor and any transfer credits that might be applied.

## UNDERGRADUATE PROGRAMS OF STUDY

### Required Coursework for all Programs

Students interested in the major, minor, and concentration in archaeology should take some combination of the three introductory courses:

THINK LIKE AN ARCHAEOLOGIST (ANTH 2028)

THE ORIGINS OF HUMAN SOCIETY (ANTH 1007)

THE RISE OF CIVILIZATION (ANTH 1008)

Majors: Two of the three introductory courses

Minors: Must take ANTH 2028, and either ANTH 1007 or 1008

Concentration: One of the three introductory courses\*

\* An additional introductory course can be counted towards the requirement for upper-level courses for the concentration

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## Major in Archaeology

The major requires a minimum of 30 points within the major and 9 points of related courses, as follows:

- Two of the three introductory courses (6 points):

ANTH1007 The Origins of Human Society

ANTH1008 The Rise of Civilization

ANTH2028 Think like an Archaeologist

- Two upper-level courses from different regions of the world, planned in consultation with the DUS
- Three additional upper-level courses, planned in consultation with the DUS
- Participation in four to six weeks in Columbia-affiliated field projects, independent study in excavation or other field projects, or a relevant museum internship and/or lab work.\*

- One laboratory course in archaeology (or its equivalent in the field), as approved by the DUS)

- A capstone seminar in archaeology, preferably taken in the junior or senior year. World Archaeology (ANTH 3993 – taught alternate years) or a substitute seminar to be decided with the advance approval of the Director of Undergraduate Studies.\*\*

- 9 points of related courses, planned in consultation with the DUS

Students majoring in archaeology may choose to write a senior thesis. Thesis 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 3997 or AHIS 3997–3998), to cover the writing of the thesis.

\* 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 website.

\*\* Students who are writing a thesis may substitute a thesis seminar for this requirement.

## Minor in Archaeology

The minor consists of five courses in total (for a range of 16-19 credits). There are no prerequisites for the minor.

Across the 5 courses required for the minor, students must take courses in at least two different departments.

Students minoring in archaeology are required to take the introductory method and theory course:

- ANTH2028 Think like an Archaeologist

Students are also required to take one of the other introductory courses:

- ANTH1007 The Origins of Human Society
- ANTH1008 The Rise of Civilization

Students can select three other archaeology courses, in consultation with the DUS, with the recommendation that one of the courses be a 3000-level course or higher.

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE FALL 2023

### Concentration in Archaeology

The concentration in archaeology requires a total of 21 points, 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:

Any one of the three introductory courses:

- ANTH1007 The Origins of Human Society
- ANTH1008 The Rise of Civilization
- ANTH2028 Think like an Archaeologist

One seminar or colloquium in in the Departments of Anthropology, Art History and Archaeology, Classics, or History, as approved by the program advisers.

Three upper-level courses, two of which must cover different regions of the world

One related course, planned with DUS in accordance with the student's individual interests and academic goals

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### ANTH UN2028 THINK LIKE AN ARCHAEOLOGIST.

**4.00 points.**

\$25 mandatory lab fee.

This course provides a comprehensive introduction to methods and theory in archaeology – by exploring how archaeologists work to create narratives about the past (and the present) on the basis on the material remains of the past. The course begins with a consideration of how archaeologists deal with the remains of the past in the present: What are archaeological sites and how do we ‘discover’ them? How do archaeologists ‘read’ or analyze sites and artifacts? From there, we will turn to the question of how archaeologists interpret these materials traces, in order to create narratives about life in the past. After a review of the historical development of theoretical approaches in archaeological interpretation, the course will consider contemporary approaches to interpreting the past

**Fall 2024: ANTH UN2028**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 2028	001/10347	M W 10:10am - 11:25am 310 Fayerweather	Hannah Chazin	4.00	43/90

## OF RELATED INTEREST

### Anthropology

ANTH UN1007	THE ORIGINS OF HUMAN SOCIETY
ANTH UN1008	THE RISE OF CIVILIZATION
ANTH BC2012	LAB METHODS ARCHAEOLOGY
ANTH UN2028	THINK LIKE AN ARCHAEOLOGIST
ANTH UN2031	Corpse Life: Anthropological Histories of the Dead [Previously Archaeologies of Death and
ANTH UN3007	ARCHAEOL BEFORE THE BIBLE
ANTH UN3151	Living with Animals: Anthropological Perspective
ANTH BC3223	Gender Archaeology
ANTH BC3234	Indigenous Place-Thought
ANTH UN3663	The Ancient Table: Archaeology of Cooking and Cuisine
ANTH UN3723	American Material Culture
ANTH UN3823	ARCH ENGAGE: PAST IN PUB EYE
ANHS GU4001	THE ANCIENT EMPIRES
ANTH GU4200	FOSSIL EVIDENCE FOR HUMAN EVOL
ANTH GU4345	NEANDERTHAL ALTERITIES
ANTH GU4481	SCI#ART IN ARCHAEOLOGICAL ILLUSTRATION

### Art History and Archaeology

AHIS UN2119	ROME BEYOND ROME
AHIS UN2702	PRE-COLUMBIAN ART AND ARCHITECTURE
AHIS UN3101	The Public Monument in Antiquity
AHIS UN3708	Beyond El Dorado: Materials, Values, and Aesthetics in Pre-Columbian Art History
AHIS GU4064	Arts of the Silk Road
AHCE W4149	The Roman Art of Engineering: Traditions of Planning, Construction, and Innovation
AHIS GU4762	Art and Archaeology of Immigrants in Chinese History

### Classics

CLCV UN3101	The Archaeology of Ancient Egypt and Nubia
CLCV UN3535	IDENTITY # SOCIETY ANC EGYPT
CSGM UN3567	THESSALONIKI DOWN THE AGES

### East Asian Languages and Cultures

HSEA GU4027	ISSUES IN EARLY CHINESE CIV
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**History**

HIST UN1002	Ancient History of the Middle East
HIST UN1004	ANCIENT HISTORY OF EGYPT
HSCL UN3000	The Persian Empire
HIST UN3023	Mobility and Identity in the Roman World
HIST UN3930	The Eastern Mediterranean in the Late Bronze Age

**Ecology, Evolution, and Environmental Biology**

EEEB UN1010	HUMAN ORIGINS # EVOLUTION
EEEB UN3204	Dynamics of Human Evolution
EEEB UN3215	FORENSIC OSTEOLOGY
EEEB UN3220	THE EVOL OF HUM GROWTH # DEVPT
EEEB UN3910	THE NEANDERTALS
EEEB UN3998	INDEPENDENT STUDY
EEEB GU4340	HUMAN ADAPTATION

**Architecture Planning and Preservation**

ARCH 6767A Preservation and Planning Policy

## ARCHITECTURE

The department of Architecture is housed at Barnard College, and all information on these Bulletin pages feeds from the information on the Barnard Course Catalogue.

**Department website:** [architecture.barnard.edu](http://architecture.barnard.edu)

**Office location:** 500, The Diana Center

**Phone:** 212-854-8430

**Email:** [architecture@barnard.edu](mailto:architecture@barnard.edu)

### Chair and Director of Undergraduate Studies in Architecture:

Professor Karen Fairbanks  
[kfairbanks@barnard.edu](mailto:kfairbanks@barnard.edu)

### Departmental Administrator:

Rachel Garcia-Grossman  
[rgarciag@barnard.edu](mailto:rgarciag@barnard.edu)

## THE STUDY OF 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 the built environment 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 takes full advantage of New York City, utilizing it as a site for many design and research projects that explore the social, cultural, and environmental histories that have shaped the city. Architecture students study with peers from countries around the world in one of the most diverse cities in the world. A large majority of 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.

## 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.

## 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.

## PROGRAMS OF STUDY

There are a few distinctions between the opportunities for students at Barnard College, Columbia College, The Fu Foundation School of Engineering and Applied Science (SEAS), and the School of General Studies to study architecture at an undergraduate level.

**Barnard College** students can major in [Architecture](#) (also referred to as the studio major), major in the [History and Theory of Architecture](#), or minor in [Architecture](#) through our department.

**Columbia College** students can major or minor in [Architecture](#) through our department. Columbia students who wish to pursue the History and Theory of Architecture major can do so through Columbia's Department of Art History and Archaeology.

**The School of General Studies** students can major or minor in [Architecture](#) through our department. General Studies students who wish to pursue the History and Theory of Architecture major can do so through Columbia's Department of Art History and Archaeology.

**The Fu Foundation School of Engineering and Applied Science (SEAS)** students may complete a minor in [Architecture](#).

## STUDENT ADVISING

### Advising Resources

#### Advising Appointments

Our department offers weekly advising appointments for students who are interested in our courses and potentially pursuing an architecture major or minor. If you have any

questions or need help interpreting departmental requirements for the [major or minor](#), please [sign up for an appointment](#) with one of our faculty advisors. [Faculty advising appointments](#) are offered throughout the fall and spring and are open to anyone who is interested in learning more about our department. During the summer break, current and prospective students are instead invited to submit their questions by email to [architecture@barnard.edu](mailto:architecture@barnard.edu).

### Major and Minor Advising

After a student has officially declared their major in architecture, they will be assigned a permanent faculty advisor in our department who will meet with them once per semester to review their progress in the major. Although minors are not formally assigned to a faculty advisor, we welcome and encourage our minors to [meet with our faculty advisors](#) to address any questions.

### Major and Minor Requirements Worksheets

Major and minor worksheets are intended to help students plan their coursework and the completion of their program of study. You can download major and minor worksheets [here](#).

### The Architecture Department Newsletter

Our department distributes a biweekly newsletter for architecture students. Students who are enrolled in one of our courses or who have declared the major in architecture are automatically subscribed to this newsletter. Those who are not in our courses and wish to subscribe to our newsletter can do so [here](#).

### Architecture Program Planning Meetings

Our department hosts two program planning meetings per year, one in October and another in April. At these meetings, students can learn about our course offerings, the course application process, and the major and minor requirements. Information about upcoming program planning meetings can be found on our [website's events calendar](#).

## Guidance for First-Year Students

For first-year students who are interested in architecture and design, we offer the following course, which prioritizes first-year students:

### ARCH UN1010 Design Futures: New York City

In addition to taking Design Futures: NYC, first-year students are encouraged to refer to our [program planning lists](#) and review any lecture courses that can count towards the architecture major and minor requirements. First-year students are discouraged from applying for admission to our introductory-level studios Architectural Design: Systems and Materials or Architectural Design: Environments and Mediations; these courses are more appropriate for second and third-year students, and those students will be given priority for admission to these studios. Similarly, our required lecture course for the major, ARCH UN3117 Modern Architecture in the World, can be taken at any time but is generally

recommended for the sophomore year as a companion course to the first two studios.

Please note that first-year students interested in majoring in architecture should not enroll in ARCH UN1020 Introduction to Architectural Design & Visual Culture, as this course is intended for third and fourth-year students minoring in architecture or non-majors interested in an architecture studio. This course will not count toward the architecture major.

To learn more about our courses and department, first-year students are strongly encouraged to sign up for our [faculty advising appointments](#).

## Enrolling in Courses

### Course Applications

Many architecture courses require an application. To receive full consideration for admission, you must fill out the course application in advance and also join the online course waitlist during an early registration period.

Please note that our department will only review applications and process admissions during specific weeks, with priority given to those who apply and join the waitlists during one of the early registration periods.

Admission to our courses is at the discretion of the department and instructor. If a student is admitted from the waitlist, their status on SSOL will change to "Approved." The transition from the waitlist to the class list will occur automatically overnight.

Due to very limited space in our courses, it is possible that a student who has applied and joined the waitlist during an early registration window will remain on the waitlist until the start of classes. Once the semester begins, students who remain on the waitlist for any of our courses must attend the first class session and speak with the instructor to inquire about available spots.

To learn more about our course application process, please visit our [website](#).

## PREPARATION FOR GRADUATE STUDY

Students who wish to pursue graduate study in architecture or related fields are strongly encouraged to sign up for our faculty [advising appointments](#) in their junior or senior year.

## COURSEWORK TAKEN OUTSIDE OF BARNARD (FOR BARNARD STUDENTS ONLY)

Our department offers studio, lecture, seminar, and project-based courses that can be counted toward a major or minor in architecture. Courses taught by our department are often supplemented by courses from other departments, colleges, and schools at Columbia University, such as the Columbia Art History Department, the Barnard Art History Department,

and the Barnard and Columbia Urban Studies Program. Some courses taught at The Graduate School of Architecture, Planning, and Preservation (GSAPP) may also be approved to count toward the architecture major or minor each term. All courses taught outside our department are primarily taken to fulfill the major or minor's lecture, seminar, and workshop requirements.

Before each semester begins, our department reviews all upcoming undergraduate courses and publishes a list of classes that fulfill the requirements for the architecture major and minor. These lists, known as 'Program Planning Lists,' are typically released a semester in advance at our program planning meetings.

Once available, our Program Planning Lists are uploaded to [this page](#) on our website.

Additionally, our department reviews all upcoming graduate courses at the GSAPP that are open for cross-registration by undergraduate students and publishes a list detailing how those courses can fulfill the architecture major and minor requirements. This list, known as the [B+C|A List of GSAPP Courses Approved for the Architecture Majors and Minor](#), undergoes updates each semester and is always published during the first week of classes.

Once available, our list of approved GSAPP courses is uploaded to [this page](#) on our website.

If you have any questions about using either of these lists, please [schedule an appointment](#) with one of our faculty advisors.

## Advanced Placement Credit

Our department does not grant any course exemptions for AP or other exam scores.

## Columbia College Courses

Select courses offered at Columbia College and other schools at Columbia University may be used for credit toward the major or minor. These courses have been approved by the Department Chair and are noted on our ['Program Planning Lists'](#) each semester. Students may request consideration for courses not on this list through consultation with their major advisor and/or the Department Chair, particularly in fulfilling their 'Specialization' within the major.

## Transfer Credit

When students wish to transfer credit to Barnard from other institutions, their coursework is first evaluated for college elective credit by the Registrar's Office. If they are approved, departments can consider these courses for credit toward the major or minor.

The use of transfer courses toward the major requirements is determined on a case-by-case basis. Typically, no more than 3 transfer courses will be allowed to fulfill the major

requirements, primarily in the ‘Specialization’ category within the major.

Students requesting a review of up to three courses for transfer credits should refer to our [Request for Exemption from Architecture Major or Minor Requirements](#) form.

## Study Abroad Credit

Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia’s Center for Global Engagement) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus.

Classes taken abroad through other institutions or programs are treated as transfer credit and are subject to the same policies as other transfer courses. Accordingly, there will be a limit on the number of study abroad courses taken at other institutions that can be counted toward the major or minor. Typically, no more than 3 transfer courses will be allowed to fulfill the major requirements

To receive credit toward the major or minor for a study abroad course (whether taken through a Columbia program or another institution/program), students must submit a Study Abroad Approval form through Slate and obtain the approval of the Department Chair. Students majoring in architecture must also meet with their major advisor to discuss how to apply any courses taken abroad to their major requirements.

## Summer Credit

Summer courses at Barnard are equivalent to those taken during the academic year. Courses that have been approved for the fulfillment of departmental requirements will automatically count toward the major and minor.

Courses taken at other institutions (including Columbia) are considered transfer credit and are subject to the same policies governing other transfer courses. To receive major or minor credit for a summer course taken at another institution, students must submit a Summer Course form through Slate and have it approved by both the Registrar’s Office and the Department Chair.

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA (FOR COLUMBIA & GENERAL STUDIES STUDENTS ONLY)

Our department offers studio, lecture, seminar, and project-based courses that can be counted toward a major or minor in architecture. Courses taught by our department are often supplemented by courses from other departments, colleges, and schools at Columbia University, such as [The Graduate School of Architecture, Planning, and Preservation \(GSAPP\)](#), the Columbia Art History Department, the Barnard Art History Department, and the Barnard and Columbia Urban Studies Program. Courses taught outside our department are primarily

taken to fulfill the major's lecture, seminar, and workshop requirements.

Before each semester begins, our department reviews all upcoming undergraduate courses and publishes a list of classes that fulfill the requirements for the architecture major and minor. These lists, known as 'Program Planning Lists,' are typically released a semester in advance at our program planning meetings.

Once available, our Program Planning Lists are uploaded to [this page](#) on our website. If you have any questions about using these lists, please [schedule an appointment](#) with one of our faculty advisors.

Additionally, our department reviews all graduate courses at the GSAPP that are open for cross-registration by undergraduate students and publishes a list detailing how those courses can fulfill the architecture major and minor requirements. This list, known as the [B+C|A List of GSAPP Courses Approved for the Architecture Majors and Minor](#), undergoes updates each fall and spring and is always published during the first week of classes.

Once available, our list of approved GSAPP courses is uploaded to [this page](#) on our website.

If you have any questions about using either of these lists, please [schedule an appointment](#) with one of our faculty advisors.

## Advanced Placement Credit

Our department does not grant any course exemptions for AP or other exam scores.

## Barnard College Courses

Courses offered by our department, along with other select courses at Barnard College and other schools at Columbia University, may be used for credit toward the major or minor. These courses have been approved by the Department Chair and are noted on our ‘[Program Planning Lists](#)’ each semester. Students may request consideration for courses not on this list through consultation with their major advisor and/or the Department Chair, particularly in fulfilling their ‘Specialization’ within the major.

## Transfer Credit

When students transfer to Columbia from other institutions, their coursework at their previous institution must first be considered by their school in order to be evaluated for degree credit (e.g., to confirm that the courses will count toward the 124 points of credit that every student is required to complete for the B.A. degree). Only after that degree credit is confirmed, departments may consider whether those courses can also be used to fulfill specific degree requirements toward a major or minor.



The use of transfer courses toward the major requirements is determined on a case-by-case basis. Typically, no more than 3 transfer courses will be allowed to fulfill the major requirements, primarily in the ‘Specialization’ category within the major.

Students requesting a review of up to three courses for transfer credits should refer to our [Request for Exemption from Architecture Major or Minor Requirements](#) form.

## Study Abroad Credit

Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia’s Center for Undergraduate Global Engagement and taught by Columbia instructors) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus. If they are not explicitly listed by the department as fulfilling requirements in the major or minor, the student’s major advisor will need to confirm that they can be used toward requirements in the major or minor.

Classes taken abroad through other institutions and programs are treated as transfer credit to Columbia and are subject to the same policies as other transfer courses. Accordingly, the number of study abroad courses taken at other institutions that can be counted toward the major or minor will be limited. Typically, no more than 3 transfer courses will be allowed to fulfill the major requirements

Students majoring in architecture should meet with their major advisor, while those minoring in architecture should consult the DUS. These meetings are necessary to discuss the application of study abroad courses—whether through a Columbia program or another institution—to their program of study requirements and to obtain credit toward their major or minor.

## Summer Courses

Summer courses in architecture at Barnard are equivalent to those taken during the academic year. Courses that have been approved for the fulfillment of departmental requirements will automatically count toward the major and minor.

Summer courses at Columbia are offered through the School of Professional Studies. Courses taken in a Summer Term may be used toward requirements for the major/minor only as articulated in department/institute/center guidelines or by permission of the Director(s) of Undergraduate Studies. More general policies about Summer coursework can be found in the Academic Regulations section of this Bulletin.

Students must meet with their major advisor or the DUS for permission to receive major or minor credit for a summer course taken at Columbia.

## Core Curriculum Connections

Students may be interested in course offerings that can be taken to fulfill the architecture major and the Global Core requirement of the Core Curriculum. The list of approved

courses for the Global Core requirement is on [this page](#) of the Bulletin.

## RESEARCH METHODS IN ARCHITECTURE AND THE SENIOR CAPSTONE PROJECT

### Coursework in Research Methods

The following lecture and seminar courses are required for the architecture major and will introduce students to the major questions and research methods in architecture.

ARCH UN3117 Modern Architecture in the World  
ARCH UN3901 Senior Seminar

### Other Research Opportunities

Independent Study provides an opportunity for students to work one-on-one with an architecture faculty member on directed research or projects. Typically, Independent Study is reserved for students at an advanced level within their major who have demonstrated initiative and serious engagement with the material in their previous coursework. To learn more about the application process, please visit our [website](#).

### The Senior Capstone Project

In their senior year, architecture majors are required to take ARCH UN3901 Senior Seminar. The major also requires that seniors submit a design portfolio and a writing sample before graduation. The portfolio includes representative work from all design studios and the writing sample is a research paper or essay from a senior-level architecture seminar or architecture-related course. Final submissions are archived in the department, design portfolios are displayed at the end-of-the-year show, and both the portfolio and the writing sample are evaluated and used to award graduation honors.

## DEPARTMENTAL HONORS AND PRIZES

### Departmental Honors

Each spring, our department nominates graduating architecture majors for departmental honors in recognition of academic excellence within the architecture major.

The senior graduation materials, which include a portfolio and research paper from an architecture course, are evaluated and used to award honors, prizes, and awards.

For Columbia College students, graduating seniors must have a grade point average of at least 3.6 in classes for the major to be eligible for departmental honors. For Barnard College and The School of General Studies students, there is no minimum GPA to be eligible for departmental honors.

## Academic Awards and Prizes

Several awards and prizes are sponsored by Barnard College, Columbia College, and the School of General Studies that graduating architecture majors may be nominated for. Students do not apply for these awards; recipients are selected by the departmental faculty and committees. The senior graduation materials, which include a portfolio and research paper from an architecture course, are evaluated and used to award these prizes.

### **Barnard College Scholarships, Fellowships, and Prizes (BC Students Only):**

[The Alpha Zeta Club Graduate Scholarship](#)

[The Josephine Paddock Fellowship](#)

[The Ethel Stone LeFrak Prize](#)

See [here](#) for a complete list of Barnard College Scholarships, Fellowships, and Prizes.

### **Columbia College and School of General Studies Prizes (CC and GS Students Only):**

[The Louis Sudler Prize in the Arts](#)

See [here](#) for a complete list of Columbia College Scholarships, Fellowships, and Prizes.

### **Architecture Department Awards (All Architecture Students):**

Graduating architecture majors are also eligible for the following departmental awards:

The Marcia Meade Design Award

The Portfolio Design Award

## OTHER IMPORTANT INFORMATION

### Double Counting Courses

We strongly encourage students to book an appointment with their major advisor to discuss the applicable rules around "double counting" courses towards two majors or two categories of requirements (e.g., the architecture major and the Foundations Requirements (Barnard) or The Core (Columbia)).

Below, we have also linked the specific web pages that address double-counting at each school:

**The Columbia College Bulletin:** [Academic Requirements](#) —> The Departmental Concentration or Major —> Policy on Double-Counting Courses toward Requirements

**The Barnard College Bulletin:** Curriculum --> Requirements for the Liberal Arts Degree --> [Foundations](#)

**The School of General Studies Bulletin:** The Core —> [General Guidelines](#)

The department of Architecture is housed at Barnard College, and all information on these Bulletin pages feeds from the information on the Barnard Course Catalogue.

## FULL-TIME FACULTY

### **Chair and Director of Undergraduate Studies in Architecture:**

[Karen Fairbanks](#) (Claire Tow Professor of Professional Practice in Architecture)

### **Assistant Professors:**

[Ignacio G. Galán](#)

[Ralph Ghoche](#)

[Anooradha Iyer Siddiqi](#)

[Nick Smith](#) (Assistant Professor in Architecture and Assistant Professor in Urban Studies)

### **Professors of Professional Practice in Architecture:**

[Kadambari Baxi](#)

## ADJUNCT FACULTY

### **Adjunct Professors:**

Joeb Moore

Madeline Schwartzman

Suzanne Stephens

### **Adjunct Assistant Professors:**

Mark Bearak

Amina Blacksher

Eliana Dotan

Lindsay Harkema

Andrea Johnson

Annie Kountz

Clara Kraft

Leah Meisterlin

Nick Roseboro

Todd Rouhe

Michael Schissel

Fred Tang

Irina Verona

The department of Architecture is housed at Barnard College, and all information on these Bulletin pages feeds from the information on the Barnard Course Catalogue.

Our Undergraduate Programs of Study

**[THE MAJOR IN ARCHITECTURE](#) (p. 224)**

**[THE MAJOR IN THE HISTORY AND THEORY OF ARCHITECTURE](#)**

## THE MINOR IN ARCHITECTURE

### THE MAJOR IN ARCHITECTURE

**The major in architecture is open to Barnard College students, Columbia College students, and General Studies students.**

**The required courses for the major are broken down into four categories: Studios; Lectures, Seminars, and Workshops; Senior Courses; and courses for the Specialization.**

#### Studio Courses

Four studio courses, to be taken one per semester (studio courses have limited enrollment and priority is given to Architecture majors):

ARCH UN2101	ARCHITECTURAL DESIGN: SYSTEMS AND MATERIALS
ARCH UN2103	ARCHITECTURAL DESIGN: ENVIRONMENTS AND MEDIATIONS
ARCH UN3201	ADVANCED ARCHITECTURAL DESIGN I
ARCH UN3202	ADVANCED ARCHITECTURAL DESIGN II

#### Lecture, Seminar, and Workshop Courses \*

Five courses following the distribution requirement below:

ARCH UN3117	MOD ARCHITECTURE IN THE WORLD
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Architectural Elective: History

Architectural Elective: Society, Environment, and the Global

Architectural Elective: Design, Media, and Technology

Architectural Elective

#### Senior Courses \*

ARCH UN3901

Elective Architecture seminar (another Senior Seminar in the Department, Advanced Architectural Research and Design, or Independent Research)

#### Specialization Courses

All majors are asked to complement their work with a thematic unit (three courses) called the "specialization." Each student develops a specific specialization that broadens their architectural studies in one of the following areas or combination of areas: History, Society, Environment, Global, Design, Media, and Technology. Courses may be taken from across various departments. All majors, in consultation with their advisers, will develop a short (100 word) description of their specialization and advisers will approve their course selections. Students can request and develop other areas of specialization with adviser approval.

#### Graduation Requirements

The major also requires that students submit a portfolio and a writing sample before graduation. The design portfolio includes representative work from all design studios and the writing sample is a paper or essay from a senior level architecture or architecture-related course. Final submissions are archived in the department, the portfolios are displayed at the end of the year show, and both are used to award graduation honors.

Before each semester begins, our department reviews all available undergraduate courses and publishes a list of approved classes that fulfill the requirements for the architecture major and minor. These lists, known as our 'Program Planning Lists,' are typically released during our program planning meetings, and uploaded to [this page](#) on our website. If you have any questions about using these lists, please [schedule an appointment](#) with one of our faculty advisors.

### THE MAJOR IN THE HISTORY AND THEORY OF ARCHITECTURE

**The History and Theory of Architecture major emphasizes research and writing in Architectural History. This program of study is only open to Barnard College students. Columbia College and General Studies students who are interested in majoring in architectural history should contact the [Department of Art History and Archaeology at Columbia University](#).**

**The History and Theory of Architecture major consists of 14 courses, distributed as follows:**

#### Studio Courses

1-2 studio courses, to be taken one per semester:

ARCH UN1020	INTRO-ARCH DESIGN/VIS CULTURE
ARCH UN2101	ARCHITECTURAL DESIGN: SYSTEMS AND MATERIALS
ARCH UN2103	ARCHITECTURAL DESIGN: ENVIRONMENTS AND MEDIATIONS

#### Lecture, Seminar, and Workshop Courses\*

7-8 lecture, seminar, and workshop courses:

ARCH UN3117	MOD ARCHITECTURE IN THE WORLD
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Architectural Elective: History

Architectural Elective: Society, Environment, and the Global

Architectural Elective: Design, Media, and Technology

3 to 4 Architectural Electives - any lecture, seminar, or workshop offered by the Architecture Department or an approved course from a related department

\*Note: Studios, Lectures, Seminars, and Workshops must total to 9 courses

### Specialization

3 courses for the specialization:

Each student develops a specialization that broadens the reach of their architectural studies and supports their thesis. All majors, in consultation with their advisers, will develop a short (100 word) description of their specialization and advisers will approve their course selections.

### Senior Courses\*

2 courses for the senior course requirement:

ARCH UN3901

ARCH UN3998 INDEPENDENT STUDY

All senior History and Theory of Architecture majors are required to enroll in one semester of Senior Seminar and to write a thesis which can be done through enrolling in Independent Study (ARCH UN3997 or ARCH UN3998). Please consult with your major adviser for planning your thesis.

**Before each semester begins**, our department reviews all available undergraduate courses and publishes a list of approved classes that fulfill the requirements for the architecture major and minor. These lists, known as our 'Program Planning Lists,' are typically released during our program planning meetings and uploaded to [this page](#) on our website. If you have any questions about using these lists, please [schedule an appointment](#) with one of our faculty advisers.

## THE MINOR IN ARCHITECTURE

**The minor in Architecture is open to Barnard College students, Columbia College students, General Studies students, and SEAS students at Columbia University.**

**The Architecture minor consists of five courses, structured as follows:**

### Studio Courses

Students must complete at least one of the following studio courses and may apply up to three toward the minor:

ARCH UN1020	INTRO-ARCH DESIGN/VIS CULTURE
ARCH UN2101	ARCHITECTURAL DESIGN: SYSTEMS AND MATERIALS
ARCH UN2103	ARCHITECTURAL DESIGN: ENVIRONMENTS AND MEDIATIONS

### Lecture, Seminar, and Workshop Courses\*

Students must complete the following lecture course:

ARCH UN3117

MOD ARCHITECTURE IN THE WORLD

The remaining courses for the minor (a minimum of one, or up to three, depending on the total number of studio courses completed) may include any lecture, seminar, or workshop offered by the Architecture Department or an approved course from a related department, as listed in our program planning list.

**The department of Architecture is housed at Barnard College, and all information on these Bulletin pages feeds from the information on the Barnard Course Catalogue.**

## ACADEMIC YEAR 2024-2025 COURSES

Most architecture courses have a restriction on online enrollment (meaning that you will automatically appear on the wait list when you try to register online) and require an application in order to be admitted. Links to our applications are available on our [website](#). For a complete list of courses across the university that have been approved to fulfill various architecture major and minor requirements, please refer to our [program planning list](#). For any questions, please sign up for a [faculty advising appointment](#).

## FALL 2024 COURSES

### ARCH UN1010 DESIGN FUTURES: NEW YORK CITY. 3.00 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 2024: ARCH UN1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 1010	001/00557	F 1:10pm - 4:25pm 501 Diana Center	Hua Tang	3.00	19/20
ARCH 1010	002/00558	F 1:10pm - 4:25pm 502 Diana Center	Annie Kountz	3.00	16/20
ARCH 1010	003/00559	F 1:10pm - 4:25pm 111 Milstein Center	Clara Kraft Isono	3.00	16/20

#### Spring 2025: ARCH UN1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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ARCH 1010	001/00818	F 1:10pm - 4:25pm 501 Diana Center	Richard Rouhe	3.00	18/20
ARCH 1010	002/00819	F 1:10pm - 4:25pm 502 Diana Center	Xiaoxi Chen	3.00	6/20
ARCH 1010	003/00820	F 1:10pm - 4:25pm 504 Diana Center	Andrea Johnson	3.00	15/20

### **ARCH UN1020 INTRO-ARCH DESIGN/VIS CULTURE. 3.00 points.**

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. Must apply for placement in course. Priority to upperclass students. Class capped at 16

#### **Fall 2024: ARCH UN1020**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 1020	001/00560	M W 1:10pm - 3:00pm 116 Lewisohn Hall	Richard Rouhe	3.00	8/14
ARCH 1020	002/00799	T Th 4:10pm - 6:00pm 116 Lewisohn Hall	Nicholas Chapman	3.00	9/14

#### **Spring 2025: ARCH UN1020**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 1020	001/00821	M W 1:10pm - 3:00pm 116 Lewisohn Hall	Madeline Schwartzman	3.00	10/14
ARCH 1020	002/00822	T Th 9:00am - 10:50am 116 Lewisohn Hall	Angela Keele	3.00	12/14

### **ARCH UN2101 ARCHITECTURAL DESIGN: SYSTEMS AND MATERIALS. 4.50 points.**

This architectural design studio explores material assemblies, techniques of fabrication, and systems of organization. These explorations will be understood as catalysts for architectural analysis and design experimentation. Both designed objects and the very act of making are always embedded within a culture, as they reflect changing material preferences, diverse approaches to durability and obsolescence, varied understandings of comfort, different concerns with economy and ecology. They depend on multiple resources and mobilize varied technological innovations. Consequently, we will consider that making always involves making a society, for it constitutes a response to its values and a position regarding its technical and material resources. Within this understanding, this studio will consider different cultures of making through a number of exercises rehearse design operations at different scales—from objects to infrastructures

#### **Fall 2024: ARCH UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 2101	001/00561	T Th 9:00am - 11:50am 404 Diana Center		4.50	16/16
ARCH 2101	002/00562	M W 9:00am - 11:50am 404 Diana Center	Richard Rouhe	4.50	16/16

#### **Spring 2025: ARCH UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 2101	001/00823	M W 9:00am - 11:50am 404 Diana Center	Michael Schissel	4.50	16/16

### **ARCH UN2103 ARCHITECTURAL DESIGN: ENVIRONMENTS AND MEDIATIONS. 4.50 points.**

This architectural design studio course explores modes of visualization, technologies of mediation and environmental transformations. These explorations will be used as catalysts for architectural analysis and design experimentation. Introducing design methodologies that allow us to see and to shape environmental interactions in new ways, the studio will focus on how architecture may operate as a mediator – an intermediary that negotiates, alters or redirects multiple forces in our world: physical, cultural, social, technological, political etc. The semester will progress through three projects that examine unique atmospheric, spatial and urban conditions with the aid of multimedia visual techniques; and that employ design to develop creative interventions at the scales of an interface, space and city

#### **Fall 2024: ARCH UN2103**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 2103	001/00563	M W 10:00am - 12:50pm 404 Diana Center	Madeline Schwartzman	4.50	15/16

#### **Spring 2025: ARCH UN2103**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 2103	001/00824	M W 9:00am - 11:50am 404 Diana Center	Mariah Smith	4.50	16/16
ARCH 2103	002/00831	T Th 9:00am - 11:50am 404 Diana Center	Lindsay Harkema	4.50	16/16

### **ARCH UN2530 Life Beyond Emergency: Domesticities of Displacement, Inhabitations of Migration. 3.00 points.**

Life Beyond Emergency examines constructed environments and spatial practices in contexts of displacement, within the connected histories of colonialism and humanitarianism in the postcolonial world. People migrating under duress, seeking refuge, practicing mutual aid, and sheltering in governmental or nongovernmental settings invest architecture with a critical heritage value and imaginaries of life beyond emergency. The course considers a politics and poetics of an architecture of partitions, borders, and camps: territories and domesticities of concern to authorities and inhabited by ordinary people forging solidarities and futures. We will investigate the connected histories and theories of humanitarianism and colonialism, which have not only shaped lives as people inhabit spaces of emergency, but produced rationales for the construction of landscapes and domesticities of refuge, enacted spatial violence and territorial contestations, and structured architectural knowledge. The course examines iconic forms such as refugee camps in relation to histories of colonial institutions such as archives and prisons. From Somalia to Palestine to Bangladesh and beyond, our inquiry into contested 'borderlands' where

the greatest number of people have been forced to migrate as ‘refugees’ invites students to interrogate normalized discourses and spaces in order to imagine and analyze emergency environments as constructions that people have resisted, endured, and transcended

**Fall 2024: ARCH UN2530**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 2530	001/00063	M W 1:10pm - 2:25pm 504 Diana Center	Anooradha Siddiqi	3.00	40/60

**ARCH UN3120 CITY, LANDSCAPE, # ECOLOGY. 3.00 points.**

City, Landscape, Ecology is a thematically driven course that centers on issues and polemics related to landscape, land settlement and ecology over the past two centuries. The course interrogates our changing attitudes to nature from the 18th century to the present, focusing on the artistic and architectural responses to these perceptions. It aims to demonstrate the important role that artists and architects have played, and are to play, in making visible the sources of environmental degradation and in the development of new means of mitigating anthropogenic ecological change. City, Landscape, Ecology is divided into three parts. Part I explores important episodes in the history of landscape: picturesque garden theory, notions of “wilderness” as epitomized in national and state parks in the United States, Modern and Postmodern garden practices, and the prevalence of landscape in the work of artists from the 1960s to the present. The purpose here is to better understand the role that territorial organization plays in the construction of social practices, human subjectivities, and technologies of power. We then turn to ecology and related issues of climate, urbanization and sustainability in Part II. Here we will look at the rise of ecological thinking in the 1960s; approaches to the environment that were based on the systems-thinking approach of the era. In the session “Capitalism, Race and Population Growth” we examine the history of the “crisis” of scarcity from Thomas Robert Malthus, to Paul R. Ehrlich (The Population Bomb, 1968) to today and look at questions of environmental racism, violence and equity. The course concludes with Part III (Hybrid Natures). At this important juncture in the course, we will ask what is to be done today. We’ll examine the work of contemporary theorists, architects, landscape architects, policy makers and environmentalists who have channeled some of the lessons of the past in proposing lasting solutions to our land management and ecological crises of the present and future

**Fall 2024: ARCH UN3120**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3120	001/00062	M W 2:40pm - 3:55pm 504 Diana Center	Ralph Ghoche	3.00	55/60

**ARCH UN3201 ADVANCED ARCHITECTURAL DESIGN I. 4.50 points.**

Prerequisites: ARCH V3101 and ARCH V3103. Open to architecture majors or with permission of instructor.

Prerequisites: ARCH UN2101 and ARCH UN2103. Advanced Architectural Design I explores the role of architecture and design in relationship to climate, community, and the environment through a series of design projects requiring drawings and models. Field trips, lectures, and discussions are organized in relation to studio exercises. A portfolio of design work from the prerequisite courses ARCH UN2101 and ARCH UN2103 will be reviewed the first week of classes

**Fall 2024: ARCH UN3201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3201	001/00564	M W 9:00am - 11:50am 116 Lewisohn Hall	Karen Fairbanks, Irina Verona, Michael Schissel, Eliana Dotan	4.50	42/42

**ARCH UN3211 ADVANCED ARCHITECTURAL RESEARCH AND DESIGN. 4.50 points.**

Prerequisites: ARCH V3202 and permission of the department chair. Enrollment limited as space permits.

Application required: A design portfolio and application is required for this course. The class list will be announced before classes start. Advanced Architectural Research and Design is an opportunity for students to consider international locations and address contemporary global concerns, incorporating critical questions, research methods, and design strategies that are characteristic of an architect’s operations at this scale

**Fall 2024: ARCH UN3211**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3211	001/00565	M W 9:00am - 11:50am 404 Diana Center	Ignacio Gonzalez Galan	4.50	10/20

**ARCH UN3312 SPECIAL TOPICS IN ARCHITECTURE. 3.00 points.**

See the Barnard and Columbia Architecture Department website for the course description: <https://architecture.barnard.edu/architecture-department-course-descriptions>

**Fall 2024: ARCH UN3312**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3312	001/00723	T Th 2:40pm - 3:55pm 501 Diana Center	Andrea Johnson	3.00	16/16
ARCH 3312	002/00724	M W 2:40pm - 3:55pm 501 Diana Center	Mark Bearak	3.00	18/16

**Spring 2025: ARCH UN3312**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3312	001/00827	T Th 1:10pm - 2:25pm 308 Diana Center	Leah Meisterlin	3.00	12/16

ARCH 3312	002/00828	T Th 2:40pm - 3:55pm 308 Diana Center	Clara Kraft Isono	3.00	16/16
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**ARCH UN3502 URBANIZING CHINA. 4 points.**

This course investigates the dramatic urban transformation that has taken place in mainland China over the last four decades. The speed and scale of this transformation have produced emergent new lifeways, settlement patterns, and land uses that increasingly blur the distinction between urban and rural areas. At the same time, Chinese society is still characterized by rigid, administrative divisions between the nation's urban and rural sectors, with profound consequences for people's lives and livelihoods. The course therefore examines the intersection between the rapid transformation of China's built environment and the glacial transformation of its administrative categories. We will take an interdisciplinary approach to this investigation, using perspectives from architecture, history, geography, political science, anthropology, urban planning, and cultural studies, among other disciplines.

The course is divided into two parts: Over the first five weeks, we will consider the historical context of China's urbanization and its urban-rural relations, including the imperial, colonial, and socialist periods, as well as the current period of reform. In the remainder of the semester, we will turn our focus to contemporary processes of urbanization, with a particular emphasis on the complex interrelationship between urban and rural China. This portion of the semester is organized into three two-week units on land and planning, housing and demolition, and citizenship and personhood.

**Fall 2024: ARCH UN3502**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3502	001/00566	T Th 10:10am - 11:25am 203 Diana Center	Nick Smith	4	20/30

**ARCH UN3997 INDEPENDENT STUDY. 1.00-4.00 points.**

Prerequisites: Permission of the program director in term prior to that of independent study. Independent study form available at departmental office

**Fall 2024: ARCH UN3997**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3997	001/00568		Karen Fairbanks	1.00-4.00/4	
ARCH 3997	002/00569		Kadambari Baxi	1.00-4.00/4	
ARCH 3997	003/00570		Ralph Ghoche	1.00-4.00/4	
ARCH 3997	005/00571		Ignacio Gonzalez Galan	1.00-4.00/3	
ARCH 3997	006/00572		Anooradha Siddiqi	1.00-4.00/3	

**ARCH GU4305 ABOLITION ARCHITECTURE. 4.00 points.**

This seminar introduces students to architectural and environmental histories of abolition through constructed environments, spatial practices, and texts from the eighteenth century to the present. The course locates abolition in social movements and historical discourses, examining the roles that both reform and radical refusal have played in struggles for spatial justice by considering debates around enslavement, prisons, and borders. The course situates abolition as a significant intersectional feminist problem, and conceptually core to the consideration of race in global architectural history. We examine individual and collective works of architecture, art, landscape, and material culture, which highlight incarceration and the production of enclosure within the institutions that have shaped them in various parts of the world, and as elements of the formation of space, power, and knowledge in colonial and postcolonial contexts. The seminar is structured around multiple full-book engagements. We will closely read three texts that are foundational to the literature on abolition and architecture: *Are Prisons Obsolete?* by Angela Y. Davis; *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California* by Ruth Wilson Gilmore; and *Marking Time: Art in the Age of Mass Incarceration* by Nicole Fleetwood. These readings are complemented by articles and other shorter texts, and works of art and architecture, which help to contextualize and draw out the themes of the course. Each student leads seminars on the readings and builds on this foundation by engaging in independent research, culminating in a long-format paper that intervenes in the discourse or frames a narrative, presenting an architectural history of abolition

**Fall 2024: ARCH GU4305**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 4305	001/00800	T 10:10am - 12:00pm Room TBA	Anooradha Siddiqi	4.00	17/16

**SPRING 2025 COURSES**

The course schedule listed below may be subject to change. Please revisit this page and the online Directory of Classes in November to confirm our spring course information.

**ARCH UN1010 DESIGN FUTURES: NEW YORK CITY. 3.00 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 2024: ARCH UN1010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 1010	001/00557	F 1:10pm - 4:25pm 501 Diana Center	Hua Tang	3.00	19/20
ARCH 1010	002/00558	F 1:10pm - 4:25pm 502 Diana Center	Annie Kountz	3.00	16/20
ARCH 1010	003/00559	F 1:10pm - 4:25pm 111 Milstein Center	Clara Kraft Isono	3.00	16/20

**Spring 2025: ARCH UN1010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 1010	001/00818	F 1:10pm - 4:25pm 501 Diana Center	Richard Rouhe	3.00	18/20
ARCH 1010	002/00819	F 1:10pm - 4:25pm 502 Diana Center	Xiaoxi Chen	3.00	6/20
ARCH 1010	003/00820	F 1:10pm - 4:25pm 504 Diana Center	Andrea Johnson	3.00	15/20

**ARCH UN1020 INTRO-ARCH DESIGN/VIS CULTURE. 3.00 points.**

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. Must apply for placement in course. Priority to upperclass students. Class capped at 16

**Fall 2024: ARCH UN1020**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 1020	001/00560	M W 1:10pm - 3:00pm 116 Lewisohn Hall	Richard Rouhe	3.00	8/14
ARCH 1020	002/00799	T Th 4:10pm - 6:00pm 116 Lewisohn Hall	Nicholas Chapman	3.00	9/14

**Spring 2025: ARCH UN1020**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 1020	001/00821	M W 1:10pm - 3:00pm 116 Lewisohn Hall	Madeline Schwartzman	3.00	10/14
ARCH 1020	002/00822	T Th 9:00am - 10:50am 116 Lewisohn Hall	Angela Keele	3.00	12/14

**ARCH UN2101 ARCHITECTURAL DESIGN: SYSTEMS AND MATERIALS. 4.50 points.**

This architectural design studio explores material assemblies, techniques of fabrication, and systems of organization. These explorations will be understood as catalysts for architectural analysis and design experimentation. Both designed objects and the very act of making are always embedded within a culture, as they reflect changing material preferences, diverse approaches to durability and obsolescence, varied understandings of comfort, different concerns with economy and ecology. They depend on multiple resources and mobilize varied technological

innovations. Consequently, we will consider that making always involves making a society, for it constitutes a response to its values and a position regarding its technical and material resources. Within this understanding, this studio will consider different cultures of making through a number of exercises rehearse design operations at different scales—from objects to infrastructures

**Fall 2024: ARCH UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 2101	001/00561	T Th 9:00am - 11:50am 404 Diana Center		4.50	16/16
ARCH 2101	002/00562	M W 9:00am - 11:50am 404 Diana Center	Richard Rouhe	4.50	16/16

**Spring 2025: ARCH UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 2101	001/00823	M W 9:00am - 11:50am 404 Diana Center	Michael Schissel	4.50	16/16

**ARCH UN2103 ARCHITECTURAL DESIGN: ENVIRONMENTS AND MEDIATIONS. 4.50 points.**

This architectural design studio course explores modes of visualization, technologies of mediation and environmental transformations. These explorations will be used as catalysts for architectural analysis and design experimentation. Introducing design methodologies that allow us to see and to shape environmental interactions in new ways, the studio will focus on how architecture may operate as a mediator – an intermediary that negotiates, alters or redirects multiple forces in our world: physical, cultural, social, technological, political etc. The semester will progress through three projects that examine unique atmospheric, spatial and urban conditions with the aid of multimedia visual techniques; and that employ design to develop creative interventions at the scales of an interface, space and city

**Fall 2024: ARCH UN2103**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 2103	001/00563	M W 10:00am - 12:50pm 404 Diana Center	Madeline Schwartzman	4.50	15/16

**Spring 2025: ARCH UN2103**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 2103	001/00824	M W 9:00am - 11:50am 404 Diana Center	Mariah Smith	4.50	16/16
ARCH 2103	002/00831	T Th 9:00am - 11:50am 404 Diana Center	Lindsay Harkema	4.50	16/16

**ARCH UN3117 MOD ARCHITECTURE IN THE WORLD. 4.00 points.**

Prerequisites: Designed for but not limited to sophomores; enrollment beyond 60 at the discretion of the instructor.  
Prerequisites: Designed for but not limited to sophomores; enrollment beyond 60 at the discretion of the instructor.



Modern Architecture in the World is an introduction to different arenas in which architecture's modern condition has been disputed in the last two centuries across different geographies. The course will address significant transformations in the built environment as well as the forms of practice, epistemic frameworks, and ideologies that led them. It will also attend to the forms of labor and economies that engendered new structures and organizations of space, the material resources and industries mobilized in their construction, the identities and forms of power they represented and imposed, the manifold embodiments that they hosted and shaped, the diverse socialites and politics they supported, and the ecologies they negotiated. The course is organized around a number of key themes, with each class covering episodes spanning the whole period under consideration, up until the present. In this way, it will question the existence of a single line of development, a master narrative, or a teleological line of progress and will highlight instead the multiple, simultaneous, conflicting, and branching genealogies unfolding throughout the period. Students will gain knowledge of key buildings, artifacts, trends, and schools as they relate to those genealogies. Each lecture will emphasize contending and shifting positions across geographies within the arenas explored, understanding hegemonic trends as well as dissenting positions. While different locations around the world will be highlighted in each class, the course positions modern architecture in the world by privileging an exploration of the cultural and material networks and hierarchies characteristic of the period—with attention to colonialism, coloniality, migration, resource extraction, and war, among others

#### Spring 2025: ARCH UN3117

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3117	001/00825	T Th 4:10pm - 5:25pm 504 Diana Center	Ignacio Gonzalez Galan	4.00	63/60

#### ARCH UN3202 ADVANCED ARCHITECTURAL DESIGN II. 4.50 points.

Prerequisites: ARCH V3201. Open to architecture majors or with permission of instructor.

Prerequisite: ARCH UN3201. Advanced Architectural Design II culminates the required studio sequence in the major. Students are encouraged to consider it as a synthetic studio where they advance concepts, research methodologies and representational skills learned in all previous studios towards a semester-long design project. Field trips, lectures, and discussions are organized in relation to studio exercises

#### Spring 2025: ARCH UN3202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3202	001/00826	M W 9:00am - 11:50am 116 Lewisohn Hall	Kadambari Baxi, Amina Blacksher, Nicholas Chapman, Annie Kountz	4.50	36/42

#### ARCH UN3312 SPECIAL TOPICS IN ARCHITECTURE. 3.00 points.

See the Barnard and Columbia Architecture Department website for the course description: <https://architecture.barnard.edu/architecture-department-course-descriptions>

#### Fall 2024: ARCH UN3312

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3312	001/00723	T Th 2:40pm - 3:55pm 501 Diana Center	Andrea Johnson	3.00	16/16
ARCH 3312	002/00724	M W 2:40pm - 3:55pm 501 Diana Center	Mark Bearak	3.00	18/16

#### Spring 2025: ARCH UN3312

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3312	001/00827	T Th 1:10pm - 2:25pm 308 Diana Center	Leah Meisterlin	3.00	12/16
ARCH 3312	002/00828	T Th 2:40pm - 3:55pm 308 Diana Center	Clara Kraft Isono	3.00	16/16

## ART HISTORY AND ARCHAEOLOGY

### THE DEPARTMENT OF ART HISTORY AND ARCHAEOLOGY

Department website: <https://arthistory.columbia.edu/>

Office location: 826 Schermerhorn Hall

Office contact: 212-854-4505

Director of Undergraduate Studies: Professor Barry Bergdoll, [bgb1@columbia.edu](mailto:bgb1@columbia.edu)

Undergraduate Administrator: Emily Benjamin, [eb3061@columbia.edu](mailto:eb3061@columbia.edu)

## THE STUDY OF ART HISTORY

A major, minor, or concentration in the Department of Art History and Archaeology lays the basis for pursuing a variety of careers in and beyond the scholarly pursuit of the history of art, museum work, and work in the commercial art world of galleries and auction houses. The visual study of the world around us continues to increase in importance as global

communication becomes more often based in visual media, and understanding the sources and significance of images that form a common language of communication is crucial for anyone who aspires to play an active part in society. Art History majors have gone on to graduate education as well as careers in law, medicine, business, and academe, among others.

Critical study teaches not only the particulars of the art, archaeology, and architecture under study, but also the broader analytical and synthetic skills needed for mature, reasoned, and inventive solutions to broad-based questions in any field, with particular emphasis on the analysis of visual culture. As one of the largest Art History departments in the world, the Columbia–Barnard faculty include specialists in the art and architecture of an impressive spectrum of cultures and geographies from the Ancient Near East to Contemporary Global Art History. The curriculum offers coursework in the Pre-Columbian New World; in the art and architecture of Africa, of the Indian Subcontinent, of China, of Japan; in addition to many aspects of the art and architecture of North America and Europe, including African-American and diasporic art, and the art of First Nations in the Americas. Methodological approaches offered by the curriculum are equally diverse, including courses which explicitly address issues of gender and race. Several members of the faculty have extensive curatorial experience and regularly offer courses which comprise instruction in the history of collecting, display, and museum practices. Department courses take advantage of the extraordinary cultural resources of New York City and often involve museum assignments and trips to local monuments.

Surveys and advanced lecture courses offered by the Columbia and Barnard art history departments cover 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 than lectures and offer intensive instruction in research and writing. The opportunity for advanced research or a senior thesis is available to students who qualify.

The department offers three majors: Art History, History & Theory of Architecture, and a combined Art History+Visual Arts major; as well as two minors/concentrations: Art History, and History & Theory of Architecture.

## STUDENT ADVISING

Director of Undergraduate Studies (DUS): Professor Barry Bergdoll, [bgb1@columbia.edu](mailto:bgb1@columbia.edu)

Undergraduate Administrator: Emily Benjamin, [eb3061@columbia.edu](mailto:eb3061@columbia.edu)

## Consulting Advisers

Students should email the DUS and/or the Undergraduate Program Coordinator for questions regarding the major, minor,

or concentration. The department does not assign individual advisors to majors or minors/concentrators. The DUS makes the final decisions on all matters concerning the major, minor, or concentration, including transfer course requests.

Please email the Undergraduate Program Coordinator if you would like to be added to the Art History and Archaeology listserv.

The department holds Open House events in the fall and spring for interested students. The department also holds an Information Session in the spring for students interested in writing a Senior Thesis.

Please refer to the department website for the major, minor, and concentration course requirement checklists: <https://arthistory.columbia.edu/content/planning-sheets-forms-undergraduates>

## Enrolling in Classes

Students may enroll in lectures at the 1000-level, 2000-level, and 4000-level during registration periods. There are no prerequisites for these courses.

Students interested in enrolling in seminars at the 3000-level must submit an online application by the deadlines in April (for seminars taking place in the fall) and November (for seminars taking place in the spring). Students interested in enrolling in seminars at the 4500-level must submit an online application by the deadlines in January (for seminars taking place in the fall) and November (for seminars taking place in the spring). Links to these applications are included with the course descriptions on the department website. Specific deadlines are included on the website as well and are also circulated via the listserv. Once the seminar instructor has determined their class roster, accepted students will be instructed to join the SSOL wait-list so that the department can enroll them in the course.

## Preparing for Graduate Study

Students with questions about pursuing graduate study should email the DUS.

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

Coursework in fulfillment of a major, minor, or concentration must be taken at Columbia University unless explicitly noted here and/or expressly permitted by the DUS. Exceptions or substitutions permitted by the DUS should be confirmed in writing by email to the student.

## Advanced Placement

The department does not grant credit for Advanced Placement or International Baccalaureate courses.

## Barnard College Courses

Many art history courses offered in the Art History Department at Barnard are treated as part of the available curriculum for the major, minor, and concentration requirements. Please refer to the Undergraduate Field Distribution Chart, linked from this page, to confirm which courses may count: <https://arthistory.columbia.edu/content/major-requirements>

## Transfer Courses

When students transfer to Columbia from other institutions, their coursework at their previous institution must first be considered by their school in order to be evaluated for degree credit (e.g., to confirm that the courses will count toward the 124 points of credit that every student is required to complete for the B.A. degree). Only after that degree credit is confirmed, departments may consider whether those courses can also be used to fulfill specific degree requirements toward a major, minor, or concentration program.

No more than three transfer courses may be counted toward the major or the concentration. No more than one transfer course may be counted toward the minor.

Students should fill out and email a Transfer Credit Request Form with the required attachments (syllabus, unofficial transcript, and example of written work for the course) to the Undergraduate Program Coordinator. The DUS will make the decision on whether the course may count. The form can be found here: <https://arthistory.columbia.edu/content/planning-sheets-forms-undergraduates>

## Study Abroad Courses

Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Undergraduate Global Engagement and taught by Columbia instructors) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus. If they are not explicitly listed by the department as fulfilling requirements in the major, minor, or concentration, the DUS will need to confirm that they can be used toward the requirements.

Classes taken abroad through other institutions and programs are treated as transfer credit to Columbia and are subject to the same policies as other transfer courses. There will be a limit on the number of courses taken abroad that can be applied to the major, minor, or concentration, and they must be approved by the DUS.

## Summer Courses

Summer courses at Columbia are offered through the School of Professional Studies. Courses taken in a Summer Term may be used toward requirements for the major, minor, or concentration only as articulated in the Department of Art History and Archaeology guidelines or by permission of the DUS. Please refer to the Undergraduate Field Distribution Chart, linked from this page, to confirm which Summer Term courses may count toward the major, minor, or concentration requirements: <https://arthistory.columbia.edu/content/major-requirements>

More general policies about Summer coursework can be found in the Academic Regulations section of this Bulletin.

## CORE CURRICULUM CONNECTIONS

Students may be interested in course offerings in Art History that can be taken in fulfillment of the Global Core requirement of the Core Curriculum. See the list of approved courses on [this page of the Bulletin](#).

While Art Humanities does not count toward the major, minor, or concentration requirements, students intending to declare one of these programs are encouraged to enroll in Art Humanities in their first or second year.

## UNDERGRADUATE RESEARCH AND SENIOR THESIS

### Undergraduate Research in Courses

At the heart of the major is the Majors Colloquium (AHIS UN3000 INTRO LIT/METHODS OF ART HIST) which introduces students to different methodological approaches to Art History and critical texts that have shaped the discipline. This course also prepares students for the independent research required in seminars and advanced lecture courses, and should be taken during junior year.

Sign-up information for Art History majors will be circulated via the department listserv.

The Majors Colloquium cannot be substituted by a transfer course.

### Senior Thesis Coursework and Requirements

The Senior Thesis is an optional project open to Art History, History & Theory of Architecture, and combined Art History + Visual Arts majors. It is a year-long project encompassing the senior year, as well as the summer before, and will consume

much of winter break and all of spring break. Substantial research and preparation is completed in the summer before the senior year. Submitting a senior thesis qualifies students to compete for departmental honors and (indirectly) strengthens dossiers for university honors. It is also an opportunity for students interested in graduate school to build their academic resumes and experience the intensity and rewards of graduate-style research.

All thesis writers are required to enroll in the year#long (YC) course AHIS UN3002 Senior Thesis Seminar, which is offered as a 3#point seminar in the fall and a 3#point seminar in the spring. This 6#point year#long seminar may substitute for a single elective lecture course. Students receive a grade at the end of the spring term which is applied to both semesters of the seminar. If a student withdraws after the fall term, they will receive a P/F grade for the fall term which cannot be applied to the major.

Securing faculty sponsorship is critical. Speaking with potential advisors during the spring semester of junior year (or earlier) is highly recommended. With approval of the DUS, students may work with a faculty sponsor outside the department. Written confirmation from the advisor is due in May of junior year. In August, students who have secured faculty sponsorship must submit the Senior Thesis Proposal based on research completed over the summer, which includes a proposal of about 400 words, an annotated bibliography, and the signature of the faculty sponsor.

Prospective thesis writers should have a GPA of at least 3.7 in art history courses and should have completed at least six courses counting toward the major requirements, preferably including at least one seminar. The DUS reviews the applications with the goal of ensuring that the student has the academic qualifications to succeed and has identified a credible project. Deadlines will be posted on the department website and circulated on the listserv.

## Undergraduate Research Outside of Courses

Students interested in exploring a specific topic with a faculty member may choose to pursue an independent study project. Students should contact the faculty member who they would like to work with directly. If the faculty member agrees to supervise the independent study, the faculty member will contact the Undergraduate Program Coordinator to have the student registered. Students may complete an independent study project for 3 points. Independent studies typically count toward lecture credit; exceptions may be made with the approval of the DUS.

## DEPARTMENT HONORS AND PRIZES

### Department Honors

To be considered for departmental honors, students must have a GPA of at least 3.7 in classes for the major and have submitted a senior thesis of distinction. The faculty of the Department of Art History and Archaeology submits recommendations to the Committee on Honors, Awards, and Prizes for confirmation. Normally, no more than ten percent of the graduating majors in the department receive departmental honors.

### Academic Prizes

The Senior Thesis Prize is awarded annually for a senior thesis of superior distinction.

The Judith Lee Stronach Memorial Prize is awarded for outstanding contributions in art history or archaeology by a General Studies student.

## PROFESSORS

Alexander Alberro (Barnard)  
Zainab Bahrani  
Barry Bergdoll  
Julia Bryan-Wilson  
Michael Cole  
Jonathan Crary  
Francesco de Angelis  
David Freedberg  
Anne Higonnet (Barnard)  
Kellie Jones  
Branden W. Joseph  
Holger A. Klein  
Rosalind Krauss  
Matthew McKelway  
Jonathan Reynolds (Barnard)  
Simon Schama  
Avinoam Shalem  
Zoë Strother

## ASSOCIATE PROFESSORS

Diane Bodart  
Zeynep Çelik Alexander  
Noam M. Elcott  
Elizabeth W. Hutchinson (Barnard)  
Subhashini Kaligotla  
Ioannis Mylonopoulos  
Lisa Trever  
Jin Xu



## ASSISTANT PROFESSORS

Gregory Bryda (Barnard)  
Meredith Gamer  
Eleonora Pistis  
Michael J. Waters

## ADJUNCT FACULTY

Dawn Delbanco  
Rosalyn Deutsche (Barnard)  
John Rajchman

## LECTURERS

Frederique Baumgartner  
Susannah Blair  
Lucas Cohen  
Sophia D'Addio  
Alessandra di Croce  
Xiaohan Du  
Nicholas Fitch  
Iheb Guermazi  
Page Knox  
Janet Kraynak  
Sandrine Larrive-Bass  
Martina Mims  
Kent Minturn  
Nicholas Morgan  
Freda Murck  
Irina Oryshkevich  
Nina Rosenblatt  
Susan Sivard  
Leslie Tait  
Stefaan Van Liefferinge  
Caroline Wamsler  
Leah Werier

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Program Planning for all Students

Students who entered Columbia (as first-year students or as transfer students) in or after Fall 2024 may select from a curriculum of majors and minors. The requirements for the Bachelor of Arts degree, and role of majors and minors in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study.

Students who entered Columbia in or before the 2023-2024 academic year may select from a curriculum of majors and minors and concentrations. The requirements for the Bachelor of Arts degree, and the role of majors and minors in those requirements, can be found in the Academic Requirements

section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study.

When selecting courses in the Department of Art History and Archaeology, students should keep in mind the specifics of course types, distribution requirements, and required coursework as outlined below.

### Course Numbering Structure

1000-level courses are broad survey lectures open to all undergraduate students. They do not count toward a historical or geographical requirement, though they may count as an elective lecture (or as a required course for HTAC programs, in the case of AHIS UN1007).

2000-level courses are survey lectures focusing on a particular subject area. They are open to all students.

3000-level courses are seminars open to undergraduate students only. Seminars

are limited enrollment classes which offer students the opportunity to explore a topic in depth with the instruction of a faculty member who is an expert in that field. Seminars typically require intensive reading and discussion, culminating in an extended research paper and oral presentation. Students must submit an application to be considered for enrollment in a seminar.

4000-4499-level courses are advanced bridge lectures open to undergraduate and graduate students. While instructor approval is not required, undergraduates are expected to have some background in the subject of the course.

4500-4999-level courses are advanced bridge seminars open to undergraduate and graduate students. As with undergraduate seminars, these courses require an application. Advanced knowledge within a field is typically expected. If you have questions about the suitability of a course, please contact the instructor to discuss your qualifications.

### Guidance for First-Year Students

There is no required sequence for completing a major, minor, or concentration in the department. However, first-year students interested in declaring one of these programs are encouraged to take Art Humanities in their first or second year. Students are also encouraged to take several 1000- and/or 2000-level survey lectures before applying for seminars in their junior and senior years.

### Guidance for Transfer Students

There is no required sequence for completing a major, minor, or concentration in the department. However, transfer students interested in declaring one of these programs are encouraged to take Art Humanities earlier rather than later. Transfer

students who want to transfer coursework in art history from a previous institution toward their program of study are strongly encouraged to meet with the Undergraduate Program Coordinator as soon as possible to submit these requests.

## UNDERGRADUATE PROGRAMS OF STUDY

### Required Coursework for all Programs

#### Major in Art History

The major in Art History requires 11 total courses and can range from 36 to 43 points depending on which classes a student takes to fulfill the requirements.

Students must take three art history courses covering three of four distinct historical periods; two art history courses covering two of five distinct geographic regions; any two additional elective courses in art history; two art history seminars; a studio art course; and the Majors Colloquium. These courses may be taken in any order, though the seminars and the Colloquium are usually taken in junior and/or senior year.

The four historical period distribution categories are pre-400 CE; 400-1400 CE; 1400-1700 CE; and 1700-Present. The five geographic region distribution categories are Africa; Asia; Europe/N. America/Australia; Latin America; and Middle East.

The Majors Colloquium should be taken during junior year. Sign-up information will be circulated via the department listserv. The Majors Colloquium cannot be substituted by a transfer course.

The studio art requirement can be fulfilled by any studio course in the Visual Arts Department. It may be taken Pass/Fail.

The Senior Thesis is an optional project open to Art History, History and Theory of Architecture, and Art History+Visual Arts majors. All thesis writers are required to enroll in the year# long (YC) course AHIS UN3002 Senior Thesis Seminar, which is offered as a 3#point seminar in the fall and a 3#point seminar in the spring. This 6#point year#long seminar may substitute for a single elective lecture course. Please refer to the Overview page for more information about the Senior Thesis.

#### Major in History and Theory of Architecture

The major in History and Theory of Architecture requires 11 total courses and can range from 37 to 43 points depending on which classes a student takes to fulfill the requirements.

Students must take AHIS UN1007 Introduction to the History of Architecture; ARCH UN1020 Introduction to Architectural Design and Visual Culture; three art/architectural history courses covering three of four distinct historical periods; one art/architectural history course covering one of four distinct geographic regions; any additional elective course in art/architectural history; two art/architectural history seminars;

and the Majors Colloquium. These courses may be taken in any order, though the seminars and the Colloquium are usually taken in junior and/or senior year. Three courses (not counting AHIS UN1007, ARCH UN1020, the Majors Colloquium, or the seminars) must focus on architectural history.

The four historical period distribution categories are pre-400 CE; 400-1400 CE; 1400-1700 CE; and 1700-Present. The four geographic region distribution categories are Africa; Asia; Latin America; and Middle East.

The Majors Colloquium should be taken during junior year. Sign-up information will be circulated via the department listserv. The Majors Colloquium cannot be substituted by a transfer course.

ARCH UN1020 Introduction to Architectural Design and Visual Culture may be taken Pass/Fail.

The Senior Thesis is an optional project open to Art History, History and Theory of Architecture, and Art History+Visual Arts majors. All thesis writers are required to enroll in the year# long (YC) course AHIS UN3002 Senior Thesis Seminar, which is offered as a 3#point seminar in the fall and a 3#point seminar in the spring. This 6#point year#long seminar may substitute for a single elective lecture course. Please refer to the Overview page for more information about the Senior Thesis.

#### Combined Major in Art History+Visual Arts

The combined major in Art History+Visual Arts requires 16 total courses and can range from 49 to 57 points depending on which classes a student takes to fulfill the requirements. This is a large major and students are encouraged to begin coursework toward the major in sophomore year. Please contact the Visual Arts Department with questions on enrolling in studio courses and the Department of Art History and Archaeology with questions on art history courses. The DUS/Undergraduate Program Coordinator of both departments should be made aware of any transfer courses.

Students must take three art history courses covering three of four distinct historical periods; two art history courses covering two of five distinct geographic regions; any two additional elective courses in art history; seven three-point studio art courses including Basic Drawing and either Ceramics I or Sculpture I; the Majors Colloquium; and either a senior project in visual arts or a seminar in art history. These courses may be taken in any order, though the seminar, Majors Colloquium, and (optional) senior project in Visual Arts are usually taken in junior and/or senior year.

The four historical period distribution categories are pre-400 CE; 400-1400 CE; 1400-1700 CE; and 1700-Present. The five geographic region distribution categories are Africa; Asia; Europe/N. America/Australia; Latin America; and Middle East.

The Majors Colloquium should be taken during junior year. Sign-up information will be circulated via the department

listserv. The Majors Colloquium cannot be substituted by a transfer course.

The art history Senior Thesis is an optional project open to Art History, History and Theory of Architecture, and Art History + Visual Arts majors. All thesis writers are required to enroll in the year-long (YC) course AHIS UN3002 Senior Thesis Seminar, which is offered as a 3-point seminar in the fall and a 3-point seminar in the spring. This 6-point year-long seminar may substitute for a single elective lecture course. Please refer to the Overview page for more information about the Senior Thesis.

## Minor in Art History

The minor in Art History requires 5 total courses and can range from 15 to 20 points depending on which classes a student takes to fulfill the requirements.

Students must take three art history courses covering three of four distinct historical periods; one art history course covering one of four distinct geographic regions; and any additional elective course in art history. At least one seminar is encouraged, though not required.

The four historical period distribution categories are pre-400 CE; 400-1400 CE; 1400-1700 CE; and 1700-Present. The four geographic region distribution categories are Africa; Asia; Latin America; and Middle East.

## Minor in History and Theory of Architecture

The minor in History and Theory of Architecture requires 5 total courses and can range from 16 to 20 points depending on which classes a student takes to fulfill the requirements.

Students must take AHIS UN1007 Introduction to the History of Architecture; three art/architectural history courses covering three of four distinct historical periods; and one art/architectural history course covering one of four distinct geographic regions. Three courses (not counting AHIS UN1007) must focus on architectural history. At least one seminar is encouraged, though not required.

The four historical distribution categories are pre-400 CE; 400-1400 CE; 1400-1700 CE; and 1700-Present. The four geographic distribution categories are Africa; Asia; Latin America; and Middle East.

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

Concentrations are available to students who entered Columbia in or before the 2023-2024 academic year. The requirements for the Bachelor of Arts degree, and the role of the concentration in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year

when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study.

Concentrations are not available to students who entered Columbia in or after Fall 2024.

## Concentration in Art History

The concentration in Art History requires 7 total courses and can range from 21 to 28 points depending on which classes a student takes to fulfill the requirements.

Students must take three art history courses covering three of four distinct historical periods; two art history courses covering two of five distinct geographic regions; and any two additional elective courses in art history. These courses may be taken in any order.

The four historical period distribution categories are pre-400 CE; 400-1400 CE; 1400-1700 CE; and 1700-Present. The five geographic region distribution categories are Africa; Asia; Europe/N. America/Australia; Latin America; and Middle East.

## Concentration in History and Theory of Architecture

The concentration in History and Theory of Architecture requires 7 total courses and can range from 22 to 28 points depending on which classes a student takes to fulfill the requirements.

Students must take AHIS UN1007 Introduction to the History of Architecture; three art/architectural history courses covering three of four distinct historical periods; one art/architectural history course covering one of four distinct geographic regions; and any two additional elective courses in art/architectural history. These courses may be taken in any order. Three courses (not counting AHIS UN1007) must focus on architectural history.

The four historical period distribution categories are pre-400 CE; 400-1400 CE; 1400-1700 CE; and 1700-Present. The four geographic region distribution categories are Africa; Asia; Latin America; and Middle East.

## FALL 2024 UNDERGRADUATE AND BRIDGE LECTURES

*UNDERGRADUATE LECTURES: 2000-level courses.*

*Attendance at first class meeting is strongly recommended.*

*BRIDGE LECTURES: 4000-level courses. Open to graduate and advanced undergraduate students. Attendance at first class is strongly recommended.*

### AHIS UN1007 Introduction to the History of Architecture. 4.00 points.

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 2024: AHIS UN1007**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 1007	001/11523	T Th 2:40pm - 3:55pm 614 Schermerhorn Hall	Michael Waters	4.00	67/90

**AHIS UN2405 TWENTIETH CENTURY ART. 4.00 points.**

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

**Fall 2024: AHIS UN2405**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2405	001/11525	T Th 4:10pm - 5:25pm 301 Pupin Laboratories	Alexander Alberro	4.00	83/150

**AHIS UN2415 History Painting and Its Afterlives. 3.00 points.**

This course will study the problematic persistence of history painting as a cultural practice in nineteenth century Europe, well after its intellectual and aesthetic justifications had become obsolete. Nonetheless, academic prescriptions and expectations endured in diluted or fragmentary form. We will examine the transformations of this once privileged category and look at how the representation of exemplary deeds and action becomes increasingly problematic in the context of social modernization and the many global challenges to Eurocentrism. Selected topics explore how image making was shaped by new models of historical and geological time, by the invention of national traditions, and by the emergence of new publics and visual technologies. The relocation of historical imagery from earlier elite milieus into mass culture forms of early cinema and popular illustration will also be addressed

**Fall 2024: AHIS UN2415**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2415	001/11526	T Th 4:10pm - 5:25pm 612 Schermerhorn Hall	Jonathan Crary	3.00	23/35

**AHUM UN2604 ARTS OF CHINA, JAPAN AND KOREA. 3.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

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 2024: AHUM UN2604**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 2604	002/15336	T Th 11:40am - 12:55pm 832 Schermerhorn Hall	Yeongik Seo	3.00	17/22
AHUM 2604	003/21002	M W 11:40am - 12:55pm 807 Schermerhorn Hall	Yi-bang Li	3.00	20/22

**Spring 2025: AHUM UN2604**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 2604	001/15695	T Th 2:40pm - 3:55pm 832 Schermerhorn Hall	Yeongik Seo	3.00	22/22
AHUM 2604	002/15095	M W 1:10pm - 2:25pm 832 Schermerhorn Hall	Yi-bang Li	3.00	23/22

**AHIS UN2622 Introduction to East Asian Art: China, Japan, and Korea. 4.00 points.**

This lecture course, with two weekly lectures and additional section meetings, surveys the broad outlines of the artistic traditions of China, Korea, and Japan, introducing key concepts, such as multiplicity, impermanence, and transmediality, through a diversity of forms of visual expression in painting, sculpture, bronze, ceramics, lacquer, and architecture. The weekly lectures and discussions will explore interregional relations and influence in order to discover not only the features that make each geographical tradition distinct, but also closely interconnected. Among the key themes to be examined are the archaeology of ancient East Asia, the development of Buddhist art, the arts of landscape and narrative painting, woodblock prints, and finally East Asia after modernity

**Fall 2024: AHIS UN2622**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2622	001/20929	M W 2:40pm - 3:55pm 807 Schermerhorn Hall	Matthew McKelway	4.00	42/60

**AHIS GU4027 Architecture in Western Europe 1066-1399. 3.00 points.**

This course explores architecture in Western Europe during the Middle Ages. The time frame starts with the conquest of England in 1066 and ends with the appointment of Gothic experts in 1399 to advise on the construction of Milan Cathedral towards the end of the Middle Ages. The first



historical event coincides with the creation of architecture of a bewildering scale while the second reflects the end of building without architectural treatises or architectural theory - in a modern sense. The course will also introduce students to new digital technologies such as laser scanning and photogrammetry for the study of medieval architecture. No preliminary knowledge of medieval history or architectural history is needed, and no knowledge of digital technologies or specific computer skills is expected. The monuments selected belong to a period that starts when architecture moved away from Roman antique models and ends just before the re-adoption of Classical standards in the Renaissance. In this course the originality of medieval architecture, its relationship with earlier and later monuments, and the dramatic effort involved in its creation will be discussed. Major themes of medieval society such as pilgrimages, crusades, piety, the cult of relics, and the social and intellectual context of the Middle Ages are also part of this lecture. In the first weeks, important concepts of medieval society and its architecture will be presented in combination with a number of new technologies recently adopted in the field. These introductory classes will offer the foundations needed to understand artistic and architectural developments in the Middle Ages. While the course will focus on architecture, different media are included when they provide valuable information on the artistic and cultural context to which buildings belong. New technologies serve as a basis for a critical discussion about the changes in method introduced by new media and technologies in the field of architectural history

**Fall 2024: AHIS GU4027**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4027	001/11531	M W 11:40am - 12:55pm 612 Schermerhorn Hall	Stefaan Van Liefferinge	3.00	36/45

**AHIS GU4093 Sacred Space in South Asia. 3.00 points.**

“Sacred” space in the Indian subcontinent was at the epicenter of human experience. This course presents Buddhist, Hindu, Islamic, and Jain spaces and the variety of ways in which people experienced them. Moving from the monumental stone pillars of the early centuries BCE to nineteenth century colonial India, we learn how the organization and imagery of these spaces supported devotional activity and piety. We discuss too how temples, monasteries, tombs, and shrines supported the pursuit of pleasure, amusement, sociability, and other worldly interests. We also explore the symbiotic relationship between Indic religions and kingship, and the complex ways in which politics and court culture shaped sacred environments. The course concludes with European representations of South Asia’s religions and religious places

**Fall 2024: AHIS GU4093**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4093	001/11532	M W 10:10am - 11:25am 807 Schermerhorn Hall	Subhashini Kaligotla	3.00	26/45

**AHCE W4149 The Roman Art of Engineering: Traditions of Planning, Construction, and Innovation. 3.00 points.**

Interdisciplinary study of ancient Roman engineering and architecture in a course co-created between Arts & Sciences and Engineering. Construction principles, techniques, and materials: walls, columns, arches, vaults, domes. Iconic Roman buildings (Colosseum, Pantheon, Trajan’s Column) and infrastructure (roads, bridges, aqueducts, baths, harbors, city walls). Project organization. Roman engineering and society: machines and human labor; engineers, architects, and the army; environmental impact. Comparisons with current practice as well as cross-cultural comparisons with other pre-modern societies across the globe. A Columbia Cross-Disciplinary Course

**Fall 2024: AHCE W4149**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHCE 4149	001/14152	M W 4:10pm - 5:25pm 501 Schermerhorn Hall	Francesco de Angelis, Julius Chang	3.00	50/100

## FALL 2024 UNDERGRADUATE AND BRIDGE SEMINARS

*UNDERGRADUATE SEMINARS: 3000-level courses.*

*Open to undergraduate students only. Interested students must submit an online application (April deadline for fall courses, November deadline for spring courses). Visit the ["Courses" page on the department website](#) to find a list of undergraduate seminars and links to application forms.*

*BRIDGE SEMINARS: 4500-level courses. Open to graduate and advanced undergraduate students. Applications are due in August for fall courses, and January for spring courses. Visit the ["Courses" page on the department website](#) to find a list of bridge seminars and links to application forms.*

**AHIS UN3239 Medieval and Renaissance Venice. 4.00 points.**

This undergraduate travel seminar investigates the architecture, urbanism, and visual culture of Venice from its origins in the early medieval period to the sixteenth century, with particular focus on major religious and civic monuments. While San Marco and the adjacent Palazzo Ducale will be a core concern, Venetian monuments large and small will receive attention. Further emphasis will be placed on saintly relics as markers of cultural and religious identity, the invention and visual manifestation of cult traditions, and changes in Venice’s sacred topography as a result of its expansions on the mainland and in the Eastern Mediterranean

**Fall 2024: AHIS UN3239**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3239	001/15420	T 4:10pm - 6:00pm 930 Schermerhorn Hall	Michael Waters, Holger Klein	4.00	12/12

**AHIS UN3313 Women Painters in Europe, 1500-1750. 4 points.**

Histories of European Renaissance and Baroque art once narrated a story involving almost only male actors: it was men who made the period's paintings and sculptures, men who purchased them, and men who left their views on art for posterity. That characterization of the field is no longer quite so true, and one of the most significant changes in the field is that female painters now feature in every survey of the period. The aim of this course is to look comparatively at the painterly works produced by women across the early modern period and at the way those pictures have been treated in the scholarly literature from the last several decades.

**Fall 2024: AHIS UN3313**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3313	001/18756	Th 10:10am - 12:00pm 934 Schermerhorn Hall	Michael Cole	4	7/10

**AHIS UN3413 NINETEENTH-CENTURY CRITICISM. 4.00 points.**

Prerequisites: junior or senior standing, and the instructor's permission.

This course examines a diverse selection of social and aesthetic responses to the impacts of modernization and industrialization in nineteenth-century Europe. Using works of art criticism, fiction, poetry, and social critique, the seminar will trace the emergence of new understandings of collective and individual experience and their relation to cultural and historical transformations. Readings are drawn from Friedrich Schiller's *Letters On Aesthetic Education*, Mary Shelley's *The Last Man*, Thomas Carlyle's "Signs of the Time," poetry and prose by Charles Baudelaire, John Ruskin's writings on art and political economy, Flora Tristan's travel journals, J.-K. Huysmans's *Against Nature*, essays of Walter Pater, Nietzsche's *Birth of Tragedy* and other texts

**Fall 2024: AHIS UN3413**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3413	001/11530	M 4:10pm - 6:00pm 930 Schermerhorn Hall	Jonathan Crary	4.00	8/10

**AHIS UN3466 AIDS Is Contemporary. 4.00 points.**

This seminar examines two intertwined propositions. One is the undisputable fact that the global HIV/AIDS pandemic is ongoing and that the disease continues to shape the way artists and activists grapple with public health, national policy, and medical injustice. The other is my own polemic-in-formation, which is that the eruption of AIDS in the 1980s was the threshold event that inaugurated what is now understood to be "the contemporary" within the art world. Rather than periodize the start of "the contemporary" with the 1989 fall of the Berlin Wall, as has become conventional, we will investigate how the AIDS crisis precipitated a sudden urgency that more decisively

marks this transition, in particular around the promiscuous inclusion of non-fine art forms such as demonstration posters, zines, and handmade quilts. We will read foundational texts on HIV/AIDS organizing and look at interventions with graphic design, wheat-pasting, ashes action protests, body maps, embroidery, performance-based die-ins, voguing, film/video, and photography. We will consider: the inextricability of queer grief, anger, love, and loss; lesbian care; the trap of visibility; spirituality and death; activist exhaustion; the role played by artists of color within ACT-UP; and dis/affinities across the US, Latin America, and South Africa. Our investigations will be bookended by two critical exhibitions, *Witness: Against Our Vanishing* (Artists Space, 1989) and *Exposés* (Palais de Tokyo, 2023). Authors and artists/collectives include: Aziz Cuchar, Bambanani Women's Group, Feliciano Centurion, Douglas Crimp, Ben Cuevas, Felix Gonzalez-Torres, Darrel Ellis, fierce pussy, Elisabeth Lebovici, José Leonilson, Nicolas Moufarrege, Marlon Riggs, Matthew Wong, and the Visual AIDS archive. We will conclude with feminist, queer, and collaborative artistic work made during the (also ongoing) Covid-19 pandemic. In small groups, students will lead discussions of our texts and the final project will be a collectively curated virtual exhibition

**Fall 2024: AHIS UN3466**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3466	001/15947	T 2:10pm - 4:00pm 930 Schermerhorn Hall	Julia Bryan-Wilson	4.00	16/16

**AHIS UN3471 The Harlem Renaissance # Black Modernism. 4.00 points.**

The Harlem Renaissance marks a pivotal era in art history, where Black artists, writers, and intellectuals redefined cultural and artistic expression. This course, "The Harlem Renaissance # Black Modernism," explores the dynamic factors that fueled this vibrant period, including the aftermath of the Reconstruction era, the Great Migration, and the influential contributions of key artists and thinkers. Throughout the course, we will examine the diverse artistic practices that emerged not only in Harlem but across broader networks in both the US and abroad, underscoring the movement's widespread impact. By situating the Harlem Renaissance within its broader contexts – such as histories of Black queer and feminist thought and transatlantic modernism — we will gain a deeper understanding of its lasting significance. Through weekly readings, discussions, and site visits, students will engage with the multifaceted legacy of the Harlem Renaissance and of Black modernist art more generally, analyzing their influence on contemporary discussions of art and culture. By the end of the course, students will have a comprehensive grasp of how this cultural renaissance shaped and continues to influence artistic production in ongoing ways

**Fall 2024: AHIS UN3471**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3471	001/18961	W 4:10pm - 6:00pm	David Sledge	4.00	9/12

934 Schermerhorn  
Hall

**AHIS GU4574 Picturing a New World: Illustrated Manuscripts in Early Colonial Mexico and Peru. 4 points.**

In this research seminar we will delve into the texts and images of four remarkable illustrated manuscripts created during the first century of the Spanish colonization of Mexico and Peru. Created by various agents—Spanish friars and indigenous authors and artists—these four bodies of work constitute some of the earliest and most important historical sources on the pre-Hispanic world of what is now Latin America, its history, and its traditions. But beyond their service as chronicles or ethnographies, these manuscripts can be examined as contested sites for the colonial negotiation of identity, culture, politics, and faith.

Our corpus includes the Mercedarian friar Martín de Murúa's ca. 1590 and 1613 manuscripts on the history of the Incas and Peru, the native Andean author and artist Felipe Guaman Poma de Ayala's 1615 "New Chronicle and Good Government," addressed to King Philip III in protest of Spanish colonial conditions in Peru, and the bilingual "Florentine Codex" compiled in Mexico in the 1570s by Nahua scribes and painters under the supervision of the Franciscan friar Bernardino de Sahagún.

This bridge seminar is open to undergraduate and graduate students.

Enrollment is by application. Spanish reading ability is highly recommended.

**Fall 2024: AHIS GU4574**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4574	001/15425	M 12:10pm - 2:00pm 934 Schermerhorn Hall	Lisa Trever	4	9/12

**AHIS GU4646 FOUCAULT AND THE ARTS. 4.00 points.**

Michel Foucault was a great historian and critic who helped change the ways research and criticism are done today – a new 'archivist'. At the same time, he was a philosopher. His research and criticism formed part of an attempt to work out a new picture of what it is to think, and think critically, in relation to Knowledge, Power, and Processes of Subjectivization. What was this picture of thought? How did the arts, in particular the visual arts, figure in it? How might they in turn give a new image of Foucault's kind of critical thinking for us today? In this course, we explore these questions, in the company of Deleuze, Agamben, Rancière and others thinkers and in relation to questions of media, document and archive in the current 'regime of information'. The Seminar is open to students in all disciplines concerned with these issues

**Fall 2024: AHIS GU4646**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4646	001/11533	W 4:10pm - 6:00pm 807 Schermerhorn Hall	John Allan Rajchman	4.00	22/25

**AHIS GU4746 Architecture, Labor, Industry, and the (long) "American Century". 4.00 points.**

From the industrial outposts up and down the eastern seaboard of the United States, across the Mississippi Delta, over the Great Lakes from Erie, Pennsylvania to Buffalo, Toronto, Detroit, and Chicago, over the western plains to Edmonton, Oklahoma City, Omaha, and from there to the technology centers of Vancouver, Seattle, and Silicon Valley, the sites of large-scale industry changed American society over two centuries. Just as gas flares mark subterranean oil deposits under the Texas plains, industrial buildings materialize complex networks of architecture, labor, and industry. They transform seemingly immaterial economic forces into concrete things through the labor of lots and lots of people. They are "fruiting bodies" that blossom from networks of money, labor, and natural resources, where human beings transform raw materials into consumer products. As industry moved across the North American continent, it took shape in buildings designed to optimize resources, improve manufacturing, and provide employment. From Amoskeag, New Hampshire to Silicon Valley, factories grew and changed in a continuous collective design process focused on throughput or flow. These buildings were also tied to urban development and large-scale housing; in studying industrial buildings, we also necessarily study cities, neighborhoods, and company towns. In addition, industrial buildings are meant to improve on the ones that came before them, and to give way to the optimizations of ones that come after. Factory design thus reflects a tangible belief in technical progress. Factories are embedded in society diachronically, across time, and synchronically, across space. They are not singularities; they are inherently relational buildings, like other forms of vernacular architecture. In classes that move chronologically through this terrain, we also focus on two questions: first, how has industrial architecture been situated within architectural history? Second, what happens when we study building design with the kind of heightened synchronic-diachronic awareness that industrial building demands? Industrial architecture is closely connected to capitalism. Studying it reveals architecture's role in that social organization in a new light. We will survey and closely study buildings to address these and other questions

**Fall 2024: AHIS GU4746**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4746	001/17627	T 12:10pm - 2:00pm 930 Schermerhorn Hall	Claire Zimmerman	4.00	7/12



**CLST GU4515 Connecting Histories: Roman Conquests and Coinage. 4.00 points.**

Aimed at advanced undergraduate and graduate students, this course aims to introduce coinage and the study of coins as historical disciplines and to provide a survey of the production and use of coinage in the Roman world from the third century BCE to the 1st century CE, with specific emphasis on the Late Republican coinage and the local coinages issued in the early Roman provinces. Over the course of the second and first centuries BCE, Rome conquered most of the Mediterranean world in a whirlwind of military campaigns. However, despite the unrivaled military power achieved during the second and first centuries BCE, one of the most surprising factors in the development of Roman domination of the Mediterranean world is that the Romans conquered and ruled most of it without imposing their coinage on the conquered. Therefore, it becomes even more important to research how local coinages converged—at least partly—to create compatible monetary systems across the Roman Empire. The students will have direct access to the world-class numismatic collections at the American Numismatic Collection (over 300,000 Roman and Greek pieces) and to the Olcott collection of Roman coins housed in the RBML in Butler Library (over 4,000 Roman pieces)

**Fall 2024: CLST GU4515**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLST 4515	001/17626	F 2:10pm - 4:00pm 934 Schermerhorn Hall	Lucia Francesca Carbone	4.00	8/12

**MAJORS COLLOQUIUM**

*Required course for all majors in the department. See the [department website](#) for more information. Students must sign up online by the deadline, which is posted on the department website.*

**AHIS UN3000 INTRO LIT/METHODS OF ART HIST. 4.00 points.**

Required course for department majors. Not open to Barnard or Continuing Education students. Students must receive instructors permission. 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 2024: AHIS UN3000**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3000	001/11527	M 2:10pm - 4:00pm 934 Schermerhorn Hall	Avinoam Shalem	4.00	8/12
AHIS 3000	002/15417	Th 2:10pm - 4:00pm 930 Schermerhorn Hall	Meredith Gamer	4.00	13/12

**Spring 2025: AHIS UN3000**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3000	001/14901	T 4:10pm - 6:00pm 934 Schermerhorn Hall	Holger Klein	4.00	11/12

AHIS 3000	002/14902	Th 12:10pm - 2:00pm 930 Schermerhorn Hall	Michael Cole	4.00	10/12
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**SENIOR THESIS**

*The year-long Senior Thesis program is open to majors in the Department of Art History and Archaeology. For more information, please visit the [Senior Thesis information page](#) on the department website.*

**AHIS UN3002 SENIOR THESIS. 3.00 points.**

Prerequisites: the departments permission. Required for all thesis writers

**Fall 2024: AHIS UN3002**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3002	001/11529	M 2:10pm - 4:00pm 930 Schermerhorn Hall	Barry Bergdoll	3.00	13/12

**Spring 2025: AHIS UN3002**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3002	001/14903	T 2:10pm - 4:00pm 930 Schermerhorn Hall	Barry Bergdoll	3.00	13/12

**SPRING 2025 UNDERGRADUATE AND BRIDGE LECTURES**

*UNDERGRADUATE LECTURES: 2000-level courses.*

*Attendance at first class meeting is strongly recommended.*

*BRIDGE LECTURES: 4000-level courses. Open to graduate and advanced undergraduate students. Attendance at first class is strongly recommended.*

**AHIS UN2129 Before Rome: The Art and Architecture of Italy's Peoples in the First Millennium BCE. 3.00 points.**

This course explores the rich artistic traditions of the peoples living in Italy—the Etruscans, Italics, Greeks, Celts—from their emergence in the early first millennium BCE to their eventual absorption within the system of “Roman” art. While the arts of Etruria will form the backbone of the course, its conceptual focus will be on the densely entangled web that connected the diverse visual landscapes and creative practices of the Italian peninsula both to each other and to external centers of artistic production, from Cyprus and Carthage to Syria and the cultures of northern Europe. In addition to intercultural connectivity—imports and exports, convergences and divergences, parallels and unique features—special attention will be paid to the socio-political and religious dimensions of art and architecture. Both iconic and non-canonical objects will be examined, ranging from furniture and weaponry to anatomical votives and mythological paintings. This lecture is the first in a three-year cycle that also includes “Roman Art and Architecture” and “Rome Beyond Rome.”

**Spring 2025: AHIS UN2129**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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AHIS 2129 001/17356 M W 4:10pm - Francesco 3.00 50/60  
5:25pm de Angelis  
807 Schermerhorn  
Hall

### **AHIS UN2309 EARLY MODERN ARCHITECTURE (1550-1799). 3.00 points.**

This course examines the history of early modern architecture from a European perspective outward. It starts with the time of Michelangelo and Palladio and ends in the late eighteenth century. It addresses a number of transhistorical principal issues and analytical approaches while focusing on to a series of roughly chronological thematic studies. Travelling across courts, academies, streets, and buildings devoted to new institutions, this course examines the cultural, material, urban, social, and political dimensions of architecture, as well as temporal and geographic migrations of architectural knowledge. Topics will also include: the resurgence of interest in antiquity; the longue durée history of monuments; changes in building typology; the patronage and politics of architecture; technological developments and building practice; architectural theory, books, and the culture of print; the growth of capital cities; the creation of urban space and landscape; the formalization of architectural education; and the changing status of the architect.

#### **Spring 2025: AHIS UN2309**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2309	001/14830	T Th 6:10pm - 7:25pm 612 Schermerhorn Hall	Eleonora Pistis	3.00	42/67

### **AHIS UN2311 Baroque Imperial Spain (17th Century). 3 points.**

The course will survey Baroque art in Hapsburg Spain, considered in the wide geographical context of the extended and dispersed dominions of the different crowns of the Spanish monarchy, which connected the Iberian Peninsula with Italy, Flanders and the New World. It will concern visual art in its various media, mainly painting, sculpture and architecture, but also tapestries, prints, armor, goldsmithery and ephemeral decoration, among others. Works of the main artists of the period will be introduced and analyzed, giving attention to the historical and cultural context of their production and reception. The course will particularly focus on the movement of artists, works and models within the Spanish Hapsburg territories, in order to understand to what extent visual arts contributed to shaping the political identity of this culturally composite empire.

#### **Spring 2025: AHIS UN2311**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2311	001/14832	T Th 10:10am - 11:25am 807 Schermerhorn Hall	Diane Bodart	3	41/60

### **AHIS UN2409 Nineteenth-Century Architecture. 4.00 points.**

This course revisits some of the key moments in the architecture of the nineteenth century with the goal of understanding the relationship between these developments and a global modernity shaped by old and new empires. In doing so, it assumes a particular methodological stance. Rather than attempting to be geographically comprehensive, it focusses on the interdependencies between Europe and its colonies; instead of being strictly chronological, it is arranged around a constellation of themes that are explored through a handful of projects and texts. Reading of primary sources from the period under examination is a crucial part of the course. Students will have the opportunity to hone their critical skills by reading, writing, and conducting research toward a final paper. Discussion section required

#### **Spring 2025: AHIS UN2409**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2409	001/14893	M W 1:10pm - 2:25pm 612 Schermerhorn Hall	Zeynep Celik Alexander	4.00	40/60

### **AHIS UN2425 Visual Activism. 4.00 points.**

How has visual culture played a role within the social movements of the last several decades, such as #BlackLivesMatter and Extinction Rebellion? How, we might ask, is activism made visible; how does it erupt (or disappear) with collective fields of vision? Drawing upon Black South African queer photographer Zanele Muholi's term "visual activism" as a flexible rubric that encompasses both formal practices and political strategies, this lecture class interrogates contemporary visual cultures of dissent, resistance, and protest as they span a range of ideological positions. We will examine recent developments in and around recent intersections of art and politics from around the world, looking closely at performances, photographs, feminist dances, graffiti, murals, street art, posters, pussy hats, and graphic interventions, with a special focus on tactics of illegibility and encodedness. Topics include visual responses to structural racisms, global climate change, indigenous land rights, state violence, gentrification, forced migration, and queer/trans issues

#### **Spring 2025: AHIS UN2425**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2425	001/14897	T Th 10:10am - 11:25am 612 Schermerhorn Hall	Julia Bryan-Wilson	4.00	42/60

### **AHIS UN2600 THE ARTS OF CHINA. 3.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

An introduction to the arts of China, from the Neolithic period to the present, stressing materials and processes of bronze casting, the development of representational art, principles of text illustration, calligraphy, landscape painting, imperial patronage, and the role of the visual arts in elite culture.

**Spring 2025: AHIS UN2600**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2600	001/14898	T Th 11:40am - 12:55pm 807 Schermerhorn Hall	Catherine Zhu	3.00	30/30

**AHUM UN2604 ARTS OF CHINA, JAPAN AND KOREA.****3.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

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 2024: AHUM UN2604**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 2604	002/15336	T Th 11:40am - 12:55pm 832 Schermerhorn Hall	Yeongik Seo	3.00	17/22
AHUM 2604	003/21002	M W 11:40am - 12:55pm 807 Schermerhorn Hall	Yi-bang Li	3.00	20/22

**Spring 2025: AHUM UN2604**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 2604	001/15695	T Th 2:40pm - 3:55pm 832 Schermerhorn Hall	Yeongik Seo	3.00	22/22
AHUM 2604	002/15095	M W 1:10pm - 2:25pm 832 Schermerhorn Hall	Yi-bang Li	3.00	23/22

**AHIS UN2702 PRE-COLUMBIAN ART AND ARCHITECTURE. 3.00 points.**

The Western Hemisphere was a setting for outstanding accomplishments in the visual arts for millennia before Europeans set foot in the so-called "New World." This course explores the early indigenous artistic traditions of what is now Latin America, from early monuments of the formative periods (e.g. Olmec and Chavín), through acclaimed eras of aesthetic and technological achievement (e.g. Maya and Moche), to the later Inca and Aztec imperial periods. Our subject will encompass diverse genre including painting and sculpture, textiles and metalwork, architecture and performance. Attention will focus on the two cultural areas that traditionally have received the most attention from researchers: Mesoamerica (including what is today Mexico, Guatemala, Belize, El Salvador, and Honduras) and the Central Andes (including Ecuador, Peru, and Bolivia). We will also critically consider the drawing of those boundaries—both spatial and temporal—that have defined "Pre-Columbian" art history to date. More than a survey of periods, styles, and monuments, we will critically assess the varieties of evidence—archaeological,

epigraphic, historical, ethnographic, and scientific—available for interpretations of ancient Latin American art and culture

**Spring 2025: AHIS UN2702**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2702	001/14899	M W 10:10am - 11:25am 807 Schermerhorn Hall	Lisa Trever	3.00	31/60

**AHIS UN2804 Mediterranean Artistic Interactions in the Middle Ages and the Early Modern Era. 4.00 points.**

Transcultural studies are, today, part of any undergraduate curriculum in the field of humanities. In our contemporary mobile society, transculturality becomes a major phenomenon for understanding the driving power behind the creation of art, style, fashion and social behavior. The Medieval world was no less mobile, and the idea of the 'Global' has its roots in ancient times. In this course the medieval Mediterranean basin as space of interactions and the port/trade cities around it will serve as the exemplary arena, in which the constant interactions between Asia, Europe and Africa contributed to the mobility of aesthetic notions and novel ideas

**AHIS GU4089 NATIVE AMERICAN ART. 4.00 points.**

This course looks closely at objects and images produced by Native North Americans across history. Grounding our study in essays and guest lectures from Native scholars, we will investigate the significance of the works and how and to whom meaning is communicated. Beginning with an introduction that links aesthetics and worldview using the conventional organizing principle of the culture area, we quickly move on to case studies that take up key issues that persist for Native people living under settler colonialism today, including questions of sovereignty, self-expression, transformation and representation. Along the way, we will also tackle historiographic questions about how knowledge about Native art has been produced in universities and museums and how Indigenous people have worked to counter those discourses

**Spring 2025: AHIS GU4089**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4089	001/00743	T Th 4:10pm - 5:25pm 302 Barnard Hall	Elizabeth Hutchinson	4.00	21/50

**SPRING 2025 UNDERGRADUATE AND BRIDGE SEMINARS***UNDERGRADUATE SEMINARS: 3000-level courses.*

*Open to undergraduate students only. Interested students must submit an online application (April deadline for fall courses, November deadline for spring courses). Visit the "Courses" page on the department website to find a list of undergraduate seminars and links to application forms.*

*BRIDGE SEMINARS: 4500-level courses. Open to graduate and advanced undergraduate students. Applications are due in August for fall courses, and January for spring courses. Visit*

the "Courses" page on the department website to find a list of bridge seminars and links to application forms.

### **AHIS UN3105 Sacred Spaces # Divine Images Transformed. 4.00 points.**

This seminar will explore the profound transformation of art and architecture connected to the religious practices of both polytheists and monotheists that occurred across the Middle East when much of the region was under Roman rule. Sacred spaces we will focus on include the Temples of Bel and Baalshamin at Palmyra (destroyed in 2015) and Jupiter Heliopolitanus at Baalbek, the recently discovered synagogues at Migdal (Magdala), and the temples, housechurch, and synagogue at Dura-Europos. We will delve into topics such as possible cult continuity between the Iron Age and the Hellenistic and Roman periods, the creation of new deities, the roles of priests, aniconism and figural sculpture, and the construction and adornment of buildings to meet the specific needs of the cults of various deities, Judaism, and Christianity. We will explore and challenge traditional categories such as "Roman" and "provincial" art/architecture. Key questions to consider include the following: how were individuals/communities' personal, civic, and religious identities expressed in art/architecture that was influenced by interaction with Roman culture broadly, but also highly localized? The approach is interdisciplinary: we will study architecture, sculpture, mosaics, wall paintings, votive dedications, and inscriptions, and read Jane Lightfoot's 2003 translation of Lucian's *De Dea Syria* (On the Syrian Goddess). Discussion of current and future responses to the destruction of archaeological sites and monuments and looting, as well as the intertwining of cultural and humanitarian crises, will also form an important part of the course and prepare students to engage in contemporary debates. Our visit to the Yale University Art Gallery will provide students with the outstanding opportunity to examine sculptures and wall paintings from Dura-Europos first-hand and give presentations in the gallery

#### **Spring 2025: AHIS UN3105**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3105	001/17327	T 6:10pm - 8:00pm 930 Schermerhorn Hall	Blair Fowlkes Childs	4.00	11/12

### **AHIS UN3318 Books and Architecture. 4 points.**

This seminar investigates architectural books as both carriers of knowledge and objects. Through the analysis of books, prints and drawings, as well as of their production, circulation and reception, this course explores how different figures have thought, discussed and written about architecture in Europe from the mid-Sixteenth Century to the end of the Eighteenth Century. The objects of investigation include architectural treatises, but also prints and books of various natures that contain architectural information. By questioning the stability of these media, the seminar aims to explore their mutability over time and place. It explores how these objects' meanings were shaped by their makers, by the material manipulations of their owners, and by their physical proximity to other works on

desks and library shelves. The seminar examines architectural theory's relationships with practice and with contemporary debates on society, as well as fields of knowledge such as literature, music, philosophy and science. It aims to understand how media have shaped the migration of architectural knowledge, the construction of Western architectural canons, and the developments of the architect's profession. At the same time, the object-based analysis of the rare books kept at the Avery Library will allow the class to address questions related to architectural representation, different architectural media, and printing technology. Students will learn how to deal with the complex relationships between texts and images, between drawings and prints, and between the 'architecture' of a book and its content.

#### **Spring 2025: AHIS UN3318**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3318	001/14905	Th 2:10pm - 4:00pm 806 Schermerhorn Hall	Eleonora Pistis	4	12/12

### **AHIS UN3402 Introduction to Design History. 4.00 points.**

This course offers an introduction to the history of design from the eighteenth century through the twenty-first century, with emphasis placed on the twentieth century. Attention will be paid to a wide range of design specializations, including industrial design and product design, fashion and textile design, automotive design, and graphic design. Proceeding in roughly chronological order, it will explore key themes in the history of design, including matters of taste and etiquette, social reform, the production of value, design education, branding and marketing, and recent trends in sustainable, speculative, and digital design. The course also considers the relationship between design and other modes of material production, including architecture, fine art, and craft

#### **Spring 2025: AHIS UN3402**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3402	001/14906	W 10:10am - 12:00pm 806 Schermerhorn Hall	Hannah Pivo	4.00	14/12

### **AHIS UN3410 APPROACHES TO CONTEMPORARY ART. 4.00 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 2025: AHIS UN3410**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3410	001/14921	W 2:10pm - 4:00pm 930 Schermerhorn Hall	Branden Joseph	4.00	15/15



**AHIS UN3429 American Architecture: Skyscrapers # Urbanism. 4.00 points.**

This course will examine the distinctly American invention of the building type the “skyscraper” and its evolution and impact from the 1870s to today. We will approach the subject through a range of lenses – historiographical, critical, and methodological – exploring tall buildings and their history as objects of design, products of technology, sites of construction, investments in real estate, and places of work and residence. Throughout, the urban dimension will be key in our critical analysis. Classroom sessions, for the most part, will be organized as lectures and discussions of assigned readings. There will also be sessions outside the classroom, including a visit to the drawing collection of Avery Architectural & Fine Arts Library and to The Skyscraper Museum, as well as a walking tour of Midtown Manhattan

Spring 2025: AHIS UN3429

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3429	001/17355	T 12:10pm - 2:00pm 930 Schermerhorn Hall	Carol Willis	4.00	9/12

**AHIS UN3438 Land and Landscape. 4.00 points.**

How did land—a primary source of economic value—become separated from landscape—an object of aesthetic enjoyment—in Enlightenment Europe and its colonies? This course examines the moment between the mid eighteenth and the mid nineteenth centuries when the physical and conceptual demarcations of land from landscape coincided with the emergence of political economic discourses, on the one hand, and the formulation of aesthetics as a separate branch of philosophical inquiry, on the other. Re-examining well-known moments in landscape history, the course aims to ask: What does a global modernity fueled as much by agriculturalization as by industrialization look like? How can this theoretical recalibration help construct new historical ontologies of such key concepts as nature, culture, and environment? What might this examination reveal about the vexed relationship between politics and aesthetics? And what are the historical interdependencies between economic value and aesthetic value?

Spring 2025: AHIS UN3438

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3438	001/18824	T 4:10pm - 6:00pm 930 Schermerhorn Hall	Zeynep Celik Alexander	4.00	14/12

**AHIS UN3791 Epic India: The Rama Story in Visual Art. 4.00 points.**

The epic story of Rama (Ramayana) is one of the most influential tales of the Indian subcontinent. It has been told and experienced in a stunning range of media across time and space: from epic verse and lyric poetry to painting, narrative sculpture, film, graphic novels, and puppet theater. While Valmiki’s Sanskrit Ramayana of ca. 500 BCE is acknowledged as the first, writers have recounted the tale in the polyglot array of Indic languages, from Kashmiri to Telugu, and infused it

with the values and interests of their own time and place. The story’s flexibility and capaciousness has encouraged social contestation and given voice to the concerns of disenfranchised social groups, including women and Dalits. This seminar will examine a generous array of South Asia’s visual Ramayana traditions from the ancient to the modern, encompassing temple relief sculpture, painted courtly manuscripts, and comic book and film Ramayanas. Reading a selection of primary texts alongside we consider this tale’s immense capacity to represent the gamut of human experience, both private and public, and its continued resonance for artists, writers, performers, and their publics

Spring 2025: AHIS UN3791

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3791	001/14931	T 10:10am - 12:00pm 934 Schermerhorn Hall	Subhashini Kaligotla	4.00	7/12

**AHIS GU4518 Greek Sanctuaries. 4.00 points.**

In every culture there exist highly specific features, which, in their interplay, create its quintessence. In terms of Greek antiquity, temples are generally considered one of these significant cultural parameters. One easily tends, however, to forget that temples are simply a small part – and not even an essential one – of so-called sacred or religious spaces. It is the sanctuary with its precinct wall, temples, sacred groves, divine images, offerings, and – above all – the altar or altars that constitutes the central and transcendent spatial element of ancient Greek religion. Nevertheless, despite their primarily religious function, Greek sanctuaries were never simply cultic spaces; every single one of them was to various degrees an integral part of its social, political, and economic context. The occasionally problematic interpretive model of the “polis religion” makes it absolutely clear that Greek sanctuaries cannot be studied and properly understood, if they are not examined beyond the constraints of religion. Aim of the seminar is to understand the forms and functions of architecture and dedicatory objects in Greek sanctuaries while analyzing these religious, social and political spaces as the centers in which Greek aesthetics, Greek identity, and ultimately Greek culture were shaped

Spring 2025: AHIS GU4518

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4518	001/17357	M 10:10am - 12:00pm 934 Schermerhorn Hall	Ioannis Mylonopoulos	4.00	16/18

**AHIS GU4534 Pastel and the Enlightenment. 4.00 points.**

This seminar takes as its hypothesis that pastel, an artistic medium whose rise to prominence in eighteenth-century Europe was as spectacular as it was short-lived, offers a particularly productive lens through which to consider some of the fundamental aesthetic, social, and cultural debates that helped shape Enlightenment thought. To test this hypothesis, we will study the work of celebrated pastel practitioners such



as Rosalba Carriera, Maurice-Quentin de La Tour, Jean-Étienne Liotard, and John Russell, in dialogue with primary sources authored by artists, art critics, art theoreticians, and philosophers, whose thought found provocative responses in the luminous, fragile, and ultimately modern surfaces of pastels. Topics of discussion will include: color in the discourse on art; craft in Diderot and d'Alembert's *Encyclopédie*; pastel, cosmetics, and identity; the art market and the debate on luxury; and new understandings of the self. These discussions will be informed by recent scholarship on eighteenth-century art engaging with questions of materiality, identity, and consumption, among others

**Spring 2025: AHIS GU4534**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4534	001/18839	T 2:10pm - 4:00pm 806 Schermerhorn Hall	Frederique Baumgartner	4.00	12/13

### **AHIS GU4741 Art and Theory in a Global Context. 4.00 points.**

What is "globalization"? How does it change the way we think about or show art today? What role does film and media play in it? How has critical theory itself assumed new forms in this configuration moving outside post-war Europe and America? How have these processes helped change with the very idea of 'contemporary art'? What then might a transnational critical theory in art and in thinking look like today or in the 21st century? In this course we will examine this cluster of questions from a number of different angles, starting with new questions about borders, displacements, translations and minorities, and the ways they have cut across and figured in different regions, in Europe or America, as elsewhere. In the course of our investigations, we will look in particular at two areas in which these questions are being raised today -- in Asia and in Africa and its diasporas. The course is thus inter-disciplinary in nature and is open to students in different fields and areas where these issues are now being discussed

**Spring 2025: AHIS GU4741**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4741	001/14936	M 4:10pm - 6:00pm 612 Schermerhorn Hall	John Allan Rajchman	4.00	19/30

### **AHIS GU4946 Historicism # Restoration in European Arch.. 4.00 points.**

The aim of this seminar is to explore the relationship between changing theories of historical change and the practice of architecture in the long nineteenth century from the ideas of progress that animated architectural theory and design in the European Enlightenment to the critiques of historicism and of revivalism in the avant-gardes of the early twentieth century. It is the hypothesis of this seminar that during the period one of the dominant themes of architectural form making was the notion that all understanding is historically conditioned, that an understanding of the past evolution of architectural form was necessary to defining current practices and preparing for

the future, increasingly a subject of anxiety in this crucial period industrializing modernity. This relationship between theory and practice will not be considered uniquely in the realm of the history of ideas, however. Rather we will strive to "historicize historicism," and to examine the political, social and economic stakes and settings of historicist architectural practices primarily in France, Britain, and Germany. Issues of nationalism, colonialism, the discourses of progress, of natural science, and of evolution must necessarily overlap with our joint research. A key theme that runs throughout the course is the relationship between ideas of defining an appropriate historically based style for modern practice and the rise of a culture of restoration (rather than repair) of the newly defined category of the historical monument. As a result the course will be punctuated by a series of pairs that look at a single practitioner's practices between newly conceived construction and restoration

**Spring 2025: AHIS GU4946**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4946	001/17358	T 10:10am - 12:00pm 930 Schermerhorn Hall	Barry Bergdoll	4.00	13/12

## ASTRONOMY

### THE ASTRONOMY DEPARTMENT:

Department website: <https://www.astro.columbia.edu/>

Office location: 1328 Pupin

Office contact: 212-854-3278

Director of Undergraduate Studies:

Professor Frederik (Frits) Paerels, 1022 Pupin,  
[frits@astro.columbia.edu](mailto:frits@astro.columbia.edu)

### THE STUDY OF ASTRONOMY AND ASTROPHYSICS

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.

### STUDENT ADVISING

Professor Frederik (Frits) Paerels (DUS), 1022 Pupin,  
[frits@astro.columbia.edu](mailto:frits@astro.columbia.edu)

### Consulting Advisers

We mostly do advising on an individual basis. You can stop by during office hours (changing, check the department

Undergraduate Advising page: <https://www.astro.columbia.edu/content/undergraduate>), or you can make an appointment with the DUS (email). The DUS encourages you to come by in person and talk, and limit 'email advising'. We get to know you better that way (and you us), and the DUS can talk much faster than he can type.

You can sign up for our general department events email list: send email to [listserv@lists.columbia.edu](mailto:listserv@lists.columbia.edu) and include this line in the body of the message (not the subject line): subscribe astro-events (your first name)(your last name). All information important to undergraduate students (events, opportunities, meetings, curriculum, etc.) is sent to the undergraduate email list; to subscribe, send email to [listserv@lists.columbia.edu](mailto:listserv@lists.columbia.edu) and include this line in the body of the message (not the subject line): subscribe astro-ugs (your first name)(your last name). Consider joining the society of undergraduate students in astronomy: <https://blueshift.astro.columbia.edu>. To sign up to their mailing list, send email to [listserv@lists.columbia.edu](mailto:listserv@lists.columbia.edu), and include this line in the body of the message (not the subject line): subscribe blueshift (your first name)(your last name).

Throughout the year, we typically have a number of advising events, and those will be announced through the undergraduate and blueshift mailing lists: a general advising session on applying to graduate school (early Fall; mainly for juniors and seniors, but everyone is welcome), a general advising session on how to become involved in research in astronomy and astrophysics (early Fall), a general Department Open House (in the weeks before Major Declaration, early Spring).

You can find a one-page undergraduate astronomy flyer here:

<https://www.astro.columbia.edu/sites/default/files/content/docs/undergrad%20flyer.pdf>

You can find a suggested schedule of courses for the major (but note that this is not a mandatory or necessary time sequence; it's meant to help you start thinking):

<https://www.astro.columbia.edu/sites/default/files/content/docs/Suggested%20Sequence%20of%20Courses%20for%20Majors.pdf>

## Enrolling in Classes

There are no specific steps, prerequisites, or placement tests to enroll in any astronomy classes, other than the ones that are listed in the Bulletin (e.g. you should have taken basic calculus before enrolling in the Introductory Physics Sequence, and the Introduction to Astrophysics sequence).

## Preparing for Graduate Study

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.

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.

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

### Advanced Placement

The standard CC rules for AP credit apply. If you are wondering whether AP Physics can be counted: our standard advice is to take the Intro Physics sequence anyway, unless special circumstances apply.

### Barnard College Courses

1000-level Astronomy courses taken at Barnard are equivalent to 1000-level courses at Columbia. When working on an Astrophysics Major, you may replace the Physics 4021/4022 Quantum Mechanics I, II sequence by: BC 3006 Quantum Physics plus Physics 4023 Statistical Physics.

### Transfer Courses

The standard Columbia College (and School of General Studies) rules with regard to transfer credit apply.

### Study Abroad Courses

If you are considering studying abroad for a semester, come talk to the DUS. We can find courses that will fulfill Columbia requirements at many institutions (and may even be able to tell you about individual instructors in astrophysics courses...). Students have taken courses as far afield as Tokyo and Istanbul.

### Summer Courses

The department usually teaches one 1000-level Summer course (Astronomy 1403 or 1404).

## CORE CURRICULUM CONNECTIONS

In a deep sense: connections everywhere. In a narrow sense: no connection.

## UNDERGRADUATE RESEARCH AND SENIOR THESIS

### Undergraduate Research in Courses

You are encouraged to undertake an original research project, especially if you want to prepare for graduate school. You can enroll in Astronomy 3997 (Fall semesters) or 3998 (Spring semesters) for a semester-long research project, for 3 credits. The general expectation is that this will take about as much time as taking a regular 3-credit class (about a day per week).

### Senior Thesis Coursework and Requirements

#### Undergraduate Research Outside of Courses

Many students use one Summer (sometimes multiple Summers) to conduct research. The Department usually organizes a informational meeting in the Fall semester on how you can go about finding opportunities (sign up for the department undergraduate mailing list to receive announcements).

## DEPARTMENT HONORS AND PRIZES

The Department of Astronomy does not have Departmental Honors or Prizes. The Department has a Research Fellowship for Astronomy or Astrophysics Majors at CC, BC, and GS, the Bell-Burnell Fellowship, to carry out research in the Summer between the junior and senior years.

## PROFESSORS

Marcel Agüeros  
James Applegate  
Greg Bryan (Chair)  
Zoltan Haiman  
Jules P. Halpern (*emeritus*)  
David J. Helfand  
Kathryn Johnston  
Laura Kay (Barnard)  
Jeremiah P. Ostriker  
Frederik B. S. Paerels  
Joseph Patterson (*emeritus*)  
Mary E. Putman  
David Schiminovich  
Jacqueline van Gorkom (*emeritus*)

## ASSOCIATE PROFESSOR

David Kipping  
Lorenzo Sironi

## ASSISTANT PROFESSORS

Kishalay De  
Jane Huang

## ADJUNCT PROFESSORS

Michael Allison (GISS)  
Mordecai-Mark MacLow (Hayden Planetarium)

Rebecca Oppenheimer (Hayden Planetarium)  
Michael Shara (Hayden Planetarium)  
Ruth Angus (Hayden Planetarium)

## ADJUNCT SENIOR RESEARCH SCIENTIST

Melissa K. Ness

## ON LEAVE

Prof. Bryan, Johnston (Spring 2025)

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Program Planning for all Students

If you are interested in pursuing a Major in Astronomy or Astrophysics, make an appointment with the DUS to discuss a course of study, and do this early. The programs can in principle be completed in two years- but only if you have already completed almost all other requirements. Most students prefer to start on Major-required courses in their first and/or second year. You can find an example schedule here: <https://www.astro.columbia.edu/sites/default/files/content/docs/Suggested%20Sequence%20of%20Courses%20for%20Majors.pdf>

There is an implied progressive structure to some of the courses: for instance, taking the Introductory Physics Sequence means you should have taken basic Calculus. Likewise, starting on the Introduction to Astrophysics sequence means you know basic, calculus-based physics. If in doubt about the flexibility of the schedule, talk to the DUS.

Courses in which the grade of D has been received do not count toward the major, minor, or concentration requirements.

### Course Numbering Structure

The 1000-level courses do not use calculus (but they are quantitative!), and are meant to provide an overview of fields of astronomy and astrophysics for non-major students. They can all count towards fulfilling the science requirements for non-science majors. With one exception (see under the Astronomy Major), the 1000-level courses can not be counted towards the credits for an Astrophysics or Astronomy Major.

The 2000-level courses (Introduction to Astrophysics I and II) provide an overview of astrophysics at the introductory professional level: calculus based, physics-based.

3000-level courses in the Astronomy department are more advanced electives. They generally assume you are familiar with the content of the 2000-level courses. 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.

4000-level courses are aimed at advanced undergraduates and beginning graduate students.

## Guidance for First-Year Students

If you think you may want to pursue a Major in Astronomy or Astrophysics, come talk to the DUS. If you have to make quick decisions by yourself: the rule of thumb is: start with the Math requirements, the next priority is Introductory Physics, then Astrophysics and Astronomy.

## Guidance for Transfer Students

The standard Columbia College rules for transfer credit apply. You should contact the DUS as soon as you know you are transferring to plan for what will probably be a tight program (depending in what year you transfer, but especially when you start as a junior).

If you are considering applying to graduate school, we need to make sure, in particular, that you get to do an individual research project.

## UNDERGRADUATE PROGRAMS OF STUDY

### Required Coursework for all Programs

Common to both the Astronomy and the Astrophysics Major are the Calculus sequence and an Introductory Physics sequence (the Physics 1400, 1600, or 2800 series).

### Major in Astronomy

#### 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      INTRO TO ASTROPHYSICS I  
& ASTR UN2002      and INTRO 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      INTRO TO MECHANICS #  
& PHYS UN1402      THERMO  
& PHYS UN1403      and INTRO ELEC/MAGNETISM  
                                 # OPTCS  
                                 and INTRO-CLASSCL #  
                                 QUANTUM WAVES

#### Sequence 2:

PHYS UN1601      PHYSICS I:MECHANICS/  
& PHYS UN1602      RELATIVITY  
& PHYS UN2601      and PHYSICS II: THERMO,  
                                 ELEC # MAG  
                                 and PHYSICS III:CLASS/  
                                 QUANTUM WAVE

#### 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-MAGNETISM  
PHYS GU4021      QUANTUM MECHANICS I  
& PHYS GU4022      and QUANTUM MECHANICS  
                                 II

One of these may be substituted for 3 points of astronomy.

### Major in Astrophysics

Students considering an Astrophysics major are encouraged to meet with the director of undergraduate studies. If possible, it is useful to start the physics sequence in the first year.

#### Mathematics

Calculus sequence through MATH UN1202 Calculus IV or MATH UN1208 Honors Mathematics IV

#### Astronomy

ASTR UN2001      INTRO TO ASTROPHYSICS I  
& ASTR UN2002      and INTRO 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      INTRO TO MECHANICS #  
& PHYS UN1402      THERMO  
& PHYS UN1403      and INTRO ELEC/MAGNETISM  
                                 # OPTCS  
                                 and INTRO-CLASSCL #  
                                 QUANTUM WAVES

##### Sequence 2:



PHYS UN1601 & PHYS UN1602 & PHYS UN2601	PHYSICS I:MECHANICS/ RELATIVITY and PHYSICS II: THERMO, ELEC # MAG and PHYSICS III:CLASS/ QUANTUM WAVE
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**Sequence 3:**

PHYS UN2801 & PHYS UN2802	ACCELERATED PHYSICS I and ACCELERATED PHYSICS II
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**Additional Physics Courses**

PHYS UN3003	MECHANICS
PHYS UN3007	ELECTRICITY-MAGNETISM
PHYS UN3008	ELECTROMAGNETIC WAVES # OPTICS
PHYS GU4021 & PHYS GU4022	QUANTUM MECHANICS I and QUANTUM MECHANICS II

OR

PHYS BC3006 & PHYS GU4023	QUANTUM PHYSICS and THERMAL # STATISTICAL PHYSICS
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## Joint Minor -- Earth and Space

Note that the information on this page is identical to the information on the corresponding page for the Department of Earth and Environmental Sciences.

The minor in Earth and Space requires a minimum of 15 points, distributed as follows:

**Introductory Course**

3 points minimum (one course):

One of the following:

ASTR UN1453	ANOTHER EARTH
ASTR BC1753	LIFE IN THE UNIVERSE
EESC UN2300	EARTH'S ENVIRO SYST: LIFE SYST

**Astronomy Courses**

6 points minimum (two courses):

Two of the following:

ASTR UN1403	EARTH, MOON, AND PLANETS
ASTR UN1404	STARS, GALAXIES # COSMOLOGY
ASTR UN1420	Galaxies and Cosmology
ASTR UN1836	STARS AND ATOMS

Or the following ASTR sequence:

ASTR UN2001	INTRO TO ASTROPHYSICS I
ASTR UN2002	INTRO TO ASTROPHYSICS II

**DEES Courses**

6 points minimum (two courses):

One of the following:

EESC UN2200	EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH
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EESC UN3201	SOLID EARTH DYNAMICS
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Plus one of the following:

EESC UN2100	EARTH'S ENVIRO SYST: CLIM SYST
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EESC UN3101	Geochemistry for a Habitable Planet
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## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

### 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

## FALL 2024

**ASTR UN1403 EARTH, MOON, AND PLANETS. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: recommended preparation: a working knowledge of high school algebra.

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 2024: ASTR UN1403**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1403	001/14142	M W 1:10pm - 2:25pm 326 Uris Hall	James Applegate	3.00	41/75

**ASTR UN1420 Galaxies and Cosmology. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

Galaxies contain stars, gas dust, and (usually) super-massive black holes. They are found throughout the Universe, traveling through space and occasionally crashing into each other. This

course will look at how these magnificent systems form and evolve, and what they can tell us about the formation and evolution of the Universe itself. You cannot enroll in ASTR UN1420 in addition to ASTR BC1754 or ASTR UN1404 and receive credit for both.

#### Fall 2024: ASTR UN1420

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1420	001/14143	T Th 10:10am - 11:25am 303 Uris Hall	Mary Putman	3	54/75

#### ASTR UN1453 ANOTHER EARTH. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

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

#### Fall 2024: ASTR UN1453

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1453	001/14144	T Th 2:40pm - 3:55pm 702 Hamilton Hall	Nicholas Lubner	3.00	62/80

#### ASTR UN1836 STARS AND ATOMS. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: recommended preparation: a working knowledge of high school algebra.

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 UN1836 in addition to ASTR BC1754 or ASTR UN1404 and receive credit for both

#### Fall 2024: ASTR UN1836

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1836	001/14612	T Th 8:40am - 9:55am 517 Hamilton Hall	Kathryn Johnston	3.00	36/80

#### Spring 2025: ASTR UN1836

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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ASTR 1836	001/14275	T Th 1:10pm - 2:25pm 702 Hamilton Hall	James Applegate	3.00	50/80
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#### ASTR UN1903 ASTRONOMY LAB I. 1.00 point.

Laboratory for ASTR UN1403. Projects include observations with the departments telescopes, computer simulation, laboratory experiments in spectroscopy, and the analysis of astronomical data. Lab 1 ASTR UN1903 - goes with ASTR BC1753, ASTR UN1403 or ASTR UN1453

#### Fall 2024: ASTR UN1903

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1903	001/10391	M 6:00pm - 9:00pm 1402 Pupin Laboratories	Greg Bryan, Sally Jiang	1.00	9/12
ASTR 1903	002/14613	T 7:00pm - 10:00pm 1402 Pupin Laboratories	Greg Bryan, Abigail Moran	1.00	11/12

#### Spring 2025: ASTR UN1903

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1903	001/11204	M 6:00pm - 9:00pm 1402 Pupin Laboratories	Greg Bryan, Stephen Coffey	1.00	20/20
ASTR 1903	002/11205	T 7:00pm - 10:00pm 1402 Pupin Laboratories	Greg Bryan, Justin Vega	1.00	19/20

#### ASTR UN1904 ASTRONOMY LAB II. 1.00 point.

Laboratory for ASTR UN1404. Projects include use of telescopes, laboratory experiments in the nature of light, spectroscopy, and the analysis of astronomical data. Lab 2 ASTR UN1904 - goes with ASTR BC1754 or ASTR UN1404 (or ASTR UN1836 or ASTR UN1420)

#### Fall 2024: ASTR UN1904

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1904	001/10392	W 6:00pm - 9:00pm 1402 Pupin Laboratories	Lori Porter, Greg Bryan	1.00	12/12

#### Spring 2025: ASTR UN1904

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1904	001/11206	W 6:00pm - 9:00pm 1402 Pupin Laboratories	Greg Bryan, Fred Angelo Garcia	1.00	8/14

#### ASTR UN2001 INTRO TO ASTROPHYSICS I. 3.00 points.

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 2024: ASTR UN2001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 2001	001/14145	T Th 2:40pm - 3:55pm 304 Hamilton Hall	Jane Huang	3.00	23/40

**ASTR UN2900 FRONTIERS OF ASTROPHYSICS. 1.00 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 2024: ASTR UN2900**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 2900	001/14146	F 10:10am - 11:25am 420 Pupin Laboratories	Greg Bryan	1.00	42/46

**ASTR UN3101 MODERN STELLAR ASTROPHYSICS. 3.00 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 2024: ASTR UN3101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3101	001/14147	M W 1:10pm - 2:25pm 325 Pupin Laboratories	Marcel Agueros	3.00	10/25

**ASTR UN3601 RELATIVITY, BLACK HOLES, COSMOLOGY. 3.00 points.****Fall 2024: ASTR UN3601**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3601	001/14614	T Th 1:10pm - 2:25pm 307 Uris Hall	Frederik Paerels	3.00	30/35

**ASTR UN3986 ASTROSTATISTICS. 3.00 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 2024: ASTR UN3986**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3986	001/14861	T Th 10:10am - 11:25am 1332 Pupin Laboratories	David Kipping	3.00	16/25

**ASTR UN3997 INDEPENDENT RESEARCH. 3.00 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. 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 2024: ASTR UN3997**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3997	001/14149		Frederik Paerels	3.00	11/15

**SPRING 2025****ASTR UN1234 UNIVERSAL TIMEKEEPER. 3.00 points.**  
CC/GS: Partial Fulfillment of Science Requirement

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.

**Spring 2025: ASTR UN1234**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1234	001/14272	M W 2:40pm - 3:55pm 402 Chandler	David Helfand	3.00	44/80
ASTR 1234	AU1/18497	M W 2:40pm - 3:55pm Othr Other	David Helfand	3.00	6/6

**ASTR BC1753 LIFE IN THE UNIVERSE. 3.00 points.**

An introductory course intended primarily for nonscience majors. This interdisciplinary course focuses on the subject of Life in the Universe. We will study historical astronomy, gravitation and planetary orbits, the origin of the chemical elements, the discoveries of extrasolar planets, the origin of life on Earth, the evolution and exploration of the Solar System, global climate change on Venus, Mars and Earth, and the Search for Extraterrestrial Life (SETI). You cannot receive credit for this course and for ASTR UN1403 or ASTR UN1453. Can be paired with the optional Lab class ASTR UN1903

**Spring 2025: ASTR BC1753**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1753	001/00430	T Th 2:40pm - 3:55pm 408 Zankel	Nicholas Lubner	3.00	142/140

**ASTR UN1836 STARS AND ATOMS. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: recommended preparation: a working knowledge of high school algebra.

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 UN1836 in addition to ASTR BC1754 or ASTR UN1404 and receive credit for both

**Fall 2024: ASTR UN1836**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1836	001/14612	T Th 8:40am - 9:55am 517 Hamilton Hall	Kathryn Johnston	3.00	36/80

**Spring 2025: ASTR UN1836**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1836	001/14275	T Th 1:10pm - 2:25pm 702 Hamilton Hall	James Applegate	3.00	50/80

**ASTR UN1903 ASTRONOMY LAB I. 1.00 point.**

Laboratory for ASTR UN1403. Projects include observations with the departments telescopes, computer simulation, laboratory experiments in spectroscopy, and the analysis of astronomical data. Lab 1 ASTR UN1903 - goes with ASTR BC1753, ASTR UN1403 or ASTR UN1453

**Fall 2024: ASTR UN1903**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1903	001/10391	M 6:00pm - 9:00pm 1402 Pupin Laboratories	Greg Bryan, Sally Jiang	1.00	9/12
ASTR 1903	002/14613	T 7:00pm - 10:00pm 1402 Pupin Laboratories	Greg Bryan, Abigail Moran	1.00	11/12

**Spring 2025: ASTR UN1903**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1903	001/11204	M 6:00pm - 9:00pm 1402 Pupin Laboratories	Greg Bryan, Stephen Coffey	1.00	20/20
ASTR 1903	002/11205	T 7:00pm - 10:00pm 1402 Pupin Laboratories	Greg Bryan, Justin Vega	1.00	19/20

**ASTR UN1904 ASTRONOMY LAB II. 1.00 point.**

Laboratory for ASTR UN1404. Projects include use of telescopes, laboratory experiments in the nature of light, spectroscopy, and the analysis of astronomical data. Lab 2 ASTR UN1904 - goes with ASTR BC1754 or ASTR UN1404 (or ASTR UN1836 or ASTR UN1420)

**Fall 2024: ASTR UN1904**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1904	001/10392	W 6:00pm - 9:00pm 1402 Pupin Laboratories	Lori Porter, Greg Bryan	1.00	12/12

**Spring 2025: ASTR UN1904**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1904	001/11206	W 6:00pm - 9:00pm 1402 Pupin Laboratories	Greg Bryan, Fred Angelo Garcia	1.00	8/14

**ASTR UN2002 INTRO TO ASTROPHYSICS II. 3.00 points.**

Prerequisites: a working knowledge of calculus.

Prerequisites: a working knowledge of calculus. Corequisites: the second term of a course in calculus-based general physics. Continuation of ASTR UN2001; 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 2025: ASTR UN2002**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 2002	001/14277	M W 1:10pm - 2:25pm 602 Northwest Corner	Frederik Paerels	3.00	28/30



### ASTR UN2910 Introduction to Research Skills in Astrophysics. 1.00 point.

Participation in research is an essential component of a complete undergraduate science education, and is mandatory for those students wishing to go on to the PhD. This course is designed to introduce students to doing astronomy beyond the classroom. It will cover basic topics including but not limited to: coding in astronomy, utilizing international archives, manipulating data, running simulations, reading academic papers, making and giving presentations, academic culture, time management, working in collaborations, and career paths. Students will engage in first-hand research on a specific astronomical topic in order to put their skills to practice. By the end of the course, students should be fully prepared to enter a summer research internship and make the most of their time there. We encourage students considering majoring in Astronomy or Astrophysics who are interested in astrophysical research to take this course. Priority will be given to those interested in majoring in Astrophysics who have no prior research experience. Students should have taken at least one semester of college-level physics and have a knowledge of calculus. No prior experience in python coding is required

Spring 2025: ASTR UN2910

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 2910	001/14279	F 10:00am - 1:00pm 1332 Pupin Laboratories	Alexandra Masegian	1.00	13/12

### ASTR UN3103 GALAXIES. 3.00 points.

Prerequisites: one year of calculus-based general physics.  
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 2025: ASTR UN3103

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3103	001/14281	M W 10:10am - 11:25am 602 Northwest Corner	Mary Putman	3.00	9/25
ASTR 3103	AU1/18498	M W 10:10am - 11:25am Othr Other	Mary Putman	3.00	3/3

### ASTR UN3105 EXOPLANETS AND ASTROBIOLOGY. 3.00 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 phenomena 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 2025: ASTR UN3105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3105	001/14283	T Th 2:40pm - 3:55pm 307 Uris Hall	Jane Huang	3.00	10/30

### ASTR UN3646 OBSERVATIONAL ASTRONOMY. 3.00 points.

Prerequisites: one year of general astronomy.

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 2025: ASTR UN3646

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3646	001/14285	Th 7:00pm - 9:30pm 1402 Pupin Laboratories	David Schiminovich	3.00	20/20

### ASTR UN3998 INDEPENDENT RESEARCH. 3.00 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.

Prerequisites: the instructors permission. For an independent research project or independent study, a brief description of the proposed project or reading, with the supervising faculty members 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 2025: ASTR UN3998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3998	001/14289		Marcel Agueros	3.00	11/15

**ASTR GR6013 Stars and Planets. 3.00 points.**

An in-depth exploration of the physical processes governing the structure, formation, and evolution of stellar and planetary systems, with emphasis on the underlying astrophysical principles

**Spring 2025: ASTR GR6013**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 6013	001/15336	M W 1:10pm - 2:25pm 1332 Pupin Laboratories	Michael Shara	3.00	11/20

**ASTR GR8003 ASTROPHYSICAL FLUID DYNAMICS. 3.00 points.****Spring 2025: ASTR GR8003**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 8003	001/14291	M W 10:10am - 11:25am 1332 Pupin Laboratories	Lorenzo Sironi	3.00	9/20

**ASTR GR9002 GRADUATE SEMINAR. 3.00 points.****Spring 2025: ASTR GR9002**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 9002	001/14293	F 2:00pm - 4:00pm 1332 Pupin Laboratories	Kishalay De	3.00	17/20

**ASTR GR9004 RESEARCH PROFESSIONAL DEVELOPMENT SEMINAR II. 3.00 points.**

This two-semester course aims to help our students acquire the foundational skills for a successful and satisfying professional life. The course will consist of three themes: 1) Discussing greatest hits and frontiers in the field 2) The research process, using the projects that participating students are currently working on. 3) Navigating science and careers: considering the people and institutions that make up the field, the frameworks in place that support them and the culture that pervades them; career pathways

**Spring 2025: ASTR GR9004**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 9004	001/14296		David Kipping	3.00	11/15

**ALL COURSES (INCLUDING THOSE NOT OFFERED IN ACADEMIC YEAR 2024-2025)****ASTR UN1234 UNIVERSAL TIMEKEEPER. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

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.

**Spring 2025: ASTR UN1234**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1234	001/14272	M W 2:40pm - 3:55pm 402 Chandler	David Helfand	3.00	44/80
ASTR 1234	AU1/18497	M W 2:40pm - 3:55pm Othr Other	David Helfand	3.00	6/6

**ASTR S1403D Earth, Moon, and Planets. 3 points.**

May be counted toward the science requirement for most Columbia University undergraduate students. 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.

**ASTR UN1403 EARTH, MOON, AND PLANETS. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: recommended preparation: a working knowledge of high school algebra.

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 2024: ASTR UN1403**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1403	001/14142	M W 1:10pm - 2:25pm 326 Uris Hall	James Applegate	3.00	41/75

**ASTR UN1404 STARS, GALAXIES & COSMOLOGY. 3.00 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 UN1404 if you have not taken ASTR BC1754, ASTR UN1420 or ASTR UN1836

### **ASTR UN1453 ANOTHER EARTH. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

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

Fall 2024: ASTR UN1453

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1453	001/14144	T Th 2:40pm - 3:55pm 702 Hamilton Hall	Nicholas Luber	3.00	62/80

### **ASTR UN1420 Galaxies and Cosmology. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

Galaxies contain stars, gas dust, and (usually) super-massive black holes. They are found throughout the Universe, traveling through space and occasionally crashing into each other. This course will look at how these magnificent systems form and evolve, and what they can tell us about the formation and evolution of the Universe itself. You cannot enroll in ASTR UN1420 in addition to ASTR BC1754 or ASTR UN1404 and receive credit for both.

Fall 2024: ASTR UN1420

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1420	001/14143	T Th 10:10am - 11:25am 303 Uris Hall	Mary Putman	3	54/75

### **ASTR UN1610 THEOR-UNIVERS:BABYLON-BIG BANG. 3.00 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

### **ASTR BC1753 LIFE IN THE UNIVERSE. 3.00 points.**

An introductory course intended primarily for nonscience majors. This interdisciplinary course focuses on the subject of Life in the Universe. We will study historical astronomy, gravitation and planetary orbits, the origin of the chemical elements, the discoveries of extrasolar planets, the origin of life on Earth, the evolution and exploration of the Solar System, global climate change on Venus, Mars and Earth, and the Search for Extraterrestrial Life (SETI). You cannot receive credit for this course and for ASTR UN1403 or ASTR UN1453. Can be paired with the optional Lab class ASTR UN1903

Spring 2025: ASTR BC1753

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1753	001/00430	T Th 2:40pm - 3:55pm 408 Zankel	Nicholas Luber	3.00	142/140

### **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.

### **ASTR UN1836 STARS AND ATOMS. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: recommended preparation: a working knowledge of high school algebra.

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 UN1836 in addition to ASTR BC1754 or ASTR UN1404 and receive credit for both

Fall 2024: ASTR UN1836

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1836	001/14612	T Th 8:40am - 9:55am 517 Hamilton Hall	Kathryn Johnston	3.00	36/80

Spring 2025: ASTR UN1836

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1836	001/14275	T Th 1:10pm - 2:25pm 702 Hamilton Hall	James Applegate	3.00	50/80

**ASTR UN1903 ASTRONOMY LAB I. 1.00 point.**

Laboratory for ASTR UN1403. Projects include observations with the departments telescopes, computer simulation, laboratory experiments in spectroscopy, and the analysis of astronomical data. Lab 1 ASTR UN1903 - goes with ASTR BC1753, ASTR UN1403 or ASTR UN1453

**Fall 2024: ASTR UN1903**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1903	001/10391	M 6:00pm - 9:00pm 1402 Pupin Laboratories	Greg Bryan, Sally Jiang	1.00	9/12
ASTR 1903	002/14613	T 7:00pm - 10:00pm 1402 Pupin Laboratories	Greg Bryan, Abigail Moran	1.00	11/12

**Spring 2025: ASTR UN1903**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1903	001/11204	M 6:00pm - 9:00pm 1402 Pupin Laboratories	Greg Bryan, Stephen Coffey	1.00	20/20
ASTR 1903	002/11205	T 7:00pm - 10:00pm 1402 Pupin Laboratories	Greg Bryan, Justin Vega	1.00	19/20

**ASTR UN1904 ASTRONOMY LAB II. 1.00 point.**

Laboratory for ASTR UN1404. Projects include use of telescopes, laboratory experiments in the nature of light, spectroscopy, and the analysis of astronomical data. Lab 2 ASTR UN1904 - goes with ASTR BC1754 or ASTR UN1404 (or ASTR UN1836 or ASTR UN1420)

**Fall 2024: ASTR UN1904**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1904	001/10392	W 6:00pm - 9:00pm 1402 Pupin Laboratories	Lori Porter, Greg Bryan	1.00	12/12

**Spring 2025: ASTR UN1904**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1904	001/11206	W 6:00pm - 9:00pm 1402 Pupin Laboratories	Greg Bryan, Fred Angelo Garcia	1.00	8/14

**ASTR UN2001 INTRO TO ASTROPHYSICS I. 3.00 points.**

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 2024: ASTR UN2001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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ASTR 2001	001/14145	T Th 2:40pm - 3:55pm 304 Hamilton Hall	Jane Huang	3.00	23/40
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**ASTR UN2002 INTRO TO ASTROPHYSICS II. 3.00 points.**

Prerequisites: a working knowledge of calculus.

Prerequisites: a working knowledge of calculus. Corequisites: the second term of a course in calculus-based general physics. Continuation of ASTR UN2001; 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 2025: ASTR UN2002**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 2002	001/14277	M W 1:10pm - 2:25pm 602 Northwest Corner	Frederik Paerels	3.00	28/30

**ASTR UN2900 FRONTIERS OF ASTROPHYSICS. 1.00 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 2024: ASTR UN2900**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 2900	001/14146	F 10:10am - 11:25am 420 Pupin Laboratories	Greg Bryan	1.00	42/46

**ASTR UN3101 MODERN STELLAR ASTROPHYSICS. 3.00 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 2024: ASTR UN3101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3101	001/14147	M W 1:10pm - 2:25pm 325 Pupin Laboratories	Marcel Agueros	3.00	10/25

**ASTR UN3102 Planetary Dynamics and Physics of the Solar System. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement



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 UN3103 GALAXIES. 3.00 points.**

Prerequisites: one year of calculus-based general physics.  
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 2025: ASTR UN3103

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3103	001/14281	M W 10:10am - 11:25am 602 Northwest Corner	Mary Putman	3.00	9/25
ASTR 3103	AU1/18498	M W 10:10am - 11:25am Othr Other	Mary Putman	3.00	3/3

### **ASTR UN3105 EXOPLANETS AND ASTROBIOLOGY. 3.00 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 phenomena 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 2025: ASTR UN3105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3105	001/14283	T Th 2:40pm - 3:55pm 307 Uris Hall	Jane Huang	3.00	10/30

### **ASTR UN3106 The Science of Space Exploration. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

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 UN3273 HIGH ENERGY ASTROPHYSICS. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

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 UN3602 PHYSICAL COSMOLOGY. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: one year of calculus-based general physics.  
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 UN3646 OBSERVATIONAL ASTRONOMY. 3.00 points.**

Prerequisites: one year of general astronomy.

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 2025: ASTR UN3646

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3646	001/14285	Th 7:00pm - 9:30pm 1402 Pupin Laboratories	David Schiminovich	3.00	20/20

**ASTR UN3985 Statistics and the Universe (Seminar). 3 points.**

Essential statistical methods will be applied in a series of case studies and research projects taken from the latest advances in cosmology, astronomy and physics. Statistics of measurement and detection, fundamentals of hypothesis testing, classifications, data modeling, time-series analysis, correlation and clustering will be explored through hands-on investigation using data from recent experiments and surveys.

**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.

**ASTR UN3997 INDEPENDENT RESEARCH. 3.00 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.

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 2024: ASTR UN3997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3997	001/14149		Frederik Paerels	3.00	11/15

**ASTR UN3998 INDEPENDENT RESEARCH. 3.00 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.

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 2025: ASTR UN3998

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3998	001/14289		Marcel Agueros	3.00	11/15

**ASTR GU4260 MODELING THE UNIVERSE. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: one year of calculus-based general physics.

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

**ASTR GU4302 General Relativity, Black Holes, and Cosmology. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

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 GU4303 ASTROSTATISTICS. 3.00 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

**ASTR GR6001 RADIATIVE PROCESSES. 3.00 points.**

Prerequisites: 3000-level electromagnetic theory and quantum mechanics.

Prerequisites: 3000-level electromagnetic theory and quantum mechanics. Radiation mechanisms and interaction of radiation with matter. Applications of classical and semiclassical radiation theory and atomic physics to astrophysical settings. Radiative transfer, polarization, scattering, line radiation, special relativity, bremsstrahlung, synchrotron radiation, inverse compton scattering, ionization losses, shocks and particle acceleration, plasma processes, atomic structure and spectroscopic terms, radiative transitions and oscillator strengths, curve of growth, molecular spectra

**ASTR GR6003 GALAXIES. 3.00 points.**

An introduction to the study of galaxies, from both observational and theoretical perspectives The course will review our current understanding of the formation and evolution of galaxies through descriptions of: their structure and dynamics; the gas and stellar populations they contain; and what we know about the distribution of dark matter within them.

**ASTR GR6005 PHYSICAL COSMOLOGY LEC. 3.00 points.**

## OF RELATED INTEREST

### Physics and Astronomy (Barnard)

ASTR BC1753	LIFE IN THE UNIVERSE
ASTR BC1754	Stars, Galaxies, and Cosmology

### Physics

PHYS UN3002	From Quarks To the Cosmos: Applications of Modern Physics
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## BIOLOGICAL SCIENCES

### THE DEPARTMENT OF BIOLOGICAL SCIENCES:

Department website: <http://www.biology.columbia.edu>  
Office location: 600 Sherman Fairchild Center  
Office contact: 212-854-4581, [biology@columbia.edu](mailto:biology@columbia.edu)  
Director of Undergraduate Studies: Alice Heicklen, [ah2289@columbia.edu](mailto:ah2289@columbia.edu)  
Undergraduate Administrator: Ellie Siddens, [mes2314@columbia.edu](mailto:mes2314@columbia.edu)

## THE STUDY OF BIOLOGICAL SCIENCES

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.

The usual one-year introductory biology sequence is [BIOL UN2005](#) INTRO BIO I: BIOCHEM,GEN,MOLEC-BIOL [UN2006](#) INTRO BIO II:CELL BIO,DEV/PHYS, taken in the sophomore year, after one year of 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 Biology in the fall semester of their first year.

### Online Resources:

- [FAQs for first-year students, prospective & current majors, and transfer students](#)
- [Checklist of major requirements](#)
- [Additional course information](#)
- [Undergraduate research & job opportunities](#)

## STUDENT ADVISING

### Consulting Advisers

Peer Mentors - Login to Lionmail to access this Google sheet. Any current or prospective student may contact a peer mentor with questions about classes, professors, research experience, or anything related to your current or prospective bio-related major.

Before contacting an advisor, check whether your question has been answered in our undergraduate [FAQs](#).

For a list of current biology, biochemistry, biophysics, and neuroscience and behavior advisers, please visit <http://biology.columbia.edu/content/advisors>

### Biology Major (CC) and Minor Advisers (CC & GS):

For students with last names beginning with:

- A-N: Dr. Mary Ann Price; [map2293@columbia.edu](mailto:map2293@columbia.edu)
- O-Z: Dr. Michelle Attner; [ma3325@columbia.edu](mailto:ma3325@columbia.edu)

### Biology Major Adviser (GS):

Dr. Deborah Mowshowitz; [dbm2@columbia.edu](mailto:dbm2@columbia.edu)

### Biochemistry Advisers (CC & GS):

Chemistry: Dr. Vesna Gasperov; [vg2231@columbia.edu](mailto:vg2231@columbia.edu)

Biology: Dr. Ava Brent; aeb28@columbia.edu

### Biophysics Adviser (CC & GS):

Dr. Josh Abrams; jma2278@columbia.edu

### Computational Biology Advisor (CC & GS):

Biology: For students with last names beginning with:

- A-N: Dr. Harmen Bussemaker; hjb2004@columbia.edu
- O-Z: Dr. Simon Tavaré; st3193@columbia.edu

Computer Science: For students with last names beginning with:

- A-N: Dr. Itsik Pe'er; ip2169@columbia.edu
- O-Z: Dr. David Knowles; dak2173@columbia.edu

### Neuroscience and Behavior Advisers (CC):

Biology: Dr. Erin Barnhart, eb3305@columbia.edu

Psychology: Dr. Alfredo Spagna; as5559@columbia.edu

### Neuroscience and Behavior Advisers (GS):

Biology: Dr. Deborah Mowshowitz; dbm2@columbia.edu

Psychology: Dr. Alfredo Spagna, as5559@columbia.edu

## Enrolling in Classes

Registration for each term occurs within designated periods. Within these periods, you will be assigned specific registration appointment times. For continuing students, your appointment times will generally be available on Student Services Online (SSOL) two weeks prior to the registration period, but specific registration instructions are announced by each school in advance of each registration period.

- Check appointment times
- Register

Students can also check the Directory of Classes by looking for “B” under Departments and selecting “Biological Sciences”.

## Preparing for Graduate Study

Advisor for students applying to graduate school or looking for bio-related jobs. (Students applying to medical school should consult the pre-professional office.)

Dr. Molly Przeworski; mp3284@columbia.edu

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

### Advanced Placement

If you got a 5 on the AP biology test, you get 3 points of credit toward graduation. Students with a 5 on

the AP should take BIOL UN2005 INTRO BIO I: BIOCHEM, GEN, MOLEC and BIOL UN2006 INTRO BIO II: CELL BIO, DEV/PHYS.

BIOL UN2005-UN2006 is not a repeat of AP bio. It demands not only more detail but more thought and application of knowledge to problem-solving than the usual AP course. It is narrower but deeper than the usual introductory biology course. You may review this exam from a previous year of UN2005 and compare your answers with the exam key. This will give you an idea of what makes UN2005/6 a unique Intro Bio sequence. If you still feel that you are sufficiently prepared, please consult a biology advisor who on rare occasions can give permission to place out of Intro Bio I and II. You will still be required to take 6 biology courses at Columbia if you place out of Intro Bio.

## Barnard College Courses

Barnard courses may not be substituted for the required Columbia courses without advance permission from the advisor. Students may not use Barnard courses for the biology minor.

## Transfer Courses

Transfer credits for the majors, concentrators, and the biology minor are not automatically granted. Students should email their Biology advisor with a transcript and the syllabi from their previous institution to request transfer credit. Transfer credit for Introductory Biology is rarely granted. You can read more about transfer credits in this FAQ. Students may not use transfer courses for the biology minor.

## Study Abroad Courses

If you are planning to study abroad, please meet with your Advisor before you go. You'll need prior approval for any majors, concentrators, and biology minor courses that you take abroad. Students may not use study abroad courses for the biology minor.

## Summer Courses

The Department of Biological Sciences offers limited summer courses. Check the Directory of Classes for Summer course information.

## CORE CURRICULUM CONNECTIONS

Unfortunately, most biology courses are not suitable for most nonscience majors. There are two biology courses in the dept that are designed primarily for nonscientists: Science and Society (BIOL UN1360), and Interpreting Scientific Evidence (BIOL UN2300).



## UNDERGRADUATE RESEARCH AND SENIOR THESIS

### Undergraduate Research in Courses

#### SURF

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.

A faculty committee headed by Dr. Alice Heicklen 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.

Current detailed descriptions of the SURF program and the application procedure are available at SURF's website, <https://biology.columbia.edu/content/surf>.

For more information on the Amgen Scholarship Program, please visit <https://biology.columbia.edu/content/amgen-scholars-program>. Applications to all of these programs are through SURF.

#### UN3500

Students can get academic credit for working in a lab, by registering for BIOL UN3500 Independent Research. This is not to be confused with SURF or the Amgen Scholars Program, which fulfill the biology major lab requirement but does not confer academic credit. Generally students register for 3 or 4 credits. A general rule is 4 hours lab time/week/credit, i.e. register for 3 credits for 12 hours of lab time/week and 4 credits from 16 hours of lab time/week. You will need to find a lab to work in. Please make it clear to the head of the lab whether you need to work 12 or 16 hours/week. If you are taking this class for a lab requirement, you need to take it for a letter grade. You will be required to write a research paper at the end of the semester. (See [UN3500](#) requirements.)

While it's nice to be able to get credit for your lab experience, keep in mind that this means that you're making a commitment to work there for the entire semester.

### Senior Thesis Coursework and Requirements

The biology-related majors in the Department of Biological Sciences do not include a Senior Thesis.

### Undergraduate Research Outside of Courses

Please see the [Undergraduate Research](#) page on the department website for advice and information on undergraduate research.

## DEPARTMENT HONORS AND PRIZES

### Department Honors

Students must apply for departmental honors. Applications are due no later than one day before spring break of their senior year. For details, please visit the departmental website at <https://biology.columbia.edu/content/honors-biological-sciences>.

### Academic Prizes

#### Bridges and Sturtevant Prize

This prize results from an anonymous donation in 2011 establishing an endowment for the prize. Bridges and Sturtevant were certainly amazing Columbia undergrads who were true pioneers of modern genetics. Alfred Sturtevant is recounted to have taken time off from studying for classes one weekend to work on understanding some crosses. The result was his figuring out that genes were arranged in a row on a chromosome.

The prize description reads: "Columbia shall .... award an annual prize to be known as the Bridges and Sturtevant Prize in Biological Sciences in honor of Calvin Bridges and Alfred Sturtevant. Their 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. Each year the prize will be awarded to one or more graduating seniors whose experimental or computational research is deemed to have been both highly original and fruitful by a committee of faculty to be selected by the Chair of Biological Sciences."

Faculty members in the Dept. of Biological Sciences can nominate student(s) for the prize. A committee of faculty members decide who will receive the award.

It is awarded yearly, just before graduation.

Awarded to a graduating senior whose research has been deemed highly original and fruitful.

Each student is awarded a monetary prize.

## PROFESSORS

Peter Andolfatto

Harmen Bussemaker

Martin Chalfie

Stuart Firestein

Joachim Frank

Iva Greenwald

Oliver Hobert

John Hunt

Songtao Jia

Daniel Kalderon

Darcy Kelley

Laura Landweber

James Manley

Carol Prives

Ronald Prywes

Molly Przeworski

Ozgur Sahin

Brent Stockwell

Simon Tavaré

Saeed Tavazoie

Liang Tong

Jian Yang

Rafael Yuste

## ASSOCIATE PROFESSORS

Lars Dietrich

Guy Sella

## ASSISTANT PROFESSORS

Ishmail Abdus-Saboor

Erin Barnhart

Laura Duvall

Jellert Gaublumme

Marko Jovanovic

Raju Tomer  
Maria Tosches

## LECTURERS

Joshua Abrams

Michelle Attner

Ava Brent

Alice Heicklen

Mary Ann Price

Lili Yamasaki

## ADJUNCT FACULTY

Lewis Brown  
Ronald Guido

Nam Ho

Donald Kirsch

John Loike

Alan Morrison

Deborah Mowshowitz

Vincent Racaniello

David Sable

Christian Schindler

Harold Varmus

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Program Planning for all Students

Students majoring or minoring in Biology or Related Fields:

1. Review the requirements for your desired major/minor detailed in the links below. Please email Ellie Siddens

(mes2314@columbia.edu) to go over the progress of your major completion.

2. Fill out a [major planning form](#) as far as you can, using the checklist and the information in [the bulletin](#). Include both courses you have completed AND courses you plan to take to complete your major.
3. Consult the appropriate [departmental adviser](#) to discuss any variances from the normal guidelines. Your adviser will then email any approved variances from the normal requirements to the biology departments administrator, Ellie Siddens, who will approve your major completion for graduation.
4. Visit the [Major Declaration Page](#) during the Major Declaration Period (usually Spring Break of your Sophomore year) to officially declare your major.

For students majoring in Biochemistry or Neuroscience & Behavior (joint majors), you should consult advisers in both departments to plan your program, each regarding their specific courses (e.g. biology course exceptions will need to be approved by a biology adviser, chemistry course exceptions will need to be approved by a chemistry adviser).

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 minor requirements are detailed on the website and links provided below.

## Double Majoring/Minoring

The Department of Biological Sciences offers five undergraduate majors (Biology, Biophysics, Biochemistry, Computational Biology, and Neuroscience and Behavior), along with a Biology Minor, across two schools: Columbia College and General Studies. Students can only choose one major/minor within the Department. You may not major in Biology/ Biochemistry/ Biophysics/ Computational Biology/ Neuroscience & Behavior and have a Biology Minor.

You cannot major in:

- Biochemistry & also major / minor in chemistry
- Biophysics & also major / minor in physics
- Computational biology & also major / minor in computer science or major/minor in math
- Neuroscience & also major / minor in psychology

Students can only double count two of the following fundamental courses for both a biology-related major/minor and any other major / minor they pursue: General Chemistry I & II or Calc I & II.

Biochemistry (BIOL UN3300 or BIOL GU4501) cannot be counted for a biology-related major / minor and for any other major / minor.

## Course Numbering Structure

NOTE: Numbering does not reflect difficulty but rather whether UGs & graduate students have different requirements:

3000 – Only UGs register

4000 – UGs and graduate students perform the same

5000 – Only graduate students register, requires additional work beyond the 3000 course; 3000 (UGs) & 5000 (Grad.) are different versions of the same course, i.e. same time, location, and lectures

## Guidance for First-Year Students

Please see the [FAQs for First-Year Students](#).

## Guidance for Transfer Students

Please see the [FAQs for Transfer Students](#).

## UNDERGRADUATE PROGRAMS OF STUDY

### Required Coursework for all Programs

All majors and the minor should start with General Chemistry 1 & 2 in their first year at Columbia. This is a required prerequisite before you may begin the Introductory Biology sequence.

All biology-related majors: at least 4 biology or biochemistry courses and at least 18 credits of the total (biology, biochemistry, math, physics, and chemistry) must be taken at Columbia. Barnard courses may not be substituted for the required Columbia courses without advance permission from the adviser. The two required core courses should be taken at Columbia. Courses covering the same topics as Bio dept core courses, but taken elsewhere, are counted as electives, not as core courses.

### 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 get the exception approved by the faculty adviser, who will then send an e-mail explaining the exceptions to mes2314@columbia.edu.

### Grade Requirements for the Major

A grade of C- or higher must be earned and revealed on your transcript for any course – including the first – to be counted toward the major, minor, 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.

Please note that a few exceptions are applicable for the following terms:

- All courses in Spring 2020 were taken with mandatory Pass/Fail grades.
- Further exceptions are allowed for 2020-2021, when students can opt to take one course Pass/Fail during the Fall 2020, Spring 2021, and Fall 2021 semesters, without any restrictions - this can be in a course required for their major or minor.
- In Spring 2024, students could opt to take two major/minor courses Pass/Fail.

If you are concerned about a P grade counting for the major, please consult with your adviser.

## **COURSES**

### **Non-Major Courses**

The following biology-related courses do not count towards the major or as one of the 4 courses that all biology majors must take at Columbia University. This list is not exhaustive, and you should discuss your major courses with your biology adviser.

- BIOL UN1004 Foundations of Biology
- BIOL UN1130 Genes and Development
- BIOL UN1360 Science and Society
- BIOL UN1908 First-year seminar in biology
- BIOL UN2300 Interpreting Scientific Evidence
- BIOL UN3920 Ignorance
- BIOL UN3995 Topics in Biology: Crossroads in Bioethics
- BIOL GU4305 Seminar in Biotechnology
- BIOL GU4506 Biochemistry in XR: Mixed Reality
- BIOT GU4160 Biotechnology Law
- BIOT GU4180 Entrepreneurship in Biotech
- BIOT GU4200 Biopharmaceutical Development & Regulation
- BIOT GU4201 Seminar in Biotech Development & Regulation
- BIOT GR5170 Intro to Management Principles
- CMLS UN3965 Precision Medicine: Biology
- Any course beginning with the HPSC, SCNC, or BIOT prefix
- All Barnard Courses

### **Repeating Biology Courses**

Introductory biology I & II (BIOL UN2005/6 & BIOL UN2401/2) may only be taken twice, this includes taking two exams, W, D and F. You may petition to take intro bio I or II

a third time. 3000 & 4000 level biology courses may only be taken once. You may petition to take the same course a second time.

### **Prerequisites**

Course prerequisites are strictly enforced. Prerequisites must be taken before the course, not after or concurrently. Biology courses taken before the completion of any of its prerequisites, even with instructor approval, are not counted toward the major, minor, 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 biology at the direction of the director of undergraduate studies.

### **4+1 Programs**

A B- or better in both introductory biology I & II (BIOL UN2005 & BIOL UN2006) are required to be eligible for any 4+1 programs.

## **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, two 3-point electives in biology, 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 a departmental adviser or the director of undergraduate studies obtained in advance. For example, selected courses at the Columbia-Presbyterian Medical Center are open to advanced undergraduates with adviser approval. Credit toward the major for courses not listed in the Columbia College Bulletin must be discussed in advance with a departmental adviser or the director of undergraduate studies. Students are responsible for notifying the department of all exceptions either in writing or by e-mail as explained above.

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 INTRO BIO I:



BIOCHEM,GEN,MOLEC-BIOL UN2006 INTRO BIO II:CELL BIO,DEV/PHYS, taken in the sophomore year.

Other sequences require permission in advance from a departmental adviser or the director of undergraduate studies. Students with a strong background in chemistry or molecular biology may take BIOL UN2005 INTRO BIO I: BIOCHEM,GEN,MOLEC-BIOL UN2006 INTRO BIO II:CELL BIO,DEV/PHYS in their first year; the permission of one of the instructors is required.

Premedical students usually take BIOL UN2005 INTRO BIO I: BIOCHEM,GEN,MOLEC-BIOL UN2006 INTRO BIO II:CELL BIO,DEV/PHYS after a year of general chemistry.

Students with advanced placement in biology are expected to take BIOL UN2005 INTRO BIO I: BIOCHEM,GEN,MOLEC as their initial biology course, because BIOL UN2005 INTRO BIO I: BIOCHEM,GEN,MOLEC-BIOL UN2006 INTRO BIO II:CELL BIO,DEV/PHYS is taught at a level of detail and depth not found in most advanced placement courses.

### Core Courses

Two out of the following six departmental core courses are required:

BIOL UN3022	DEVELOPMENTAL BIOLOGY
BIOL UN3031	GENETICS
BIOL UN3041	CELL BIOLOGY
BIOL GU4501	Biochemistry
or BIOL UN3300	Biochemistry
BIOL GU4512	Molecular Biology
BIOL GU4560	EVOL IN THE AGE OF GENOMICS

### 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 UN3058	PROJECT LAB IN MICROBIOLOGY
BIOL UN3052	PROJECT LAB-MOLECULAR GENETICS

#### **Option 2:**

BIOL UN2501	CONTEMPORARY BIOLOGY LAB
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Select an additional 3-point lab such as BIOL UN3040, a 5-point project lab, or a Barnard lab. Barnard labs must be approved by a Biology Major Adviser.

#### **Option 3:**

Two terms of BIOL UN3500 (3 or 4 credits per term), 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.

### 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 INDEP BIOLOGICAL RESEARCH cannot be used as one of the courses to satisfy the upper-level elective course requirement. Any course not listed below must be approved by a biology adviser to count toward the major.

Two additional 3000 or 4000 level biology lecture courses from the following:

BIOL UN3004	NEUROBIO I:CELLULAR # MOLECLR
BIOL UN3005	NEUROBIO II: DEVPT # SYSTEMS
BIOL UN3006	PHYSIOLOGY
BIOL UN3019	Brain Evolution
BIOL UN3022	DEVELOPMENTAL BIOLOGY
BIOL UN3025	NEUROGENETICS
BIOL UN3031	GENETICS
BIOL UN3041	CELL BIOLOGY
BIOL UN3073	CELLULAR/MOLECULAR IMMUNOLOGY
BIOL UN3300	Biochemistry
BIOL UN3320	Regulation of Behaviors for Survival
BIOL UN3404	The Global Threat of Antimicrobial Resistance
BIOL UN3560	EVOL IN THE AGE OF GENOMICS
or BIOL GU4560	EVOL IN THE AGE OF GENOMICS
BIOL UN3799	MOLECULAR BIOLOGY OF CANCER
or BIOL GU4799	MOLECULAR BIOLOGY OF CANCER
BIOL GU4001	ADVANCED GENETIC ANALYSIS
BIOL GU4002	Macromolecular Structure # Interactions
BIOL GU4034	BIOTECHNOLOGY
BIOL GU4035	SEMINAR IN EPIGENETICS
BIOL GU4036	Transformative Concepts in Systems Biology
BIOL GU4075	BIOLOGY AT PHYSICAL EXTREMES
BIOL GU4080	ANCIENT AND MODERN RNA WORLDS
BIOL GU4193	Stem Cell Biology and Applications
BIOL GU4290	BIOLOGICAL MICROSCOPY
BIOL GU4300	DRUGS AND DISEASE

BIOL GU4310 - Virology	
BIOL GU4323	BIOPHYSICAL CHEMISTRY I
CHEM GU4324	BIOPHYSICAL CHEMISTRY II
BIOL GU4402	Biological Image Computing
BIOL GU4501	Biochemistry
BIOL GU4510	Genomics of Gene Regulation
BIOL GU4512	Molecular Biology
BIOL GU4551	A Structural View of Biology
BIOL GU4600	CELL SIGNALING
BIOL GU4777	From Curiosity to Cure – Case Studies in Cool Biochemistry

Note: SCNC, HPSC & BIOT (many of which are listed on the biology website) courses do not count towards the Major.

### **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-LECTURES and GENERAL CHEMISTRY II-LECTURES
CHEM UN1500 & CHEM UN1501	GENERAL CHEMISTRY LABORATORY and GENERAL CHEMISTRY LAB-LECTURE
CHEM UN2443 & CHEM UN2444	ORGANIC CHEMISTRY I-LECTURES and ORGANIC CHEMISTRY II-LECTURES
CHEM UN2493 & CHEM UN2494	ORGANIC CHEM. LAB I TECHNIQUES and ORGANIC CHEM. LAB II SYNTHESIS

#### **Option 2:**

For students who qualify for intensive chemistry	
CHEM UN1604	2ND TERM GEN CHEM (INTENSIVE)
CHEM UN1507	INTENSVE GENERAL CHEMISTRY-LAB
CHEM UN2444 & CHEM UN2443	ORGANIC CHEMISTRY II-LECTURES and ORGANIC CHEMISTRY I-LECTURES
CHEM UN2495 & CHEM UN2496	ORGANIC CHEM. LABORATORY I and ORGANIC CHEM. LABORATORY II

#### **Option 3:**

For students who qualify for first year organic chemistry	
CHEM UN1507	INTENSVE GENERAL CHEMISTRY-LAB

CHEM UN2045 & CHEM UN2046	INTENSVE ORGANIC CHEMISTRY and INTENSVE ORG CHEM-FOR 1ST YEAR
CHEM UN2495 & CHEM UN2496	ORGANIC CHEM. LABORATORY I and ORGANIC CHEM. LABORATORY II
OR	
CHEM UN2545	INTENSIVE ORGANIC CHEM LAB

### **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 II LABORATORY. 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 (STAT UN1101 or STAT UN1201) for one semester of calculus. 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>.

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## **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.

Questions regarding the major in general and chemistry requirements should be addressed to the chemistry adviser and questions regarding biology requirements should be addressed to the biology adviser.

For more details, see the [Chemistry](#) section in this Bulletin. For additional information visit the Department of Biological Sciences website: <http://biology.columbia.edu/pages/biochemistry-major-requirements>.

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## Major in Biophysics

The requirements for the biophysics major are as follows:

### BIOLOGY COURSES

One year of introductory biology:

BIOL UN2005      INTRO BIO I:  
& BIOL UN2006      BIOCHEM,GEN,MOLEC  
and INTRO BIO II:CELL  
BIO,DEV/PHYS

Select at least one of the following laboratory courses:

BIOL UN3052      PROJECT LAB-MOLECULAR  
GENETICS  
or BIOL UN3058      PROJECT LAB IN MICROBIOLOGY  
or BIOL UN3500      INDEP BIOLOGICAL RESEARCH  
or RSRH C0001      FULL-TIME SUMMER RESEARCH  
PROG

One course in biochemistry or molecular biology:

BIOL GU4501      Biochemistry  
or BIOL UN3300      Biochemistry  
or BIOL GU4512      Molecular Biology

Select one of the following core courses:

BIOL GU4002      Macromolecular Structure #  
Interactions  
or BIOL GU4075      BIOLOGY AT PHYSICAL EXTREMES  
or BIOL GU4323      BIOPHYSICAL CHEMISTRY I  
or CHEM GU4324      BIOPHYSICAL CHEMISTRY II  
or BIOL GU4551      A Structural View of Biology

### PHYSICS COURSES

Select one of the following sequences to be completed at the end of sophomore year:

PHYS UN1401      INTRO TO MECHANICS #  
& PHYS UN1402      THERMO  
& PHYS UN1403      and INTRO ELEC/MAGNETISM  
& PHYS UN1494      # OPTCS  
and INTRO-CLASSCL #  
QUANTUM WAVES  
and INTRO TO  
EXPERIMENTAL PHYS-LAB

PHYS UN1601      PHYSICS I:MECHANICS/  
& PHYS UN1602      RELATIVITY  
& PHYS UN2601      and PHYSICS II: THERMO,  
& PHYS UN1494      ELEC # MAG  
and PHYSICS III:CLASS/  
QUANTUM WAVE  
and INTRO TO  
EXPERIMENTAL PHYS-LAB

PHYS UN2801      ACCELERATED PHYSICS I  
& PHYS UN2802      and ACCELERATED PHYSICS  
& PHYS UN3081      II  
and INTERMEDIATE  
LABORATORY WORK

Select any two physics courses at the 3000-level or above, chosen in consultation with the adviser.

### MATH COURSES

Calculus I-IV or Ordinary Differential Equations:

MATH UN1101      CALCULUS I  
& MATH UN1102      and CALCULUS II  
& MATH UN1201      and CALCULUS III  
& MATH UN1202      and CALCULUS IV  
or MATH UN3027      Ordinary Differential Equations

### CHEMISTRY COURSES

CHEM UN1403      GENERAL CHEMISTRY I-  
& CHEM UN1404      LECTURES  
and GENERAL CHEMISTRY II-  
LECTURES

### BIOLOGY/PHYSICS ELECTIVE COURSE

Select one additional course at the 3000- or 4000-level, in either physics or biology. The following are some suggested courses:

BIOL UN3004      NEUROBIO I:CELLULAR #  
MOLECLR  
or BIOL UN3005      NEUROBIO II: DEVPT # SYSTEMS  
or BIOL UN3022      DEVELOPMENTAL BIOLOGY  
or BIOL UN3031      GENETICS

For more details, see the *Physics* section in this Bulletin or visit the Department of Biological Sciences website: <http://biology.columbia.edu/pages/biophysics-major-requirements>.

## Major in Neuroscience and Behavior

In addition to one year of college general chemistry, eleven courses are required to complete the major in neuroscience and behavior—six in biology and five in psychology.

NOTE: For students entering in Fall 2024 or later, two biology elective courses will be required. For students entering prior to Fall 2024, one biology elective course will be required.

For the five courses required in Psychology, see the *Psychology* (p. 887) section in this Bulletin or visit <http://biology.columbia.edu/pages/neuroscience-and-behavior-major-requirements>.

### CHEMISTRY COURSES

One year of college chemistry is required prior to taking Introductory Biology.

### BIOLOGY COURSES

One year of introductory biology.

BIOL UN2005      INTRO BIO I:  
& BIOL UN2006      BIOCHEM,GEN,MOLEC  
and INTRO BIO II:CELL  
BIO,DEV/PHYS

One year of Neurobiology

BIOL UN3004      NEUROBIO I:CELLULAR #  
& BIOL UN3005      MOLECLR  
and NEUROBIO II: DEVPT #  
SYSTEMS

Two additional 3000 or 4000 level biology lecture courses from the list of Upper Level Electives under the Biology Major.

**AN ADDITIONAL 5 COURSES IN PSYCHOLOGY ARE REQUIRED FOR THE MAJOR**

Please see the Psychology Bulletin linked above.

**Major in Computational Biology**

The Computational Biology major program combines a strong foundation in computer science/data science and basic biology with advanced courses in a variety of subfields. Particular emphasis is placed on laboratory and computational techniques, including genomics, network modeling, and bioinformatics.

Alternative sequences to the above may be arranged in special circumstances with the permission of the departmental adviser or director of undergraduate studies obtained in advance. All exceptions granted by computer science or biology advisers should be forwarded to Ellie Siddens ([mes2314@columbia.edu](mailto:mes2314@columbia.edu)) in biological sciences.

Questions regarding biology requirements should be addressed to the biology adviser and questions regarding computer science or math requirements should be addressed to the computer science advisers.

The required courses are listed below. For details about the Major in Computational Biology, see here: <https://biology.columbia.edu/content/undergraduate-major-requirements>

**Mathematics foundations (4 classes, 12-17 credits)**

The following calculus courses are required:

MATH UN1101	CALCULUS I <small>can be placed out of with AP/IB credit</small>
MATH UN1102	CALCULUS II <small>Calculus III does NOT depend on Calculus II.</small>
or MATH UN1201	CALCULUS III

All students must complete computer-science-directed mathematical foundations classes.

MATH UN2010	LINEAR ALGEBRA
or APMA E3101	APPLIED MATH I: LINEAR ALGEBRA
or APMA E2101	INTRO TO APPLIED MATHEMATICS
or COMS W3251	COMPUTATIONAL LINEAR ALGEBRA

and

STAT GU4001	INTRODUCTION TO PROBABILITY AND STATISTICS
or STAT UN1201	CALC-BASED INTRO TO STATISTICS

**Chemistry Foundations (2 classes, 8 credits)**

Option 1: General Chemistry

CHEM UN1403 & CHEM UN1404	GENERAL CHEMISTRY I-LECTURES and GENERAL CHEMISTRY II-LECTURES
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Option 2: For students who qualify for intensive general chemistry

**CHEM UN1604 2ND TERM GEN CHEM (INTENSIVE)****Introductory Computer Sciences (3 classes, 9-11 credits)**

All students must complete sequentially three courses in computer science:

COMS W1002	COMPUTING IN CONTEXT (with Biology Context)
or ENGI E1006	INTRO TO COMP FOR ENG/APP SCI
or COMS W1004	Introduction to Computer Science and Programming in Java
COMS W3132	Intermediate Computing in Python
or COMS W3136	ESSENTIAL DATA STRUCTURES
or COMS W3134	Data Structures in Java
or COMS W3137	HONORS DATA STRUCTURES # ALGOL

Note: COMS 3134 and 3137 should be taken after COMS 1004 or with previous knowledge of Java

COMS W3157	ADVANCED PROGRAMMING
or COMS W3107	Clean Object-Oriented Design
or COMS W4111	INTRODUCTION TO DATABASES

**Biology (3 classes, 11-12 credits)**

All students must take the two introductory biology courses:

BIOL UN2005 & BIOL UN2006	INTRO BIO I: BIOCHEM, GEN, MOLEC and INTRO BIO II: CELL BIO, DEV/PHYS
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Students must take one course from this list of core biology courses

BIOL UN3031	GENETICS
or BIOL UN3041	CELL BIOLOGY
or BIOL UN3022	DEVELOPMENTAL BIOLOGY
or BIOL GU4501	Biochemistry
or BIOL UN3300	Biochemistry
or BIOL GU4512	Molecular Biology
or BIOL UN3005	NEUROBIO II: DEVPT # SYSTEMS

**Lab/research (1 class, 4 credits)**

All students must fulfill a laboratory/research experience. This can only be done after completing Intro Bio (BIOL UN2005 + BIOL UN2006). A research report must be submitted to either the course instructor or the lab research mentor at the end of each semester, and they must in turn confirm to the compbio major advisor that the report was satisfactory. Each project must require the student to (i) formulate a computational strategy to solve a particular biological question, (ii) develop dedicated software code or adapt existing code, (iii) use this code to analyze a suitable data set, and (iv) interpret the results from both a statistical and biological perspective. One option is to perform a research project as part of one these courses:

COMS W4995	TOPICS IN COMPUTER SCIENCE (LAB COMPUTATIONAL BIOLOGY))
or COMS W3998	UNDERGRAD PROJECTS IN COMPUTER SCIENCE
or COMS W4901	Projects in Computer Science



The other option is to perform lab research for credit using one of these courses:

BIOL UN3500	INDEP BIOLOGICAL RESEARCH
or RSRH C0001	FULL-TIME SUMMER RESEARCH PROG

BIOL UN3500 Independent Biological Research (must be taken for four credits) in a pre-approved lab RSRH 0001 Summer Undergraduate research fellowship (SURF) in a pre-approved lab

Pre-approved labs include Peter Andolfatto, Elham Azizi, Andrew Blumberg, Harmen Bussemaker, Bianca Dumitrascu, Jellert Gaublomme, David Knowles, Itsik Pe'er, Molly Przeworski, Guy Sella, Simon Tavaré, Saeed Tavazoie. Other labs may be allowable if the project satisfies the conditions above, but only with prior approval from the compbio major advisor.

#### Advanced Electives (2 classes, 6-8 credits)

A biology course at the 3000 or 4000 level from the list of biology major approved core and elective courses.

One of the following computational biology courses:

COMS W4762	Machine Learning for Functional Genomics
or CBMF W4761	COMPUTATIONAL GENOMICS
or BMEN E4480	Statistical machine learning for genomics
or COMS W4995	- computational biology section

## Minor in Biology

Students who wish to minor in biology must design their programs in advance with the director of undergraduate studies or a departmental adviser.

The minor would require 7 courses (25 credits), at least 2 are general chemistry [8 credits] and at least 5 biology [17 credits].

The requirements for the minor in biology are as follows:

### CHEMISTRY COURSES

CHEM UN1403 & CHEM UN1404	GENERAL CHEMISTRY I-LECTURES and GENERAL CHEMISTRY II-LECTURES
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### BIOLOGY COURSES

BIOL UN2005 & BIOL UN2006	INTRO BIO I: BIOCHEM, GEN, MOLEC and INTRO BIO II: CELL BIO, DEV/PHYS
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Select at least one of the following core courses:

BIOL UN3022	DEVELOPMENTAL BIOLOGY
BIOL UN3031	GENETICS
BIOL UN3041	CELL BIOLOGY

BIOL GU4501	Biochemistry
or BIOL UN3300	Biochemistry

BIOL GU4512	Molecular Biology
BIOL GU4560	EVOL IN THE AGE OF GENOMICS

Two additional 3000 or 4000 level biology lecture courses from the list of Upper Level Electives under the Biology Major.

No lab is required for the biology minor. However, only one biology lab can count towards the 5 biology course requirements. The biology lab options consists of the following:

BIOL UN2501	CONTEMPORARY BIOLOGY LAB
or BIOL UN3040	LAB IN MOLECULAR BIOLOGY
or BIOL UN3058	PROJECT LAB IN MICROBIOLOGY
or BIOL UN3052	PROJECT LAB-MOLECULAR GENETICS
or BIOL UN3500	INDEP BIOLOGICAL RESEARCH
or RSRH C0001	FULL-TIME SUMMER RESEARCH PROG

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

### Concentration in Biology

The concentration in Biology is only available for students who entered CU in or before the 23-24 academic year.

Students who wish to concentrate in biology must design their programs in advance with a departmental adviser or the director of undergraduate studies.

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.

Students may not use transfer credits, Barnard courses or courses taken abroad for the biology minor biology course requirements. Please contact Vesna Gasperov ([vg2231@columbia.edu](mailto:vg2231@columbia.edu)) regarding using either transfer credits or courses taken while studying abroad to substitute for the general chemistry course requirements.

The requirements for the concentration in biology are as follows:

BIOL UN2005	INTRO BIO I: BIOCHEM, GEN, MOLEC
BIOL UN2006	INTRO BIO II: CELL BIO, DEV/PHYS

Select at least one of the following core courses:

BIOL UN3022	DEVELOPMENTAL BIOLOGY
BIOL UN3031	GENETICS
BIOL UN3041	CELL BIOLOGY

BIOL GU4501	Biochemistry
or BIOL UN3300	Biochemistry

BIOL GU4512	Molecular Biology
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Plus additional biology elective courses (see electives listed under biology major) to reach a total of 22 points in biology courses.

No biology lab is required for the concentration. Of the 22 points, a maximum of 5 of the points can come from lab courses. SURF counts as 5 points of lab credit.

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

## FALL 2024

BIOL UN1360	Science and Society
BIOL UN1908	First Year Seminar in Biology
BIOL UN2005	INTRO BIO I: BIOCHEM, GEN, MOLEC
BIOL UN2300	Interpreting Scientific Evidence
BIOL UN2401	CONTEMPORARY BIOLOGY I
BIOL UN2501	CONTEMPORARY BIOLOGY LAB
BIOL UN3004	NEUROBIO I: CELLULAR # MOLECULAR
BIOL UN3005	NEUROBIO II: DEVPT # SYSTEMS
BIOL UN3022	DEVELOPMENTAL BIOLOGY
BIOL UN3025	NEUROGENETICS
BIOL UN3040	LAB IN MOLECULAR BIOLOGY (Lab in Molecular Biology)
BIOL UN3041	CELL BIOLOGY
BIOL UN3073	CELLULAR/MOLECULAR IMMUNOLOGY
BIOL UN3300	Biochemistry
BIOL UN3320	Regulation of Behaviors for Survival
BIOL UN3404	The Global Threat of Antimicrobial Resistance
BIOL UN3500	INDEP BIOLOGICAL RESEARCH
BIOL GU4034	BIOTECHNOLOGY
BIOL GU4260	PROTEOMICS LABORATORY
BIOL GU4300	DRUGS AND DISEASE
BIOC GU4323	Biophysical Chemistry I
BIOL GU4501	Biochemistry
BIOL GU4560	EVOL IN THE AGE OF GENOMICS

## SPRING 2025

BIOL UN1004	Foundations of Biology
BIOL UN2006	INTRO BIO II: CELL BIO, DEV/ PHYS
BIOL UN2402	CONTMP BIO II: CELL BIO, DEV, PHYS

BIOL UN2501	CONTEMPORARY BIOLOGY LAB
BIOL UN3005	NEUROBIO II: DEVPT # SYSTEMS
BIOL UN3006	PHYSIOLOGY
BIOL UN3031	GENETICS
BIOL UN3052	PROJECT LAB-MOLECULAR GENETICS
BIOL UN3058	PROJECT LAB IN MICROBIOLOGY
BIOL UN3300	Biochemistry
BIOL UN3500	INDEP BIOLOGICAL RESEARCH
BIOL UN3995	TOPICS IN BIOLOGY
BIOL GU4001	ADVANCED GENETIC ANALYSIS
BIOL GU4080	ANCIENT AND MODERN RNA WORLDS
BIOL GU4290	BIOLOGICAL MICROSCOPY
BIOL GU4305	SEMINAR IN BIOTECHNOLOGY
BIOL GU4310	Virology
CHEM GU4324	BIOPHYSICAL CHEMISTRY II
BIOL GU4510	Genomics of Gene Regulation
BIOL GU4512	Molecular Biology
BIOL GU4551	A Structural View of Biology
BIOL GU4799	MOLECULAR BIOLOGY OF CANCER

## ALL COURSES

### **BIOL UN1002 Theory and Practice of Science: Biology. 4 points.**

CC/GS: Partial Fulfillment of Science Requirement

Lecture and recitation. By analysis and example from the primary literature of evolution and genetics, examines how scientific theories are invented and how they come to be accepted, verified, and in some cases rejected. Papers begin with Darwin and Mendel and end with Watson. Ordinarily does not fulfill biology major or concentration requirements. Normally may not be taken for credit by any student who has previously completed any biology course numbered 2000 or above. BIOL UN1015 should be taken first then BIOL UN1002 for nonscience majors.

### **BIOL UN1004 Foundations of Biology. 2.00 points.**

General Chemistry I is a pre-requisite; General Chemistry II is a pre/co-requisite. In this course, we will introduce basic terminology, important concepts, and basic problem-solving skills in order to prepare biology and pre-health students for the challenging Biology courses they will take at Columbia. We will do a deep dive into a small number of topics and use these as access points to teaching skills that will aid students in future STEM courses. Classes will include time for problem solving. Recitations will involve problem solving and student presentations of solutions to problems

**Spring 2025: BIOL UN1004**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 1004	001/13282	M W 4:10pm - 5:25pm 601 Fairchild Life Sciences Bldg	Mary Ann Price	2.00	42/60

**BIOL UN1130 GENES AND DEVELOPMENT. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: one year of high school or college biology.

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 UN1201 Engineered Mouse Models and Identifying Phenotypes In Vivo. 1.50 point.**

This undergraduate lecture course will introduce how transgenic and mutant mouse models are generated and their utility in defining the functional roles of genes in vivo. Classically, the function of a gene is tested in vivo by either overexpressing or inactivating its expression, leading to a gain-of-function or loss-of-function phenotype from which is inferred a gene's normal role in homeostasis. Here we will explore the classic strategies for the generation of transgenic and knockout mice, comparing and contrasting their individual strengths and weaknesses, while exploring the phenotypes that have resulted from these changes in gene expression. Using a subset of primary papers, students will be introduced to research analysis to become more versed in the layers of experimental design needed to identify a gene's function in vivo. The theoretical timing and the strategy needed to design such experiments with these transgenic and mutant mouse models, and the power of stem cell experiments will be discussed. In addition, to develop critical and additional analytical skills, students will become versed in basic tissue histology and immunohistochemistry, using processed paraffin-embedded mouse tissues from wild-type and engineered mutant mouse lines. Students will learn how to recognize numerous,

normal adult tissues with light microscopy and to identify proliferative zones vs. fully differentiated layers within each. In addition, they will analyze the development of mid-to-late gestational embryos in serial sections, to underscore the coordinated transformation of tissues required for normal embryonic development. Finally, serial sections from well-defined mutant mouse models will be used to identify and characterize abnormal phenotypes resulting from the knock-out of genes encoding cell cycle regulators or tumor suppressors. Live animal handling or experimentation is not a component of this course

**BIOL UN1360 Science and Society. 3.00 points.**

This course, which has been given at another institution for the past five years, uses a seminar discussion format to examine the relationship between science and society from numerous perspectives, using examples from many fields of science, mostly biology and medicine, including the Covid-19 pandemic. We welcome undergraduates from all classes who are concentrating in any field of sciences, humanities, or the arts; there are no prerequisites, other than an interest in how the scientific enterprise works. The course addresses a wide array of topics: why do people choose a scientific career; why do governments and other funders support scientific work; how does science fail; why is there widespread skepticism about science; how is it represented in the arts; how are results disseminated, evaluated, and legally protected; and many other subjects. Assignments-- mainly short articles (from newspapers and journals) and book chapters, but also a few films and novels --will be provided for each class, and every student will undertake a term project of their own choosing, after consultations with the instructor

**Fall 2024: BIOL UN1360**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 1360	001/11049	W 4:10pm - 6:40pm 1000 Fairchild Life Sciences Bldg	Ellie Siddens, Harold Varmus	3.00	15/20

**BIOL UN1440 DNA Diversity and You. 3.00 points.**

This seminar focuses on the biochemistry, biology, and sociology of DNA and its use and potential for misuse. Even before the discovery of the human genome, the DNA that is the lattice of each human being has been thought to be static and determinative. More recently, with advances in sequencing that DNA, the emerging picture is much more complex. Even so, deeply held beliefs about being solely "my DNA" have persisted affecting our entire species. Students in this seminar are expected to critically discuss and examine the ethical and societal impacts of several topics related to DNA (e.g., artificial reproductive techniques, eugenics, bodily autonomy, definitions and treatment of diseases, neuroscience, epigenetics and the microbiome), as well as the underlying biology and biochemistry of DNA. Human identity and its relationship to DNA is examined using an interdisciplinary framework of perspectives, including those originating from biology, genetics, medicine, public health, psychiatry, religion, and the

law. Students are expected to draw from their own experiences as an individual in reflection through the readings to complete the written coursework and participate each week in class discussion. This seminar also allows for expression in other modalities (e.g., visual or aural), in a two-part final class project consisting of a media component in addition to a final written assignment

### **BIOL UN1908 First Year Seminar in Biology. 1.00 point.**

If you are interested in biology, come hear Columbia University professors discuss their biology-related research. Find out how the body works, the latest therapies for disease and maybe even find a lab to do research in. <http://www.columbia.edu/cu/biology/courses/UN1908/index.htm>

#### **Fall 2024: BIOL UN1908**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 1908	001/10323	Th 3:00pm - 3:55pm 601 Fairchild Life Sciences Bldg	Alice Hecklen	1.00	66/70

### **BIOL UN2005 INTRO BIO I: BIOCHEM,GEN,MOLEC. 4.00 points.**

Prerequisites: one year of college chemistry, or a strong high school chemistry background.

Prerequisites: one year of college chemistry is required.

Lecture and recitation. Recommended as the introductory biology course for biology and related majors, and for premedical students. Fundamental principles of biochemistry, molecular biology, and genetics. SPS, Barnard, 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 2024: BIOL UN2005**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2005	001/10393	T Th 10:10am - 11:25am 417 International Affairs Bldg	Michelle Attner, Marko Jovanovic	4.00	184/400
BIOL 2005	002/10394	T Th 4:10pm - 5:25pm 309 Havemeyer Hall	Marko Jovanovic, Michelle Attner	4.00	123/400

### **BIOL UN2006 INTRO BIO II:CELL BIO,DEV/PHYS. 4.00 points.**

Prerequisites: *EEEB W2001* or *BIOL C2005*, or the instructor's permission.

Prerequisites: BIOL UN2005, or the instructors permission.

Lecture and recitation. Recommended second term of biology for majors in biology and related majors, and for premedical students. Cellular biology and development; physiology of cells and organisms. SPS, Barnard, 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>. Students must register for a recitation section BIOL UN2016

#### **Spring 2025: BIOL UN2006**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2006	001/11652	T Th 10:10am - 11:25am 417 International Affairs Bldg	Alice Hecklen, Mary Ann Price, Jellert Gaubblomme	4.00	148/400
BIOL 2006	002/11653	T Th 4:10pm - 5:25pm 417 International Affairs Bldg	Alice Hecklen, Mary Ann Price, Jellert Gaubblomme	4.00	116/400

### **BIOL UN2015 INTRO BIO I: BIOCHEM,GEN,MOLEC. 0.00 points.**

Lecture and recitation. Recommended as the introductory biology course for biology and related majors, and for premedical students. Fundamental principles of biochemistry, molecular biology, and genetics. SPS, Barnard, 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 2024: BIOL UN2015**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2015	001/10489	M 6:10pm - 8:00pm 509 Hamilton Hall		0.00	24/30
BIOL 2015	002/10490	M 6:10pm - 8:00pm 412 Pupin Laboratories		0.00	18/30
BIOL 2015	003/10491	T 8:10am - 10:00am 408a Philosophy Hall		0.00	28/30
BIOL 2015	004/10492	T 12:10pm - 2:00pm 329 Uris Hall		0.00	28/30
BIOL 2015	005/10493	T 12:10pm - 2:00pm 253 Engineering Terrace		0.00	28/30
BIOL 2015	006/10494	T 6:10pm - 8:00pm 311 Fayerweather		0.00	27/30
BIOL 2015	007/10495	W 12:10pm - 2:00pm 301m Fayerweather		0.00	15/30
BIOL 2015	008/10496	W 12:10pm - 2:00pm		0.00	13/30



BIOL 2015 009/10497	467 Ext Schermerhorn Hall	0.00	20/30
	W 2:10pm - 4:00pm		
BIOL 2015 010/10498	253 International Affairs Bldg	0.00	14/30
	W 2:10pm - 4:00pm		
BIOL 2015 011/10499	255 International Affairs Bldg	0.00	29/30
	W 4:10pm - 6:00pm		
BIOL 2015 012/10500	603 Hamilton Hall	0.00	25/30
	W 4:10pm - 6:00pm		
BIOL 2015 013/10501	307 Uris Hall	0.00	9/30
	W 8:10pm - 10:00pm		
BIOL 2015 014/10502	607 Hamilton Hall	0.00	29/30
	Th 12:10pm - 2:00pm		
	233 Seeley W. Mudd Building		

### **BIOL UN2016 INTRO BIO II:CELL BIO,DEV/PHYS. 0.00 points.**

Corequisites: BIOL UN2006

Prerequisites: Prerequisites: Course does not fulfill Biology major requirements or premedical requirements. Enrollment in laboratory limited to 16 students per section. Corequisites: BIOL UN2006 Prerequisites: Course does not fulfill Biology major requirements or premedical requirements. Enrollment in laboratory limited to 16 students per section. Exploration of the major discoveries and ideas that have revolutionized the way we view organisms and understand life. The basic concepts of cell biology, anatomy and physiology, genetics, evolution, and ecology will be traced from seminal discoveries to the modern era. The laboratory will develop these concepts and analyze biological diversity through a combined experimental and observational approach

Spring 2025: BIOL UN2016

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2016 001/11726		M 6:10pm - 8:00pm	Mary Ann Price	0.00	23/24
		607 Hamilton Hall			
BIOL 2016 002/11727		M 6:10pm - 8:00pm	Mary Ann Price	0.00	19/24
		1000 Fairchild Life Sciences Bldg			
BIOL 2016 003/11728		T 8:10am - 10:00am	Mary Ann Price	0.00	22/27
		407 Mathematics Building			
BIOL 2016 004/11729		T 12:10pm - 2:00pm	Mary Ann Price	0.00	30/30
		337 Seeley W. Mudd Building			
BIOL 2016 005/11730		T 12:10pm - 2:00pm	Mary Ann Price	0.00	21/24
		707 Hamilton Hall			
BIOL 2016 006/11731		T 6:10pm - 8:00pm	Mary Ann Price	0.00	30/30
		233 Seeley W. Mudd Building			

BIOL 2016 007/11732	W 12:10pm - 2:00pm	Mary Ann Price	0.00	16/24
BIOL 2016 008/11733	W 12:10pm - 2:00pm	Mary Ann Price	0.00	9/27
BIOL 2016 009/11734	W 2:10pm - 4:00pm	Mary Ann Price	0.00	27/27
BIOL 2016 010/11735	W 2:10pm - 4:00pm	Mary Ann Price	0.00	16/24
BIOL 2016 011/11736	W 4:10pm - 6:00pm	Mary Ann Price	0.00	25/24
BIOL 2016 013/11738	W 8:10pm - 10:00pm	Mary Ann Price	0.00	9/24
BIOL 2016 014/11740	Th 12:10pm - 2:00pm	Mary Ann Price	0.00	19/24

### **BIOL UN2300 Interpreting Scientific Evidence. 3.00 points.**

This class focuses on how we gather reliable scientific evidence about human biology and public health. The aim is to help students better interpret and evaluate the scientific evidence that they will encounter throughout their lifetime, in primary papers but also as presented in news, advertisement, and politics. To these ends, students will be introduced to basic definitions and concepts in statistics and epidemiology, including point estimates and measures of uncertainty, p-values, error rates, association and causation, different study designs, and selection bias. Readings will draw from a textbook as well as the primary literature. The second half of the course will turn to dissecting the representation and misrepresentation of scientific evidence presented in different venues. It will draw primarily from the textbook "Calling Bullshit" and include discussions of timely examples from the news

Fall 2024: BIOL UN2300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2300 001/11053		W 2:10pm - 4:00pm	Molly Przeworski	3.00	24/30
		825 Seeley W. Mudd Building			

### **BIOL UN2401 CONTEMPORARY BIOLOGY I. 3.00 points.**

Prerequisites: a course in college chemistry or the written permission of either the instructor or the premedical adviser. Prerequisites: one year of college chemistry or the written permission of either the instructor or the premedical adviser is required. 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. 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>

#### Fall 2024: BIOL UN2401

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2401	001/10395	T Th 10:10am - 11:25am 417 International Affairs Bldg	Michelle Attner, Marko Jovanovic	3.00	28/200
BIOL 2401	002/10396	T Th 4:10pm - 5:25pm 309 Havemeyer Hall	Michelle Attner, Marko Jovanovic	3.00	33/200

#### BIOL UN2402 CONTMP BIO II:CELL BIO,DEV,PHYS.

##### 3.00 points.

Prerequisites: a course in college chemistry and *BIOL C2005* or *F2401*, or the written permission of either the instructor or the premedical adviser.

Prerequisites: a course in college chemistry and BIOL UN2005 or BIOL UN2401, 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 UN2006, 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>. SPS, Barnard, 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 2025: BIOL UN2402

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2402	001/11654	T Th 10:10am - 11:25am 417 International Affairs Bldg	Alice Heicklen, Mary Ann Price, Jellert Gaublomme	3.00	35/400
BIOL 2402	002/11655	T Th 4:10pm - 5:25pm 417 International Affairs Bldg	Alice Heicklen, Mary Ann Price, Jellert Gaublomme	3.00	23/400

#### BIOL UN2501 CONTEMPORARY BIOLOGY LAB. 3.00 points.

Enrollment per section limited to 28. Lab Fee: \$150.  
Fee: Lab Fee - 150.00

Prerequisite or corequisite: BIOL UN2005 or BIOL UN2401. Contemporary Biology Lab is designed to provide students with hands-on exploration of fundamental and contemporary biological tools and concepts. Activities include in depth study of mammalian anatomy and physiology through dissection and histology, as well as a series of experiments in genetics

and molecular biology, with emphasis on data analysis and experimental technique

#### Fall 2024: BIOL UN2501

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2501	001/10715	M 1:10pm - 5:00pm 922 Schermerhorn Hall	Ava Brent	3.00	27/30
BIOL 2501	002/10716	T 1:10pm - 5:00pm 922 Schermerhorn Hall	Joshua Abrams	3.00	23/30
BIOL 2501	003/10717	W 1:10pm - 5:00pm 922 Schermerhorn Hall	Ava Brent	3.00	23/30
BIOL 2501	004/10718	Th 5:40pm - 9:30pm 922 Schermerhorn Hall	Joshua Abrams	3.00	25/30
BIOL 2501	005/10719	F 1:10pm - 5:00pm 922 Schermerhorn Hall	Ava Brent	3.00	20/30

#### Spring 2025: BIOL UN2501

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2501	001/11635	M 1:10pm - 5:00pm 922 Schermerhorn Hall	Ava Brent	3.00	11/30
BIOL 2501	002/11636	T 1:10pm - 5:00pm 922 Schermerhorn Hall	Joshua Abrams	3.00	12/30
BIOL 2501	003/11637	W 1:10pm - 5:00pm 922 Schermerhorn Hall	Ava Brent	3.00	13/30
BIOL 2501	004/11638	Th 5:40pm - 9:30pm 922 Schermerhorn Hall	Joshua Abrams	3.00	17/30

#### BIOL UN2502 Foundations for Lab Biology. 3.00 points.

Due to COVID-19 related restrictions on in-person laboratory work, this course acts as a replacement for BIOL UN2501.

This course will act as a virtual introduction to the practice of contemporary biology, with an emphasis on common laboratory methods, online tools, statistical analysis, styles of scientific reasoning, and science communication. Students will be expected to watch a weekly lecture, either in-person or via recording. Lab activities are designed to be highly interactive and collaborative to reflect the realities of biological research. Small groups of students will work together on in-class activities, as well as on a long-term student-designed biological research project

#### BIOL UN2700 Past and future of the human genome. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

We can now determine the genetic makeup of any person in a matter of days and at a cost already within reach for many millions of people. For the past few years a movement has emerged to provide detailed genetic information directly to

ordinary people, in some cases with the explicit aim of helping prospective parents to “eliminate preventable genetic disease” or, as one newspaper put it, to promote “genetically flawless babies.”

But our technical capacity to both interrogate and manipulate the human genome has raced far ahead of serious consideration of the societal implications of doing so. This course will provide students with the background necessary to understand what has and will be done with the human genome and ultimately to help society formulate appropriate policies for wise stewardship of the human genome.

To help illustrate the information available in the human genome and how it may influence individuals' lives, the instructors' will share and discuss their own and other public genomes in ways both molecular and personal.

#### **BIOL UN3004 NEUROBIO I: CELLULAR & MOLECULAR. 4.00 points.**

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 2024: BIOL UN3004**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3004	001/10503	M W 1:10pm - 2:25pm 142 Uris Hall	Ishmail Abdus-Saboor	4.00	101/100
BIOL 3004	002/15967	T Th 10:10am - 11:25am 601 Fairchild Life Sciences Bldg	Rafael Yuste	4.00	13/70

#### **BIOL UN3005 NEUROBIO II: DEVPT & SYSTEMS. 4.00 points.**

Prerequisites: *BIOL W3004*, one year of biology, or the instructor's permission.

Prerequisites: One year of biology, BIOL UN3004 or instructors permission in case the student hasn't take it. This course is the capstone course for the Neurobiology and Behavior undergraduate major at Columbia University. 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 recommended that students take BIOL UN3004 Neurobiology I: Molecular and Cellular Neuroscience, or a similar course, or obtain instructors permission. Website for BIOL UN3005: <https://blogs.cuit.columbia.edu/rmy5/files/2022/01/syllabus.UN3005.2022.v4-lab.pdf>

##### **Spring 2025: BIOL UN3005**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3005	001/11796	T Th 10:10am - 11:25am 207 Mathematics Building	Darcy Kelley	4.00	96/150

#### **BIOL UN3006 PHYSIOLOGY. 3.00 points.**

Prerequisites: (BIOL UN2005 and BIOL UN2006) or (BIOL UN2401 and BIOL UN2402) *BIOL C2005 & BIOL C2006* or *BIOL F2401 & BIOL F2402*, or the instructor's permission. In this primarily human physiology course, we will discuss how the major organ systems function, with an emphasis on cellular, molecular, and physical mechanisms. Organ systems covered include musculoskeletal, cardiovascular, respiratory, urinary, and digestive systems. Traditional lectures focus primarily on the normal functioning of organ systems, while pathophysiology is introduced through five case studies during the semester. After this course, students should be able to 1) describe the basic functioning of the major organ systems and how they contribute to homeostasis and health, 2) apply key concepts in physics and chemistry, such as flow, pressure/volume relationships, and mass action, to physiological systems, 3) use key concepts in molecular and cell biology to gain a mechanistic understanding of physiological processes, explain how organ systems work in an integrated way to achieve homeostasis and health, and 4) predict changes in organ function upon drug treatment, genetic mutation, or disease conditions

##### **Spring 2025: BIOL UN3006**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3006	001/11657	T Th 1:10pm - 2:25pm 601 Fairchild Life Sciences Bldg	Ava Brent	3.00	50/60

#### **BIOL UN3008 The Cellular Physiology of Disease. 3 points.**

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 UN3014 Neurobiology I Recitation. 0.00 points.**

Discussion/recitation section for BIOL UN3004 Neurobiology I

##### **Fall 2024: BIOL UN3014**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3014	001/21268	Th 7:10pm - 8:00pm	Max Rice	0.00	29/25

		800 Fairchild Life Sciences Bldg			
BIOL 3014	002/21269	T 7:10pm - 8:00pm 301m Fayerweather	Xiaoyun Li	0.00	27/25
BIOL 3014	003/21270	W 7:10pm - 8:00pm	Isabella Succi	0.00	28/26
		608 Schermerhorn Hall			
BIOL 3014	004/21271	T 8:10am - 9:00am 900 Fairchild Life Sciences Bldg	Viviana Vinci	0.00	14/25

**BIOL UN3015 Neurobiology II Recitation. 0.00 points.**

Discussion/recitation section for BIOL UN3005 Neurobiology II

**Spring 2025: BIOL UN3015**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3015	001/11799	M 6:00pm - 7:10pm	Abhishek Shah	0.00	25/25
		601b Fairchild Life Sciences Bldg			
BIOL 3015	002/11802	T 9:10am - 10:00am		0.00	30/30
		800 Fairchild Life Sciences Bldg			
BIOL 3015	004/11804	W 6:10pm - 7:10pm		0.00	27/25
		301m Fayerweather			
BIOL 3015	005/11805	Th 5:00pm - 6:10pm		0.00	13/25
		222 Pupin Laboratories			

**BIOL UN3016 Neurobiology I Recitation. 0.00 points.**

Discussion/recitation section for BIOL UN3004 Neurobiology I section 002

**Fall 2024: BIOL UN3016**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3016	001/10721	F 8:00am - 9:00am 800 Fairchild Life Sciences Bldg	Demetria Fortson	0.00	13/30

**BIOL UN3019 Brain Evolution. 3.00 points.**

If an engineer were to build “the brain”, they would not be able to reproduce any of the brains that exist on Earth. Our brains were not designed to be perfect, but are a result of millions of years of evolution and adaptation. The goal of this course is to provide an overview of brain evolution, ranging from the evolution of the first neurons to the origin of the human brain. Specifically, the course will focus on recent insights emerging from studies of development, gene expression, and neural circuit architecture. The evolutionary perspective on commonly used terms, such as “neuron” and “brain”, and general principles of brain organization and function emerging from comparative studies will be discussed

**BIOL UN3022 DEVELOPMENTAL BIOLOGY. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: BIOL UN2005 and BIOL UN2006 *BIOL C2005-C2006* or equivalent.

Prerequisites: BIOL UN2005 and BIOL UN2006 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. 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>

**Fall 2024: BIOL UN3022**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3022	001/10324	T Th 1:10pm - 2:25pm 601 Fairchild Life Sciences Bldg	Alice Hecklen	3.00	31/60

**BIOL UN3025 NEUROGENETICS. 3.00 points.**

Prerequisites: (BIOL UN2005 and BIOL UN2006)

Prerequisites: (BIOL UN2005 and BIOL UN2006) This course provides an introduction to Neurogenetics, which studies the role of genetics in the development and function of the nervous system (<https://en.wikipedia.org/wiki/Neurogenetics>). The course will be focused on teaching classic and contemporary concepts in genetics and neuroscience, rather than cataloguing mere facts. The course will emphasize the discovery processes, historical figures involved in these processes and methodologies of discovery. Primary research papers will be discussed in detail. A central organizational theme of the course is the presence of a common thread and narrative throughout the course. The common thread is an invertebrate model system, the roundworm *Caenorhabditis elegans*, which serves as a paradigm to show how simple genetic model systems have informed our view on the genetics of nervous system development and function. The ultimate goal of this course is to gain an understanding of the underlying principles of how the nervous system of one specific animal species forms, from beginning to end. The course is intended for neuroscience-inclined students (e.g. neuroscience majors) who want to learn about how genetic approaches have informed our understanding of brain development and function and, vice versa, for students with an interest in molecular biology and genetics, who want to learn about key problems in neuroscience and how genetic approaches can address them

**Fall 2024: BIOL UN3025**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3025	001/12797	M W 8:40am - 9:55am	Oliver Hobert	3.00	21/40



601 Fairchild Life  
Sciences Bldg

### **BIOL UN3031 GENETICS. 3.00 points.**

Students may receive credit for *BIOL W3031* or *BIOL C3032*, but not both due to overlap in course content.

Prerequisites: BIOL UN2005 and BIOL UN2006 or *BIOL C2005-C2006* or the equivalent.

Prerequisites: BIOL UN2005 and BIOL UN2006. 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. SPS and TC students must obtain the written permission from the instructor, by filling out a Registration Adjustment Form (Add/Drop form). <https://www.registrar.columbia.edu/sites/default/files/content/reg-adjustment.pdf>

#### **Spring 2025: BIOL UN3031**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3031	001/11666	T Th 10:10am - 11:25am 601 Fairchild Life Sciences Bldg	Iva Greenwald, Michelle Attner	3.00	54/70

### **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>

### **BIOL UN3040 LAB IN MOLECULAR BIOLOGY. 3.00 points.**

Enrollment limited to 12. Lab fee: \$150.

Prerequisites: one year of biology (*C2005-C2006*) and Contemporary Biology Laboratory (*C250I*).

Prerequisites: one year of biology (BIOL UN2005 and BIOL UN2006) and Contemporary Biology Laboratory (BIOL

UN2501). Prerequisites: one year of biology (UN2005-UN2006) and Contemporary Biology Laboratory (UN2501). This lab will explore various molecular biology techniques frequently utilized in modern molecular biology laboratories. The lab will consist of four modules: 1) Molecular verification of genetically modified organisms (GMOs); 2) Site-directed mutagenesis; 3) gDNA extraction, PCR amplification, sequencing and GenBank analysis of the COI genes from diverse fish species and 4) protein gel analysis of fish muscle components. 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: <http://registrar.columbia.edu/sites/default/files/content/reg-adjustment.pdf>

#### **Fall 2024: BIOL UN3040**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3040	001/10720	W 1:10pm - 5:00pm 743 Seeley W. Mudd Building	Joshua Abrams	3.00	13/12
BIOL 3040	001/10720	M 2:40pm - 3:55pm 900 Fairchild Life Sciences Bldg	Joshua Abrams	3.00	13/12

### **BIOL UN3041 CELL BIOLOGY. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: one year of biology, normally *BIOL C2005-C2006*, or the equivalent.

Prerequisites: one year of biology, normally BIOL UN2005-BIOL UN2006, 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 2024: BIOL UN3041**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3041	001/11047	M W 10:10am - 11:25am	Erin Barnhart	3.00	41/40

601 Fairchild Life  
Sciences Bldg

### **BIOL UN3050 Project Laboratory In Protein Biochemistry. 5 points.**

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 UN3052 PROJECT LAB-MOLECULAR GENETICS. 5.00 points.**

Enrollment limited to approximately 12. Fee: \$150.

Prerequisites: one year of introductory biology and the instructor's permission.

Multicellular animals contain a diverse array of cell types, yet start from a single cell. How do cells decide what kind of cell to be? In this lab course, we will use the tools of molecular biology and genetics to explore this fascinating question. We will use the nematode *Caenorhabditis elegans*, a powerful model organism used in hundreds of research labs. The course will be divided into three modules: *C. elegans* genetics, molecular cloning, and genetic screening. Laboratory techniques will include PCR, gel electrophoresis, restriction digest, ligation, transformation, RNAi, and *C. elegans* maintenance. Students will pursue original projects; emphasis will be placed on scientific thinking and scientific communication. 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). Prerequisites: UN2005/UN2401 and UN2006/UN2402, or the equivalent at a different institution

Spring 2025: BIOL UN3052

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3052	001/11704	M W 12:10pm - 4:00pm 743 Seeley W. Mudd Building	Michelle Attner	5.00	11/12

### **BIOL UN3058 PROJECT LAB IN MICROBIOLOGY. 5.00 points.**

Lab fee: \$150.

Prerequisites: one year of Intro Bio. An introductory biology or chemistry lab is recommended.

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 2025: BIOL UN3058

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3058	001/11660	T Th 1:10pm - 5:00pm 601c Fairchild Life Sciences Bldg	Lars Dietrich	5.00	13/12

### **BIOL UN3073 CELLULAR/MOLECULAR IMMUNOLOGY. 3.00 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.

Prerequisites: two semesters of a rigorous, molecularly-oriented introductory biology course (such as UN2005 and UN2006), or the instructors 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 immunotherapy 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 2024: BIOL UN3073

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3073	001/11819	M W 1:10pm - 2:25pm 413 Kent Hall	Christian Schindler	3.00	35/60

#### **BIOL UN3190 STEM CELLS: BIOL,ETHICS,APPLIC. 3.00 points.**

#### **BIOL UN3193 STEM CELL BIOL # APPLICATIONS. 3.00 points.**

Prerequisites: three semesters of Biology or the instructors 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 UN3208 Introduction to Evolutionary Biology. 3 points.**

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 UN3300 Biochemistry. 3.00 points.**

Prerequisites: 1 year of Introductory Biology, 1 year General Chemistry, and 1st semester Organic Chemistry. 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. The course will end with a discussion of diseases that have biochemical etiologies. 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 only the 1st semester of Organic Chemistry is listed as a pre-requisite, it is

highly recommended that you take all of Organic Chemistry beforehand

#### Fall 2024: BIOL UN3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3300	001/11060	T 7:00pm - 9:30pm 330 Uris Hall	Danny Ho	3.00	54/60

#### Spring 2025: BIOL UN3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3300	001/11744	T 7:00pm - 9:30pm 602 Hamilton Hall	Danny Ho	3.00	76/80

#### **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.

#### **BIOL UN3320 Regulation of Behaviors for Survival. 4.00 points.**

To maximize their survival animals must regulate their behavior in response to external environmental cues and their own internal state. A fundamental goal of neuroscience is to understand how neural circuits in the brain function to influence behavior. The aim of this course is to highlight the neural basis of neuropeptide regulation of innate behaviors that are critical for survival and discuss modern approaches to study the neuronal control of classically studied aspects of behavior. We will explore motor control (escape responses), sensory systems (vision, taste, and olfaction), and survival behaviors (feeding, drinking, mating, and aggression). Focus will be on recent and current research, the diversity of approaches for studying it, and how this knowledge can be applied to solve scientific questions. Students will read primary scientific literature and a significant portion of the course will be presentation and discussion-based

#### Fall 2024: BIOL UN3320

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3320	001/10322	W 10:10am - 12:00pm 516 Hamilton Hall	Laura Duvall	4.00	16/18

#### **BIOL UN3387 BIOLOGY TEST. 3 points.** ABCDE

#### **BIOL UN3404 The Global Threat of Antimicrobial Resistance. 3.00 points.**

Prerequisites: (biol un2005 and biol un2006) or (biol un2401 and biol un2402)

Antimicrobial resistant bacterial infections were estimated to account for 1.27 million deaths worldwide in 2019. The goal of the seminar is to provide an in-depth analysis of this ongoing threat. Discussions will include the molecular mechanisms,

epidemiology of transmission and the consequences of antimicrobial resistant infections. It will also cover current efforts to reduce the spread and emergence of these difficult to treat pathogens, both in the community and the healthcare setting

#### Fall 2024: BIOL UN3404

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3404	001/11046	W 10:10am - 12:00pm 212d Lewisohn Hall	Franklin Lowy	3.00	20/20

#### BIOL UN3500 INDEP BIOLOGICAL RESEARCH.

##### 2.00-4.00 points.

Fee: \$150. Students must register for a recitation section, *BIOL W3510*.

Fee: Lab Fee - 150

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: BIOL UN3510

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>. Students must register for recitations UN3510 or consult the instructor. Corequisites: BIOL UN3510 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. Students can take anywhere from 2-4 points for this course

#### Fall 2024: BIOL UN3500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3500	001/11240		Ron Prywes	2.00-4.00	3/100

#### Spring 2025: BIOL UN3500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3500	001/11634		Ron Prywes, Ellie Siddens	2.00-4.00	001/100

#### BIOL UN3510 INDEP BIOLOGICAL RESEARCH - REC.

##### 0.00 points.

#### Fall 2024: BIOL UN3510

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3510	001/12973	T 5:40pm - 6:30pm	Ron Prywes	0.00	41/40

800 Fairchild Life Sciences Bldg

BIOL 3510 002/12977 W 5:40pm - 6:30pm Ron Prywes 0.00 37/40

800 Fairchild Life Sciences Bldg

#### Spring 2025: BIOL UN3510

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3510	001/11860	T 5:40pm - 6:30pm 800 Fairchild Life Sciences Bldg	Ron Prywes, Ellie Siddens	0.00	23/35
BIOL 3510	002/11861	W 5:40pm - 6:30pm 800 Fairchild Life Sciences Bldg	Ron Prywes, Ellie Siddens	0.00	29/35
BIOL 3510	003/11862	T 4:10pm - 5:00pm 800 Fairchild Life Sciences Bldg	Ron Prywes, Ellie Siddens	0.00	30/35

#### BIOL UN3560 EVOL IN THE AGE OF GENOMICS. 4.00 points.

Prerequisites: introductory genetics or the instructor's permission.

Prerequisites: Introductory Biology I and II, or the instructors 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

#### BIOL UN3700 INDEPENDENT CLINICAL RESEARCH. 2.00-4.00 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. Prerequisites: concurrent with registering for this course, a student must register with the department, provide a written invitation from a mentor, and submit a research proposal. BIOL 3700 will provide an opportunity for students interested in independent research work in a hospital or hospice setting. In these settings, where patients and their needs are paramount, and where IRB rules and basic medical ethics make "wet-lab biology research" inappropriate, undergraduates may well find a way nevertheless, to assist and participate in ongoing clinical research. Such students, once they have identified a mentor willing to provide support, participation, and advising, may apply to the faculty member in charge of the course for 2-4 points/semester in BIOL W3700. This course will closely follow procedures already in place for BIOL 3500, but will ask potential mentors to provide evidence that students will gain hands-on experience in a clinical setting, while participating in a hospital- or hospice-based research agenda. A paper



summarizing results of the work is required by the last day of finals for a letter grade; no late papers will be accepted

**BIOL UN3799 MOLECULAR BIOLOGY OF CANCER. 3.00 points.**

Prerequisites: three terms of biology (genetics and cell biology recommended).

Prerequisites: three terms of biology (genetics and cell biology recommended). Cancer is one of the most dreaded common diseases. Yet it is also one of the great intellectual challenges in biology today. How does a cell become cancerous? What are the agents that cause this to occur? How do current findings about genes, cells, and organisms ranging from yeast cells to humans inform us about cancer? How do findings about cancer teach us new biological concepts? Over the past few years there have been great inroads into answering these questions which have led to new ways to diagnose and treat cancer. This course will discuss cancer from the point of view of basic biological research. We will cover topics in genetics, molecular and cell biology that are relevant to understanding the differences between normal and cancer cells. These will include tumor viruses, oncogenes, tumor suppressor genes, cell cycle regulation, programmed cell death and cell senescence. We will also study some current physiological concepts related to cancer including angiogenesis, tumor immunology, cancer stem cells, metastasis and new approaches to treatment that are built on recent discoveries in cancer biology. 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>

**BIOL UN3995 (Section 1) Topics in Biology: Crossroads in Bioethics. 1-2 points.**

Prerequisites: at least one introductory course in biology or chemistry.

This two credit multidisciplinary and interactive course will focus on contemporary issues in bioethics. Each topic will cover both the underlying science of new biotechnologies and the subsequent bioethical issues that emerge from these technologies. Classroom time will be devoted to student discussions, case presentations, and role playing. Topics include human trafficking, stem cell research, human reproductive cloning, neuroethics, genetic screening, human-animal chimeras, synthetic biology, bioterrorism, and neuroimaging.

**BIOL UN3995 TOPICS IN BIOLOGY. 2.00 points.**

Enrollment limited to 18.

Topics in Biology: Crossroads in Bioethics. This two credit multidisciplinary and interactive course will focus on contemporary issues in bioethics and medical ethics. Each topic will cover both the underlying science of new biotechnologies and the subsequent bioethical issues that emerge from these technologies. Each topic will introduce a bioethical

principle that will be explored using case studies. Students are expected to prepare for each class based on the assignment so that classroom time will be devoted to discussion, case presentations, and role playing rather than merely lectures. Topics include stem cell research, human reproductive cloning, bioterrorism, neuroethics, genetic screening, medical stem cell tourism, patents and science, forensic science and the interface of science and culture/religion

**Spring 2025: BIOL UN3995**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3995	001/11812	T 1:10pm - 2:25pm 644 Seeley W. Mudd Building	John Loike	2.00	30/40

**BIOL GU4001 ADVANCED GENETIC ANALYSIS. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement  
Enrollment limited to 25.

Prerequisites: for undergraduates: Introductory Genetics (W3031) and the instructor's permission.

Prerequisites: for undergraduates: Introductory Genetics (W3031) and the instructors 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

**Spring 2025: BIOL GU4001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4001	001/11639	M 1:10pm - 4:00pm 1000 Fairchild Life Sciences Bldg	Martin Chalfie	3.00	14/25

**BIOL GU4002 Macromolecular Structure # Interactions. 4.00 points.**

Open to PhD candidates in the biomedical and chemical sciences, and to other qualified graduate, undergraduate, and continuing education students with the instructor's permission.

This course has three interrelated goals: (i) to develop an intuitive understanding of the thermodynamic forces that control the structure of biological macromolecules and the evolution of life, (ii) to learn how to apply that understanding to experimental analyses of macromolecular interactions, and (iii) to master the use of molecular graphics software for understanding and interpreting macromolecular structures and interactions. The lectures develop the essential thermodynamic theory from the ground up, starting from a review of the relevant physical forces (Newton's and Coulomb's Laws) and culminating with an intuitive explanation of how complex biological organisms can evolve spontaneously, in a universe in which all natural processes are driven by increasing randomness or entropy, as specified by the 2nd

Law of Thermodynamics. Subsequent lectures elaborate how these thermodynamic principles govern the formation and interaction of macromolecular structures, which represent the physical foundation for the evolution of life, and how the same principles are applied to analyze related experimental data. The problem sets for the course focus on practical applications of these principles to the analysis of data from common experiments used by molecular biologists to characterize macromolecular interactions. Extensive use is made of molecular graphics software throughout the semester, including in the problem sets, based on instruction provided in both the lectures and recitation sections. The course is designed to develop a deep understanding of the physical mechanisms controlling macromolecular interactions while simultaneously empowering students to critically read related literature and rigorously design and analyze related experiments themselves

**BIOL GU4004 NEUROBIO I:CELLULAR # MOLECU**  
**4.00 points.**

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

**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.

**BIOL GU4009 Cellular Physiology of Diseases Laboratory.**  
**1 point.**

See department for details

**BIOL GU4013 ADV SEMINAR IN NEUROBIOLOGY.**  
**3.00 points.**

**BIOL GU4022 DEVELOPMENTAL BIOLOGY. 3.00 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>

**BIOL GU4031 Genetics. 3 points.**

Open to Biotech M.A. students and other graduate students.

Prerequisites: *BIOL C2005-C2006* or the equivalent.

Corequisites: Recommended: one term of organic chemistry.

Prerequisites: BIOL UN2005 and BIOL UN2006 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>

**BIOL GU4034 BIOTECHNOLOGY. 3.00 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 2024: BIOL GU4034

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4034	001/10321	M W 4:10pm - 5:25pm 601 Fairchild Life Sciences Bldg	Songtao Jia, Daniel Kalderon	3.00	33/50

**BIOL GU4035 SEMINAR IN EPIGENETICS. 3.00 points.**

Prerequisites: Genetics (3032/4032) or Molecular Biology (3512/4512), and the instructor's permission.

This is a combined lecture/seminar course designed for advanced undergraduates and graduate students. The focus is on understanding the mechanisms underlying epigenetic phenomena: the heritable inheritance of genetic states without change in DNA sequence. Epigenetic mechanisms play important roles during normal animal development and oncogenesis. It is an area under intensive scientific investigation and the course will focus on recent advances in understanding these phenomena. In each class, students will present and discuss in detail recent papers and background material concerning each individual topic, followed by an introductory lecture on the following week's topic. This course will emphasize critical analysis of the scientific literature and help students understand how to identify important biological problems and how to address them experimentally.

**BIOL GU4036 Transformative Concepts in Systems Biology. 3.00 points.**

Systems biology approaches are rapidly transforming the technological and conceptual foundations of research across diverse areas of biomedicine. In this course we will discuss the fundamental developments in systems biology with a focus on two important dimensions: (1) the unique conceptual frameworks that have emerged to study systems-level phenomena and (2) how these approaches are revealing fundamentally new principles that govern the organization and behavior of cellular systems. Although there will be much discussion of technologies and computational approaches, the course will emphasize the conceptual contributions of the field and the big questions that lie ahead. Lectures and discussions of primary literature will enable students to scrutinize research in the field and to internalize systems biology thinking in their own research. To make this a concrete endeavor, the students will develop mini-NIH-style grant proposals that aims to study a fundamental problem/question using systems biology approaches. The students will then convene an in-class NIH-style review panel that will assess the strengths and weaknesses of these proposals. In addition, the students will have the opportunity to defend their proposals in a live presentation to the class. The course is open to graduate students in Biological Sciences. Advanced undergraduates in biological sciences, and other graduate students with background in biology from other disciplines, including physics, chemistry, computer science, and engineering may also attend after consulting with the instructor

**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 prerequisite 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>

**BIOL GU4065 Molecular Biology of Disease. 3 points.**

Enrollment limited to 30.

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 GU4070 The Biology and Physics of Single Molecules. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

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 GU4075 BIOLOGY AT PHYSICAL EXTREMES. 3.00 points.**

Prerequisites: one year each of biology and physics, or the instructor's permission.

Prerequisites: one year each of biology and physics, or the instructor's permission. 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

**BIOL GU4080 ANCIENT AND MODERN RNA WORLDS. 3.00 points.**

Prerequisites: BIOC UN3512

RNA has recently taken center stage with the discovery that RNA molecules sculpt the landscape and information contained within our genomes. Furthermore, some ancient RNA molecules combine the roles of both genotype and phenotype into a single molecule. These multi-tasking RNAs offering a possible solution to the paradox of which came first: DNA or proteins. This seminar explores the link between modern RNA, metabolism, and insights into a prebiotic RNA world that existed some 3.8 billion years ago. Topics include the origin of life, replication, and the origin of the genetic code; conventional, new, and bizarre forms of RNA processing; structure, function and evolution of key RNA molecules, including the ribosome, and RNA therapeutics including vaccines. The format will be weekly seminar discussions with presentations. Readings will be taken from the primary literature, emphasizing seminal and recent literature. Requirements will be student presentations, class participation, and a final paper

Spring 2025: BIOL GU4080

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4080	001/11640	W 10:10am - 12:00pm 1000 Fairchild Life Sciences Bldg	Laura Landweber	3.00	21/24

**BIOL GU4082 Theoretical Foundations and Applications of Biophysical Methods. 4 points.**

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 GU4088 Seminar in Neurobiochemistry and Neurological Diseases. 3.00 points.**

Students will read and discuss classical as well as contemporary research papers on the molecular and cellular mechanisms of membrane excitability, synaptic transmission and sensory transduction, and the pathogenic mechanisms and therapeutics of certain neurological diseases related to these processes. Focus will be on intellectual creativity, conceptual breakthroughs, and technical advances. A key goal of the course is to help students become a critical reader and thinker. Graduate students in all disciplines are welcome. Advanced undergraduate students can enroll with instructor's permission.

For PhD students in the Biological Sciences Program, this is a tier 3 course

**BIOL GU4193 Stem Cell Biology and Applications. 3 points.**

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 GU4260 PROTEOMICS LABORATORY. 3.00 points.**

Lab Fee: \$150.

This course deals with the proteome: the expressed protein complement of a cell, organelle, matrix, tissue, organ or organism. The study of the proteome (proteomics) is broadly applicable to life sciences research, and is increasingly important in academic, government and industrial research through extension of the impact of advances in genomics. These techniques are being applied to basic research, exploratory studies of cancer and other diseases, drug discovery and many other topics. Emphasis will be on mastery of practical techniques of sample preparation, liquid chromatography/mass spectrometry (LC/MS) with electrospray ionization, and Matrix-Assisted Laser Desorption and Ionization (MALDI-TOF) mass spectrometry. Database searching and interpretation for identification of proteins will be intensively studied, and practiced supported by background tutorials and exercises covering other techniques used in proteomics. Open to students in M.A. in Biotechnology Program (points can be counted against laboratory requirement for that program), Ph.D. and advanced undergraduate students with background in genetics or molecular biology. Students should be comfortable with basic biotechnology laboratory techniques as well as being interested in doing computational work in a Windows environment

Fall 2024: BIOL GU4260

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4260	001/11036	Th 12:30pm - 3:30pm 900 Fairchild Life Sciences Bldg	Lewis Brown	3.00	10/12

**BIOL GU4290 BIOLOGICAL MICROSCOPY. 3.00 points.**

Prerequisites: (biol un2005 or biol un2401) or Prerequisites: (biol un2005 or biol un2401) or BIOL UN2005 or BIOL UN2401 or equivalent This is an advanced microscopy course aimed at graduates and advanced undergraduate students, who are interested in learning about the foundational principles of microscopy approaches and their applications in life sciences. The course will introduce the fundamentals of optics, light-matter interaction and in-depth view of most commonly used advanced microscopy methods, explore



important practical imaging parameters, and also introduce digital images and their analysis

**Spring 2025: BIOL GU4290**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4290	001/11701	T Th 11:40am - 12:55pm 601 Fairchild Life Sciences Bldg	Raju Tomer	3.00	29/36

**BIOL GU4300 DRUGS AND DISEASE. 3.00 points.**

Prerequisites: four semesters of biology with a firm foundation in molecular and cellular biology.

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 2024: BIOL GU4300**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4300	001/11038	M W 2:40pm - 3:55pm 601 Fairchild Life Sciences Bldg	Lili Yamasaki	3.00	45/55

**BIOL GU4305 SEMINAR IN BIOTECHNOLOGY. 3.00 points.**

Prerequisites: BIOL W4300 or the instructors permission. A weekly seminar and discussion course focusing on the most recent development in biotechnology. Professionals of the pharmaceutical, biotechnology, and related industries will be invited to present and lead discussions

**Spring 2025: BIOL GU4305**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4305	001/11651	W 2:10pm - 4:00pm 601 Fairchild Life Sciences Bldg	Lili Yamasaki	3.00	31/40

**BIOL GU4310 Virology. 3 points.**

The basic thesis of the course is that all viruses adopt a common strategy. The strategy is simple: 1. Viral genomes are contained in metastable particles. 2. Genomes encode gene products that promote an infectious cycle (mechanisms for genomes to enter cells, replicate, and exit in particles). 3. Infection patterns range from benign to lethal; infections can overcome or co-exist with host defenses. Despite the apparent simplicity, the tactics evolved by particular virus families to survive and prosper are remarkable. This rich set of solutions to common problems in host/parasite interactions provides significant insight and powerful research tools. Virology has enabled a more detailed understanding of the structure and function of molecules, cells and organisms and has provided fundamental understanding of disease and virus evolution. 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 2025: BIOL GU4310**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4310	001/11647	M W 4:10pm - 5:25pm 209 Havemeyer Hall	Vincent Racaniello	3	108/110

**BIOL GU4323 BIOPHYSICAL CHEMISTRY I. 4.00 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 explain 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 molecular biology research projects. The course will be divided into seven modules: (i) solution thermodynamics with an emphasis on application to analysis of protein structure, folding, and binding interactions; (ii) hydrodynamic methods; (iii) statistical analysis of experimental data; (iv) molecular dynamics calculations; (v) optical spectroscopy with an emphasis on fluorescence; (vi) nuclear magnetic resonance spectroscopy; and (vii) light-scattering and diffraction methods including an overview of cryogenic electron microscopy reconstruction 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. The problem sets emphasize use of PyMOL for analysis of macromolecular structures and use of standard curve-fitting software for analysis of protein binding data; detailed tutorials on the related methods are provided in the recitation sections. The first three modules will be covered in Biophysical Chemistry I during the fall term, while the final three will be covered in Biophysical Chemistry II during the spring term, and treatment of molecular dynamics calculations will be divided between the two terms

**Fall 2024: BIOL GU4323**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4323	001/10339	T Th 1:10pm - 2:25pm 825 Seeley W. Mudd Building	Ann McDermott, Arthur Palmer, John Hunt,	4.00	20/30

Ruben  
Gonzalez

### **BIOL GU4402 Biological Image Computing. 3.00 points.**

We will aim for practical understanding of the fundamentals of Python programming, image visualization # rendering tools and common image processing tasks, including image segmentation, measurements of features and registration

### **BIOL GU4501 Biochemistry. 3.00 points.**

In this course, we will explore the basic biochemistry of living systems and how this knowledge can be harnessed to create new medicines. We will learn how living systems convert environmental resources into energy through metabolism, and how they use this energy and these materials to build the molecules required for the diverse functions of life. We will discuss the applications of this biochemical knowledge to mechanisms of disease and to drug discovery. We will look at examples of drug discovery related to neurodegeneration, cancer, and the SARS-CoV-2 COVID19 pandemic. This course satisfies the requirement of most medical schools for introductory biochemistry, and is suitable for advanced undergraduates, and beginning graduate students. This course is equivalent to and replaces the prior course named UN3501, and is equivalent to the course offered in the summer.

#### **Fall 2024: BIOL GU4501**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4501	001/10529	T Th 2:40pm - 3:55pm Cin Alfred Lerner Hall	Mary Ann Price	3.00	83/200

### **BIOL GU4505 Biochemistry I Recitation in VR: Leveraging Virtual Reality. 0.00 points.**

In this course, we will use virtual reality to explore the basic biochemistry of living systems and how this knowledge can be harnessed to create new medicines. We will learn how living systems convert environmental resources into energy through metabolism, and how they use this energy and these materials to build the molecules required for the diverse functions of life. We will discuss the applications of this biochemical knowledge to mechanisms of disease and to drug discovery. We will look at examples of drug discovery related to neurodegeneration, cancer, and the SARS-CoV-2 COVID19 pandemic. This course satisfies the requirement of most medical schools for introductory biochemistry, and is suitable for advanced undergraduates, and beginning graduate students. This course is equivalent to and replaces the prior course named UN3501, and is equivalent to the course offered in the Fall semester. This course is a co-requisite to GU4501. We will meet twice each week in Zoom (Tuesday and Thursday 2:30-5:15, GU4501) to discuss the course material. We will then meet Friday 9:30-10:30 each week in virtual reality, using the Spatial.io platform and an Oculus Quest headset. In VR, we will examine the 3D spatial concepts relevant to biochemistry, where you will be able to examine molecular structures in an immersive format

### **BIOL GU4506 Biochemistry I in XR: Mixed Reality. 1.00 point.**

In this course, we will use mixed reality to explore the basic 3D aspects of biochemistry of living systems and how this knowledge can be harnessed to create new medicines. Students may register for this course alongside of GU4501 or independent of GU4501. Professor Stockwell will meet each week with a group of 4 students to discuss protein structures using Oculus Quest Pro Mixed Reality headsets in the XR app Nanome. Students will rotate through in person meetings but can join all weekly sessions using a virtual live stream. We will examine 3D spatial concepts relevant to biochemistry, where you will be able to examine molecular structures in an immersive format in real time with other students and with the instructor

### **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 2025: BIOL GU4510**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4510	001/11752	M W 2:40pm - 3:55pm 328 Uris Hall	Harmen Bussemaker	4	15/25

### **BIOL GU4511 Biochemistry I recitation: Structure and Metabolism. 0.00 points.**

This is the recitation for GU4501. How does life work on a molecular level? Why do we succumb to disease, and how can we create new cures? This course will explore the biochemistry of life and how this knowledge can be harnessed to create new medicines. You will learn how cells convert environmental resources into energy through metabolism, how cellular molecules function, and how to use this biochemical knowledge for drug discovery related to neurodegeneration, cancer, and the current SARS-CoV-2 COVID19 pandemic. At the conclusion of the course, you will be able to diagram the major metabolic pathways and compare how these pathways are dysregulated in normal tissues in and in disease states. In addition, you will know what techniques are used to uncover biochemical knowledge and how to interpret relevant experiments. You

will be capable of collaborating with other people in the analysis and interpretation of biochemical data, and be able to communicate, defend and refute interpretations of data. Having completed one year of college-level biology and one year of organic chemistry will be helpful to maximally benefit from this course. This course satisfies the requirement of most medical schools for introductory biochemistry, and is suitable for advanced undergraduates, and beginning graduate students; this replaces the previous UN3511 course

### **BIOL GU4512 Molecular Biology. 3.00 points.**

Prerequisites: one year of biology. This is a lecture course designed for advanced undergraduates and graduate students. The focus is on understanding at the molecular/biochemical level how genetic information is stored within the cell, how it is replicated and expressed, and how it is regulated. Topics covered include genome organization, DNA replication and repair, 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. 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 2025: BIOL GU4512**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4512	001/11705	M 2:40pm - 3:55pm 601 Fairchild Life Sciences Bldg	Alice Hecklen	3.00	49/60
BIOL 4512	001/11705	W 2:40pm - 3:55pm 141 Uris Hall	Alice Hecklen	3.00	49/60

### **BIOL GU4551 A Structural View of Biology. 3.00 points.**

The course covers a general introduction to the theory and experimental techniques of structural biology (protein expression and purification, protein crystallography, cryo-electron microscopy, nuclear magnetic resonance) and then how to use the structural information to understand biochemical and biological processes. The first part of the course will cover the general introduction to structural biology. The second part of the course will involve discussions and explorations of various structures, led by the instructor but with substantial participation from the students, to understand the molecular mechanisms of selected biochemical and biological processes. In the final part of the course, each student will select and lead discussions on a primary structural biology paper. The overall goal of the course is to increase the understanding of how protein structures are determined, what protein structures look like, and how to use the structures to understand biology

#### **Spring 2025: BIOL GU4551**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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BIOL 4551	001/11641	T Th 10:10am - 11:25am 800 Fairchild Life Sciences Bldg	Liang Tong	3.00	19/20
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### **BIOL GU4560 EVOL IN THE AGE OF GENOMICS. 4.00 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 2024: BIOL GU4560**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4560	001/11510	T Th 10:10am - 11:25am 800 Fairchild Life Sciences Bldg	Guy Sella, Peter Andolfatto	4.00	12/35
BIOL 4560	001/11510	Th 11:40am - 12:40pm 800 Fairchild Life Sciences Bldg	Guy Sella, Peter Andolfatto	4.00	12/35

### **BIOL GU4600 CELL SIGNALING. 3.00 points.**

Prerequisites: A strong background in molecular and cellular biology. Generally students with four or more courses are accepted. Cell Signaling is a graduate course for Ph.D. students open to advanced undergraduate and masters students. The basic molecular mechanism of signal transduction pathways will be discussed related to cell growth and stress systems. There will be an emphasis on specific categories of signaling components. Students will read the literature and give presentations. Topics include the pathways by which cells respond to extracellular signals such as growth factors and the mechanisms by which extracellular signals are translated into alterations in the cell cycle, morphology, differentiation state, and motility of the responding cells. For stress pathways we will discuss how cells respond to survive the stress or induce their own death. In many cases these pathways will be related to human diseases

### **BIOL GU4777 From Curiosity to Cure – Case Studies in Cool Biochemistry. 4.00 points.**

Course overview: The goal of this course is to engage upper-level undergraduates and beginning graduate students in an immersive intellectual experience at the intersection of rigorous scientific inquiry and the history of innovation in molecular biology. The central theme will be curiosity and critical thinking as the twin drivers of both technological innovation and scientific discovery. The course will be divided into a series of modules focused on analysis and presentation of original research papers related to one important



breakthrough in molecular biology that occurred during the past century. A prominent theme of the course will be the persistently unpredictable trajectory linking technical research and methodological developments to breakthrough science. Approximately six-to-eight original research papers will be covered in each module, spanning topics from the development of the methods that made the breakthrough possible through practical application of the resulting knowledge. Three or four of the following breakthroughs will likely be covered in 2023: Discovery and clinical application of insulin by Banting # Best. Development of the Trikafta triple drug treatment for cystic fibrosis. Development of CRISPR for human genetic engineering. Genetics and pharmacological treatment of human hyperlipidemia. Development of the Gleevec tyrosine kinase inhibitor to cure Ph leukemias. Development of “next-generation” nucleic acid sequencing methods

### **BIOL GU4799 MOLECULAR BIOLOGY OF CANCER. 3.00 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 2025: BIOL GU4799

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 4799	001/11827	T Th 2:40pm - 3:55pm 601 Fairchild Life Sciences Bldg	Carol Prives, Ron Prywes	3.00	30/50

### **BIOT GU4160 BIOTECHNOLOGY LAW. 3.00 points.**

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 2024: BIOT GU4160

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOT 4160	001/11042	Th 6:10pm - 8:00pm 330 Uris Hall	Alan Morrison	3.00	13/30

### **BIOT GU4161 ETHICS IN BIOPHARM PAT/REG LAW. 3.00 points.**

Prerequisites: BIOT GU4160 BIOTECHNOLOGY LAW (BIOT W4160)

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. Properly exploring this branch of bioethics requires an in-depth understanding of biotech and pharmaceutical patent and regulatory law. Students can gain this understanding by first completing Biotechnology Law (BIOT GU4160), formerly the prerequisite for this course. Now, they can also gain it by reading the appropriate chapters of Biotechnology Law: A Primer for Scientists (the textbook for BIOT GU4160 published earlier this year) prior to each class. A number of students in the biotechnology fields (such as those in biotechnology, biomedical engineering, and bioethics programs) have shown a keen interest over the years in taking this course, yet were unable to do so because they hadn't taken BIOT GU4160. Given the recent publication of Biotechnology Law and the desirability of making BIOT GU4161 accessible to more students having the appropriate science background, BIOT GU4160 has been removed as a prerequisite

### **BIOT GU4180 ENTREPRENEURSHIP IN BIOTECH. 3.00 points.**

Prerequisites: the instructors 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/>

### **BIOT GU4200 BIOPHARMACEUTICAL DEV # REG. 3.00 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 2024: BIOT GU4200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOT 4200	001/11137	Th 4:10pm - 6:00pm	Ron Guido	3.00	154/155

402 Chandler

#### BIOT GU4201 SEM-BIOTECH DEVPT # REGULATION. 3.00 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 2025: BIOT GU4201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOT 4201	001/11643	Th 4:10pm - 6:00pm	Ron Guido	3.00	246/235

301 Uris Hall

## OF RELATED INTEREST

### Chemistry

CHEM UN1403	GENERAL CHEMISTRY I-LECTURES
CHEM UN1404	GENERAL CHEMISTRY II-LECTURES
CHEM UN1500	GENERAL CHEMISTRY LABORATORY
CHEM UN2443	ORGANIC CHEMISTRY I-LECTURES
CHEM UN2444	ORGANIC CHEMISTRY II-LECTURES
CHEM UN2493	ORGANIC CHEM. LAB I TECHNIQUES
CHEM UN2494	ORGANIC CHEM. LAB II SYNTHESIS
CHEM UN3079	PHYSICAL CHEMISTRY I-LECTURES
CHEM UN3080	PHYSICAL CHEMISTRY II-LECTURES
CHEM UN3085	PHYSICL-ANALYTCL LABORATORY I

CHEM UN3086	PHYSICL-ANALYTCL LABORATORY II
<b>Ecology, Evolution, and Environmental Biology</b>	
EEEB UN2001	ENVIRONMENTAL BIOLOGY I
EEEB GU4321	HUM NATURE:DNA,RACE # IDENTITY
<b>History and Philosophy of Science</b>	
HPSC W3201	Philosophy and History of Evolutionary Biology
<b>Psychology</b>	
PSYC UN1010	Mind, Brain and Behavior

## BUSINESS

### THE MENDELSON CENTER:

Department website: [The Mendelson Center](#)

Faculty Director: Amir Ziv

Program Manager: Jocelyn McArthur-Chouloute

email contact address: [MendelsonCenter@gsb.columbia.edu](mailto:MendelsonCenter@gsb.columbia.edu)

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.

### Eligibility:

- To be eligible to earn a Special Program in Business Management, students must apply to the program in the spring semester of their sophomore or junior years, and they must be accepted through a process governed by the Columbia Business School. Beginning with the Special Program cohort of 2017-2018 (i.e., students accepted via the application process of Spring 2017), the program will accept

up to 45 qualified candidates each year. The size of the program may be reviewed from time to time by Columbia College and Columbia Business School and adjusted, if desired by both schools.

- For students who entered Columbia College or General Studies in, or before, Fall 2016: Students who have not been accepted into the Special Concentration program may have the option to “shadow” the Special Concentration in Business Management by taking the required courses if space is available in those courses. Students who “shadow” the program will not be given priority registration in any courses that count toward the Special Concentration. If a student is able to take all of the courses and earns a 3.0 or higher grade-point average in the prerequisite, core, and elective courses, she or he will be allowed to declare retroactively the Special Concentration and have the program noted on their transcript.
- The shadowing option is no longer available for students who entered Columbia College or General Studies in, or after, Fall 2017.

## 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	INTRO TO STATISTICAL REASONING
STAT UN1101	INTRODUCTION TO STATISTICS
STAT UN1201	CALC-BASED INTRO TO STATISTICS
PSYC UN1610	STATISTICS-BEHAVIORAL SCIENTISTS
SOCI UN3020	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

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.

## CURRENT FACULTY

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Program Planning for all Students

#### Eligibility

To apply for the Special Program in Business Management, students must meet three requirements:

- Be of sophomore or junior standing
- Have a cumulative GPA of 3.4 or higher
- Have received a B+ or better in at least one, but preferably two, prerequisite program courses in the following three required areas: statistics, economics, and psychology. Students who have 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.

## GUIDELINES FOR ALL BUSINESS MANAGEMENT SPECIAL PROGRAM PARTICIPANTS

The business management special program is not a stand-alone program: it is intended to complement the disciplinary specialization and methodological training inherent in a major. In addition to the special program requirements, students must complete a major.

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 program. All courses must be taken for a letter grade. Only prerequisites may be double counted for other majors or programs. The core classes **cannot** be double counted. Electives may be double counted if a student's major allows double counting.

For information about this special concentration, including the application process, visit [Undergraduate Concentration | Columbia Business School Academics](#)

## SPECIAL PROGRAM IN BUSINESS MANAGEMENT

Please read *Guidelines for all Business Management Special Program participants* above.

The requirements for the special program in business management are as follows:

### Prerequisites

Select one of the following Statistics courses:

STAT UN1001 INTRO TO STATISTICAL REASONING

STAT UN1101 INTRODUCTION TO STATISTICS

STAT UN1201 CALC-BASED INTRO TO STATISTICS

PSYC UN1610 STATISTICS-BEHAVIORAL SCIENTISTS

SOCI UN3020 Social Statistics

Select the following Economics course:

ECON UN1105 PRINCIPLES OF ECONOMICS

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:

ECON GU4280 CORPORATE FINANCE

BUSI UN3013 FINANCIAL ACCOUNTING

Select two of the following Managerial Core courses:

BUSI UN3701 STRATEGY FORMULATION

BUSI UN3021 MARKETING MANAGEMENT

BUSI UN3703 LEADERSHIP IN ORGANIZATION

### Electives

Select two of the following courses:

BUSI UN3702 VENTURING TO CHANGE THE WORLD

BUSI UN3704 Making History Through Venturing

ECON UN2257 THE GLOBAL ECONOMY

ECON UN3025 FINANCIAL ECONOMICS

ECON UN3265 MONEY AND BANKING

ECON GU4415 GAME THEORY

ECON BC2010 The Economics of Gender

ECON BC3013 Economic History of the United States

POLS V3615 Globalization and International Politics

PSYC UN2235 THINKING AND DECISION MAKING

PSYC UN2630 SOCIAL PSYCHOLOGY

PSYC UN2640 INTRO TO SOCIAL COGNITION

PSYC UN2650 INTRO TO CULTURAL PSYCHOLOGY

PSYC BC1136 Social Psychology

PSYC BC1138 Social Psychology

PSYC BC2151 ORGANIZATIONAL PSYCHOLOGY

SOCI UN2240 ECONOMY & SOCIETY

SOCI UN3000 SOCIAL THEORY

SOCI UN3265 SOCIOLOGY OF WORK & GENDER

SOCI UN3490 MISTAKE, MISCONDUCT, DISASTER

SOCI W3670 Culture, Markets, and Consumption

SOCI UN3677 The Organization of Diversity

SOCI S3675Q Organizing Innovation

SOCI G4032 Sociology of Labor Markets

BIOT GU4201 SEM-BIOTECH DEVPT & REGULATION

HIST BC2101 HISTORY OF CAPITALISM

MATH UN3050 DISCRETE TIME MODELS IN FINANC

SDEV UN2320 ECON & FIN MTHDS FOR SDEV

URBS UN3550 Community Building and Economic Development

NOTE: Students may not receive credit for two or more of PSYC BC1136 Social Psychology, PSYC BC1138 Social Psychology, and PSYC UN2630 SOCIAL PSYCHOLOGY.

### **BUSI UN3013 FINANCIAL ACCOUNTING. 3.00 points.**

Enables students to become informed users of financial information by understanding the language of accounting and financial reporting. Focuses on the three major financial statements that companies prepare for use of management and external parties--the balance sheet, the income statement, and the statement of cash flows. Examines the underlying concepts

that go into the preparation of these financial statements as well as specific accounting rules that apply when preparing financial statements. Also looks at approaches to analyze the financial strength and operations of an entity. Uses actual financial statements to understand how financial information is presented and to apply analysis techniques

**Fall 2024: BUSI UN3013**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BUSI 3013	001/11057	T 1:10pm - 3:40pm 390 Geffen Hall	Wei Cai	3.00	65/74

**Spring 2025: BUSI UN3013**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BUSI 3013	001/10756	T 1:10pm - 3:40pm 390 Geffen Hall	Edward Li	3.00	66/74

**BUSI UN3021 MARKETING MANAGEMENT. 3.00 points.**

Designed to provide students with an understanding of the fundamental marketing concepts and their application by business and non-business organizations. The goal is to expose students to these concepts as they are used in a wide variety of settings, including consumer goods firms, manufacturing and service industries, and small and large businesses. The course gives an overview of marketing strategy issues, elements of a market (company, customers, and competition), as well as the fundamental elements of the marketing mix (product, price, placement/distribution, and promotion)

**Fall 2024: BUSI UN3021**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BUSI 3021	001/11058	W 4:10pm - 6:40pm 390 Geffen Hall	Thomas K Hafen	3.00	73/74

**Spring 2025: BUSI UN3021**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BUSI 3021	001/10757	W 4:10pm - 6:40pm 390 Geffen Hall	Jenny Fernandez	3.00	70/74

**BUSI UN3701 STRATEGY FORMULATION. 3.00 points.**

This class is an introduction to strategic management and the decisions that firms make in their historical context. We look at the growth of the large multi-product firm in almost all countries in the world and the process by which they internationalized their activities and, very often, were also forced to retreat from their international positions. We treat strategies as relation to two broad goals of the class: 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 and structures that allow their company to obtain a competitive advantage. You will learn the analytical tools developed in universities, in consulting and industrial firms, and even in the military. These tools include what companies do to outperform their rivals; to analyze the competitive moves of rival firms by game-theoretic concepts; and when it makes sense for companies to diversify and globalize their business.

Applications will be to Walmart and Apple, European firms and to Asian firms, and developing country firms

**Spring 2025: BUSI UN3701**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BUSI 3701	001/10758	Th 10:25am - 12:55pm 390 Geffen Hall	Len Sherman	3.00	74/74

**BUSI UN3702 VENTURING TO CHANGE THE WORLD.**

**3.00 points.**

How do founders and their new ventures change the world? Changes in technology and society are increasing the power of small teams to impact everything. Startups, large corporations, social groups and governments are increasingly focused on the power of innovation to solve the world's hardest problems. The ideas and patterns driving this recent form of change-making build on frameworks defining the development of modern civilizations since the Renaissance. Venturing to Change the World introduces the intellectual foundations and practical aspects of founding a new venture. We explore the entrepreneurial mindset, team formation, idea selection, how ideas become products with markets, and the key steps in building a venture. Our scope is commercial as well as social ventures, and the course is appropriate not only for prospective founders but anyone who will operate in a society increasingly animated by entrepreneurial activity

**BUSI UN3703 LEADERSHIP IN ORGANIZATION. 3.00 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 2024: BUSI UN3703**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BUSI 3703	001/11059	W 1:10pm - 4:00pm 390 Geffen Hall	Rachel McDonald	3.00	72/74

**BUSI UN3704 Making History Through Venturing. 3 points.**

Prerequisites: BUSI UN3702 BUSI UN3702 or equivalent  
This course is about making history. Advanced topics in creating successful organizations. In the age of accelerating change, innovation is moving from an accidental, artisanal process to a large-scale societal machinery. Building on



Venturing to Change the World's overview, this course delves into the philosophy, economics, history, sociology, engineering, finance and management topics that animate powerful commercial and social ventures. Technology trends: Deep consideration of two major forces in technology for the next decade (synthetic biology, artificial intelligence). Management strategies for building and leading, as well as personal productivity and conduct. Accessing and managing financial markets and resources. Product creation: Conceptualizing and delivering innovation and products through design and engineering teams. Finance and fundraising: Designing the business model, understanding the economics, and the social science of the financing markets. Keywords: science, technology, innovation, management, finance, fundraising, operations research, organizational behavior, ethics, social impact, leadership, philosophy.

#### **ECON GU4280 CORPORATE FINANCE. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201 *ECON W3211, ECON W3213 and STAT 1201.*

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201 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 2024: ECON GU4280**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4280	001/10867	T Th 11:40am - 12:55pm 390 Geffen Hall	Haran Segram	3.00	80/74
ECON 4280	002/10930	T Th 4:10pm - 5:25pm 310 Fayerweather	Tri Vi Dang	3.00	91/96

#### **Spring 2025: ECON GU4280**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4280	001/13564	M W 11:40am - 12:55pm 390 Geffen Hall	Haran Segram	3.00	78/74
ECON 4280	002/13563	T Th 4:10pm - 5:25pm 207 Mathematics Building	Tri Vi Dang	3.00	59/90

## CHEMISTRY

### THE CHEMISTRY DEPARTMENT

Department website: <https://www.chem.columbia.edu/>

Office location: 340 Havemeyer Hall

Office contact: 212-854-6177

Interim Director of Undergraduate Studies: Dr. Vesna Gasperov, 319 Uris; 212-854-2017; [vg2231@columbia.edu](mailto:vg2231@columbia.edu)

## THE STUDY OF CHEMISTRY

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.

## STUDENT ADVISING

### Consulting Advisers

Dr. Vesna Gasperov ([vg2231@columbia.edu](mailto:vg2231@columbia.edu))

### Enrolling in Classes

Dr. Vesna Gasperov ([vg2231@columbia.edu](mailto:vg2231@columbia.edu))

## Preparing for Graduate Study

Dr. Vesna Gasperov ([vg2231@columbia.edu](mailto:vg2231@columbia.edu))

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

### Advanced Placement

The department grants advanced placement (AP) credit for a score of 4 or 5 or the equivalent. The amount of credit granted is based on the results of the department assessment exam and completion of the requisite course. Students who register for CHEM UN1604 (2ND TERM GEN CHEM, INTENSIVE) are granted 3 points of credit; students who register for CHEM UN2045 (INTENSIVE ORGANIC CHEMISTRY I-CHEM UN2046 INTENSIVE ORGANIC CHEM II) 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 assessment exam prior to registering for either of these courses.

### Transfer Courses

Students who are transferring to Columbia should contact Dr. Vesna Gasperov ([vg2231@columbia.edu](mailto:vg2231@columbia.edu)) to have any chemistry courses assessed for equivalency. Please email a detailed syllabus and transcript.

### Study Abroad Courses

Chemistry department majors who are planning to study abroad should contact Dr. Vesna Gasperov ([vg2231@columbia.edu](mailto:vg2231@columbia.edu)) if they wish to study any chemistry abroad.

## UNDERGRADUATE RESEARCH

### Undergraduate Research in Courses

Students can get academic credit for undergraduate research by registering for CHEM UN3098 Supervised Independent Research. Generally, students register for 4 credits as this will fulfill one of the requirements of the Chemistry major. You will be expected to commit the same number of hours to research as you would for any other 4 credit class, around 12-16 hours per week throughout the entire semester. You need to obtain permission from your faculty sponsor and Dr. Gasperov to register for UN3098. At the end of the semester, you will be required to present a poster of your research results at a poster session for all UN3098 students.

### Undergraduate Research Outside of Courses

Students often ask, why should I do research? Research is exciting! You will design experiments, discover phenomena and make new molecules that no one has ever seen before. Furthermore, there are several practical reasons why you should consider research as an undergraduate student.

Research is a great way to learn more about chemistry. The concepts you learn in the classroom will come to light

when you do research. You will also learn more about instrumentation, data analysis, and gain experience in writing reports, preparing posters, and discussing science with your research group members.

Research is a great career builder! Whether you are considering graduate school, professional school, or joining the workforce after graduation, research as an undergraduate will be an invaluable experience that will sharpen your critical thinking and provide you with the unique opportunity to work alongside world-leading faculty, graduate students and post-doctoral fellows.

The faculty in the Department of Chemistry carry out fundamental and applied research at both the core and frontiers of this scientific discipline. There are many opportunities for research during the academic year and in the summer with faculty in the department.

If you are interested in working in a research laboratory, you should take the following steps:

Investigate faculty research projects by using the department's website,

<http://chem.columbia.edu/research/>, or by speaking directly with faculty members.

Decide which faculty research project interests you.

Contact that faculty member directly to inquire about research opportunities within his/her laboratory.

The Program Manager for Undergraduate Studies, Dr. Vesna Gasperov, can assist you with this process.

Qualified students can take the First Year Seminar in Chemical Research course (CHEM UN2408) during the Spring semester in which you will have the opportunity to learn about research conducted within the chemistry department and other science departments in the university. This can help to identify areas of interest that you may not have considered.

## DEPARTMENT HONORS AND PRIZES

### Department Honors

Departmental honors are awarded to 10 percent of the graduating majors each year.

To be considered for department honors, students must have a grade point average of at least 3.6 in major courses and have participated in research on a project of high quality.

Biochemistry majors may be considered for Honors in either Chemistry or Biological Sciences.

### Academic Prizes

THE THOMAS J. KATZ PRIZE

Established in 2009 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.

#### THE RICHARD BERSOHN PRIZE

Established in 2009 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.

## OTHER IMPORTANT INFORMATION

### 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 assessment 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-term intensive general chemistry laboratory course in the fall followed by a one-year course in organic chemistry for first-year students. The organic chemistry lecture sequence is taken spring-fall. In the second year, students may 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 students who have taken at least one semester of college chemistry and have an interest in chemical research.

Biochemistry (BIOC GU4501, BIOC GU4512) 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 and Program Manager to meet individual needs and interests.

### Track 1

#### First Year

CHEM UN1403	GENERAL CHEMISTRY I-LECTURES
CHEM UN1404	GENERAL CHEMISTRY II-LECTURES
CHEM UN1500	GENERAL CHEMISTRY LABORATORY
CHEM UN2408	1ST YEAR SEM IN CHEMICAL RES

Calculus and physics as required.

#### Second Year

CHEM UN2443	ORGANIC CHEMISTRY I-LECTURES
CHEM UN2444	ORGANIC CHEMISTRY II-LECTURES
CHEM UN2493	ORGANIC CHEM. LAB I TECHNIQUES
CHEM UN2494	ORGANIC CHEM. LAB II SYNTHESIS

Calculus and physics as required.

#### Third Year

CHEM UN3079	PHYSICAL CHEMISTRY I-LECTURES
CHEM UN3080	PHYSICAL CHEMISTRY II-LECTURES
BIOC GU4501	BIOCHEM I-STRUCTURE/METABOLISM
CHEM UN3546	ADVANCED ORGANIC CHEMISTRY LAB
CHEM UN3098	SUPERVISED INDEPENDENT RES

#### Fourth Year

CHEM UN3085	PHYSICL-ANALYTICL LABORATORY I
CHEM UN3086	PHYSICL-ANALYTCL LABORATORY II
CHEM UN3920	SENIOR SEMINAR
CHEM GU4071	INORGANIC CHEMISTRY
Advanced courses (4000-level or higher)	

### Track 2

#### First Year

CHEM UN1507	INTENSVE GENERAL CHEMISTRY-LAB
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CHEM UN1604	2ND TERM GEN CHEM (INTENSIVE)
CHEM UN2408	1ST YEAR SEM IN CHEMICAL RES

Calculus and physics as required.

### Second Year

CHEM UN2443	ORGANIC CHEMISTRY I- LECTURES
CHEM UN2444	ORGANIC CHEMISTRY II- LECTURES
CHEM UN2493	ORGANIC CHEM. LAB I TECHNIQUES
CHEM UN2494	ORGANIC CHEM. LAB II SYNTHESIS

Calculus and physics as required.

### Third Year

CHEM UN3079	PHYSICAL CHEMISTRY I- LECTURES
CHEM UN3080	PHYSICAL CHEMISTRY II- LECTURES
BIOC GU4501	BIOCHEM I-STRUCTURE/ METABOLISM
CHEM UN3546	ADVANCED ORGANIC CHEMISTRY LAB
CHEM UN3098	SUPERVISED INDEPENDENT RES

### Fourth Year

CHEM UN3085	PHYSICL-ANALYTICL LABORATORY I
CHEM UN3086	PHYSICL-ANALYTCL LABORATORY II
CHEM UN3920	SENIOR SEMINAR
CHEM GU4071	INORGANIC CHEMISTRY

Advanced courses (4000- level or higher)

## Track 3

### First Year

CHEM UN1507	INTENSVE GENERAL CHEMISTRY-LAB
CHEM UN2045	INTENSVE ORGANIC CHEMISTRY
CHEM UN2408	1ST YEAR SEM IN CHEMICAL RES

Calculus and Physics as required.

### Second Year

CHEM UN2046	INTENSVE ORG CHEM-FOR 1ST YEAR
CHEM UN3079	PHYSICAL CHEMISTRY I- LECTURES

CHEM UN3080	PHYSICAL CHEMISTRY II- LECTURES
CHEM UN2545	INTENSIVE ORGANIC CHEM LAB
CHEM UN3546	ADVANCED ORGANIC CHEMISTRY LAB

Calculus and physics as required.

### Third Year

BIOC GU4501	BIOCHEM I-STRUCTURE/ METABOLISM
CHEM UN3085	PHYSICL-ANALYTICL LABORATORY I
CHEM UN3086	PHYSICL-ANALYTCL LABORATORY II
CHEM UN3098	SUPERVISED INDEPENDENT RES
CHEM GU4071	INORGANIC CHEMISTRY

### Fourth Year

CHEM UN3920	SENIOR SEMINAR
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Advanced courses (4000-level or higher)

## PROFESSORS

Luis Campos  
Virginia W. Cornish  
Richard A. Friesner  
Ruben Gonzalez  
Laura Kaufman  
James L. Leighton  
Ann E. McDermott  
Wei Min  
Jack R. Norton  
Colin Nuckolls  
Gerard Parkin  
David R. Reichman  
Tomislav Rovis  
Dalibor Sames  
Brent Stockwell  
James J. Valentini  
Latha Venkataraman  
Xiaoyang Zhu

## ASSOCIATE PROFESSORS

Timothy Berkelbach  
Angelo Cacciuto  
Jonathan Owen  
Xavier Roy

## ASSISTANT PROFESSORS

Milan Delor  
Neel Shah  
Makeda Tekle-Smith



## SENIOR LECTURERS

Luis Avila  
 Anna Ghurbanyan  
 Sarah Hansen  
 Fay Ng  
 Joseph Ulichny

## LECTURERS

Robert Beer  
 John Decatur  
 Charles E. Doubleday  
 Christopher Eckdahl  
 Ruben Savizky  
 Talha Siddiqui

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Program Planning for all Students

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.

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 assessment 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 may enroll in physical chemistry and the organic chemistry laboratory course.

The results of the department assessment 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 department assessment exam. Students who wish to pursue Track 1 classes do not need to take the assessment exam.

Additional information on the tracks can be found in the Requirements section.

### Guidance for Transfer Students

Students who are transferring to Columbia should contact Dr. Vesna Gasperov ([vg2231@columbia.edu](mailto:vg2231@columbia.edu)) to have any chemistry courses assessed for equivalency. Please email a detailed syllabus and transcript.

## UNDERGRADUATE PROGRAMS OF STUDY

### Required Coursework for all Programs

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 an assessment during orientation week ahead of fall semester. The results of the assessment 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-LECTURES
CHEM UN1404	GENERAL CHEMISTRY II-LECTURES
CHEM UN1500	GENERAL CHEMISTRY LABORATORY
CHEM UN2443	ORGANIC CHEMISTRY I-LECTURES
CHEM UN2444	ORGANIC CHEMISTRY II-LECTURES
CHEM UN2493	ORGANIC CHEM. LAB I TECHNIQUES
CHEM UN2494	ORGANIC CHEM. LAB II SYNTHESIS

#### Track 2

CHEM UN1500	GENERAL CHEMISTRY LABORATORY
or CHEM UN1507	INTENSIVE GENERAL CHEMISTRY-LAB
CHEM UN1604	2ND TERM GEN CHEM (INTENSIVE)
CHEM UN2443	ORGANIC CHEMISTRY I-LECTURES
CHEM UN2444	ORGANIC CHEMISTRY II-LECTURES
CHEM UN2493	ORGANIC CHEM. LAB I TECHNIQUES

CHEM UN2494	ORGANIC CHEM. LAB II SYNTHESIS
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PHYS UN3081	INTERMEDIATE LABORATORY WORK
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### Track 3

CHEM UN1507	INTENSVE GENERAL CHEMISTRY-LAB
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CHEM UN2045	INTENSVE ORGANIC CHEMISTRY
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CHEM UN2046	INTENSVE ORG CHEM-FOR 1ST YEAR
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CHEM UN2545	INTENSIVE ORGANIC CHEM LAB
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### Physics Sequences

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	INTRO TO MECHANICS # THERMO
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PHYS UN1402	INTRO ELEC/MAGNETISM # OPTCS
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PHYS UN1403	INTRO-CLASSCL # QUANTUM WAVES
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For chemistry majors, the following laboratory courses are recommended, NOT required. For chemical physics majors, ONE of the following laboratory courses are required:

PHYS UN1494	INTRO TO EXPERIMENTAL PHYS-LAB
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PHYS UN3081	INTERMEDIATE LABORATORY WORK
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#### Sequence B

PHYS UN1601	PHYSICS I:MECHANICS/ RELATIVITY
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PHYS UN1602	PHYSICS II: THERMO, ELEC # MAG
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PHYS UN2601	PHYSICS III:CLASS/ QUANTUM WAVE
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For chemistry majors, the following laboratory course is recommended NOT required. For chemical physics majors, the following laboratory course is required:

PHYS UN3081	INTERMEDIATE LABORATORY WORK
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#### Sequence C

For students with advanced preparation in physics and mathematics:

PHYS UN2801 & PHYS UN2802	ACCELERATED PHYSICS I and ACCELERATED PHYSICS II
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For chemistry majors, the following laboratory course is recommended NOT required. For chemical physics majors, the following laboratory course is required:

## 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	1ST YEAR SEM IN CHEMICAL RES (Recommended NOT required)
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CHEM UN3079	PHYSICAL CHEMISTRY I- LECTURES
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CHEM UN3080	PHYSICAL CHEMISTRY II- LECTURES
-------------	------------------------------------

CHEM UN3085	PHYSICL-ANALYTICL LABORATORY I
-------------	-----------------------------------

CHEM UN3086	PHYSICL-ANALYTCL LABORATORY II
-------------	-----------------------------------

CHEM UN3546	ADVANCED ORGANIC CHEMISTRY LAB
-------------	-----------------------------------

CHEM UN3920	SENIOR SEMINAR
-------------	----------------

CHEM GU4071	INORGANIC CHEMISTRY
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Select one course from the following:

CHEM UN3098	SUPERVISED INDEPENDENT RES
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OR Chemistry courses numbered CHEM GU4000 or above for 2 credit points or more

### 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 & MATH UN1102 & MATH UN1201 & MATH UN1202	CALCULUS I and CALCULUS II and CALCULUS III and CALCULUS IV
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Two semesters of honors mathematics:

MATH UN1207 & MATH UN1208	HONORS MATHEMATICS A and HONORS MATHEMATICS B
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## 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 1ST YEAR SEM IN CHEMICAL RES (Recommended NOT required)

CHEM UN3079 PHYSICAL CHEMISTRY I-LECTURES

CHEM UN3080 PHYSICAL CHEMISTRY II-LECTURES

### Biology

BIOL UN1908 First Year Seminar in Biology (Recommended NOT required)

BIOL UN2005 INTRO BIO I: BIOCHEM, GEN, MOLEC

BIOL UN2006 INTRO BIO II: CELL BIO, DEV/PHYS

BIOC GU4501 BIOCHEM I-STRUCTURE/METABOLISM

or BIOC UN3300 BIOCHEMISTRY

BIOC GU4512 MOLECULAR BIOLOGY

### Physics

Select one of the following physics sequences:

#### Sequence A:

PHYS UN1201 & PHYS UN1202 GENERAL PHYSICS I and GENERAL PHYSICS II

#### Sequence B:

PHYS UN1401 & PHYS UN1402 & PHYS UN1403 INTRO TO MECHANICS # THERMO and INTRO ELEC/MAGNETISM # OPTICS and INTRO-CLASSICAL # QUANTUM WAVES (PHYS UN1403 is recommended NOT required)

#### Sequence C:

PHYS UN1601 & PHYS UN1602 & PHYS UN2601 PHYSICS I: MECHANICS/RELATIVITY and PHYSICS II: THERMO, ELEC # MAG and PHYSICS III: CLASSICAL/QUANTUM WAVE (PHYS UN2601 is recommended but not required)

#### Sequence D:

PHYS UN2801 & PHYS UN2802 ACCELERATED PHYSICS I and ACCELERATED PHYSICS II

### Mathematics

Select one of the following sequences:

#### Two semesters of calculus:

MATH UN1101 & MATH UN1102 & MATH UN1201 & MATH UN1202 CALCULUS I and CALCULUS II and CALCULUS III and CALCULUS IV

#### Two semesters of honors mathematics:

MATH UN1207 & MATH UN1208 HONORS MATHEMATICS A and HONORS MATHEMATICS B

AP credit and one term of calculus (Calculus II or higher)

### Additional Courses

Select two of the following upper level laboratory courses (one must be a Biology lab):

BIOL UN2501 & BIOL UN3040 CONTEMPORARY BIOLOGY LAB and LAB IN MOLECULAR BIOLOGY (A 3 pt. Barnard lab course, with permission from Bio advisor)

BIOL UN3052 PROJECT LAB-MOLECULAR GENETICS

BIOL UN3058 PROJECT LAB IN MICROBIOLOGY

BIOL UN3500 INDEP BIOLOGICAL RESEARCH

CHEM UN3085 PHYSICAL-ANALYTICAL LABORATORY I

CHEM UN3086 PHYSICAL-ANALYTICAL LABORATORY II

CHEM UN3098 SUPERVISED INDEPENDENT RES

CHEM UN3546 ADVANCED ORGANIC CHEMISTRY LAB

Select any three courses from the following:

CHEM GU4071 INORGANIC CHEMISTRY

CHEM GU4102 CHEMISTRY FOR THE BRAIN

CHEM GU4103 ORGANOMETALLIC CHEMISTRY

CHEM GU4147 ADVANCED ORGANIC CHEMISTRY I

CHEM GU4312 CHEMICAL BIOLOGY

CHEM GU4313 Peptide and Protein Chemistry

BIOC GU4323 Biophysical Chemistry I

BIOC GU4324 Biophysical Chemistry II

MATH UN3027 or MATH UN2030 Ordinary Differential Equations ORDINARY DIFFERENTIAL EQUATIONS

One additional semester of calculus

One additional semester of honors math:

MATH UN1207 or MATH UN1208 HONORS MATHEMATICS A and HONORS MATHEMATICS B

Any biology course at the 3000/4000 level for 3 or more points. The following are recommended:

BIOL UN3004 NEUROBIO I: CELLULAR # MOLECULAR

or BIOL UN3005 NEUROBIO II: DEVPT # SYSTEMS

BIOL UN3008 The Cellular Physiology of Disease

BIOL UN3022 DEVELOPMENTAL BIOLOGY

BIOL UN3034 Biotechnology

BIOL UN3041 CELL BIOLOGY

BIOL UN3073 CELLULAR/MOLECULAR IMMUNOLOGY

BIOL GU4065 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-LECTURES

CHEM UN3080 PHYSICAL CHEMISTRY II-LECTURES

CHEM UN3085 PHYSICL-ANALYTICL LABORATORY I

CHEM UN3086 PHYSICL-ANALYTICL LABORATORY II

CHEM UN3920 SENIOR SEMINAR

CHEM GU4221 QUANTUM CHEMISTRY I  
or PHYS GU4021 QUANTUM MECHANICS I

### 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-MAGNETISM

PHYS UN3008 ELECTROMAGNETIC WAVES  
# 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  
& MATH UN3027 B  
and Ordinary Differential  
Equations

Two semesters of advanced calculus:

MATH UN1202 CALCULUS IV  
& MATH UN3027 and Ordinary Differential  
Equations

## Major in Environmental Chemistry

Select one of the tracks outlined above in *Guidelines for all Chemistry Majors, Concentrators, and Interdepartmental Majors* and complete the following lectures and labs.

### Chemistry

Select one of the chemistry tracks outlined above. A second semester of Organic Chemistry lecture is recommended NOT required.

CHEM UN3079 PHYSICAL CHEMISTRY I-LECTURES

CHEM GU4071 INORGANIC CHEMISTRY

The following courses are recommended NOT required:

CHEM UN2408 1ST YEAR SEM IN CHEMICAL RES

CHEM UN3920 SENIOR SEMINAR

### Earth and Environmental Science

Select two of the following three courses:

EESC UN2100 EARTH'S ENVIRO SYST: CLIM SYST

EESC UN2200 EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH

EESC UN2300 EARTH'S ENVIRO SYST: LIFE SYST

Additional course required:

EESC UN3101 Geochemistry for a Habitable Planet

Select one of the following labs:

EESC BC3016 ENVIRONMENTAL MEASUREMENTS

CHEM UN3085 PHYSICL-ANALYTICL LABORATORY I

Select one option for Independent Research in Environmental Chemistry:

EESC BC3800 ENVIR SCIENCE SENIOR SEMINAR  
& EESC BC3801 and ENVIR SCIENCE SENIOR SEM II

CHEM UN3098 SUPERVISED INDEPENDENT RES (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 INTRO TO MECHANICS #  
& PHYS UN1402 THERMO  
& PHYS UN1403 and INTRO ELEC/MAGNETISM  
# OPTICS  
and INTRO-CLASSCL  
# QUANTUM WAVES  
(Recommended NOT required)

Sequence C:



PHYS UN1601  
& PHYS UN1602  
& PHYS UN2601

PHYSICS I:MECHANICS/  
RELATIVITY  
and PHYSICS II: THERMO,  
ELEC # MAG  
and PHYSICS III:CLASS/  
QUANTUM WAVE  
(Recommended, not required)

Sequence D:

PHYS UN2801  
& PHYS UN2802

ACCELERATED PHYSICS I  
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-  
LECTURES  
CHEM GU4103      ORGANOMETALLIC  
CHEMISTRY  
CHEM GU4147      ADVANCED ORGANIC  
CHEMISTRY I

##### Earth and Environmental Science:

EESC BC3017      ENVIRONMENTAL DATA  
ANALYSIS  
EESC BC3025      HYDROLOGY  
EESC GU4008      Introduction to Atmospheric  
Science  
EESC GU4009      CHEMICAL GEOLOGY  
EESC GU4040      CLIM THERMODYN/ENERGY  
TRANSFER  
EESC GU4050      GLOBAL ASSMT-REMOTE  
SENSING  
EESC GU4600      EARTH RESOURCES #  
SUSTAIN DEV  
EESC GU4835      Wetlands and Climate Change  
EESC GU4885      CHEMISTRY OF CONTINENTL  
WATERS  
EESC GU4888      Stable Isotope Geochemistry  
EESC GU4924      INTRO TO ATMOSPHERIC  
CHEMISTRY  
EESC GU4925      INTRO TO PHYSICAL  
OCEANOGRAPHY  
EESC GU4926      INTRO TO CHEMICAL  
OCEANOGRAPHY

##### Earth and Environmental Engineering:

EAEE E4001      INDUST ECOLOGY-EARTH  
RESOURCES  
EAEE E4003      AQUATIC CHEMISTRY

##### Mathematics:

One additional semester of calculus

## Minor in Chemistry

Students should select one of the following tracks:

### Track 1

CHEM UN1403      GENERAL CHEMISTRY I-  
LECTURES  
CHEM UN1404      GENERAL CHEMISTRY II-  
LECTURES  
CHEM UN1500      GENERAL CHEMISTRY  
LABORATORY  
CHEM UN2443      ORGANIC CHEMISTRY I-  
LECTURES

### Track 2

CHEM UN1500      GENERAL CHEMISTRY  
LABORATORY  
or CHEM UN1507      INTENSVE GENERAL CHEMISTRY-  
LAB  
CHEM UN1604      2ND TERM GEN CHEM  
(INTENSIVE)  
CHEM UN2443      ORGANIC CHEMISTRY I-  
LECTURES

### Track 3

CHEM UN1507      INTENSVE GENERAL  
CHEMISTRY-LAB  
CHEM UN2045      INTENSVE ORGANIC  
CHEMISTRY  
CHEM UN2046      INTENSVE ORG CHEM-FOR  
1ST YEAR

Select an additional two classes from the following options:

CHEM UN2444      ORGANIC CHEMISTRY II-  
LECTURES  
CHEM UN3079      PHYSICAL CHEMISTRY I-  
LECTURES  
CHEM UN3080      PHYSICAL CHEMISTRY II-  
LECTURES  
CHEM GU4071      INORGANIC CHEMISTRY  
BIOC GU4501      BIOCHEM I-STRUCTURE/  
METABOLISM

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

### Concentration in Chemistry

No more than four points of CHEM UN3098 SUPERVISED  
INDEPENDENT RES 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-  
LECTURES

CHEM UN1404      GENERAL CHEMISTRY II-  
LECTURES

CHEM UN1500      GENERAL CHEMISTRY  
LABORATORY

Select 22 points of chemistry at the 2000-level or higher  
(excluding CHEM UN2408).

#### **Track 2**

CHEM UN1500      GENERAL CHEMISTRY  
LABORATORY

or CHEM UN1507      INTENSVE GENERAL CHEMISTRY-  
LAB

CHEM UN1604      2ND TERM GEN CHEM  
(INTENSIVE)

Select 22 points of chemistry at the 2000-level or higher  
(excluding CHEM UN2408).

#### **Track 3**

CHEM UN1507      INTENSVE GENERAL  
CHEMISTRY-LAB

CHEM UN2045      INTENSVE ORGANIC  
CHEMISTRY

CHEM UN2046      INTENSVE ORG CHEM-FOR  
1ST YEAR

Select 18 points of chemistry at the 2000-level or higher  
(excluding CHEM UN2408).

## **FALL 2024**

Please note that some lab fees have increased. You may consult the [Directory of Classes](#) for the most up to date fees.

### **CHEM UN1403 GENERAL CHEMISTRY I-LECTURES. 4.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Corequisites: MATH UN1101

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. When registering, please add your name to the wait list for the recitation corresponding to the lecture section (1405 for lecture sec 001; 1407 for lecture sec 002; 1409 for lecture sec 003; 1411 for lecture sec 004). Information about recitation registration will be sent out before classes begin. **DO NOT EMAIL THE INSTRUCTOR.** Please check the Directory of Classes for details

#### **Fall 2024: CHEM UN1403**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1403	001/11207	M W 10:10am - 11:25am 309 Havemeyer Hall	Gerard Parkin	4.00	240/250
CHEM 1403	002/11450	T Th 10:10am - 11:25am 309 Havemeyer Hall	Xavier Roy	4.00	243/240
CHEM 1403	003/11140	T Th 6:10pm - 7:25pm 309 Havemeyer Hall	Ruben Savizky	4.00	174/190
CHEM 1403	004/11141	M W 6:10pm - 7:25pm 312 Mathematics Building	Robert Beer	4.00	34/120
CHEM 1403	AU3/18836	T Th 6:10pm - 7:25pm Othr Other	Ruben Savizky	4.00	6/10
CHEM 1403	AU4/18837	M W 6:10pm - 7:25pm Othr Other	Robert Beer	4.00	6/10

#### **Spring 2025: CHEM UN1403**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1403	001/11152	T Th 6:10pm - 7:25pm 309 Havemeyer Hall	Ruben Savizky	4.00	110/130
CHEM 1403	AU1/18501	T Th 6:10pm - 7:25pm Othr Other	Ruben Savizky	4.00	7/10

### **CHEM UN1404 GENERAL CHEMISTRY II-LECTURES. 4.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: CHEM UN1403 *CHEM W1403*.

Prerequisites: CHEM UN1403 Although CHEM UN1403 and CHEM UN 1404 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

#### Fall 2024: CHEM UN1404

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1404	001/11139	T Th 10:10am - 11:25am 401 Chandler	Christopher Eckdahl	4.00	40/50
CHEM 1404	AU1/18838	T Th 10:10am - 11:25am Othr Other	Christopher Eckdahl	4.00	2/10

#### Spring 2025: CHEM UN1404

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1404	001/11160	T Th 10:10am - 11:25am 309 Havemeyer Hall	Christopher Eckdahl	4.00	195/185
CHEM 1404	002/11336	M W 8:40am - 9:55am 309 Havemeyer Hall	Milan Delor	4.00	138/170
CHEM 1404	003/11194	M W 6:10pm - 7:25pm 209 Havemeyer Hall	Robert Beer	4.00	34/60
CHEM 1404	AU3/18502	M W 6:10pm - 7:25pm Othr Other	Robert Beer	4.00	3/10

### CHEM UN1500 GENERAL CHEMISTRY LABORATORY. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Lab Fee: \$140.

Corequisites: CHEM UN1403, CHEM UN1404

Corequisites: CHEM UN1403, CHEM UN1404 An introduction to basic lab 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. Mandatory lab check-in will be held during the first week of classes in both the fall and spring semesters. You may be asked to serve as research subjects in studies under direction of the faculty while enrolled in this course (CHEM UN1500 Sec 1, 2, 4, 6 and CHEM UN1501 Sec 1). Participation in voluntary

#### Fall 2024: CHEM UN1500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1500	001/11157	T 1:10pm - 4:50pm 302 Havemeyer Hall	Sarah Hansen	3.00	18/46
CHEM 1500	002/11158	T 6:10pm - 9:50pm 302 Havemeyer Hall	Joseph Ulichny	3.00	46/48
CHEM 1500	003/11159	W 1:10pm - 4:50pm 302 Havemeyer Hall	Joseph Ulichny	3.00	44/48
CHEM 1500	004/11160	Th 1:10pm - 4:50pm	Sarah Hansen	3.00	9/46

302 Havemeyer Hall

#### Spring 2025: CHEM UN1500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1500	001/11161	M 2:10pm - 5:50pm 302 Havemeyer Hall	Sarah Hansen	3.00	26/24
CHEM 1500	002/11162	T 1:10pm - 4:50pm 302 Havemeyer Hall	Sarah Hansen	3.00	42/46
CHEM 1500	003/11163	T 6:10pm - 9:50pm 302 Havemeyer Hall	Joseph Ulichny	3.00	52/48
CHEM 1500	004/11164	W 8:40am - 12:25pm 302 Havemeyer Hall	Sarah Hansen	3.00	45/46
CHEM 1500	005/11165	W 1:10pm - 4:50pm 302 Havemeyer Hall	Joseph Ulichny	3.00	49/48
CHEM 1500	006/11166	Th 1:10pm - 4:50pm 302 Havemeyer Hall	Sarah Hansen	3.00	32/46
CHEM 1500	007/11167	Th 6:10pm - 9:50pm 302 Havemeyer Hall	Joseph Ulichny	3.00	51/48
CHEM 1500	008/11168	F 1:10pm - 4:50pm 302 Havemeyer Hall	Joseph Ulichny	3.00	30/27

### CHEM UN1507 INTENSIVE GENERAL CHEMISTRY-LAB. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Lab Fee: \$140.

Prerequisites: CHEM UN1604 or CHEM UN2045 *CHEM W1604* or *CHEM W2045*.

Corequisites: CHEM UN2045

Prerequisites: CHEM UN1604 or CHEM UN2045

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 2024: CHEM UN1507

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1507	001/11223	M 1:00pm - 6:00pm	Luis Avila	3.00	16/18

		302 Havemeyer Hall			
CHEM 1507	002/11166	F 1:00pm - 6:00pm	Luis Avila	3.00	15/18
		302 Havemeyer Hall			

**Spring 2025: CHEM UN1507**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1507	001/11171	M 1:00pm - 6:00pm	Luis Avila	3.00	16/20

		302 Havemeyer Hall			
CHEM 1507	002/11172	F 1:00pm - 6:00pm	Luis Avila	3.00	19/20
		302 Havemeyer Hall			

**CHEM UN1604 2ND TERM GEN CHEM (INTENSIVE). 4.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: a grade of "B" or better in *CHEM W1403* OR acceptable performance on the Department placement exam.

Corequisites: MATH UN1102

Prerequisites: Acceptable performance on the Department placement exam during orientation week AND either a grade of "B" or better in CHEM UN1403 or AP chemistry or the equivalent. Please contact Vesna Gasperov (vg2231@columbia.edu) or your academic advisor at CSA for further information. Corequisites: MATH UN1102 Topics include chemical kinetics, thermodynamics and chemical bonding. Students must register simultaneously for a corresponding recitation section. Please check Courseworks or contact the instructor or departmental adviser for additional details. When registering, be sure to add your name to the wait list for the recitation corresponding to the lecture section (CHEM UN1606). Information about registration for the required recitation will be sent out before classes begin. Please expect to also be available for review sessions on Fridays from 8:10am-9:55am

**Fall 2024: CHEM UN1604**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1604	001/11225	T Th 11:40am - 12:55pm	Wei Min	4.00	75/120
		209 Havemeyer Hall			

**CHEM UN2046 INTENSIVE ORG CHEM-FOR 1ST YEAR. 4.00 points.**

Prerequisites: CHEM UN2045 *CHEM W2045*

Prerequisites: CHEM UN2045 Premedical students may take CHEM UN2045, CHEM UN2046, 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 2024: CHEM UN2046**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 2046	001/11484	T Th 11:40am - 12:55pm	Colin Nuckolls	4.00	22/30
		401 Chandler			

**CHEM UN2443 ORGANIC CHEMISTRY I-LECTURES. 4.00 points.**

Prerequisites: (CHEM UN1403 and CHEM UN1404) or CHEM UN1604 *CHEM W1404* or *CHEM W1604* and *CHEM W1500*

Prerequisites: (CHEM UN1403 and CHEM UN1404) or CHEM UN1604 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 2024: CHEM UN2443**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 2443	001/12538	M W 11:40am - 12:55pm	James Leighton	4.00	147/150
		309 Havemeyer Hall			
CHEM 2443	002/11239	T Th 1:10pm - 2:25pm	Neel Shah	4.00	84/120
		309 Havemeyer Hall			
CHEM 2443	003/11168	M W 6:10pm - 7:25pm	Charles Doubleday	4.00	85/120
		309 Havemeyer Hall			
CHEM 2443	AU3/18839	M W 6:10pm - 7:25pm	Charles Doubleday	4.00	4/10
		Othr Other			

**CHEM UN2493 ORGANIC CHEM. LAB I TECHNIQUES. 0.00 points.**

Lab Fee: \$63.00

Prerequisites: (CHEM UN1403 and CHEM UN1404) or (CHEM UN1604) and (CHEM UN1500 or CHEM UN1507) *CHEM W2443*.

Corequisites: CHEM UN2443

Prerequisites: (CHEM UN1403 and CHEM UN1404) or (CHEM UN1604) and (CHEM UN1500 or CHEM UN1507) 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 advisers for further information

**Fall 2024: CHEM UN2493**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 2493	001/11169	M 1:10pm - 4:50pm 202a Havemeyer Hall	Talha Siddiqui	0.00	21/24
CHEM 2493	002/11170	T 12:10pm - 3:50pm 202a Havemeyer Hall	Talha Siddiqui	0.00	20/24
CHEM 2493	003/11171	T 6:10pm - 9:50pm 202a Havemeyer Hall	Talha Siddiqui	0.00	33/34
CHEM 2493	004/11172	W 1:10pm - 4:50pm 202a Havemeyer Hall	Anna Ghurbanyan	0.00	28/34
CHEM 2493	005/11173	Th 12:10pm - 3:50pm 202a Havemeyer Hall	Anna Ghurbanyan	0.00	30/34
CHEM 2493	006/11180	F 11:10am - 2:50pm 202a Havemeyer Hall	Anna Ghurbanyan	0.00	14/34
CHEM 2493	007/11181	M 1:10pm - 4:50pm 202a Havemeyer Hall	Talha Siddiqui	0.00	20/24
CHEM 2493	008/11182	T 12:10pm - 3:50pm 202a Havemeyer Hall	Talha Siddiqui	0.00	22/24
CHEM 2493	009/11183	T 6:10pm - 9:50pm 202a Havemeyer Hall	Talha Siddiqui	0.00	30/34
CHEM 2493	010/11184	W 1:10pm - 4:50pm 202a Havemeyer Hall	Anna Ghurbanyan	0.00	18/34
CHEM 2493	011/11185	Th 12:10pm - 3:50pm 202a Havemeyer Hall	Anna Ghurbanyan	0.00	8/34
CHEM 2493	012/11186	F 11:10am - 2:50pm 202a Havemeyer Hall	Anna Ghurbanyan	0.00	9/34

**CHEM UN2495 ORGANIC CHEM. LABORATORY I.**  
**1.50 point.**

Corequisites: CHEM UN2493

Corequisites: CHEM UN2493 The course is the lab lecture which accompanies the Organic Chemistry Laboratory I (Techniques) course

**Fall 2024: CHEM UN2495**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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CHEM 2495	001/11187	W 4:10pm - 5:25pm 309 Havemeyer Hall	Talha Siddiqui	1.50	74/110
CHEM 2495	002/11188	M 4:10pm - 5:25pm 309 Havemeyer Hall	Anna Ghurbanyan	1.50	73/110
CHEM 2495	003/11189	W 4:10pm - 5:25pm 309 Havemeyer Hall	Talha Siddiqui	1.50	72/110
CHEM 2495	004/11190	M 4:10pm - 5:25pm 309 Havemeyer Hall	Anna Ghurbanyan	1.50	34/110

**CHEM UN2545 INTENSIVE ORGANIC CHEM LAB. 3.00 points.**

Lab Fee: \$125.

Prerequisites: (CHEM UN2045 and CHEM UN2046) and CHEM UN1507 *CHEM W2045* and *CHEM W2046* and *CHEM W1507*.

Prerequisites: (CHEM UN2045 and CHEM UN2046) and CHEM UN1507 The lab is intended for students who have taken Intensive Organic Chemistry, CHEM UN2045 - CHEM UN2046 and who intend to major in Chemistry, Biochemistry, Chemical Physics, or Environmental Chemistry

**Fall 2024: CHEM UN2545**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 2545	001/11197	M 1:00pm - 6:00pm 202b Havemeyer Hall	Fay Ng	3.00	11/11
CHEM 2545	002/11485	T 1:00pm - 6:00pm 202b Havemeyer Hall	Fay Ng	3.00	7/10

**CHEM UN3079 PHYSICAL CHEMISTRY I-LECTURES.**  
**4.00 points.**

Prerequisites: (CHEM UN1403 and CHEM UN1404) or (CHEM UN1604) or (CHEM UN2045 and CHEM UN2046) and (MATH UN1101 and MATH UN1102) or (MATH UN1207 and MATH UN1208) and (PHYS UN1401 and PHYS UN1402) *CHEM W1403* and *CHEM W1404*, or *CHEM W1604*, or *CHEM W3045* and *CHEM W3046*; *MATH V1101-V1102* or *V1207-V1208*; *PHYS V1201-V1202* is acceptable, *PHYS C1401-C1402* or the equivalent is recommended.

Corequisites: CHEM UN3085

Prerequisites: (CHEM UN1403 and CHEM UN1404) or (CHEM UN1604) or (CHEM UN2045 and CHEM UN2046) and (MATH UN1101 and MATH UN1102) or (MATH UN1207 and MATH UN1208) and (PHYS UN1401 and PHYS UN1402) PHYS UN1201 - PHYS UN1202 is acceptable; PHYS UN1401 - PHYS 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 2024: CHEM UN3079**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3079	001/11488	M W 10:10am - 11:25am 401 Chandler	Xiaoyang Zhu	4.00	22/60

**CHEM UN3085 PHYSICL-ANALYTICL LABORATORY I. 4.00 points.**

Lab Fee: \$125 per term.

Corequisites: CHEM UN3079

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 2024: CHEM UN3085**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3085	001/11198	T 12:00pm - 6:00pm 222 Havemeyer Hall	Luis Avila	4.00	14/15

**CHEM UN3098 SUPERVISED INDEPENDENT RES. 4.00 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.

Prerequisites: the instructors permission for entrance, and the departmental representatives 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 2024: CHEM UN3098**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3098	001/11199		Vesna Gasperov	4.00	9/25
CHEM 3098	002/21165		Vesna Gasperov	4.00	1/1
CHEM 3098	003/21354		Vesna Gasperov	4.00	1/1

**Spring 2025: CHEM UN3098**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3098	001/11155		Vesna Gasperov	4.00	8/25
CHEM 3098	002/20749		Vesna Gasperov	4.00	0/1

**CHEM UN3920 SENIOR SEMINAR. 2.00 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 2024: CHEM UN3920**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3920	001/11200	F 2:10pm - 4:00pm 717 Havemeyer Hall	Milan Delor	2.00	13/40

**BCHM UN3300 BIOCHEMISTRY. 3.00 points.**

Prerequisites: one year each of Introductory Biology and General Chemistry. Corequisites: Organic Chemistry. 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

**CHEM GU4071 INORGANIC CHEMISTRY. 4.50 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (CHEM UN1403 and CHEM UN1404) or (CHEM UN1604) or (CHEM UN2045 and CHEM UN2046) Prerequisites: (CHEM UN1403 and CHEM UN1404) or (CHEM UN1604) or (CHEM UN2045 and CHEM UN2046) , or the equivalent. 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, bonding and resonance, symmetry and molecular orbitals, and spectroscopy

**Fall 2024: CHEM GU4071**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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CHEM 4071	001/11201	T Th 8:40am - 9:55am 320 Havemeyer Hall	Jonathan Owen	4.50	15/42
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**BIOC GU4501 BIOCHEM I-STRUCTURE/  
METABOLISM. 4.00 points.**

Undergraduates should register for *BIOC UN3501*.

Prerequisites: BIOL UN2005 and BIOL UN2006 and CHEM UN2443 and CHEM UN2444 one year of *BIOL C2005* and *BIOL C2006* and one year of organic chemistry.

In this course, we will study the chemistry of living systems. We will discuss how living systems convert environmental resources into energy, and how they use this energy and these materials to build the molecules required for the diverse functions of life. Finally, we will discuss the applications of such biochemical knowledge to mechanisms of disease and to drug discovery. At a high level, we expect that at the conclusion of the course, you should be able to explain the basic mechanisms by which living systems harness energy from their environment, how living systems construct the molecules necessary for the functions of life, how these processes go awry in a variety of disease, including cancer, and how drugs can be discovered to treat such diseases. Using this knowledge, you will be able to diagram the major metabolic pathways and compare how these pathways are dysregulated in normal tissues in and disease states. In addition, you will learn which techniques are used to uncover this knowledge and how to design and interpret experiments that will address these questions. You will also collaborate with other students in the analysis and interpretation of biochemical data, and be able to communicate, defend and refute interpretations of data. In this course, we assume familiarity with basic concepts of modern biology, so having completed one year of college-level biology is required. In addition, we explore the reaction mechanisms governing a variety of transformations in metabolism. You must have completed one year of organic chemistry prior to taking this course.

**CHEM GU4147 ADVANCED ORGANIC CHEMISTRY I. 4.50 points.**

Prerequisites: elementary organic and physical chemistry. 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 2024: CHEM GU4147

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4147	001/11202	T Th 10:10am - 11:25am 320 Havemeyer Hall	Tomislav Rovis	4.50	18/42

**CHEM GU4148 SYNTHETIC METHODS-ORGANIC CHEM. 4.50 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 2024: CHEM GU4148

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4148	001/11203	M W 10:10am - 11:25am 320 Havemeyer Hall	Makeda Tekle-Smith	4.50	20/42

**CHEM GU4221 QUANTUM CHEMISTRY I. 4.50 points.**

Prerequisites: elementary physical chemistry. Basic quantum mechanics: the Schrodinger equation and its interpretation, exact solutions in simple cases, methods or approximations including time-independent and time-dependent perturbation theory, spin and orbital angular momentum, spin-spin interactions, and an introduction to atomic and molecular structure

Fall 2024: CHEM GU4221

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4221	001/11248	M W 11:40am - 12:55pm 320 Havemeyer Hall	Timothy Berkelbach	4.50	19/42

**CHEM GU4230 STATISTICAL THERMODYNAMICS. 4.50 points.**

Prerequisites: elementary physical chemistry. Corequisites: CHEM G4221. Topics include the classical and quantum statistical mechanics of gases, liquids, and solids

Fall 2024: CHEM GU4230

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4230	001/11204	T Th 11:40am - 12:55pm 320 Havemeyer Hall	David Reichman	4.50	14/42

**CHEM GU4312 CHEMICAL BIOLOGY. 4.00 points.**

Prerequisites: (CHEM UN2443 and CHEM UN2444) and (CHEM UN3079 and CHEM UN3080) and (BIOC UN3501) elementary organic chemistry *CHEM W3443-CHEM W3444*.

Recommended preparation: elementary physical chemistry *CHEM W3079-CHEM W3080* and biochemistry *BIOC C3501*. Prerequisites: (CHEM UN2443 and CHEM UN2444) and (CHEM UN3079 and CHEM UN3080) and (BIOC UN3501) , or the equivalent. 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

**Fall 2024: CHEM GU4312**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4312	001/11256	M W 1:10pm - 2:25pm 320 Havemeyer Hall	Virginia Cornish	4.00	14/42

**BIOC GU4323 Biophysical Chemistry I. 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.

The first three modules will be covered during the fall term. In each module, the underlying physical theories and models with 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.

**CHEM GR6168 MATERIALS CHEMISTRY IIA. 2.50 points.**

Prerequisites: CHEM UN2443 *CHEM C3443* (or equivalent). Prerequisites: CHEM UN2443 , or the equivalent. This is an introductory course to the emerging field 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

## SPRING 2025

Please note that some lab fees have increased. You may consult the [Directory of Classes](#) for the most up to date fees.

**CHEM UN1403 GENERAL CHEMISTRY I-LECTURES. 4.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Corequisites: MATH UN1101

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. When registering, please add your name to the wait list for the recitation corresponding to the lecture section (1405 for lecture sec 001; 1407 for lecture sec 002; 1409 for lecture sec 003; 1411 for lecture sec 004). Information about recitation registration will be sent out before classes begin. DO NOT EMAIL THE INSTRUCTOR. Please check the Directory of Classes for details

**Fall 2024: CHEM UN1403**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1403	001/11207	M W 10:10am - 11:25am 309 Havemeyer Hall	Gerard Parkin	4.00	240/250
CHEM 1403	002/11450	T Th 10:10am - 11:25am 309 Havemeyer Hall	Xavier Roy	4.00	243/240
CHEM 1403	003/11140	T Th 6:10pm - 7:25pm 309 Havemeyer Hall	Ruben Savizky	4.00	174/190
CHEM 1403	004/11141	M W 6:10pm - 7:25pm 312 Mathematics Building	Robert Beer	4.00	34/120
CHEM 1403	AU3/18836	T Th 6:10pm - 7:25pm Othr Other	Ruben Savizky	4.00	6/10
CHEM 1403	AU4/18837	M W 6:10pm - 7:25pm Othr Other	Robert Beer	4.00	6/10

**Spring 2025: CHEM UN1403**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1403	001/11152	T Th 6:10pm - 7:25pm	Ruben Savizky	4.00	110/130



CHEM 1403	AU1/18501	309 Havemeyer Hall	Ruben Savitzky	4.00	7/10
		T Th 6:10pm -			
		7:25pm			
		Othr Other			

### CHEM UN1404 GENERAL CHEMISTRY II-LECTURES. 4.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: CHEM UN1403 *CHEM W1403*.

Prerequisites: CHEM UN1403 Although CHEM UN1403 and CHEM UN 1404 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

#### Fall 2024: CHEM UN1404

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1404	001/11139	T Th 10:10am - 11:25am 401 Chandler	Christopher Eckdahl	4.00	40/50
CHEM 1404	AU1/18838	T Th 10:10am - 11:25am Othr Other	Christopher Eckdahl	4.00	2/10

#### Spring 2025: CHEM UN1404

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1404	001/11160	T Th 10:10am - 11:25am 309 Havemeyer Hall	Christopher Eckdahl	4.00	195/185
CHEM 1404	002/11336	M W 8:40am - 9:55am 309 Havemeyer Hall	Milan Delor	4.00	138/170
CHEM 1404	003/11194	M W 6:10pm - 7:25pm 209 Havemeyer Hall	Robert Beer	4.00	34/60
CHEM 1404	AU3/18502	M W 6:10pm - 7:25pm Othr Other	Robert Beer	4.00	3/10

### CHEM UN1500 GENERAL CHEMISTRY LABORATORY. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Lab Fee: \$140.

Corequisites: CHEM UN1403, CHEM UN1404

Corequisites: CHEM UN1403, CHEM UN1404 An introduction to basic lab 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. Mandatory lab check-in will be

held during the first week of classes in both the fall and spring semesters. You may be asked to serve as research subjects in studies under direction of the faculty while enrolled in this course (CHEM UN1500 Sec 1, 2, 4, 6 and CHEM UN1501 Sec 1). Participation in voluntary

#### Fall 2024: CHEM UN1500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1500	001/11157	T 1:10pm - 4:50pm 302 Havemeyer Hall	Sarah Hansen	3.00	18/46
CHEM 1500	002/11158	T 6:10pm - 9:50pm 302 Havemeyer Hall	Joseph Ulichny	3.00	46/48
CHEM 1500	003/11159	W 1:10pm - 4:50pm 302 Havemeyer Hall	Joseph Ulichny	3.00	44/48
CHEM 1500	004/11160	Th 1:10pm - 4:50pm 302 Havemeyer Hall	Sarah Hansen	3.00	9/46

#### Spring 2025: CHEM UN1500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1500	001/11161	M 2:10pm - 5:50pm 302 Havemeyer Hall	Sarah Hansen	3.00	26/24
CHEM 1500	002/11162	T 1:10pm - 4:50pm 302 Havemeyer Hall	Sarah Hansen	3.00	42/46
CHEM 1500	003/11163	T 6:10pm - 9:50pm 302 Havemeyer Hall	Joseph Ulichny	3.00	52/48
CHEM 1500	004/11164	W 8:40am - 12:25pm 302 Havemeyer Hall	Sarah Hansen	3.00	45/46
CHEM 1500	005/11165	W 1:10pm - 4:50pm 302 Havemeyer Hall	Joseph Ulichny	3.00	49/48
CHEM 1500	006/11166	Th 1:10pm - 4:50pm 302 Havemeyer Hall	Sarah Hansen	3.00	32/46
CHEM 1500	007/11167	Th 6:10pm - 9:50pm 302 Havemeyer Hall	Joseph Ulichny	3.00	51/48
CHEM 1500	008/11168	F 1:10pm - 4:50pm 302 Havemeyer Hall	Joseph Ulichny	3.00	30/27

### CHEM UN1507 INTENSVE GENERAL CHEMISTRY- LAB. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Lab Fee: \$140.

Prerequisites: CHEM UN1604 or CHEM UN2045 *CHEM W1604* or *CHEM W2045*.

Corequisites: CHEM UN2045

Prerequisites: CHEM UN1604 or CHEM UN2045

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 2024: CHEM UN1507

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1507	001/11223	M 1:00pm - 6:00pm	Luis Avila	3.00	16/18
		302 Havemeyer Hall			
CHEM 1507	002/11166	F 1:00pm - 6:00pm	Luis Avila	3.00	15/18
		302 Havemeyer Hall			

#### Spring 2025: CHEM UN1507

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 1507	001/11171	M 1:00pm - 6:00pm	Luis Avila	3.00	16/20
		302 Havemeyer Hall			
CHEM 1507	002/11172	F 1:00pm - 6:00pm	Luis Avila	3.00	19/20
		302 Havemeyer Hall			

### CHEM UN2045 INTENSIVE ORGANIC CHEMISTRY.

#### 4.00 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 W1604*.

Corequisites: CHEM UN1507

Prerequisites: A grade of 5 on the Chemistry Advanced Placement exam and an acceptable grade on the Department placement exam. 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

#### Spring 2025: CHEM UN2045

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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CHEM 2045	001/11156	T Th 1:10pm - 2:25pm 209 Havemeyer Hall	Luis Campos	4.00	36/60
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### CHEM UN2408 1ST YEAR SEM IN CHEMICAL RES.

#### 1.00 point.

Prerequisites: CHEM UN1403 or CHEM UN1604 or CHEM UN2045 *CHEM W1403*, *CHEM W1604*, *CHEM W3045*, or the instructor's permission.

Prerequisites: CHEM UN1403 or CHEM UN1604 or CHEM UN2045 or the instructors 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 2025: CHEM UN2408

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 2408	001/11154	F 12:00pm - 12:50pm 209 Havemeyer Hall	Vesna Gasperov	1.00	21/80

### CHEM UN2444 ORGANIC CHEMISTRY II-LECTURES.

#### 4.00 points.

Prerequisites: CHEM UN1404 or CHEM UN1604 and CHEM UN1500 and CHEM UN2443 *CHEM W1404* or *CHEM W1604* and *CHEM W1500*.

Prerequisites: CHEM UN1404 or CHEM UN1604, CHEM UN1500 and CHEMUN2443. 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

#### Spring 2025: CHEM UN2444

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 2444	001/11173	M W 11:40am - 12:55pm 309 Havemeyer Hall	Christopher Eckdahl	4.00	128/150
CHEM 2444	002/11174	T Th 11:40am - 12:55pm 309 Havemeyer Hall	James Leighton	4.00	107/110
CHEM 2444	003/11175	M W 6:10pm - 7:25pm 309 Havemeyer Hall	Charles Doubleday	4.00	50/65
CHEM 2444	AU3/18503	M W 6:10pm - 7:25pm Othr Other	Charles Doubleday	4.00	4/10

**CHEM UN2494 ORGANIC CHEM. LAB II SYNTHESIS.****0.00 points.**

Lab Fee: \$62.00

Prerequisites: (CHEM UN1403 and CHEM UN1404) and CHEM UN1500 and CHEM UN2493 *CHEM W1403-CHEM W1404; CHEM W1500; CHEM W2493.*

Corequisites: CHEM UN2444

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

**Spring 2025: CHEM UN2494**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 2494	001/11240	M 1:10pm - 4:50pm 202a Havemeyer Hall	Talha Siddiqui	0.00	19/24
CHEM 2494	002/11241	T 12:10pm - 3:50pm 202a Havemeyer Hall	Talha Siddiqui	0.00	17/24
CHEM 2494	003/11253	T 6:10pm - 9:50pm 202a Havemeyer Hall	Talha Siddiqui	0.00	17/34
CHEM 2494	004/11242	W 1:10pm - 4:50pm 202a Havemeyer Hall	Anna Ghurbanyan	0.00	35/34
CHEM 2494	005/11243	Th 12:10pm - 3:50pm 202a Havemeyer Hall	Anna Ghurbanyan	0.00	13/34
CHEM 2494	006/11244	F 11:10am - 2:50pm 202a Havemeyer Hall	Anna Ghurbanyan	0.00	31/34
CHEM 2494	007/11276	M 1:10pm - 4:50pm 202a Havemeyer Hall	Talha Siddiqui	0.00	22/24
CHEM 2494	008/11275	T 12:10pm - 3:50pm 202a Havemeyer Hall	Talha Siddiqui	0.00	12/24
CHEM 2494	009/11245	T 6:10pm - 9:50pm	Talha Siddiqui	0.00	30/34

CHEM 2494	010/11246	202a Havemeyer Hall W 1:10pm - 4:50pm	Anna Ghurbanyan	0.00	31/34
CHEM 2494	011/11277	202a Havemeyer Hall Th 12:10pm - 3:50pm	Anna Ghurbanyan	0.00	5/34
CHEM 2494	012/11278	202a Havemeyer Hall F 11:10am - 2:50pm	Anna Ghurbanyan	0.00	13/34

**CHEM UN2496 ORGANIC CHEM. LABORATORY II.****1.50 point.**

Corequisites: CHEM UN2494

The course is the lab lecture which accompanies the Organic Chemistry Laboratory II (Synthesis) course.

**Spring 2025: CHEM UN2496**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 2496	001/11247	W 4:10pm - 5:25pm 309 Havemeyer Hall	Talha Siddiqui	1.50	53/110
CHEM 2496	002/11248	M 4:10pm - 5:25pm 309 Havemeyer Hall	Anna Ghurbanyan	1.50	78/140
CHEM 2496	003/11249	W 4:10pm - 5:25pm 309 Havemeyer Hall	Talha Siddiqui	1.50	64/110
CHEM 2496	004/11250		Anna Ghurbanyan	1.50	49/140

**CHEM UN3080 PHYSICAL CHEMISTRY II-LECTURES.****4.00 points.**Prerequisites: CHEM UN3079 *CHEM W3079*

Corequisites: CHEM UN3086

Prerequisites: CHEM UN3079 Corequisites: CHEM UN3086  
CHEM UN3080 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 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

**Spring 2025: CHEM UN3080**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3080	001/11251	M W 10:10am - 11:25am 209 Havemeyer Hall	Xiaoyang Zhu	4.00	29/60

**CHEM UN3086 PHYSICL-ANALYTCL LABORATORY II. 4.00 points.**

Lab Fee: \$125 per term.

Prerequisites: CHEM UN3085 *CHEM W3085*

Prerequisites: CHEM UN3085 , CHEM UN3080 is acceptable corequisite for CHEM UN3086. A student-centered experimental course intended for students who are co-registered or have complete 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

**Spring 2025: CHEM UN3086**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3086	001/11279	T 12:00pm - 6:00pm 222 Havemeyer Hall	Luis Avila	4.00	9/15

**CHEM UN3098 SUPERVISED INDEPENDENT RES. 4.00 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.

Prerequisites: the instructors permission for entrance, and the departmental representatives 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 2024: CHEM UN3098**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3098	001/11199		Vesna Gasperov	4.00	9/25
CHEM 3098	002/21165		Vesna Gasperov	4.00	1/1
CHEM 3098	003/21354		Vesna Gasperov	4.00	1/1

**Spring 2025: CHEM UN3098**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3098	001/11155		Vesna Gasperov	4.00	8/25
CHEM 3098	002/20749		Vesna Gasperov	4.00	0/1

**CHEM UN3546 ADVANCED ORGANIC CHEMISTRY LAB. 3.00 points.**

Laboratory Fee: \$125.

Prerequisites: CHEM UN2493 and CHEM UN2494 *CHEM W3543* or *CHEM W3545*.

Prerequisites: CHEM UN2493 and CHEM UN2494 , or the equivalent. A project laboratory with emphasis on complex

synthesis and advanced techniques including qualitative organic analysis and instrumentation

**Spring 2025: CHEM UN3546**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3546	001/11176	M 1:00pm - 6:00pm 202b Havemeyer Hall	Fay Ng	3.00	5/10
CHEM 3546	002/11177	T 1:00pm - 6:00pm 202b Havemeyer Hall	Fay Ng	3.00	3/10

**CHEM GU4102 CHEMISTRY FOR THE BRAIN. 4.50 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. 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 2025: CHEM GU4102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4102	001/15716	T Th 10:10am - 11:25am	Dalibor Sames	4.50	20/28



320 Havemeyer  
Hall

CHEM 001/15722  
4232

M W 1:10pm -  
2:25pm  
320 Havemeyer  
Hall

Richard 4.50 15/42  
Friesner

### **CHEM GU4103 ORGANOMETALLIC CHEMISTRY. 4.50 points.**

Prerequisites: (CHEM UN2443 and CHEM UN2444) 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.

#### **Spring 2025: CHEM GU4103**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4103	001/15717	T Th 11:40am - 12:55pm 320 Havemeyer Hall	Jack Norton	4.50	8/42

### **CHEM GU4104 STRUCTURAL METHODS IN INORGANIC CHEMISTR. 2.50 points.**

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.

#### **Spring 2025: CHEM GU4104**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4104	001/15719	M W 8:40am - 9:55am 320 Havemeyer Hall	Gerard Parkin	2.50	13/42

### **CHEM GU4145 NMR SPECTROSCOPY. 1.00 point.**

Prerequisites: elementary organic chemistry.

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 2025: CHEM GU4145**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4145	001/15720	F 11:00am - 11:50am 320 Havemeyer Hall	John Decatur	1.00	19/42

### **CHEM GU4232 INTRO TO MOLECULAR MODELING. 4.50 points.**

Molecular modeling has become an integral part of research in many areas of chemistry, and in industry in drug discovery and materials design. Many experimental papers in the literature are routinely complemented by molecular modeling calculations. Experimental scientists working in industry have a significant advantage if they know how to optimally use modeling software. The course would consist of a normal lecture part plus a lab session every week in which the students learn to use modeling software by working on projects.

#### **Spring 2025: CHEM GU4232**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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### **BIOC GU4512 MOLECULAR BIOLOGY. 3.00 points.**

Prerequisites: one year of biology. Recommended but not required: *BIOC C3501*.

Prerequisites: one year of biology. 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. 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>

### **CHEM GR6169 MATERIALS CHEMISTRY IIB. 2.50 points.**

Prerequisites: CHEM UN2443 *CHEM C3443* (or equivalent). Prerequisites: CHEM UN2443, or the equivalent

### **CHEM GR6222 QUANTUM CHEMISTRY II. 2.50 points.**

Prerequisites: CHEM GU4221 Quantum Chemistry G4221. Prerequisites: CHEM GU4221 Atomic and molecular quantum mechanics: fundamentals of electronic structure, many-body wave functions and operators, Hartree-Fock and density functional theory, the Dirac equation

### **CHEM GR8223 QUANTUM CHEMISTRY III. 2.5 points.**

Prerequisites: *CHEM G6222*.

Nonlinear spectroscopy: second harmonic and vibrational sum frequency generation; applications to surface and colloidal nano-microparticle interfaces; nonradiative molecular processes.

### **CHEM GR8300 BIOPHOTONICS. 2.50 points.**

## **COURSES OFFERED IN ALTERNATE YEARS**

Please contact the Undergraduate Program Manager, Vesna Gasperov ([vg2231@columbia.edu](mailto:vg2231@columbia.edu)), for further information.

### **CHEM GU4103 ORGANOMETALLIC CHEMISTRY. 4.50 points.**

Prerequisites: (CHEM UN2443 and CHEM UN2444) 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.

**Spring 2025: CHEM GU4103**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4103	001/15717	T Th 11:40am - 12:55pm 320 Havemeyer Hall	Jack Norton	4.50	8/42

**CHEM GU4104 STRUCTURAL METHODS IN INORGANIC CHEMISTR. 2.50 points.**

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.

**Spring 2025: CHEM GU4104**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4104	001/15719	M W 8:40am - 9:55am 320 Havemeyer Hall	Gerard Parkin	2.50	13/42

**CHEM GU4111 APPLICATIONS OF NMR SPECTROSCOPY TO INOR. 2.50 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

**CHEM GU4154 Chemical Characterization for Synthetic Chemists. 3 points.**

This course will teach synthetic chemists to use mass spectrometry, analytical chromatography, and single-crystal X-ray diffraction as tools for research in synthetic chemistry. The teaching approach will be practical with an emphasis on hands-on experience. Students will gain: (1) A user-level understanding of the theory of these analytical methods. (2) Hands-on proficiency with a variety of instruments available at Columbia. (3) An introduction to advanced instrument capabilities and an awareness of their applications. (4) Proficiency in processing and interpreting data.

**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.

**CHEM GR6168 MATERIALS CHEMISTRY IIA. 2.50 points.**

Prerequisites: CHEM UN2443 *CHEM C3443* (or equivalent).

Prerequisites: CHEM UN2443, or the equivalent. This is an introductory course to the emerging field 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 GR6169 MATERIALS CHEMISTRY IIB. 2.50 points.**

Prerequisites: CHEM UN2443 *CHEM C3443* (or equivalent).

Prerequisites: CHEM UN2443, or the equivalent

**CHEM GR6222 QUANTUM CHEMISTRY II. 2.50 points.**

Prerequisites: CHEM GU4221 Quantum Chemistry G4221.

Prerequisites: CHEM GU4221 Atomic and molecular quantum mechanics: fundamentals of electronic structure, many-body wave functions and operators, Hartree-Fock and density functional theory, the Dirac equation

**CHEM GR6231 INTERMEDIATE STATISTICAL MECH. 2.50 points.**

Prerequisites: CHEM GU4221 and CHEM GU4230 *CHEM G4221* and *CHEM G4230*.

Phase transitions and critical phenomena; renormalization group methods; classical theory of fluids.

**CHEM GR8106 KINETICS. 2.5 points.**

Kinetics and mechanisms of inorganic reactions.

**CHEM GR8120 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 GR8223 QUANTUM CHEMISTRY III. 2.5 points.**

Prerequisites: *CHEM G6222*.

Nonlinear spectroscopy: second harmonic and vibrational sum frequency generation; applications to surface and

colloidal nano-microparticle interfaces; nonradiative molecular processes.

### **CHEM GR8232 ADV STATISTICAL MECHANICS. 2.50 points.**

Prerequisites: CHEM GU4221 and CHEM GU4230 *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 GR8349 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 requires extensive participation of students in the form of discussions and debates. Grades will be based on participation, writing assignments, and one oral presentation.

## CLASSICS

### THE DEPARTMENT OF CLASSICS

Department website: <https://classics.columbia.edu/>

Office location: 617 Hamilton Hall

Office contact: 212-854-3902, [classics@columbia.edu](mailto:classics@columbia.edu)  
([videogameugrad@columbia.edu](mailto:videogameugrad@columbia.edu))

Director of Undergraduate Studies: Professor Nikolas Kakkoufa, [Nk2776@columbia.edu](mailto:Nk2776@columbia.edu)

Department Administrator (DAAF): Jared Stickley, [js5074@columbia.edu](mailto:js5074@columbia.edu)

### THE STUDY OF CLASSICS

Classics is the study of the civilizations of ancient Greece and Rome (c. 900 BCE to 500 CE): their languages, literature, history, philosophy, art, and ways of life. The Department of Classics offers a wide variety of courses, geared at students with different interests and at all levels of preparation. These include courses on ancient civilization in all its diversity, classes on ancient literature in translation, and numerous courses in ancient Greek and Latin, from elementary language classes to advanced literature courses. We also offer courses

on ancient Egypt as well as the Near East, Medieval Latin, and Modern Greek.

## STUDENT ADVISING

### Consulting Advisers

Director of Undergraduate Studies: Professor Nikolas Kakkoufa, [Nk2776@columbia.edu](mailto:Nk2776@columbia.edu)

Students should consult with the DUS who will direct them to the appropriate faculty advisor for their research interest area.

### Enrolling in Classes

Students starting in the Major should start with the language placement exam to determine the appropriate language level for their prior knowledge. Exams are administered in late August by the Department of Classics. Students who cannot take the exam should contact the Director of Undergraduate Studies to make arrangements.

For those students who are starting the major without prior knowledge of the ancient languages please start at the beginning of the sequence (1000 level) in one of the ancient languages and speak to the Director of Undergraduate Studies to determine your best course of study.

### Preparing for Graduate Study

<https://classics.columbia.edu/preparation-for-graduate-study>

Students who are considering graduate work in Classics should be aware that because our Classics major is not a pre-professional degree, simply fulfilling the normal major requirements will not guarantee admission to a graduate program. By far the most important element in preparation for graduate school admission is a good command of both the Latin and the Greek languages, so students who wish to go to graduate school should attempt to reach the advanced level in both languages. The two courses at the intermediate level required in the secondary language for the Classics major are not enough for admission to most graduate programs, and the language requirements of both Classical Studies and Ancient Studies are well below the level normally necessary for graduate school admission. The importance of languages holds not only for students wishing to study ancient literature, but also for those interested primarily in other aspects of the ancient world (history, art, philosophy, religion, etc.), because it is not possible to pursue advanced research successfully unless one can make use of the primary sources. Students who have not done the requisite amount of language work and wish to go to graduate school can enroll in a post-baccalaureate program (either at Columbia or at another institution) to do one or two years of intensive language work before starting graduate school.

While knowledge of Latin and Greek is the most important factor in graduate school admission, it is by no means the only one. Students considering graduate work are also advised to

write a senior thesis (and not to substitute the thesis for any of the other advanced courses). If possible, it is a good idea to use some of your summers (especially the one between junior and senior year) on a relevant activity such as archaeological fieldwork experience, travel and/or study in Greece or Italy, learning French or German, improving your Latin or Greek, or working as a research assistant for a Classicist. It is also useful to get high scores on the GRE test, and these are best achieved by obtaining and studying information on the types of questions asked on the test and taking practice tests.

The department does offer a combined BA/MA program in Classics allowing them to complete the MA in Classics within one year of receiving their BA.

The array of graduate degrees on offer in the US and abroad can be bewildering—including master's and doctoral programs in Classics and a variety of related subjects—and the character and quality of graduate programs differs widely. It is therefore important to gather information and seek advice.

If you are considering graduate work, you should discuss your plans with the Director of Undergraduate Studies and other faculty members no later than the beginning of the fall semester before you hope to apply (i.e., typically the fall of your senior year).

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

### 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.

### Barnard College Courses

The Department of Classics at Columbia and the Department of Classics and Ancient Studies at Barnard College work closely together. Students may take courses at Barnard to count towards the Major or Minor. Students at Barnard should speak to their advisor at Barnard regarding Columbia courses as the departments are distinct and the requirements for their respective majors are different.

### Transfer Courses

Students transferring to Columbia should contact the Director of Undergraduate Studies to discuss equivalencies and what level of courses they wish to take.

### Study Abroad Courses

Seeing the ancient sites and monuments is an important part of the study of antiquity, and there are a number of ways to acquire some familiarity with the physical remains of Greek and Roman civilization. [The Intercollegiate Center for Classical Studies in Rome](#) offers in each term an excellent one-semester program, usually taken in the junior year, and the [College](#)

[Year in Athens](#) offers a wide variety of courses ranging from language and literature to history, art, and archaeology. During the summer there are more options, including the outstanding [Summer Sessions of the American School for Classical Studies in Athens](#). A listing of fieldwork opportunities is published annually by the Archaeological Institute of America.

### Summer Courses

Courses are offered over the summer by the department providing opportunities to study the ancient languages over the summer.

Courses are also offered in Classical Civilization including Worlds of Alexander and Classical Mythology.

## CORE CURRICULUM CONNECTIONS

Faulty and Graduate Instructors from the Department of Classics Teach in the Core, usually Literature Humanities and Contemporary Civilization.

Some Classics courses can be used to count toward the Global Core requirement as noted in the course information.

## UNDERGRADUATE RESEARCH AND SENIOR THESIS

### Undergraduate Research in Courses

Students should consult with the Director of Undergraduate Studies, Professor Nikolas Kakkoufa at [nk2776@columbia.edu](mailto:nk2776@columbia.edu). Students can register for Directed readings with a faculty member.

### Senior Thesis Coursework and Requirements

Students are required to take the Major Seminar UN3996 as part of the program. The course focuses on the preparation for the Senior Thesis and methods in the field of Classics. Currently students have the option to participate in a trip abroad to sites in the ancient world.

### Undergraduate Research Outside of Courses

Students are encouraged to participate in the [Ancient Play](#) put on yearly by the Barnard Columbia Ancient Drama Group.

The Department is able to support a limited number of students to study ancient languages over the summer through the Comager Fund and the Undergraduate Latin fund. Interested students should contact the Director of Undergraduate Studies.

Undergraduate students can apply to the SNFPHI Summer Research Internship in Public Humanities and Hellenic Studies. This six week internship invites undergraduate students to explore public humanities, gain hands-on experience with its objectives, methods, and outcomes, and pursue a group project that connects research on Greece with a broad public audience. The internship is structured around: (1) a seminar in Hellenic Studies in which students explore aspects of modern Greek history and culture relevant to their internship research,



(2) a workshop in which students are trained in the methods and tools of public-facing research, and (3) a group project in which students work closely with Columbia faculty and public humanities partners in Greece.

Columbia runs its own archeological summer program at Hadrian's Villa in Tivoli. Contact Professor Francesco de Angelis.

Students wanting Columbia or Barnard credit for work done abroad should discuss their plans with the director of undergraduate studies at an early date to enable them to incorporate experience abroad most practically into their programs here.

## DEPARTMENT HONORS AND PRIZES

### Department Honors

Departmental Honors are awarded for overall outstanding performance in the Classics.

### Academic Prizes

The department offers two prize competitions yearly (Earle and Romaine) in sight translation of Greek and Latin. These prizes are awarded on the basis of examinations given each spring.

Two prizes are given to graduating Columbia College seniors:

- The Caverly Prize is awarded annually for outstanding performance by a graduating Columbia College major.
- The Stadler Prize is 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.

## OTHER IMPORTANT INFORMATION

Students interested in majoring in Classics should reach out to the Department early in their academic career. Students should contact the Director of Undergraduate Studies with any questions.

Students participating in dual degree programs should contact the Director of Undergraduate Studies.

## PROGRAM IN HELLENIC STUDIES

Department website: [hellenic.columbia.edu](http://hellenic.columbia.edu)

Office location: 618 Hamilton Hall

Office contact: 212-851-0297, [hellenic@columbia.edu](mailto:hellenic@columbia.edu)  
([videogameugrad@columbia.edu](mailto:videogameugrad@columbia.edu))

Director of Undergraduate Studies: Prof. Nikolas Kakkoufa; 212-854-3902; [nk2776@columbia.edu](mailto:nk2776@columbia.edu)

Undergraduate Administrator: Eleni Gizas; 212-851-0297; [eag2191@columbia.edu](mailto:eag2191@columbia.edu)

## THE STUDY OF MODERN GREEK

The Program offers students the opportunity to study Greece through a modern lens and prepares them for professional work or further academic study in the humanities and social sciences, international studies, fine arts or, more recently, more interdepartmental endeavors. At the heart of the curriculum is a series of courses that investigate the relation between language and culture in the Greek-speaking world (including the diaspora) throughout its modern history. The aim has been to build a strong linguistic base on which to construct a greater knowledge of Modern Greek literary, political, social, and cultural currents and attitudes, and also to offer students a theoretical framework for analyzing cultural differences more generally. Since then, Balkan and Mediterranean Studies, but also Classical Reception Studies outside the strict Classics world, have become part of the Hellenic Studies curriculum, especially insofar as they contribute to Global Core, Global Humanities, and interdisciplinary initiatives.

The Core Faculty of the PHS are Dimitris Antoniou, Chrysanthi Filippardos, Stathis Gourgouris, Nikolas P. Kakkoufa, Paraskevi Martzavou, and Karen Van Dyck. A number of affiliated faculty (but also the HLS faculty that is housed in Classics – Gourgouris, Van Dyck, Kakkoufa) teach and conduct their research in relation with other departments, institutes, and initiatives – notably, the Institute for Comparative Literature and Society (ICLS), the Institute for the Study of Sexuality and Gender (ISSG), the Institute for the Study of Human Rights, the Harriman Institute, and the Stavros Niarchos Foundation Public Humanities Initiative (SNFPHI). Its affiliated faculty members include, among others, John Ma in Classics, Mark Mazower in History, Ioannis Mylonopoulos in Art History and Archaeology, Neni Panourgia in the Justice in Education Program, Elsa Stamatopoulou in Human Rights, Nadia Urbinati in Political Science, and Konstantina Zanou in Italian.

The PHS organizes and co-sponsors the University Seminar in Modern Greek, a Lecture Series with the Greek Consulate in New York and a number of Hellenic Studies Workshops, Film Screenings, and occasional colloquia that provide a forum of discussion of research in progress on all aspects of Greek Civilization of which our students frequently take advantage. It also maintains a strong collaboration with the Stavros Niarchos Foundation Public Humanities Initiative and the newly established Columbia Global Center in Athens.

## **STUDENT ADVISING**

### **Consulting Advisers**

The Director of Undergraduate Studies (DUS) of the Program in Hellenic Studies in the Department of Classics is responsible for approving courses, overseeing enrollment, advising prospective and current minors, and certifying minors for graduation both in the Minor in Modern Greek Language, Literature, and Culture and the Minor in Hellenic Studies. Students should consult with the Director of Undergraduate Studies, Prof. Nikolas P. Kakkoufa at [nk2776@columbia.edu](mailto:nk2776@columbia.edu)

### **Enrolling in Classes**

Students are encouraged to consult with the Director of Undergraduate Studies to review course options and requirements.

### **Preparing for Graduate Study**

The Program in Hellenic Studies does not offer a graduate path of study but it has prepared students for further study in a number of disciplines with a focus on Modern Greece.

## **COURSEWORK TAKEN OUTSIDE OF COLUMBIA**

### **Advanced Placement**

The Program in Hellenic Studies offers a language placement test the week before the first day of classes in the fall. The test consists of both written and oral parts. Students who wish to schedule the test before the start of the fall semester, or to take a Modern Greek placement test at any other time in the year, or who have particular questions about placing, should contact the Director of Undergraduate Studies.

### **Barnard College Courses**

The Program in Hellenic Studies offers a Minor in Modern Greek at Barnard College. The Minor requires five courses beyond the Elementary Level. The Minor in Modern Greek is administered through the Department of Classics and Ancient Studies at Barnard College. Students wishing to minor in Modern Greek should consult with the Director of Undergraduate Studies.

### **Transfer Courses**

Students transferring to Columbia should contact the Director of Undergraduate Studies to discuss equivalencies and what level of courses they wish to take.

### **Study Abroad Courses**

Students may wish to enroll in the [College Year in Athens](#) Program for a semester-long or summer session. The [College Year in Athens](#) offers a wide variety of courses ranging from language and literature to history, art, and archaeology. Students wanting credit for work done abroad should discuss their plans with the Director of Undergraduate Studies at an

early date to enable them to incorporate experience abroad most practically into their programs here.

### **Summer Courses**

Students can enroll in the Travel Seminar, “Mediterranean Humanities in Athens”, organized in partnership with Columbia Global, the Aikaterini Laskaridis Foundation, and the Center for Undergraduate Global Engagement. Students participating in this seminar take Athens, Greece, as a vantage point to explore the multiple ways this body of water has been imagined by the people who lived or traveled across its shores. In this one-week seminar, students immerse themselves in the history and culture of Athens and its environs through a combination of lectures, guided museum visits, educational walks, field trips, and hands-on workshops.

## **CORE CURRICULUM CONNECTIONS**

Modern Greek language courses count towards the Core requirements. The following classes count towards the Global Core Requirement:

GRKM UN3935 Hellenism and the Topographical Imagination

CLGM GU4600 Multilingual Worlds: Translation, Gender and the Greek Diaspora

CSGM UN3567 Thessaloniki Down the Ages

CLGM UN3920 The World Responds to the Greeks: Modernity, Postcoloniality, Globality

CLGM UN3110 The Ottoman Past in the Greek Present

## **UNDERGRADUATE RESEARCH AND SENIOR THESIS**

### **Undergraduate Research in Courses**

Students should consult with the Director of Undergraduate Studies, Prof. Nikolas P. Kakkoufa at [nk2776@columbia.edu](mailto:nk2776@columbia.edu). Students can register for Directed readings (3997), a Senior Research Seminar (3998) or Supervised Independent Research (4460).

Senior Thesis Coursework and Requirements [drop-down]  
Though a Senior Thesis is not required for graduation it enables a student to be considered for departmental honors. It is advisable to begin planning for the thesis during the junior year. Interested students should identify a potential faculty advisor and discuss their plans with the DUS.

### **Undergraduate Research Outside of Courses**

Undergraduate students can apply to the SNFPHI Summer Research Internship in Public Humanities and Hellenic Studies. This six week internship invites undergraduate students to explore public humanities, gain hands-on experience with its objectives, methods, and outcomes, and pursue a group

project that connects research on Greece with a broad public audience. The internship is structured around: (1) a seminar in Hellenic Studies in which students explore aspects of modern Greek history and culture relevant to their internship research, (2) a workshop in which students are trained in the methods and tools of public-facing research, and (3) a group project in which students work closely with Columbia faculty and public humanities partners in Greece.

## **DEPARTMENT HONORS AND PRIZES**

### **Department Honors**

Departmental Honors are awarded for overall outstanding performance.

## **PROFESSORS**

Kathy Eden  
Carmela V. Franklin  
Stathis Gourgouris  
John Ma (Chair)  
Kristina Milnor (Barnard, Chair)  
Seth R. Schwartz  
Deborah T. Steiner  
Karen Van Dyck  
Katharina Volk  
Gareth D. Williams  
Nancy Worman (Barnard)

## **ASSOCIATE PROFESSORS**

Marcus Folch  
Joseph Howley  
Elizabeth Irwin  
Ellen Morris (Barnard)

## **SENIOR LECTURER**

Elizabeth Scharffenberger

## **LECTURERS**

Dimitrios Antoniou  
Lien Van Geel  
Hanna Golab  
Nikolas Kakkoufa  
Darcy Krasne

## **GUIDANCE FOR UNDERGRADUATE STUDENTS IN CLASSICS**

### **Program Planning for all Students**

The department offers a major in classics and a major track in classical studies. The major in classics involves the intensive study of both Greek and Latin, as well as their cultural matrix;

the track in classical studies offers a more interdisciplinary approach. The major in classics is recommended for students planning to continue the study of classics in graduate school. The department also participates in the interdepartmental ancient studies program and offers a concentration in classics; these are all described below.

The major in classics and the track in classical studies are designed in part to build on the experience of the ancient world that undergraduates have acquired at Columbia in the Core Curriculum (especially in Literature Humanities). The major in classics is structured on the principle of gradual and closely monitored linguistic progress from the elementary (1100-level) to the advanced (3000- and 4000-levels) and ultimately to the literature survey courses (GU4105-GU4106) 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 (UN3998). 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.

UN3998 is required in the classical studies track. Otherwise, students in classical studies are not required to take advanced courses beyond UN3996 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.).

### **Course Numbering Structure**

In both Greek and Latin prerequisites are the course with the number before in the sequence. Students can test out of the prerequisite with a placement test or through the Director of Undergraduate Studies.

In both languages the sequence is as follows:

1101: Elementary I

1102: Elementary II

1121: Intensive Elementary

2101: Intermediate I

2102: Intermediate II

For 2101 Either 1102 or 1121 is required as a prerequisite or a placement test.

The course numbers below are used for both Greek and Latin, except as noted. Please consult the Columbia and Barnard catalogs for full descriptions of all courses.

1101-2: Introductory language course in TWO semesters. This is the normal course taken by those beginning a language not previously studied; it covers all the basic grammar and gives some practice reading easy texts.

1121: This one-semester course is the equivalent of both 1101 and 1102; it covers all the basic grammar in one semester and enables the participants to take courses at the 2100 level the following semester. This is an intensive course, so you should be prepared to make a substantial time commitment.

2101-2: This sequence provides intermediate language training in both prose and poetry. The completion of 2102 satisfies the language requirement.

3012 (Latin only): This is the fifth-semester Latin course and the beginning of the Latin literature sequence. It is highly recommended for incoming first-year students who have had enough Latin to place out of 2101-2 or for those who have completed the intermediate sequence here.

3013 (Latin only): This new course is designed as a sequel or alternative to 3012 and aims to sharpen translation skills by concentrating on classical Latin prose.

3309, 3310, 4009, 4010: These advanced literature courses are offered annually with changes in subject matter so that students will have a chance to read as many representative authors as possible. Courses at the 4000 level are not necessarily more difficult than those at the 3000 level when taken by undergraduates; the significance of the designation is that graduate students as well as undergraduates may take 4000 level courses, but in many cases undergraduates and graduates will not be given the same workload in these courses. Students who are in doubt about the level of a specific class should consult the instructor.

3033, 4152 (Latin only): These courses constitute the sequence in medieval Latin; in most years both will be offered.

3996: The Major Seminar is intended for senior majors in Classics, Classical Studies, and Ancient Studies but is also open to juniors. The course considers a different topic each year, analyzing it across time periods, genres, and both languages. It focuses on honing skills that are useful for working on the senior thesis, such as how to frame a discussion topic, how to analyze a text philologically and thematically, and how to develop a bibliography. The course also provides upper-level students in Classics, Classical Studies, and Ancient Studies with an opportunity to get to know each other in a congenial and interactive environment.

4105-6: The literature surveys are designed to give advanced Classics undergraduates and entering graduate students a grasp of the broader picture of Greek or Latin literature, as opposed to the more focused topics offered in other advanced courses.

5139: This course focuses on enabling students to write, as well as read, Greek and Latin. It consists largely of an intensive review of grammar and syntax at an advanced level, with the translation of sentences or short paragraphs into the ancient languages. Note: This is technically a graduate course, but undergraduates are welcome to enroll with the instructor's

permission. 5139 replaces the old 4139; the content of the course remains the same.

## **CLASSICAL CIVILIZATION AND LITERATURE IN TRANSLATION**

These courses are designed for both majors and non-majors and are ideal for students with no prior background in the ancient world, though they may also be of interest to more advanced students. Some, such as Classical Myth (3132), are normally offered every year; others are offered in rotation or once only.

## **Guidance for First-Year Students**

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.

## **Guidance for Transfer Students**

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.

## **UNDERGRADUATE PROGRAMS OF STUDY: CLASSICS**

### **Required Coursework for all Programs**

The major is offered with two tracks, Classics and Classical Studies. The former, which is recommended for students considering graduate work in Classics, concentrates heavily on the ancient languages and literature; the latter can be earned with only one of the ancient languages and includes more courses on other aspects of the ancient world. The Classics department also participates in the interdepartmental Ancient Studies major, which is designed for students whose interests encompass the ancient Mediterranean as a whole rather than the Greco-Roman world in particular. The Classics Concentration/Minor is earned in either Latin or Greek; there is also a Greek/Latin Minor for students of the School of Engineering and Applied Science.



## Major in Classics

11 courses, minimum 34 credits

In the primary language:

- Four courses at or above the 2100-level
- Major seminar 3996
- Two courses from the Advanced Menu of four (4105, 4106, 5139, 3998; any others may count toward the four upper level requirement)

In the secondary language:

- Two courses at or above the 2100 level

Two ancient culture courses, including:

- One in the culture of the primary language
- One in any aspect of ancient history or culture (HIST, AHIS, PHIL, CLLT, CLCV...)

A student must write a thesis (UN3998) to be considered for Departmental Honors and prizes.

## Major in Classical Studies

11 courses, minimum 35 credits

- Five courses, at or above 1102, in either or both Latin and Greek
- Major Seminar 3996
- Four classes in ancient history, art, philosophy, religion, civilization
- Senior thesis 3998

## Major in Ancient Studies

Students interested in a major in ancient studies should see the *Ancient Studies* section in this Bulletin.

## The Minors in the Department of Classics

There are five tracks towards obtaining a **Minor in Classics**.

- The track in Classics is designed for students who wish to study both Greek and Latin language, literature, and culture. This track envisages advanced competence in one ancient language and elementary knowledge of the other.
- The tracks in Greek or Latin allow students to develop significant knowledge of the language, literature, and culture of either ancient Greece or Rome. These tracks envisage advanced competence in one ancient language, Greek or Latin, and sustained study of one ancient civilization.

- The track in Classical and Ancient Civilizations allows students to receive recognition for coursework in the study of ancient societies while not mandating the study of an ancient language. Language work, however, is encouraged and, at and above the intermediate level, may be counted toward this track.

- The track in Classical Reception and the Classical Tradition allows students to focus on the cultural legacy of ancient Greek and Roman societies. Although not required, language work is encouraged and, at and above the intermediate level, may be counted toward this track.

### Minor tracks in detail

**I. CLASSICS.** 5 courses. A minimum of 15 credits. (Students without prior knowledge of Greek and Latin may be required to take as many as 22 credits in the primary language (elementary 1102 & 1102, intermediate 2101 & 2102, and advanced 3009 & 3010), 8 credits in the secondary language (elementary 1101 & 1102), and 6 credits for the Cultural and Historical Breadth requirement.)

- **Primary Language:** Three courses in the primary language at or above the 2100-level.

- **Secondary Language:** One course in the secondary language at or above the 1102-level.

- **Cultural and Historical Breadth:** One course on any aspect of any aspect of the culture (including archaeology, art history, history, literature, philosophy, and post-Classical reception) of the primary language.

**II & III. GREEK OR LATIN** A minimum of 15 credits. (Students without knowledge of Greek or Latin may be required to take as many as 19 credits in one language (elementary 1102 & 1102, intermediate 2101 & 2102, and advanced 3009), as well as 6 credits for the Cultural and Historical Concentration.

- **Language Concentration:** Three courses in Greek or Latin at or above the 2100-level; The minor—Greek or Latin—is determined by the language chosen for the Language Core.

- **Cultural and Historical Concentration:** Two courses on any aspect of any aspect of the literature, culture, and/or history (including archaeology, art history, history, literature, philosophy, and post-Classical reception) of the student's chosen language. Language courses at or above the 3000-level may count toward this requirement; it is thus possible for students to begin studying an ancient language at the elementary level in the freshman year and to complete the requirements for the minor by the senior year by taking coursework in that language.

**IV. CLASSICAL AND ANCIENT CIVILIZATIONS** A minimum of 15 credit points. (Language study is not required for this track. However, for students who wish to use language courses to count toward minor requirements, this track may take

more coursework and credit points; how many will depend on the student's familiarity with the language.)

- **Fundamental Breadth:** Five courses on any aspect of the ancient Greco-Roman Mediterranean and neighboring societies.

- **Advanced Studies:** Three of the five courses above must be taken at the advanced (usually UN3000 or above) level. One Greek or Latin course at or above the 2102-level may count toward the Advanced Studies requirement.

**V. CLASSICAL RECEPTION AND THE CLASSICAL TRADITION.** A minimum of 15 credit points. (Language study is not required for this track. However, for students who wish to use language courses to count toward minor requirements, this track may take more coursework and credit points; how many will depend on the student's familiarity with the language.)

- **Foundational Breadth 1—*Ancient Civilizations:*** Two courses on any aspect of the ancient Greco-Roman Mediterranean and neighboring societies.

- **Foundational Breadth 2—*Classical Reception and the Classical Tradition:*** Three courses on classical reception, the classical tradition, and/or comparative approaches to the study of the ancient world. Coursework for this requirement may focus on Medieval and Renaissance Studies, Hellenic Studies, English, Comparative Literature, and related disciplines.

- **Advanced Studies:** Three of the five courses taken for this minor must be taken at the advanced level (UN3000 or above). One Greek or Latin course at or above the 2102 level may count toward the Advanced Studies requirement.

- No fewer than four courses counted toward this track must be taught by Columbia and Barnard Classics and Ancient Studies faculty.

Please visit the following website for details -- [Minor in Classics — Columbia University Department of Classics](#)

For further information, please contact the Director of Undergraduate Studies.

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

### Concentration (Columbia College and General Studies) in Classics

7 courses, minimum 21 credits

Six courses in one classical language (Latin or Greek), of which

- Five courses above the 1100 level, three of which must be 3/4000 level

- One from the following three advanced options: 4105, 4106, 5139

One course in ancient history or classical civilization

## PROGRAM IN HELLENIC STUDIES

Department website: [hellenic.columbia.edu](http://hellenic.columbia.edu)

Office location: 618 Hamilton Hall

Office contact: 212-851-0297, [hellenic@columbia.edu](mailto:hellenic@columbia.edu)  
([videogameugrad@columbia.edu](mailto:videogameugrad@columbia.edu))

Director of Undergraduate Studies: Prof. Nikolas Kakkoufa;  
212-854-3902; [nk2776@columbia.edu](mailto:nk2776@columbia.edu)

Undergraduate Administrator: Eleni Gizas,  
[eag2191@columbia.edu](mailto:eag2191@columbia.edu)

Guidance for Undergraduate Students

### Program Planning for all Students

The Program in Hellenic Studies offers 1) a Minor in Modern Greek Language, Literature, and Culture, 2) a Minor in Hellenic Studies, 3) a Special Concentration in Modern Greek (for students enrolled prior to Fall 2024), and 4) a Minor in Modern Greek at Barnard College.

The Minor in Modern Greek Language, Literature, and Culture is designed to offer students an advanced understanding of contemporary Greece with a specialization in the field of Modern Greek Language, Literature, and Culture that is representative of the intellectual breadth of our core Faculty.

The Minor in Hellenic Studies functions as a cluster of courses that will introduce students to the diachronic study of Greece and could complement the majors in Classics, Classical Studies, Art History and Archaeology, History, etc.

The Special Concentration is structured around course offerings in Modern Greek Language & Culture Courses and in Modern Greek Studies Interdepartmental courses.

Students should [visit the website](#) for more information or contact the Director of Undergraduate Studies, Prof. Nikolas P. Kakkoufa.

### Course Numbering Structure

1101: Elementary I

1102: Elementary II

2101: Intermediate I

2102: Intermediate II

3000+: Other courses

3997: Directed readings

3998: Senior Research Seminar

4460: Supervised Independent Research

GRKM: Greek Modern

CLGM: Comparative Literature Greek Modern

CSGM: Classics Greek Modern

HLNS: Hellenic Studies

## Guidance for First-Year Students

The Director of Undergraduate Studies is responsible for overseeing the path of study followed by each student. Students should contact the DUS with any questions about the minors, course offerings, and language placement exam.

## Guidance for Transfer Students

Transfer students should contact the Director of Undergraduate Studies, Prof. Nikolas P. Kakkoufa at [nk2776@columbia.edu](mailto:nk2776@columbia.edu).

## UNDERGRADUATE PROGRAMS OF STUDY

### Minor in Modern Greek Language, Literature, and Culture

The Minor in Modern Greek Language, Literature, and Culture (MGLLC) consists of 5 (15-18 credits) courses on top of the successful completion of the Elementary Modern Greek Sequence (8 credits). Students may double count the Intermediate Sequence both for the Language Requirement and for the MGLLC. The focus of the minor is the study of the language, literature, and Culture of Modern Greece. The minor is open to Columbia College and General Studies students.

The general learning goals of this minor are 1) to provide the training necessary to speak, comprehend, read and write Modern Greek, which would allow students to participate not only in basic everyday communications but also to academically interact with primary material in Modern Greek, 2) to offer an awareness of the diverse populations and cultures in which Modern Greek is spoken (Greece, Cyprus, the Diasporas) and of the sociolinguistic aspect of their language/dialects; a deeper understanding of what language is and does, 3) to function as an introduction to the professional abilities and skills needed to undertake graduate training as scholars in the humanities, translators, and interpreters, 4) to develop proficiency in the literary and cultural accomplishments of Modern Greek, 5) to acquire and hone skills in the methodologies of close reading of texts and critical thinking, 6) to engage in diverse methods of inquiry

about texts, visual material, and cultural material more broadly, 7) to raise Global awareness and respect for other cultures, and 8) to develop abilities in articulation of ideas and precision in oral/written presentation. These goals are also enriched by the specific learning goals and methods that our faculty set in their individual syllabi.

#### • PREREQUISITE

- Students should have satisfied the Elementary Sequence (GRKM1101, GRKM1102) or demonstrated equal proficiency through a placement test administered by the Program in Hellenic Studies

#### • DECLARING

- There is no formal application to the Minor. Interested students should contact the Program's Director of Undergraduate Studies, Prof. Nikolas P. Kakkoufa.

#### • REQUIREMENTS

- Five (15-18 credits) courses on top of the successful completion of the Elementary Modern Greek Sequence (8 credits). Any appropriate course taught in the area of Modern Greek Studies in departments other than Classics must be approved by the DUS. Typically, no more than two courses will be allowed to double-count with a student's major or the college's Core Requirements.
- GRKM 2101 Intermediate Modern Greek I
- GRKM 2102 Intermediate Modern Greek II
- Students who place out of the Intermediate Sequence will have to replace those two courses with the lectures and seminars offered and cross listed by the Program in Hellenic Studies. Students are also strongly encouraged but not required to complete GRKM 3003 prior to enrolling in other classes.
- Three additional courses at the 2000 level or above from at least two of the following three categories:
  - Any course listed by the Program in Hellenic Studies (GRKM, CLGM, CSGM).
  - Any course cross-listed by the Program in Hellenic Studies with the code GM (courses that contribute to an understanding of some aspect of Modern Greece within larger analytical concepts).
  - Directed Readings and Independent Study.
- Though a Senior Thesis is not required for graduation it enables a student to be considered for departmental honors. It is advisable to begin planning for the thesis during the junior year. Interested students should

identify a potential faculty advisor and discuss their plans with the DUS.

## Minor in Hellenic Studies

The Minor in Hellenic Studies consists of 5 courses (15-20 credits). Although there are no prerequisites, the study of either ancient or modern Greek is highly recommended. To ensure this truly interdisciplinary course of study the required classes are based on selecting classes from the following – broadly conceived – distribution requirements: 1) Period, 2) Discipline, 3) Geography.

The general learning goals of the Minor in Hellenic Studies are: 1) to introduce students to Hellenic studies as a diverse and interdisciplinary field and to interdisciplinary research at Columbia more broadly; 2) to familiarize students not only with Greece as a space at the crossroads of East and West but also with the ways in which different disciplines have considered space across geography and time; 3) to acquire a global perspective on the reception of Hellenic material and to give students vital tools needed to engage in diverse methods of inquiry about texts, visual material, and cultural material more broadly; 4) to offer students first-hand exposure to objects of material and visual culture through the Hellenic Collection in our Library (which has, for example, the biggest collection of zines outside of Greece) but also the Museums with Hellenic Collections across the city of New York and, hopefully, with the further development of the Global Center in Athens, to research collections and archaeological and historical sites in Greece with study abroad classes; 5) to critically think about and problematize the narratives of nations, traditions, and claims to continuity as it affects today's world through a deep historical and broad geographical study 5) to acquire and hone skills in close reading of texts and critical thinking and to develop abilities in articulation of complex ideas and precision in oral/written presentation. It also aims to enrich the students' undergraduate experience by encouraging them to take part in the diverse activities and programming of the Program in Hellenic Studies and the Stavros Niarchos Initiative for Public Humanities. The minor is open to Columbia College and general Studies students.

### • PREREQUISITE

- There are no prerequisites for the Hellenic Studies Minor. The study of either ancient or modern Greek is strongly encouraged.

### • DECLARING

- There is no formal application to the Minor. Interested students should contact the Program's Director of Undergraduate Studies, Dr. Nikolas P. Kakkoufa.

### • REQUIREMENTS

- 5 courses (15-20 credits) at the 2000 level or above from at least two of the following three categories:

- Any course listed by the Program in Hellenic Studies (GRKM, CLGM, CSGM).
- Any course cross-listed by the Program in Hellenic Studies with the code HLNS (courses that contribute to an understanding of some aspect of Hellenic studies in different periods, different disciplinary focus, different geographical contexts).
- Directed Readings and Independent Study

- Students will need to complete courses in all three distribution areas: 1) Periods (e.g. Ancient, etc.), 2) Disciplines (Comparative Literature, Queer Studies, Anthropology, Translation, History, Archaeology, etc.) 3) Geography (Mediterranean Studies, etc.) .
- Any appropriate course taught in the area of Hellenic Studies in departments other than Classics, must be approved by the DUS. Typically, no more than two courses will be allowed to double-count with a student's major or the college's Core Requirements.
- Though a Senior Thesis is not required for graduation it 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 and discuss their plans with the DUS.

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

### Special Concentration in Modern Greek

The minimum credit requirement for the Hellenic Studies Concentration is 21 credits and includes:

1. Modern Greek language and culture courses (Elementary, Intermediate, Advanced, Cultural Dictionary I & II, Readings in Modern Greek; minimum 8 credits). Students will work with the 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.

## LATIN

### **LATN UN1101 ELEMENTARY LATIN I. 4.00 points.**

For students who have never studied Latin. An intensive study of grammar with reading of simple prose and poetry

#### **Fall 2024: LATN UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 1101	001/11327	T Th F 10:10am - 11:25am 316 Hamilton Hall	Marissa Swan	4.00	15/15
LATN 1101	002/11328	M W 6:10pm - 8:00pm 616 Hamilton Hall	Olivier Bordeleau-Lavoie	4.00	12/15

#### **Spring 2025: LATN UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 1101	001/14781	T Th 6:10pm - 8:00pm 616 Hamilton Hall	Sebastiano Belleggia	4.00	9/15

### **LATN UN1102 ELEMENTARY LATIN II. 4.00 points.**

Prerequisites: *LATN V1101*.

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 2024: LATN UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 1102	001/11330	T Th 6:10pm - 8:00pm 616 Hamilton Hall	Umberto Verdura	4.00	6/15

#### **Spring 2025: LATN UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 1102	001/14783	T Th F 10:10am - 11:25am 616 Hamilton Hall	Brett Stine	4.00	10/18
LATN 1102	002/14784	M W 6:10pm - 8:00pm 616 Hamilton Hall	Olivier Bordeleau-Lavoie	4.00	5/15

### **LATN UN1121 INTENSIVE ELEMENTARY LATIN. 4.00 points.**

#### **Fall 2024: LATN UN1121**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 1121	001/11329	M W 6:10pm - 8:00pm 313 Hamilton Hall	Lien Van Geel	4.00	9/15

#### **Spring 2025: LATN UN1121**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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LATN 1121	001/14786	T Th 6:10pm - 8:00pm 423 Kent Hall	Nicholas Koudounis	4.00	11/15
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### **LATN UN2101 INTERMEDIATE LATIN I. 4.00 points.**

Prerequisites: *LATN V1101-V1102*, or *LATN V1121*, or the equivalent.

Prerequisites: LATN UN1101 # UN1102 or LATN UN1121 or equivalent. Selections from Catullus and Cicero

#### **Fall 2024: LATN UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 2101	001/11331	T Th F 10:10am - 11:25am 616 Hamilton Hall	Nicholas Koudounis	4.00	15/15
LATN 2101	002/11332	M W 6:10pm - 8:00pm 609 Hamilton Hall	Brett Stine	4.00	16/15

#### **Spring 2025: LATN UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 2101	001/14788	T Th 6:10pm - 8:00pm 522b Kent Hall	Marissa Swan	4.00	11/18

### **LATN UN2102 INTERMEDIATE LATIN II. 4.00 points.**

Prerequisites: *LATN V1201* or the equivalent.

Prerequisites: LATN UN2101 or the equivalent. Selections from Ovids Metamorphoses and from Sallust, Livy, Seneca, or Pliny

#### **Fall 2024: LATN UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 2102	001/11333	T Th 6:10pm - 8:00pm 318 Hamilton Hall	Lien Van Geel	4.00	13/15

#### **Spring 2025: LATN UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 2102	001/14790	T Th F 10:10am - 11:25am 609 Hamilton Hall	Carmela Franklin	4.00	13/18
LATN 2102	002/14791	M W 6:10pm - 8:00pm 522b Kent Hall	Geoffrey Harmsworth	4.00	13/15

### **LATN UN3012 AUGUSTAN POETRY. 3.00 points.**

Prerequisites: *LATN V1202* or the equivalent.

Prerequisites: LATN UN2102 or the equivalent. Selections from Vergil and Horace. Combines literary analysis with work in grammar and metrics

#### **Fall 2024: LATN UN3012**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3012	001/11334	M W 2:40pm - 3:55pm 318 Hamilton Hall	Gareth Williams	3.00	17/20
LATN 3012	AU1/20983	M W 2:40pm - 3:55pm Othr Other	Gareth Williams	3.00	4/5

**LATN UN3013 CLASSICAL LATIN PROSE. 3.00 points.**

Prerequisites: LATN W2202 or equivalent This course is intended to complement Latin V3012: Augustan Poetry in providing students a transition between the elementary, grammatical study of Latin texts to a more fluent understanding of complex literary style. Latin V3013 will largely concentrate on different styles of writing, particularly narrative, invective, and argument. Text will be drawn primarily from Cicero's orations, with some readings from his rhetorical works

Spring 2025: LATN UN3013

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3013	001/14792	T Th 11:40am - 12:55pm 618 Hamilton Hall	Lien Van Geel	3.00	3/25

**LATN UN3033 MEDIEVAL LANGUAGE & LITERATURE. 3.00 points.**

Prerequisites: four semesters of college Latin or the instructor's permission.

Prerequisites: four semesters of college Latin or the instructor's permission. This course offers an introduction to medieval Latin literature in conversation with its two most important traditions, classical literature and early Christian culture. Illustrative passages from the principal authors and genres of the Latin Middle Ages will be read, including Augustine and biblical exegesis; Ambrose and poetry; Bede and history and hagiography; Abelard and Heloise and the 12th century Renaissance. The course is suitable both for students of Latin and of the Middle Ages

Fall 2024: LATN UN3033

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3033	001/11335	T Th 2:40pm - 3:55pm 613 Hamilton Hall	Carmela Franklin	3.00	4/15

**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.

**LATN UN3309 LATIN LITERATURE SELECTIONS. 3.00 points.**

Prerequisites: LATN V1202 or the equivalent.

Prerequisites: LATN UN2102 or the equivalent. Since the content of this course changes from year to year, it may be repeated for credit

Fall 2024: LATN UN3309

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3309	001/00346	M W 10:10am - 11:25am 318 Milbank Hall	Kristina Milnor	3.00	7/15

**LATN UN3310 LATIN LITERATURE SELECTIONS. 3.00 points.**

Prerequisites: LATN V1202 or the equivalent.

Prerequisites: LATN UN2102 or the equivalent. Since the content of this course changes from year to year, it may be repeated for credit

Spring 2025: LATN UN3310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3310	001/14793	M W 10:10am - 11:25am 618 Hamilton Hall	Lien Van Geel	3.00	6/25

**LATN UN3320 Intensive Reading Course. 3 points.**

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. 3.00 points.**

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 2024: LATN UN3980

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3980	001/17418	F 2:40pm - 4:40pm 607 Hamilton Hall	Darcy Krasne	3.00	2/15

**LATN UN3996 THE MAJOR SEMINAR. 3.00 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 2024: LATN UN3996**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3996	001/11336	Th 4:10pm - 6:00pm 613 Hamilton Hall	Carmela Franklin	3.00	6/15

**LATN UN3997 DIRECTED READINGS IN LATIN LIT. 3.00 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 2024: LATN UN3997**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3997	001/11337		Gareth Williams	3.00	2/5

**Spring 2025: LATN UN3997**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3997	001/14879		Gareth Williams	3.00	2/5
LATN 3997	005/14880		Joseph Howley	3.00	0/5
LATN 3997	007/14881		Kathy Eden	3.00	0/5
LATN 3997	008/14882		Seth Schwartz	3.00	0/5

**LATN UN3998 SUPERVISED RSRCH IN LATIN LIT. 3.00 points.**

Prerequisites: the director of undergraduate studies permission. A program of research in Latin literature. Research paper required

**Spring 2025: LATN UN3998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3998	001/00907		Kristina Milnor	3.00	1/5
LATN 3998	002/14883		Gareth Williams	3.00	1/5
LATN 3998	003/14884		Carmela Franklin	3.00	1/5
LATN 3998	005/14885		Kathy Eden	3.00	0/5
LATN 3998	007/14886		Joseph Howley	3.00	1/5
LATN 3998	008/14887		Seth Schwartz	3.00	0/5
LATN 3998	009/20641		Katharina Volk	3.00	1/2

**LATN GU4010 SELECTIONS FROM LATIN LITERATURE. 3.00 points.**

Prerequisites: LATN UN3012 *LATN V3012* or the equivalent.

Prerequisites: LATN UN3012 or the equivalent. Since the content of this course changes from year to year, it may be repeated for credit

**Spring 2025: LATN GU4010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 4010	001/14794	M W 2:40pm - 3:55pm 411 Hamilton Hall	Lien Van Geel	3.00	5/20
LATN 4010	AU1/20823	M W 2:40pm - 3:55pm Othr Other	Lien Van Geel	3.00	2/2

**LATN GU4105 LAT LITERATURE OF THE REPUBLIC. 4.00 points.**

Prerequisites: at least two terms of Latin at the 3000-level or higher. Latin literature from the beginning to early Augustan times

**LATN GU4106 HISTORY OF LATIN LIT II. 4.00 points.**

Prerequisites: at least two terms of Latin at the 3000-level or higher.

Prerequisites: at least two terms of Latin at the 3000-level or higher. Latin literature from Augustus to 600 C.E

**LATN GU4152 MEDIEVAL LATIN LITERATURE. 3.00 points.**

Prerequisites: the instructor's permission.

Prerequisites: the instructors permission. This course covers various topics in Medieval Latin Literature

**Spring 2025: LATN GU4152**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 4152	001/14798	T Th 2:40pm - 3:55pm 607 Lewisohn Hall	Carmela Franklin	3.00	14/15

**LATN GR5139 ELEMENTS LATIN PROSE STYLE. 4.00 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

**GREEK****GREK UN1101 ELEMENTARY GREEK I. 4.00 points.**

For students who have never studied Greek. An intensive study of grammar with reading and writing of simple Attic prose

**Fall 2024: GREK UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 1101	001/11313	M W F 1:10pm - 2:25pm 316 Hamilton Hall	Jazmin Novoa Lara	4.00	10/15
GREK 1101	002/11314	T Th 6:10pm - 8:00pm 609 Hamilton Hall	Ayelet Wenger	4.00	5/15

**GREK UN1102 ELEMENTARY GREEK II. 4.00 points.**

Prerequisites: *GREK V1101* or the equivalent, or the instructor or the director of undergraduate studies' permission.

Prerequisites: GREK UN1101 or the equivalent, or the instructor or the director of undergraduate studies permission.

Continuation of grammar study begun in GREK UN1101; selections from Attic prose

**Spring 2025: GREK UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 1102	001/14769	M W F 1:10pm - 2:25pm 616 Hamilton Hall	Jazmin Novoa Lara	4.00	9/15
GREK 1102	002/14770	T Th 6:10pm - 8:00pm 405 Kent Hall	Wooseok Kim	4.00	3/15

**GREK UN1121 INTENSIVE ELEMENTARY GREEK. 4.00 points.**

Covers all of Greek grammar and syntax in one term. Prepares the student to enter second-year Greek (GREK UN2101 or GREK UN2102)

**Fall 2024: GREK UN1121**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 1121	001/11315	M W F 1:10pm - 2:25pm 313 Hamilton Hall	John Ma	4.00	11/15

**Spring 2025: GREK UN1121**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 1121	001/14771	M W F 1:10pm - 2:25pm 618 Hamilton Hall	Hanna Golab	4.00	5/15

**GREK UN2101 INTERMEDIATE GREEK: PROSE. 4.00 points.**

Prerequisites: *GREK V1101-1102* or the equivalent.

Prerequisites: GREK UN1101- GREK UN1102 or the equivalent. Selections from Attic prose

**Fall 2024: GREK UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 2101	001/00360	F 11:10am - 12:00pm 207 Milbank Hall	Nancy Worman	4.00	16/20
GREK 2101	001/00360	T Th 11:40am - 12:55pm 207 Milbank Hall	Nancy Worman	4.00	16/20

**GREK UN2102 INTERMEDIATE GREEK II: HOMER. 4.00 points.**

Prerequisites: *GREK V1101-V1102* or *GREK V1121* or the equivalent.

Prerequisites: GREK UN1101- GREK UN1102 or GREK UN1121 or the equivalent. Detailed grammatical and literary study of several books of the Iliad and introduction to the techniques or oral poetry, to the Homeric hexameter, and to the historical background of Homer

**Spring 2025: GREK UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 2102	001/14772	T Th F 11:40am - 12:55pm 316 Hamilton Hall	Elizabeth Irwin	4.00	16/20

**GREK UN3016 Readings from the Greek New Testament. 3.00 points.**

The New Testament introduces us to a register, or rather registers, of Greek radically unlike those of the high canon of classical texts. In broad terms, all the texts in the collection possess features that link them to the documentary Greek used in early imperial papyri and inscriptions, for example, the obsolescence of the optative, the infrequency of certain particles, and the relative simplicity of the syntax. But there is remarkable variety within these broad constraints: Matthew straightforwardly imitates the language of the Greek Old Testament, Markan prose is pared down to the point of being gnomic, Luke/Acts has some generic markers of historiography without any meaningful indication that the classical historians served the author as a model, and the lively paraenetic/argumentative/hysterical style of the authentic Pauline Epistles resists facile classification. The existence of such texts reminds us of the need to break out of the Atticistic canon if we want to get a full picture of Imperial Greek. We need to determine who in socio-economic terms the writers and readers of such texts may have been and whether there may not have been many more like them. In this way we can complicate the facile view that draws an excessively close connection between the eastern Empire, Greekness and the Greek city, and the Second Sophistic. Not all Greek writing was a vehicle for the dissemination of an exclusivistic Greekness. It will also not be ignored that these texts are important not only for literary scholars and Roman social historians, but also for historians of Christianity and Judaism, for reasons too obvious to require explication. But no texts analyze themselves: students will be introduced to the central problems raised by the texts and the main methodological and theoretical approaches used to solve them

**Spring 2025: GREK UN3016**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 3016	001/17320	T Th 1:10pm - 2:25pm 405 Fayerweather	Seth Schwartz	3.00	8/15

**GREK UN3309 SELECTIONS FROM GREEK LIT. 3.00 points.**

Since the content of this course changes from year to year, it may be repeated for credit

**Fall 2024: GREK UN3309**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 3309	001/11316	T Th 1:10pm - 2:25pm 406 Hamilton Hall	Paraskevi Martzavou	3.00	5/15

**GREK UN3310 GREEK LITERATURE SELECTIONS II. 3.00 points.**

Prerequisites: *GREK V1201-V1202* or the equivalent.

Prerequisites: GREK UN2101 - GREK UN2102 or the equivalent. Since the content of this course changes from year to year, it may be repeated for credit



**Spring 2025: GREK UN3310**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 3310	001/14774	M W 6:10pm - 7:25pm 618 Hamilton Hall	Elizabeth Scharffenberger	3.00	3/25

**GREK UN3980 POST-BACCALAUREATE SEMINAR.****3.00 points.**

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 2024: GREK UN3980**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 3980	001/17137	F 2:40pm - 4:40pm 607 Hamilton Hall	Darcy Krasne	3.00	5/15

**GREK UN3996 THE MAJOR SEMINAR. 3.00 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 2024: GREK UN3996**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 3996	001/11318	Th 4:10pm - 6:00pm 613 Hamilton Hall	Carmela Franklin	3.00	6/15

**GREK UN3997 DIRECTED READINGS IN GREEK LIT.****3.00 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 2024: GREK UN3997**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 3997	001/11319		Elizabeth Scharffenberger	3.00	0/5

**Spring 2025: GREK UN3997**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 3997	003/14889		Elizabeth Scharffenberger	3.00	0/5
GREK 3997	004/14890		John Ma	3.00	3/5
GREK 3997	006/14891		Elizabeth Irwin	3.00	0/5

**GREK UN3998 SUPERVISED RSRCH IN GREEK LIT.****3.00 points.**

Prerequisites: the director of undergraduate studies permission. A program of research in Greek literature. Research paper required

**Spring 2025: GREK UN3998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 3998	001/14892		Elizabeth Irwin	3.00	0/5
GREK 3998	003/14894		Elizabeth Scharffenberger	3.00	1/5
GREK 3998	005/14896		John Ma	3.00	0/5
GREK 3998	008/14895		Kathy Eden	3.00	1/5
GREK 3998	009/17322		Nikolas Kakkoufa, Hanna Golab	3.00	1/5
GREK 3998	010/17323		Nikolas Kakkoufa	3.00	0/5
GREK 3998	011/17786		Dhananjay Jagannathan	3.00	1/5
GREK 3998	012/17795		Ioannis Mylonopoulos	3.00	1/5

**GREK GU4009 SELECTNS FROM GREEK LIT. 3.00 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 2024: GREK GU4009**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 4009	001/11320	T Th 11:40am - 12:55pm 616 Hamilton Hall	Hanna Golab	3.00	9/15

**GREK GU4010 SELECTIONS FROM GREEK LIT. 3.00 points.**

Prerequisites: *GREK V1201-V1202* or the equivalent.

Prerequisites: GREK UN2101 - GREK UN2102 or the equivalent. Since the content of this course changes each year, it may be repeated for credit

**Spring 2025: GREK GU4010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 4010	001/14775	M W 1:10pm - 2:25pm 411 Hamilton Hall	Elizabeth Irwin	3.00	4/20

**GREK GU4030 Philo of Alexandria: Life of Moses, On the Contemplative Life. 3 points.**

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 GU4100 Survey of Greek Literature. 4.00 points.**

This course provides a survey of Greek literature. It aims to improve students' reading skills, familiarize them with some of the most canonical works of Greek literature, afford them a sense of Greek literary history, and introduce them to modern methodological approaches. Readings are drawn from the Classics Ph.D. reading list

**Spring 2025: GREK GU4100**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 4100	001/14776	M W 4:10pm - 6:00pm 613 Hamilton Hall	Elizabeth Scharffenberger	4.00	7/15

**GREK GU4105 HISTORY OF GREEK LITERATURE I. 4.00 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

**GREK GU4106 HISTORY OF GREEK LITERATURE II. 4.00 points.**

Prerequisites: at least two terms of Greek at the 3000-level or higher.

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

**CLASSICAL CIVILIZATION****CLCV UN1001 Introduction to Greek Mythology. 3.00 points.**

The stories of the Greek and Roman gods and heroes are at the root of countless works of art, philosophy, literature, and film, from antiquity to the present. Many familiar phrases from the English language also derive from myth: an Achilles heel (and Achilles tendon!), a Trojan horse, Pandora's box, and so forth. This course will introduce you to the broad range of tales that make up the complex and interconnected network of Greek and Roman mythology

**Fall 2024: CLCV UN1001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLCV 1001	001/00848	T Th 10:10am - 11:25am Room TBA	Darcy Krasne	3.00	41/60

**CLCV UN2441 EGYPT IN CLASSICAL WORLD. 4.00 points.**

This class tracks Egypt's entanglement in the Greco-Roman world from the country's initial welcoming of Greek merchants and mercenaries to the point at which Justinian shuttered its last remaining temple. In examining archaeological, textual, and artistic evidence, we'll pay close attention to the flashpoints that divided society along ethnic lines (viz. Egyptian, Nubian, Levantine, Greek, and Roman inhabitants) and according to religious belief (among polytheists of Egyptian and Greek heritage, Jewish Egyptians, and Christians) as well as to syncretism, mixed marriages, and other integrative aspects of society

**Spring 2025: CLCV UN2441**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLCV 2441	001/00501	T Th 11:40am - 12:55pm 418 Barnard Hall	Ellen Morris	4.00	33/44
CLCV 2441	AU1/18534	T Th 11:40am - 12:55pm Othr Other	Ellen Morris	4.00	11/10

**CLCV UN3009 Ancient Greek # Roman Medicine. 3.00 points.**

This course aims to identify, analyze, and discuss ancient Greek and Roman medical theories, observations, methodologies for diagnosis and treatment, and the philosophical and professional disputes that arose around them. This course is arranged thematically and focuses on common methodologies, such as reasoning from first causes, in contrast to epistemic observation and experience. Other broad themes include the relationship between medicine and natural history, and the connection between medical treatments and the rise of herbals as ostensibly reliable sources of information. By focusing on such general themes and methodologies, and by reading the original Greek and Latin texts in translation, this course will aim to provide an answer to the following questions: in what exactly did ancient Greek and Roman medicine consist and how did the field's practitioners and theorists perform medical work, in their own words? There are no prerequisites for this course, nor does it require knowledge of Greek or Latin. It is equally suited to premed students, individuals with an interest in medical humanities, and Classics students

**CLCV UN3059 WORLDS OF ALEXANDER THE GREAT. 3.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This seminar looks at the narrative and the historical context for an extraordinary event: the conquest of the Persian empire by Alexander III of Macedonia, conventionally known as "Alexander the Great". We will explore the different worlds Alexander grew out of, confronted, and affected: the old Greek world, the Persian empire, the ancient near-east (Egypt, Levant, Babylonia, Iran), and the worlds beyond, namely pre-Islamic (and pre-Silk Road) Central Asia, the Afghan borderlands, and the Indus valley. The first part of the course will establish context, before laying out a narrative framework; the second part of the course will explore a series of themes, especially the tension between military conquest, political negotiation, and social interactions. Overall, the course will serve as an exercise in historical methodology (with particular attention to ancient sources and to interpretation), an introduction to the geography and the history of the ancient world (classical and near-eastern), and the exploration of a complex testcase located at the contact point between several worlds, and at a watershed of world history

**CLCV UN3060 Worlds of Alexander the Great Discussion. 0 points.**

Corequisites: CLCV UN3059

Discussion section to accompany CLCV 3059, "The Worlds of Alexander the Great": examination of sources, interpretation and historiography; broad discussion as well as close reading of texts.

**CLCV UN3101 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 UN3111 PLATO&CONFUCIUS: COMP ANC PHIL. 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 UN3220 War, reality and truth in Thucydides. 4 points.**

Between 431 and 404 BCE, a world war pitted the sea empire of democratic Athens against the land-based hegemony of Sparta, the culmination of decades of cold war, uneasy coexistence and open conflict between the two powers. The first twenty years of this major event in ancient history are painstakingly recorded in a monumental work, the *War of the Peloponnesians and Athenians* by the Athenian Thucydides, a participant in the conflict. This remarkable and highly crafted text combines a hyperreal narrative season by season, analyses of causality, character and motivation,

and competing ethical and practical interpretations. We will approach Thucydides' *War* in four different ways: as a piece of historiography; as set of political or social scientifically oriented demonstrations; as a philosophical meditation on justice and power in the world; and as a historical document for a richly interesting period. Are these four approaches mutually compatible and reinforcing? The close reading of the text (for reasons of time, we will look at Books 1-5, 8 will be completed by engagement with secondary literature (four monographs and articles) and with contemporary documents (inscriptions), the latter offering a fragmentary counterpoint to Thucydidean narrative. After reading the text, we will spend time on thematic debates involving the narrative and contextual material. The aim of this close work is to produce a Thucydides beyond the clichés of contemporary punditry ("the Thucydides trap"), closely fitting within Columbia undergraduate training (where Thucydides has vanished from the Core), and bridging the gap between contextualizing and modernizing readings.

**CLCV UN3321 War, reality and truth in Thucydides - Discussion. 0 points.**

Between 431 and 404 BCE, a world war pitted the sea empire of democratic Athens against the land-based hegemony of Sparta, the culmination of decades of cold war, uneasy coexistence and open conflict between the two powers. The first twenty years of this major event in ancient history are painstakingly recorded in a monumental work, the *War of the Peloponnesians and Athenians* by the Athenian Thucydides, a participant in the conflict. This remarkable and highly crafted text combines a hyperreal narrative season by season, analyses of causality, character and motivation, and competing ethical and practical interpretations. We will approach Thucydides' *War* in four different ways: as a piece of historiography; as set of political or social scientifically oriented demonstrations; as a philosophical meditation on justice and power in the world; and as a historical document for a richly interesting period. Are these four approaches mutually compatible and reinforcing? The close reading of the text (for reasons of time, we will look at Books 1-5, 8 will be completed by engagement with secondary literature (four monographs and articles) and with contemporary documents (inscriptions), the latter offering a fragmentary counterpoint to Thucydidean narrative. After reading the text, we will spend time on thematic debates involving the narrative and contextual material. The aim of this close work is to produce a Thucydides beyond the clichés of contemporary punditry ("the Thucydides trap"), closely fitting within Columbia undergraduate training (where Thucydides has vanished from the Core), and bridging the gap between contextualizing and modernizing readings.

**CLCV V3230 Classics and Film. 3 points.**

Considers cinematic representations of the ancient Mediterranean world, from early silent films to movies from the present day. Explores films that purport to represent historical events (such as *Gladiator*) and cinematic versions of ancient



texts (Pasolini's *Medea*). Readings include ancient literature and modern criticism.

**CLCV GU4106 Religions of the Roman World. 3.00 points.**

The goal of this course is to convey an important amount of knowledge on the religious history of the Roman empire focusing both on paganism, Christianity and Judaism and their interaction. We will study the religious space, the agents of cults and religions, rituals and networks and dynamics of power. The course will also face the challenge to reconsider the points of view from which to think the religious history of the Roman Empire and therefore it will be an invitation to revise our intellectual tools and questions towards an awareness to what is at stake when an object of religious debate emerges

**CLCV GU4110 Gender and Sexuality In Ancient Greece. 3 points.**

Prerequisites: sophomore standing or the instructor's permission.

Examination of the ways in which gender and sexuality are constructed in ancient Greek society and represented in literature and art, with attention to scientific theory, ritual practice, and philosophical speculation. Topics include conceptions of the body, erotic and homoerotic literature and practice, legal constraints, pornography, rape, and prostitution.

**CLCV UN3008 The Age of Augustus. 3.00 points.**

The reign of the first Roman emperor, Augustus (27bce-14ce), has been seen as a Roman revolution, both political and cultural. Rome had for centuries been governed as a Republic, but a series of increasingly divisive civil wars allowed Augustus to create a new political system in which he exercised sole rule as the 'first citizen' within a 'Restored Republic'. Augustus' reign lasted more than 40 years, and established a model of autocratic rule that would last for four centuries. During this time there were profound changes in the political, social, and cultural structures of Rome. In this course, you will examine the nature of these changes, Augustus' political strategies, military activities, and religious initiatives through his own writing, the accounts of (often hostile) historians and a range of literary and archaeological sources, including Roman poetry. Ultimately, we will address the question: how did Augustus achieve the seemingly paradoxical feat of becoming a monarch within a republican system?

**CLCV UN3070 Polis: the Biography of the Ancient Greek City-State 650 BCE-350 CE. 4.00 points.**

This course explores the history of the Greek city-state, first as a long narrative story from the obscure leap to stately forms in the Aegean basin during the early seventh century BCE, to the end of municipal forms in the late Roman empire in the fourth century CE. Is there a single polis form that develops and endures during this century? This is the concern of the first half of the course. The second half explores implications of the polis as a social and political organism: as ideas, ideology and institutions; as self-interest; and as a site and a tool of domination. The possible consequences for the politics of

living together will be examined throughout the course, which balances between history and political philosophy

**CLCV UN3069 Society and Power in the Hellenistic Age. 3.00 points.**

This course explore the Hellenistic world (not to be confused with the "Hellenic world")— the spaces and communities in the Mediterranean, Africa and Western Asia, in the centuries following the destruction of the Achaimenid empire. The themes studied include the formation of large tributary empires, and their strategies for implementing control; local political agency; cultural interaction, within frameworks of imperial power, between Greek and non-Greek; social relations; economic history; and more. This world seems created by a historical accident, but might equally be described as the result of deep structural features (the convergence of polis institutions, the rise of a connected economy, the spread of Greek cultural forms). The interpretation of this extraordinary period has been influenced by a number of factors, some intrinsic to the field (the availability of rich documentary evidence), some extrinsic (the rise and fall of European colonialism); it also has been characterised by paradigm shifts (from decline to vitality to diversities). This course will offer the occasion to test paradigms of "globalization" across many ancient contexts. It will do so by close reading of courses, broader surveys, and constant engagement with historical problems. Its main focus will be on the third and early second centuries BCE ("high Hellenistic period"), with some attention paid to the following century. The historian Polybios (ca. 200 BCE-after 118 BCE) will serve as a guide for both periods, especially his narrative of the year 217 BCE which culminates in the narrative of the battle of Raphia (as well as the arrival of the Roman Republic on the political scene of the Eastern Mediterranean). The course aims to achieve the following goals. First, to impart familiarity with events in a crucial period of ancient history. Second, to impart with the physical, historical, and human geographies of the area covered by the "Hellenistic world"— in the *longue durée*. This means spaces and regions from Spain to Central Asia: ancient Afro-Eurasia. Thirdly, to learn how to read fragmentary or indirect sources, often documentary, and in conjunction with material and visual evidence. Fourthly, to read historical studies by modern scholars, evaluate academic argument (notably in the deployment of evidence but also of theoretical models), and to produce historical argument in exams and paper. Fifthly, to evaluate the history of the Hellenistic age from a number of angles: power and politics; pre-modern economic history; forms of "globalization" and "glocalization"; contacts between cultures under conditions shaped by political power and material forces

Spring 2025: CLCV UN3069

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLCV 3069	001/14760	T Th 8:40am - 9:55am 329 Pupin Laboratories	John Ma	3.00	27/90



**CLCV UN3071 Discussion - Polis: the Biography of the Ancient Greek City-State 650 BCE-350 CE. 0.00 points.**

This course explores the history of the Greek city-state, first as a long narrative story from the obscure leap to stately forms in the Aegean basin during the early seventh century BCE, to the end of municipal forms in the late Roman empire in the fourth century CE. Is there a single polis form that develops and endures during this century? This is the concern of the first half of the course. The second half explores implications of the polis as a social and political organism: as ideas, ideology and institutions; as self-interest; and as a site and a tool of domination. The possible consequences for the politics of living together will be examined throughout the course, which balances between history and political philosophy

**CLCV UN3090 Isiac cults in contexts; Egyptian cults in the Graeco-Roman world. 3.00 points.**

This course looks at the long history of the “Egyptian” cults (cults of Isis, Osiris, Anubis, Sarapis, and Harpocrates) mainly outside of Egypt and in periods much later than the Pharaonic heyday of Ancient Egypt, that is, the Hellenistic and the Roman empire. By looking at and closely reading primary documents in translation, visual evidence, and archaeological remains, we aim to explore critical issues in the study of ancient polytheism, such as sacred space, the role of priests, religious sociology problems, forms of religious, ritual dynamics, construction of emotions religious and the sense of self and community. An issue of particular interest is the relationship between religious ethos and economic life and the relationship with various forms of power. Questions of gender will be central to the problematic. In addition to the seminar, there will be frequent visits to the Met, individually or as a group

Spring 2025: CLCV UN3090

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLCV 3090	001/17315	W 4:10pm - 6:00pm 609 Hamilton Hall	Paraskevi Martzavou	3.00	8/16

**CLCV UN3015 Race and Ethnicity in the Greco-Roman World - Discussion. 0 points.**

This course provides an introduction to ancient attitudes towards race and ethnicity. Students will be challenged to consider how categories of race and ethnicity are presented in the literature and artistic works of Greece and Rome, and how ancient thinking remains current and influential today. We will consider texts from antiquity including epic, history, medical texts, ethnographies, dramas, and novels, as well as material evidence intended to represent ‘foreignness’. Our case studies pay particular attention to concepts including notions of racial formation and racial origins, ancient theories of ethnic superiority, and linguistic, religious and cultural differentiation as a basis for ethnic differentiation. We will also examine ancient racism through the prism of a variety of social processes in antiquity, such as slavery, trade and colonization, migrations, imperialism, assimilation, native revolts, and genocide. By the end of the course, students will have gained a richer understanding of the intellectual and cultural history of

the ancient world, and will be able to engage in discussions of identity construction in a comparative manner.

**CLCV BC3601 Priestess, Queen, Goddess: The Divine Feminine in the Kingdom of Kush. 4.00 points.**

The prominence of powerful goddesses (Hathor, Mut, and Isis), the reverence awarded to the queen mothers of Kush, and a series of sole-ruling queens (one of whom led her army in battle against the invading Romans), highlight the unusually high status of women in this ancient African society and serve as a fitting focus for the study of female power in the ancient world. This course will examine more closely the queens, priestesses, and mothers who formed an essential societal component in ancient Nubia and its complex systems of goddess worship, sacred sexualities, and family lineages, both royal and non-royal. Examining the rich funerary traditions and goods found in royal burials, and temple and tomb imagery, we will explore how ancient Africans of the Nile Valley understood female power and presence to be an essential enlivening element in maintaining Maat, the balance of male and female energies, in order to cultivate “divine right order” in the world and in the cosmos. In this six-week immersive seminar, we’ll examine the history of Kushite queens who served as powerful complements to their husband the king, as the central figure in the coronation ceremonies for their son as he assumed the kingship, and as rulers in their own right during a time when this level of power was unavailable to women anywhere else in the world. After surveying the earlier phases of the ancient African kingdom of Kush: Kerma (2600-1500 BCE) and Napata (900-300 BCE), we will focus on the last phase of the Kingdom of Kush – Meroe (300 BCE – 300 CE) where women truly came into their power

**CLCV GU4190 PHILOSOPHY IN CLASSICAL ROME. 3.00 points.**

**CLCV GU4160 Reading Rome in the Middle Ages and Beyond. 3.00 points.**

This course will examine the ways Rome has been described and imagined from late antiquity through the Middle Ages, when the imperial city was transformed into a Christian capital, renowned for its monuments and its complex historical significance. The city became the goal of pilgrims, visitors, artists and scholars, but also the subject of criticisms and satire, and continued to be so into the modern age. The great German poet Goethe wrote at length in his Italian Journey (1786-1787) about his enchantment with the monuments of “the First City of the world [sic]” (Johann Wolfgang von Goethe, Italian Journey (1786-1788), trans. W. H. Auden and Elizabeth Mayer [1962], p. 115), while at the same time he described the living contemporary city and its inhabitants through stereotypical and ethnic preconceptions. His near-contemporary Edward Gibbon declared that he was inspired to write his great work The Decline and Fall of the Roman Empire as he contrasted the city’s classical ruins and the Christian Church of the Ara Coeli, once a pagan temple: “It was at Rome, on the fifteenth of October, 1764, as I sat musing amidst the ruins of the Capitol, while the barefoot friars were singing vespers in the Temple of Jupiter, that the idea of writing the decline and fall of the

city first started to my mind.” *Memoirs of My Life* (1796). This course is not meant to be a history of post-classical Rome. Rather, we will consider and discuss a selection of interdisciplinary texts, written, visual and material (buildings, artistic works in various forms, including films, and other physical evidence) that present the transformation of old Rome into new Rome, but which also shaped the varied images of Rome in the Middle Ages, and beyond, even in modern times, as illustrated by the films included in the syllabus

**CLCV GU4180 Friendship from Antiquity to the Present. 3.00 points.**

At all times and in all places, human beings have established and cherished friendships, that is, affectionate bonds with individuals to whom they were not linked by blood relationship or erotic love. But what is friendship? This and related questions are asked in some of our earliest literature and remain relevant today. What is a friend? Can I really trust my friend? How many friends can or should a person have? And is it ever necessary to sever a friendship or "unfriend" a person? In this course, we will examine how philosophical writers of Greco-Roman antiquity—notably, Plato, Aristotle, and Cicero—address these issues and how their discourse on friendship resonates through western thought, including in such writers as Aquinas, Montaigne, Bacon, Kant, and Emerson. We will put these theoretical approaches in dialogue with depictions of and reflections on friendship in letters, poetry, novels, plays, children's literature, and film, ranging from the second millennium BCE Epic of Gilgamesh to Elena Ferrante's 2012 bestseller *My Brilliant Friend*. These sometimes complementary and sometimes jarring juxtapositions will lead us to consider friendship both in its historically and culturally conditioned and in its universal aspects, and will, with any luck, inspire a new appreciation of this profoundly human experience

## CLASSICAL LITERATURE

**CLLT UN3125 Book Histories and the Classics. 3 points.**

Prerequisites: HUMA CC1001 or HUMA GS1001COCI CC1101

This seminar will introduce students of classical literature to the history of the Western book, and to the relationship between book history and the transmission and reception history of the literature of ancient Greece and Rome. Students will also learn how to make use of rare books materials including manuscripts and early printed books.....

**CLLT UN3126 Queer Classics: Desire, Embodiment, Backward Glances. 3.00 points.**

While the word 'homosexual' didn't appear in print until 1891, Ancient Greece and Rome were full of queers, people whose sexual behavior, desires, gender, and/or other characteristics were at odds with dominant norms. This course traces ancient queerness across three modules. First, we discuss primary evidence and scholarly attitudes towards homoeroticism and gender variance in antiquity. Second, we explore the reception of ancient homoeroticism at the turn of the 20th century, a period that witnessed an explosion of engagement with ancient

queer icons. Third, we trace the transformations of ancient queer myths and imagery in contemporary popular culture, engaging with film, novels, Zines, and social media. No prerequisites

**CLLT UN3127 Hercules: Hero, Murderer, Philosopher, Buffoon. 3 points.**

Hercules is one of the most ancient, widespread, and enduring figures to emerge from the ancient Mediterranean. He is a figure of multiples: myriad labors, multiple wives, multiple fathers, and multiple identities. Together we will discover a broad range of literature on this hero and-like ancient writers and thinkers—we will use Hercules to explore mortality, divinity, masculinity, madness, and contradiction. We will read Hercules in different ancient genres, with a particular emphasis on Tragedy, Comedy, and Philosophy. The final units of our course will explore contemporary "heros," including the Hulk, "The Rock," and Disney's Hercules.

**CLLT UN3128 THE ARTIST AND THE DICTATOR: ROMAN WRITERS UNDER NERO. 3 points.**

This course aims at highlighting both the most important general features and the most important peculiarities of the literary masterpieces produced in the age of Nero. The basic question we will be addressing in class is what it means to be a literary artist under the rule of a despot. In order to fulfill Nero's megalomaniac need for exaltation, cope with his absolute power and, at the same time, maintain their personal identity and ethical values as writers, Seneca, Petronius and Lucan strove to balance in their works the emperor's expectations and their own artistic designs. These artists were not free to write what they wanted to write for present and future generations, but they tried to write it nevertheless. In this course, we will examine the extent of freedom of expression under Nero; the rhetorical techniques Neronian writers resorted to in order to express tactful modes of oblique commentary and criticism; the difficulties of the individual's liberty in a climate of dictatorial oppression; the ways in which literature helps us discover more about the society of a given time; and, ultimately, the universal and eternal desire for artists to be themselves and express their own views in spite of mortal dangers. Such issues are all the more pertinent in the present day: in 1989, the novelist Salman Rushdie was sentenced to death by the ayatollah Khomeini after the publication of *The Satanic Verses* and fled to the United Kingdom; in 2011, the visual artist Ai Weiwei, whose most recent installation is currently exhibited in New York City, at Washington Square Park, served 81 days in a Chinese prison because of his artwork against dictatorial regimes. He eventually left China and settled in Berlin. No knowledge of Latin is required, as the focus of this course is literary, historical and sociological interpretation rather than linguistic competence.

**CLLT UN3129 An Odyssey of Odysseys: Reception of Homer's Odyssey from Antiquity to the 21st Century. 3.00 points.**

Homer's Odyssey, likely composed around the 9th or 8th century BCE, has had an enduring legacy. Our journey this semester will bring us into contact with a varied selection of artistic endeavors, spanning different cultures, times, and media, that draw on the Odyssey for material or inspiration. A guiding set of broadly-formulated questions will steer our course: Can we find in the Odyssey some of the same meaning, today, that it held for its original audience and that it held, subsequently, for later Greeks? Do receptions of the Odyssey try to recapture it, reframe it, refashion it, or become something independent? (Are these mutually exclusive options?) How do we read these works in light of the Odyssey, and also how do we re-visit and re-read the Odyssey in light of its receptions? It is no secret that the present bears the enduring weight of the past, but is the past changed as a result?

**CLLT UN3132 Classical Myth. 3 points.**

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).

## MODERN GREEK

**GRKM UN1101 ELEMENTARY MODERN GREEK I. 4.00 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 *para* 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 2024: GRKM UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 1101	001/10651	M W 12:10pm - 2:00pm 609 Hamilton Hall	Nikolas Kakkoufa	4.00	13/15

**GRKM UN1102 ELEMENT. MODERN GREEK II. 4.00 points.**

Prerequisites: GRKM UN1101 *GRKM V1101* or the equivalent.

Prerequisites: GRKM UN1101 or the equivalent. Continuation of GRKM UN1101. Introduction to modern Greek language and culture. Emphasis on speaking, writing, basic grammar, syntax, and cross-cultural analysis

**Spring 2025: GRKM UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 1102	001/14778	M W 12:10pm - 2:00pm 609 Hamilton Hall	Nikolas Kakkoufa	4.00	11/15

**GRKM UN2101 INTERMEDIATE MODERN GREEK I. 4.00 points.**

Prerequisites: GRKM UN1101 and GRKM UN1102 *GRKM V1101-V1102* or the equivalent.

Corequisites: GRKM UN2111

Prerequisites: GRKM UN1101 and GRKM UN1102 or the equivalent. Corequisites: GRKM UN2111 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 2024: GRKM UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 2101	001/10652	M W 6:10pm - 8:00pm 406 Hamilton Hall	Chrysanthé Filippardos	4.00	10/15

**GRKM UN2102 INTERMEDIATE MODERN GREEK II. 4.00 points.**

Prerequisites: *GRKM V2101* or the equivalent.

Prerequisites: GRKM UN2101 or the equivalent. Continuation of GRKM UN2101. Students complete their knowledge of the fundamentals of Greek grammar and syntax while continuing to enrich their vocabulary

**Spring 2025: GRKM UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 2102	001/14779	M W 6:10pm - 8:00pm 507 Hamilton Hall	Chrysanthé Filippardos	4.00	11/12

**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).

**GRKM UN3003 GREECE TODAY: LANG, LIT. 3.00 points.**

Prerequisites: GRKM un2102

Prerequisites: GRKM un2102 This course builds on the elements of the language acquired in GRKM1101 through



2102, but new students may place into it, after special arrangement with the instructor. It introduces the students to a number of authentic multimodal materials drawn from a range of sources which include films, literary texts, media, music etc. in order to better understand Greece's current cultural, socio-economic, and political landscape. In doing so, it aims to foster transcultural understanding and intercultural competence, while further developing the four language skills: listening, speaking, reading and writing. Topics of discussion include language, gender equality, youth unemployment, education, queer identities, refugees, and the multilayered aspects of the crisis. Pre-requisite for this class: GRKM 2102 or placement test. Instructor's permission required if the students have not taken GRKM2102 or equivalent

**GRKM UN3935 Hellenism and the Topographical Imagination. 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?

**Fall 2024: GRKM UN3935**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 3935	001/14271	Th 12:10pm - 2:00pm 613 Hamilton Hall	Dimitris Antoniou	3	14/15

**GRKM UN3996 Readings in Modern Greek. 1 point.**

The course allows students in Topics through Greek Film (GU4135) 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 GU4135.

**GRKM UN3997 DIRECTED READINGS. 1.00-4.00 points.**

Designed for undergraduates who want to do directed reading in a period or on a topic not covered in the curriculum

**Fall 2024: GRKM UN3997**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 3997	001/10654		Nikolas Kakkoufa	1.00-4.00/5	
GRKM 3997	002/10655		Stathis Gourgouris	1.00-4.00/5	

GRKM 3997	003/10656		Dimitris Antoniou	1.00-4.00/5	
GRKM 3997	004/10657		Karen Van Dyck	1.00-4.00/5	
GRKM 3997	005/10658		Paraskevi Martzavou	1.00-4.00/5	

**Spring 2025: GRKM UN3997**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 3997	001/14869		Nikolas Kakkoufa	1.00-4.00/5	
GRKM 3997	002/14870		Stathis Gourgouris	1.00-4.00/5	
GRKM 3997	003/14871		Dimitris Antoniou	1.00-4.00/5	
GRKM 3997	004/14872		Karen Van Dyck	1.00-4.00/5	
GRKM 3997	005/14873		Paraskevi Martzavou	1.00-4.00/5	

**GRKM UN3998 SENIOR RESEARCH SEMINAR.**

**1.00-4.00 points.**

Designed for students writing a senior thesis or doing advanced research on Greek or Greek Diaspora topics

**Fall 2024: GRKM UN3998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 3998	001/10659		Nikolas Kakkoufa	1.00-4.00/5	

**Spring 2025: GRKM UN3998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 3998	001/14780		Nikolas Kakkoufa	1.00-4.00/5	

**GRKM GU4135 Topics Through Greek Film. 4.00 points.**

Optional 1-point bilingual guided reading.

This course explores issues of memory and trauma, public history and testimony, colonialism and biopolitics, neoliberalism and governmentality, and crisis and kinship, all through the medium of Greek film. It brings the Greek cinema canon (Angelopoulos, Cacoyannis, Gavras, Koundouros, et al.) into conversation with the work of contemporary artists, ethnographers, documentary filmmakers, and the recent "weird wave" and 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 travelogues, 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 GU4460 SUPERVISED INDEPENDENT RESEARCH. 3.00 points.**

All supervisors will be Columbia faculty who hold a PhD. Students are responsible for identifying their own supervisor and it is at the discretion of faculty whether they accept to supervise independent research. Projects must be focused on



Hellenic Studies and can be approached from any disciplinary background. Students are expected to develop their own reading list in consultation with their supervisor. In addition to completing assigned readings, the student must also write a Hellenic studies paper of 20 pages. Projects other than a research paper will be considered on a case-by-case basis. Hellenic Studies is an interdisciplinary field that revolves around two main axes: space and time. Its teaching and research are focused on the study of post-classical Greece in various fields: Language, Literature, History, Politics, Anthropology, Art, Archaeology, and in various periods: Late Antique, Medieval, Byzantine, Modern Greek etc. Therefore, the range of topics that are acceptable as a Hellenic Studies seminar paper is broad. It is upon each supervisor to discuss the specific topic with the student. The work submitted for this independent study course must be different from the work a student submits in other courses, including the Hellenic Studies Senior Research Seminar

**Fall 2024: GRKM GU4460**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 4460	001/10660		Nikolas Kakkoufa	3.00	0/5
GRKM 4460	002/10661		Stathis Gourgouris	3.00	0/5
GRKM 4460	003/10662		Dimitris Antoniou	3.00	1/5
GRKM 4460	004/10663		Karen Van Dyck	3.00	0/5
GRKM 4460	005/10664		Paraskevi Martzavou	3.00	0/5

**Spring 2025: GRKM GU4460**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GRKM 4460	001/14874		Nikolas Kakkoufa	3.00	0/5
GRKM 4460	002/14875		Stathis Gourgouris	3.00	0/5
GRKM 4460	003/14876		Dimitris Antoniou	3.00	0/5
GRKM 4460	004/14877		Karen Van Dyck	3.00	0/5
GRKM 4460	005/14878		Paraskevi Martzavou	3.00	0/5

**GRKM W4821 The Greek Revolution of 1821. 3.00 points.**

2021 marks the bicentenary of the Greek uprising against the Ottoman Empire—an event that captured European and American popular imagination and led to the founding of the Greek nation. The Greek Revolution became a site for enduring discussion of much larger questions about the international order, democracy, empire, nationalism, collective rights, slavery, monumentality, and the contemporary place of classical Hellas. In this seminar Hellenic Studies faculty and guest speakers take 1821 and its enduring legacies as a vantage point to examine the use of primary sources (including texts, songs, paintings, and films) across different disciplines (history, anthropology, comparative literature, architecture, political science, and queer studies), and reflect on the nature of evidence and how it features in public discourse and

contemporary cultural politics. Lectures by Dimitris Antoniou, Stathis Gourgouris, Nikolas P. Kakkoufa, Paraskevi Martzavou, Mark Mazower, Neni Panourgia, Karen Van Dyck, Konstantina Zanou, and others

## COMPARATIVE LITERATURE-GREEK MODERN

**CLGM UN3005 DICTATORSHIPS#THEIR AFTERLIVES. 3.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

What does the investigation of a dictatorship entail and what are the challenges in 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, popular culture, and family stories? This seminar examines dictatorships and the ways in which they are remembered, discussed, examined, and give rise to conflicting narratives in post-dictatorial environments. It takes as its point of departure the Greek military regime of 1967-1974, which is considered in relation to other dictatorships in South America, Asia, Africa, and Europe. We will be drawing on primary materials including Amnesty International reports, film, performance art, and architectural drawings as well as the works of Hannah Arendt and Günter Grass to engage in an interdisciplinary examination of the ways in which military dictatorships live on as ghosts, traumatic memories, urban warfare, litigation, and debates on the politics of comparison and the ethics of contemporary art

**CLGM UN3110 THE OTTOMAN PAST IN THE GREEK PRESENT. 3.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Almost a century after the dissolution of the Ottoman Empire, the Ottoman past lives on in contemporary Greece, often in unexpected sites. In the built environment it appears as mosques, baths, covered markets, and fountains adorned with Arabic inscriptions. It also manifests itself in music, food, and language. Yet Ottoman legacies also shape the European present in less obvious ways and generate vehement debates about identity, nation-building, human rights, and interstate relations. In this course, we will be drawing on history, politics, anthropology, and comparative literature as well as a broad range of primary materials to view the Ottoman past through the lens of the Greek present. What understandings of nation-building emerge as more Ottoman archives became accessible to scholars? How does Islamic Family Law—still in effect in Greece—confront the European legal system? How are Ottoman administrative structures re-assessed in the context of acute socio-economic crisis and migration?

**Spring 2025: CLGM UN3110**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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CLGM 001/14888 Th 2:10pm - 4:00pm Dimitris 3.00 13/15  
3110 Antoniou  
613 Hamilton Hall

**CLGM UN3650 Mental health in Literature from antiquity to futurity. 3.00 points.**

This seminar explores the relationship between literature, culture, and mental health. It pays particular emphasis to the poetics of emotions structuring them around the five stages of grief: denial, anger, bargaining, depression, acceptance and the concept of hope. During the course of the semester, we will discuss a variety of content that explores issues of race, socioeconomic status, political beliefs, abilities/disabilities, gender expressions, sexualities, and stages of life as they are connected to mental illness and healing. Emotions are anchored in the physical body through the way in which our bodily sensors help us understand the reality that we live in. By feeling backwards and thinking forwards, we will ask a number of important questions relating to literature and mental health, and will trace how human experiences are first made into language, then into science, and finally into action. The course surveys texts from Homer, Ovid, Aeschylus and Sophocles to Virginia Woolf, Sylvia Plath, C.P. Cavafy, Dinos Christianopoulos, Margarita Karapanou, Katerina Anghelaki-Rooke, Katerina Gogou etc., and the work of artists such as Toshio Matsumoto, Yorgos Lanthimos, and Anohni

Fall 2024: CLGM UN3650

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLGM 3650	001/10648	T 2:10pm - 4:00pm 607 Hamilton Hall	Nikolas Kakkoufa	3.00	15/15

**CLGM UN3800 WRITING RESISTANCE. 3.00 points.**

Set within a transnational and transdisciplinary feminist framework, Writing Resistance will unfold and examine the ways traumatic, lived experiences of gender and structural violence, systematic oppression and precarity, incarceration, racism, and colonialism, have been silenced or submerged in canonical writing and official history making. As an antidote, we will attempt a “queering” of this patriarchal and “colonial archive” (Stoler), by shedding light and focusing on diverse forms of writing, autobiographies and biomythographies, poetry and fiction, and theoretical readings that are either produced by or centered on the lived experiences, psyches and bodies, of women, people of color, dissidents and incarcerated people, queer, transgender, and non-binary individuals, refugees and other historically and systematically marginalized voices and identities. Within the context of what has often been approached as “minor literature” (Deleuze and Guattari), the fragmented truths, interrupted stories, and the “descent to the everyday” (Das), will reveal not only traumas, suffering, and alienation, but also what Veena Das approaches as “poisonous knowledge,” where the gendered, queer, racialized, and political body, solidarity, and silence, return as resistance, reclaiming voices, visibility, and authorship

**CLGM UN3920 WORLD RESPONDS TO THE GREEKS. 3.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course examines various literary, artistic, and cultural traditions that respond to some of the most recognizable Greek motifs in myth, theater, and politics, with the aim of understanding both what these motifs might be offering specifically to these traditions in particular social-historical contexts and, at the same time, what these traditions in turn bring to our conventional understanding of these motifs, how they reconceptualize them and how they alter them. The overall impetus is framed by a prismatic inquiry of how conditions of modernity, postcoloniality, and globality fashion themselves in engagement with certain persistent imaginaries of antiquity

Spring 2025: CLGM UN3920

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLGM 3920	003/18272	T 2:10pm - 4:00pm Sat Alfred Lerner Hall	Stathis Gourgouris	3.00	21/22

**CLGM UN3921 The World Responds to the Greeks – Modernity, Postcoloniality, Globality- Discussion. 0 points.**

This course examines various literary, artistic, and cultural traditions that respond to some of the most recognizable Greek motifs in myth, theater, and politics, with the aim of understanding both what these motifs might be offering specifically to these traditions in particular social-historical contexts and, at the same time, what these traditions in turn bring to our conventional understanding of these motifs, how they reconceptualize them and how they alter them. The overall impetus is framed by a prismatic inquiry of how conditions of modernity, postcoloniality, and globality fashion themselves in engagement with certain persistent imaginaries of antiquity.

**CPLS GU4095 Mobility and Enclosure, Statelessness and Democracy. 4.00 points.**

The volume and intensity of human mobility from the Middle East and North Africa to Europe remains dramatically increased nowadays, despite the overall restrictions in mobility imposed by the pandemic conditions worldwide. During the last decade refugee statelessness has evolved into as a quasi-permanent liminal condition of being within the political body of western societies, especially in so called border countries of the European periphery. The continuous expansion and multiplication of camps and hot-spots in countries such as Turkey, Greece, Italy, Spain, etc. has created different states of existence within the national territories, raising a wide range of issues that concern statehood, political rights, the right to equal treatment and access to public goods (i.e., health, education, safety, representation etc.), which concern the core social and political demands of a democratic polity. However, the antinomies and aporias related to refugee statelessness within the nation state are nowadays further aggravated by the pandemic conditions of the last two years. The pandemic has opened up a new space of unprecedented state intervention in the public and private lives of citizens, while reconfiguring the meaning of globalization. Questions of democracy, statehood and statelessness, mobility, access, restriction and enclosure are now re-conditioned under the two-fold historical contingency

of refugee life and citizen life in a pandemic. In this course we address these emerging issues through theoretical, literary, legal, historical texts that highlight how long established social and political problems, imbedded in existing structures since the late 20th century, are currently intrinsically re-conditioned. Our intention is to serve a pedagogy that is alert to how the present time affects the social and intellectual life of people across borders and cultures, while retaining deep historical learning that establishes connections between radical new occurrences (such as the Covid pandemic or the refugee problem in the Mediterranean) and long term hard structural patterns

**CLGM GU4150 C.P. Cavafy and the poetics of desire. 4 points.**

This course takes C. P. Cavafy's oeuvre as a departure point in order to discuss desire and the ways it is tied with a variety of topics. We will employ a number of methodological tools to examine key topics in Cavafy's work such as eros, power, history, and gender. How can we define desire and how is desire staged, thematized, or transmitted through poetry? How does a gay poet write about desired bodies at the beginning of the previous century? What is Cavafy's contribution to the formation of gay identities in the twentieth century? How do we understand the poet's desire for an *archive*? How important is the city for activating desire? How do we trace a poet's afterlife and how does the desire poetry transmits to readers transform through time? How does literature of the past address present concerns? These are some of the questions that we will examine during this course.

**CLGM GU4300 Retranslation: Worlding C. P. Cavafy. 4.00 points.**

Focusing on a canonical author is an immensely productive way to explore translation research and practice. The works of Sappho, Dante, Rilke, Césaire or Cavafy raise the question of reception in relation to many different critical approaches and illustrate many different strategies of translation and adaptation. The very issue of intertextuality that challenged the validity of author-centered courses after Roland Barthes's proclamation of the death of the author reinstates it if we are willing to engage the oeuvre as an on-going interpretive project. By examining the poetry of the Greek Diaspora poet C. P. Cavafy in all its permutations (as criticism, translation, adaptation), the Cavafy case becomes an experimental ground for thinking about how a canonical author can open up our theories and practices of translation. For the final project students will choose a work by an author with a considerable body of critical work and translations and, following the example of Cavafy and his translators, come up with their own retranslations. Among the materials considered are commentary by E. M. Forster, C. M. Bowra, and Roman Jakobson, translations by Edmund Keeley and Philip Sherrard, James Merrill, Marguerite Yourcenar, and Daniel Mendelsohn, poems by W.H. Auden, Lawrence Durrell, and Joseph Brodsky, and visual art by David Hockney, and Duane Michals

**Fall 2024: CLGM GU4300**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLGM 4300	001/10649	M 12:10pm - 2:00pm 613 Hamilton Hall	Karen Van Dyck	4.00	5/15

**CLGM W3450 How to do things with Queer Bodies. 3.00 points.**

Homosexuality, as a term, might be a relatively recent invention in Western culture (1891) but bodies that acted and appeared queer(ly) existed long before that. This course will focus on acts, and not identities, in tracing the evolution of writing the queer body from antiquity until today. In doing so it will explore a number of multimodal materials – texts, vases, sculptures, paintings, photographs, movies etc. – in an effort to understand the evolution of the ways in which language (written, spoken or visual) registers these bodies in literature and culture. When we bring the dimension of the body into the way we view the past, we find that new questions and new ways of approaching old questions emerge. What did the ancient actually write about the male/female/trans\* (homo)sexual body? Did they actually create gender non-binary statues? Can we find biographies of the lives of saints in drag in Byzantium? How did the Victorians change the way in which we read Antiquity? How is the queer body registered in Contemporary Literature and Culture? Can one write the history of homosexuality as a history of bodies? How are queer bodies constructed and erased by scholars? How can we disturb national archives by globalizing the queer canon of bodies through translation? These are some of the questions that we will examine during the semester. The course surveys texts from Homer, Sappho, Aeschylus, Euripides, Plato, Theocritus, Ovid, Dio Chrysostom, Lucian, Walt Whitman, Oscar Wilde, Arthur Symonds, Dinos Christianopoulos, Audre Lorde, Larry Kramer, Tony Kushner etc., the work of artists such as Yiannis Tsarouchis, Robert Mapplethorpe, Dimitris Papaioannou, Cassils, movies such as 120 battements par minute, and popular TV shows such as Pose

**CLGM GU4450 How to do things with Homosexual Bodies. 4.00 points.**

Homosexuality, as a term, might be a relatively recent invention in Western culture but bodies that acted and appeared 'differently' existed long before that. This course will focus on acts, and not identities, in tracing the evolution of writing the homosexual body from antiquity until today. In doing so it will explore a number of multimodal materials – texts, vases, sculptures, paintings, movies etc. – in an effort to understand the evolution of the ways in which language (written, spoken or visual) registers the homosexual body in literature and culture. When we bring the dimension of the body into the way we view the past, we find that new questions and new ways of approaching old questions emerge. What did the ancient actually write about the homosexual body? Did they actually create gender non-binary statues? Can we find biographies of the lives of saints in drag in Byzantium? How did the Victorians change the way in which we understand homosexual



writing in Antiquity? How is the queer body registered in Modern Greek Literature and Culture? Can one write the history of homosexuality as a history of bodies? These are some of the questions that we will examine during the semester

**CLGM GU4600 Multilingual America: Translation, Migration, Gender. 4.00 points.**

This course introduces students to the rich tradition of literature about and by Greeks in America over the past two centuries exploring questions of multilingualism, translation, migration and gender with particular attention to the look and sound of different alphabets and foreign accents – “It’s all Greek to me!” To what extent can migration be understood as translation and vice versa? How might debates in Diaspora and Translation Studies inform each other and how might both, in turn, elucidate the writing of and about Greeks and other ethnic minorities, especially women? Authors include Olga Broumas, Elia Kazan, Alexandros Papadiamantis, Irini Spanidou, Ellery Queen, Eleni Sikelianos and Thanasis Valtinos as well as performance artists such as Diamanda Galas. Theoretical and comparative texts include works by Walter Benjamin, Rey Chow, Jacques Derrida, Xiaolu Guo, Eva Hoffman, Franz Kafka, Toni Morrison, Vicente Rafael, and Lawrence Venuti, as well as films such as *The Immigrant* and *The Wizard of Oz*. No knowledge of Greek is necessary, although an extra-credit directed reading is open to those wishing to read texts in Greek

Spring 2025: CLGM GU4600

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLGM 4600	001/14766	M 12:10pm - 2:00pm 613 Hamilton Hall	Karen Van Dyck	4.00	12/15

**CLGM UN3700 Politics of Violence: Conflict, Borders, and the Carceral State. 3.00 points.**

Politics of Violence offers an analysis of the role of the state, its mechanisms, and its structures in perpetuating, legitimizing, and facilitating political, racial and gender based violence worldwide. We will explore the connections and effects of nationalism, militarism, and heteropatriarchy (as structural and ideological elements of the state) as well as neoliberal assaults and practices in the normalization of violence against dissidents, incarcerated populations, refugees, workers, and indigenous communities. We will engage in a theoretical discussion on the salience of particular ideational and material experiences of race, ethnicity, indigeneity, gender and queer identities, political affiliation, in rendering state sponsored, political violence, and torture thinkable. The course aims to shed light on the power structures within militaristic and hypermasculinized state frameworks, and on biopolitical practices that legitimize structural violence against particular communities based on their political, class, gender, ethnic identities or precarious immigration status. In this seminar, we will examine violence, persecution, and dispossession as inherent phenomena of the sovereign nation state, in their continuities and ruptures, during war and conflict, but also in migratory, democratic, and transitional contexts. Students will examine historical and contemporary cases of state sponsored

and political violence, systematic violations of human rights in the context of genocide, gendercide, racist violence, colonial terrorism, carceral regimes, and the securitization of forced migration. Lectures and readings provide a comparative, transnational perspective but focus on regional case studies, through a transdisciplinary lens, drawing on international relations, anthropology, gender studies, political theory, and history

**CLGM UN3937 THE CULTURE OF DEMOCRACY. 3.00 points.**

The point is to examine democracy not as a political system, but as a historical phenomenon characterized by a specific culture: a body of ideas and values, stories and myths. This culture is not homogenous; it has a variety of historical manifestations through the ages but remains nonetheless cohesive. The objective is twofold: 1) to determine which elements in democratic culture remain fundamental, no matter what form they take in various historical instances; 2) to understand that the culture of democracy is indeed not abstract and transcendental but historical, with its central impetus being the interrogation and transformation of society. Special emphasis will be placed on the crisis of democratic institutions in the era of globalization and, as specific case-study in point, the democratic failure in the Mediterranean region in light of the challenges of the assembly movements (Spain, Greece, Arab Spring) and the current migrant/refugee crisis

## CLASSICS-GREEK MODERN

**CSGM UN3567 THESSALONIKI DOWN THE AGES. 3.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course will explore the fascinatingly layered and multicultural history of Thessaloniki, the great city of Northern Greece and the Balkans. We will examine texts, archaeological evidence, literature, songs, and movies and in general the materialities of the city. We will examine this material from the 6th century BCE down to the 21st cent. CE. We will notably think about the problems of history, identity, and cultural interaction in reaction to recent work such as Mark Mazower’s well know *Salonica, City of Ghosts* [2004]

Fall 2024: CSGM UN3567

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSGM 3567	001/10650	W 4:10pm - 6:00pm 613 Hamilton Hall	Paraskevi Martzavou	3.00	17/18

## HISTORY-CLASSICS

**HSCL UN3000 The Persian Empire . 4 points.**

This seminar studies the ancient Persian (Achaemenid) Empire which ruled the entire Middle East from the late 6<sup>th</sup> to the late 4<sup>th</sup> centuries BCE and was the first multi-ethnic empire in western Asian and Mediterranean history. We will investigate the empire using diverse sources, both textual and material, from the various constituent parts of the empire and study the different ways in which it interacted with its subject



populations. This course is a seminar and students will be asked to submit a research paper at the end of the semester. Moreover, in each class meeting one student will present part of the readings.

**Grading:** participation (25%), class presentation (25%), paper (50%).

## COMPARATIVE LITERATURE-ENGLISH

**CLEN UN3720 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.

## COGNITIVE SCIENCE

**Adviser for Columbia College and School of General Studies students:**

**Professor Brendan Fleig-Goldstein:** [bf2555@columbia.edu](mailto:bf2555@columbia.edu)

**Department Website:** <https://cogsci.barnard.edu/>

**Department Assistant:** Maia Bernstein,  
[mbernste@barnard.edu](mailto:mbernste@barnard.edu)

**Office Location:** 326 Milbank Hall

**Phone Number:** 212-854-4689

**Department Email Address:** [cogsci@barnard.edu](mailto:cogsci@barnard.edu)

Cognitive Science is the cross-disciplinary study of how the mind works, with a focus on perception, reasoning, memory, attention, language, decision-making, motor control, and problem solving. Cognitive scientists often compare minds to computers. In particular, they describe mental processes as computational operations on internal representations. For instance, perception is seen as a representation of the external world that results from sensory stimulation; learning is analyzed as the addition of new representations through interactions with the environment; reasoning is treated as the addition of new representations through operations on existing representations.

Cognitive Science is an interdisciplinary field: it draws on tools and ideas from psychology, neuroscience, linguistics, economics, computer science, and philosophy, with affiliated faculty in each of these disciplines. Psychologists study the computational operations that we use to solve specific tasks; neuroscientists study the implementation of those operations in the brain; linguists study the representations involved in communication; economists study the representations involved in decisions involving uncertainty and reward; computer scientists consider how the processes involved in human cognition fit into a more general theory of computations and a larger space of tasks; and philosophers ask fundamental questions about the nature of representation and computation.

## STUDENT LEARNING OUTCOMES

Cognitive Science majors will gain fluency in computational methods; a capacity for rigorous and careful thought; a broad understanding of the affiliated disciplines; and a deep understanding of cognition.

**Barnard Director:** Professor Ann Senghas

**Columbia Director:** Professor Brendan Fleig-Goldstein

### Steering Committee:

Dima Amso (Psychology, Columbia)  
Brendan Fleig-Goldstein (Philosophy, Columbia)  
John McWhorter (Linguistics, Columbia)  
John Morrison (Philosophy, Barnard)  
Christopher A.B. Peacocke (Philosophy, Columbia)  
Ann Senghas (Psychology, Barnard)  
Lisa Son (Psychology, Barnard)  
Michael Woodford (Economics, Columbia)  
Rebecca Wright (Computer Science, Barnard)

### Affiliated Faculty:

Mariam Aly (Psychology, Columbia)  
Christopher Baldassano (Psychology, Columbia)  
Peter Balsam (Neuroscience & Behavior; Psychology, Barnard)  
Akeel Bilgrami (Philosophy, Columbia)  
BJ Casey (Neuroscience & Behavior, Barnard)  
Jessica Collins (Philosophy, Columbia)  
Lila Davachi (Psychology, Columbia)  
Mark Dean (Economics, Columbia)  
Aaron A. Fox (Music, Columbia)  
David A. Freedberg (Art History & Archaeology, Columbia)  
Melissa Fusco (Philosophy, Columbia)  
Michelle Greene (Psychology, Barnard)  
Larisa Heiphetz (Psychology, Columbia)  
Mariusz S. Kozak (Music, Columbia)  
Niko Kriegeskorte (Psychology, Columbia)  
Karen Lewis (Philosophy, Barnard)  
Caroline Marvin (Psychology, Columbia)  
Koleen McCrink (Psychology, Barnard)  
Janet Metcalfe (Psychology, Columbia)  
Kevin Ochsner (Psychology, Columbia)  
Christos Papadimitriou (Computer Science, Columbia)

Robert Remez (Psychology, Barnard)  
 Daphna Shohamy (Psychology, Columbia)  
 Rae Silver (Psychology, Columbia)  
 Alfredo Spagna (Psychology, Columbia)  
 Herbert Terrace (Psychology, Columbia)  
 Nim Tottenham (Psychology, Columbia)  
 Carl Vondrick (Computer Science, Columbia)  
 Alex White (Neuroscience and Behavior, Barnard)  
 Keren Yarhi-Milo (Political Science, Columbia)

Cognitive science is the cross-disciplinary study of how the mind works, with a focus on perception, reasoning, memory, attention, language, decision-making, motor control, and problem solving. It draws on tools and ideas from psychology, neuroscience, linguistics, economics, computer science, and philosophy. The major requirements are designed to provide breadth in the affiliated disciplines and depth in the student's chosen area of specialization.

A major in Cognitive Science consists of seven required courses and four electives in a chosen area of specialization culminating in the senior capstone. The minimum number of courses is 13 and the minimum number of points is 39.

## MAJOR REQUIREMENTS:

### 1. Required courses (7 classes)

- COGS UN1001 Introduction to Cognitive Science  
Introduction to Cognitive Science
- One cognition-focused course in each of four areas: psychology, neuroscience, philosophy, and linguistics. *Courses must be chosen from the approved list in each area; please see the approved lists below.*
- Two courses in a fifth area: mathematical and computational methods. *Courses must be chosen from the approved list and not be redundant; please see the approved lists below.*

### 2. Area of Specialization and Electives (four classes)

Students must choose an area of specialization and four electives to build expertise in that area.

- Sample specializations: aesthetics, cognitive development, cognitive linguistics, cognitive neuroscience, cognitive psychology, consciousness, decision science, human-computer interaction, intelligence, learning, memory, natural language processing, neuroeconomics, perception, and social cognition. Please see below for lists of possible electives for these specializations.
- The choice of specialization is flexible; the sample specializations are just examples. This is an opportunity for students to be creative; a student who has ideas about a new specialization that they would like to pursue may do so with the approval of the program director.

- There must be at least one faculty member affiliated with the program who has expertise in the student's chosen area so that they can ensure that the student's electives will provide sufficient preparation for the senior project.

### 3. Senior Capstone

Students may fulfill the Senior Capstone requirement in two ways: with a year-long senior project, or by taking two additional advanced courses.

- The senior project is a year-long project in a student's area of specialization under the supervision of a chosen advisor. The project could be an experiment or a paper. Please note that a student who wishes to do a senior project is responsible for finding an advisor for the project, though the program director may be able to suggest faculty members whom the student might contact.
  - Students who do senior projects must register for both COGS UN3903 Senior Project (3 points) and COGS UN3901 Senior Project Seminar (1 point) in the fall and COGS UN3904 Senior Project (3 points) and COGS UN3902 Senior Project Seminar (1 point) in the spring (8 points total).
  - The Senior Project Seminar is an opportunity for students to present their projects to each other.
- While a year-long project is recommended, students may also satisfy the senior capstone requirement by taking two advanced courses, at least one of which must include a significant paper or project. The courses must be chosen in consultation with the program director and must be related to the student's area of specialization. Both courses should be at the 3000-level or above.

**The area of specialization, electives, and capstone must form a coherent course of study and must be approved by the program director.**

Please note:

- Courses taken pass/fail may not count towards Cognitive Science major requirements.
- While some courses listed under the sample specializations are also on the lists of courses approved to count for area requirements, no course may be double counted: if a student is counting a course for an area requirement, then that course may not be counted as an elective.

## COURSES APPROVED TO COUNT IN EACH AREA:

### Psychology

PSYC BC2107	PSYCHOLOGY OF LEARNING - LEC
PSYC BC2110	PERCEPTION-LECTURE

PSYC BC2115	COGNITIVE PSYCHOLOGY - LEC
PSYC BC2129	DEVELOPMENTAL PSYCHOLOGY-LEC
PSYC UN2210	COGNITION: BASIC PROCESSES
PSYC UN2220	COGNITION: MEMORY AND STRESS
PSYC UN2270	Perception and Cognition in Social Life
PSYC UN2280	Developmental Psychology
PSYC UN2430	COGNITIVE NEUROSCIENCE
PSYC BC3394	METACOGNITION

*Please note that PSYC UN2430 Cognitive Neuroscience may be used to fulfill either the Neuroscience requirement or the Psychology requirement, but not both.*

## Neuroscience

NSBV BC1001	INTRODUCTION TO NEUROSCIENCE
NSBV BC2008	ADAPTIVE OR ARRESTED DEVELOPMENT OF THE ADOLESCENT BRAIN
PSYC UN2430	COGNITIVE NEUROSCIENCE
PSYC UN2435	Social Neuroscience
PSYC UN2450	BEHAVIORAL NEUROSCIENCE
PSYC UN2481	Developmental Cognitive Neuroscience
NSBV BC3381	Visual Neuroscience: From the Eyeball to the Mind's Eye

*Please note that PSYC UN2430 Cognitive Neuroscience may be used to fulfill either the Neuroscience requirement or the Psychology requirement, but not both.*

## Philosophy

PHIL UN2655	COGNITIVE SCIENCE AND PHILOSOPHY
PHIL UN3252	Philosophy of Language and Mind
PHIL UN3651	PHILOSOPHY OF MIND
PHIL UN3655	TOPICS IN COGNITIVE SCIENCE AND PHILOSOPHY
COGS UN3952	Philosophy of Computing

*Please note that only the "Perception" section of PHIL UN3912 counts.*

## Linguistics

LING UN3101	INTRODUCTION TO LINGUISTICS
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## Mathematical and Computational Methods

Logic and Decision Theory:

ECON GU4850	COGNITIVE MECH # ECON BEHAVIOR
PHIL UN1401	INTRODUCTION TO LOGIC
PHIL UN3411	SYMBOLIC LOGIC
PHIL GU4561	PROBABILITY # DECISION THEORY
PSYC UN2235	THINKING AND DECISION MAKING

Statistics:

ECON BC1007	MATH METHODS FOR ECONOMICS
ECON BC2411	STATISTICS FOR ECONOMICS
PSYC BC1101	STATISTICS LECTURE AND RECITATION
PSYC UN1610	STATISTICS-BEHAVIORAL SCIENTISTS
STAT UN1001	INTRO TO STATISTICAL REASONING
STAT UN1101	INTRODUCTION TO STATISTICS
STAT UN1201	CALC-BASED INTRO TO STATISTICS

Computer Science:

COMS BC1016	Introduction to Computational Thinking and Data Science
COMS W1001	Introduction to Information Science
COMS W1002	COMPUTING IN CONTEXT
COMS W1004	Introduction to Computer Science and Programming in Java
COMS W1007	
COMS W3134	Data Structures in Java
COMS W3136	ESSENTIAL DATA STRUCTURES
COMS W3137	HONORS DATA STRUCTURES # ALGOL
ENGI E1006	INTRO TO COMP FOR ENG/ APP SCI
STEM BC2223	PROGRAMMING BEHAV SCIENCES

## SAMPLE SPECIALIZATIONS

*Please note that while a few of the courses listed below are on the lists of courses approved to count for area requirements, no course may be double counted: if a student uses a course to fulfill an area requirement then that course may not be counted as an elective.*

### Aesthetics

4 of the following:

MUSI UN2320	Introduction to Music Cognition
SOAR AV4000	SOUND:Music, Math, and Mind
PHIL GU4055	
PSYC GU4239	COG NEURO NARRATIVE FILM
MUSI GU4325	Topics in Music Cognition
CLEN GU4728	Literature in the Age of AI

### Cognitive Development

4 of the following:

PSYC BC2115	COGNITIVE PSYCHOLOGY - LEC
PSYC BC2129	DEVELOPMENTAL PSYCHOLOGY-LEC
PSYC UN2481	Developmental Cognitive Neuroscience
PSYC BC3369	LANGUAGE DEVELOPMENT
PSYC GU4202	Theories of Change in Human Development
PSYC GU4222	The Cognitive Neuroscience of Aging (Seminar)
PSYC GU4498	BEHAVIORAL EPIGENETICS

### Cognitive Linguistics

4 of the following:

ANTH UN1009	INTRO TO LANGUAGE # CULTURE
PSYC BC3164	PERCEPTION AND LANGUAGE
PHIL UN3252	Philosophy of Language and Mind
PSYC BC3369	LANGUAGE DEVELOPMENT
LING GU4202	COGNITIVE LINGUISTICS
LING GU4206	ADV GRAMMAR AND GRAMMARS
PSYC GU4244	LANGUAGE AND MIND
LING GU4376	PHONETICS # PHONOLOGY

### Cognitive Neuroscience

4 of the following:

PSYC UN2481	Developmental Cognitive Neuroscience
NSBV BC3405	NEUROSCIENCE OF TRAUMA
PSYC GU4225	CONSCIOUSNESS # ATTENTION
PSYC GU4239	COG NEURO NARRATIVE FILM
PSYC GU4415	METHODS/ISSU-COGNITIV NEU
PSYC GU4498	BEHAVIORAL EPIGENETICS

### Cognitive Psychology

4 of the following:

PSYC BC2115	COGNITIVE PSYCHOLOGY - LEC
PSYC BC2129	DEVELOPMENTAL PSYCHOLOGY-LEC
PSYC UN2220	COGNITION: MEMORY AND STRESS
PSYC BC3164	PERCEPTION AND LANGUAGE
PSYC BC3394	METACOGNITION
PSYC GU4225	CONSCIOUSNESS # ATTENTION
PSYC GU4672	MORAL PSYCHOLOGY

### Consciousness

4 of the following:

PSYC UN2210	COGNITION: BASIC PROCESSES
PHIL UN3651	PHILOSOPHY OF MIND
PSYC GU4225	CONSCIOUSNESS # ATTENTION
PSYC GU4244	LANGUAGE AND MIND

### Decision Science

4 of the following:

PSYC BC2178	FORENSIC PSYCHOLOGY
PSYC UN2235	THINKING AND DECISION MAKING
PSYC UN2620	ABNORMAL BEHAVIOR



PSYC GU4202	Theories of Change in Human Development
PSYC GU4241	Mentalizing: How we read people
PSYC GU4430	Learning and the Brain (Seminar)
COGS GU4800	Resource-Constrained Decision Making

## Human-Computer Interaction

4 of the following:

PSYC UN3270	COMPUT APPROACHES-HUMAN VISION
PSYC BC3399	HUMAN AND MACHINES
COMS W4170	USER INTERFACE DESIGN
IEME E4200	HUMAN-CENTERED DESIGN AND INNOVATION
PSYC GU4236	Machine Intelligence
COMS E6178	Human-Computer Interaction

## Intelligence

4 of the following:

PSYC GU4236	Machine Intelligence
COMS W4701	ARTIFICIAL INTELLIGENCE
COMS W4705	NATURAL LANGUAGE PROCESSING
COMS W4771	MACHINE LEARNING
PSYC GR6080	Introduction to Neural Networks and Deep Learning

## Learning

4 of the following:

PSYC BC2107	PSYCHOLOGY OF LEARNING - LEC
COMS W4705	NATURAL LANGUAGE PROCESSING
COMS W4771	MACHINE LEARNING
PSYC GR6080	Introduction to Neural Networks and Deep Learning

## Memory

4 of the following:

PSYC BC2107	PSYCHOLOGY OF LEARNING - LEC
PSYC UN2220	COGNITION: MEMORY AND STRESS

PSYC UN3445	THE BRAIN AND MEMORY
PSYC UN3455	Neurobiology of Working Memory

## Natural Language Processing

4 of the following:

LING UN3103	Language, Brain and Mind
PHIL UN3252	Philosophy of Language and Mind
PSYC GU4236	Machine Intelligence
PSYC GU4242	Evolution of Language (seminar)
COMS W4705	NATURAL LANGUAGE PROCESSING

## Neuroeconomics

1. Either:

ECON BC3035	INTERMEDIATE MICROECONOMICS
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Or:

ECON UN3211	INTERMEDIATE MICROECONOMICS
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2. Either:

ECON GU4020	ECON OF UNCERTAINTY # INFORMTN
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Or:

ECON GU4415	GAME THEORY
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3. Two from the following list:

PSYC UN2235	THINKING AND DECISION MAKING
ECON BC3048	Introduction to Behavioral Economics
PSYC GU4287	DECISION ARCHITECTURE
ECON GU4840	BEHAVIORAL ECONOMICS
ECON GU4860	BEHAVIORAL FINANCE (4.)
ECON GU4850	COGNITIVE MECH # ECON BEHAVIOR

4.

PSYC GU4289	THE GAMES PEOPLE PLAY:PSYCH OF STRAT DEC
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## Perception

4 of the following:

PSYC BC2110	PERCEPTION-LECTURE
PSYC BC3164	PERCEPTION AND LANGUAGE
NSBV BC3381	Visual Neuroscience: From the Eyeball to the Mind's Eye

NSBV BC3389	Hallucinations, illusions, dreaming and imagination
PSYC GU4225	CONSCIOUSNESS # ATTENTION
PSYC GU4280	CORE KNOWLEDGE

## Social Cognition

4 of the following:

ANTH UN2004	INTRO TO SOC # CULTURAL THEORY
PSYC UN2435	Social Neuroscience
PSYC UN2630	SOCIAL PSYCHOLOGY
PSYC UN2640	INTRO TO SOCIAL COGNITION

## REQUIRED COURSES

### Required for all Cognitive Science majors:

#### COGS UN1001 Introduction to Cognitive Science. 3 points.

##### Fall 2024: COGS UN1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COGS 1001	001/00017	M W 2:40pm - 3:55pm 304 Barnard Hall	Christopher Baldassano, John Morrison	3	187/260

##### Spring 2025: COGS UN1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COGS 1001	001/00156	T Th 11:40am - 12:55pm 304 Barnard Hall	Brendan Fleig-Goldstein, Randy Gallistel	3	101/242

### Required for Cognitive Science majors doing senior projects:

#### COGS UN3901 Senior Project Seminar. 1.00 point.

Discussion of senior research projects during the fall and spring terms that culminate in written and oral senior theses. Each project must be supervised by a cognitive scientist working at Barnard or Columbia

##### Fall 2024: COGS UN3901

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COGS 3901	001/00225	W 4:10pm - 6:00pm 111 Milstein Center	John Morrison	1.00	15/20

#### COGS UN3902 Senior Project Seminar. 1.00 point.

Discussion of senior research projects during the fall and spring terms that culminate in written and oral senior theses. Each project must be supervised by a cognitive scientist working at Barnard or Columbia

#### Spring 2025: COGS UN3902

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COGS 3902	001/00157	M 4:10pm - 6:00pm 111 Milstein Center	John Morrison	1.00	15/15

#### COGS UN3903 Senior Project. 3.00 points.

##### Senior Project in Cognitive Science

##### Fall 2024: COGS UN3903

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COGS 3903	001/00906		John Morrison	3.00	1/1
COGS 3903	002/00907		Ann Senghas	3.00	0/1
COGS 3903	003/20985		Brendan Fleig-Goldstein	3.00	0/1
COGS 3903	004/00908		BJ Casey	3.00	0/1
COGS 3903	005/00909		Luca Iemi	3.00	1/2
COGS 3903	006/20986		Christopher Baldassano	3.00	3/3
COGS 3903	007/20987		Vickie Morwitz	3.00	1/1
COGS 3903	008/21310		John Wilcox	3.00	1/1
COGS 3903	009/00928		Karen Lewis	3.00	0/1
COGS 3903	010/21311		Nora Isacoff	3.00	1/1
COGS 3903	011/21313		Lydia Chilton	3.00	1/1
COGS 3903	012/21426		Janet Metcalfe	3.00	1/1
COGS 3903	013/21430		Trenton Jerde	3.00	1/1
COGS 3903	014/21448		Kristen Lane	3.00	1/1
COGS 3903	015/21460		Kimberly Noble	3.00	1/1
COGS 3903	016/21488		Brian Smith	3.00	1/1

#### COGS UN3904 Senior Project. 3.00 points.

##### Senior Project in Cognitive Science

##### Spring 2025: COGS UN3904

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COGS 3904	001/00866		John Morrison	3.00	1/1
COGS 3904	002/00867		Ann Senghas	3.00	0/1
COGS 3904	003/16856		Brendan Fleig-Goldstein	3.00	0/1
COGS 3904	004/00868		BJ Casey	3.00	0/1
COGS 3904	005/00869		Luca Iemi	3.00	1/1
COGS 3904	006/16857		Christopher Baldassano	3.00	3/3

COGS 3904	007/16858	Vickie Morwitz	3.00	1/1
COGS 3904	008/16859	John Wilcox	3.00	1/1
COGS 3904	009/00870	Karen Lewis	3.00	0/1
COGS 3904	010/16860	Nora Isacoff	3.00	1/1
COGS 3904	011/16861	Lydia Chilton	3.00	1/1
COGS 3904	012/16862	Janet Metcalfe	3.00	1/1
COGS 3904	013/16863	Trenton Jerde	3.00	1/1
COGS 3904	014/16864	Kristen Lane	3.00	1/1
COGS 3904	015/16865	Kimberly Noble	3.00	1/1
COGS 3904	016/16866	Brian Smith	3.00	1/1

## Psychology:

### PSYC BC2107 PSYCHOLOGY OF LEARNING - LEC. 3.00 points.

Prerequisites: PSYC BC1001 Introduction to Psychology or COGS UN1001 Introduction to Cognitive Science or permission of the instructor. Lecture course covering the basic methods, results, and theory in the study of how experience affects behavior. The roles of early exposure, habitation, sensitization, conditioning, imitation, and memory in the acquisition and performance of behavior are studied. The following Columbia University course is considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN1440 Experimental: Learning and Motivation

#### Fall 2024: PSYC BC2107

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2107	001/00069	T Th 10:10am - 11:25am 304 Barnard Hall	Ken Light	3.00	86/100

### PSYC BC2110 PERCEPTION-LECTURE. 3.00 points.

Prerequisites: PSYC BC1001 Introduction to Psychology or COGS UN1001 Introduction to Cognitive Science or permission of the instructor. Lecture course covering an introduction to problems, methods, and research in perception. Discussion of psychological studies of seeing, hearing, touching, tasting, and smelling. Note that this lecture can be taken without its affiliated lab, PSYC BC2109, however, if a student completes this lecture, she cannot enroll in the lab in a later semester. The following Columbia University course is considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN1480 Perception and Attention; and PSYC UN2230 Perception and Sensory Processes

#### Fall 2024: PSYC BC2110

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2110	001/00070	M W 10:10am - 11:25am 323 Milbank Hall	Robert Remez	3.00	58/55

### PSYC BC2115 COGNITIVE PSYCHOLOGY - LEC. 3.00 points.

Prerequisites: PSYC BC1001 Introduction to Psychology or COGS UN1001 Introduction to Cognitive Science or permission of the instructor. Lecture covering selected topics illustrating the methods, findings, and theories of contemporary cognitive psychology. Topics include attention, memory, categorization, perception, and decision making. Special topics include neuropsychology and cognitive neuroscience. Note that this lecture can be taken without its affiliated lab, PSYC BC2114, however, if a student completes this lecture, she cannot enroll in the lab in a later semester. The following Columbia University courses are considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN2220 Cognition: Memory and Stress; and PSYC UN2210 Cognition: Basic Processes

#### Spring 2025: PSYC BC2115

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2115	001/00330	M W 10:10am - 11:25am 408 Zankel	Lisa Son	3.00	86/100

### PSYC BC2129 DEVELOPMENTAL PSYCHOLOGY-LEC. 3.00 points.

Prerequisites: PSYC BC1001 Introduction to Psychology or COGS UN1001 Introduction to Cognitive Science or permission of the instructor. Lecture course covering cognitive, linguistic, perceptual, motor, social, affective, and personality development from infancy to adolescence. Note that this lecture can be taken without its affiliated lab, PSYC BC2128, however, if a student completes this lecture, she cannot enroll in the lab in a later semester. The following Columbia University course is considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN2280 Introduction to Developmental Psychology

#### Fall 2024: PSYC BC2129

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2129	001/00072	M W 2:40pm - 3:55pm 405 Milbank Hall	Koleen McCrink	3.00	95/100

#### Spring 2025: PSYC BC2129

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2129	001/00571	T Th 10:10am - 11:25am L1002 Milstein Center	Ann Senghas	3.00	68/98

**PSYC UN2210 COGNITION: BASIC PROCESSES. 3.00 points.****Spring 2025: PSYC UN2210**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2210	001/11824	M W 1:10pm - 2:25pm 209 Havemeyer Hall	Nora Isacoff	3.00	68/65

**PSYC UN2220 COGNITION: MEMORY AND STRESS. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement  
Attendance at the first class is mandatory.

Prerequisites: PSYC UN1001 or PSYC UN1010 *PSYC W1001* or *PSYC W1010*, or the instructor's permission.

Prerequisites: PSYC UN1001 or PSYC UN1010 or the instructors permission. Memory, attention, and stress in human cognition

**Fall 2024: PSYC UN2220**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2220	001/10668	M W 1:10pm - 2:25pm 602 Hamilton Hall	Janet Metcalfe	3.00	49/75

**PSYC UN2270 Perception and Cognition in Social Life. 3.00 points.**

This course focuses on perception and cognition in social life. We start by addressing the core social motivations we experience in everyday life (e.g., our desire to feel like we belong to a group). Next, we examine how these motivations shape our basic sensory experiences—for example why we can't help but anthropomorphize inanimate objects or enjoy holding hands with our partner. We then examine the mental strategies we use to meet our social needs, such as how we figure out other people's thoughts and feelings, as well as our own. Finally, we wrap up by examining how these motivations, perceptions, and cognitions play out not just within one mind – but also between minds in everyday social interaction. This course will not only teach you the fundamental science behind the social mind. It will also let you see your own social life through a whole new lens

**Spring 2025: PSYC UN2270**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2270	001/12981	M W 2:40pm - 3:55pm 330 Uris Hall	Meghan Meyer	3.00	55/60

**PSYC UN2280 Developmental Psychology. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement  
Enrollment may be limited. Attendance at the first two classes is mandatory.

Prerequisites: PSYC UN1001 or PSYC UN1010 *PSYC W1001* or *PSYC W1010*, or the equivalent.

Prerequisites: PSYC UN1001 or PSYC UN1010 or the equivalent. Introduction to the scientific study of human

development, with an emphasis on psychobiological processes underlying perceptual, cognitive, and emotional development

**Fall 2024: PSYC UN2280**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2280	001/10695	T Th 4:10pm - 5:25pm 501 Schermerhorn Hall	Nim Tottenham	3.00	135/150

**PSYC UN2430 COGNITIVE NEUROSCIENCE. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: PSYC UN1001 or

Prerequisites: PSYC UN1001 or equivalent introductory course in Psychology This course provides an in-depth survey of data and models of a wide variety of human cognitive functions. Drawing on behavioral, neuropsychological, and neuroimaging research, the course explores the neural mechanisms underlying complex cognitive processes, such as perception, memory, and decision making. Importantly, the course examines the logic and assumptions that permit us to interpret brain activity in psychological terms

**Fall 2024: PSYC UN2430**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2430	001/10671	M W 2:40pm - 3:55pm 501 Schermerhorn Hall	Alfredo Spagna	3.00	104/130

**Spring 2025: PSYC UN2430**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2430	001/13711	T Th 1:10pm - 2:25pm 614 Schermerhorn Hall	Lila Davachi	3.00	97/120

**PSYC BC3394 METACOGNITION. 4.00 points.**

Prerequisites: BC1001, and one psychology laboratory course; final enrollment determined on the first day of class Metacognition is one of the latest psychological buzzwords, but what exactly is metacognition? Metacognition enables us to be successful learners, problem solvers, and decision makers, and as often been used synonymously with words such as language, awareness, and consciousness. In this seminar, we will examine various components of metacognition, including its role in learning and memory, and its existence in various non-human populations. In addition, we will explore the fragility of metacognition, including illusions of confidence and harmful control strategies that people use. Readings will include classic and important recent papers in the field, looking at metacognition as a higher-level cognitive process, and as knowledge individuals use to guide behavior

**Fall 2024: PSYC BC3394**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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PSYC 3394 001/00736 W 10:10am - Lisa Son 4.00 20/22  
12:00pm  
119 Milstein Center

*Please note that PSYC UN2430 Cognitive Neuroscience may be used to fulfill either the Neuroscience requirement or the Psychology requirement, but not both.*

## Neuroscience

### NSBV BC1001 INTRODUCTION TO NEUROSCIENCE. 3.00 points.

This course is required for all the other courses offered in Neuroscience and Behavior. The course introduces students to the anatomy and physiology of the nervous system. The topics include the biological structure of the nervous system and its different cell types, the basis of the action potential, principles of neurotransmission, neuronal basis of behavior, sleep/wake cycles, and basic aspects of clinical neuroscience

#### Fall 2024: NSBV BC1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
NSBV 1001	001/00057	T Th 8:40am - 9:55am 304 Barnard Hall	BJ Casey	3.00	140/200

#### Spring 2025: NSBV BC1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
NSBV 1001	001/00036	T Th 8:40am - 9:55am 304 Barnard Hall	BJ Casey	3.00	141/180

### NSBV BC2008 ADAPTIVE OR ARRESTED DEVELOPMENT OF THE ADOLESCENT BRAIN. 3.00 points.

The teen brain has received a lot of media coverage with advances in brain imaging techniques that provide a voyeuristic opportunity for us to look under the hood of the behaving adolescent brain. This course will cover empirical and theoretical accounts of adolescent-specific changes in brain and behavior that relate to the development of self control. These accounts of adolescent brain and behavior will then be discussed in the context of relevant legal, social and health policy issues. Lectures and discussion will address: Under what circumstances self control appears to be diminished in adolescents. How do dynamic changes in neural circuitry help to explain changes in self control across development? When does the capacity for self control fully mature? Are these changes observed in other species? How might these changes be evolutionarily adaptive and when are they maladaptive? How might understanding adolescent brain and behavioral development inform interventions and treatments for maladaptive behavior or inform policy for changing the environment to protect youth?

### PSYC UN2430 COGNITIVE NEUROSCIENCE. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: PSYC UN1001 or

Prerequisites: PSYC UN1001 or equivalent introductory course in Psychology This course provides an in-depth survey of data and models of a wide variety of human cognitive functions. Drawing on behavioral, neuropsychological, and neuroimaging research, the course explores the neural mechanisms underlying complex cognitive processes, such as perception, memory, and decision making. Importantly, the course examines the logic and assumptions that permit us to interpret brain activity in psychological terms

#### Fall 2024: PSYC UN2430

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2430	001/10671	M W 2:40pm - 3:55pm 501 Schermerhorn Hall	Alfredo Spagna	3.00	104/130

#### Spring 2025: PSYC UN2430

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2430	001/13711	T Th 1:10pm - 2:25pm 614 Schermerhorn Hall	Lila Davachi	3.00	97/120

### PSYC UN2435 Social Neuroscience. 3.00 points.

This course will provide a broad overview of the field of social neuroscience. We will consider how social processes are implemented at the neural level, but also how neural mechanisms help give rise to social phenomena and cultural experiences. Many believe that the large expansion of the human brain evolved due to the complex demands of dealing with social others—competing or cooperating with them, deceiving or empathizing with them, understanding or misjudging them. What kind of “social brain” has this evolutionary past left us with? In this course, we will review core principles, theories, and methods guiding social neuroscience, as well as research examining the brain basis of processes such as theory of mind, emotion, stereotyping, social group identity, empathy, judging faces and bodies, morality, decision-making, the impact of culture and development, among others. Overall, this course will introduce students to the field of social neuroscience and its multi-level approach to understanding the brain in its social context

#### Fall 2024: PSYC UN2435

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2435	001/10672	M W 2:40pm - 3:55pm 614 Schermerhorn Hall	Jon Freeman	3.00	79/110

#### Spring 2025: PSYC UN2435

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2435	001/11828	M W 2:40pm - 3:55pm 501 Schermerhorn Hall	Jon Freeman	3.00	112/130

**PSYC UN2450 BEHAVIORAL NEUROSCIENCE. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: PSYC UN1001 or PSYC UN1010 *PSYC W1001* or *PSYC W1010*, or the instructor's permission.

Prerequisites: PSYC UN1001 or PSYC UN1010 or the instructors 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 2025: PSYC UN2450**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2450	001/11829	M W 10:10am - 11:25am 614 Schermerhorn Hall	Sarah DeMoya	3.00	72/72

**PSYC UN2481 Developmental Cognitive Neuroscience. 3.00 points.**

The course will be an introduction to the science of structural and functional brain development beginning in the prenatal period. We will cover major domains in both cognitive and social development. This is a flipped course, where students will watch lectures online (three 55 minute lectures each week) and participate in classroom discussions and exercises (1 hour 50 minutes twice a week) with the Professor and each other when in person

**NSBV BC3381 Visual Neuroscience: From the Eyeball to the Mind's Eye. 4.00 points.**

By absorbing electromagnetic radiation through their eyes, people are able to catch frisbees, recognize faces, and judge the beauty of art. For most of us, seeing feels effortless. That feeling is misleading. Seeing requires not only precise optics to focus images on the retina, but also the concerted action of millions of nerve cells in the brain. This intricate circuitry infers the likely causes of incoming patterns of light and transforms that information into feelings, thoughts, and actions. In this course we will study how light evokes electrical activity in a hierarchy of specialized neural networks that accomplish many unique aspects of seeing. Students will have the opportunity to focus their study on particular aspects, such as color, motion, object recognition, learning, attention, awareness, and how sight can be lost and recovered. Throughout the course we will discuss principles of neural information coding (e.g., receptive field tuning, adaptation, normalization, etc.) that are relevant to other areas of neuroscience, as well as medicine, engineering, art and design

*Please note that PSYC UN2430 Cognitive Neuroscience may be used to fulfill either the Neuroscience requirement or the Psychology requirement, but not both.*

**Philosophy:****PHIL UN2655 COGNITIVE SCIENCE AND PHILOSOPHY. 3.00 points.**

This course will survey a number of topics at the intersection of cognitive science and philosophy. Potential topics include free will, consciousness, embodied cognition, artificial intelligence, neural networks, and the language of thought

**Fall 2024: PHIL UN2655**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 2655	001/18942	T Th 11:40am - 12:55pm 313 Fayerweather	Brendan Fleig-Goldstein	3.00	73/90

**PHIL UN3252 Philosophy of Language and Mind. 3 points.**

This course will provide an introduction to meaning, reference, understanding, and content in language, thought, and perception. A central concern will be the question of the relation of meaning to truth-conditions, and what is involved in language and thought successfully latching on to reality. If you have not already taken an elementary course in first order logic, you will need to catch up in that area to understand some crucial parts of the course. All the same, the primary concerns of the course will be philosophical, rather than technical.

**PHIL UN3651 PHILOSOPHY OF MIND. 3.00 points.****PHIL UN3655 TOPICS IN COGNITIVE SCIENCE AND PHILOSOPHY. 3.00 points.**

This course will focus on one topic at the intersection of cognitive science and philosophy. Potential topics include free will, consciousness, modularity, mental representation, probabilistic inference, the language of thought, and the computational theory of mind

**Spring 2025: PHIL UN3655**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3655	001/17700	T Th 1:10pm - 2:25pm 303 Uris Hall	Brendan Fleig-Goldstein	3.00	63/60

**COGS UN3952 Philosophy of Computing. 4.00 points.**

Advances in artificial intelligence carry potential for both social good and ethical danger. The purpose of this course is to explore both foundational and applied debates in the philosophy of computing, with a focus on machine learning technologies. Drawing from works in philosophy, computer science, literature, and policy, this course will comprehensively examine the conceptual and normative challenges artificial intelligence presents. The course analyzes present-day challenges through the prism of specific technologies and tools, namely predictive analytics, computer vision, and large language models, and also investigates moral and social questions on the horizon, with an eye to how advancements in computing will impact responsibility, moral status, and relationships

**Spring 2025: COGS UN3952**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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COGS 001/00723 T 6:10pm - 8:00pm Beba 4.00 18/20  
3952 214 Milbank Hall Cibralic

(Please note that only the "Perception" section of the PHIL UN3912 Seminar counts towards the Cognitive Science major; that section is not offered every year.)

## Linguistics

### LING UN3101 INTRODUCTION TO LINGUISTICS. 3.00 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 2024: LING UN3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 3101	001/11717	M W 11:40am - 12:55pm 417 International Affairs Bldg	William Foley	3.00	207/300

#### Spring 2025: LING UN3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 3101	001/00885	T Th 5:40pm - 6:55pm 323 Milbank Hall	Maya Barzilai	3.00	28/30

## Mathematical and Computational Methods

### Logic and Decision Theory

### ECON GU4850 COGNITIVE MECH # ECON BEHAVIOR. 4.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201 *ECON W3211, W3213; STAT 1201.*

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201 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

### PHIL UN1401 INTRODUCTION TO LOGIC. 3.00 points.

Explicit criteria for recognizing valid and fallacious arguments, together with various methods for schematizing discourse for the purpose of logical analysis. Illustrative material taken from science and everyday life

#### Spring 2025: PHIL UN1401

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 1401	001/00207	T Th 11:40am - 12:55pm 408 Zankel	Christopher Prodoehl	3.00	60/80

### PHIL UN3411 SYMBOLIC LOGIC. 4.00 points.

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

#### Fall 2024: PHIL UN3411

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3411	001/12277	M W 10:10am - 11:25am 417 International Affairs Bldg	Tamar Lando	4.00	73/100

#### Spring 2025: PHIL UN3411

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3411	001/14173	M W 10:10am - 11:25am 402 Chandler	Achille Varzi	4.00	98/90

### PHIL GU4561 PROBABILITY # DECISION THEORY. 3.00 points.

Examines interpretations and applications of the calculus of probability including applications as a measure of degree of belief, degree of confirmation, relative frequency, a theoretical property of systems, and other notions of objective probability or chance. Attention to epistemological questions such as Hume's problem of induction, Goodman's problem of projectibility, and the paradox of confirmation

#### Fall 2024: PHIL GU4561

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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PHIL 4561 001/12320 Th 12:10pm - Jessica 3.00 27/30  
2:00pm Collins  
602 Northwest  
Corner

**PSYC UN2235 THINKING AND DECISION MAKING.  
3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: an introductory course in psychology.

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 2025: PSYC UN2235**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2235	001/11826	T Th 11:40am - 12:55pm 501 Schermerhorn Hall	Katherine Fox-Glassman	3.00	117/120

Statistics

**ECON BC1007 MATH METHODS FOR ECONOMICS.  
4.00 points.**

Covers basic mathematical methods required for intermediate theory courses and upper level electives in economics, with a strong emphasis on applications. Topics include simultaneous equations, functions, partial differentiation, optimization of functions of more than one variable, constrained optimization, and financial mathematics. This course satisfies the Calculus requirement for the Barnard Economics major. NOTE: students who have previously taken Intermediate Micro Theory (ECON BC3035 or the equivalent) are \*not\* allowed to take Math Methods for Economics

**Fall 2024: ECON BC1007**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 1007	001/00041	T Th 10:10am - 11:25am 302 Barnard Hall	Sharon Harrison	4.00	48/50

**Spring 2025: ECON BC1007**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 1007	001/00766	M W 11:40am - 12:55pm 328 Milbank Hall	Sharon Harrison	4.00	44/50
ECON 1007	002/00770	M W 10:10am - 11:25am 152 Horace Mann Hall	Mulu Gebreyohannes	4.00	54/50

**ECON BC2411 STATISTICS FOR ECONOMICS. 4.00 points.**

Elementary computational methods in statistics. Basic techniques in regression analysis of econometric models. One-hour weekly recitation sessions to complement lectures

**Fall 2024: ECON BC2411**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 2411	001/00480	T Th 1:10pm - 2:25pm 152 Horace Mann Hall	Mulu Gebreyohannes	4.00	42/50

**PSYC BC1101 STATISTICS LECTURE AND RECITATION. 4.00 points.**

Prerequisites: BC1001 and departmental permission via Barnard Department of Psychology Lab and Statistics Lottery (students enter lottery online to choose recitation section the previous semester). Enrollment limited to 18 students per recitation section.

Prerequisite (or co-requisite): PSYC BC1001. Lecture course and associated recitation section introducing students to statistics and its applications to psychological research. The course covers basic theory, conceptual underpinnings, and common statistics. The following Columbia University courses are considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: STAT UN1001 Introduction to Statistical Reasoning; STAT UN1101 Introduction to Statistics; STAT UN1201 Introduction to Statistics

**Fall 2024: PSYC BC1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1101	001/00710	M W 2:40pm - 3:55pm 263 Macy Hall	Michelle Greene	4.00	18/18
PSYC 1101	001/00710	M 4:10pm - 6:00pm 222 Milbank Hall	Michelle Greene	4.00	18/18
PSYC 1101	002/00234	M W 2:40pm - 3:55pm 263 Macy Hall	Michelle Greene	4.00	20/18
PSYC 1101	002/00234	W 4:10pm - 6:00pm 222 Milbank Hall	Michelle Greene	4.00	20/18

**Spring 2025: PSYC BC1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1101	001/00355	T Th 10:10am - 11:25am 328 Milbank Hall	Robert Brotherton	4.00	19/20
PSYC 1101	001/00355	W 9:10am - 11:00am 222 Milbank Hall	Robert Brotherton	4.00	19/20
PSYC 1101	002/00356	T Th 10:10am - 11:25am 328 Milbank Hall	Robert Brotherton	4.00	18/18
PSYC 1101	002/00356	W 11:10am - 1:00pm 222 Milbank Hall	Robert Brotherton	4.00	18/18
PSYC 1101	003/00317	M W 10:10am - 11:25am 328 Milbank Hall	Katherine Thorson	4.00	20/18
PSYC 1101	003/00317	M 12:10pm - 2:00pm 222 Milbank Hall	Katherine Thorson	4.00	20/18
PSYC 1101	004/00318	M W 10:10am - 11:25am	Katherine Thorson	4.00	20/18



PSYC 1101 004/00318	328 Milbank Hall	Katherine Thorson	4.00	20/18
	M 2:10pm - 4:00pm			
	222 Milbank Hall			

STAT 1001 003/13988	T Th 6:10pm -	Anthony Donoghue	3.00	76/86
	7:25pm			
	428 Pupin			
	Laboratories			

### PSYC UN1610 STATISTICS-BEHAVIORAL SCIENTISTS. 4.00 points.

Lecture and lab. Priority given to psychology majors. Fee \$70.

Prerequisites: PSYC UN1001 or PSYC UN1010 *PSYC W1001* or *PSYC W1010*. Recommended preparation: one course in behavioral science and knowledge of high school algebra.

Corequisites: PSYC UN1611

Prerequisites: PSYC UN1001 or PSYC UN1010

Recommended preparation: one course in behavioral science and knowledge of high school algebra. Corequisites: PSYC UN1611 Introduction to statistics that concentrates on problems from the behavioral sciences

#### Fall 2024: PSYC UN1610

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1610	001/10692	T Th 11:40am - 12:55pm 200b Schermerhorn Hall	Katherine Fox-Glassman	4.00	39/40

#### Spring 2025: PSYC UN1610

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1610	001/12985	T Th 10:10am - 11:25am 233 Seeley W. Mudd Building	Christopher Baldassano	4.00	49/45

### STAT UN1001 INTRO TO STATISTICAL REASONING. 3.00 points.

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 2024: STAT UN1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1001	001/15145	T Th 10:10am - 11:25am 313 Fayerweather	Pratyay Datta	3.00	50/75
STAT 1001	002/15159	M W 6:10pm - 7:25pm 717 Hamilton Hall	Anthony Donoghue	3.00	63/75
STAT 1001	003/15146	M W 8:40am - 9:55am 517 Hamilton Hall	Musa Elbulok	3.00	44/75

#### Spring 2025: STAT UN1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1001	001/13986	M W 2:40pm - 3:55pm 602 Hamilton Hall	Victor de la Pena	3.00	80/86
STAT 1001	002/13987	T Th 10:10am - 11:25am 326 Uris Hall	Pratyay Datta	3.00	49/86

### STAT UN1101 INTRODUCTION TO STATISTICS. 3.00 points.

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 2024: STAT UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1101	001/15160	T Th 6:10pm - 7:25pm 602 Hamilton Hall	Dobrin Marchev	3.00	77/86
STAT 1101	002/15161	M W 8:40am - 9:55am 309 Havemeyer Hall	Alex Pijyan	3.00	152/200

#### Spring 2025: STAT UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1101	001/13989	T Th 10:10am - 11:25am 501 Northwest Corner	Wayne Lee	3.00	88/160
STAT 1101	002/13991	M W 6:10pm - 7:25pm 614 Schermerhorn Hall	Ha Nguyen	3.00	103/120

### STAT UN1201 CALC-BASED INTRO TO STATISTICS. 3.00 points.

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 2024: STAT UN1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1201	001/15162	T Th 8:40am - 9:55am 501 Northwest Corner	Banu Baydil	3.00	142/160
STAT 1201	002/15163	M W 2:40pm - 3:55pm 209 Havemeyer Hall	Chenyang Zhong	3.00	99/110

STAT 1201	003/15164	M W 6:10pm - 7:25pm 702 Hamilton Hall	Tat Sang Fung	3.00	69/86
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**Spring 2025: STAT UN1201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1201	001/13992	M W 10:10am - 11:25am 717 Hamilton Hall	Hammou El Barmi	3.00	81/86
STAT 1201	002/13993	M W 10:10am - 11:25am 602 Hamilton Hall	Joyce Robbins	3.00	70/85
STAT 1201	003/13994	T Th 10:10am - 11:25am 717 Hamilton Hall	Joyce Robbins	3.00	74/86
STAT 1201	004/13995	M W 6:10pm - 7:25pm 417 International Affairs Bldg	Banu Baydil	3.00	138/180

**Computer Science****COMS BC1016 Introduction to Computational Thinking and Data Science. 3.00 points.**

This course and its co-requisite lab course will introduce students to the methods and tools used in data science to obtain insights from data. Students will learn how to analyze data arising from real-world phenomena while mastering critical concepts and skills in computer programming and statistical inference. The course will involve hands-on analysis of real-world datasets, including economic data, document collections, geographical data, and social networks. The course is ideal for students looking to increase their digital literacy and expand their use and understanding of computation and data analysis across disciplines. No prior programming or college-level math background is required

**Fall 2024: COMS BC1016**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1016	001/00123	T Th 6:10pm - 7:25pm 328 Milbank Hall	Lisa Soros	3.00	21/42
COMS 1016	002/00124	T Th 2:40pm - 3:55pm 328 Milbank Hall	Lisa Soros	3.00	35/42

**Spring 2025: COMS BC1016**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1016	001/00458	M W 11:40am - 12:55pm 140 Horace Mann Hall	Tiffany Tseng	3.00	43/40
COMS 1016	002/00459	M W 1:10pm - 2:25pm 152 Horace Mann Hall	Tiffany Tseng	3.00	43/50

**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 internet, principles of algorithmic problem solving, introduction to database concepts, and introduction to programming in Python.

**COMS W1002 COMPUTING IN CONTEXT. 4.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Introduction to elementary computing concepts and Python programming with domain-specific applications. Shared CS concepts and Python programming lectures with track-specific sections. Track themes will vary but may include computing for the social sciences, computing for economics and finance, digital humanities, and more. Intended for nonmajors. Students may only receive credit for one of ENGI E1006 or COMS W1002

**Fall 2024: COMS W1002**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1002	001/11915	T Th 1:10pm - 2:25pm 417 International Affairs Bldg	Adam Cannon	4.00	51/160
COMS 1002	002/11916	T Th 1:10pm - 2:25pm 330 Uris Hall	Adam Cannon, Eugenia Antic	4.00	14/60
COMS 1002	003/11917	T Th 2:40pm - 3:55pm 417 International Affairs Bldg	Adam Cannon	4.00	129/300
COMS 1002	004/11918	T Th 2:40pm - 3:55pm 415 Schapiro Cepser	Philippe Chlenski, Adam Cannon	4.00	27/40

**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* or *1005*.

**Fall 2024: COMS W1004**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1004	001/11919	M W 2:40pm - 3:55pm 309 Havemeyer Hall	Paul Blaer	3	252/320
COMS 1004	002/11920	M W 5:40pm - 6:55pm 417 International Affairs Bldg	Paul Blaer	3	165/320

**Spring 2025: COMS W1004**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1004	001/11948	T Th 11:40am - 12:55pm 417 International Affairs Bldg	Adam Cannon	3	111/398
COMS 1004	002/11949	T Th 1:10pm - 2:25pm 417 International Affairs Bldg	Adam Cannon	3	87/398

### COMS W3134 Data Structures in Java. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W1004) or COMS W1004; Knowledge of Java

Data types and structures: arrays, stacks, singly and doubly linked lists, queues, trees, sets, and graphs. Programming techniques for processing such structures: sorting and searching, hashing, garbage collection. Storage management. Rudiments of the analysis of algorithms. Taught in Java. Note: Due to significant overlap, students may receive credit for only one of the following three courses: *COMS W3134*, *COMS W3136*, *COMS W3137*.

#### Fall 2024: COMS W3134

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3134	001/11932	M W 4:10pm - 5:25pm 301 Uris Hall	Brian Borowski	3	208/250
COMS 3134	002/11933	M W 5:40pm - 6:55pm 301 Uris Hall	Brian Borowski	3	119/250

#### Spring 2025: COMS W3134

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3134	001/11962	M W 2:40pm - 3:55pm 309 Havemeyer Hall	Paul Blaer	3	225/320
COMS 3134	002/11963	M W 5:40pm - 6:55pm 501 Northwest Corner	Paul Blaer	3	167/164

### COMS W3136 ESSENTIAL DATA STRUCTURES. 4.00 points.

Prerequisites: (COMS W1004) or (COMS W1005) or (COMS W1007) or (ENGI E1006) COMS W1005 OR COMS W1007 OR ENGI E1006 OR COMS W1004

A second programming course intended for nonmajors with at least one semester of introductory programming experience. Basic elements of programming in C and C , arraybased data structures, heaps, linked lists, C programming in UNIX environment, object-oriented programming in C , trees, graphs, generic programming, hash tables. Due to significant overlap, students may only receive credit for either COMS W3134, W3136, or W3137

#### Fall 2024: COMS W3136

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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COMS 3136	001/15424	T Th 5:40pm - 6:55pm 141 Uris Hall	Timothy Paine	4.00	30/65
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### COMS W3137 HONORS DATA STRUCTURES #

**ALGOL. 4.00 points.**

Prerequisites: (COMS W1004) or (COMS W1007) COMS W1004 OR COMS W1007

Corequisites: COMS W3203

An honors introduction to data types and structures: arrays, stacks, singly and doubly linked lists, queues, trees, sets, and graphs. Programming techniques for processing such structures: sorting and searching, hashing, garbage collection. Storage management. Design and analysis of algorithms. Taught in Java. Note: Due to significant overlap, students may receive credit for only one of the following three courses: COMS W3134, W3136, or W3137

### ENGI E1006 INTRO TO COMP FOR ENG/APP SCI. 3.00 points.

An interdisciplinary course in computing intended for first year SEAS students. Introduces computational thinking, algorithmic problem solving and Python programming with applications in science and engineering. Assumes no prior programming background

#### Fall 2024: ENGI E1006

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGI 1006	001/11994	M W 2:40pm - 3:55pm 301 Uris Hall	Daniel Bauer	3.00	213/266

#### Spring 2025: ENGI E1006

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGI 1006	001/12014	T Th 5:40pm - 6:55pm 417 International Affairs Bldg	Timothy Paine	3.00	196/250

### STEM BC2223 PROGRAMMING BEHAV SCIENCES. 4.00 points.

## SPECIALIZATIONS

### Aesthetics

#### MUSI UN2320 Introduction to Music Cognition. 3.00 points.

The aim of music cognition is to understand the musical mind.

This course is an introduction to a variety of key topics in this field, including human development, evolution, neural processing, embodied knowledge, memory and anticipation, cross-cultural perspectives, and emotions. The course explores recent research on these topics, as well as ways in which this research can be applied to music scholarship. Readings are drawn from fields as diverse as music theory, psychology, biology, anthropology, and neuroscience, and include general works in cognitive science, theoretical work focused on specific musical issues, and reports of empirical research

**SOAR AV4000 SOUND:Music, Math, and Mind. 3.00 points.**

This course is a detailed and hands-on (ears-on) exploration of the fundamental physical, physiological, and psychological aspects of sound. Topics covered include sound waves and their physical nature, the propagation and speed of sound in different mediums, geological and other non-living sound sources, animal and insect sound generating strategies, sound perception mechanisms and abilities in different species, the physiology of human hearing and the structure of the human ear, psycho-acoustics and human sound perception, sonic illusions and tricks of the ear. In-class experiments and research make up the majority of the class. Each student will design and lead at least one experiment/demo session. Students also respond to creative weekly prompts about sound topics on courseworks. We also have visits with a number of special guests during the term

**Fall 2024: SOAR AV4000**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOAR 4000	001/11632	Th 6:10pm - 8:00pm 320h Prentiss Hall	David Sulzer	3.00	12/15

**PSYC GU4239 COG NEURO NARRATIVE FILM. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (PSYC UN1010 or

Prerequisites: (PSYC UN1010 or Equivalent introductory course in neuroscience or cognitive psychology This seminar will provide a broad survey of how narrative stories, films, and performances have been used as tools to study cognition in psychology and neuroscience

**MUSI GU4325 Topics in Music Cognition. 3.00 points.**

This advanced seminar builds on the Introduction to Music Cognition (MUSIC UN2320) with an in-depth inquiry into selected key topics in the field of Music Cognition. Specific topics vary each year, depending on interest and availability of instructors, and include human development; evolution; communication and music's relation to language; embodied knowledge; first-person awareness; metaphor; ineffability; neuroscience; mental representations; memory and anticipation; cross-cultural studies; emotions; musical aesthetics; artificial intelligence; agency; creativity; and music's relation to other art forms. Each semester the course delves into recent research on 3-4 of these topics, focusing in particular on how this research can be applied to questions of musical knowledge. Advanced readings are drawn from fields as diverse as music theory, psychology, biology, anthropology, philosophy, and neuroscience. They include general works in cognitive science, theoretical work focused on specific musical issues, and reports of empirical research

**CLEN GU4728 Literature in the Age of AI. 3.00 points.**

In this course we will consider the long history of literature composed with, for, and by machines. Our reading list will start with Ramon Llull, the thirteenth-century combinatorial mystic, and continue with readings from Gottfried Leibniz, Francis

Bacon, Jonathan Swift, and Samuel Butler. We will read "Plot Robots" instrumental to the writing of Hollywood scripts and pulp fiction of the 1920s, the avant-garde poetry of Dada and OULIPO, computer-generated love letters written by Alan Turing, and novels created by the first generation of artificial intelligence researchers in the 1950s and 60s. The course will conclude at the present moment, with an exploration of machine learning techniques of the sort used by Siri, Alexa, and other contemporary chat bots

**Cognitive Development****PSYC BC2115 COGNITIVE PSYCHOLOGY - LEC. 3.00 points.**

Prerequisites: PSYC BC1001 Introduction to Psychology or COGS UN1001 Introduction to Cognitive Science or permission of the instructor. Lecture covering selected topics illustrating the methods, findings, and theories of contemporary cognitive psychology. Topics include attention, memory, categorization, perception, and decision making. Special topics include neuropsychology and cognitive neuroscience. Note that this lecture can be taken without its affiliated lab, PSYC BC2114, however, if a student completes this lecture, she cannot enroll in the lab in a later semester. The following Columbia University courses are considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN2220 Cognition: Memory and Stress; and PSYC UN2210 Cognition: Basic Processes

**Spring 2025: PSYC BC2115**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2115	001/00330	M W 10:10am - 11:25am 408 Zankel	Lisa Son	3.00	86/100

**PSYC BC2129 DEVELOPMENTAL PSYCHOLOGY-LEC. 3.00 points.**

Prerequisites: PSYC BC1001 Introduction to Psychology or COGS UN1001 Introduction to Cognitive Science or permission of the instructor. Lecture course covering cognitive, linguistic, perceptual, motor, social, affective, and personality development from infancy to adolescence. Note that this lecture can be taken without its affiliated lab, PSYC BC2128, however, if a student completes this lecture, she cannot enroll in the lab in a later semester. The following Columbia University course is considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN2280 Introduction to Developmental Psychology

**Fall 2024: PSYC BC2129**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2129	001/00072	M W 2:40pm - 3:55pm 405 Milbank Hall	Koleen McCrink	3.00	95/100

**Spring 2025: PSYC BC2129**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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PSYC 2129 001/00571	T Th 10:10am - 11:25am LI002 Milstein Center	Ann Senghas	3.00	68/98
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**PSYC UN2481 Developmental Cognitive Neuroscience. 3.00 points.**

The course will be an introduction to the science of structural and functional brain development beginning in the prenatal period. We will cover major domains in both cognitive and social development. This is a flipped course, where students will watch lectures online (three 55 minute lectures each week) and participate in classroom discussions and exercises (1 hour 50 minutes twice a week) with the Professor and each other when in person

**PSYC BC3369 LANGUAGE DEVELOPMENT. 4.00 points.**  
**Not offered during 2023-2024 academic year.**

Prerequisites: BC1001, one Psychology laboratory course, one of the following: PSYC W2240, BC1128/1129, BC1129, or LIN BC V1101, and permission of the instructor. Enrollment limited to 15 students.

Prerequisites: PSYC BC1001 and one of the following: PSYC W2240, PSYC BC1129, or LING UN1101. Enrollment limited to 15 students. Examines the acquisition of a first language by children, from babbling and first words to complex sentence structure and wider communicative competence. Signed and spoken languages, cross-linguistic variation and universalities, language genesis and change, and acquisition by atypical populations will be discussed

**Fall 2024: PSYC BC3369**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3369	001/00767	Th 10:10am - 12:00pm 501 Diana Center	Mollie Hamilton	4.00	10/15

**PSYC GU4202 Theories of Change in Human Development. 4.00 points.**

What are the agents of developmental change in human childhood? How has the scientific community graduated from nature versus nurture, to nature and nurture? This course offers students an in-depth analysis of the fundamental theories in the study of cognitive and social development

**Fall 2024: PSYC GU4202**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4202	001/10699	W 10:10am - 12:00pm 405 Schermerhorn Hall	Dima Amso	4.00	14/15

**Spring 2025: PSYC GU4202**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4202	001/11848	W 10:10am - 12:00pm 405 Schermerhorn Hall	Dima Amso	4.00	15/15

**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.

**PSYC GU4498 BEHAVIORAL EPIGENETICS. 4.00 points.**

Prerequisites: basic background in neurobiology (for instance PSYC W1010, W2450, W2460, W2480, and G4499) and the instructor's permission.

Prerequisites: basic background in neurobiology (for instance PSYC UN1010, UN2450, UN2460, UN2480, and GU4499) and the instructors 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 2024: PSYC GU4498**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4498	001/10665	F 2:10pm - 4:00pm 200c Schermerhorn Hall	Jennifer Blaze	4.00	12/15

## Cognitive Linguistics

**ANTH UN1009 INTRO TO LANGUAGE # CULTURE. 3.00 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

**Spring 2025: ANTH UN1009**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1009	001/00645	M W 10:10am - 11:25am LI003 Barnard Hall	Elizabeth Green	3.00	40/90

**PSYC BC3164 PERCEPTION AND LANGUAGE. 4.00 points.**

Prerequisites: BC 1001 and one of the following: BC1106/1107, BC1109/1110, BC1118/1119, BC1128/1129, or permission of the instructor. Enrollment limited to 20 students

Psychological investigations of spoken communication from a listener's perspective. Topics include perception and sounds of speech and the apprehension of meaning from words and utterances; the perceptual basis for rhyme and rhythm in speech; and the natural history of vocal communication.

**Spring 2025: PSYC BC3164**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3164	001/00263	W 6:10pm - 8:00pm 306 Milbank Hall	Robert Remez	4.00	11/16

**PHIL UN3252 Philosophy of Language and Mind. 3.00 points.**

This course will provide an introduction to meaning, reference, understanding, and content in language, thought, and perception. A central concern will be the question of the relation of meaning to truth-conditions, and what is involved in language and thought successfully latching on to reality. If you have not already taken an elementary course in first order logic, you will need to catch up in that area to understand some crucial parts of the course. All the same, the primary concerns of the course will be philosophical, rather than technical.

**PSYC BC3369 LANGUAGE DEVELOPMENT. 4.00 points.**  
**Not offered during 2023-2024 academic year.**

Prerequisites: BC1001, one Psychology laboratory course, one of the following: PSYC W2240, BC1128/1129, BC1129, or LIN BC V1101, and permission of the instructor. Enrollment limited to 15 students.

Prerequisites: PSYC BC1001 and one of the following: PSYC W2240, PSYC BC1129, or LING UN1101. Enrollment limited to 15 students. Examines the acquisition of a first language by children, from babbling and first words to complex sentence structure and wider communicative competence. Signed and spoken languages, cross-linguistic variation and universalities, language genesis and change, and acquisition by atypical populations will be discussed

**Fall 2024: PSYC BC3369**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3369	001/00767	Th 10:10am - 12:00pm 501 Diana Center	Mollie Hamilton	4.00	10/15

**LING GU4202 COGNITIVE LINGUISTICS. 3.00 points.**

Prerequisites: LING UN3101

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 GU4206 ADV GRAMMAR AND GRAMMARS. 3.00 points.**

Prerequisites: LING UN3101 *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 in which grammatical descriptions are read with an eye to important notional concepts of grammar: reference and categorization, case and role of arguments with predicates (ergativity), tense/aspect/mood. Discussion of meaning is combined with attention to expression (that is, morphology), which yanks our attention towards language change (grammaticalization)

**PSYC GU4244 LANGUAGE AND MIND. 4.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: PSYC UN1001 and

Prerequisites: PSYC UN1001 and Preferably, an additional course in psychology, focusing on cognition, development, or research methods. Instructor permission required. This seminar explores the relationship between language and thought by investigating how language is mentally represented and processed; how various aspects of language interact with each other; and how language interacts with other aspects of cognition including perception, concepts, world knowledge, and memory. Students will examine how empirical data at the linguistic, psychological, and neuroscientific levels can bear on some of the biggest questions in the philosophy of mind and language and in psychology

**Fall 2024: PSYC GU4244**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4244	001/10703	W 2:10pm - 4:00pm 200c Schermerhorn Hall	Nora Isacoff	4.00	14/15

**LING GU4376 PHONETICS # PHONOLOGY. 3.00 points.**

Prerequisites: LING UN3101 *LING W3101*.

Prerequisites: LING UN3101 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 2024: LING GU4376**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 4376	001/11715	T Th 11:40am - 12:55pm 330 Uris Hall	Meredith Landman	3.00	33/60

## Cognitive Neuroscience

**PSYC UN2481 Developmental Cognitive Neuroscience. 3.00 points.**

The course will be an introduction to the science of structural and functional brain development beginning in the prenatal period. We will cover major domains in both cognitive and social development. This is a flipped course, where students

will watch lectures online (three 55 minute lectures each week) and participate in classroom discussions and exercises (1 hour 50 minutes twice a week) with the Professor and each other when in person

**NSBV BC3405 NEUROSCIENCE OF TRAUMA. 4.00 points.**

Prerequisites: PSYBC1119

This course provides a comprehensive overview of theoretical models and research relevant to the neurobiology, neurophysiology, neuroanatomy and neurodevelopmental processes underlying psychological trauma. Cognitive, emotional and behavioral symptoms associated with post traumatic experience are examined from a neuroscience perspective. Neurotherapeutic treatment interventions are reviewed and critiqued as models of applied clinical neuroscience

Spring 2025: NSBV BC3405

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
NSBV 3405	001/00105	T Th 2:40pm - 3:55pm 328 Milbank Hall	E'mett McCaskill	4.00	55/50

**PSYC GU4225 CONSCIOUSNESS # ATTENTION. 4.00 points.**

Prerequisites: the instructor's permission; some basic knowledge of cognitive science and neuroanatomy is desirable, but not necessary.

Modern theories attempt to characterize the human mind in terms of information processing. But machines that process information do not seem to feel anything; a computer may for instance receive inputs from a video camera, yet it would be hard to imagine that it sees or experiences the vividness of colors like we do. Nobody has yet provided a convincing theory as to how to explain the subjective nature of our mental lives in objective physical terms. This is called the problem of consciousness, and is generally considered to be one of the last unsolved puzzles in science. Philosophers even debate whether there could be a solution to this problem at all. Students in this course may be recruited for participation in a voluntary research study. Students who choose not to participate in the study will complete the same course requirements as those who do, and an individual's choice will not affect their grade or status as a student in the course

**PSYC GU4239 COG NEURO NARRATIVE FILM. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (PSYC UN1010 or

Prerequisites: (PSYC UN1010 or Equivalent introductory course in neuroscience or cognitive psychology This seminar will provide a broad survey of how narrative stories, films, and performances have been used as tools to study cognition in psychology and neuroscience

**PSYC GU4415 METHODS/ISSU-COGNITIV NEU. 3 points.**

Please contact the Psychology department for more information.

**PSYC GU4498 BEHAVIORAL EPIGENETICS. 4.00 points.**

Prerequisites: basic background in neurobiology (for instance PSYC W1010, W2450, W2460, W2480, and G4499) and the instructor's permission.

Prerequisites: basic background in neurobiology (for instance PSYC UN1010, UN2450, UN2460, UN2480, and GU4499) and the instructors 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 2024: PSYC GU4498

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4498	001/10665	F 2:10pm - 4:00pm 200c Schermerhorn Hall	Jennifer Blaze	4.00	12/15

## Cognitive Psychology

**PSYC BC2115 COGNITIVE PSYCHOLOGY - LEC. 3.00 points.**

Prerequisites: PSYC BC1001 Introduction to Psychology or COGS UN1001 Introduction to Cognitive Science or permission of the instructor. Lecture covering selected topics illustrating the methods, findings, and theories of contemporary cognitive psychology. Topics include attention, memory, categorization, perception, and decision making. Special topics include neuropsychology and cognitive neuroscience. Note that this lecture can be taken without its affiliated lab, PSYC BC2114, however, if a student completes this lecture, she cannot enroll in the lab in a later semester. The following Columbia University courses are considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN2220 Cognition: Memory and Stress; and PSYC UN2210 Cognition: Basic Processes

Spring 2025: PSYC BC2115

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2115	001/00330	M W 10:10am - 11:25am 408 Zankel	Lisa Son	3.00	86/100

**PSYC BC2129 DEVELOPMENTAL PSYCHOLOGY-LEC. 3.00 points.**

Prerequisites: PSYC BC1001 Introduction to Psychology or COGS UN1001 Introduction to Cognitive Science or permission of the instructor. Lecture course covering cognitive, linguistic, perceptual, motor, social, affective, and personality development from infancy to adolescence. Note that this lecture can be taken without its affiliated lab, PSYC BC2128, however, if a student completes this lecture, she cannot enroll in the lab in a later semester. The following Columbia University course is considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN2280 Introduction to Developmental Psychology

**Fall 2024: PSYC BC2129**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2129	001/00072	M W 2:40pm - 3:55pm 405 Milbank Hall	Koleen McCrink	3.00	95/100

**Spring 2025: PSYC BC2129**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2129	001/00571	T Th 10:10am - 11:25am LI002 Milstein Center	Ann Senghas	3.00	68/98

**PSYC UN2220 COGNITION: MEMORY AND STRESS. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement  
Attendance at the first class is mandatory.

Prerequisites: PSYC UN1001 or PSYC UN1010 *PSYC W1001* or *PSYC W1010*, or the instructor's permission.

Prerequisites: PSYC UN1001 or PSYC UN1010 or the instructors permission. Memory, attention, and stress in human cognition

**Fall 2024: PSYC UN2220**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2220	001/10668	M W 1:10pm - 2:25pm 602 Hamilton Hall	Janet Metcalfe	3.00	49/75

**PSYC BC3164 PERCEPTION AND LANGUAGE. 4.00 points.**

Prerequisites: BC 1001 and one of the following: BC1106/1107, BC1109/1110, BC1118/1119, BC1128/1129, or permission of the instructor. Enrollment limited to 20 students  
Psychological investigations of spoken communication from a listener's perspective. Topics include perception and sounds of speech and the apprehension of meaning from words and utterances; the perceptual basis for rhyme and rhythm in speech; and the natural history of vocal communication.

**Spring 2025: PSYC BC3164**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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PSYC 3164 001/00263	W 6:10pm - 8:00pm	Robert Remez	4.00	11/16
306 Milbank Hall				

**PSYC BC3394 METACOGNITION. 4.00 points.**

Prerequisites: BC1001, and one psychology laboratory course; final enrollment determined on the first day of class  
Metacognition is one of the latest psychological buzzwords, but what exactly is metacognition? Metacognition enables us to be successful learners, problem solvers, and decision makers, and as often been used synonymously with words such as language, awareness, and consciousness. In this seminar, we will examine various components of metacognition, including its role in learning and memory, and its existence in various non-human populations. In addition, we will explore the fragility of metacognition, including illusions of confidence and harmful control strategies that people use. Readings will include classic and important recent papers in the field, looking at metacognition as a higher-level cognitive process, and as knowledge individuals use to guide behavior

**Fall 2024: PSYC BC3394**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3394 001/00736	W 10:10am - 12:00pm	119 Milstein Center	Lisa Son	4.00	20/22

**PSYC GU4225 CONSCIOUSNESS # ATTENTION. 4.00 points.**

Prerequisites: the instructor's permission; some basic knowledge of cognitive science and neuroanatomy is desirable, but not necessary.

Modern theories attempt to characterize the human mind in terms of information processing. But machines that process information do not seem to feel anything; a computer may for instance receive inputs from a video camera, yet it would be hard to imagine that it sees or experiences the vividness of colors like we do. Nobody has yet provided a convincing theory as to how to explain the subjective nature of our mental lives in objective physical terms. This is called the problem of consciousness, and is generally considered to be one of the last unsolved puzzles in science. Philosophers even debate whether there could be a solution to this problem at all. Students in this course may be recruited for participation in a voluntary research study. Students who choose not to participate in the study will complete the same course requirements as those who do, and an individual's choice will not affect their grade or status as a student in the course

**PSYC GU4672 MORAL PSYCHOLOGY. 4.00 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.

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)

## Consciousness

### PSYC UN2210 COGNITION: BASIC PROCESSES. 3.00 points.

Spring 2025: PSYC UN2210

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2210	001/11824	M W 1:10pm - 2:25pm 209 Havemeyer Hall	Nora Isacoff	3.00	68/65

### PHIL UN3651 PHILOSOPHY OF MIND. 3.00 points.

### PSYC GU4225 CONSCIOUSNESS # ATTENTION. 4.00 points.

Prerequisites: the instructor's permission; some basic knowledge of cognitive science and neuroanatomy is desirable, but not necessary.

Modern theories attempt to characterize the human mind in terms of information processing. But machines that process information do not seem to feel anything; a computer may for instance receive inputs from a video camera, yet it would be hard to imagine that it sees or experiences the vividness of colors like we do. Nobody has yet provided a convincing theory as to how to explain the subjective nature of our mental lives in objective physical terms. This is called the problem of consciousness, and is generally considered to be one of the last unsolved puzzles in science. Philosophers even debate whether there could be a solution to this problem at all. Students in this course may be recruited for participation in a voluntary research study. Students who choose not to participate in the study will complete the same course requirements as those who do, and an individual's choice will not affect their grade or status as a student in the course

### PSYC GU4244 LANGUAGE AND MIND. 4.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: PSYC UN1001 and

Prerequisites: PSYC UN1001 and Preferably, an additional course in psychology, focusing on cognition, development, or research methods. Instructor permission required. This seminar explores the relationship between language and thought by investigating how language is mentally represented and processed; how various aspects of language interact with each other; and how language interacts with other aspects of cognition including perception, concepts, world knowledge, and memory. Students will examine how empirical data at the linguistic, psychological, and neuroscientific levels can bear on some of the biggest questions in the philosophy of mind and language and in psychology

Fall 2024: PSYC GU4244

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4244	001/10703	W 2:10pm - 4:00pm 200c Schermerhorn Hall	Nora Isacoff	4.00	14/15

## Decision Science

### PSYC BC2178 FORENSIC PSYCHOLOGY. 3.00 points.

Prerequisites: PSYC BC1001

Every day there are thousands of individuals interacting with the legal system. Are they mentally competent to stand trial? How can a judge decide if it is in the best interests of a child to live with one, or both (or neither) parent(s)? What is the risk of a violent offender repeating the offense? What kinds of information influence juries? Does mediation work to solve disputes? Forensic psychologists apply their knowledge of psychology specifically in legal matters. This semester will focus on the broad area of forensic psychology, exploring important legal cases relevant to forensic psychology, police psychology, what constitutes expert testimony, how assessments are conducted, and working as a psychologist in the correctional system

Fall 2024: PSYC BC2178

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2178	001/00074	T Th 8:40am - 9:55am 408 Zankel	Kathleen Taylor	3.00	105/150

### PSYC UN2235 THINKING AND DECISION MAKING. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: an introductory course in psychology.

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 2025: PSYC UN2235

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2235	001/11826	T Th 11:40am - 12:55pm 501 Schermerhorn Hall	Katherine Fox-Glassman	3.00	117/120

### PSYC UN2620 ABNORMAL BEHAVIOR. 3.00 points.

Prerequisites: An introductory psychology course. Examines definitions, theories, and treatments of abnormal behavior

Fall 2024: PSYC UN2620

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2620	001/10697	T Th 4:10pm - 5:25pm	E'mett McCaskill	3.00	198/210

301 Uris Hall

**Spring 2025: PSYC UN2620**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2620	001/11831	F 1:10pm - 3:40pm 329 Pupin Laboratories	Jeffrey Cohen	3.00	76/100

**PSYC GU4202 Theories of Change in Human Development. 4.00 points.**

What are the agents of developmental change in human childhood? How has the scientific community graduated from nature versus nurture, to nature and nurture? This course offers students an in-depth analysis of the fundamental theories in the study of cognitive and social development

**Fall 2024: PSYC GU4202**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4202	001/10699	W 10:10am - 12:00pm 405 Schermerhorn Hall	Dima Amso	4.00	14/15

**Spring 2025: PSYC GU4202**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4202	001/11848	W 10:10am - 12:00pm 405 Schermerhorn Hall	Dima Amso	4.00	15/15

**PSYC GU4241 Mentalizing: How we read people. 4.00 points.**

Success in a social world requires understanding other people's thoughts and feelings, a process typically referred to as mentalizing. Yet, other people's mental states are not directly observable: you cannot see a thought or touch a feeling. Nonetheless, humans are quite proficient in inferring these invisible states of mind. How do we accomplish these mentalizing feats? In this course, we will answer this question from multiple angles, relying heavily on neuroscience and psychology research. The seminar will discuss recent and classic studies that reveal how humans effectively interpret the people around them, as well as when and why they make mistakes

**Fall 2024: PSYC GU4241**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4241	001/10738	T 10:10am - 12:00pm 200c Schermerhorn Hall	Meghan Meyer	4.00	15/19
PSYC 4241	002/10740	T 2:10pm - 4:00pm 200c Schermerhorn Hall	Meghan Meyer	4.00	16/19

**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.

**COGS GU4800 Resource-Constrained Decision Making. 4.00 points.**

There is a fundamental puzzle about human intelligence: How are we incredibly smart and stupid at the same time? Humans deal successfully with the world in a way that no machine can (for now), yet we routinely behave in ways that seem grossly inconsistent with normative canons of rational inference and rational choice. This course will seek to resolve the paradox by exploring the idea that while we make many mistakes, these mistakes are not haphazard; instead, they reflect a brain that is highly efficient at inference and decision making within the information, time, and energy constraints imposed by the finite resources available to it. In other words, our brains may be "resource-rational" even if they fail to conform to ideal canons of rationality. We will explore this idea by considering the structure of errors, biases and illusions in the context of perceptual judgments, more abstract cognitive judgments (perceptions of numerical magnitudes or probabilities), and economic decisions; we will see that there are many analogies between the kinds of characteristic errors that people make in all of these contexts. A potential explanatory framework, which can be applied across contexts, considers what optimal decisions should be like in the case of a decision unit that has only imprecise information about its situation. Hence statistical modeling and statistical inference are key elements in the computational models of human decision making that we wish to discuss

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**Human-Computer Interaction****PSYC UN3270 COMPUT APPROACHES-HUMAN VISION. 3.00 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.

Prerequisites: some background in psychology and/or neurophysiology (e.g. PSYC UN1001, PSYC UN1010, PSYC UN2230, PSYC UN2450; BIOL UN3004 or BIOL UN3005) is desirable. See instructor if you have questions about your background. Some background in mathematics and computer science (e.g. calculus or linear algebra, a programming language) is highly recommended. Study of human vision--both behavioral and physiological data--within a framework of computational and mathematical descriptions. Please contact Prof. Graham by e-mail (nvg1@columbia.edu) if you are interested in this course

**PSYC BC3399 HUMAN AND MACHINES. 4.00 points.**

Prerequisites: (PSYC BC1001) and

Prerequisites: (PSYC BC1001) and Instructor approval This course will examine the social psychology of Human-Machine interactions, exploring the idea that well-established social psychological processes play critical roles in interactions with non-social objects. The first half of the seminar will examine the social psychology of perception across distinct sensory modalities (shape, motion, voice, touch), whereas the second half will focus on social psychological processes between humans and non-human entities (objects, computers, robots)

**COMS W4170 USER INTERFACE DESIGN. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) COMS W3134 OR COMS W3136 OR COMS W3137

Introduction to the theory and practice of computer user interface design, emphasizing the software design of graphical user interfaces. Topics include basic interaction devices and techniques, human factors, interaction styles, dialogue design, and software infrastructure. Design and programming projects are required

**Fall 2024: COMS W4170**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4170	001/11946	T Th 1:10pm - 2:25pm 833 Seeley W. Mudd Building	Brian Smith	3.00	119/120
COMS 4170	V01/17523		Brian Smith	3.00	6/99

**Spring 2025: COMS W4170**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4170	001/11975	M W 1:10pm - 2:25pm 417 International Affairs Bldg	Lydia Chilton	3.00	413/398
COMS 4170	002/18894	M 7:00pm - 9:30pm 428 Pupin Laboratories	Lydia Chilton	3.00	150/147
COMS 4170	V01/18066		Lydia Chilton	3.00	15/20

**IEME E4200 HUMAN-CENTERED DESIGN AND INNOVATION. 3.00 points.**

Prerequisites: Instructor's permission.

Open to SEAS graduate and advanced undergraduate students, Business School, and GSAPP. Students from other schools may apply. Fast-paced introduction to human-centered design. Students learn the vocabulary of design methods, understanding of design process. Small group projects to create prototypes. Design of simple product, more complex systems of products and services, and design of business

**Fall 2024: IEME E4200**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
IEME 4200	001/14537	T 4:10pm - 5:25pm 420 Pupin Laboratories	Harry West	3.00	54/50

IEME 4200	001/14537	T 5:25pm - 6:40pm 430 River Side Church	Harry West	3.00	54/50
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**Spring 2025: IEME E4200**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
IEME 4200	001/14594	W 10:10am - 11:25am 301 Uris Hall	Harry West	3.00	51/60
IEME 4200	001/14594	W 1:10pm - 2:25pm	Harry West	3.00	51/60
		None None			
IEME 4200	002/14595	W 10:10am - 11:25am 301 Uris Hall	Harry West	3.00	59/60
IEME 4200	002/14595	W 4:10pm - 5:25pm	Harry West	3.00	59/60
		None None			

**PSYC GU4236 Machine Intelligence. 4.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

This course will survey historical and modern developments in machine intelligence from fields such as psychology, neuroscience, and computer science, and from intellectual movements such as cybernetics, artificial intelligence, neural networks, connectionism, machine learning, and deep learning. The emphasis is on the conceptual understanding of topics. The course does not include, nor require background in, computer programming and statistics. A crucial aspect of the seminar is for students to become informed consumers of applications of artificial intelligence

**COMS E6178 Human-Computer Interaction. 3.00 points.**

Prerequisites: COMS W4170

Human-computer interaction (HCI) studies (1) what computers are used for, (2) how people interact with computers, and (3) how either of those should change in the future. Topics include ubiquitous computing, mobile health, interaction techniques, social computing, mixed reality, accessibility, and ethics. Activities include readings, presentations, and discussions of research papers. Substantial HCI research project required

**Spring 2025: COMS E6178**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 6178	001/11992	W 1:10pm - 3:40pm 524 Seeley W. Mudd Building	Brian Smith	3.00	32/31
COMS 6178	V01/18012		Brian Smith	3.00	9/99

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**Intelligence****PSYC GU4236 Machine Intelligence. 4.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

This course will survey historical and modern developments in machine intelligence from fields such as psychology, neuroscience, and computer science, and from intellectual movements such as cybernetics, artificial intelligence, neural

networks, connectionism, machine learning, and deep learning. The emphasis is on the conceptual understanding of topics. The course does not include, nor require background in, computer programming and statistics. A crucial aspect of the seminar is for students to become informed consumers of applications of artificial intelligence

**COMS W4701 ARTIFICIAL INTELLIGENCE. 3.00 points.**  
CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) and COMS W3134 OR COMS W3136 OR COMS W3137; Any course on probability

Prior knowledge of Python is recommended. Provides a broad understanding of the basic techniques for building intelligent computer systems. Topics include state-space problem representations, problem reduction and and-or graphs, game playing and heuristic search, predicate calculus, and resolution theorem proving, AI systems and languages for knowledge representation, machine learning and concept formation and other topics such as natural language processing may be included as time permits

**Fall 2024: COMS W4701**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4701	001/11951	T Th 10:10am - 11:25am 501 Schermerhorn Hall	Ansaf Salleb-Aouissi	3.00	183/180
COMS 4701	002/11952	T Th 11:40am - 12:55pm 501 Schermerhorn Hall	Ansaf Salleb-Aouissi	3.00	199/180
COMS 4701	V01/17524		Ansaf Salleb-Aouissi	3.00	17/99

**Spring 2025: COMS W4701**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4701	001/13152	M W 4:10pm - 5:25pm 301 Pupin Laboratories	Tony Dear	3.00	207/250
COMS 4701	V01/18072		Tony Dear	3.00	8/99

**COMS W4705 NATURAL LANGUAGE PROCESSING. 3.00 points.**

Lect: 3.

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) or COMS W3134 OR COMS W3136 OR COMS W3137; 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

**Fall 2024: COMS W4705**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4705	001/11953	F 10:10am - 12:40pm 417 International Affairs Bldg	Daniel Bauer	3.00	253/275
COMS 4705	002/11954	M W 4:10pm - 5:25pm 451 Computer Science Bldg	Zhou Yu	3.00	75/100
COMS 4705	V01/17525		Daniel Bauer	3.00	18/99

**Spring 2025: COMS W4705**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4705	001/11981	M W 10:10am - 11:25am 501 Schermerhorn Hall	Daniel Bauer	3.00	165/189
COMS 4705	V01/18074		Daniel Bauer	3.00	16/99

**COMS W4771 MACHINE LEARNING. 3.00 points.**  
Lect: 3.

Prerequisites: COMS W4701; 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 2024: COMS W4771**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4771	001/11957	T Th 2:40pm - 3:55pm 451 Computer Science Bldg	Nakul Verma	3.00	84/110
COMS 4771	V01/17526		Nakul Verma	3.00	5/99

**Spring 2025: COMS W4771**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4771	001/11982	T Th 1:10pm - 2:25pm 451 Computer Science Bldg	Nakul Verma	3.00	70/110
COMS 4771	002/11983	T Th 2:40pm - 3:55pm 451 Computer Science Bldg	Nakul Verma	3.00	54/110
COMS 4771	V01/18077		Nakul Verma	3.00	2/99



### PSYC GR6080 Introduction to Neural Networks and Deep Learning. 3.00 points.

This seminar will introduce both the concepts and practical implementation in PyTorch of neural networks and deep learning, with a focus on general principles and examples from vision

## Learning

### PSYC BC2107 PSYCHOLOGY OF LEARNING - LEC. 3.00 points.

Prerequisites: PSYC BC1001 Introduction to Psychology or COGS UN1001 Introduction to Cognitive Science or permission of the instructor. Lecture course covering the basic methods, results, and theory in the study of how experience affects behavior. The roles of early exposure, habitation, sensitization, conditioning, imitation, and memory in the acquisition and performance of behavior are studied. The following Columbia University course is considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN1440 Experimental: Learning and Motivation

#### Fall 2024: PSYC BC2107

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2107	001/00069	T Th 10:10am - 11:25am 304 Barnard Hall	Ken Light	3.00	86/100

### COMS W4705 NATURAL LANGUAGE PROCESSING. 3.00 points.

Lect: 3.

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) or COMS W3134 OR COMS W3136 OR COMS W3137; 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

#### Fall 2024: COMS W4705

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4705	001/11953	F 10:10am - 12:40pm 417 International Affairs Bldg	Daniel Bauer	3.00	253/275
COMS 4705	002/11954	M W 4:10pm - 5:25pm 451 Computer Science Bldg	Zhou Yu	3.00	75/100
COMS 4705	V01/17525		Daniel Bauer	3.00	18/99

#### Spring 2025: COMS W4705

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4705	001/11981	M W 10:10am - 11:25am 501 Schermerhorn Hall	Daniel Bauer	3.00	165/189
COMS 4705	V01/18074		Daniel Bauer	3.00	16/99

### COMS W4771 MACHINE LEARNING. 3.00 points.

Lect: 3.

Prerequisites: COMS W4701; 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 2024: COMS W4771

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4771	001/11957	T Th 2:40pm - 3:55pm 451 Computer Science Bldg	Nakul Verma	3.00	84/110
COMS 4771	V01/17526		Nakul Verma	3.00	5/99

#### Spring 2025: COMS W4771

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4771	001/11982	T Th 1:10pm - 2:25pm 451 Computer Science Bldg	Nakul Verma	3.00	70/110
COMS 4771	002/11983	T Th 2:40pm - 3:55pm 451 Computer Science Bldg	Nakul Verma	3.00	54/110
COMS 4771	V01/18077		Nakul Verma	3.00	2/99

### PSYC GR6080 Introduction to Neural Networks and Deep Learning. 3.00 points.

This seminar will introduce both the concepts and practical implementation in PyTorch of neural networks and deep learning, with a focus on general principles and examples from vision

## Memory

### PSYC BC2107 PSYCHOLOGY OF LEARNING - LEC. 3.00 points.

Prerequisites: PSYC BC1001 Introduction to Psychology or COGS UN1001 Introduction to Cognitive Science or

permission of the instructor. Lecture course covering the basic methods, results, and theory in the study of how experience affects behavior. The roles of early exposure, habituation, sensitization, conditioning, imitation, and memory in the acquisition and performance of behavior are studied. The following Columbia University course is considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN1440 Experimental: Learning and Motivation

Fall 2024: PSYC BC2107

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2107	001/00069	T Th 10:10am - 11:25am 304 Barnard Hall	Ken Light	3.00	86/100

### **PSYC UN2220 COGNITION: MEMORY AND STRESS. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement  
Attendance at the first class is mandatory.

Prerequisites: PSYC UN1001 or PSYC UN1010 *PSYC W1001* or *PSYC W1010*, or the instructor's permission.

Prerequisites: PSYC UN1001 or PSYC UN1010 or the instructors permission. Memory, attention, and stress in human cognition

Fall 2024: PSYC UN2220

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2220	001/10668	M W 1:10pm - 2:25pm 602 Hamilton Hall	Janet Metcalfe	3.00	49/75

### **PSYC UN3445 THE BRAIN AND MEMORY. 4.00 points.**

Prerequisites: (PSYC UN1010) or

Prerequisites: (PSYC UN1010) or Equivalent introductory course in neuroscience or cognitive psychology and the instructors permission This seminar will give a comprehensive overview of episodic memory research: what neuroimaging studies, patient studies, and animal models have taught us about how the brain creates, stores, and retrieves memories

### **PSYC UN3455 Neurobiology of Working Memory. 4.00 points.**

Working memory is our ability to retain information in mind in the absence of sensory stimuli. In this course we will gain a more thorough understanding of what working memory is and how the brain supports it

Fall 2024: PSYC UN3455

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3455	001/10675	Th 10:10am - 12:00pm 405 Schermerhorn Hall	Sarah DeMoya	4.00	15/15

## **Natural Language Processing**

### **LING UN3103 Language, Brain and Mind. 3.00 points.**

The ability to speak distinguishes humans from all other animals, including our closest relatives, the chimpanzees. Why is this so? What makes this possible? This course seeks to answer these questions. We will look at the neurological and psychological foundations of the human faculty of language. How did our brains change to allow language to evolve? Where in our brains are the components of language found? Are our minds specialized for learning language or is it part of our general cognitive abilities to learn? How are words and sentences produced and their meanings recognized? The structure of languages around the world varies greatly; does this have psychological effects for their speakers?

Fall 2024: LING UN3103

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 3103	001/11718	M W 2:40pm - 3:55pm 140 Uris Hall	William Foley	3.00	37/52

### **PHIL UN3252 Philosophy of Language and Mind. 3 points.**

This course will provide an introduction to meaning, reference, understanding, and content in language, thought, and perception. A central concern will be the question of the relation of meaning to truth-conditions, and what is involved in language and thought successfully latching on to reality. If you have not already taken an elementary course in first order logic, you will need to catch up in that area to understand some crucial parts of the course. All the same, the primary concerns of the course will be philosophical, rather than technical.

### **PSYC GU4236 Machine Intelligence. 4.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

This course will survey historical and modern developments in machine intelligence from fields such as psychology, neuroscience, and computer science, and from intellectual movements such as cybernetics, artificial intelligence, neural networks, connectionism, machine learning, and deep learning. The emphasis is on the conceptual understanding of topics. The course does not include, nor require background in, computer programming and statistics. A crucial aspect of the seminar is for students to become informed consumers of applications of artificial intelligence

### **PSYC GU4242 Evolution of Language (seminar). 3.00 points.**

Prerequisites: PSYC UN1001 or

This seminar will consider the evolution of language at the levels of the word and grammar, in each instance, phylogenetically and ontogenetically. Since humans are the only species that use language, attention will be paid to how language differs from animal communication.

### **COMS W4705 NATURAL LANGUAGE PROCESSING. 3.00 points.**

Lect: 3.

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) or COMS W3134 OR COMS W3136 OR COMS W3137; 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

#### Fall 2024: COMS W4705

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4705	001/11953	F 10:10am - 12:40pm 417 International Affairs Bldg	Daniel Bauer	3.00	253/275
COMS 4705	002/11954	M W 4:10pm - 5:25pm 451 Computer Science Bldg	Zhou Yu	3.00	75/100
COMS 4705	V01/17525		Daniel Bauer	3.00	18/99

#### Spring 2025: COMS W4705

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4705	001/11981	M W 10:10am - 11:25am 501 Schermerhorn Hall	Daniel Bauer	3.00	165/189
COMS 4705	V01/18074		Daniel Bauer	3.00	16/99

## Neuroeconomics

### PSYC UN2235 THINKING AND DECISION MAKING. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: an introductory course in psychology.

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 2025: PSYC UN2235

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2235	001/11826	T Th 11:40am - 12:55pm 501 Schermerhorn Hall	Katherine Fox-Glassman	3.00	117/120

### ECON BC3035 INTERMEDIATE MICROECONOMICS. 4.00 points.

Prerequisites: An introductory course in microeconomics or a combined macro/micro principles course (ECON BC1003

or ECON W1105, or the equivalent) and one semester of calculus or ECON BC1007, or permission of the instructor. Preferences and demand; production, cost, and supply; behavior of markets in partial equilibrium; resource allocation in general equilibrium; pricing of goods and services under alternative market structures; implications of individual decision-making for labor supply; income distribution, welfare, and public policy. Emphasis on problem solving

#### Fall 2024: ECON BC3035

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3035	001/00481	M W 11:40am - 12:55pm 152 Horace Mann Hall	Elizabeth Ananat	4.00	52/60
ECON 3035	002/00482	T Th 1:10pm - 2:25pm 323 Milbank Hall	Lalith Munasinghe	4.00	32/60

#### Spring 2025: ECON BC3035

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3035	001/00754	T Th 1:10pm - 2:25pm L1003 Barnard Hall	Lalith Munasinghe	4.00	47/65

### ECON BC3048 Introduction to Behavioral Economics. 3.00 points.

Prerequisites: ECON BC3035

This course reviews the assumption of rationality in microeconomic theory and presents evidence (primarily from experimental psychology and economics) of how judgement and decision-making systematically deviate from what rationality predicts

#### Spring 2025: ECON BC3048

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3048	001/00840	M W 10:10am - 11:25am L1002 Milstein Center	Jeffrey Carpenter	3.00	78/80

### ECON UN3211 INTERMEDIATE MICROECONOMICS. 4.00 points.

Prerequisites: ECON UN1105 and MATH UN1101 and (MATH UN1201 or MATH UN1207) *ECON W1105* or the equivalent; *MATH V1101*, *MATH V1201* (or *MATH V1207*).

Prerequisites: ECON UN1105 and MATH UN1101 and (MATH UN1201 or MATH UN1207) The determination of the relative prices of goods and factors of production and the allocation of resources

#### Fall 2024: ECON UN3211

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3211	001/10851	M W 1:10pm - 2:25pm 614 Schermerhorn Hall	Susan Elmes	4.00	91/110
ECON 3211	002/11065	T Th 1:10pm - 2:25pm 209 Havemeyer Hall	Caterina Musatti	4.00	96/110

ECON 003/10852 T Th 6:10pm - Qi Ge 4.00 75/96  
3211 7:25pm  
310 Fayerweather

**Spring 2025: ECON UN3211**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3211	001/13542	M W 2:40pm - 3:55pm 310 Fayerweather	Murat Yilmaz	4.00	72/96
ECON 3211	002/13544	M W 11:40am - 12:55pm 310 Fayerweather	Isaac Bjorke	4.00	96/96
ECON 3211	003/13545	M W 1:10pm - 2:25pm 310 Fayerweather	Isaac Bjorke	4.00	94/96
ECON 3211	004/13547	T Th 2:40pm - 3:55pm 329 Pupin Laboratories	Caterina Musatti	4.00	98/96

**ECON GU4020 ECON OF UNCERTAINTY # INFORMTN. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201 *ECON W3211, W3213* and *STAT 1201*.

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201 Topics include behavior uncertainty, expected utility hypothesis, insurance, portfolio choice, principle agent problems, screening and signaling, and information theories of financial intermediation

**Spring 2025: ECON GU4020**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4020	001/17549	M W 4:10pm - 5:25pm 516 Hamilton Hall	Ingmar Nyman	3.00	26/50

**PSYC GU4287 DECISION ARCHITECTURE. 4.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (PSYC UN2235) or

Prerequisites: (PSYC UN2235) or an equivalent course on judgment and decision making ,AND the instructors permission This course reviews current research in the domain of decision architecture: the application of research in cognitive and social psychology to real-world situations with the aim of influencing behavior. This seminar will discuss recent and classic studies, both of decision theory and of applied decision research, to explore the effectiveness—as well as the limitations—of a selection of these behavioral “nudges.”

**PSYC GU4289 THE GAMES PEOPLE PLAY:PSYCH OF STRAT DEC. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (PSYC UN2235) or

Prerequisites: (PSYC UN2235) or equivalent course on judgment and decision-making A seminar course exploring strategic decision making (also known as behavioral game theory). This course examines the psychology underlying situations in which outcomes are determined by choices made by multiple decision makers. The prime objective will be to

examine the use of experimental games to test psychological theories

**ECON GU4415 GAME THEORY. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 *ECON W3211* and *W3213*.

Prerequisites: ECON UN3211 and ECON UN3213

Introduction to the systematic treatment of game theory and its applications in economic analysis

**Fall 2024: ECON GU4415**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4415	001/11021	T Th 11:40am - 12:55pm 310 Fayerweather	Murat Yilmaz	3.00	68/96

**Spring 2025: ECON GU4415**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4415	001/13676	T Th 1:10pm - 2:25pm 142 Uris Hall	Babak Somekh	3.00	80/96

**ECON GU4840 BEHAVIORAL ECONOMICS. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213

Prerequisites: ECON UN3211 and ECON UN3213 Within economics, the standard model of behavior is that of a perfectly rational, self interested utility maximizer with unlimited cognitive resources. In many cases, this provides a good approximation to the types of behavior that economists are interested in. However, over the past 30 years, experimental and behavioral economists have documented ways in which the standard model is not just wrong, but is wrong in ways that are important for economic outcomes. Understanding these behaviors, and their implications, is one of the most exciting areas of current economic inquiry. The aim of this course is to provide a grounding in the main areas of study within behavioral economics, including temptation and self control, fairness and reciprocity, reference dependence, bounded rationality and choice under risk and uncertainty. For each area we will study three things: 1. The evidence that indicates that the standard economic model is missing some important behavior 2. The models that have been developed to capture these behaviors 3. Applications of these models to (for example) finance, labor and development economics As well as the standard lectures, homework assignments, exams and so on, you will be asked to participate in economic experiments, the data from which will be used to illustrate some of the principals in the course. There will also be a certain small degree of classroom ‘flipping’, with a portion of many lectures given over to group problem solving. Finally, an integral part of the course will be a research proposal that you must complete by the end of the course, outlining a novel piece of research that you would be interested in doing

**Spring 2025: ECON GU4840**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4840	001/13576	M W 11:40am - 12:55pm 142 Uris Hall	Mark Dean	3.00	60/96



**ECON GU4850 COGNITIVE MECH # ECON BEHAVIOR. 4.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201 *ECON W3211, W3213; STAT 1201.*

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201 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 GU4860 BEHAVIORAL FINANCE. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 and ECON UN3412

Prerequisites: ECON UN3211 and ECON UN3213 and ECON UN3412 Neoclassical finance theory seeks to explain financial market valuations and fluctuations in terms of investors having rational expectations and being able to trade without costs. Under these assumptions, markets are efficient in that stocks and other assets are always priced just right. The efficient markets hypothesis (EMH) has had an enormous influence over the past 50 years on the financial industry, from pricing to financial innovations, and on policy makers, from how markets are regulated to how monetary policy is set. But there was very little in prevailing EMH models to suggest the instabilities associated with the Financial Crisis of 2008 and indeed with earlier crises in financial market history. This course seeks to develop a set of tools to build a more robust model of financial markets that can account for a wider range of outcomes. It is based on an ongoing research agenda loosely

dubbed “Behavioral Finance”, which seeks to incorporate more realistic assumptions concerning human rationality and market imperfections into finance models. Broadly, we show in this course that limitations of human rationality can lead to bubbles and busts such as the Internet Bubble of the mid-1990s and the Housing Bubble of the mid-2000s; that imperfections of markets — such as the difficulty of short-selling assets — can cause financial markets to undergo sudden and unpredictable crashes; and that agency problems or the problems of institutions can create instabilities in the financial system as recently occurred during the 2008 Financial Crisis. These instabilities in turn can have feedback effects to the performance of the real economy in the form of corporate investments

**Spring 2025: ECON GU4860**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4860	001/13578	T Th 1:10pm - 2:25pm 402 Chandler	Harrison Hong	3.00	47/96

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**Perception****PSYC BC2110 PERCEPTION-LECTURE. 3.00 points.**

Prerequisites: PSYC BC1001 Introduction to Psychology or COGS UN1001 Introduction to Cognitive Science or permission of the instructor. Lecture course covering an introduction to problems, methods, and research in perception. Discussion of psychological studies of seeing, hearing, touching, tasting, and smelling. Note that this lecture can be taken without its affiliated lab, PSYC BC2109, however, if a student completes this lecture, she cannot enroll in the lab in a later semester. The following Columbia University course is considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN1480 Perception and Attention; and PSYC UN2230 Perception and Sensory Processes

**Fall 2024: PSYC BC2110**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2110	001/00070	M W 10:10am - 11:25am 323 Milbank Hall	Robert Remez	3.00	58/55

**PSYC BC3164 PERCEPTION AND LANGUAGE. 4.00 points.**

Prerequisites: BC 1001 and one of the following: BC1106/1107, BC1109/1110, BC1118/1119, BC1128/1129, or permission of the instructor. Enrollment limited to 20 students Psychological investigations of spoken communication from a listener's perspective. Topics include perception and sounds of speech and the apprehension of meaning from words and utterances; the perceptual basis for rhyme and rhythm in speech; and the natural history of vocal communication.

**Spring 2025: PSYC BC3164**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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twentieth-century Appalachia and the haunted remains of coal-mining country--with its depictions of an uncanny otherness within dominant American narratives

**Fall 2024: ANTH UN2004**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 2004	001/10726	M W 10:10am - 11:25am 633 Seeley W. Mudd Building	John Pemberton	3.00	34/60

Prerequisite: An introductory psychology course. An introduction to basic concepts in social cognition, an approach to understanding social judgment and behavior by investigating the underlying mental processes. Topics include attitudes, identity, and prejudice, among others

**PSYC UN2435 Social Neuroscience. 3.00 points.**

This course will provide a broad overview of the field of social neuroscience. We will consider how social processes are implemented at the neural level, but also how neural mechanisms help give rise to social phenomena and cultural experiences. Many believe that the large expansion of the human brain evolved due to the complex demands of dealing with social others—competing or cooperating with them, deceiving or empathizing with them, understanding or misjudging them. What kind of “social brain” has this evolutionary past left us with? In this course, we will review core principles, theories, and methods guiding social neuroscience, as well as research examining the brain basis of processes such as theory of mind, emotion, stereotyping, social group identity, empathy, judging faces and bodies, morality, decision-making, the impact of culture and development, among others. Overall, this course will introduce students to the field of social neuroscience and its multi-level approach to understanding the brain in its social context

**Fall 2024: PSYC UN2435**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2435	001/10672	M W 2:40pm - 3:55pm 614 Schermerhorn Hall	Jon Freeman	3.00	79/110

**Spring 2025: PSYC UN2435**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2435	001/11828	M W 2:40pm - 3:55pm 501 Schermerhorn Hall	Jon Freeman	3.00	112/130

**PSYC UN2630 SOCIAL PSYCHOLOGY. 3.00 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 2024: PSYC UN2630**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2630	001/10694	T Th 2:40pm - 3:55pm 501 Schermerhorn Hall	Tory Higgins	3.00	90/150

**PSYC UN2640 INTRO TO SOCIAL COGNITION. 3.00 points.**

Prerequisites: an introductory course in psychology or the instructor's permission.

# 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.

## INTERDEPARTMENTAL SEMINARS

### **CNNS UN3900 INDEPENDENT RESEARCH NUCLEAR NONPROLIFERATION. 1.00-4.00 points.**

Prerequisites: The written permission of the faculty member is required. Points: 1-4 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. Section 1: Emlyn Hughes Section 2: Ivana N. Hughes Section 3: Monica Rouco-Molina

### **INSM UN3920 NOBILITY/CIVILITY: EAST/WEST I. 4.00 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.

This interdisciplinary colloquium is designed to provide a comparative examination of core human concerns and values across cultures from the ancient to early modern period. This is a discussion-driven course that depends on a close reading of several key literary, philosophical, political, and religious texts from Asia, Africa, and Europe. Prerequisites: one semester of Contemporary Civilization or Literature Humanities, or an equivalent course. 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

### **INSM UN3921 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

### **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 2023-2024 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.

### **FSEB UN1020 Food and the Body. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

This course will use an evolutionary perspective to focus on what humans need to eat for survival and health. We will examine how and why sufficient and optimal diets can be obtained through a range of dietary patterns, and how those patterns were rooted in different geographic and cultural regions. We will also compare current patterns with those of humans from 200,000, 12,000 and 100 years ago, and where it is instructive, we will compare the food intake and food system of other animals. Throughout the course, the environmental impact of a given dietary pattern will be considered, and where possible, the economic determinants of individual food intake will be reviewed. We will incorporate a lifespan perspective throughout the course.

### **FSPH UN1100 FOOD, PUBLIC HEALTH & PUBLIC POLICY. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

The course will provide an introduction to the science, policy, politics, and economics related to food as a critical element



of public health. The course will have a primary focus on the US, but will include a global perspective. Students will learn and apply the fundamentals of public health scientific research methods and theoretical approaches to assessing the food landscape through a public health lens. In addition, the course will cover how nutrition – at first glance a matter of individual choice – is determined by an interconnected system of socio-economic-environmental influences, and is influenced by a multitude of stakeholders engaged in policymaking processes. The course will be structured into four “themes”: 1) Why food is a public health priority, 2) Evidence, causal inference and measurement and its role in understanding and designing public health research on food, 3) The food environment, and 4) Change agents and levers: individuals, policy, and politics in food and public health. The course will use a systems thinking approach and systems thinking tools to examine and understand the interconnectedness of the social, economic, environmental, political and economic influences and consequences that affect food and public health. This course partially fulfills the Science Requirement as a science course for non-science majors

**CGTH UN3401 Seminar in Global Thought: Inquiries into an Interconnected World. 4 points.**

This course on global thought will consider the ways in which we think about, debate, and give meaning to the interconnected world in which we live. In thematically focused collaborative teams, students will examine how the flows of people, things and ideas across national borders both connect our world and create uneven consequences within and among communities.

We will locate ourselves in these processes, suggesting we need go no further than our closets, tables, and street corners to consider the meanings of globalization and our roles in the world today. This course has been approved to partially satisfy the Global Core requirement.

**Fall 2024: CGTH UN3401**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CGTH 3401	001/11808	T 12:10pm - 2:00pm 607 Hamilton Hall	Laura Neitzel	4	20/20

**CGTH UN3402 YOUTH-INTERCONNECTED WRLD. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

What does it mean to be 20 years old in our rapidly changing, interconnected world? There are more youth (aged 15-25) in the world today than at any other time in history, with the majority living in the developing world. They approach adulthood as the world confronts seismic shifts in the geopolitical order, in the nature and future of work, and in the ways we connect with each other, express identity, engage politically, and create communities of meaning. What unique challenges and opportunities confront young people after decades of neoliberal globalization? What issues are most pressing in developing nations experiencing a “youth bulge” and how do they compare to developed nations with rapidly aging populations? How do young people envision their futures and the future of the

world they are inheriting? This course will examine recent scholarship while engaging the young people in the class to define the agenda and questions of the course, and to conduct their own research. This course is part of the Global Core curriculum. “Global 20” complements a new research project of the Committee on Global Thought, “Youth in a Changing World,” which investigates from the perspective of diverse participants and of young people themselves, the most pressing issues confronting young people in the changing world today. The course will serve as an undergraduate “lab” for the project, and among other involvements, students in the course will help conceive, plan, and take part in a NYC-wide “Youth Think-In” sponsored by the CGT during the Spring 2018 semester. Within the course, students will become “regional experts” and examine the primary themes of the class through the prism of specific areas or nations of their choosing. A final class project includes a “design session” that will consider how universities might better train and empower youth to confront the challenges and embrace the opportunities of our interconnected world of the 21st century

## PROFESSIONAL SCHOOL OFFERINGS

**PUBH UN3100 FUNDAMENTALS OF GLOBAL HEALTH. 3.00 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 2025: PUBH UN3100**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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PUBH 3100	001/13107	M W 4:10pm - 5:25pm 417 International Affairs Bldg	Rachel Moresky, Elizabeth Schroeder	3.00	101/100
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### **PUBH UN3200 INTRODUCTION TO PUBLIC HEALTH. 3.00 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?

**Fall 2024: PUBH UN3200**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PUBH 3200	001/14521	M W 4:10pm - 5:25pm 417 International Affairs Bldg	Elizabeth Schroeder, Dana March, Margaret Wiggin	3.00	234/240

### **PUBH UN3400 Data Science and Health Equity in New York City. 3.00 points.**

This course, which has no pre-requisites, teaches students about data science and public health. Students will create and answer public health research questions related to health equity in NYC. The course will use publicly available NYC health data to learn the seven steps of data science: 1) writing a research question; 2) obtaining data to address the question; 3) data cleaning; 4) data exploration; (5) analysis; 6) replication and validity evaluation; and (7) presentation and summary. The course will introduce students to R

**Fall 2024: PUBH UN3400**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PUBH 3400	001/14522	T Th 5:40pm - 6:55pm 142 Uris Hall	Adana Llanos, Elizabeth Schroeder, Marlyn Delva, Abigail Greenleaf, Margaret Wiggin	3.00	57/100

### **PUBH GU4100 (Y)OUR LONGER LIFE. 3.00 points.**

People are living 30 years longer than we did 100 years ago. We have created a whole new stage of life. How do we prepare to benefit from our longer lives? What can you do in your own life? This course explores the personal, population, community,

and societal dimensions of our now-longer lives, of aging itself, and the role of health and societal design in the experience of aging. The course examines the meaning of aging and the attendant expectations, myths, fears, and realities. The course examines an aging society as a public health success, the potential for building health futures, the health plan you want to be healthy in old age, and the potential for longer lives and how we unlock it. It addresses the roles public health currently plays and can play in shaping a society for an aging population. The course explores how a public health system—indeed, a society—optimized for an aging population stands to benefit all. The course also examines the physical, cognitive, and psychological aspects of aging, the exposures across our lives that affect these, the attributes and challenges of aging, keys to successful aging, and aging around the globe. The culminating project will design elements of our society that are needed to support the opportunity of having longer lives. This course comprises lectures, class discussions, individual assignments, in-class case activities, and a group project in which students shall take an active role. You will be responsible for regular preparatory assignments, writing assignments, one group project, and attending course sessions. Please note: GSAS students must receive permission from their department before registering for this course

**Spring 2025: PUBH GU4100**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PUBH 4100	001/13110	T Th 4:10pm - 5:25pm Cin Alfred Lerner Hall	Dana March	3.00	83/100

### **PUBH GU4200 Environment, Health, and Justice: Concepts and Practice. 3.00 points.**

Please note: this class was designed as part of the Special Concentration in Public Health. It is open to undergraduates, as well as students in Public Health, and will be taught on the Morningside campus. This course introduces key concepts on environmental health sciences and environmental justice and their application to address environmental health disparities affecting communities in New York City, across the United States and globally. The course will present theory and methods needed to characterize, understand and intervene on environmental health problems with a focus on methods that are particularly appropriate for environmental justice research and interventions. We will describe environmental health disciplines such as exposure sciences, environmental epidemiology, environmental biosciences and toxicology, as well as methods to assess expected environmental health impacts

**Fall 2024: PUBH GU4200**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PUBH 4200	001/14523	M W 10:10am - 11:25am 142 Uris Hall	Margaret Wiggin, Elizabeth Schroeder,	3.00	80/100

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# COMPARATIVE LITERATURE AND SOCIETY

## THE INSTITUTE FOR COMPARATIVE LITERATURE AND SOCIETY:

Department website: <https://icls.columbia.edu/>

Office location: B101 Heyman Center

Office contact: 212-854-8850, [icls@columbia.edu](mailto:icls@columbia.edu)

Director of Undergraduate Studies: Tadas Bugnevičius,  
[tb2333@columbia.edu](mailto:tb2333@columbia.edu)

Director of Medical Humanities: Rishi K. Goyal,  
[rkg6@cumc.columbia.edu](mailto:rkg6@cumc.columbia.edu)

Undergraduate Administrator: Tomi Haxhi,  
[th2666@columbia.edu](mailto:th2666@columbia.edu)

## COMPARATIVE LITERATURE AND SOCIETY AND MEDICAL HUMANITIES MAJORS

The major in Comparative Literature and Society (CLS) 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. 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. Students will 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; the law and the humanities; and studies of space, cities, and architecture.

ICLS also offers a major in Medical Humanities (MedHum). At the level of the individual patient, medicine and medical systems diagnose and treat disease to prolong life and to diminish the suffering that accompanies illness. But in many societies, the reach of modern biomedicine far exceeds the intimate zone of patient and caregiver encompassed by this model. From climate change and food activism to city planning and public housing, from family planning and surrogacy to gendered and racial identities, the biomedical model of health

now underwrites national and supra-state policies, corporate ventures, targets of social and political activism and modes of individual engagement. Students enrolled in the Medical Humanities major work at the intersection of these different forces and discourses, examining the many factors, from the biological to the social, economic, political and aesthetic, that influence health and shape our perceptions of physical and psychological well-being.

Both majors require an application. Please see the admissions details on [our website](#).

## STUDENT ADVISING

Director of Undergraduate Studies: Tadas Bugnevičius,  
[tb2333@columbia.edu](mailto:tb2333@columbia.edu)

Director of Medical Humanities: Rishi K. Goyal,  
[rkg6@cumc.columbia.edu](mailto:rkg6@cumc.columbia.edu)

Undergraduate Administrator: Tomi Haxhi,  
[th2666@columbia.edu](mailto:th2666@columbia.edu)

## Consulting Advisers

Students intending to seek admission to the Comparative Literature and Society major are encouraged to speak as soon as possible to the Director of Undergraduate Studies (DUS), Tadas Bugnevičius ([tb3111@columbia.edu](mailto:tb3111@columbia.edu)). Students intending to seek admission to the Medical Humanities major are encouraged to speak as soon as possible to the Director of Medical Humanities, Rishi Goyal, ([rkg6@cumc.columbia.edu](mailto:rkg6@cumc.columbia.edu)) and the Director of Undergraduate Studies, Tadas Bugnevičius ([tb3111@columbia.edu](mailto:tb3111@columbia.edu)).

Students enroll in either major at the beginning of the spring semester of the sophomore year by completing the admissions form that can be found on [our website](#) and submitting the completed form along with a transcript and one-page statement of academic interests.

In the fall semester, students are invited to attend a Meet-n-Greet, an informal discussion with current and prospective majors, our DUS and our Director of Medical Humanities.

## Enrolling in Classes

The ICLS majors require that you take the Intro course (CPLS V3900) in the spring semester of your sophomore year, and the Senior Seminar (CPLS V3991) in the fall semester of your senior year. Enrollment in the Intro course requires that you have already applied to the major or concentration. When it comes time to register, add the course to your waitlist and you will be admitted by a member of the ICLS team.

## Preparing for Graduate Study

CLS majors often apply to PhD programs and occasionally to MA programs in Humanities and Social Sciences. All students should meet with the Director of Undergraduate Studies, Tadas

Bugnevicus, to discuss their plans for graduate studies as early as they can.

Medical Humanities majors often pursue graduate studies. Students apply to medical school, master's programs in public health and PhD programs in the Sciences, Humanities and Social Sciences. Premedical students should meet with their pre-medical advisor. All students should meet with the Director of Medical Humanities, Rishi Goyal, to discuss their plans for graduate studies as early as they can.

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

Coursework in fulfillment of a major or minor must be taken at Columbia University unless explicitly noted here and/or expressly permitted by the Director of Undergraduate Studies of the program. Exceptions or substitutions permitted by the Director of Undergraduate Studies should be confirmed in writing by email to the student.

### Advanced Placement

ICLS does not accept any advanced placement credit toward courses in our curriculum.

### Barnard College Courses

Barnard courses 3000-level and above are considered for this major with the exception of the Barnard Introduction to Comparative Literature. That course cannot be substituted for our required Introduction to Comparative Literature and Society. Students should consult with the DUS on their course schedule to ensure the courses they choose will meet their course requirements.

### Transfer Courses

When students transfer to Columbia from other institutions, their coursework at their previous institution must first be considered by their school in order to be evaluated for degree credit (e.g., to confirm that the courses will count toward the 124 points of credit that every student is required to complete for the B.A. degree). Only after that degree credit is confirmed, departments may consider whether those courses can also be used to fulfill specific degree requirements toward a major at ICLS.

### Study Abroad Courses

Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Undergraduate Global Engagement and taught by Columbia instructors) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus. If they are not explicitly listed by ICLS as fulfilling requirements in the major, the DUS will need to confirm that they can be used toward requirements in the major.

Classes taken abroad through other institutions and programs are treated as transfer credit to Columbia and are subject to the

same policies as other transfer courses. There will be a limit on the number of courses taken abroad that can be applied to the major, and they must be approved by the DUS.

### Summer Courses

Summer courses at Columbia are offered through the School of Professional Studies. Courses taken in a Summer Term may be used toward requirements for the major only as articulated in department/institute/center guidelines or by permission of the Director(s) of Undergraduate Studies. More general policies about summer coursework can be found in the Academic Regulations section of this Bulletin.

## UNDERGRADUATE RESEARCH AND SENIOR THESIS

### Undergraduate Research in Courses

The ICLS majors teach students critical theory and interdisciplinary thinking that are applicable to many areas of knowledge. The required Intro course (CPLS V3900) introduces students to theoretical and interdisciplinary methods. The required Senior Seminar (CPLS V3991) introduces students to contemporary theoretical debates and is based on current research interests of ICLS faculty. Students are also given an opportunity to develop an independent research project. The optional Senior Thesis workshop (CPLS 3995) is fully dedicated to advanced independent research.

### Senior Thesis Coursework and Requirements

The senior thesis is optional. If you want to be considered for departmental honors, it is required. It is a piece of scholarly research, the model for which is an academic journal article. A translation or a piece of creative work, such as a piece of creative writing, can be submitted with the prior approval of the DUS, and must be accompanied by an explanatory introduction or foreword of no less than 5000 words in length.

Students interested in writing a senior thesis will submit a thesis proposal in the spring semester of their junior year. Students who decide to write a thesis will enroll in a year-long course (CPLS3995) starting in the fall of their senior year. Detailed information can be found on [our website](#).

## DEPARTMENT HONORS AND PRIZES

### Department 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. Please note that the senior thesis is not required for the major. Please keep in mind that, according to Columbia College rules, no more



than 10% of the majors graduating in a department or program in a given year may be awarded Departmental Honors.

## Academic Prizes

Each year, ICLS presents one to two seniors with the Catherine Medalia Johannet Memorial Prize in Comparative Literature and Society. These prizes were created by family and friends in memory of Catherine Medalia Johannet, a Medicine, Literature and Society major, CC'15, consistent with Catherine's interest in literature and its use in effecting change in society.

One to two prizes will be awarded annually to a Comparative Literature & Society or Medical Humanities major who has written a distinguished senior thesis that demonstrates the highest academic rigor, creativity and engagement with ethical questions. The winner will be chosen by a faculty committee consisting of the Director of Undergraduate Studies, the Director of the Medical Humanities major and two other faculty members associated with ICLS.

CLS majors in the School of General Studies for the John Angus Burrell Memorial Prize for distinction in English and Comparative Literature.

## OTHER IMPORTANT INFORMATION

**CLS Foreign Language Requirement:** Since students are expected to be able to conduct basic research in a foreign language they must, by the time they apply, meet the following foreign language requirement:

Foreign Language #1: you must have taken or be taking in the spring semester of your sophomore year, at least one advanced course in a foreign language. The course should be taken at Columbia, Barnard or a peer institution. 'Advanced' signifies a course at the 3000- or 4000- level that is not a conversation course. The course does not have to be conducted in the target language but most of the readings must be in the language.

Foreign language #2: you must have completed or be completing in the spring semester of your sophomore year, the equivalent of least 4 semesters of a foreign language. This can be satisfied by either 4 semesters in one language or 2 semesters each in 2 different languages. These four semesters may be taken at Columbia or reflected in AP scores, summer program credits, etc. Native and heritage speakers must take a placement test to confirm their level unless they have completed high school in the foreign language.

**MedHum Foreign Language Requirement:** Students must have taken at Columbia or be taking during the spring semester of the sophomore year at least one advanced course in a foreign language. 'Advanced' signifies a course at the 3000- or 4000- level that is not primarily a language training course. Note that the course does not have to be conducted in the language but

most of the readings must be in the language. An additional advanced language course will be required as part of your major course requirements.

**Executive Committee of ICLS** Nadia Abu El-Haj (Anthropology, Center for Palestine Studies) Tadas Bugnevicius (French and ICLS) Bruno Bosteels (Latin American and Iberian Cultures) Claudia Breger (Germanic Languages) Souleymane Bachir Diagne (French and Romance Philology) Madeleine Dobie (French and Romance Philology) Brent Hayes Edwards (English and Comparative Literature, Jazz) Matthew Engelke (Religion) Kevin A. Fellezs (Music) Stathis Gourgouris (Classics, English and Comparative Literature) Rishi Kumar Goyal (Emergency Medicine) Seth Kimmel (Latin American and Iberian Cultures) Adam Leeds (Slavic Languages) Lydia H. Liu (East Asian Languages and Cultures) David B. Lurie (East Asian Languages and Cultures) Anupama P Rao (History, Barnard) Pamela Smith (History and Center for Science and Society) Gayatri Chakravorty Spivak (University Professor of the Humanities) Dennis Tenen (English and Comparative Literature)

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Program Planning for all Students

Students who entered Columbia (as first-year students or as transfer students) in or after Fall 2024 may select from a curriculum of majors and minors. The requirements for the Bachelor of Arts degree, and role of majors and minors in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study.

Students who entered Columbia in or before Fall 2023 may select from a curriculum of majors and minors and concentrations. The requirements for the Bachelor of Arts degree, and the role of majors and minors in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study.

Students should consult the Admissions information on the Institute for Comparative Literature and Society website for details on the application requirements. Students are also encouraged to attend the annual Undergraduate Meet-n-Greet held in October. Consult the events page of our website or contact [icls@columbia.edu](mailto:icls@columbia.edu) for details on this meeting which is open to all prospective majors.

## Course Numbering Structure

Courses at the Institute for Comparative Literature and Society have the subject code CPLS - Comparative Literature and Society, or CLPS - Comparative Literature and Psychoanalytic Study. Additionally, the Institute cross-lists courses from our affiliated faculty each semester. These courses can be found on the Directory of Classes under our departmental page. For our majors, all coursework should be 3000-level or above. Lectures at the 2000-level are only accepted within coursework with special permission from the DUS. All coursework in these interdisciplinary majors should be approved by the DUS prior to the end of the change period.

## Guidance for First-Year Students

Prospective majors should focus their efforts on meeting the language requirements for our major.

For Comparative Literature and Society Majors:

Foreign Language #1: you must have taken or be taking in the spring semester of your sophomore year, at least one advanced course in a foreign language. The course should be taken at Columbia, Barnard or a peer institution. 'Advanced' signifies a course at the 3000- or 4000- level that is not a conversation course. The course does not have to be conducted in the target language but most of the readings must be in the language.

Foreign language #2: you must have completed or be completing in the spring semester of your sophomore year, the equivalent of at least 4 semesters of a foreign language. This can be satisfied by either 4 semesters in one language or 2 semesters each in 2 different languages. These four semesters may be taken at Columbia or reflected in AP scores, summer program credits, etc. Native and heritage speakers must take a placement test to confirm their level unless they have completed high school in the foreign language.

### For Medical Humanities Majors:

Foreign Language Requirement: Students must have taken at Columbia or be taking during the spring semester of the sophomore year at least one advanced course in a foreign language. 'Advanced' signifies a course at the 3000- or 4000-level that is not primarily a language training course. Note that the course does not have to be conducted in the language but most of the readings must be in the language. An additional advanced language course will be required as part of your major course requirements.

For less commonly taught languages, students should consult with the DUS to determine how to meet the advanced language course requirement.

## Guidance for Transfer Students

Transfer students should consult with the DUS upon arrival at Columbia University to prepare their application for the major. They should not wait until the usual application period. The

Introduction to Comparative Literature and Society course (CPLS UN3900) should be taken during their first spring term at Columbia University.

## UNDERGRADUATE PROGRAMS OF STUDY

### Required Coursework for all Programs

The ICLS majors require that you take the Intro course (CPLS UN3900) in the spring semester of your sophomore year, and the Senior Seminar (CPLS UN3991) in the fall semester of your senior year. Enrollment in the Intro course requires that you have already applied to the major or concentration. When it comes time to register, add the course to your waitlist and you will be admitted by a member of the ICLS team.

### Major in Comparative Literature and Society

The major in Comparative Literature and Society consists of a minimum of 33 points or 11 courses, distributed as follows. Courses taken to fulfill the application requirements do not count toward the major. Courses fulfilling major requirements must be advanced, discussion-based seminars. Language courses in the Beginner I to Intermediate II stream cannot be counted to fulfill any major requirement. With the exception of courses taken to satisfy the global core requirement, double counting of courses to the CPLS major and another program or university requirement must be pre-approved by the DUS.

1. Introduction to ICLS (CPLS UN3900), taken in the spring of the sophomore year (3 points)
2. Two courses with a CPLS designator. CLXX courses, i.e. courses cross-listed between ICLS and other departments, may also be counted toward this requirement (6-8 points)
3. Two seminars in a humanities or social science discipline other than literature (e.g. Architecture, Anthropology, Art History, Economics, Gender & Sexuality Studies, History, Law, Linguistics, Music, Political Science, Race & Ethnicity Studies, Sociology...). The two courses must be grounded in the same disciplinary approach but don't have to be offered by the same department or program (6-8 points)
4. Two courses requiring readings in a language other than English. (The two courses cannot be taken in the same foreign language) (6-8 points)
5. Two courses focusing on a specific national or regional literature or culture, chosen from any discipline (The two courses may focus on the same nation/region) (6-8 points)
6. One elective course reflecting the student's intellectual interests. Additional foreign language study may also be counted with DUS approval (3-4 points)

## 7. Senior Seminar in Comparative Literature and Society (CPLS UN3991).

The senior seminar is taken in the fall semester of the senior year. Students explore three areas of contemporary reflection in the field of comparative literature and society. Topics change yearly and are aligned with current ICLS research projects.

Recent examples include Global Racisms, Literary Cultures, Digital Humanities, and Medical Humanities.

### 1. (Optional) Senior Thesis (CPLS 3995) (3 points)

Students who decide to write a thesis will submit a proposal in the spring term of their junior year and enroll in a year-long course (CPLS UN3995) starting in the fall of their senior year. This year-long, 3-credit course (1 credit in Fall, 2 credits in Spring) will allow students to receive academic credits for their thesis, and to count the thesis towards completion of their major requirement when necessary (Requirement #10 of the CLS Course Chart).

Students should consult frequently with the DUS to ensure that their program of study develops in consonance with the intellectual project described in the focus statement that was presented as part of the admissions process. The faculty understands that this statement is itself a work in progress, but also that it serves as a useful guide to the student's academic pursuits and course selection.

Comparative Literature and Society majors should also consider the Barnard College course offerings in Comparative Literature. They are also strongly encouraged to avail themselves of the opportunity to study abroad.

## Major in Medical Humanities

The major in Medical Humanities consists of a minimum of 33 points or 11 courses, distributed as follows.

### 1. Introduction to Comparative Literature & Society (CPLS UN3900): 3 points

This course introduces important methodologies and areas of disciplinary reflection in contemporary comparative literature. It is taken jointly with comparative literature and society majors taken in the spring semester of a student's sophomore year. In addition to units on narrative, authorship and the history and practice of comparative and world literature it includes units relating to science, health and medicine, race, gender and sexuality that are directly relevant to MedHum majors.

### 1. 1 course with a CPLS or CL- course identifier: 3-4 points

Students choose from among the wide range of courses sponsored by the Institute for Comparative Literature and Society or cross-listed between ICLS and other departments. These offerings change every semester and are listed on the ICLS website.

### 2. 1 course with readings in a language other than English: 3-4 points

Students may either take a course that is taught wholly or partially in a foreign language, or a course taught in English for which they have received approval to do most of the reading in a foreign language.

### 3. 3 courses that form the disciplinary/methodological nexus of the student's interests: 9-12 points

Students will develop an individualized course of study at the nexus of health, society and the humanities in discussion with the DUS (Some example of prior constellations include but are not limited to: Literature and Medicine; Narrative Medicine; Medical Anthropology; History of Medicine; Comparative Public Health; Disability studies; Neuroscience; Biopolitics; Bioethics.)

### 4. 2 required core courses in Medical Humanities: 6 points

The core courses in medical humanities are designated as any course taught by faculty on the medical humanities advisory board that emphasizes the content, methods, theories, and approaches of the medical humanities. Please confirm with the Director of Medical Humanities if you have any questions

### 5. 2 classes in the biological or biochemical sciences: 6-8 points

Students in the MedHum major should be versed in contemporary and classical debates and knowledge in the biological sciences. Students may take any two biology or biochemistry classes that relate to fundamental concepts in human biology.

### 6. Senior Seminar at ICLS: 3 points

The senior seminar is taken in the fall semester of the senior year. Students explore three areas of contemporary reflection in the field of comparative literature and society. Topics change yearly and are aligned with current ICLS research projects. Recent examples include Global Racisms, Literary Cultures, Digital Humanities, and Medical Humanities.

### 7. Senior Thesis (optional): 3 pts

Students who decide to write a thesis will submit a proposal in the spring semester of their junior year and enroll in a year-long course (CPLS UN3995) starting in the fall of their senior year. This year-long, 3-credit course (1 credit in Fall, 2 credits in Spring) will allow students to receive academic credits for their thesis, and to count the thesis towards completion of their major requirement when necessary.

The specific course of study must be approved by the DUS.

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

### Concentration in Comparative Literature and Society

PLEASE NOTE: this information is for students already in the program. The concentration is no longer accepting new students as of Fall 2024.

The concentration in Comparative Literature and Society consists of a minimum of 27 points or 9 courses, distributed as follows. Please note that courses taken to fulfill the application requirements do not count toward the major. Courses fulfilling concentration requirements must be advanced, discussion-based seminars. Language courses in the Beginner I to Intermediate II stream cannot be counted to fulfill any concentration requirement. With the exception of courses taken to satisfy the global core requirement, any double counting of courses to the CPLS concentration and another program or university requirement must be approved by the DUS.

1. Introduction to ICLS (CPLS UN3900), taken in the spring of the sophomore year (3 points).
2. Two courses with a CPLS designator. CL– courses, i.e. courses cross-listed between ICLS and other departments, may also be counted toward this requirement (6-8 points)
3. Two seminars in a humanities or social science discipline other than literature (e.g. Architecture, Anthropology, Art History, Economics, Gender & Sexuality Studies, History, Law, Linguistics, Music, Political Science, Race & Ethnicity Studies, Sociology...). The two courses must be grounded in the same disciplinary approach but don't have to be offered by the same department or program (6-8 points)
4. Two courses requiring readings in a language other than English (the two courses cannot be taken in the same foreign language) (6-8 points)
5. One course focusing on a specific national or regional literature or culture, chosen from any discipline (3-4 points)
6. Senior Seminar in Comparative Literature and Society (CPLS UN3991)

The senior seminar is taken in the fall semester of the senior year. Students explore three areas of contemporary reflection in the field of comparative literature and society. Topics change yearly and are aligned with current ICLS research projects. Recent examples include Global Racisms, Literary Cultures, Digital Humanities, and Medical Humanities.

7. (Optional) Senior Thesis (CPLS UN3995) (3 points)

Students who decide to write a thesis must submit a proposal spring semester of their junior year and enroll in a year-long course (CPLS3995) starting in the fall semester of their senior year. This year-long, 3-credit course (1 credit in Fall, 2 credits in Spring) will allow students to receive academic credits for their thesis, and to count the thesis towards completion of their requirements when necessary.

Students should consult frequently with the DUS to ensure that their program of study develops in consonance with the intellectual project described in the focus statement that was presented as part of the admissions process. The faculty understands that this statement is itself a work in progress, but also that it serves as a useful guide to the student's academic pursuits and course selection.

Comparative Literature and Society concentration students should also consider the Barnard College course offerings in Comparative Literature. They are also strongly encouraged to avail themselves of the opportunity to study abroad.

## SPRING 2025 COURSES

### CPLS UN3900 INTRO TO COMP LIT # SOCIETY. 3.00 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 who have applied for and declared a major in Comparative Literature and Society or Medical Humanities

#### Spring 2025: CPLS UN3900

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3900	001/13847	M 12:10pm - 2:00pm 401 Hamilton Hall	Tadas Bugnevicius	3.00	17/20
CPLS 3900	002/13848	T 12:10pm - 2:00pm 301m Fayerweather	Rishi Goyal	3.00	12/20

### CPLS UN3931 Life at the End of Life: Palliative Care and Service. 4.00 points.

Life at the End of Life (LATEOL) is a seminar designed to provide opportunities for readings and reflections on the experience of volunteer service work. Students will learn how to critically reflect on their experiences working with patients in the context of questions raised in the texts read in the seminar. Students will develop the skills necessary to critically reflect on the significance of emotional care as a medical practitioner, as well as form a deeper understanding of the role of palliative care and comfort care in a life cycle of care. The fieldwork component of the course is met by the student's continued direct service work during the course itself. Students participating in the seminar will volunteer weekly at Terence Cardinal Cooke Health Care Center. Through this, students will provide emotional support and assistance, and serve as a



consistent presence for someone experiencing chronic illness, disability, or the end of life. At the core of this framework is the patient; however, it is important to consider the impact this volunteer service will have on the student and Columbia. Therefore, the following specific goals and objectives are outlined to benefit each individual and group involved in this service relationship

**Spring 2025: CPLS UN3931**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3931	001/13836	Th 4:10pm - 6:00pm 522c Kent Hall	Ashley Moyse	4.00	17/20

**CPLS UN3951 Narratives for Living: Planetary. 3.00 points.**

Is it possible to read literature in such a way as to be coherent with the requirements for the environmental disaster that seems to be upon us? This course will attempt to answer this question through 4 novels dealing with planetary and climate change. This is a restricted course by interview only. ICLS students will read the Bengali and/or French texts in the original. Students are required to write a 1 page response to the text to be read the next day by midnight the previous day. Class discussions will be constructed on these responses. There will be a colloquium at the end of the semester, requiring oral presentation of a research paper that will engage the entire class

**Spring 2025: CPLS UN3951**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3951	001/13842	W 4:10pm - 6:00pm 201 80 Claremont	Gayatri Spivak, Deeva Gupta	3.00	1/12

**CPLS UN3995 SENIOR THESIS IN COMP LIT/SOC. 1.50 point.**

This year-long, three-credit course is mandatory for students who will be writing their Senior Thesis in Comparative Literature and Society or in Medical Humanities. Students who wish to be considered for Departmental honors are required to submit a Senior Thesis. The thesis is a rigorous research work of approximately 40 pages, and it will include citations and a bibliographical apparatus. It may be written in English or, with the permission of the Director of Undergraduate Studies, in another language relevant to the students scholarly interests. Although modeled after an independent study, in which core elements of the structure, direction, and pace of the work are decided together by the student and their faculty thesis supervisor, students are nonetheless expected to complete certain major steps in the research and writing process according to the timeline outlined by the ICLS DUS

**Fall 2024: CPLS UN3995**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3995	001/11491		Tadas Bugnevicius	1.50	16/15

**Spring 2025: CPLS UN3995**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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CPLS 3995 001/13850

Tadas Bugnevicius 1.50 16/22

**CPLS GU4162 Transnational Feminisms-China and Beyond. 3.00 points.**

This is an interdisciplinary seminar for graduate students and advanced undergraduates to explore transnational feminisms, gender politics in China, and the movement of feminist (and anti-feminist) ideas across borders. We will read some translations of primary works by Chinese writers, as well as feminist scholarship in English to gain insight into the following areas: social movements; gender, race, ethnicity and class; global capitalism and inequalities; sexualities; identities; digital activism; nationalisms; marriage and families; and the politics of reproduction. Although the course has no formal prerequisites, it assumes some basic knowledge about Chinese history and intersectional approaches to gender. If you have never taken a course on China before, please ask me for guidance on whether or not the course is suitable for you

**Spring 2025: CPLS GU4162**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 4162	001/17392	W 2:10pm - 4:00pm 302 Alfred Lerner Hall	Leta Hong Fincher	3.00	18/20

**CPLS GU4356 Critical Cartographies. 3.00 points.**

“Los cuatro puntos cardinales son tres: el norte y el sur,” the Chilean poet Vicente Huidobro wrote with sharp humor in *Altazor o el viaje en paracaídas* (*Altazor or the Voyage in a Parachute*): “The four cardinal points are three: North and South.” The North/South division is not the only marker of spatial, geopolitical, economic, or ideological inequalities; several other divides compete with it as the axis around which our global order is structured: West/the rest, center/periphery, urban/rural, public/private, land/sea, common/enclosed, developed/developing, colonial/postcolonial, without forgetting the old ideological divisions of First, Second, Third, and Fourth Worlds. In response to such spatial divides, this course will explore a range of critical attempts in art, literature, the social sciences and the theoretical humanities to map out the unequal organization of the current world order. Studying concepts of so-called “primitive” or “originary” accumulation, land appropriation, dispossession, uneven development, real abstraction, and neo-extractivism with a particular focus on Latin America, we will circle back to the question of how to imagine a cartography that might be critical of the current hegemonies without increasing the worldwide zones of invisibility and inequality that sustain them

**Spring 2025: CPLS GU4356**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 4356	001/19148	T 4:30pm - 6:20pm 201 Casa Hispanica	Bruno Bosteels	3.00	4/15

**CPLS GU4375 The Poetics of Social Forms: The Legacy of Fredric Jameson. 3.00 points.**

Fredric Jameson was the foremost Marxist thinker of the United States in the post-War period. His dialectical presentation of European thought set the terms of reception and debate of many of the European figures, ideas, and approaches that instigated a tumultuous rethinking of the humanities in U.S. academia from the 70s to the 90s. Amid that reception, he developed his own enormously influential approach to criticize the modern and postmodern cultural logics of capitalism and late capitalism. Although his oeuvre sprawls, it spirals through a series of themes: ideology and mass culture, narrative and History, the triad of realism, modernism, and postmodernism, periodization and cultural revolution, temporality and Utopia. This seminar charts one path through his prodigious theorizing

Spring 2025: CPLS GU4375

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 4375	001/17394	W 2:10pm - 4:00pm B-100 Heyman Center For Humanities	Adam Leeds	3.00	11/20

**CPLS GU4545 Wittgenstein in the Machine. 4.00 points.**

This seminar explores the intersections between Ludwig Wittgenstein's philosophy and key developments in artificial intelligence. We will examine how Wittgenstein's later philosophy challenges contemporary debates about the capabilities and limitations of machine intelligence. We will also learn how AI practitioners actively engage with Wittgenstein's ideas, developing innovative methods in machine translation, semantic networks, or natural language processing (NLP) in general

Spring 2025: CPLS GU4545

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 4545	001/13852	T 4:10pm - 6:00pm 405 Kent Hall	Lydia Liu	4.00	11/15

**CPLS GU4565 Motherhood and Technology: From Conception to Birth. 3.00 points.**

This seminar will explore how technological innovations have radically transformed the experience of biological motherhood, from (pre-)conception to pregnancy and birth. The twenty-first century has seen rapid advances in genomic and reproductive care, the circulation of new family and kinship structures, the entrenchment of existing global networks of power and privilege, and the politics of contested bodily sites. But while technology might seem to be the main driver of these changes, the revolution in motherhood is as much a product of transformation in other domains: ethics, social structures, aesthetics, and experience. Together, we will work to understand how medical technologies have changed—and have been changed by—the experience of biological motherhood in a global context. We will encounter technologies for regulating and shaping biological motherhood: for instance, contraceptive devices, pregnancy tests, genetic editing tools, egg freezing and cryogenic storage for embryos, prenatal tests and scans,

gestational surrogacy and its global commercial markets, and new frontiers of technology which enable novel forms of biological parentage (e.g. gestational parenthood for trans men; babies with the DNA of two fathers). At every turn, we will consider not only the positive and liberating affordances of such technologies, but also the (sometimes unexamined) burdens that trail their imbrication in the lives of mothers and parents. The seminar will particularly suit students who are interested in the medical humanities, in pre-medical studies, in literary memoir, and in bioethics and critical theory

Spring 2025: CPLS GU4565

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 4565	001/17677	M 10:10am - 12:00pm 401 Chandler	Arden Hegele	3.00	20/22

**CPLS GU4876 1001 Nights, Then and Now. 4.00 points.**

This course explores the origins, performance, reception, adaptation, and translation of *The Thousand and One Nights*, one of the most beloved and influential story collections in world literature. An authorless collage built up over centuries, it is an “ocean” of narratives that has much to teach us about how stories work, whether they must come to an end, and our apparently bottomless desire to hear them. In addition to reading the tales themselves and studying their themes and devices, we will delve into the very real history of this curious work and its eccentric interpreters, translators, and readers. Finally, we will consider how the *Nights* puts pressure on ideas of authorship and originality and enlarges our notion of what a book is – and might be

Spring 2025: CPLS GU4876

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 4876	001/18145	T 2:10pm - 4:00pm 302 Alfred Lerner Hall	Yasmine Seale	4.00	11/15

**CPLS GU4997 INDEPENDENT STUDY. 1.00-3.00 points.**

Fall 2024: CPLS GU4997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 4997	001/21490		Joseph Albernaz	1.00-3.00/1	

Spring 2025: CPLS GU4997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 4997	001/17996		Bernard Harcourt	1.00-3.00/5	
CPLS 4997	002/20527		Bernard Harcourt	1.00-3.00/5	

**CPLS GU4201 BASIC CONCEPTS-POST-FREUD THGT. 4.00 points.**

This course examines psychoanalytic movements that are viewed either as post-Freudian in theory or as emerging after Freud's time. The course begins by considering the ways Freud's cultural and historical surround, as well as the wartime diaspora of the European psychoanalytic community, shaped Freudian and post-Freudian thought. It then focuses on

significant schools and theories of psychoanalysis that were developed from the mid 20th century to the present. Through readings of key texts and selected case studies, it explores theorists' challenges to classical thought and technique, and their reconfigurations, modernizations, and total rejections of central Freudian ideas. The course concludes by looking at contemporary theorists' moves to integrate notions of culture, concepts of trauma, and findings from neuroscience and attachment research into the psychoanalytic frame

**Spring 2025: CLPS GU4201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLPS 4201	001/17740	W 10:10am - 12:00pm 311 Fayerweather	Adele Tutter	4.00	13/20

**CLPS GU4420 The Creative Self: Autofiction, Psychoanalysis, Neuroscience. 4 points.**

Fictional autobiography, or autofiction, forces us to question our assumptions about the links between creativity, truth, and authenticity. Can one invent, or create, one's own story? It is possible to write the truth of our selves, by creating it? Intriguingly, a process much like autofictional writing is at the heart of modern psychoanalytic technique — and research in neuroscience increasingly suggests that the human brain's potential to morph and adapt might be instrumental to human mentation as we know it. Might it be possible, then, to invent our way to a healthier narrative, to a different life of the mind, or even, perhaps, to a different neural life? This course explores creativity and self-alteration broadly in three parallel but distinct domains: autofiction, object-relations psychoanalysis and neuroscience. At one level, this is a course about the theories of creativity revealed and implied by the peculiar art-form of autofictional writing, by contemporary psychotherapeutic techniques, and by discoveries pertaining to neural plasticity. At another level, this is a course about interdisciplinary itself. We will seek to understand when and how these three disciplines can be used together to create a rich and multilayered understanding of the problem of human creativity, without resorting to simplistic mergers and crude forms of reductionism. Literary readings to include Wilfred Bion, Christine Brooke-Rose, Marguerite Duras, Chris Kraus, Maggie Nelson, Luisa Passerini and others.

**Spring 2025: CLPS GU4420**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLPS 4420	001/17678	Th 10:10am - 12:00pm 1102 International Affairs Bldg	Valerio Amoretti	4	19/25

## FALL 2024 COURSES

**CLPS GU4275 TRAUMA AND PLEASURE. 4.00 points.**

Can the words "trauma" and "pleasure" be put in the same sentence? If trauma epitomizes suffering and pleasure represents enjoyment, is there any relation between these experiences? And yet, how else to explain that people seem endlessly addicted to negative experiences, or that traumatized

people often try to recreate the damage they endured? We are living in an age of endless trauma, and everywhere we go, we hear that trauma is destructive, anathema to pleasure, that it destroys our sense of self, our security, our stability, and identity. We are taught to avoid trauma at all costs because it is harmful and inimical to flourishing. New statistics routinely confirm that we are living through a trauma epidemic in which ordinary people experience symptoms of extreme distress, flashbacks, intrusive thoughts, nightmares, and difficulty sleeping. Every year, new memoirs are published in which protagonists detail their endless battles with traumatic adversity and most television shows, across a variety of genres, include trauma as a subplot to character development (Ted Lasso, Euphoria, True Detective, to name a few). Referring to its growing pervasiveness, the New Yorker critic Parul Sehgal wrote a controversial essay, "The Case Against the Trauma Plot" (2021) in which she criticizes our culture's overreliance on trauma as a primary trope of character development, forcing us to ask: is trauma really as widespread as we think? how did trauma become such a popular 'identity'? what work is trauma doing for us, as individuals and as a culture? Is it possible to recognize the ubiquity of trauma while also acknowledging that we often seek situations which are harmful, even traumatizing, that we might be attracted to suffering for reasons we don't yet understand? This course examines the complex relationship between trauma and pleasure by familiarizing students with the clinical and theoretical concepts at the core of contemporary trauma and critical theory. We will focus specifically on the topics of: sexuality, perversion, trauma, identity, relationality, narcissism, gender and attachment in order to explore how these concepts work today. Delving into theoretical writing by Foucault, Bersani, Edelman, Berlant, Butler, Dean and Preciado, as well as clinical writing by major psychoanalysts, Freud, Laplanche, Loewald, Lacan, Laplanche and Winnicott, we will redefine contemporary debates by exploring their clinical meaning. In addition to offering a comprehensive outline of how psychoanalysis and critical theory relate, this course will expose students to a wide range of contemporary clinical thinking in order to facilitate a deeper engagement with the practical, lived dimension of psychoanalysis

**Fall 2024: CLPS GU4275**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLPS 4275	001/14760	T 10:10am - 12:00pm 301m Fayerweather	Gila Ashtor	4.00	19/22

**CPLS UN3454 STAGING THE EARLY MOD MEDITERR. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course examines, in sixteenth and seventeenth century Spain and England (1580-1640), how the two countries staged the conflict between them, and with the Ottoman Empire; that is, how both countries represent national and imperial clashes, and the concepts of being "Spanish," "English," or "Turk," as well as the dynamic and fluid identities of North Africa, often played out on the high seas of the Mediterranean with Islam



and the Ottoman Empire. We will consider how the Ottoman Empire depicted itself artistically through miniatures and court poetry. The course will include travel and captivity narratives from Spain, England, and the Ottoman Empire

**CPLS UN3965 Precision Medicine: Science, Ethics, and Culture. 3.00 points.**

This seminar will cover the scientific foundations of precision medicine and its social and ethical dimensions, alongside fundamental humanistic questions and challenges raised by this discipline. It is designed as an introduction to precision medicine accessible to the non-scientist student, but will also explore issues relevant to students who are planning a career in science or medicine

**Fall 2024: CPLS UN3965**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3965	001/12137	T 4:10pm - 6:00pm 301m Fayerweather	Rachel Adams, Maya Sabatello, Samuel Sternberg	3.00	21/22

**CPLS UN3991 SENIOR SEM-COMP LIT # SOCIETY. 3.00 points.**

Prerequisites: CPLS UN3900

Prerequisites: CPLS UN3900 The senior seminar is a capstone course required of all CLS/MedHum majors and CLS concentrations. Only ICLS students may register. The seminar provides students the opportunity to discuss selected topics in comparative literature and society and medical humanities in a cross-disciplinary, multilingual, and global perspective. Students undertake individual research projects while participating in directed readings and critical dialogues about theory and research methodologies, which may culminate in the senior thesis. Students review work in progress and share results through weekly oral reports and written reports

**Fall 2024: CPLS UN3991**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3991	001/11489	W 2:10pm - 4:00pm Room TBA	Irina Kalinka	3.00	8/15
CPLS 3991	002/11490	T 12:10pm - 2:00pm 607 Martin Luther King Building	Brent Edwards	3.00	15/15

**CPLS UN3995 SENIOR THESIS IN COMP LIT/SOC. 1.50 point.**

This year-long, three-credit course is mandatory for students who will be writing their Senior Thesis in Comparative Literature and Society or in Medical Humanities. Students who wish to be considered for Departmental honors are required to submit a Senior Thesis. The thesis is a rigorous research work of approximately 40 pages, and it will include citations and a bibliographical apparatus. It may be written in English or, with the permission of the Director of Undergraduate Studies, in another language relevant to the students scholarly interests. Although modeled after an independent study, in

which core elements of the structure, direction, and pace of the work are decided together by the student and their faculty thesis supervisor, students are nonetheless expected to complete certain major steps in the research and writing process according to the timeline outlined by the ICLS DUS

**Fall 2024: CPLS UN3995**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3995	001/11491		Tadas Bugnevicius	1.50	16/15

**Spring 2025: CPLS UN3995**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3995	001/13850		Tadas Bugnevicius	1.50	16/22

**CPLS GU4740 The Narratology of “Modernity”. 3.00 points.**

We have a consciousness of ourselves as placed specially in history, in an epoch which is essentially different from all that has come before: the modern. In respect of having such a discourse about ourselves, minimally, it may be true. Since at least the seventeenth century, intellectuals have been elaborating histories of modernity’s origin and theories of its distinction. This course does not attempt to adjudicate what is the true or best theory of the modern, but rather inquires into the discursive and historical conditions for telling narratives about modernity’s advent and constructing theories of its nature, and their aporiai. Topics will vary but may include the advent of “history” as a genre and non-Western “historical” genres; providential time, the saeculum, and prophecy; the dialectic of break and period; the delimiting of non-modernities, such as the primitive/traditional, the feudal, and the postmodern; the search for narrative agents, such as the nation, the state, and the class; schemes of the ontological disunity of modernity; modernism, the avant-garde, and the aesthetic forms of historicity; capitalism, socialism, and revolution; philosophy’s claim to historical diagnosis and the therapeutic refusal thereof; the desire for and attempts to construct anti-historical forms of narration and their limits

**Fall 2024: CPLS GU4740**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 4740	001/11722	T 2:10pm - 4:00pm 477 Alfred Lerner Hall	Adam Leeds	3.00	10/15

**CLEN GU4575 Source Texts of Postcolonial Vision. 4.00 points.**

We will read texts by Memmi, Du Bois, Marguerite Duras and North African feminists to create a gendered and class-sensitive sense of the origins of postcolonial thinking. We will draw a definition of postcolonial hope before the actual emergence of postcolonial nation-states. A 1-page response to the text to be read will be required the previous day. No midterm paper. The final paper will be an oral presentation in a colloquium. ICLS students will be expected to read Memmi in French. No incompletes. Admission by interview. 20# participation, 20# papers, 60# presentation. Seminar Instructions: Interviews will



be in August. Email Deeva Gupta dg3242@columbia.edu, Gayatri Chakravorty Spivak gcs4@columbia.edu and Tomi Haxhi th2666@columbia.edu with the subject heading "Source Texts of Postcolonial Vision." 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 2024: CLEN GU4575**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 4575	001/14170	W 2:10pm - 4:00pm 609 Martin Luther King Building	Gayatri Spivak	4.00	11/18

**CLGM GU4300 Retranslation: Worliding C. P. Cavafy. 4.00 points.**

Focusing on a canonical author is an immensely productive way to explore translation research and practice. The works of Sappho, Dante, Rilke, Césaire or Cavafy raise the question of reception in relation to many different critical approaches and illustrate many different strategies of translation and adaptation. The very issue of intertextuality that challenged the validity of author-centered courses after Roland Barthes's proclamation of the death of the author reinstates it if we are willing to engage the oeuvre as an on-going interpretive project. By examining the poetry of the Greek Diaspora poet C. P. Cavafy in all its permutations (as criticism, translation, adaptation), the Cavafy case becomes an experimental ground for thinking about how a canonical author can open up our theories and practices of translation. For the final project students will choose a work by an author with a considerable body of critical work and translations and, following the example of Cavafy and his translators, come up with their own retranslations. Among the materials considered are commentary by E. M. Forster, C. M. Bowra, and Roman Jakobson, translations by Edmund Keeley and Philip Sherrard, James Merrill, Marguerite Yourcenar, and Daniel Mendelsohn, poems by W.H. Auden, Lawrence Durrell, and Joseph Brodsky, and visual art by David Hockney, and Duane Michals

**Fall 2024: CLGM GU4300**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLGM 4300	001/10649	M 12:10pm - 2:00pm 613 Hamilton Hall	Karen Van Dyck	4.00	5/15

**CLIA UN3024 Nationalism in Theory and History. 3.00 points.**

Were nations always there? Are they real or imagined? Do they come before or after nationalism and the state? How did we pass from a world of empires, duchies, and city-states to a world of nation-states? Where does legitimacy reside if not in God and his endowed kings? Is the modern world really 'disenchanted'? How did we come to understand time, space, language, religion, gender, race, and even our very selves in the era of nations? Are we done with this era, living already in postnational times? This course will combine older theories of nationalism (Gellner, Anderson, Hobsbawm, Smith) with

recent approaches of the phenomenon after the 'Imperial/Global/Transnational Turn' and late studies in Gender, Race, Culture and Nationalism, in order to offer new answers to old questions. We will talk about many places around the world, but the main stage where we will try out our questions is Italy and the Mediterranean

**Fall 2024: CLIA UN3024**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLIA 3024	001/14529	M 10:10am - 12:00pm 613 Hamilton Hall	Konstantia Zanou	3.00	14/15

**FREN GU4022 How to Love: Medieval French and Arabic. 3.00 points.**

How did people conceive of and talk about love on either side of the Pyrenees? This course will explore the many faces of desire in medieval French, Occitan, Arabic, Hebrew and Romance (proto-Spanish) literature to ask a broader question: what would be our understanding of lyric poetry, often taken to originate with the troubadours, if we incorporated the poems and songs of Al-Andalus? After anchoring ourselves in history, we will survey the major events and trends that attended the emergence of new poetic and musical forms both in Andalusia and in France between the 8th and the 14th centuries. We will study how these works were composed, read, performed, and transmitted. Weekly readings will combine scholarship with primary texts exploring the many facets of erotic experience: from sexual contact to love from afar, love as madness, love mediated by birds, rejection of marriage, gender fluidity and queerness. We will also think about the literary forms in which these themes are expressed, including dawn songs, bilingual love poems, treatises on achieving female orgasm, conduct manuals, and hybrid texts combining prose and verse. Translations will be provided for most material, but reading knowledge of modern French is required

**Fall 2024: FREN GU4022**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 4022	001/10744	W 10:10am - 12:00pm 507 Philosophy Hall	Eliza Zingesser, Yasmine Seale	3.00	13/15

**HIST GU4962 Making and Knowing in Early Modern Europe: Hands-On History. 4.00 points.**

This course introduces undergraduate and graduate students to the materials, techniques, contexts, and meanings of skilled craft and artistic practices in early modern Europe (1350-1750), in order to reflect upon a series of topics, including craft knowledge and artisanal epistemology; the intersections between craft and science; and questions of historical methodology in reconstructing the material world of the past. The course will be run as a "Laboratory Seminar," with discussions of primary and secondary materials, as well as hands-on work in a laboratory. The first semester long course to use the published Edition of Fr. 640 as its focus, it will test the use of the Edition in a higher education classroom to inform the development of the Companion. This course is associated with

the Making and Knowing Project of the Center for Science and Society at Columbia University. The first semester-long course to use the published Edition of Fr. 640 as its focus, it will test the use of the Edition in a higher education classroom to inform the development of Phase II of the Making and Knowing Project - a Research and Teaching Companion. Students' final projects (exploratory and experimental work in the form of digital/textual analysis of Ms. Fr. 640, reconstruction insight reports, videos for the Companion, or a combination) will be published as part of the Companion or the Sandbox depending on content and long-term maintenance considerations

**Fall 2024: HIST GU4962**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4962	001/10344	W 10:10am - 12:00pm 513 Fayerweather	Pamela Smith	4.00	16/20

**RELI UN2670 MAGIC AND MODERNITY. 3.00 points.**

This course introduces students to the cultural history of magic: as an idea, as a practice, and as a tool with which wield power and induce wonder. Magic, as we will explore, is a modern concept, the contours of which have been shaped by its relations with religion and science, always against larger backdrops—of the Enlightenment, Romanticism, (post) colonialism, and (post) secularism. Readings are drawn from philosophy, anthropology, religious studies, sociology, drama, literature, history, history of science, and political theory. Cases and readings focus on everything from medieval England to post-socialist Mozambique. Throughout the term, a recurring theme will be whether, and to what extent, magic is incompatible with modernity—or, actually, integral to its constitution. By the end of this course, students should be familiar with a variety of ways in which magic has been understood since the early modern era, in a wide range of settings and cultural contexts. By tracing understandings of magic, students should also come away with an appreciation of how the authority of being “modern” is constructed (and contested) in relation to contemporary valuations of reason, science, enchantment, and the imagination

**Fall 2024: RELI UN2670**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2670	001/10194	T Th 10:10am - 11:25am 307 Uris Hall	Matthew Engelke	3.00	23/40

## COMPUTER SCIENCE

### THE COMPUTER SCIENCE DEPARTMENT:

Department website: <https://www.cs.columbia.edu>

Office location: 450 Mudd

Office contact: [ug-advising@cs.columbia.edu](mailto:ug-advising@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)

Undergraduate Administrator: CS Advising, [ug-advising@cs.columbia.edu](mailto:ug-advising@cs.columbia.edu)

## THE COMPUTER SCIENCE MAJOR

Students study a common core of fundamental topics, supplemented by a program of six electives that provides a high degree of flexibility. Three of the electives are chosen from a list of upper-level courses that represent area foundations within computer science. The remaining electives are selected from the complete list of upper-level computer science courses. Students are encouraged to work with their faculty advisor to create a plan tailored to fit their goals and interests. The department webpage provides several example programs for students interested in a variety of specific areas in computer science.

Our website is always the most current in terms of information and has many FAQs for students. Please view this here: [cs.columbia.edu](https://cs.columbia.edu) and contact [ug-advising@cs.columbia.edu](mailto:ug-advising@cs.columbia.edu) with any questions.

## STUDENT ADVISING

### Consulting Advisers

Undergraduate students will be assigned a CS Faculty Advisor from the list on the CS website - <https://www.cs.columbia.edu/education/undergraduate/advisors/>. Students will typically have the same advisor throughout their time in the program. However, students are encouraged to check this list at the start of every term to ensure their advisor remains the same. To reach out to your CS Faculty Advisor, please email first or visit during office hours.

### Enrolling in Classes

Computer Science Department courses are needed by many student populations and are in high demand. To facilitate all COMS students getting the courses they need and distribute seats fairly, please refer to our policy - <https://www.cs.columbia.edu/cs-course-registration-policy/>

### Preparing for Graduate Study

The department offers a number of options at the graduate level, including the MS Express. Please refer to our FAQs - <https://www.cs.columbia.edu/education/admissions8/> - or email [ms-admissions@cs.columbia.edu](mailto:ms-admissions@cs.columbia.edu) with any questions.

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

### Advanced Placement

The department grants 3 points for a score of 4 or 5 on the AP Computer Science A exam, along with an exemption from [COMS W1004](#) Introduction to Computer Science and

Programming in Java. However, we recommend that you take COMS W1004 before taking COMS W3134/W3137 Data Structures if you received a score of 4 or have not programmed in Java recently.

## Barnard College Courses

Any course offered by the Computer Science @Barnard department can count towards degree requirements. Please refer to the major and minor program information pages for specific information.

## Transfer Courses

Up to four transfer courses are accepted toward the major. Up to two transfer courses are accepted toward the minor. Calculus, linear algebra, and probability/statistics courses can be transferred in addition to the four/two-course limits. Each course must be approved as equivalent by the faculty who teaches it at Columbia. Please refer to the guide here - <https://www.cs.columbia.edu/education/undergraduate/#sec8>

## Study Abroad Courses

If you are considering studying abroad, please consult with the CS Advisor as soon as possible. Each course for potential incorporation into your CS major or minor must be approved as equivalent by the faculty who teaches it at Columbia.

## Summer Courses

Any Computer Science or approved cognate course offered during the summer session will count towards the degree, with the exception of online-only courses, which do not count towards degree requirements.

## UNDERGRADUATE RESEARCH AND SENIOR THESIS

### Undergraduate Research in Courses

#### COMS W3998 UNDERGRAD PROJECTS IN COMPUTER SCIENCE. 1.00-3.00 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. Consult the department for section assignment.

#### 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.

## Senior Thesis Coursework and Requirements

A thesis is not a requirement for the major or minor.

### COMS W3902 UNDERGRADUATE THESIS. 0.00-6.00 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

## Undergraduate Research Outside of Courses

### 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.

Research labs contain several large Linux and Solaris clusters; Puma 500 and IBM robotic arms; a UTAH-MIT dexterous hand; an Adept-1 robot; three mobile research robots; a real-time defocus range sensor; interactive 3-D graphics workstations with 3-D position and orientation trackers; prototype wearable computers, wall-sized stereo projection systems; see-through head-mounted displays; a networking testbed with three Cisco 7500 backbone routers, traffic generators; an IDS testbed with secured LAN, Cisco routers, EMC storage, and Linux servers; and a simulation testbed with several Sun servers and Cisco Catalyst routers. The department uses a SIP IP phone system. The protocol was developed in the department.

The department's computers are connected via a switched 1Gb/s Ethernet network, which has direct connectivity to the campus OC-3 Internet and internet 2 gateways. The campus has 802.11b/g wireless LAN coverage.

The research facility is supported by a full-time staff of professional system administrators and programmers.

### Participating in Research Projects

Students can reach out to professors whose research areas are of interest to them. Professors will typically require that students have completed the relevant coursework covering the background knowledge and skills.

Once a faculty member agrees to supervise the student's research work, the student will register for the professor's section of COMS W3998 or W4901.

### **COMS W3998 UNDERGRAD PROJECTS IN COMPUTER SCIENCE. 1.00-3.00 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. Consult the department for section assignment

### **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.

## **DEPARTMENT HONORS AND PRIZES**

### **Department Honors**

The Computer Science Department does not award departmental honors.

### **Academic Prizes**

**Jonathan L. Gross Award for Academic Excellence:** This award was established in 2017 in honor of the much loved Professor Emeritus Jonathan Gross. Each year a cash gift is awarded to one graduating masters student and to one graduating senior from each of the four undergraduate schools served by the Department of Computer Science.

**Theodore R. Bashkow Award:** Presented to a computer science senior who has excelled in independent projects. This is awarded in honor of Professor Theodore R. Bashkow, whose contributions as a researcher, teacher, and consultant have significantly advanced the state of the art of computer science.

**Andrew P. Kosoresow Memorial Award for Excellence in Teaching and Service:** Awarded for outstanding contributions to teaching in the Department of Computer Science and exemplary service to the Department and its mission.

**Computer Science Scholarship Award:** A cash prize awarded to two B.A. and two B.S. degree candidates for outstanding academic achievement in computer science.

**Russell C. Mills Award:** This annual award, established by the computer science department in 1992 in memory of Russell C. Mills, is a cash prize given to a computer science major who has exhibited excellence in the area of computer science.

## **OTHER IMPORTANT INFORMATION**

See the Requirements section for the policies on double counting and D grades.

## **PROFESSORS**

Peter N. Belhumeur  
Steven M. Bellovin  
Luca Carloni  
Xi Chen  
Steven K. Feiner  
Luis Gravano  
Julia B. Hirschberg  
Gail E. Kaiser  
John R. Kender  
Tal Malkin  
Kathleen R. McKeown  
Vishal Misra  
Shree Kumar Nayar  
Jason Nieh  
Christos Papadimitriou  
Itsik Pe'er  
Toniann Pitassi  
Kenneth A. Ross  
Tim Roughgarden  
Daniel S. Rubenstein  
Henning G. Schulzrinne  
Rocco A. Servedio  
Simha Sethumadhavan  
Salvatore J. Stolfo  
Bjarne Stroustrup  
Vladimir Vapnik  
Jeannette Wing  
Junfeng Yang  
Mihalis Yannakakis  
Richard Zemei

## **ASSOCIATE PROFESSORS**

Alexandr Andoni  
Elias Bareinboim  
Augustin Chaintreau  
Stephen A. Edwards  
Roxana Geambasu  
Daniel Hsu  
Suman Jana  
Martha Allen Kim  
Baishakhi Ray  
Carl Vondrick  
Eugene Wu  
Zhou Yu  
Changxi Zheng  
Xia Zhou

## **ASSISTANT PROFESSORS**

Josh Alman



Lydia Chilton  
 Ronghui Gu  
 Kostis Kaffes  
 David Knowles  
 Brian Smith  
 Henry Yuen

## SENIOR LECTURER IN DISCIPLINE

Paul Blaer  
 Adam Cannon  
 Jae Woo Lee

## LECTURER IN DISCIPLINE

Daniel Bauer  
 Brian Borowski  
 Tony Dear

## ASSOCIATED FACULTY JOINT

Andrew Blumberg  
 Shih-Fu Chang  
 Feniosky Peña-Mora  
 Clifford Stein

## AFFILIATES

Shipra Agrawal  
 Mohammed AlQuraishi  
 Elham Azizi  
 Paolo Blikstein  
 Asaf Cidon  
 Matei Ciocarlie  
 Rachel Cummings  
 Noemie Elhadad  
 Javad Ghaderi  
 Gamze Gursoy  
 Xiaofan Jiang  
 Ethan Katz-Bassett  
 Hod Lipson  
 Smaranda Muresan  
 Liam Paninski  
 Brian Plancher  
 Mark Santolucito  
 Lisa Soros  
 Barbara Tversky  
 Venkat Venkatasubramanian  
 Rebecca Wright  
 Gil Zussman

## SENIOR RESEARCH SCIENTISTS

Gaston Ormazabal  
 Moti Yung

## EMERITUS

Alfred V. Aho  
 Peter K. Allen  
 Edward G. Coffman Jr.

Zvi Galil  
 Jonathan L. Gross  
 Steven M. Nowick  
 Stephen H. Unger  
 Henryk Wozniakowski  
 Yechiam Yemini

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Program Planning for all Students

The following requirements are new as of the academic year 2023-2024. Students who declared a CS major in the academic year 2022-2023 or earlier have the option to follow the old requirements. The old requirements are noted on [the Undergraduate Programs pages](https://www.cs.columbia.edu/education/undergraduate/) of the Computer Science Department website (<https://www.cs.columbia.edu/education/undergraduate/>).

Please note that the information on the department website is more up-to-date than the information in the archived Bulletins. Students with questions about which requirements to follow are advised to talk with [ug-advising@cs.columbia.edu](mailto:ug-advising@cs.columbia.edu).

### Restrictions on overlapping 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](#) ESSENTIAL DATA STRUCTURES
- [COMS W3137](#) HONORS DATA STRUCTURES # ALGOL

COMS W1005 and COMS W3136 cannot be counted towards the Computer Science major, minor, and concentration.

No more than 6 points of project/thesis courses (COMS W3902, W3998, W4901) can count toward the major. COMS W3999 Fieldwork cannot be used as a CS Elective.

No more than one course from each set below may be applied towards the computer science major:

- IEOR E3658, STAT UN1201, MATH UN2015
- MATH UN2015, MATH UN2010, APAM E3101, COMS W3251
- COMS W4771, COMS W4721

## Double Counting

Double-counting policies are to be construed within the larger double-counting policy of the student's home school. Double-counting policies are detailed on each School's Bulletin and/or Catalog.

The CS department allows the following courses in the CS Core and Mathematics requirement to be double-counted with another major, minor, or concentration. No other courses can be double-counted with another program.

- COMS W1004
- Any calculus courses (including Honors Math A and B)
- One Linear Algebra course
- One Probability/Statistics course

## 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 minor.

## Course Numbering Structure

The first digit indicates the level of the course, as follows:

- 0 Course that cannot be credited toward any degree
- 1 Undergraduate course
- 2 Undergraduate course, intermediate
- 3 Undergraduate course, advanced
- 4 Graduate course that is open to qualified undergraduates
- 6 Graduate course
- 8 Graduate course, advanced
- 9 Graduate research course or seminar

## Guidance for First-Year Students

### Pre-Introductory Courses

COMS W1004 is the first course in the Computer Science major curriculum, and it does not require any previous computing experience. Before taking COMS W1004, however, students have an option to start with one of the pre-introductory courses: ENGI E1006 or COMS W1002.

ENGI E1006 Introduction to Computing for Engineers and Applied Scientists is a general introduction to computing for STEM students. ENGI E1006 is in fact a required course for

all engineering students. COMS W1002 Computing in Context is a course primarily intended for humanities majors, but it also serves as a pre-introductory course for CS majors. ENGI E1006 and COMS W1002 do not count towards Computer Science major.

## Guidance for Transfer Students

Up to four transfer courses are accepted toward the major. Up to two transfer courses are accepted toward the minor or concentration. Calculus, linear algebra, and probability/statistics courses can be transferred in addition to the four/two-course limits.

## UNDERGRADUATE PROGRAMS OF STUDY

### Major in Computer Science

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. The Computer Science major is composed of four basic components: The Mathematics Requirement, the Computer Science Core, the Area Foundation Courses, and the Computer Science Electives.

### Mathematics Requirement (6-11 points)

**Calculus Requirement: Select one of the following courses:**

MATH UN1201	CALCULUS III
MATH UN1205	ACCELERATED MULTIVARIABLE CALC
APMA E2000	MULTV. CALC. FOR ENGI # APP SCI

Note that MATH UN1201 (Calculus III) requires Calculus I as a prerequisite but does NOT require Calculus II. MATH UN1205 and APMA E2000, however, require both Calculus I and Calculus II as prerequisites.

**Linear Algebra Requirement: Select one of the following courses:**

COMS W3251	COMPUTATIONAL LINEAR ALGEBRA (recommended)
MATH UN2010	LINEAR ALGEBRA
MATH UN2015	Linear Algebra and Probability
MATH UN2020	Honors Linear Algebra
APMA E2101	INTRO TO APPLIED MATHEMATICS
APMA E3101	APPLIED MATH I: LINEAR ALGEBRA

**Probability / Statistics Requirement: Select one of the following courses:**

MATH UN2015	Linear Algebra and Probability
IEOR E3658	PROBABILITY FOR ENGINEERS

STAT UN1201	CALC-BASED INTRO TO STATISTICS
STAT GU4001	INTRODUCTION TO PROBABILITY AND STATISTICS

NOTE: Math 2015 Linear Algebra and Probability may simultaneously satisfy both linear algebra and probability requirements without the need to take additional classes thus reducing the total number of points required.

### Pre-intro course (Optional, 3-4 points)

ENGI E1006	INTRO TO COMP FOR ENG/ APP SCI (recommended but not required)
or COMS W1002	COMPUTING IN CONTEXT

### Computer Science Core (20-21 points):

#### First Year

COMS W1004	Introduction to Computer Science and Programming in Java
or COMS W1007	

#### Sophomore Year

COMS W3134	Data Structures in Java
or COMS W3137	HONORS DATA STRUCTURES # ALGOL

COMS W3157	ADVANCED PROGRAMMING
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COMS W3203	DISCRETE MATHEMATICS
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#### Junior and Senior Year

Complete the remaining required core courses:

COMS W3261	COMPUTER SCIENCE THEORY
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CSEE W3827	FUNDAMENTALS OF COMPUTER SYSTS
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### Area Foundation Courses (9 to 12 points):

Select three from the following list:

COMS W4111	INTRODUCTION TO DATABASES
COMS W4113	FUND-LARGE-SCALE DIST SYSTEMS
COMS W4115	PROGRAMMING LANG # TRANSLATORS
COMS W4118	OPERATING SYSTEMS I
COMS W4119	COMPUTER NETWORKS
COMS W4152	Engineering Software-as-a-Service
COMS W4156	ADVANCED SOFTWARE ENGINEERING
COMS W4160	COMPUTER GRAPHICS
COMS W4167	COMPUTER ANIMATION
COMS W4170	USER INTERFACE DESIGN
COMS W4181	SECURITY I
CSOR E4231	ANALYSIS OF ALGORITHMS I
COMS W4236	INTRO-COMPUTATIONAL COMPLEXITY

COMS W4701	ARTIFICIAL INTELLIGENCE
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COMS W4705	NATURAL LANGUAGE PROCESSING
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COMS W4731	Computer Vision I: First Principles
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COMS W4733	COMPUTATIONAL ASPECTS OF ROBOTICS
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CBMF W4761	COMPUTATIONAL GENOMICS
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COMS W4771	MACHINE LEARNING
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CSEE W4824	COMPUTER ARCHITECTURE
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CSEE W4868	SYSTEM-ON-CHIP PLATFORMS
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### Computer Science Electives (9 to 12 points)

Any three COMS courses or jointly offered computer science courses such as CSXX or XXCS course that are worth at least 3 points and are at the 3000 level or above. This includes 3000-level courses offered by Barnard CS.

### Restrictions

No more than 6 points of project/thesis courses (COMS W3902, W3998, W4901) can count toward the major. COMS W3999 Fieldwork cannot be used as a CS Elective.

No more than one course from each set below may be applied towards the computer science major:

- IEOR E3658, STAT UN1201, MATH UN2015
- MATH UN2015, MATH UN2010, APAM E3101, COMS W3251
- COMS W4771, COMS W4721

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## Major in Computational Biology

For a description of the joint major in computer science—Biology, see the [Biological Sciences](#) section in this bulletin.

## Major in Computer Science - Mathematics

For a description of the joint major in computer science—mathematics, see the *Mathematics* section in this bulletin.

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## Major in Information Science

The major in information science requires a minimum of 33 points, including a core requirement of five courses. Adjustments were made to the course lists below in March 2022.

The elective courses must be chosen with a faculty adviser to focus on the modeling and use of information within the context of a disciplinary theme. After discussing potential selections, students prepare a proposal of study that must be approved by

the faculty adviser. In all cases, the six courses must be at the 3000 level or above, with at least three courses chosen from computer science. Following are some example programs. For more examples or templates for the program proposal, see a faculty adviser.

Note: In most cases, additional courses will be necessary as prerequisites in order to take some of the elective courses. This will depend on the student's proposed program of study.

COMS W1001	Introduction to Information Science
or COMS W1002 Computing in Context	
COMS W1004	Introduction to Computer Science and Programming in Java
COMS W3107	Clean Object-Oriented Design
COMS W3134	Data Structures in Java
STAT GU4001	INTRODUCTION TO PROBABILITY AND STATISTICS

Following are some suggested programs of instruction:

### Information Science and Contemporary Society

Students may focus on how humans use technology and how technology has changed society.

The requirements include:

COMS W4111	INTRODUCTION TO DATABASES
COMS W4170	USER INTERFACE DESIGN
COMS W4701	ARTIFICIAL INTELLIGENCE
COMS W3410	COMPUTERS AND SOCIETY
SOCI UN3010	METHODS FOR SOCIAL RESEARCH
SOCI UN3960	SEMINAR - PROBLEMS OF LAW # SOCIETY

### Information Science and the Economy

Students may 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.

The requirements include:

COMS W4111	INTRODUCTION TO DATABASES
COMS W4701	ARTIFICIAL INTELLIGENCE
COMS W4771	MACHINE LEARNING
ECON UN3412	INTRODUCTION TO ECONOMETRICS
ECON UN3025	FINANCIAL ECONOMICS
ECON UN3265	MONEY AND BANKING

### Information Science and Health Sciences

Students may focus on understanding information modeling together with existing and emerging needs in health sciences, as well as algorithms and systems to address those needs.

The requirements include:

COMS W4111	INTRODUCTION TO DATABASES
COMS W4170	USER INTERFACE DESIGN
COMS W4701	ARTIFICIAL INTELLIGENCE
BINF G4001	
BIOL W4037	Bioinformatics of Gene Expression
ECBM E3060/E4060	

### 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 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
MATH UN1102	CALCULUS II
MATH UN1201	CALCULUS III
MATH UN2010	LINEAR ALGEBRA
This introductory Statistics course:	
STAT UN1201	CALC-BASED INTRO 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	
ENGI E1006	INTRO TO COMP FOR ENG/ APP SCI

Select one of the following courses:

COMS W3134	Data Structures in Java
COMS W3136	ESSENTIAL DATA STRUCTURES



COMS W3137	HONORS DATA STRUCTURES # ALGOL
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Two required courses:

COMS W3203	DISCRETE MATHEMATICS
CSOR W4231	ANALYSIS OF ALGORITHMS I

#### Electives (15 points)

Select two of the following courses:

STAT UN3106	APPLIED MACHINE LEARNING
STAT GU4206	STAT COMP # INTRO 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

COMS W4236	INTRO-COMPUTATIONAL COMPLEXITY
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COMS W4252	INTRO-COMPUTATIONAL LEARN THRY
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Any COMS W47xx course EXCEPT W4771

## Minor in Computer Science

Students who pass the Computer Science Advanced Placement Exam A with a 4 or 5 will receive 3 points and an exemption from COMS W1004.

The Computer Science Minor consists of 6 courses as follows:

1. COMS W1004: Intro to computer science and programming in Java (3) or COMS W1007: Honors intro to comp sci (3)
2. COMS W3134: Data structures in Java (3) or COMS W3137: Honors data structures and algorithms (4)
3. COMS W3203: Discrete mathematics (4)
4. One course of the following:

COMS W3157: Advanced programming (4)

COMS W3261: Comp science theory (3)

CSEE W3827: Fundamentals of computer systems (3)

5. Any 3000-level or 4000-level COMS/CSXX/XXCS course of at least 3 points

6. Any 3000-level or 4000-level COMS/CSXX/XXCS course of at least 3 points OR one linear algebra or probability/statistics course from the following: APMA E3101, APMA E2101, MATH UN2010, MATH UN2015, IEOR E3658, STAT UN1201, STAT GU4001 or STAT GU4203.

## Restrictions

No more than 6 points of project/thesis courses (COMS W3902, W3998, W4901) can count toward the major. COMS W3999 Fieldwork cannot be used as a CS Elective.

No more than one course from each set below may be applied towards the computer science major:

- IEOR E3658, STAT UN1201, MATH UN2015
- MATH UN2015, MATH UN2010, APAM E3101, COMS W3251
- COMS W4771, COMS W4721

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

### Concentration in Computer Science

The concentration in computer science requires a minimum of 22-24 points, as follows:

COMS W1004	Introduction to Computer Science and Programming in Java
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or COMS W1007

COMS W3134 or COMS W3137	Data Structures in Java HONORS DATA STRUCTURES # ALGOL
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COMS W3157	ADVANCED PROGRAMMING
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COMS W3203	DISCRETE MATHEMATICS
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COMS W3261	COMPUTER SCIENCE THEORY
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CSEE W3827	FUNDAMENTALS OF COMPUTER SYSTS (or any 3 point 4000-level computer science course)
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Select one of the following courses:

COMS W3251	COMPUTATIONAL LINEAR ALGEBRA
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MATH UN2010	LINEAR ALGEBRA
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MATH UN2015	Linear Algebra and Probability
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MATH V2020	Honors Linear Algebra
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APMA E2101	INTRO TO APPLIED MATHEMATICS
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APMA E3101	APPLIED MATH I: LINEAR ALGEBRA
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IEOR E3658	PROBABILITY FOR ENGINEERS
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STAT UN1201	CALC-BASED INTRO TO STATISTICS
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STAT GU4001 INTRODUCTION TO  
PROBABILITY AND  
STATISTICS

## 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 internet, principles of algorithmic problem solving, introduction to database concepts, and introduction to programming in Python.

### COMS W1002 COMPUTING IN CONTEXT. 4.00 *points.*

CC/GS: Partial Fulfillment of Science Requirement

Introduction to elementary computing concepts and Python programming with domain-specific applications. Shared CS concepts and Python programming lectures with track-specific sections. Track themes will vary but may include computing for the social sciences, computing for economics and finance, digital humanities, and more. Intended for nonmajors. Students may only receive credit for one of ENGI E1006 or COMS W1002

#### Fall 2024: COMS W1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1002	001/11915	T Th 1:10pm - 2:25pm 417 International Affairs Bldg	Adam Cannon	4.00	51/160
COMS 1002	002/11916	T Th 1:10pm - 2:25pm 330 Uris Hall	Adam Cannon, Eugenia Antic	4.00	14/60
COMS 1002	003/11917	T Th 2:40pm - 3:55pm 417 International Affairs Bldg	Adam Cannon	4.00	129/300
COMS 1002	004/11918	T Th 2:40pm - 3:55pm 415 Schapiro Cepser	Philippe Chlenski, Adam Cannon	4.00	27/40

### COMS W1003 INTRO-COMPUT SCI/PROGRAM IN C. 3.00 *points.*

### 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 or 1005.

#### Fall 2024: COMS W1004

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1004	001/11919	M W 2:40pm - 3:55pm 309 Havemeyer Hall	Paul Blaer	3	252/320
COMS 1004	002/11920	M W 5:40pm - 6:55pm 417 International Affairs Bldg	Paul Blaer	3	165/320

#### Spring 2025: COMS W1004

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1004	001/11948	T Th 11:40am - 12:55pm 417 International Affairs Bldg	Adam Cannon	3	111/398
COMS 1004	002/11949	T Th 1:10pm - 2:25pm 417 International Affairs Bldg	Adam Cannon	3	87/398

### COMS W1005 Introduction to Computer Science and Programming in MATLAB. 3 *points.*

CC/GS: Partial Fulfillment of Science Requirement

A general introduction to computer science concepts, algorithmic problem-solving capabilities, and programming skills in MATLAB. Assumes no prior programming background. Columbia University students may receive credit for only one of the following two courses: W1004 or W1005.

### COMS W1011 INTERMED COMPUTER PROGRAMMING. 3.00 *points.*

### COMS W1012 COMPUTING IN CONTEXT REC. 0.00 *points.*

#### Fall 2024: COMS W1012

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1012	001/11921	Th 7:10pm - 8:00pm 227 Seeley W. Mudd Building	Adam Cannon	0.00	34/40
COMS 1012	002/11922	Th 7:10pm - 8:00pm 644 Seeley W. Mudd Building	Adam Cannon	0.00	31/40
COMS 1012	003/11923	F 10:10am - 11:00am 307 Uris Hall	Adam Cannon	0.00	40/40
COMS 1012	004/11924	F 2:00pm - 2:50pm 307 Uris Hall	Adam Cannon	0.00	26/40
COMS 1012	005/11925	Th 7:10pm - 8:00pm 415 Schapiro Cepser	Adam Cannon	0.00	14/40
COMS 1012	006/11926	Th 7:10pm - 8:00pm 825 Seeley W. Mudd Building	Adam Cannon	0.00	11/40
COMS 1012	007/11927	F 9:00am - 9:50am 307 Uris Hall	Adam Cannon	0.00	27/40
COMS 1012	008/11928	Th 7:10pm - 8:00pm	Adam Cannon	0.00	8/30

COMS 1012	009/11929	401 Chandler F 10:10am - 11:00am 608 Schermerhorn Hall	Adam Cannon	0.00	7/30
COMS 1012	010/11930	Th 7:10pm - 8:00pm 233 Seeley W. Mudd Building	Adam Cannon	0.00	18/30
COMS 1012	011/11931	F 11:00am - 11:50am 307 Uris Hall	Adam Cannon	0.00	9/30

**COMS W1103 HONORS INTRO COMPUTER SCIENCE.****3.00 points.****COMS W1404 EMERGING SCHOLARS PROG SEMINAR. 1.00 point.**

Pass/Fail only.

Prerequisites: Instructor's permission

Corequisites: COMS W1004, COMS W1007, COMS W1002

Peer-led weekly seminar intended for first and second year undergraduates considering a major in Computer Science. Pass/fail only. May not be used towards satisfying the major or SEAS credit requirements

**Fall 2024: COMS W1404**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1404	001/11996	F 8:40am - 9:55am 253 Engineering Terrace	Adam Cannon	1.00	7/16
COMS 1404	002/11997	F 10:10am - 11:25am 253 Engineering Terrace	Adam Cannon	1.00	8/16
COMS 1404	003/11998	F 11:40am - 12:55pm 253 Engineering Terrace	Adam Cannon	1.00	5/16
COMS 1404	004/11999	F 1:10pm - 2:25pm 253 Engineering Terrace	Adam Cannon	1.00	5/16
COMS 1404	005/12000	F 2:40pm - 3:55pm 253 Engineering Terrace	Adam Cannon	1.00	6/16
COMS 1404	006/12001	F 4:10pm - 5:25pm 337 Seeley W. Mudd Building	Adam Cannon	1.00	2/16
COMS 1404	007/12002	F 9:30am - 10:45am 337 Seeley W. Mudd Building	Adam Cannon	1.00	8/16
COMS 1404	008/12003	F 11:00am - 12:15pm Room TBA	Adam Cannon	1.00	0/16
COMS 1404	009/12004	F 12:30pm - 1:45pm 337 Seeley W. Mudd Building	Adam Cannon	1.00	3/16
COMS 1404	010/12005	F 2:00pm - 3:15pm 337 Seeley W. Mudd Building	Adam Cannon	1.00	9/16

**Spring 2025: COMS W1404**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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COMS 1404	001/11950	F 8:40am - 9:55am 502 Northwest Corner	Adam Cannon	1.00	0/16
COMS 1404	002/11951	F 10:10am - 11:25am 502 Northwest Corner	Adam Cannon	1.00	6/16
COMS 1404	003/11952	F 11:40am - 12:55pm 502 Northwest Corner	Adam Cannon	1.00	5/16
COMS 1404	004/11953	F 1:10pm - 2:25pm 502 Northwest Corner	Adam Cannon	1.00	4/16
COMS 1404	005/11954	F 2:40pm - 3:55pm 502 Northwest Corner	Adam Cannon	1.00	5/16
COMS 1404	006/11955	F 4:10pm - 5:25pm 502 Northwest Corner	Adam Cannon	1.00	6/16
COMS 1404	007/11956	F 9:30am - 10:45am 253 Engineering Terrace	Adam Cannon	1.00	4/16
COMS 1404	008/11957	F 11:00am - 12:15pm 253 Engineering Terrace	Adam Cannon	1.00	5/16
COMS 1404	009/11958	F 12:30pm - 1:45pm 253 Engineering Terrace	Adam Cannon	1.00	3/16
COMS 1404	010/11959	F 2:00pm - 3:15pm 253 Engineering Terrace	Adam Cannon	1.00	2/16

**COMS W2132 Intermediate Computing in Python. 4.00 points.**

Prerequisites: (ENGI E1006) or (COMS W1002) or equivalent prior programming background in Python.

Essential data structures and algorithms in Python with practical software development skills, applications in a variety of areas including biology, natural language processing, data science and others.

**COMS W2702 AI in Context. 3.00 points.**

Prerequisites: STAT UN1201 or equivalent is strongly recommended.

An interdisciplinary introduction to the history, development and modern application of artificial intelligence in a variety of contexts. Context subjects and teaching staff will vary by semester.

**Fall 2024: COMS W2702**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 2702	001/20900	M W 10:10am - 11:25am 833 Seeley W. Mudd Building	Seth Cluett, Dennis Tenen, Adam Cannon, Katja Vogt, Vishal Misra,	3.00	73/120

Chris  
Wiggins

### **COMS W3011 INTERMED COMPUTER PROGRAMMING. 3.00 points.**

### **COMS W3101 PROGRAMMING LANGUAGES. 1.00 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

### **COMS W3102 DEVELOPMENT TECHNOLOGY.**

**1.00-2.00 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

### **COMS W3107 Clean Object-Oriented Design. 3.00 points.**

Prerequisites: Intro to Computer Science/Programming in Java (COMS W1004) or instructor's permission. May not take for credit if already received credit for COMS W1007.

Prerequisites: see notes re: points COMS W1004; COMS W1004 or permission of instructor. May not take for credit if already received credit for COMS W1007

A course in designing, documenting, coding, and testing robust computer software, according to object-oriented design patterns and clean coding practices. Taught in Java. Object-oriented design principles include: use cases; CRC; UML; javadoc; patterns (adapter, builder, command, composite, decorator, facade, factory, iterator, lazy evaluation, observer, singleton, strategy, template, visitor); design by contract; loop invariants; interfaces and inheritance hierarchies; anonymous classes and null objects; graphical widgets; events and listeners; Java's Object class; generic types; reflection; timers, threads, and locks

### **COMS W3123 ASSEMBLY LANG AND COMPUT LOGIC. 3.00 points.**

### **COMS W3132 Intermediate Computing in Python. 4.00 points.**

Prerequisites: ENGI E1006 OR COMS W1002; or equivalent Python programming experience. Intermediate interdisciplinary course in computing intended for non-CS majors. Essential data structures and algorithms in Python with practical software development skills, applications in a variety of areas including biology, natural language processing, data science and others

### **COMS W3134 Data Structures in Java. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W1004) or COMS W1004; Knowledge of Java

Data types and structures: arrays, stacks, singly and doubly linked lists, queues, trees, sets, and graphs. Programming techniques for processing such structures: sorting and searching, hashing, garbage collection. Storage management. Rudiments of the analysis of algorithms. Taught in Java. Note: Due to significant overlap, students may receive credit for only one of the following three courses: *COMS W3134*, *COMS W3136*, *COMS W3137*.

#### **Fall 2024: COMS W3134**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3134	001/11932	M W 4:10pm - 5:25pm 301 Uris Hall	Brian Borowski	3	208/250
COMS 3134	002/11933	M W 5:40pm - 6:55pm 301 Uris Hall	Brian Borowski	3	119/250

#### **Spring 2025: COMS W3134**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3134	001/11962	M W 2:40pm - 3:55pm 309 Havemeyer Hall	Paul Blaer	3	225/320
COMS 3134	002/11963	M W 5:40pm - 6:55pm 501 Northwest Corner	Paul Blaer	3	167/164

### **COMS W3136 ESSENTIAL DATA STRUCTURES. 4.00 points.**

Prerequisites: (COMS W1004) or (COMS W1005) or (COMS W1007) or (ENGI E1006) COMS W1005 OR COMS W1007 OR ENGI E1006 OR COMS W1004

A second programming course intended for nonmajors with at least one semester of introductory programming experience. Basic elements of programming in C and C , arraybased data structures, heaps, linked lists, C programming in UNIX environment, object-oriented programming in C , trees, graphs, generic programming, hash tables. Due to significant overlap, students may only receive credit for either COMS W3134, W3136, or W3137

#### **Fall 2024: COMS W3136**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3136	001/15424	T Th 5:40pm - 6:55pm 141 Uris Hall	Timothy Paine	4.00	30/65

### **COMS W3137 HONORS DATA STRUCTURES # ALGOL. 4.00 points.**

Prerequisites: (COMS W1004) or (COMS W1007) COMS W1004 OR COMS W1007

Corequisites: COMS W3203



An honors introduction to data types and structures: arrays, stacks, singly and doubly linked lists, queues, trees, sets, and graphs. Programming techniques for processing such structures: sorting and searching, hashing, garbage collection. Storage management. Design and analysis of algorithms. Taught in Java. Note: Due to significant overlap, students may receive credit for only one of the following three courses: COMS W3134, W3136, or W3137

**COMS W3157 ADVANCED PROGRAMMING. 4.00 points.**

Lect: 4.

Prerequisites: (COMS W3134) or (COMS W3137) COMS W3134 OR COMS W3137

C programming language and Unix systems programming. Also covers Git, Make, TCP/IP networking basics, C fundamentals

**Fall 2024: COMS W3157**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3157	001/11934	T Th 4:10pm - 5:25pm 417 International Affairs Bldg	Jae Lee	4.00	299/398
COMS 3157	002/21191	F 12:10pm - 2:00pm 326 Uris Hall	Jae Lee	4.00	27/50

**Spring 2025: COMS W3157**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3157	001/11964	M W 4:10pm - 5:25pm 301 Uris Hall	Brian Borowski	4.00	155/175
COMS 3157	002/11965	M W 5:40pm - 6:55pm 301 Uris Hall	Brian Borowski	4.00	111/175

**COMS W3202 FINITE MATHEMATICS. 3.00 points.**

**COMS W3203 DISCRETE MATHEMATICS. 4.00 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 2024: COMS W3203**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3203	001/11935	M W 4:10pm - 5:25pm 301 Pupin Laboratories	Tony Dear	4.00	190/270

**Spring 2025: COMS W3203**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3203	001/13386	M W 2:40pm - 3:55pm	Tony Dear	4.00	145/164

501 Northwest  
Corner

**COMS W3210 Scientific Computation. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

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. 4.00 points.**

**COMS W3261 COMPUTER SCIENCE THEORY. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W3203) COMS W3203; COMS W3134 AND COMS W3137 AND COMS W3136

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 2024: COMS W3261**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3261	001/11936	T Th 8:40am - 9:55am 451 Computer Science Bldg	Tal Malkin	3.00	107/110
COMS 3261	002/11937	T Th 10:10am - 11:25am 451 Computer Science Bldg	Tal Malkin	3.00	97/110

**Spring 2025: COMS W3261**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3261	001/11966	T Th 1:10pm - 2:25pm 833 Seeley W. Mudd Building	Josh Alman	3.00	114/120
COMS 3261	002/11967	T Th 2:40pm - 3:55pm 833 Seeley W. Mudd Building	Josh Alman	3.00	115/120

**COMS W3410 COMPUTERS AND SOCIETY. 3.00 points.**

Lect: 3.

Broader impact of computers. Social networks and privacy. Employment, intellectual property, and the media. Science and engineering ethics. Suitable for nonmajors

**Fall 2024: COMS W3410**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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COMS 001/11938 W 4:10pm - 6:40pm Ronald 3.00 56/67  
3410 Baecker  
303 Uris Hall

**COMS W3770 Mathematics for Machine Learning. 3.00 points.**

Mathematical foundations of machine learning: Linear algebra, multivariable calculus, and probability and statistics. Comprehensive review and additional treatment of relevant topics used in the analysis and design of machine learning models. Preliminary exposure to core algorithms such as linear regression, gradient descent, principal component analysis, low-rank approximations, and kernel methods

**COMS E3899 Research Training. 0.00 points.**

Research training course. Recommended in preparation for laboratory related research

**COMS W3902 UNDERGRADUATE THESIS. 0.00-6.00 points.**

Prerequisites: Agreement by a faculty member to serve as thesis adviser.

An independent theoretical or experimental investigation by an undergraduate major of an appropriate problem in computer science carried out under the supervision of a faculty member. A formal written report is mandatory and an oral presentation may also be required. May be taken over more than one term, in which case the grade is deferred until all 6 points have been completed. Consult the department for section assignment

**COMS W3995 Special Topics in Computer Science. 3 points.**

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 UNDERGRAD PROJECTS IN COMPUTER SCIENCE. 1.00-3.00 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. Consult the department for section assignment

**COMS W3999 FIELDWORK. 1.00-2.00 points.**

Prerequisites: Obtained internship and approval from faculty advisor

May be repeated for credit, but no more than 3 total points may be used toward the 128-credit degree requirement. Only for SEAS computer science undergraduate students who include relevant off campus work experience as part of their approved program of study. Final report and letter of evaluation may be required. May not be used as a technical or nontechnical elective or as a GTE (general technical elective). May not be taken for pass/fail credit or audited.

**COMS E3999 Fieldwork. 1 point.**

May be repeated for credit, but no more than 3 total points may be used toward the 128-credit degree requirement. Only for SEAS computer science undergraduate students who include relevant off-campus work experience as part of their approved program of study. Final report and letter of evaluation required. May not be used as a technical or non-technical elective. May not be taken for pass/fail credit or audited.

**COMS W4111 INTRODUCTION TO DATABASES. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: COMS W3134, COMS W3136, or COMS W3137; or the instructor's permission.

Prerequisites: (COMS W3134) or (COMS W3136) or (COMS W3137) or COMS W3134 AND COMS W3136 AND COMS W3137; COMS W3134, COMS W3136, or COMS W3136; or 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 2024: COMS W4111**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4111	001/11939	T Th 10:10am - 11:25am 207 Mathematics Building	Luis Gravano	3.00	156/150
COMS 4111	002/11940	T Th 8:40am - 9:55am 301 Uris Hall	Eugene Wu	3.00	93/175
COMS 4111	003/11941	F 10:10am - 12:40pm 309 Havemeyer Hall	Donald Ferguson	3.00	257/250
COMS 4111	V03/18703		Donald Ferguson	3.00	18/99

**Spring 2025: COMS W4111**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4111	001/11968	M W 2:40pm - 3:55pm 301 Uris Hall	Kenneth Ross	3.00	181/266
COMS 4111	002/11969	F 10:10am - 12:40pm 207 Mathematics Building	Donald Ferguson	3.00	102/125
COMS 4111	V01/20241		Kenneth Ross	3.00	7/99

**COMS W4112 DATABASE SYSTEM IMPLEMENTATION. 3.00 points.**

Lect: 2.5.

Prerequisites: (COMS W4111) and COMS W4111; fluency in Java or C++. CSEE W3827 is recommended.

The principles and practice of building large-scale database management systems. Storage methods and indexing, query

processing and optimization, materialized views, transaction processing and recovery, object-relational databases, parallel and distributed databases, performance considerations. Programming projects are required

### **COMS W4113 FUND-LARGE-SCALE DIST SYSTEMS. 3.00 points.**

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) and (COMS W3157 or COMS W4118 or CSEE W4119) *COMS W3134, W3136, or W3137. COMS W3157* or good working knowledge of C and C++. *COMS W4118* or *CSEE W4119*.

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) and (COMS W3157 or COMS W4118 or CSEE W4119) Design and implementation of large-scale distributed and cloud systems. Teaches abstractions, design and implementation techniques that enable the building of fast, scalable, fault-tolerant distributed systems. Topics include distributed communication models (e.g. sockets, remote procedure calls, distributed shared memory), distributed synchronization (clock synchronization, logical clocks, distributed mutex), distributed file systems, replication, consistency models, fault tolerance, distributed transactions, agreement and commitment, Paxos-based consensus, MapReduce infrastructures, scalable distributed databases. Combines concepts and algorithms with descriptions of real-world implementations at Google, Facebook, Yahoo, Microsoft, LinkedIn, etc

#### **Fall 2024: COMS W4113**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4113	001/11942	F 10:10am - 12:40pm 451 Computer Science Bldg	Roxana Geambasu	3.00	93/110
COMS 4113	V01/17521		Roxana Geambasu	3.00	8/99

### **COMS E4115 PROGRAMMING LANG # TRANSL. 3.00 points.**

#### **COMS W4115 PROGRAMMING LANG # TRANSLATORS. 3.00 points.**

Lect: 3.

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) and (COMS W3261) and (CSEE W3827) or COMS W3134 OR COMS W3136 OR COMS W3137 OR CSEE W3827 AND COMS W3261; 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 2024: COMS W4115**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4115	001/11943	T Th 11:40am - 12:55pm 451 Computer Science Bldg	Baishakhi Ray	3.00	77/100
COMS 4115	V01/18705		Baishakhi Ray	3.00	5/99

#### **Spring 2025: COMS W4115**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4115	001/11970	M W 4:10pm - 5:25pm 833 Seeley W. Mudd Building	Ronghui Gu	3.00	70/120
COMS 4115	V01/18062		Ronghui Gu	3.00	11/99

### **COMS W4118 OPERATING SYSTEMS I. 3.00 points.**

Lect: 3.

Prerequisites: (CSEE W3827) and CSEE W3827; Knowledge of C and programming tools as covered in COMS COMS W3136, COMS W3157, or COMS 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 2024: COMS W4118**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4118	001/11944	T Th 4:10pm - 5:25pm 501 Northwest Corner	Jason Nieh	3.00	74/160
COMS 4118	V01/17522		Jason Nieh	3.00	7/99

#### **Spring 2025: COMS W4118**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4118	001/11971	T Th 4:10pm - 5:25pm 309 Havemeyer Hall	Kostis Kaffes	3.00	101/160
COMS 4118	V01/18065		Kostis Kaffes	3.00	2/99

### **COMS W4119 COMPUTER NETWORKS. 3.00 points.**

Prerequisites: Comfort with basic probability and programming fluency in Python, C++, Java, or Ruby.

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

**COMS W4121 COMPUTER SYSTEMS FOR DATA SCIENCE. 3.00 points.**

Prerequisites: CSOR W4246 OR STAT W4203; or equivalent as approved by faculty advisor. background in Computer System Organization and good working knowledge of C/C++  
Corequisites: CSOR W4246, STAT GU4203

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

**COMS W4137 From Algorithmic Thinking to Development. 3.00 points.**

Algorithmic problem-solving and coding skills needed to devise solutions to interview questions for software engineering positions. Solutions are implemented in Python, Java, C, and C . Approaches include brute-force, hashing, sorting, transform-and-conquer, greedy, and dynamic programming. Focus on experimentation and team work

**COMS W4152 Engineering Software-as-a-Service. 3.00 points.**

Prerequisites: COMS W3134 AND COMS W3157 AND CSEE W3827

Modern software engineering concepts and practices including topics such as Software-as-a-Service, Service-oriented Architecture, Agile Development, Behavior-driven Development, Ruby on Rails, and Dev/ops

**COMS W4153 Cloud Computing. 3.00 points.**

Prerequisites: COMS W4111

Software engineering skills necessary for developing cloud computing and software-as-a-service applications, covering topics such as service-oriented architectures, message-driven applications, and platform integration. Includes theoretical study, practical application, and collaborative project work

Fall 2024: COMS W4153

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4153	001/14010	F 1:10pm - 3:40pm 309 Havemeyer Hall	Donald Ferguson	3.00	304/310
COMS 4153	V01/18778		Donald Ferguson	3.00	17/99

**COMS W4156 ADVANCED SOFTWARE ENGINEERING. 3.00 points.**

Lect: 3.

Prerequisites: (COMS W3157) or Software lifecycle using frameworks, libraries and services. Major emphasis on software testing. Centers on a team project  
Fall 2024: COMS W4156

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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COMS 4156	001/11945	T Th 10:10am - 11:25am 833 Seeley W. Mudd Building	Gail Kaiser	3.00	118/120
COMS 4156	V01/17608		Gail Kaiser	3.00	7/99

**COMS W4160 COMPUTER GRAPHICS. 3.00 points.**

Lect: 3.

Prerequisites: (COMS W3134) or (COMS W3136) or (COMS W3137) COMS W3134 OR COMS W3136 OR COMS W3137; Strong programming background and some mathematical familiarity including linear algebra is required.

Introduction to computer graphics. Topics include 3D viewing and projections, geometric modeling using spline curves, graphics systems such as OpenGL, lighting and shading, and global illumination. Significant implementation is required: the final project involves writing an interactive 3D video game in OpenGL

Spring 2025: COMS W4160

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4160	001/11972	T Th 6:40pm - 7:55pm 313 Fayerweather	Hadi Fadaifard	3.00	65/75
COMS 4160	V01/20390		Hadi Fadaifard	3.00	3/99

**COMS W4162 Advanced Computer Graphics. 3 points.**

Lect: 3.

Prerequisites: (COMS W4160) or COMS W4160

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 W4165 COMPUT TECHNIQUES-PIXEL PROCSS. 3.00 points.**

Prerequisites: COMS W3137, COMS W3251 recommended, and a good working knowledge of UNIX and C. Intended for graduate students and advanced undergraduates.

An intensive introduction to image processing - digital filtering theory, image enhancement, image reconstruction, antialiasing, warping, and the state of the art in special effects. Topics from the basis of high-quality rendering in computer graphics and of low-level processing for computer vision, remote sensing, and medical imaging. Emphasizes computational techniques for implementing useful image-processing functions

**COMS W4167 COMPUTER ANIMATION. 3.00 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).

#### Spring 2025: COMS W4167

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4167	001/11973	T Th 4:10pm - 5:25pm 451 Computer Science Bldg	Changxi Zheng	3.00	26/75

#### COMS W4170 USER INTERFACE DESIGN. 3.00 points. CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) COMS W3134 OR COMS W3136 OR COMS W3137  
Introduction to the theory and practice of computer user interface design, emphasizing the software design of graphical user interfaces. Topics include basic interaction devices and techniques, human factors, interaction styles, dialogue design, and software infrastructure. Design and programming projects are required

#### Fall 2024: COMS W4170

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4170	001/11946	T Th 1:10pm - 2:25pm 833 Seeley W. Mudd Building	Brian Smith	3.00	119/120

COMS 4170	V01/17523		Brian Smith	3.00	6/99
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#### Spring 2025: COMS W4170

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4170	001/11975	M W 1:10pm - 2:25pm 417 International Affairs Bldg	Lydia Chilton	3.00	413/398
COMS 4170	002/18894	M 7:00pm - 9:30pm 428 Pupin Laboratories	Lydia Chilton	3.00	150/147
COMS 4170	V01/18066		Lydia Chilton	3.00	15/20

#### COMS W4172 3D UI AND AUGMENTED REALITY. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W4160) or (COMS W4170) or COMS W4160 OR COMS W4170; Or 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 2025: COMS W4172

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4172	001/11976	T Th 1:10pm - 2:25pm 227 Seeley W. Mudd Building	Steven Feiner	3.00	37/45

#### COMS W4181 SECURITY I. 3.00 points. Not offered during 2023-2024 academic year.

Prerequisites: COMS W3157; or equivalent.  
Introduction to security. Threat models. Operating system security features. Vulnerabilities and tools. Firewalls, virtual private networks, viruses. Mobile and app security. Usable security. Note: May not earn credit for both W4181 and W4180 or W4187

#### Fall 2024: COMS W4181

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4181	001/11947	M W 1:10pm - 2:25pm 1127 Seeley W. Mudd Building	Suman Jana	3.00	41/65
COMS 4181	V01/17631		Suman Jana	3.00	4/5

#### COMS W4182 SECURITY II. 3.00 points. Not offered during 2023-2024 academic year.

Prerequisites: COMS W4118 AND COMS W4181 AND CSEE W4119

Advanced security. Centralized, distributed, and cloud system security. Cryptographic protocol design choices. Hardware and software security techniques. Security testing and fuzzing. Blockchain. Human security issues. Note: May not earn credit for both W4182 and W4180 or W4187

#### Spring 2025: COMS W4182

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4182	001/11977	F 1:10pm - 3:40pm 1024 Seeley W. Mudd Building	John Koh	3.00	19/40
COMS 4182	V01/18068		John Koh	3.00	0/99

#### COMS W4186 MALWARE ANALYSIS#REVERSE ENGINEERING. 3.00 points.

Not offered during 2023-2024 academic year.

Prerequisites: COMS W3157 AND CSEE W3827; or equivalent.

Hands-on analysis of malware. How hackers package and hide malware and viruses to evade analysis. Disassemblers, debuggers, and other tools for reverse engineering. Deep study of Windows Internals and x86 assembly.

\$100 Lab Fee.

#### Fall 2024: COMS W4186

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4186	001/12324	Th 4:10pm - 6:40pm 545 Seeley W. Mudd Building	Michael Sikorski	3.00	38/40
COMS 4186	V01/18706		Michael Sikorski	3.00	8/99

#### COMS W4203 Graph Theory. 3 points.

Lect: 3.

Prerequisites: (COMS W3203) COMS W3203

General introduction to graph theory. Isomorphism testing, algebraic specification, symmetries, spanning trees, traversability, planarity, drawings on higher-order surfaces, colorings, extremal graphs, random graphs, graphical measurement, directed graphs, Burnside-Polya counting, voltage graph theory.

#### COMS W4205 Combinatorial Theory. 3 points.

Lect: 3. **Not offered during 2023-2024 academic year.**

Prerequisites: (COMS W3203) and course in calculus.

Sequences and recursions, calculus of finite differences and sums, elementary number theory, permutation group structures, binomial coefficients, Stirling numbers, harmonic numbers, generating functions.

#### COMS W4223 Networks, Crowds, and the Web. 3.00 points.

Prerequisites: Familiarity with elementary concepts of probability and data structures or experience programming with data

Introduces fundamental ideas and algorithms on networks of information collected by online services. It covers properties pervasive in large networks, dynamics of individuals that lead to large collective phenomena, mechanisms underlying the web economy, and results and tools informing societal impact of algorithms on privacy, polarization and discrimination

#### Spring 2025: COMS W4223

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4223	001/14256	T Th 4:10pm - 5:25pm 313 Fayerweather	Augustin Chaintreau	3.00	68/78
COMS 4223	V01/18841		Augustin Chaintreau	3.00	32/99

#### COMS W4231 ANALYSIS OF ALGORITHMS I. 3.00 points.

#### COMS W4232 Advanced Algorithms. 3.00 points.

Prerequisite: Analysis of Algorithms (COMS W4231).

Prerequisites: see notes re: points COMS W4231

Introduces classic and modern algorithmic ideas that are central to many areas of Computer Science. The focus is on most powerful paradigms and techniques of how to design algorithms, and how to measure their efficiency. The intent is to

be broad, covering a diversity of algorithmic techniques, rather than be deep. The covered topics have all been implemented and are widely used in industry. Topics include: hashing, sketching/streaming, nearest neighbor search, graph algorithms, spectral graph theory, linear programming, models for large-scale computation, and other related topics

#### Spring 2025: COMS W4232

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4232	001/11978	T Th 2:40pm - 4:00pm 702 Hamilton Hall	Alexandr Andoni	3.00	35/80
COMS 4232	V01/18070		Alexandr Andoni	3.00	1/99

#### COMS W4236 INTRO-COMPUTATIONAL COMPLEXITY. 3.00 points.

Lect: 3.

Prerequisites: (COMS W3261) COMS W3261

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 2024: COMS W4236

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4236	001/11948	M W 8:40am - 9:55am 451 Computer Science Bldg	Xi Chen	3.00	33/70
COMS 4236	V01/17552		Xi Chen	3.00	4/99

#### 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 NUMRCL ALGORITHMS-COMPLEXITY II. 3.00 points.

#### COMS W4252 INTRO-COMPUTATIONAL LEARNING THEORY. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (CSOR W4231) or (COMS W4236) or CSOR W4231 OR COMS W4236 OR COMS W3203 OR COMS W3261

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 INTRO TO CRYPTOGRAPHY. 3.00 points.**  
Lect: 2.5.

Prerequisites: COMS W3261 OR CSOR W4231; 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

**Spring 2025: COMS W4261**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4261	001/13820	M 7:00pm - 9:30pm 451 Computer Science Bldg	Allison Bishop	3.00	89/110

**COMS W4281 INTRO TO QUANTUM COMPUTING. 3.00 points.**  
Lect: 3.

Prerequisites: knowledge of linear algebra. Prior knowledge of quantum mechanics is not required, although it is helpful. Introduction to quantum computing. Shor's factoring algorithm, Grover's database search algorithm, the quantum summation algorithm. Relationship between classical and quantum computing. Potential power of quantum computers.

**Fall 2024: COMS W4281**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4281	001/11949	M W 10:10am - 11:25am 209 Havemeyer Hall	Henry Yuen	3.00	108/110

**COMS W4295 Topics in Theoretical Computer Science. 3.00 points.**

Selected topics in theoretical computer science. Content and prerequisites vary between sections and semesters. May be repeated for credit. Check "topics courses" webpage on the department website for more information on each section

**COMS W4419 INTERNET TECHNOLOGY, ECONOMICS, AND POLICY. 3.00 points.**  
Not offered during 2023-2024 academic year.

Technology, economic and policy aspects of the Internet. Summarizes how the Internet works technically, including protocols, standards, radio spectrum, global infrastructure and interconnection. Micro-economics with a focus on media and

telecommunication economic concerns, including competition and monopolies, platforms, and behavioral economics. US constitution, freedom of speech, administrative procedures act and regulatory process, universal service, role of FCC. Not a substitute for CSEE4119. Suitable for non-majors. May not be used as a track elective for the computer science major.

**Spring 2025: COMS W4419**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4419	001/11979	M W 4:10pm - 5:25pm 829 Seeley W. Mudd Building	Henning Schulzrinne	3.00	33/40

**COMS W4444 PROGRAMMING # PROBLEM SOLVING. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) and (CSEE W3827) COMS W3134 AND COMS W3136 OR COMS W3137 AND CSEE W3827

Hands-on introduction to solving open-ended computational problems. Emphasis on creativity, cooperation, and collaboration. Projects spanning a variety of areas within computer science, typically requiring the development of computer programs. Generalization of solutions to broader problems, and specialization of complex problems to make them manageable. Team-oriented projects, student presentations, and in-class participation required

**Fall 2024: COMS W4444**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4444	001/11950	M W 1:10pm - 2:25pm 337 Seeley W. Mudd Building	Kenneth Ross	3.00	32/31

**COMS W4460 PRIN-INNOVATN/ ENTREPRENEURSHIP. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) or COMS W3134 OR COMS W3136 OR COMS W3137; Or 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 2024: COMS W4460**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4460	001/13626	F 10:10am - 12:40pm 829 Seeley W. Mudd Building	William Reinisch	3.00	39/40

**Spring 2025: COMS W4460**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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COMS 001/11980 M W 8:40am - William 3.00 41/40  
4460 9:55am Reinisch  
829 Seeley W.  
Mudd Building

### COMS W4701 ARTIFICIAL INTELLIGENCE. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) and COMS W3134 OR COMS W3136 OR COMS W3137; Any course on probability

Prior knowledge of Python is recommended. Provides a broad understanding of the basic techniques for building intelligent computer systems. Topics include state-space problem representations, problem reduction and and-or graphs, game playing and heuristic search, predicate calculus, and resolution theorem proving, AI systems and languages for knowledge representation, machine learning and concept formation and other topics such as natural language processing may be included as time permits

#### Fall 2024: COMS W4701

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4701	001/11951	T Th 10:10am - 11:25am 501 Schermerhorn Hall	Ansaf Salleb-Aouissi	3.00	183/180
COMS 4701	002/11952	T Th 11:40am - 12:55pm 501 Schermerhorn Hall	Ansaf Salleb-Aouissi	3.00	199/180
COMS 4701	V01/17524		Ansaf Salleb-Aouissi	3.00	17/99

#### Spring 2025: COMS W4701

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4701	001/13152	M W 4:10pm - 5:25pm 301 Pupin Laboratories	Tony Dear	3.00	207/250
COMS 4701	V01/18072		Tony Dear	3.00	8/99

### COMS W4705 NATURAL LANGUAGE PROCESSING. 3.00 points.

Lect: 3.

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) or COMS W3134 OR COMS W3136 OR COMS W3137; 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

#### Fall 2024: COMS W4705

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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COMS 001/11953 F 10:10am - Daniel 3.00 253/275  
4705 12:40pm Bauer  
417 International  
Affairs Bldg

COMS 002/11954 M W 4:10pm - Zhou Yu 3.00 75/100  
4705 5:25pm  
451 Computer  
Science Bldg

COMS V01/17525 Daniel 3.00 18/99  
4705 Bauer

#### Spring 2025: COMS W4705

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4705	001/11981	M W 10:10am - 11:25am 501 Schermerhorn Hall	Daniel Bauer	3.00	165/189
COMS 4705	V01/18074		Daniel Bauer	3.00	16/99

### COMS W4706 Spoken Language Processing. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) or COMS W3134, W3136, or W3137; or the instructor's permission.

Computational approaches to speech generation and understanding. Topics include speech recognition and understanding, speech analysis for computational linguistics research, and speech synthesis. Speech applications including dialogue systems, data mining, summarization, and translation. Exercises involve data analysis and building a small text-to-speech system.

### COMS W4721 MACHINE LEARNING FOR DATA SCI. 3.00 points.

#### Spring 2025: COMS W4721

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4721	001/15963	M W 2:40pm - 3:55pm 417 International Affairs Bldg	John Paisley	3.00	129/170

### COMS W4725 Knowledge representation and reasoning. 3 points.

Lect: 3. Not offered during 2023-2024 academic year.

Prerequisites: (COMS W4701)

General aspects of knowledge representation (KR). The two fundamental paradigms (semantic networks and frames) and illustrative systems. Topics include hybrid systems, time, action/plans, defaults, abduction, and case-based reasoning. Throughout the course particular attention is paid to design trade-offs between language expressiveness and reasoning complexity, and issues relating to the use of KR systems in larger applications.

### COMS W4731 Computer Vision I: First Principles. 3.00 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 2024: COMS W4731

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4731	001/11955	M W 10:10am - 11:25am 451 Computer Science Bldg	Shree Nayar	3.00	79/95

#### COMS W4732 Computer Vision II: Learning. 3.00 points.

Prerequisites: COMS W4731; Fundamentals of calculus, linear algebra, and Python programming. Students without any of these prerequisites are advised to contact the instructor prior to taking the course.

Advanced course in computer vision. Topics include convolutional networks and back-propagation, object and action recognition, self-supervised and few-shot learning, image synthesis and generative models, object tracking, vision and language, vision and audio, 3D representations, interpretability, and bias, ethics, and media deception

#### Spring 2025: COMS W4732

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4732	001/13738	T Th 10:10am - 11:25am 451 Computer Science Bldg	Carl Vondrick	3.00	106/100
COMS 4732	V01/18075		Carl Vondrick	3.00	31/99

#### COMS W4733 COMPUTATIONAL ASPECTS OF ROBOTICS. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W3134 or COMS W3136 COMS W3137) COMS W3134 OR COMS W3136 OR COMS W3137 AND COMS W3251 OR MATH UN2010 OR APMA E2101 OR APMA E3101 OR MATH UN2015 AND STAT GU4001 OR IEOR E3658 OR STAT UN1201 OR MATH UN2015 Proficiency in Python or a similar programming language. Introduction to fundamental problems and algorithms in robotics. Topics include configuration spaces, motion and sensor models, search and sampling-based planning, state estimation, localization and mapping, perception, and learning

#### COMS W4735 VISUAL INTERFACES TO COMPUTERS. 3.00 points.

Lect: 3.

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) COMS W3134 OR COMS W3136 OR COMS W3137

Visual input as data and for control of computer systems.

Survey and analysis of architecture, algorithms, and underlying assumptions of commercial and research systems that recognize and interpret human gestures, analyze imagery such as fingerprint or iris patterns, generate natural language descriptions of medical or map imagery. Explores foundations in human psychophysics, cognitive science, and artificial intelligence

#### COMS W4737 Biometrics. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: a background at the sophomore level in computer science, engineering, or like discipline.

In this course. we will explore the latest advances in biometrics as well as the machine learning techniques behind them.

Students will learn how these technologies work and how they are sometimes defeated. Grading will be based on homework assignments and a final project. There will be no midterm or final exam. This course shares lectures with *COMS E6737*. Students taking *COMS E6737* are required to complete additional homework problems and undertake a more rigorous final project. Students will only be allowed to earn credit for *COMS W4737* or *COMS E6737* and not both.

#### COMS W4762 Machine Learning for Functional Genomics. 3 points.

Prerequisites: Proficiency in a high-level programming language (Python/R/Julia). An introductory machine learning class (such as COMS 4771 Machine Learning) will be helpful but is not required.

Prerequisites: see notes re: points Proficiency in a high level programming language Python/R/Julia. An introductory machine learning class such as COMS W4771 Machine Learning will be helpful but is not required.

This course will introduce modern probabilistic machine learning methods using applications in data analysis tasks from functional genomics, where massively-parallel sequencing is used to measure the state of cells: e.g. what genes are being expressed, what regions of DNA (“chromatin”) are active (“open”) or bound by specific proteins.

#### COMS E4762 Machine Learning for Functional Genomics. 3.00 points.

This course will introduce modern probabilistic machine learning methods using applications in data analysis tasks from functional genomics, where massively-parallel sequencing is used to measure the state of cells: e.g. what genes are being expressed, what regions of DNA (“chromatin”) are active (“open”) or bound by specific proteins

#### Fall 2024: COMS E4762

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4762	001/11956	F 1:10pm - 3:40pm 451 Computer Science Bldg	David Knowles	3.00	112/120

**COMS W4771 MACHINE LEARNING. 3.00 points.**

Lect: 3.

Prerequisites: COMS W4701; 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 2024: COMS W4771**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4771	001/11957	T Th 2:40pm - 3:55pm 451 Computer Science Bldg	Nakul Verma	3.00	84/110
COMS 4771	V01/17526		Nakul Verma	3.00	5/99

**Spring 2025: COMS W4771**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4771	001/11982	T Th 1:10pm - 2:25pm 451 Computer Science Bldg	Nakul Verma	3.00	70/110
COMS 4771	002/11983	T Th 2:40pm - 3:55pm 451 Computer Science Bldg	Nakul Verma	3.00	54/110
COMS 4771	V01/18077		Nakul Verma	3.00	2/99

**COMS W4772 ADVANCED MACHINE LEARNING. 3.00 points.**

Lect: 3.

Prerequisites: (COMS W4771) or COMS W4771; 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

**COMS W4773 Machine Learning Theory. 3 points.**

Prerequisites: Machine Learning (COMS W4771). Background in probability and statistics, linear algebra, and multivariate

calculus. Ability to program in a high-level language, and familiarity with basic algorithm design and coding principles.

Prerequisites: see notes re: points COMS W4771

Core topics from unsupervised learning such as clustering, dimensionality reduction and density estimation will be studied in detail. Topics in clustering: k-means clustering, hierarchical clustering, spectral clustering, clustering with various forms of feedback, good initialization techniques and convergence analysis of various clustering procedures. Topics in dimensionality reduction: linear techniques such as PCA, ICA, Factor Analysis, Random Projections, non-linear techniques such as LLE, IsoMap, Laplacian Eigenmaps, tSNE, and study of embeddings of general metric spaces, what sorts of theoretical guarantees can one provide about such techniques. Miscellaneous topics: design and analysis of data structures for fast Nearest Neighbor search such as Cover Trees and LSH. Algorithms will be implemented in either Matlab or Python.

**COMS E4773 Machine Learning Theory. 3.00 points.**

Theoretical study of algorithms for machine learning and high-dimensional data analysis. Topics include high-dimensional probability, theory of generalization and statistical learning, online learning and optimization, spectral analysis

**COMS W4774 Unsupervised Learning. 3.00 points.**

Prerequisites: Solid background in multivariate calculus, linear algebra, basic probability, and algorithms.

Prerequisites: see notes re: points COMS W4771; Background in probability and statistics, linear algebra, and multivariate calculus. Ability to program in a high-level language, and familiarity with basic algorithm design and coding principles. Core topics from unsupervised learning such as clustering, dimensionality reduction and density estimation will be studied in detail. Topics in clustering: k-means clustering, hierarchical clustering, spectral clustering, clustering with various forms of feedback, good initialization techniques and convergence analysis of various clustering procedures. Topics in dimensionality reduction: linear techniques such as PCA, ICA, Factor Analysis, Random Projections, non-linear techniques such as LLE, IsoMap, Laplacian Eigenmaps, tSNE, and study of embeddings of general metric spaces, what sorts of theoretical guarantees can one provide about such techniques. Miscellaneous topics: design and analysis of data structures for fast Nearest Neighbor search such as Cover Trees and LSH. Algorithms will be implemented in either Matlab or Python

**Fall 2024: COMS W4774**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4774	001/11958	T Th 1:10pm - 2:25pm 451 Computer Science Bldg	Nakul Verma	3.00	41/50

**COMS W4775 Causal Inference. 3.00 points.**

Prerequisites: Discrete Math, Calculus, Statistics (basic probability, modeling, experimental design), some programming experience.

Prerequisites: see notes re: points COMS W4771; Discrete Math, Calculus, Statistics basic probability, modeling, experimental design, Some programming experience Causal Inference theory and applications. The theoretical topics include the 3-layer causal hierarchy, causal bayesian networks, structural learning, the identification problem and the do-calculus, linear identifiability, bounding, and counterfactual analysis. The applied part includes intersection with statistics, the empirical-data sciences (social and health), and AI and ML

#### Fall 2024: COMS W4775

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4775	001/11959	M W 4:10pm - 5:25pm 750 Schapiro Cepser	Elias Bareinboim	3.00	52/60

#### COMS E4775 Causal Inference. 3 points.

Prerequisites: (COMS4711W) and Causal Inference theory and applications. The theoretical topics include the 3-layer causal hierarchy, causal bayesian networks, structural learning, the identification problem and the do-calculus, linear identifiability, bounding, and counterfactual analysis. The applied part includes intersection with statistics, the empirical-data sciences (social and health), and AI and ML.

#### COMS W4776 Machine Learning for Data Science. 3 points.

Lect.: 3

Prerequisites: (STAT GU4001 or IEOR E4150) and SIEO W3600 or W4150 or equivalent.

Introduction to machine learning, emphasis on data science. Topics include least square methods, Gaussian distributions, linear classification, linear regression, maximum likelihood, exponential family distributions, Bayesian networks, Bayesian inference, mixture models, the EM algorithm, graphical models, hidden Markov models, support vector machines kernel methods. Emphasizes methods and problems relevant to big data. Students may not receive credit for both COMS W4771 and W4776.

#### COMS W4824 COMPUTER ARCHITECTURE. 3.00 points.

#### COMS W4835 COMPUTER ORGANIZATION II. 3.00 points.

#### COMS E4899 Research Training. 0.00 points.

Research training course. Recommended in preparation for laboratory related research

#### 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 2024: COMS W4901

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4901	024/12683		Julia Hirschberg	1-3	8/45

#### COMS W4910 CURRICULAR PRACTICAL TRAINING.

1.00 point.

#### COMS E4995 COMPUTER ARTS/VIDEO GAMES. 3.00 points.

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

#### COMS W4995 TOPICS IN COMPUTER SCIENCE. 3.00 points.

Lect: 3.

Selected topics in computer science. Content and prerequisites vary between sections and semesters. May be repeated for credit. Check "topics course" webpage on the department website for more information on each section

#### Fall 2024: COMS W4995

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4995	001/11960	T 4:10pm - 6:40pm 829 Seeley W. Mudd Building	Jason Cahill, Paul Blaer	3.00	34/35
COMS 4995	002/11961	F 10:10am - 12:40pm 644 Seeley W. Mudd Building	Bjarne Stroustrup	3.00	33/33
COMS 4995	003/11962	M W 1:10pm - 2:25pm 633 Seeley W. Mudd Building	Stephen Edwards	3.00	45/70
COMS 4995	004/11963	W 4:10pm - 6:40pm 833 Seeley W. Mudd Building	Hans Montero, Jae Lee	3.00	22/110
COMS 4995	005/11964	T Th 2:40pm - 3:55pm 428 Pupin Laboratories	Peter Belhumeur	3.00	122/125
COMS 4995	006/11965	T Th 5:40pm - 6:55pm 644 Seeley W. Mudd Building	Itsik Pe'er	3.00	7/40
COMS 4995	007/11966	T Th 5:40pm - 6:55pm 451 Computer Science Bldg	Yongwhan Lim	3.00	7/100
COMS 4995	008/11967	T 1:10pm - 3:40pm 829 Seeley W. Mudd Building	Gary Zamchick	3.00	35/40
COMS 4995	009/11968	W 10:10am - 12:40pm 415 Schapiro Cepser	Michelle Levine	3.00	11/40
COMS 4995	010/11969	Th 4:10pm - 6:40pm 633 Seeley W. Mudd Building	Homayoon Beigi	3.00	30/60

COMS 4995	011/13628	T Th 4:10pm - 5:25pm 451 Computer Science Bldg	Hugh Thomas	3.00	108/110
COMS 4995	012/15929	W 7:00pm - 9:30pm 451 Computer Science Bldg	Yihao Zhang	3.00	8/50
COMS 4995	030/13530	M 7:00pm - 9:30pm 833 Seeley W. Mudd Building	Andi Cupallari	3.00	81/120
COMS 4995	031/13532	W 7:00pm - 9:30pm 501 Schermerhorn Hall	Andrei Simion	3.00	142/178
COMS 4995	032/13534	T 4:10pm - 6:40pm 402 Chandler	Vijay Pappu	3.00	133/126
COMS 4995	033/13533	Th 7:00pm - 9:30pm 402 Chandler	Vijay Pappu	3.00	130/130
COMS 4995	V03/17527		Stephen Edwards	3.00	6/99
COMS 4995	V10/17528		Homayoon Beigi	3.00	4/99
COMS 4995	V30/21158		Andi Cupallari	3.00	0/99
COMS 4995	V32/17555		Vijay Pappu	3.00	27/99

**Spring 2025: COMS W4995**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4995	001/11984	M W 8:40am - 9:55am 451 Computer Science Bldg	Timothy Roughgarden	3.00	52/70
COMS 4995	002/11985	T 1:10pm - 3:40pm 829 Seeley W. Mudd Building	Gary Zamchick	3.00	41/40
COMS 4995	003/11986	Th 4:10pm - 6:40pm 829 Seeley W. Mudd Building	Christian Swinehart	3.00	36/40
COMS 4995	005/13153	F 12:10pm - 2:00pm 317 Hamilton Hall	Suman Jana	3.00	3/20
COMS 4995	006/13749	M 4:10pm - 6:40pm 825 Seeley W. Mudd Building	Elias Bareinboim	3.00	20/40
COMS 4995	008/13387	M W 2:40pm - 3:55pm 633 Seeley W. Mudd Building	Jae Lee	3.00	42/60
COMS 4995	009/13388	M W 5:40pm - 6:55pm 833 Seeley W. Mudd Building	Jae Lee	3.00	98/120
COMS 4995	010/13389	M W 2:40pm - 3:55pm 233 Seeley W. Mudd Building	Corey Toler-Franklin	3.00	7/45
COMS 4995	011/13753	T Th 2:40pm - 3:55pm 501 Schermerhorn Hall	Richard Zemel	3.00	117/140

COMS 4995	012/13758	F 1:10pm - 3:40pm 545 Seeley W. Mudd Building	Yongwhan Lim	3.00	47/54
COMS 4995	013/20415	F 1:10pm - 3:40pm 829 Seeley W. Mudd Building	Gary Zamchick	3.00	39/40
COMS 4995	030/15959	T 7:00pm - 9:30pm 413 Kent Hall	Adam Kelleher	3.00	44/71
COMS 4995	031/15960	W 7:00pm - 9:30pm 142 Uris Hall	Andrei Simion	3.00	76/95
COMS 4995	032/15961	W 7:10pm - 9:40pm 501 Northwest Corner	Vijay Pappu	3.00	81/85
COMS 4995	V08/18080		Jae Lee	3.00	3/99
COMS 4995	V09/18082		Jae Lee	3.00	2/99
COMS 4995	V11/18083		Richard Zemel	3.00	20/99
COMS 4995	V12/18078		Yongwhan Lim	3.00	3/99

**COMS W4996 Special topics in computer science, II. 3 points.**Lect: 3. **Not offered during 2023-2024 academic year.**

Prerequisites: Instructor's permission.

A continuation of COMS W4995 when the special topic extends over two terms.

**COMPUTER SCIENCE - ELECTRICAL ENGINEERING****CSEE W3826 FUNDAMENTALS OF COMPUTER ORG. 3.00 points.****CSEE W3827 FUNDAMENTALS OF COMPUTER SYSTS. 3.00 points.**

Lect: 3.

Prerequisites: An introductory programming course.

Fundamentals of computer organization and digital logic.

Boolean algebra, Karnaugh maps, basic gates and components, flipflops and latches, counters and state machines, basics of combinational and sequential digital design. Assembly language, instruction sets, ALU's, single-cycle and multi-cycle processor design, introduction to pipelined processors, caches, and virtual memory

**Fall 2024: CSEE W3827**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSEE 3827	001/11985	T Th 11:40am - 12:55pm 301 Pupin Laboratories	Martha Kim, Martha Barker	3.00	165/189
CSEE 3827	002/11986	T Th 1:10pm - 2:25pm 301 Pupin Laboratories	Martha Barker, Martha Kim	3.00	150/189

**Spring 2025: CSEE W3827**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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CSEE 3827	001/12006	M W 11:40am - 12:55pm 501 Northwest Corner	Brian Plancher	3.00	168/164
CSEE 3827	002/12007	M W 1:10pm - 2:25pm 501 Northwest Corner	Brian Plancher	3.00	160/164

### CSEE W4119 COMPUTER NETWORKS. 3.00 points.

Prerequisites: Comfort with basic probability. Programming fluency in Python, C++, Java, or Ruby please see section course page for specific language requirements.

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 2024: CSEE W4119

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSEE 4119	001/14071	T Th 4:10pm - 5:25pm 614 Schermerhorn Hall	Ethan Katz- Bassett, Thomas Koch	3.00	61/120
CSEE 4119	002/14070	T Th 5:40pm - 6:55pm 614 Schermerhorn Hall	Ethan Katz- Bassett, Thomas Koch	3.00	36/120
CSEE 4119	V01/19321		Ethan Katz- Bassett	3.00	3/99

#### Spring 2025: CSEE W4119

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSEE 4119	001/12008	T Th 11:40am - 12:55pm 301 Uris Hall	Xia Zhou	3.00	132/150
CSEE 4119	V01/20475		Xia Zhou	3.00	10/99

### CSEE W4121 COMPUTER SYSTEMS FOR DATA SCIENCE. 3.00 points.

Prerequisites: Background in Computer System Organization and good working knowledge of C/C++. CSOR W4246 Algorithms for Data Science, STAT W4203 Probability Theory, 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 2025: CSEE W4121

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSEE 4121	001/15957	Th 10:10am - 12:40pm 602 Hamilton Hall	Asaf Cidon	3.00	81/85

CSEE 4121	002/15958	Th 1:10pm - 3:40pm Asaf Cidon	3.00	84/85
		717 Hamilton Hall		

### CSEE W4140 NETWORKING LABORATORY. 3.00 points.

Lect: 3.

Prerequisites: (CSEE W4119) or CSEE W4119; or equivalent.

In this course, students will learn how to put principles into practice, in a hands-on-networking lab course. The course will cover the technologies and protocols of the Internet using equipment currently available to large internet service providers such as CISCO routers and end systems. A set of laboratory experiments will provide hands-on experience with engineering wide-area networks and will familiarize students with the Internet Protocol (IP), Address Resolution Protocol (ARP), Internet Control Message Protocol (ICMP), User Datagram Protocol (UDP) and Transmission Control Protocol (TCP), the Domain Name System (DNS), routing protocols (RIP, OSPF, BGP), network management protocols (SNMP, and application-level protocols (FTP, TELNET, SMTP)

### CSEE W4823 Advanced Logic Design. 3 points.

Lect: 3.

Prerequisites: (CSEE W3827) or CSEE W3827; Or a half semester introduction to digital logic, or the equivalent.

An introduction to modern digital system design. Advanced topics in digital logic: controller synthesis (Mealy and Moore machines); adders and multipliers; structured logic blocks (PLDs, PALs, ROMs); iterative circuits. Modern design methodology: register transfer level modelling (RTL); algorithmic state machines (ASMs); introduction to hardware description languages (VHDL or Verilog); system-level modelling and simulation; design examples.

#### Fall 2024: CSEE W4823

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSEE 4823	001/11307	T Th 2:40pm - 3:55pm 203 Mathematics Building	Mingoo Seok	3	103/110

### CSEE W4824 COMPUTER ARCHITECTURE. 3.00 points.

Lect: 3.

Prerequisites: (CSEE W3827) or CSEE W3827

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

#### Fall 2024: CSEE W4824

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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CSEE 4824 001/11987 M W 10:10am - 11:25am 3.00 58/86  
717 Hamilton Hall

**Spring 2025: CSEE W4824**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSEE 4824	001/13627	M W 8:40am - 9:55am 142 Uris Hall	Tanvir Ahmed Khan	3.00	46/70

**CSEE W4840 EMBEDDED SYSTEMS. 3.00 points.**

Lect: 3.

Prerequisites: (CSEE W4823) CSEE W4823

Embedded system design and implementation combining hardware and software. I/O, interfacing, and peripherals. Weekly laboratory sessions and term project on design of a microprocessor-based embedded system including at least one custom peripheral. Knowledge of C programming and digital logic required

**Spring 2025: CSEE W4840**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSEE 4840	001/12009	M W 1:10pm - 2:25pm 451 Computer Science Bldg	Stephen Edwards	3.00	98/110

**CSEE W4868 SYSTEM-ON-CHIP PLATFORMS. 3.00 points.**

Prerequisites: (COMS W3157) and (CSEE W3827) 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 2024: CSEE W4868**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSEE 4868	001/11988	T Th 11:40am - 12:55pm 141 Uris Hall	Luca Carloni	3.00	47/60

## COMPUTER SCIENCE - BIOMEDICAL ENGINEERING

**CBMF W4761 COMPUTATIONAL GENOMICS. 3.00 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 2025: CBMF W4761**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CBMF 4761	001/11947	T Th 5:40pm - 6:55pm 627 Seeley W. Mudd Building	Itsik Pe'er	3.00	36/52
CBMF 4761	V01/18003		Itsik Pe'er	3.00	2/99

## CREATIVE WRITING

**Undergraduate Creative Writing Program Office:** 609 Kent; 212-854-3774

<http://arts.columbia.edu/writing/undergraduate>

**Director of Undergraduate Studies:** Prof. Anelise Chen, Fiction, Nonfiction, 609 Kent; 212-854-3774; [ac4132@columbia.edu](mailto:ac4132@columbia.edu)

**Undergraduate Executive Committee:**

Prof. Anelise Chen, Fiction, Nonfiction, 609 Kent; 212-854-3774; [ac4132@columbia.edu](mailto:ac4132@columbia.edu)  
Prof. Heidi Julavits, Fiction, 609 Kent; 212-854-3774; [hj26@columbia.edu](mailto:hj26@columbia.edu)  
Prof. Dorothea Lasky, Poetry, 609 Kent; 212-854-3774; [ds12121@columbia.edu](mailto:ds12121@columbia.edu)

**• Undergraduate Advisory Committee:**

Prof. Anelise Chen, Fiction, Nonfiction, 609 Kent; 212-854-3774; [ac4132@columbia.edu](mailto:ac4132@columbia.edu)  
Prof. Timothy Donnelly, Poetry, 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 Lasky, Poetry, 609 Kent; 212-854-3774; [ds12121@columbia.edu](mailto:ds12121@columbia.edu)  
Prof. Sam Lipsyte, Fiction, 609 Kent; 212-854-3774; [sam.lipsyte@columbia.edu](mailto:sam.lipsyte@columbia.edu)  
Prof. Deborah Paredez, Poetry, 609 Kent; 212-854-3774; [dp2783@columbia.edu](mailto:dp2783@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. For details on the major, see the Creative Writing website: <http://arts.columbia.edu/writing/undergraduate>.

## PROFESSORS

Margo L. Jefferson

Phillip Lopate

Benjamin Marcus

Alan Ziegler

## ASSOCIATE PROFESSORS

Susan Bernofsky

Timothy Donnelly

Rivka Galchen

Heidi Julavits

Dorothea Lasky

Victor LaValle

Sam Lipsyte

Deborah Paredez

Wendy Walters

## ASSISTANT PROFESSORS

Anelise Chen

Lynn Xu

## ADJUNCT PROFESSORS

Hannah L. Assadi

Eliza B. Callahan

Bonnie Chau

Meehan J. Crist

Matty Davis

Alex Dimitrov

Joseph Fasano

Omer M. Friedlander

Emily R. Gutierrez

Lars Horn

Alexis J. Hutchinson

Katrine Øgaard Jensen

Emily Christine C. Johnson

Chloe Jones

Quincy S. Jones

Sophie Kemp

Joss Lake

Holly Melgard

Marie Myung-Ok Lee

Emily Luan

Vanessa Martir

Kyle McCarthy

Patricia Marx

Molly L. McGhee

Mallika Rao

Mark Rozzo

Zohra Saed

Rebecca J. Schiff

Mina Seckin

Joel Sedaño Jr.

Luciana Siracusano

Wally Suphap

Adam Z. Wilson

James C. Yeh

Samantha Zighelboim

## LECTURER IN THE DISCIPLINE OF WRITING

Latif A. Ba

Peter M. Rafel

Ronald L. Robertson Jr.

## 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 UN1100	BEGINNING FICTION WORKSHOP
WRIT UN1200	BEGINNING NONFICTION WORKSHOP
WRIT UN1300	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 UN2100	INTERMEDIATE FICTION WORKSHOP
WRIT UN2200	INTERMEDIATE NONFICTION WRKSH
WRIT UN2300	INTERMEDIATE POETRY WORKSHOP
<b>Advanced Workshop</b>	
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 UN3200	ADVANCED NONFICTION WORKSHOP
WRIT UN3300	ADVANCED POETRY WORKSHOP
<b>Senior Creative Writing Workshop</b>	
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, Senior Fiction Workshop
WRIT UN3201	SENIOR NONFICTION WORKSHOP
WRIT UN3301	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 UN3121	HOW TO BUILD A PERSON
WRIT UN3117	Fiction Seminar: The Here & Now

WRIT UN3122	FIRST NOVELS: HOW THEY WORK
WRIT UN3120	THE CRAFT OF WRITING DIALOGUE
<b>NONFICTION</b>	
WRIT UN3213	Nonfiction Seminar: The Literary Reporter
WRIT UN3215	ART WRITING FOR WRITERS
WRIT UN3216	TRUTH # FACTS
WRIT UN3217	SCIENCE AND SENSIBILITY
<b>POETRY</b>	
WRIT UN2311	TRADITIONS IN POETRY
WRIT UN3313	Poetry Seminar: The Crisis of the I
WRIT UN3314	Poetry Seminar: 21st Century American Poetry and Its Concerns
WRIT GU4310	DOCUMENTARY POETICS
<b>CROSS GENRE</b>	
WRIT GU4011	Cross Genre Seminar: Imagining Berlin
WRIT GU4012	Cross Genre Seminar: Diva Voice, Diva Style, Diva Lyrics
WRIT UN3016	WALKING
WRIT UN3013	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.

## FICTION WORKSHOPS

### WRIT UN1100 BEGINNING FICTION WORKSHOP. 3.00 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 2024: WRIT UN1100

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 1100	001/18712	M 2:10pm - 4:00pm	Celine Ipek	3.00	12/15
		511 Kent Hall			



WRIT 1100 002/18713	W 4:10pm - 6:00pm	Caroline Johnson	3.00	14/15
	212a Lewisohn Hall			
WRIT 1100 003/18714	W 2:10pm - 4:00pm	Mattie Govan	3.00	15/15
	106b Lewisohn Hall			
WRIT 1100 004/18715	Th 4:10pm - 6:00pm	Gabrielle McAree	3.00	11/15
	114 Knox Hall			
WRIT 1100 005/18716	T 6:10pm - 8:00pm	Alexandra Banach	3.00	12/15
	212a Lewisohn Hall			

**Spring 2025: WRIT UN1100**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 1100 001/14699		W 10:10am - 12:00pm 511 Kent Hall	Aziza Kasumov	3.00	14/15
WRIT 1100 002/14700		W 6:10pm - 8:00pm 511 Kent Hall	Jayne O'Dwyer	3.00	13/15
WRIT 1100 003/14701		T 6:10pm - 8:00pm 313 Hamilton Hall	Dimitra Loumiotis	3.00	15/15
WRIT 1100 004/14702		T 10:10am - 12:00pm 309 Hamilton Hall	Celine Ipek	3.00	13/15
WRIT 1100 005/14703		Th 6:10pm - 8:00pm 511 Kent Hall	Ellen Garard	3.00	10/15

**WRIT UN2100 INTERMEDIATE FICTION WORKSHOP. 3.00 points.**

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. Please visit <https://arts.columbia.edu/writing/undergraduate> for information about registration procedures

**Fall 2024: WRIT UN2100**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 2100 001/13546		Th 2:10pm - 4:00pm 511 Kent Hall	Heidi Julavits	3.00	11/15
WRIT 2100 002/13547		T 2:10pm - 4:00pm 511 Kent Hall	Sophie Kemp	3.00	9/15

**Spring 2025: WRIT UN2100**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 2100 001/14710		Th 2:10pm - 4:00pm 476a Alfred Lerner Hall	Heidi Julavits	3.00	14/15
WRIT 2100 002/14711		W 2:10pm - 4:00pm 511 Kent Hall	Keri Bertino	3.00	10/15

**WRIT UN3100 ADVANCED FICTION WORKSHOP. 3.00 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. Please visit <https://arts.columbia.edu/writing/undergraduate> for information about registration procedures

**Fall 2024: WRIT UN3100**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3100 001/13550		Th 12:10pm - 2:00pm 511 Kent Hall	Hannah Assadi	3.00	12/15
WRIT 3100 002/13551		T 2:10pm - 4:00pm 508 Lewisohn Hall	Victor Lavalley	3.00	7/15

**Spring 2025: WRIT UN3100**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3100 001/14727		M 10:10am - 12:00pm 328 Uris Hall	Marie Lee	3.00	10/15
WRIT 3100 002/14799		M 2:10pm - 4:00pm 423 Kent Hall	Sophie Kemp	3.00	15/15

**WRIT UN3101 SENIOR FICTION WORKSHOP, Senior Fiction Workshop. 4.00, 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>.

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.,

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 2024: WRIT UN3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3101	001/13552	T 10:10am - 12:00pm 511 Kent Hall	Rivka Galchen	4	13/12

#### Spring 2025: WRIT UN3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3101	001/14764	W 2:10pm - 4:00pm 329 Uris Hall	Samuel Lipsyte	4	12/12

## FICTION SEMINARS

### WRIT UN2110 APPROACHES TO THE SHORT STORY. 3.00 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 "commonsense" 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 2024: WRIT UN2110

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 2110	001/18724	Th 10:10am - 12:00pm 612 Martin Luther King Building	Celine Ipek	3.00	6/9

#### Spring 2025: WRIT UN2110

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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WRIT 2110 001/14712	W 12:10pm - 2:00pm 511 Kent Hall	Celine Ipek	3.00	15/15
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### WRIT UN3128 How to Write Funny. 3.00 points.

"Tragedy is when I cut my finger. Comedy is when you fall into an open sewer and die." --Mel Brooks "Comedy has to be based on truth. You take the truth and you put a little curlicue at the End." --Sid Caesar "Analyzing humor is like dissecting a frog. Few people are interested and the frog dies of it." --E.B. White "What is comedy? Comedy is the art of making people laugh without making them puke." --Steve Martin "Patty Marx is the best teacher at Columbia University." --Patty Marx One of the above quotations is false. Find out which one in this humor-writing workshop, where you will read, listen to, and watch comedic samples from well-known and lesser-known humorists. How could you not have fun in a class where we watch and critique the sketches of Monty Python, Nichols and May, Mr. Show, Mitchell # Webb, Key and Peele, French and Saunders, Derrick Comedy, Beyond the Fringe, Dave Chappelle, Bob and Ray, Mel Brooks, Amy Schumer, and SNL, to name just a few? The crux of our time, though, will be devoted to writing. Students will be expected to complete weekly writing assignments; additionally, there will be in-class assignments geared to strategies for crafting surprise (the kind that results in a laugh as opposed to, say, a heart attack or divorce). Toward this end, we will study the use of irony, irreverence, hyperbole, misdirection, subtext, wordplay, formulas such as the rule of three and paraprosochians (look it up), and repetition, and repetition

#### Spring 2025: WRIT UN3128

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3128	001/14730	M 2:10pm - 4:00pm 511 Kent Hall	Patricia Marx	3.00	15/15

### WRIT UN3125 APOCALYPSES NOW. 3.00 points.

From ancient myths of the world's destruction to cinematic works that envision a post-apocalyptic reality, zealots of all kinds have sought an understanding of "the end of the world as we know it." But while apocalyptic predictions have, so far, failed to deliver a real glimpse of that end, in fiction they abound. In this course, we will explore the narrative mechanisms by which post-apocalyptic works create projections of our own world that are believably imperiled, realistically degraded, and designed to move us to feel differently and act differently within the world we inhabit. We will consider ways in which which authors craft immersive storylines that maintain a vital allegorical relationship to the problems of the present, and discuss recent trends in contemporary post-apocalyptic fiction. How has the genre responded to our changing conception of peril? Is literary apocalyptic fiction effective as a vehicle for persuasion and for showing threats in a new light? Ultimately, we will inquire into the possibility of thinking beyond our present moment and, by doing so, altering our fate.

**Fall 2024: WRIT UN3125**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3125	001/13553	W 4:10pm - 6:00pm 511 Kent Hall	Molly McGhee	3.00	14/15

**WRIT UN3121 HOW TO BUILD A PERSON. 3.00 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.

**Fall 2024: WRIT UN3121**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3121	001/13554	W 2:10pm - 4:00pm 511 Kent Hall	Mina Seckin	3.00	14/15

**WRIT UN3132 THE ECSTASY OF INFLUENCE. 3.00 points.**

What does it mean to be original? How do we differentiate plagiarism from pastiche, appropriation from homage? And how do we build on pre-existing traditions while simultaneously creating work that reflects our own unique experiences of the world? In a 2007 essay for Harper's magazine, Jonathan Lethem countered critic Harold Bloom's theory of "the anxiety of influence" by proposing, instead, an "ecstasy of influence"; Lethem suggested that writers embrace rather than reject the unavoidable imprints of their literary forbearers. Beginning with Lethem's essay—which, itself, is composed entirely of borrowed (or "sampled") text—this class will consider the nature of literary influence, and its role in the development of voice. Each week, students will read from pairings of older stories and novel excerpts with contemporary work that falls within the same artistic lineage. In doing so, we'll track the movement of stylistic, structural, and thematic approaches to fiction across time, and think about the different ways that stories and novels can converse with one another. We will also consider the influence of other artistic mediums—music, visual art, film and television—on various texts. Students will then write their own original short pieces modeled after the readings. Just as musicians cover songs, we will "cover" texts, adding our own interpretive imprints.

**Fall 2024: WRIT UN3132**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3132	001/13555	T 12:10pm - 2:00pm 104 Knox Hall	Adam Wilson	3.00	10/15

**NONFICTION WORKSHOPS****WRIT UN1200 BEGINNING NONFICTION WORKSHOP. 3.00 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 2024: WRIT UN1200**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 1200	001/18717	Th 12:10pm - 2:00pm 963 Ext Schermerhorn Hall	Adelia Khan	3.00	6/15
WRIT 1200	002/18718	Th 6:10pm - 8:00pm 423 Kent Hall	Diana Heald	3.00	8/15
WRIT 1200	003/18719	W 6:10pm - 8:00pm 423 Kent Hall	Emma DeCamp	3.00	9/15

**Spring 2025: WRIT UN1200**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 1200	001/14705	T 6:10pm - 8:00pm 511 Kent Hall	Gabriella Etoniru	3.00	10/15
WRIT 1200	002/14706	Th 12:10pm - 2:00pm 511 Kent Hall	Adelia Khan	3.00	15/15

**WRIT UN2200 INTERMEDIATE NONFICTION WRKSH. 3.00 points.**

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. Please visit <https://arts.columbia.edu/writing/undergraduate> for information about registration procedures.

**Fall 2024: WRIT UN2200**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 2200	001/13548	M 2:10pm - 4:00pm 608 Lewisohn Hall	Lars Horn	3.00	9/15

**Spring 2025: WRIT UN2200**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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WRIT 2200 001/14713 T 4:10pm - 6:00pm Daniel 3.00 8/15  
511 Kent Hall Felsenthal

### **WRIT UN3200 ADVANCED NONFICTION WORKSHOP. 3.00 points.**

Advanced Nonfiction Workshop is for students with significant narrative and/or critical experience. Students will produce original literary nonfiction for the workshop. This workshop is reserved for accomplished nonfiction writers and maintains the highest level of creative and critical expectations. Among the many forms that creative nonfiction might assume, students may work in the following nonfiction genres: memoir, personal essay, journalism, travel writing, science writing, and/or others. In addition, students may be asked to consider the following: ethical considerations in nonfiction writing, social and cultural awareness, narrative structure, detail and description, point of view, voice, and editing and revision among other aspects of praxis. A portfolio of nonfiction will be written and revised with the critical input of the instructor and the workshop. Please visit <https://arts.columbia.edu/writing/undergraduate> for information about registration procedures

### **WRIT UN3201 SENIOR NONFICTION WORKSHOP. 4.00 points.**

#### **Fall 2024: WRIT UN3201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3201	001/13556	M 12:10pm - 2:00pm 511 Kent Hall	Vanessa Martir	4.00	6/15

#### **Spring 2025: WRIT UN3201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3201	001/14745	T 12:10pm - 2:00pm 317 Hamilton Hall	Lars Horn	4.00	11/12

## **NONFICTION SEMINARS**

### **WRIT UN2211 TRADITIONS IN NONFICTION. 3.00 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 authors voice, the authors 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 2024: WRIT UN2211**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 2211	001/18723	M 4:10pm - 6:00pm 608 Lewisohn Hall	Adelia Khan	3.00	12/15

#### **Spring 2025: WRIT UN2211**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 2211	001/14714	M 4:10pm - 6:00pm 511 Kent Hall	Adelia Khan	3.00	11/15

### **WRIT UN3214 HYBRID NONFICTION FORMS. 3.00 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 writers milieu. Certain essays that join personal reflection to arts and cultural criticism, drawing on research and imagination, the vernacular and the formal, even prose and poetry. The assemblage or collage that, created from notebook entries, lists, quotations, footnotes and indexes achieves its coherence through fragments and associations, found and original texts

#### **Fall 2024: WRIT UN3214**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3214	001/13557	T 12:10pm - 2:00pm 511 Kent Hall	Margo Jefferson	3.00	12/15

### **WRIT UN3215 ART WRITING FOR WRITERS. 3.00 points.**

Prerequisites: No prerequisites. Department approval NOT required.

Prerequisites: No prerequisites. Department approval NOT required. In this course, we will look at some of the most dynamic examples of "visual writing." To begin, we will look at writers writing about art, from the Romantic period through the present. The modes of this art writing we will consider include: the practice of ekphrasis (poems which address or derive their inspiration from a work of art); writers such as Ralph Ellison, Amiri Baraka, John Ashbery, and Eileen Myles, who for periods of their lives worked as art critics; writers such as Etel Adnan and Alexander Kulge, who have produced literature and works of art in equal measure; as well as numerous collaborations between writers and visual artists. We will also look at artists who have written essays and poetry throughout their careers, like artists Robert Smithson, Glenn Ligon, David



Wojnarowicz, Moyra Davey, Paul Chan, and Hannah Black, as well as professional critics whose work has been elevated to the status of literature, such as Hilton Als, Janet Malcolm, and Susan Sontag. Lastly, we will consider what it means to write through a “milieu” of sonic and visual artists, such as those associated with Dada, the Harlem Renaissance, the New York School, and Moscow Conceptualism. Throughout the course, students will also be prompted to write with and about current art exhibitions and events throughout the city. They will produce original works in various of the modes described above and complete a final writing project that incorporates what they have learned

#### Fall 2024: WRIT UN3215

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3215	001/13558	W 12:10pm - 2:00pm 317 Hamilton Hall	Eliza Callahan	3.00	14/15

#### WRIT UN3217 SCIENCE AND SENSIBILITY. 3.00 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 2024: WRIT UN3217

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3217	001/13559		Meehan Crist	3.00	5/15

#### WRIT UN3224 Writing the Sixties. 3.00 points.

In this seminar, we will target nonfiction from the 1960s—the decade that saw an avalanche of new forms, new awareness, new freedoms, and new conflicts, as well as the beginnings of social movements and cultural preoccupations that continue to frame our lives, as writers and as citizens, in the 21st century: civil rights, feminism, environmentalism, LGBTQ rights, pop culture, and the rise of mass media. We will look back more than a half century to examine the development of modern criticism, memoir, reporting, and profile-writing, and the ways they entwine. Along the way, we will ask questions about these classic nonfiction forms: How do reporters, essayists, and critics make sense of the new? How do they create work as rich as the best novels and short stories? Can criticism rise to the level of art? What roles do voice, point-of-view, character, dialogue, and plot—the traditional elements of fiction—play?

As we go, we will witness the unfolding of arguably the most transitional decade in American history—with such events as the Kennedy assassination, the Watts Riots, the Human Be In, and the Vietnam War, along with the rise of Pop art, rock ‘n’ roll, and a new era of moviemaking—as it was documented in real time by writers at *The New Yorker*, *New Journalists* at *Esquire*, and critics at *Partisan Review* and *Harper’s*, among other publications. Some writers we will consider: James Baldwin, Joan Didion, Susan Sontag, Rachel Carson, Dwight Macdonald, Gay Talese, Tom Wolfe, Truman Capote, Pauline Kael, Nik Cohn, Joseph Mitchell, Lillian Ross, Gore Vidal, Norman Mailer, Thomas Pynchon, John Updike, Michael Herr, Martha Gellhorn, John McPhee, and Betty Friedan. We will be joined by guest speakers

#### WRIT UN3225 LIFE STORIES. 3.00 points.

In this seminar, we will target nonfiction that tells stories about lives: profiles, memoirs, and biographies. We will examine how the practice of this kind of nonfiction, and ideas about it, have evolved over the past 150 years. Along the way, we will ask questions about these nonfiction forms: How do reporters, memoirists, biographers, and critics make sense of their subjects? How do they create work as rich as the best novels and short stories? Can criticism explicate the inner life of a human subject? What roles do voice, point-of-view, character, dialogue, and plot—the traditional elements of fiction—play? Along the way, we’ll engage in issues of identity and race, memory and self, real persons and invented characters and we’ll get glimpses of such key publications as *The Atlantic Monthly*, *The New Yorker*, *Esquire*, *Harper’s*, and *The New York Review of Books*. Some writers we will consider: Frederick Douglass, Louisa May Alcott, Walt Whitman, Henry Adams, Joseph Mitchell, Lillian Ross, James Agee, John Hersey, Edmund Wilson, Gore Vidal, Gay Talese, James Baldwin, Vladimir Nabokov, Janet Malcolm, Robert Caro, Joyce Carol Oates, Toni Morrison, Joan Didion, and Henry Louis Gates Jr. The course regularly welcomes guest speakers

#### Fall 2024: WRIT UN3225

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3225	001/13560	M 6:10pm - 8:00pm 511 Kent Hall	Mark Rozzo	3.00	13/15

#### WRIT UN3226 NONFICTION-ISH. 3.00 points.

This cross-genre craft seminar aims to uncover daring and unusual approaches to literature informed by nonfiction (and nonfiction-adjacent) practices. In this course we will closely read and analyze a diverse set of works, including Svetlana Alexievich’s oral history of women and war, Lydia Davis’s “found” microfictions, Theresa Hak Cha’s genre-exploding “auto-ethnography,” Alejandro Zambra’s unabashedly literary narratives, Sigrid Nunez’s memoir “of” Susan Sontag, Emmanuel Carrère’s “nonfiction novel,” John Keene’s bold counternarratives, W. G. Sebald’s saturnine essay-portraits, Saidiya Hartman’s melding of history and literary imagination, Annie Ernaux’s collective autobiography, Sheila Heti’s alphabetized diary, Ben Mauk’s oral history about Xinjiang

detention camps, and Edward St. Aubyn's autobiographical novel about the British aristocracy and childhood trauma, among other texts. We will also examine Sharon Mashihi's one-woman autofiction podcasts about Iranian Jewish American family. What we learn in this course we will apply to our own work, which will consist of two creative writing responses and a creative final project. Students will also learn to keep a daily writing journal

## POETRY WORKSHOPS

### WRIT UN1300 BEGINNING POETRY WORKSHOP. 3.00 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 others original work

#### Fall 2024: WRIT UN1300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 1300	001/18720	Th 10:10am - 12:00pm 408 Hamilton Hall	Jane Crager	3.00	9/11
WRIT 1300	002/18721	M 4:10pm - 6:00pm 606 Lewisohn Hall	Sophia Mautz	3.00	12/15

#### Spring 2025: WRIT UN1300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 1300	001/14707	M 6:10pm - 8:00pm 511 Kent Hall	Addison Schoeman	3.00	14/15
WRIT 1300	002/14708	Th 10:10am - 12:00pm 511 Kent Hall	Jane Crager	3.00	15/15

### WRIT UN2300 INTERMEDIATE POETRY WORKSHOP. 3.00 points.

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. Please visit

<https://arts.columbia.edu/writing/undergraduate> for information about registration procedures

#### Fall 2024: WRIT UN2300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 2300	001/13549	M 10:10am - 12:00pm 511 Kent Hall	Alexander Dimitrov	3.00	14/15

#### Spring 2025: WRIT UN2300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 2300	001/14715	M 12:10pm - 2:00pm 313 Hamilton Hall	Alexander Dimitrov	3.00	15/15

### WRIT UN3300 ADVANCED POETRY WORKSHOP. 3.00 points.

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. Please visit <https://arts.columbia.edu/writing/undergraduate> for information about registration procedures

#### Fall 2024: WRIT UN3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3300	001/13561	W 12:10pm - 2:00pm 511 Kent Hall	Ariel Yelen	3.00	13/15

### WRIT UN3301 SENIOR POETRY WORKSHOP. 4.00 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. Please visit <https://arts.columbia.edu/writing/undergraduate> for information about registration procedures

#### Spring 2025: WRIT UN3301

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3301	001/14751	T 12:10pm - 2:00pm 511 Kent Hall	Timothy Donnelly	4.00	14/12

## POETRY SEMINARS

### **WRIT UN2311 TRADITIONS IN POETRY. 3.00 points.**

Prerequisites: No prerequisites. Department approval NOT required.

Prerequisites: No prerequisites. Department approval NOT required. “For those, in dark, who find their own way by the light of others’ eyes.” —Lucie Brock-Broido The avenues of poetic tradition open to today’s poets are more numerous, more invigorating, and perhaps even more baffling than ever before. The routes we chose for our writing lead to destinations of our own making, and we take them at our own risk—necessarily so, as the pursuit of poetry asks each of us to light a pilgrim’s candle and follow it into the moors and lowlands, through wastes and prairies, crossing waters as we go. Go after the marshlights, the will-o-wisps who call to you in a voice you’ve longed for your whole life. These routes have been forged by those who came before you, but for that reason, none of them can hope to keep you on it entirely. You must take your steps away, brick by brick, heading confidently into the hinterland of your own distinct achievement. For the purpose of this class, we will walk these roads together, examining the works of classic and contemporary exemplars of the craft. By companioning poets from a large spread of time, we will be able to more diversely immerse ourselves in what a poetic “tradition” truly means. We will read works by Edmund Spencer, Dante, and Goethe, the Romantics—especially Keats—Dickinson, who is mother to us all, Modernists, and the great sweep of contemporary poetry that is too vast to individuate. While it is the imperative of this class to equip you with the knowledge necessary to advance in the field of poetry, this task shall be done in a Columbian manner. Consider this class an initiation, of sorts, into the vocabulary which distinguishes the writers who work under our flag, each of us bound by this language that must be passed on, and therefore changed, to you who inherit it. As I have learned the words, I have changed them, and I give them now to you so that you may pave your own way into your own ways, inspired with the first breath that brought you here, which may excite and—hopefully—frighten you. You must be troubled. This is essential

#### **Fall 2024: WRIT UN2311**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 2311	001/18725	Th 2:10pm - 4:00pm	Jane Crager	3.00	4/15
		508 Lewisohn Hall			

#### **Spring 2025: WRIT UN2311**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 2311	001/14716	Th 2:10pm - 4:00pm	Jane Crager	3.00	10/15
		511 Kent Hall			

### **WRIT UN3319 POETICS OF PLACE:AMERICAN LANDSCAPES, VO. 3.00 points.**

When the American Poet Larry Levis left his home in California’s San Joaquin Valley, “all [he] needed to do,” he wrote, “was to describe [home] exactly as it had been. That [he] could not do, for that [is] impossible. And that is where poetry

might begin. This course will consider how place shapes a poet’s self and work. Together we will consider a diverse range of poets and the places they write out of and into: from Philip Levine’s Detroit to Whitman’s Manhattan, from Robert Lowell’s New England to James Wright’s Ohio, from the Kentucky of Joe Bolton and Crystal Wilkinson to the California of Robin Blaser and Allen Ginsberg, from the Ozarks of Frank Stanford to the New Jersey of Amiri Baraka, from the Pacific Northwest of Robinson Jeffers to the Alaska of Mary Tallmountain. We will consider the debate between T. S. Eliot and William Carlos Williams about global versus local approaches to the poem, and together we will ask complex questions: Why is it, for example, that Jack Gilbert finds his Pittsburgh when he leaves it, while Gerald Stern finds his Pittsburgh when he keeps it close? Does something sing because you leave it or because you hold it close? Do you come to a place to find where you belong in it? Do you leave a place to find where it belongs in you? As Carolyn Kizer writes in *Running Away from Home*, Its never over, old church of our claustrophobia! And of course home can give us the first freedom of wanting to leave, the first prison and freedom of want. In our reflections on each “place,” we will reflect on its varied histories, its native peoples, and its inheritance of violent conquest. Our syllabus will consist, in addition to poems, of manifestos and prose writings about place, from Richard Hugo’s *Triggering Town* to Sandra Beasley’s *Prioritizing Place*. You will be encouraged to think about everything from dialect to economics, from collectivism to individualism in poems that root themselves in particular places, and you will be encouraged to consider how those poems “transcend” their origins. You will write response papers, analytical papers, and creative pieces, and you will complete a final project that reflects on your own relationship to place

### **WRIT UN3322 WASTE. 3.00 points.**

What if we think of writing as waste management? “To find a form that accommodates the mess, that is the task of the artist now,” said Samuel Beckett then, famously, but: What does this mean? In this course, we will explore the many ways in which artists and writers have tried to answer this question, not only with waste as a figure for thought but as the concrete and recalcitrant reality of our being. Students will be asked to keep a notebook, with the instruction to keep everything that is for them a signature of thought. In this way, a pinecone or a piece of garbage is as much “writing” as anything else. Together, we will create an archive for the semester, of everything that is produced and/or consumed under this aegis of making. This class is designed to pose questions about form and the activity of writing and, in turn, the modes and methods of production not only as writers, but as persons. In addition to our weekly readings, we will be taking field trips throughout the city, convening with Freegan.info for a trash tour and meeting with the artist in residence at the Department of Sanitation, as well as hosting visitors for additional conversations over Zoom

### **WRIT UN3324 SENSORY POETICS. 3.00 points.**

“A writer should have the precision of a poet and the imagination of a scientist” —Vladimir Nabokov “Every



word was once an animal.” —Ralph Waldo Emerson How do writers use words to bring whole worlds to life in the senses? Sensory Poetics is a semester-long exploration of how this formal question has propelled the last 150 years of formally innovative poetry, manifestos and essays on craft. Here, we will read by critically and creatively responding to these texts with a single goal in mind: Borrow their methods to compose a dossier of writing that brings just one thing to life in the senses—any one thing—of your individual choosing. To that end, the semester is divided into 3 Labs that each isolate a different register of sensemaking: Sound, Image, and Line. For example, in the Sound Lab unit, you’ll respond to poems and essays by acoustic-centered poets like John Cage, Kamau Brathwaite and Gertrude Stein, transcribing the sound of your one thing, and writing a metered sonnet based on models from different periods and artistic contexts. To capture the look and logic of your one thing, further in you’ll read Surrealists like Aimé and Suzanne Césaire (for Image Lab), Kathy Acker’s cut-ups, and the psychedelic prose poems of Georges Perec and Yoko Ono (for Line Lab). Throughout, we’ll also read Raymond Queneau’s *Exercises in Style*, a book that is similarly a dossier of one thing written a hundred different ways. Class time focuses on close-reading and analyzing poems together. At the end of each of the three Labs, you’ll submit a portfolio which showcases and reflects on your favorite creative/critical writing generated during the unit. So, no matter how boring or inflexible your one thing may appear to you at any point, your only limits beyond this constraint—make a dossier on one thing—will merely be the finite plasticity of your own imagination, which luckily, readings in this course are curated to expand. This is a place to encounter, practice and experiment with new and exciting forms that broaden your repertoire for articulating your obsessions in ways that bring them to life in the ears, eyes and minds of your audience. Writers of all majors and levels welcome

### **WRIT UN3365 21STC AM POETRY # ITS CONCERNS. 3.00 points.**

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 and shouldn’t do, both in terms of content and of form, students will investigate their own writing practices, fortify their poetic voices, and create new works that engage directly and confidently with the world in which they are written

#### **Fall 2024: WRIT UN3365**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3365	001/15125	M 6:10pm - 8:00pm 401 Hamilton Hall	Quincy Jones	3.00	12/20

### **WRIT UN3321 Ecopoetics. 3.00 points.**

“There are things / We live among ‘and to see them / Is to know ourselves.’” George Oppen, “Of Being Numerous” In this class we will read poetry like writers that inhabit an imperiled planet, understanding our poems as being in direct conversation both with the environment as well as writers past and present with similar concerns and techniques. Given the imminent ecological crises we are facing, the poems we read will center themes of place, ecology, interspecies dependence, the role of humans in the destruction of the planet, and the “necropastoral” (to borrow a term from Joyelle McSweeney), among others. We will read works by poets and writers such as (but not limited to) John Ashbery, Harryette Mullen, Asiya Wadud, Wendy Xu, Ross Gay, Simone Kearney, Kim Hyesoon, Marcella Durand, Arthur Rimbaud, Geoffrey G. O’Brien, Muriel Rukeyser, George Oppen, Terrance Hayes, Juliana Spahr, and W.S. Merwin—reading several full collections as well as individual poems and essays by scholars in the field. Through close readings, in-class exercises, discussions, and creative/critical writings, we will invest in and investigate facets of the dynamic lyric that is aware of its environs (sound, image, line), while also exploring traditional poetic forms like the Haibun, ode, prose poem, and elegy. Additionally, we will seek inspiration in outside mediums such as film, visual art, and music, as well as, of course, the natural world. As a class, we will explore the highly individual nature of writing processes and talk about building writing practices that are generative as well as sustainable

#### **Fall 2024: WRIT UN3321**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3321	001/13562	M 12:10pm - 2:00pm 317 Hamilton Hall	Samantha Zighelboim	3.00	12/15

## **CROSS GENRE SEMINARS**

### **WRIT UN3010 SHORT PROSE FORMS. 3.00 points.**

Note: This seminar has a workshop component.

Prerequisites: No Prerequisites. Department approval NOT required.

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 genres emergence, examining the prose poem in 19th-century France through the works of Mallarme, 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 2025: WRIT UN3010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3010	001/14723	Th 4:10pm - 6:00pm	Alan Ziegler	3.00	16/15
		327 Uris Hall			

#### WRIT UN3011 TRANSLATION SEMINAR. 3.00 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.

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 arts 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 translators 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 translators note of introduction

#### WRIT UN3214 HYBRID NONFICTION FORMS. 3.00 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 writers milieu. Certain essays that join personal reflection to arts and cultural criticism, drawing on research and imagination, the vernacular and the formal, even prose and poetry. The assemblage or collage that, created from notebook entries, lists, quotations, footnotes and indexes achieves its coherence through fragments and associations, found and original texts

#### Fall 2024: WRIT UN3214

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3214	001/13557	T 12:10pm - 2:00pm	Margo Jefferson	3.00	12/15
		511 Kent Hall			

#### WRIT UN3018 Inhabiting Form: Writing the Body. 3.00 points.

The body is our most immediate encounter with the world, the vessel through which we experience our entire lives: pleasure, pain, beauty, horror, limitation, freedom, fragility and empowerment. In this course, we will pursue critical and creative inquiries into invocations and manifestations of the body in multiple genres of literature and in several capacities. We will look at how writers make space for—or take up space with—bodies in their work. The etymology of the word “text” is from the Latin *textus*, meaning “tissue.” Along these lines, we will consider the text itself as a body. Discussions around body politics, race, gender, ability, illness, death, metamorphosis, monstrosity and pleasure will be parallel to the consideration of how a text might function itself as a body in space and time. We will consider such questions as: What is the connective tissue of a story or a poem? What is the nervous system of a lyric essay? How is formal constraint similar to societal ideals about beauty and acceptability of certain bodies? How do words and language function at the cellular level to build the body of a text? How can we make room to honor, in our writing, bodies that have otherwise been marginalized? We will also consider non-human bodies (animals & organisms) and embodiments of the supernatural (ghosts, gods & specters) in our inquiries. Students will process and explore these ideas in both creative and analytical writings throughout the semester, deepening their understanding of embodiment both on and off the page

#### Spring 2025: WRIT UN3018

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WRIT 3018	001/14724	M 12:10pm - 2:00pm	Samantha Zighelboim	3.00	10/15
		511 Kent Hall			

**WRIT UN3031 INTRO TO AUDIO STORYTELLING. 3.00 points.**

It's one thing to tell a story with the pen. It's another to transfix your audience with your voice. In this class, we will explore principles of audio narrative. Oral storytellers arguably understand suspense, humor and showmanship in ways only a live performer can. Even if you are a diehard writer of visually-consumed text, you may find, once the class is over, that you have learned techniques that can translate across borders: your written work may benefit. Alternatively, you may discover that audio is the medium for you. We will consider sound from the ground up – from folkloric oral traditions, to raw, naturally captured sound stories, to seemingly straightforward radio news segments, to highly polished narrative podcasts. While this class involves a fair amount of reading, much of what we will be studying and discussing is audio material. Some is as lo-fi as can be, and some is operatic in scope, benefitting from large production budgets and teams of artists. At the same time that we study these works, each student will also complete small audio production exercises of their own; as a final project, students will be expected to produce a trailer, or “sizzle” for a hypothetical multi-episode show. This class is meant for beginners to the audio tradition. There are some tech requirements: a recording device (most phones will suffice), workable set of headphones, and computer. You'll also need to download the free audio editing software Audacity

**WRIT UN3036 THE AESTHETIC EXPERIENCE. 3.00 points.**

What is an aesthetic experience and what does it tell us about art or about ourselves? An aesthetic experience might be best initially defined as a subjective and often profound encounter with an object, artwork, or phenomenon that elicits a heightened sense of beauty, appreciation, or emotional response. It involves a deep engagement with the sensory, emotional, and intellectual aspects of the object of appreciation. Aesthetic experiences typically involve a sense of pleasure, contemplation, or emotional resonance, and they often transcend practical or utilitarian considerations. These experiences can encompass a wide range of phenomena, literature, natural landscapes, and even everyday objects when perceived with a heightened sense of awareness and appreciation. Aesthetic experiences are highly personal and can vary from person to person based on individual preferences, cultural backgrounds, and emotional responses. For me, an aesthetic experience is both mysterious and confounding—I'm impacted physically as much as it might mentally or emotionally. In the throes of an aesthetic experience, I might feel the small hairs on my arms or on the back of my neck stand up. I might feel nearly ill from a racing heart or my stomach turning. I might feel energized by new thoughts prompted by the experience or feel my heart swell in appreciation and awe. I might also feel a deep sense of recognition—one that connects me to the art object and its maker in a way that transcends time and place. But why do I feel this? Where does this feeling come from? What is really happening?? In this class, we'll study this question on two levels: 1. A 'theoretical' level. Theorists,

critics, and philosophers have long tried to understand what it means to have an aesthetic experience. Plato likened this experience to madness, Kant to the sublime; Tolstoy argued the aesthetic experience was a form of communication only accessible through engagement in art. Historians place aesthetic experience within the context of time and culture. We'll study and discuss theories that have tried to define this mysterious phenomenon. 2. A 'practical' level. We'll also read the work of writers who have puzzled through this question of the aesthetic experience by writing about their connection to a work or body of work by another artist. Often this involves a search to understand the self via the work of another artist. Books: Required books available at Book Culture on 112th Street and Broadway or in course reserves at Butler Library. Several readings will be available for free via our courseworks page. They are indicated on the syllabus as (CW)

## DANCE

**The department of Dance is housed at Barnard College, and all information on these Bulletin pages feeds from the information on the Barnard Course Catalogue.**

Office Location: 310 Barnard Hall

Office Phone: 212-854-2995

Email: [dance@barnard.edu](mailto:dance@barnard.edu)

Director of Undergraduate Studies: Paul Scolieri,  
[pscolieri@barnard.edu](mailto:pscolieri@barnard.edu)

Department Assistant: Diane Roe, [droe@barnard.edu](mailto:droe@barnard.edu),  
212-854-2995

## 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.

## STUDENT LEARNING OUTCOMES

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.

## PROGRAMS OF STUDY

### Major

### Minor

### Concentration (only for students who entered Columbia College in or before the 2023-2024 academic year)

## STUDENT ADVISING

### Advising Resources

- Newly declared or prospective dance majors and minors should consult with the Dance Department Chair.
- Sign up for the Dance Department Listserv by contacting [dance@barnard.edu](mailto:dance@barnard.edu)
- The Dance Department holds 2 program planning meetings a year (one in the fall and one in the spring).

### Enrolling in Courses

Technique class levels are confirmed during the shopping period. You must attend the first 2 classes.

Rehearsal and Performance DNCE BC 3601- DNCE BC 3607 requires an audition usually scheduled for the first week of classes.

### Transfer Credit

- When students wish to transfer credit to Barnard from other institutions, their coursework is first evaluated for college elective credit by the Registrar's Office. If they are approved, departments can consider these courses for credit toward the major or minor.
- Transfer students should send their transcripts to the Dance Department Chair for credit evaluation.

### Study Abroad Credit

- Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Global Engagement) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus.
- Classes taken abroad through other institutions or programs are treated as transfer credit and are subject to the same policies as other transfer courses. Accordingly, there will be a limit on the number of study abroad courses taken at other institutions that can be counted toward the major or minor.
- To receive credit toward the major or minor for a study abroad course (whether taken through a Columbia program or another institution/program), students must submit a Study Abroad Approval form through Slate and obtain the approval of the Chair or departmental representative.

### Summer Credit

- Summer courses at Barnard are equivalent to those taken during the academic year. Courses that have been approved

for the fulfillment of departmental requirements will automatically count toward your major.

- Courses taken at other institutions (including Columbia) are considered transfer credit and are subject to the same governing other transfer courses. To receive major or minor credit for a summer course taken at another institution, students must submit a Summer Course form through Slate and have it approved by both the Registrar's Office and the Chair or departmental representative.

## SENIOR CAPSTONE PROJECT

**Senior Seminar (DNCE BC3591)** is the capstone experience of your years of study as a dance major. It is probably the most challenging course you will take in the Department, because for so much of the time you will be working on your own, and because the thesis is probably the longest and most complex piece of analytical writing that you will undertake in college. No matter what your area of interest, you need to come up with a topic, create a bibliography, develop an original thesis, conduct in-depth research, and build a convincing argument in support of your claims. This is not a project that you can do overnight. By the same token, it is one that will stand you in good stead even if you never write another word about your topic. The process of conceptualizing, researching, writing, and revising a thesis – and the skills all this entails – will carry over into realms of activity very far from dance.

**Senior Project: Repertory for Dance (DNCE BC 3593)** is the culminating experience of your major work and is based on research, investigation, interpretation, and the creative synthesis of movement. As with Senior Seminar, there will be a good amount of time in which you are working on your own, whether it is creating the movement language and managing your rehearsal schedule (including studio space requests to the Technical Director), attending to the music-sound needs of your work with the Music Director, exploring multi-media possibilities, or creating/recreating/staging choreography or designing/resourcing costumes for your work. Students will work on their own creative project as well as offering support for each other's work throughout the semester.

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**Chair:** Colleen Thomas-Young (Professor of Professional Practice in Dance)

**Professor:** Paul A. Scolieri

**Assistant Professor:** Seth Williams

**Associate Professors of Professional Practice in Dance:**

Gabri Christa, Marjorie Folkman

**Senior Associate:** Katie Glasner

**Term Associate:** Vincent McCloskey

**Adjunct Professor:** Uttara Coorlawala

**Adjunct Lecturers:** Cynthia Anderson, Jennifer Archibald, Ehizoje Azeke, Rebecca Bliss, Lisa Boudreau, Candace Brown, Siobhan Burke, Maguette Camara, Antonio Carmena, Uttara Coorlawala, Francessa Dominguez, Dormeshia, Nicole Duffy, Allison Easter, Lisa Fagan, Caroline Fermin, Tamisha Guy, Chisa Hidaka, Jodi Melnick, Bo Park, Juan Rodriguez, Carol Teitelbaum, Nelida Tirado, Caitlin Trainor, Ashley Tuttle

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## MAJOR IN DANCE

Majors must complete eleven academic courses (six required, five elective) and a minimum of eight 2-point technique courses (minimum 50 credits). 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
DNCE BC3001	HISTORY OF THEATRICAL DANCING

### Movement Science

Select one or more of the following:

DNCE BC2562	MOVEMENT ANALYSIS
ANAT BC2573	HUMAN ANATOMY AND MOVEMENT
DNCE BC3144	Coding Choreography

### Composition

One course in Composition must be completed before the fall of the senior year.

DNCE BC2563	DANCE COMPOSITION: FORM
DNCE BC2564	DANCE COMPOSITION: CONTENT
DNCE BC3560	SCREENDANCE: COMPOSITION
DNCE BC3565	Composition: Collaboration and the Creative Process
DNCE BC3566	Composition: Site Specific and Experimental Methods

### 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
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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: 3-4

DNCE BC3592	Senior Project: Research for Dance
DNCE BC3593	SR 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. 15-20

#### History/Criticism:

DNCE BC2570	DANCE IN NEW YORK CITY
DNCE BC3000	From Page to Stage: Interactions of Literature and Choreography
DNCE BC3002	Choreographing Race in America
DNCE BC3200	DANCE IN FILM
DNCE BC3240	SEEING THE BODY
DNCE BC3550	Dance in Africa
DNCE BC3567	DANCES OF INDIA
DNCE BC3576	DANCE CRITICISM
DNCE BC3585	DEVisING IMMERSIVE PERFORMANCE
DNCE BC3800	Dismantling Racism/Decolonizing Dance
DNCE BC3984	Digital Performance

#### Studio/Performance:

DNCE BC2567	MUSIC FOR DANCE
DNCE BC3340	Dance/Music Improvisation: Critical Practices in Negotiation, Embodiment, and Freedom
DNCE BC3601 & DNCE BC3604	REHEARSAL # PERFRMNCE IN DANCE and REHEARSAL# PERFRMNCE 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

### Senior Work

All dance majors must complete two semesters of senior work. DNCE BC3591 SENIOR SEMINAR 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 SR 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.

### BARNARD COLLEGE MINOR IN DANCE

Six courses constitute a minor in dance. Normally, three history/criticism and three credit-bearing performance/choreography courses are taken. (Note: 2-point technique courses do NOT count toward the Dance minor.) Courses are to be selected on the basis of consultation with full-time members of the department.

### COLUMBIA COLLEGE MINOR IN DANCE

Five courses

- 1 Dance Studies (either World Dance or History of Theatrical Dancing)
- 1 Composition (either Form or Content)
- 3 Electives (Choose any 3- and 4 -point courses from among offerings in Dance Studies, Composition, Movement Science, and Rehearsal & Performance)

### CONCENTRATION IN DANCE

Note: Only for students who entered Columbia College on or before the 2023-2024 academic year)

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

## SCHOOL OF ENGINEERING AND APPLIED SCIENCES MINOR IN DANCE

The SEAS Dance Minor consists of five 3-point courses. Please note that no performance/choreography courses below count toward the non-tech requirement for SEAS students:

1. Two of the following history/criticism courses:

DNCE BC2565	WORLD DANCE HISTORY
DNCE BC2570	DANCE IN NEW YORK CITY
DNCE BC3000	From Page to Stage: Interactions of Literature and Choreography
DNCE BC3001	HISTORY OF THEATRICAL DANCING
DNCE BC3002	Choreographing Race in America
DNCE BC3200	DANCE IN FILM
DNCE BC3240	SEEING THE BODY
DNCE BC3550	Dance in Africa
DNCE BC3567	DANCES OF INDIA
DNCE BC3576	DANCE CRITICISM
DNCE BC3585	DEVISING IMMERSIVE PERFORMANCE
DNCE BC3800	Dismantling Racism/Decolonizing Dance
DNCE BC3984	Digital Performance

2. Two of the following performance/choreography courses:

DNCE BC2563	DANCE COMPOSITION: FORM
DNCE BC2564	DANCE COMPOSITION: CONTENT
DNCE BC2567	MUSIC FOR DANCE
DNCE BC3340	Dance/Music Improvisation: Critical Practices in Negotiation, Embodiment, and Freedom
DNCE BC3601	REHEARSAL # PERFRMNCE IN DANCE
DNCE BC3602	Rehearsal and Performance in Dance
DNCE BC3603	Rehearsal and Performance in Dance
DNCE BC3604	REHEARSAL#PERFRMNCE IN DANCE
DNCE BC3605	REHEARSAL#PERFRMNCE IN DANCE
DNCE BC3607	Rehearsal and Performance in Dance

3. One elective (Choose any 3- or 4-point course from offerings in Dance Studies, Composition, Movement Science, and Rehearsal & Performance)

The department of Dance is housed at Barnard College, and all information on these Bulletin pages feeds from the information on the Barnard Course Catalogue.

## DANCE COURSES

### DNCE BC1135 BALLET I. 2.00 points.

This course is designed for the absolute beginner or the student returning to ballet class after a lengthy hiatus and is intended to familiarize the student with the classical ballet terminology, to foster independence in this particular vocabulary, to introduce the historical context of the Western art form and conventions of a ballet class. Learning the physical practice of this centuries-old craft will give the student basic classical ballet terminology as well as gaining an anatomical understanding of the body

#### Fall 2024: DNCE BC1135

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1135	001/00731	M W 9:00am - 10:00am LI013 Barnard Hall	Kate Glasner	2.00	34/34
DNCE 1135	002/00732	M W 10:10am - 11:25am 110 Barnard Hall	Vincent McCloskey	2.00	22/20

### DNCE BC1136 BALLET I. 2.00 points.

This course is designed for the absolute beginner or the student returning to ballet class after a lengthy hiatus and is intended to familiarize the student with the classical ballet terminology, to foster independence in this particular vocabulary, to introduce the historical context of the Western art form and conventions of a ballet class. Learning the physical practice of this centuries-old craft will give the student basic classical ballet terminology as well as gaining an anatomical understanding of the body

#### Spring 2025: DNCE BC1136

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1136	001/00265	M W 10:10am - 11:25am LI013 Barnard Hall	Vincent McCloskey	2.00	28/30
DNCE 1136	002/00267	T Th 9:00am - 10:00am 305 Barnard Hall	Marjorie Folkman	2.00	47/50
DNCE 1136	003/00268	F 9:00am - 10:50am LI013 Barnard Hall	Vincent McCloskey	2.00	28/30

### DNCE BC1137 BALLET II. 2.00 points.

#### Ballet II

#### Fall 2024: DNCE BC1137

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1137	001/00655	M W 10:10am - 11:25am LI013 Barnard Hall	Kate Glasner	2.00	19/30

DNCE 002/00656 T Th 2:40pm - Nicole 2.00 23/30  
1137 3:55pm Robertson  
LI013 Barnard Hall

### **DNCE BC1138 BALLET II. 2.00 points.**

This course is designed for the student with prior beginning ballet study, knowledge of the basic ballet vocabulary and the ability to process a combination with relative proficiency. During this semester you will be introduced to an expanded vocabulary, with focused attention will increase your technical ability, work with dynamics and speed, may work with a partner to analyze a movement combination or may be asked to produce and present a combination in class

#### **Spring 2025: DNCE BC1138**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1138	001/00269	T Th 10:10am - 11:25am LI013 Barnard Hall	Kate Glasner	2.00	26/33
DNCE 1138	002/00270	F 1:00pm - 2:50pm 306 Barnard Hall	Juan Rodriguez	2.00	16/15

### **DNCE BC1250 HIP HOP DANCE # CULTURE I. 2.00 points.**

This course introduces students to urban dance styles, focusing on the 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

#### **Fall 2024: DNCE BC1250**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1250	001/00657	M W 11:40am - 12:55pm 305 Barnard Hall	Jennifer Archibald	2.00	25/40

#### **Spring 2025: DNCE BC1250**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1250	001/00272	M W 11:40am - 12:50pm 305 Barnard Hall	Jennifer Archibald	2.00	23/40

### **DNCE BC1330 MODERN I. 2.00 points.**

This course is designed for movers with little or no experience with dance, or who are unfamiliar with modern dance styles. It is intended to introduce modern dance techniques, terminology, and historical context, as well as improve anatomical and spatial awareness, and foster physical confidence moving to music. Students of this course will also cultivate comfort with watching, interpreting, and discussing modern dance. Love of dance is not a prerequisite, but is definitely a goal

#### **Fall 2024: DNCE BC1330**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1330	001/00729	M W 11:40am - 12:55pm LI013 Barnard Hall	Caitlin Trainor	2.00	27/29

DNCE 002/00730 F 11:00am - Vincent 2.00 23/25  
1330 12:50pm McCloskey  
LI013 Barnard Hall

### **DNCE BC1331 MODERN I. 2.00 points.**

This course is designed for movers with little or no experience with dance, or who are unfamiliar with modern dance styles. It is intended to introduce modern dance techniques, terminology, and historical context, as well as improve anatomical and spatial awareness, and foster physical confidence moving to music. Students of this course will also cultivate comfort with watching, interpreting, and discussing modern dance

#### **Spring 2025: DNCE BC1331**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1331	001/00281	M W 9:00am - 10:00am 305 Barnard Hall	Caroline Fermin	2.00	31/40
DNCE 1331	002/00283	F 11:00am - 12:50pm LI013 Barnard Hall	Vincent McCloskey	2.00	30/30

### **DNCE BC1332 MODERN II. 2.00 points.**

This course is designed for movers with some experience with dance, or who are unfamiliar with modern dance styles. It is intended to introduce modern dance techniques, terminology, and historical context, as well as improve anatomical and spatial awareness, and foster physical confidence moving to music. Students of this course will also cultivate comfort with watching, interpreting, and discussing modern dance. Love of dance is not a prerequisite, but is definitely a goal

#### **Fall 2024: DNCE BC1332**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1332	001/00658	M W 1:10pm - 2:25pm LI013 Barnard Hall	Caitlin Trainor	2.00	28/30
DNCE 1332	002/00659	M W 9:00am - 10:00am 305 Barnard Hall	Caroline Fermin	2.00	33/40

### **DNCE BC1333 MODERN II. 2.00 points.**

This course is designed for movers with some experience with dance, or who are unfamiliar with modern dance styles. It is intended to introduce modern dance techniques, terminology, and historical context, as well as improve anatomical and spatial awareness, and foster physical confidence moving to music. Students of this course will also cultivate comfort with watching, interpreting, and discussing modern dance

#### **Spring 2025: DNCE BC1333**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1333	001/00288	M W 1:10pm - 2:25pm LI013 Barnard Hall	Caitlin Trainor	2.00	20/30
DNCE 1333	002/00291	T Th 11:40am - 12:55pm LI013 Barnard Hall	Marjorie Folkman	2.00	23/30
DNCE 1333	003/00878	M W 9:00am - 10:00am 110 Barnard Hall	Catherine Haber	2.00	17/20

**DNCE BC1445 TAP I. 2.00 points.**

Tap I is a beginning level tap class for students with some previous dance or movement experience. We will cover basic tap technique, proper use of the body to enhance sound quality and style, a variety of music styles and structures, and improvisation

Fall 2024: DNCE BC1445

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1445	001/00660	M W 2:40pm - 3:55pm 110 Barnard Hall	Dormeshia Sunbry-Edwards	2.00	22/24

**DNCE BC1446 TAP I. 0.00-1.00 points.**

Prerequisites: BC1137, BC1138, BC1332, or BC1333, or permission of the Dance Department. Intermediate level in modern or ballet technique is required

**DNCE BC2137 BALLE III. 2.00 points.**

This course is designed for intermediate dancers who are interested in maintaining their established ballet technique as well as advancing their knowledge and familiarity with the classical vocabulary. Students of Ballet III should have completed two semesters of Ballet II or its equivalent, or one semester of Ballet III or its equivalent, and have a firm mental and physical understanding of barre exercises (plié, battement tendu, battement dégagé, rond de jambe à terre, battement fondu, frappé, and grand battement), as well as general center concepts such as adagio, waltz, pirouettes, and petit allegro (including changement, glissade, jeté, and assemblé). This is a graded, semester long, two credit course

Fall 2024: DNCE BC2137

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2137	001/00661	M W 2:40pm - 3:55pm 305 Barnard Hall	Cynthia Anderson	2.00	12/40
DNCE 2137	002/00662	T Th 10:10am - 11:25am 305 Barnard Hall	Antonio Carmena	2.00	16/40
DNCE 2137	003/00663	F 9:00am - 10:50am LI013 Barnard Hall	Vincent McCloskey	2.00	16/30

**DNCE BC2138 BALLE III. 2.00 points.**

This course is designed for intermediate dancers who are interested in maintaining their established ballet technique as well as advancing their knowledge and familiarity with the classical vocabulary. Students of Ballet III should have completed two semesters of Ballet II or its equivalent, or one semester of Ballet III or its equivalent, and have a firm mental and physical understanding of barre exercises (plié, battement tendu, battement dégagé, rond de jambe à terre, battement fondu, frappé, and grand battement), as well as general center concepts such as adagio, waltz, pirouettes, and petit allegro (including changement, glissade, jeté, and assemblé). This is a graded, semester long, two credit course

Spring 2025: DNCE BC2138

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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DNCE 2138	001/00295	M W 8:40am - 9:55am LI013 Barnard Hall	Vincent McCloskey	2.00	27/30
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**DNCE BC2139 BALLE IV. 2.00 points.**

This course is designed for advanced intermediate dancers who are interested in maintaining their established ballet technique as well as advancing their knowledge and familiarity with the classical vocabulary. Students of Ballet IV should have completed two semesters of Ballet III or its equivalent, or one semester of Ballet IV or its equivalent, and have a firm mental and physical understanding of ballet technical exercises. These include all barre exercises (plié, battement tendu, battement dégagé, rond de jambe à terre, battement fondu, battement frappé, and grand battement), as well as center exercises including adagio, waltz, pirouettes, petit allegro, and grand allegro. Focus of this class will be on how to practice ballet safely, efficiently, musically, and joyfully. This is a graded, semester long, two credit course. This class is offered in person only, and no remote learning option will be available

Fall 2024: DNCE BC2139

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2139	001/00664	M W 8:40am - 9:55am 110 Barnard Hall	Vincent McCloskey	2.00	24/24
DNCE 2139	002/00665	T Th 11:40am - 12:55pm LI013 Barnard Hall	Marjorie Folkman	2.00	14/30
DNCE 2139	003/00666	F 11:00am - 12:50pm 305 Barnard Hall	Juan Rodriguez	2.00	28/40

**DNCE BC2140 BALLE IV. 2.00 points.**

This course is designed for advanced intermediate dancers who are interested in maintaining their established ballet technique as well as advancing their knowledge and familiarity with the classical vocabulary. Students of Ballet IV should have completed two semesters of Ballet III or its equivalent, or one semester of Ballet IV or its equivalent, and have a firm mental and physical understanding of ballet technical exercises. These include all barre exercises (plié, battement tendu, battement dégagé, rond de jambe à terre, battement fondu, battement frappé, and grand battement), as well as center exercises including adagio, waltz, pirouettes, petit allegro, and grand allegro. Focus of this class will be on how to practice ballet safely, efficiently, musically, and joyfully

Spring 2025: DNCE BC2140

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2140	001/00296	M W 2:40pm - 3:55pm LI013 Barnard Hall	Cynthia Anderson	2.00	12/30
DNCE 2140	002/00297	F 11:00am - 12:50pm 305 Barnard Hall	Juan Rodriguez	2.00	40/40

**DNCE BC2248 JAZZ DANCE II. 2.00 points.**

This class explores contemporary jazz movement using music from both American and Diasporic pop culture. Students can expect to work on technique, performance, groove,



musicality, and retention of choreography (additional emphasis on story-telling). There will be opportunities for discussions of professional development pertaining to navigating a career in dance (auditioning, submissions, agencies/representation, etc) on evaluation days

**Fall 2024: DNCE BC2248**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2248	001/00667	M W 1:10pm - 2:25pm 110 Barnard Hall	Ehizoje Azeke	2.00	12/24

**DNCE BC2249 JAZZ DANCE II. 2.00 points.**

In This JAZZ II Level Course, You will develop a solid understanding within your body that demonstrates advanced fundamentals, rhythm, technique, connectivity and phrasing necessary to communicate each movement. You will learn new phrases and dynamic material while continuously applying technical information. We will delve deeper into technique preparing your body to perform more efficiently and effectively at a higher rate while reducing the risk of injury. Prerequisites: DNCE BC1247, BC1248 or permission of instructor

**Spring 2025: DNCE BC2249**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2249	001/00299	M W 2:40pm - 3:55pm 306 Barnard Hall	Ehizoje Azeke	2.00	17/20

**DNCE BC2252 AFRICAN DANCE I. 2.00 points.**

In West Africa, dance is part of daily life. It is used to mark occasions such a birth, death, harvest, and marriage. It is also used to unite the community in times of crisis. West African dance is not as much a strict technique as it is a movement coming from the spirit and the rhythm of the drum and the energy of the people. While there are certain steps that go with specific rhythms, it leaves space for the individual interpretation and improvisations which is an important element. Dancing is more about the communication between dancer and drummer. The movement of West African dance tends to be energetic and big. It is very expressive, and the energy is outward. Some African dance steps are taken directly from daily activities such as planting or hunting. Most, however, are an expression of joy or release of the spirit.

Dancing is done by communicating with a drummer to create positive energy. It is a way to enjoy oneself and each other. In African dance, the name of the dance is the same as the name of the rhythm played by the drummer. The individual steps that make up the dance do not have names. In this course, we are going to be learning various West African dances such as Sikko, Socco, Kuku, Mandiany, Farakorroba, Sunu, Soli, Lamba, Mandjo, Diambadong, Doundounba, Kaolask, Thieboudjeune, Niarry---gorong, Ekongkong, Wolossodong, Zaouly, Ngorong, Niakka, Maraka, Djansa and Lengeng/Kutiro

**Fall 2024: DNCE BC2252**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2252	001/00668	T Th 10:00am - 10:50am	Maguette Camara	2.00	28/30

Ar3 Dodge Fitness Center

DNCE 2252	002/00669	T Th 11:40am - 12:55pm 110 Barnard Hall	Maguette Camara	2.00	24/24
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**Spring 2025: DNCE BC2252**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2252	001/00300	T Th 10:00am - 10:50am 110 Barnard Hall	Maguette Camara	2.00	32/34

**DNCE BC2253 AFRICAN DANCE II. 2.00 points.**

Prerequisites: DNCE BC2252 or permission of instructor.

In West Africa, dance is part of daily life. It is used to mark occasions such a birth, death, harvest, and marriage. It is also used to unite the community in times of crisis. West African dance is not as much a strict technique as it is a movement coming from the spirit and the rhythm of the drum and the energy of the people. While there are certain steps that go with specific rhythms, it leaves space for the individual interpretation and improvisations which is an important element. Dancing is more about the communication between dancer and drummer. The movement of West African dance tends to be energetic and big. It is very expressive, and the energy is outward. Some African dance steps are taken directly from daily activities such as planting or hunting. Most, however, are an expression of joy or release of the spirit. Dancing is done by communicating with a drummer to create positive energy. It is a way to enjoy oneself and each other. In African dance, the name of the dance is the same as the name of the rhythm played by the drummer. The individual steps that make up the dance do not have names. In this course, we are going to be learning various West African dances such as Sikko, Socco, Kuku, Mandiany, Farakorroba, Sunu, Soli, Lamba, Mandjo, Diambadong, Doundounba, Kaolask, Thieboudjeune, Niarry-gorong, Ekongkong, Wolossodong, Zaouly, Ngorong, Niakka, Maraka, Djansa and Lengeng/Kutiro

**Fall 2024: DNCE BC2253**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2253	001/00670	T Th 9:00am - 9:50am Ar3 Dodge Fitness Center	Maguette Camara	2.00	20/30

**Spring 2025: DNCE BC2253**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2253	001/00301	T Th 9:00am - 9:50am 110 Barnard Hall	Maguette Camara	2.00	23/29

**DNCE BC2254 INDIAN DANCE: BHARATANATYAM. 2.00 points.**

Bharatanatyam is typically studied as a theater dance form, and as a spiritual practice. In this class, traditional and contemporary teaching approaches are combined to introduce the participant to an overview of technical and performative aspects of the form. An example of the adjusted structure of the classes is that we begin each class with hatha yoga

based stretches and dance warm ups that specifically target the kind of joint articulation that the form presupposes. We focus on the basic stance, the ardha-mandi, along with the technique of stamping as exemplified in the series of adavu, (basic combinations of hand, foot and rhythmic movement.) Following the progressive difficulty of the adavu system itself, more challenging combinations of hand and footwork will be introduced. Head and eye techniques will be introduced first in isolation then in combination. The last stage of this class involves learning a short abstract dance to music especially pre-recorded for a particular version of a dance genre and adjusted for difficulty level. This is in order to experience how the parts of the technique are integrated and to experience the state of performing. Students will be invited to perform at informal showings

**Fall 2024: DNCE BC2254**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2254	001/00671	M W 2:40pm - 3:55pm LI013 Barnard Hall	Uttara Coorlawala	2.00	26/30

**DNCE BC2255 AFRO-CUBAN DANCE. 2.00 points.**

This course introduces students to the African-based dances of Cuba, including dances for the Orisha, Rumba, and the immensely joyful “Rueda de Casino” style of Salsa. In addition to learning rhythms, songs, and dances, we will have an ongoing, informal discussion about the historical and contemporary significance of Afro-Cuban dance performance, making connections to personal experience through practice and ongoing reflection. We engage Afro-Cuban music and dance as a living and evolving tradition, where culture, artistry, and history are intimately bound

**Fall 2024: DNCE BC2255**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2255	001/00672	F 3:00pm - 5:00pm LI013 Barnard Hall	Rebecca Bliss	2.00	26/30

**Spring 2025: DNCE BC2255**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2255	001/00302	F 3:00pm - 5:00pm LI013 Barnard Hall	Rebecca Bliss	2.00	42/40

**DNCE BC2256 Advanced Explorations in AfroCuban Dance. 2.00 points.**

An upper-level exploration of Afro-Cuban Dance focused on performance. Building on the foundation of Afro-Cuban Dance: Orisha, Rumba, Salsa, this course is a deeper dive into aesthetic principles, cultural themes, and improvisation as performance in the African dance context. Students explore multiple distinct dances and learn to engage the storytelling and cultural significance of each dance through improvisation with the drums. The course culminates with final, in-class presentations. Open to experienced movers and students who have completed Afro-Cuban Dance: Orisha, Rumba, Salsa. Permission of instructor required

**Fall 2024: DNCE BC2256**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2256	001/00673	F 1:00pm - 3:00pm LI013 Barnard Hall	Rebecca Bliss	2.00	18/30

**Spring 2025: DNCE BC2256**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2256	001/00305	F 1:00pm - 3:00pm LI013 Barnard Hall	Rebecca Bliss	2.00	23/30

**DNCE BC2260 HIP HOP DANCE # CULTURE III (ADVANCED). 2.00 points.**

Advanced technique and repertory in hip hop. 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

**Fall 2024: DNCE BC2260**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2260	001/00674	T Th 4:10pm - 5:25pm 305 Barnard Hall	Candace Brown	2.00	22/40

**Spring 2025: DNCE BC2260**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2260	001/00307	T Th 4:10pm - 5:25pm 110 Barnard Hall	Bo Park	2.00	17/24

**DNCE BC2332 MODERN III. 2.00 points.**

Modern III continues training in contemporary/modern technique for the beginning-intermediate level dancer, emphasizing alignment and musicality while expanding on the dancer’s physical and intellectual understanding of articulation, phrasing, dynamics, performance and focus. Our class will incorporate relevant principals from classical modern techniques along with contemporary aesthetics, improvisation and reflection. Our class aims to create a space that is in support of your artistic development, aesthetic fluency, and creative explorations as a dancer

**Fall 2024: DNCE BC2332**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2332	001/00675	T Th 10:10am - 11:25am LI013 Barnard Hall	Tamisha Guy	2.00	8/30
DNCE 2332	002/00676	M W 11:40am - 12:55pm 110 Barnard Hall	Francesca Dominguez	2.00	15/24

**DNCE BC2333 MODERN III. 2.00 points.**

Modern III continues training in contemporary/modern technique for the beginning-intermediate level dancer, emphasizing alignment and musicality while expanding on the dancer’s physical and intellectual understanding of articulation, phrasing, dynamics, performance and focus. Our

class will incorporate relevant principals from classical modern techniques along with contemporary aesthetics, improvisation and reflection. Our class aims to create a space that is in support of your artistic development, aesthetic fluency, and creative explorations as a dancer. Prerequisites: Intermediate experience in ballet and/or contemporary modern

**Spring 2025: DNCE BC2333**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2333	001/00308	M W 10:10am - 11:25am 305 Barnard Hall	Caroline Fermin	2.00	10/40
DNCE 2333	002/00309	T Th 1:10pm - 2:25pm 110 Barnard Hall	Tamisha Guy	2.00	18/24

**DNCE BC2334 MODERN IV. 2.00 points.**

Modern IV is a contemporary technique class for the intermediate to advanced-intermediate level dancer, emphasizing alignment and musicality while expanding on the dancer's physical and intellectual understanding of articulation, phrasing, dynamics, performance, and focus. Our class will incorporate relevant principles from classical modern techniques with contemporary aesthetics, improvisation, and reflection. Our class aims to create a space that is in support of your technical and aesthetic development as a dancing practitioner, performer, and creator

**Fall 2024: DNCE BC2334**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2334	001/00677	T Th 1:10pm - 2:25pm 110 Barnard Hall	Marjorie Folkman	2.00	10/24
DNCE 2334	002/00678	F 1:00pm - 2:50pm 305 Barnard Hall	Jodi Melnick	2.00	21/40

**DNCE BC2335 MODERN IV. 2.00 points.**

Modern IV is a contemporary technique class for the intermediate to advanced-intermediate level dancer, emphasizing alignment and musicality while expanding on the dancer's physical and intellectual understanding of articulation, phrasing, dynamics, performance, and focus. Our class will incorporate relevant principles from classical modern techniques with contemporary aesthetics, improvisation, and reflection

**Spring 2025: DNCE BC2335**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2335	001/00310	M W 11:40am - 12:55pm L1013 Barnard Hall	Francesca Dominguez	2.00	9/30
DNCE 2335	002/00311	F 1:00pm - 2:50pm 305 Barnard Hall	Jodi Melnick	2.00	18/40

**DNCE BC2340 Contemporary Caribbean Dance. 2.00 points.**

Course Description: This intermediate Contemporary Caribbean Dance class draws from different Caribbean dance styles. This Caribbean fusion class explains different cultural dances, focusing on African Diaspora principles and practices such as syncopation in body and in music. Based on many of the

dance of the Caribbean Islands, students learn to identify dances and rhythms that draw from traditions, such as Arara, Palo, Salsa, Rumba, Tambu, Tumba, Merengue, Reaggaton, Cha Cha Cha, Zouk and Afro Dance, as well as more contemporary styles such as "Technica Cubana" and learn to apply them in contemporary combinations. The course is designed for students who have some dance training and are looking to widen their understanding of different dances and learn to use different body parts that are not traditionally used in modern dance but are recognizable in Jazz, hip hop and current offerings in popular

**Fall 2024: DNCE BC2340**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2340	001/00679	T Th 1:10pm - 2:25pm L1013 Barnard Hall	Gabri Christa	2.00	22/30

**Spring 2025: DNCE BC2340**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2340	001/00315	M W 2:40pm - 3:55pm 305 Barnard Hall	Gabri Christa	2.00	30/40

**DNCE BC2447 TAP II. 2.00 points.**

Tap II is an intermediate level tap class for students who have at least 2 years of tap dance training. We will cover tap technique, proper use of the body to enhance sound quality and style, a variety of musical genres and structures, classic tap dance routines, and improvisation. The prerequisite for Intermediate Level Tap is previous experience in intermediate level tap classes. Students on this level are assumed to have mastered tap basics, be comfortable with intermediate level technique, and must be ready to learn at a slightly accelerated pace

**Spring 2025: DNCE BC2447**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2447	001/00316	M W 2:40pm - 3:55pm 110 Barnard Hall	Dormeshia Sunbry-Edwards	2.00	22/24

**DNCE BC2452 PILATES FOR DANCERS. 2.00 points.**

Pilates for Dancers is a full-body, low impact exercise class based on the work of Joseph Pilates, including movement concepts from Rudolf von Laban and Irmgard Bartenieff. We'll work on a yoga or Pilates mat doing exercises and movement sequences that build strength, flexibility, coordination and clarity in the body. The class is suitable for dancers, athletes and movement enthusiasts. A Pilates ring is highly recommended. A limited number of Pilates rings will be available in class. This course may not be appropriate for those with spine, neck, and shoulder injuries. If you have any of these types of injuries, kindly present a doctor's note clearing you for participation in the class

**Fall 2024: DNCE BC2452**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2452	001/00680	T Th 1:10pm - 2:25pm 305 Barnard Hall	Allison Easter	2.00	26/30

**Spring 2025: DNCE BC2452**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2452	001/00319	T Th 1:10pm - 2:25pm 305 Barnard Hall	Allison Easter	2.00	28/30

**DNCE BC2455 FELDENKRAIS FOR DANCERS. 2.00 points.**

Through guided practice-based lessons in Awareness Through Movement® (ATM), students develop sensory awareness of habitual neuromuscular patterns resulting in increased movement efficiency, improved skill acquisition, and greater strength, coordination, and flexibility. Applicable to all dance styles and activities

**Fall 2024: DNCE BC2455**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2455	001/00681	T Th 2:40pm - 3:55pm 305 Barnard Hall	Carol Teitelbaum	2.00	12/30

**Spring 2025: DNCE BC2455**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2455	001/00320	T Th 2:40pm - 3:55pm L1013 Barnard Hall	Carol Teitelbaum	2.00	18/30

**DNCE BC2456 Moving with the Voice. 2.00 points.**

Moving with the Voice is an interdisciplinary creative exploration using the voice, improvised and created music, dance, and theater. Students will explore extended vocal techniques, gesture, character and musical structures (e.g. hockets, rounds, rhythms, deconstructions) within both a solo and ensemble framework, composing their own soundscapes and creating their own voice/movement/theater work through improvisation and in-class assignments. Certain assignments will be inspired by the work of Meredith Monk or the percussion show Stomp. Open to all levels of experience. A willingness to sing is required

**Spring 2025: DNCE BC2456**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2456	001/00323	T Th 2:40pm - 3:55pm 110 Barnard Hall	Allison Easter	2.00	16/24

**DNCE BC2563 DANCE COMPOSITION: FORM. 3.00 points.**

An exploration of choreography that employs text, song, vocal work, narrative and principles of artistic direction in solo and group contexts

**Spring 2025: DNCE BC2563**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2563	001/00328	M W 1:10pm - 2:25pm 305 Barnard Hall	Gabri Christa	3.00	19/25

**DNCE BC2564 DANCE COMPOSITION: CONTENT. 3.00 points.**

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 2024: DNCE BC2564**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2564	001/00250	T Th 11:40am - 12:55pm 305 Barnard Hall	Colleen Thomas	3.00	20/20

**DNCE BC2565 WORLD DANCE HISTORY. 3.00 points.**

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 2025: DNCE BC2565**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2565	001/00331	T Th 11:40am - 12:55pm 323 Milbank Hall	Seth Williams	3.00	39/42

**DNCE BC2567 MUSIC FOR DANCE. 3.00 points.**

Prerequisites: Previous dance experience is necessary, a comp course in the dpt is preferred, permission of instructor This course covers basic music theory, ear training, and literature, incorporating practical exercises in which students apply musical understanding to compositional and performative modalities of movement. Students will investigate the elements of music that drive dance, the expressive influence dance can have on music, and the vital reciprocity between both activities. Emphasis will be placed on an historical survey and analysis of western musical forms from the Middle Ages to the present as well as influential music from other cultures, expanding students' awareness of the aural characteristics of a variety of musical styles while giving historical context and critical perspective on contemporary popular styles. In addition to lectures and reading requirements, the course involves listening assignments and in-class exercises structured to develop basic musical literacy and skills. Students will be introduced to multiple approaches to listening and to creating music through a combination of studio practice, theoretical study and analysis. Exploration of musicality as perceived by performer and audience will be covered, as well as learning conventional music terminology

**Fall 2024: DNCE BC2567**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2567	001/00254	T Th 2:40pm - 3:55pm 306 Barnard Hall	Colleen Thomas, Robert Boston	3.00	8/15



### **ANAT BC2573 HUMAN ANATOMY AND MOVEMENT. 3.00 points.**

Corequisites: ANAT BC2574

Corequisites: ANAT BC2574 Dancers and other movers will acquire concrete, scientific information about anatomy and integrate this knowledge into their sensed experience of movement. Through readings, lecture/discussions and movement practice, students will explore: (1) structure and function of bones and joints, (2) muscles, neuromuscular function and coordination, (3) motor cognition and learning

Fall 2024: ANAT BC2573

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANAT 2573	001/00251	M W 10:10am - 11:25am LI020 Milstein Center	Chisa Hidaka	3.00	21/22

### **DNCE BC3001 HISTORY OF THEATRICAL DANCING. 3.00 points.**

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 2024: DNCE BC3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3001	001/00257	T Th 1:10pm - 2:25pm 409 Barnard Hall	Seth Williams	3.00	21/25

### **DNCE BC3138 BALLETT V. 2.00 points.**

This course is for the intermediate advanced dancer. Material presented will focus on healthy anatomical alignment in barre work, extended combinations in the center, fostering personal artistic expression, and integrating improvisation in combinations with the ballet vocabulary. Clarification, analysis and repetition are fundamental elements for a sound technique of any dancer and are the foundation of this course. Center work will include attention to shaping adagio work, multiple turns in the large poses, batterie, and extended grand allegro. You may be assigned the construction and presentation of exercises, which will be explained in detail further into the semester

Fall 2024: DNCE BC3138

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3138	001/00682	M W 4:10pm - 5:25pm 305 Barnard Hall	Cynthia Anderson	2.00	19/40
DNCE 3138	002/00683	T Th 4:10pm - 5:25pm 110 Barnard Hall	Nicole Robertson	2.00	20/24

### **DNCE BC3139 BALLETT V. 2.00 points.**

This course is for the intermediate advanced dancer. Material presented will focus on healthy anatomical alignment in barre work, extended combinations in the center, fostering personal artistic expression, and integrating improvisation in

combinations with the ballet vocabulary. Clarification, analysis and repetition are fundamental elements for a sound technique of any dancer and are the foundation of this course. Center work will include attention to shaping adagio work, multiple turns in the large poses, batterie, and extended grand allegro

Spring 2025: DNCE BC3139

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3139	001/00335	M W 4:10pm - 5:25pm LI013 Barnard Hall	Cynthia Anderson	2.00	15/30
DNCE 3139	002/00336	T Th 8:40am - 9:55am LI013 Barnard Hall	Kate Glasner	2.00	16/30

### **DNCE BC3140 BALLETT VI. 2.00 points.**

This course is for the intermediate advanced dancer. Material presented will focus on healthy anatomical alignment in barre work, extended combinations in the center, fostering personal artistic expression, and integrating improvisation in combinations with the ballet vocabulary. Clarification, analysis and repetition are fundamental elements for a sound technique of any dancer and are the foundation of this course. Center work will include attention to shaping adagio work, multiple turns in the large poses, batterie, and extended grand allegro. You may be assigned the construction and presentation of exercises, which will be explained in detail further into the semester. You will be assigned a grading exercise at the end of the shopping period and will get written observations from me

Fall 2024: DNCE BC3140

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3140	001/00686	T Th 8:40am - 9:55am 305 Barnard Hall	Antonio Carmena	2.00	21/40
DNCE 3140	002/00687	F 9:00am - 10:50am 305 Barnard Hall	Ashley Tuttle	2.00	23/40

### **DNCE BC3141 BALLETT VI. 2.00 points.**

This course is for the advanced dancer. Material presented will focus on healthy anatomical alignment in barre work, extended combinations in the center, fostering personal artistic expression, and integrating improvisation in combinations with the ballet vocabulary. Clarification, analysis and repetition are fundamental elements for a sound technique of any dancer and are the foundation of this course. Center work will include attention to shaping adagio work, multiple turns in the large poses, batterie, and extended grand allegro

Spring 2025: DNCE BC3141

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3141	001/00337	T Th 4:10pm - 5:25pm LI013 Barnard Hall	Antonio Carmena	2.00	29/30
DNCE 3141	002/00338	F 9:00am - 10:50am 305 Barnard Hall	Ashley Tuttle	2.00	21/40

**DNCE BC3143 CLASSIC VARIATIONS. 2.00 points.**

Variations class is a course for the intermediate to advanced dancer. As in all other ballet classes, there will be a focus on correct physical alignment, proper technique and musicality. The added challenges in this course will be the pointe shoe technique, creative choreographic choices, and musical phrasing. The class will include variations based on works ranging from Petipa to Balanchine to today's choreographers. Dancers will explore personalizing already known works, pushing the boundaries of the pointe shoe, examining how choreography has evolved and developing the stamina required to execute a full variation. Learning material rapidly while paying attention to the stylistic demands of each choreographer's works and being able to shift from one stylistic choice to another is simply expected

**Fall 2024: DNCE BC3143**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3143	001/00688	M W 5:40pm - 6:55pm 110 Barnard Hall	Ashley Tuttle	2.00	10/24

**DNCE BC3248 JAZZ DANCE III. 2.00 points.**

This class explores Advanced contemporary jazz movement using music from both American and Diasporic pop culture

**Fall 2024: DNCE BC3248**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3248	001/00689	M W 2:40pm - 3:55pm 306 Barnard Hall	Ehizoje Azeke	2.00	25/25

**DNCE BC3250 FLAMENCO. 2.00 points.**

Prerequisites: DNCE BC1137x, BC1138y, BC1332x, BC1333y, or Permission of instructor. Intermediate level in modern or ballet technique is required.

The study of contemporary flamenco dance technique with special emphasis on improvisation and performance. Through video and reading assignments and attendance at live performances, students will also develop a context for understanding flamenco art, pedagogy, and culture

**Fall 2024: DNCE BC3250**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3250	001/00690	F 11:00am - 12:50pm 110 Barnard Hall	Nelida Tirado	2.00	14/24

**Spring 2025: DNCE BC3250**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3250	001/00345	F 11:00am - 12:50pm 110 Barnard Hall	Nelida Tirado	2.00	23/24

**DNCE BC3332 MODERN V. 2.00 points.**

Note: This is a variable-point course (0-1 pts).

This contemporary technique class invites students into an embodied practice focusing on a daily physical experimentation and challenge. Emphasis will be placed on corporeal ways to explore questions around propelling, listening, connecting,

healing, and action. This course offers a chance for students to use their sensorial experience to reflect on individual pathways/ desires for expression while, challenging the body to take risks and practice as their movement knowledge expands. Emphasis on sensation, initiation, and weight will be introduced in a floor or standing warm-up that will expand to a standing exploration of the transition between form and space. A focus will be to continue our development of a strong-grounded technique with healthy placement that moves with ease in and out of the floor. We will continue to develop our true embodied relationship to environment, people, and time

**Fall 2024: DNCE BC3332**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3332	001/00691	M W 1:10pm - 2:25pm 305 Barnard Hall	Francesca Dominguez	2.00	15/40
DNCE 3332	002/00692	T Th 8:40am - 9:55am LI013 Barnard Hall	Tamisha Guy	2.00	12/30

**DNCE BC3333 MODERN V. 2.00 points.**

Note: This is a variable-point course (0-1 pts).

This contemporary technique class invites students into an embodied practice focusing on a daily physical experimentation and challenge. Emphasis will be placed on corporeal ways to explore questions around propelling, listening, connecting, healing, and action. This course offers a chance for students to use their sensorial experience to reflect on individual pathways/ desires for expression while, challenging the body to take risks and practice as their movement knowledge expands. Emphasis on sensation, initiation, and weight will be introduced in a floor or standing warm-up that will expand to a standing exploration of the transition between form and space. A focus will be to continue our development of a strong-grounded technique with healthy placement that moves with ease in and out of the floor. We will continue to develop our true embodied relationship to environment, people, and time

**Spring 2025: DNCE BC3333**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3333	001/00346	T Th 2:40pm - 3:55pm 305 Barnard Hall	Lisa Boudreau	2.00	7/40

**DNCE BC3334 IMPROVISATION. 2.00 points.**

Improvisation is an open level, movement based class in which students will learn collaborative improvisation tools, skills, practices, and mindset through experience, reflection, practice, and generation. Deep play, support for others, and a willingness to experiment and reflect are key in this discovery based course

**Fall 2024: DNCE BC3334**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3334	001/00693	M W 10:10am - 11:25am 305 Barnard Hall	Caroline Fermin	2.00	21/40

**Spring 2025: DNCE BC3334**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3334	001/00347	M W 11:40am - 12:55pm 110 Barnard Hall	Caitlin Trainor	2.00	15/24

### **DNCE BC3335 MODERN VI. 2.00 points.**

This contemporary technique class invites students into an embodied practice focusing on a daily physical experimentation and challenge. Emphasis will be placed on corporeal ways to explore questions around propelling, listening, connecting, healing, and action. This course offers a chance for students to use their sensorial experience to reflect on individual pathways/ desires for expression while, challenging the body to take risks and practice as their movement knowledge expands. Emphasis on sensation, initiation, and weight will be introduced in a floor or standing warm-up that will expand to a standing exploration of the transition between form and space. A focus will be to continue our development of a strong-grounded technique with healthy placement that moves with ease in and out of the floor. We will continue to develop our true embodied relationship to environment, people, and time

#### **Fall 2024: DNCE BC3335**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3335	001/00694	M W 4:10pm - 5:25pm LI013 Barnard Hall	Juan Rodriguez	2.00	5/30
DNCE 3335	002/00695	T Th 4:10pm - 5:25pm LI013 Barnard Hall	Lisa Boudreau	2.00	16/30

### **DNCE BC3336 MODERN VI. 2.00 points.**

This contemporary technique class invites students into an embodied practice focusing on a daily physical experimentation and challenge. Emphasis will be placed on corporeal ways to explore questions around propelling, listening, connecting, healing, and action. This course offers a chance for students to use their sensorial experience to reflect on individual pathways/ desires for expression while, challenging the body to take risks and practice as their movement knowledge expands. Emphasis on sensation, initiation, and weight will be introduced in a floor or standing warm-up that will expand to a standing exploration of the transition between form and space. A focus will be to continue our development of a strong-grounded technique with healthy placement that moves with ease in and out of the floor. We will continue to develop our true embodied relationship to environment, people, and time

#### **Spring 2025: DNCE BC3336**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3336	001/00349	M W 4:10pm - 5:25pm LI013 Barnard Hall	Francesca Dominguez	2.00	13/30
DNCE 3336	002/00350	T Th 4:10pm - 5:25pm 305 Barnard Hall	Tamisha Guy	2.00	22/40

### **DNCE BC3447 TAP III. 2.00 points.**

Prerequisites: DNCE BC2447, BC2448, or permission of instructor. Tap III is an advanced level tap class for students

who have 5 or more years of tap dance training. We will cover tap technique, proper use of the body to enhance sound quality and style, a variety of musical genres and structures, and improvisation

#### **Fall 2024: DNCE BC3447**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3447	001/00696	M W 4:10pm - 5:25pm 110 Barnard Hall	Dormeshia Sunbry-Edwards	2.00	11/24

#### **Spring 2025: DNCE BC3447**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3447	001/00354	M W 4:10pm - 5:25pm 110 Barnard Hall	Dormeshia Sunbry-Edwards	2.00	6/24

### **DNCE BC3560 SCREENDANCE:COMPOSITION. 3.00 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 2024: DNCE BC3560**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3560	001/00260	T Th 10:10am - 12:00pm LI020 Milstein Center	Gabri Christa	3.00	10/14

### **DNCE BC3567 DANCES OF INDIA. 3.00 points.**

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?

#### **Fall 2024: DNCE BC3567**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3567	001/00261	M W 11:40am - 12:55pm 207 Milbank Hall	Uttara Coorlawala	3.00	17/20

**DNCE BC3576 DANCE CRITICISM. 3.00 points.**

This course offers intensive practice in writing on dance and explores a range of approaches to dance criticism from the 1940s through today. Starting from the premise that criticism can be an art form in itself, we ask: What are the roles and responsibilities of a critic? How do our own identities and experiences inform how we see and write? With the proliferation of dance in digital spaces, what new possibilities arise for dance criticism? Class meetings include discussion, writing exercises, and peer workshops. Assignments involve viewing performances outside of class

**Fall 2024: DNCE BC3576**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3576	001/00262	T Th 2:40pm - 3:55pm 306 Milbank Hall	Siobhan Burke	3.00	14/15

**DNCE BC3591 SENIOR SEMINAR. 4.00 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 2024: DNCE BC3591**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3591	001/00263	W 10:10am - 12:00pm 406 Barnard Hall	Paul Scolieri	4.00	6/10
DNCE 3591	002/00264	W 12:10pm - 2:00pm 406 Barnard Hall	Paul Scolieri	4.00	10/9

**DNCE BC3592 Senior Project: Research for Dance. 4 points.**

Independent study for research and writing (35 to 50-page thesis required).

**DNCE BC3593 SR PROJECT:REPERTORY FOR DANCE. 3.00 points.**

Independent study for preparing and performing repertory works in production to be presented in concert

**Spring 2025: DNCE BC3593**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3593	001/00359	T Th 10:10am - 11:25am 305 Barnard Hall	Colleen Thomas	3.00	8/8
DNCE 3593	002/00360	T Th 10:10am - 11:25am 305 Barnard Hall	Marjorie Folkman	3.00	7/7

**DNCE BC3607 Rehearsal and Performance in Dance. 3 points.**

The course can be taken for 1-3 credits. Students are graded and take part in the full production of a dance as performers, choreographers, designers, or stage technicians.

**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.*

**CROSS-LISTED COURSES - AMERICAN STUDIES****DNCE BC2565 WORLD DANCE HISTORY. 3.00 points.**

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 2025: DNCE BC2565**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2565	001/00331	T Th 11:40am - 12:55pm 323 Milbank Hall	Seth Williams	3.00	39/42

**DNCE BC2570 DANCE IN NEW YORK CITY. 3.00 points.**

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

**Spring 2025: DNCE BC2570**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2570	001/00332	M W 2:40pm - 3:55pm 302 Barnard Hall	Siobhan Burke	3.00	20/20

**DNCE BC3001 HISTORY OF THEATRICAL DANCING. 3.00 points.**

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 2024: DNCE BC3001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3001	001/00257	T Th 1:10pm - 2:25pm 409 Barnard Hall	Seth Williams	3.00	21/25



## CROSS-LISTED COURSES - URBAN STUDIES

### **DNCE BC2570 DANCE IN NEW YORK CITY. 3.00 points.**

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

**Spring 2025: DNCE BC2570**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2570	001/00332	M W 2:40pm - 3:55pm 302 Barnard Hall	Siobhan Burke	3.00	20/20

## DRAMA AND THEATRE ARTS

The department of Theatre is housed at Barnard College, and all information on these Bulletin pages feeds from the information on the Barnard Course Catalogue.

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Studies students (the Columbia major is designated "Drama and Theatre Arts"). The major program engages the disciplines of drama, theatre, and performance studies as a distinctive mode of intellectual and artistic inquiry. While Barnard and Columbia students fulfill the overall graduation requirements at their respective institutions (the Core at Columbia, Foundations at Barnard), major requirements are the same for all majors, who take foundational coursework in the literary, cultural, and embodied traditions of western and non-Western performance as well as courses in the practices of acting, directing, design, dramaturgy, playwriting, and management and technical theatre. 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, solo performance, or stage and production management) that combines the practices of research and artistic creation. Barnard and Columbia students receive their degrees from their respective colleges of Columbia University.

The Barnard College Department of Theatre mounts a full season of productions in the Minor Latham Playhouse and the Glicker-Milstein Theatre, a crucible of investigation that is a credit-bearing element of the curriculum, and open to all undergraduate students for audition. A collaboration between students and professional theatre artists, the Department of Theatre productions are both a learning process and a scene of encounter, where perceptions are shaped for the attention and creative reflection of a larger public.

Barnard students may declare the major at any time; Columbia students have a major-selection period in the second year, but all students must declare the major by 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 the Theatre Department office.

All majors must submit the online Theatre Major Declaration Form, available on the Department of Theatre website (theatre.barnard.edu); Barnard majors must also submit the Barnard Major Declaration Form via Slate. Prior to declaring the major, students should make an appointment with the Department Chair or their undergraduate advisor. All majors should introduce themselves to the Theatre Administrator in 333C Milbank Hall; she will add names to the departmental listserv, and help students to keep up to date in important information about studying in the Department.

## MISSION

**Mission:** To engage imaginatively with the inheritance of the past, the questions of the present, and the possibilities of the future through embodied and intellectual inquiry into theatre and performance.

### **What do we value?**

## THE STUDY OF THEATRE

The undergraduate theatre major is housed in the Barnard College Department of Theatre, and is offered to all undergraduate Barnard College, Columbia College, and General

In the Department of Theatre, faculty, staff, and students understand drama, theatre, and performance as artistic and social practices, and as means and objects of study that model the investigation and production, the making, of a sustainable, equitable, livable future. We pursue theatre and performance within the purpose of the university: to learn, explore, and fashion disciplines of inquiry, new ways of knowing and so new structures of knowledge. Theatre is a site of public encounter, and we undertake its many forms of collaboration in order to speak with the campus and the community, to perform an imaginative, ethical engagement of possibility: of critical dialogue among the arts, humanities, and sciences; of social and climate justice; of equity and inclusion; of the manifold joys of creative work across the regenerative interdisciplines of theatre and performance.

### What do we do?

In the Department of Theatre, faculty, staff, and students

**practice:** inquiry across a range of platforms of scholarly and artistic production that define and enlarge one another, participating in learning modes of embodiment, of spatial array, of visual and sonic design, of written expression, and of cultural interpretation across a range of forms

**create:** make art and make scholarship, in the understanding that theatre provides a process and a means for making oneself, and making a livable world

**learn:** the historical, cultural, social, political, and aesthetic contexts of drama, theatre and performance, and the contemporary practices of performance as means of seeing theatre today as an instrument of critical invention and ethical performative intervention

**collaborate:** with others with different skills effectively, productively, creatively, ethically, and equitably

**reflect:** on the process and the product of making, on the political and ideological work of aesthetics, on the interplay between creative work and equity, justice, and citizenship

### Who are we?

The Department of Theatre are

faculty and staff specialized in a wide range of disciplines, professional artists and scholars who engage in critical creation across a range of platforms

students majoring in Theatre, or taking courses as non-majors, pursuing a variety of paths toward their future. Among other avenues, our students have gone on to pursue further study in MFA and PhD programs in various fields, leading to professional careers in theatre, as well as to academic careers in the humanities, theatre, and performance studies. Many find the writing, performance, and collaborative skills developed in the study and practice of theatre essential in their future work in a variety of professional settings.

### Where are we?

The Department of Theatre

is in and of New York, the nation's theatrical capital, sustained by an unrivaled range of performance from Broadway to off-Broadway to off-off Broadway, and extending across the city's five boroughs

is part of the vibrant, diverse civic community of Morningside Heights and Harlem

is part of an energetic and distinguished academic community, making theatre, learning theatre, understanding the theoretical, social, cultural, ideological the work of theatre in conversation with the interrogative work of research across an academic campus

is engaged with the city, with a wide range of artists and scholars, and with our sustaining communities.

acknowledges its location in Lenapehoking, the territory of the Lenape people, as a step towards recognizing the traditional and enduring stewards of this land and disrupting the invisibility and ongoing erasure of Indigenous Peoples

*Department of Theatre, Barnard College*

## STUDENT LEARNING OUTCOMES

Upon completion of the major, successful students will be able to attain the following objectives:

- Critically assess the artistic ambitions and theoretical implications involved in the interpretation of historical and contemporary drama and theatrical performance,
- Create with proficiency in at least one area of creative work in the field: critical/research writing, acting, design, directing, dramaturgy, playwriting, solo performance, stage and production management

## PROGRAMS OF STUDY

Major in Theatre/Drama & Theatre Arts

Minor in Theatre/Drama & Theatre Arts

Options within the major:

### Drama and Theatre Studies Student Learning Outcomes

Students successfully completing drama studies, theatre studies, and performance studies coursework, or pursuing a Senior Thesis in Research, 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 Outcomes

Students successfully completing coursework in acting or pursuing a Senior Thesis in Performance: 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 explore techniques available to aid the actor in applying these elements in a conscious way during rehearsal and performance.

### Design Student Learning Outcomes

Students successfully completing coursework design or pursuing a Senior Thesis in Performance: 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 Outcomes

Students successfully completing coursework in directing or pursuing a Senior Thesis in Performance: 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 Outcomes

Students successfully completing coursework dramaturgy or pursuing a Senior Thesis in Performance: 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 Outcomes

Students successfully completing coursework in playwriting or pursuing a Senior Thesis in Performance: 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.

### Stage and Production Management Student Learning Outcomes

Students successfully completing coursework in stage and production management or pursuing a Senior Thesis in Performance: Stage and Production Management should be able to attain the following objectives:

1. Read and analyze a performance text from stage and production management perspectives;
2. Communicate with and coordinate the needs of all members of the production effectively;
3. Organize and manage the rehearsal process
4. Develop and update the production budget

## STUDENT ADVISING

### Advising Resources

For specific advising questions, we recommend you make an appointment with one of our academic advisers. All full-

time faculty members in the Department of Theatre serve as advisers:

- Professor and Chair, W. B. Worthen
- Assistant Professor Yizhou Huang
- Professor of Professional Practice Alice Reagan
- Professor of Professional Practice Sandra Goldmark
- Senior Lecturer Shayoni Mitra
- Lecturer Gisela Cardenas

Students can email [theatre@barnard.edu](mailto:theatre@barnard.edu) to sign up for the department list-serv.

On our student billboards outside the theatre office at 336 and 333 Milbank there are flyers and information on the major, minor, and how to get involved in the department. Please visit this page on our website for the most up-to-date forms for the major: <https://theatre.barnard.edu/major-requirements>, and here for the minor: <https://theatre.barnard.edu/minor-requirements>.

There are semesterly open house/course planning events that students can attend to learn more about the upcoming semester. These are typically held in early November for information about the Spring semester, and early April for information about the Fall semester. Join the theatre listserv to stay up to date on these and other departmental events.

## Guidance for First-Year Students

Students interested in majoring in Theatre should consider taking three or four of the required classes in their first two years of study: the Critical Histories of Drama, Theatre, and Performance lectures (1 and 2), another lecture or seminar course in the field of drama, theatre, and performance “studies,” and/or a theatre praxis “studio” course.

### General Rule: Attend the First Day of Class

Students are required to attend the first day of class; students who do not attend the first day who are registered for the course will be dropped. Students in acting classes who have been admitted to the course who do not attend the first class meeting will be dropped. Some courses determine enrollment on the first day of class. If the course is over-enrolled, the instructor will determine a method for deciding which students get priority, and only those students present on the first day will be considered.

For more information on enrolling in Theatre Department courses as a first-year student, please see here: <https://theatre.barnard.edu/courses-first-year-students>

## Enrolling in Courses

The Barnard College Department of Theatre is open to any and all Columbia University undergraduates. While our productions require auditions, the program generally is open for enrollment, meaning interested students in or outside of the major may participate in courses as they choose.

## Acting Pre-Requisites:

All students wishing to take Acting courses in the Theatre Department must first complete an Acting I class before moving on to the Acting II series. (Transfer students, please discuss transfer credit equivalencies with the Theatre Department office.)

Please see [here](#) for an up-to-date listing of our Acting course descriptions. Please note that Acting II: Acting Sondheim and Acting II: Contemporary Musical Theatre requires all interested students to submit a video singing audition as well as other information, detailed both on our website and in the course catalogue.

Finally, students majoring in theatre are required to apply for the concentration field in which they will complete a senior thesis. The application for senior thesis fields (acting, design, directing, dramaturgy, playwriting, solo performance, research) is due in January of the junior year (after 5th semester; 3 semesters remaining); students must be declared majors, and have taken formal coursework in the department in the potential field(s) of the senior thesis. Please see [here](#) for more information about the senior thesis: <https://theatre.barnard.edu/senior-thesis-0>

## PREPARATION FOR GRADUATE STUDY

Students interested in PhD studies in the field of literature, theatre, or performance studies should consult Profs. W. B. Worthen, Shayoni Mitra, and/or Yizhou Huang; students interested in MFA in design should consult Prof. Sandra Goldmark; in directing should consult Prof. Alice Reagan; in acting should consult Prof. Gisela Cardenas. All faculty are generally willing to be consulted on your next steps.

## COURSEWORK TAKEN OUTSIDE OF BARNARD

### Advanced Placement Credit

We do not count AP courses toward the major or the minor.

### Columbia College Courses

Several lecture/seminar courses at Columbia University may be counted toward the lecture/seminar requirement in the major or minor. Majors may count up to two courses not taken in the Department of Theatre toward the major; minors may count one. A list of such courses (typically Shakespeare, drama courses offered in the English department, and so on) is developed for each semester. Columbia English (ENTA) and Barnard English (ENTH) courses are typically counted; other courses should be approved by the Theatre Department office.

### Transfer Credit

When students wish to transfer credit to Barnard from other institutions, their coursework is first evaluated for college



elective credit by the Registrar's Office. If they are approved, departments can consider these courses for credit toward the major or minor.

Students are allowed to count up to 2 courses taken elsewhere toward the Theatre major, provided they are similar in duration, number of meetings, and content to courses that fulfill the major offered in the department. Courses are evaluated by the Theatre Department office. Students must take all courses counting toward the minor at Barnard/Columbia. The THTR UN3150 and THTR UN3151 Critical Histories of Drama, Theatre, and Performance cannot be substituted for coursework elsewhere.

## Study Abroad Credit

Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Global Engagement) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus.

Classes taken abroad through other institutions or programs are treated as transfer credit and are subject to the same policies as other transfer courses. Accordingly, there will be a limit on the number of study abroad courses taken at other institutions that can be counted toward the major or minor.

To receive credit toward the major or minor for a study abroad course (whether taken through a Columbia program or another institution/program), students must submit a Study Abroad Approval form through Slate and obtain the approval of the Theatre Department office.

Students planning to study abroad should consult with the Theatre Department office regarding coursework taken abroad. Students studying in conservatory programs in London (RADA, BADA, etc.) typically take the equivalent of 9 credits of acting (3 studio courses) and, if they take two "studies" courses, are awarded one "lecture/seminar" course for that work. They may count ONE course toward the studio requirement and ONE toward the lecture/seminar requirement.

## Summer Credit

Summer courses at Barnard are equivalent to those taken during the academic year. Courses that have been approved for the fulfillment of departmental requirements will automatically count toward the major/minor.

Courses taken at other institutions (including Columbia) are considered transfer credit and are subject to the same policies governing other transfer courses. To receive major or minor credit for a summer course taken at another institution, students must submit a Summer Course form through Slate and have it approved by both the Registrar's Office and the Theatre Department office.

## SENIOR CAPSTONE PROJECT

Barnard College has a long-standing commitment to preparing students in the major so that they may undertake a capstone project. All Barnard seniors are required to complete a senior project or thesis, an opportunity the Theatre/Drama & Theatre Arts major extends to all majors, whether from Barnard, Columbia College, or Columbia General Studies. The senior thesis project allows students to develop records of individual research that include theoretical engagement in the major discipline, the development of creative projects or research, and original empirical and interpretive analysis. The thesis review will be conducted by the full-time faculty of the department (Cardenas, Goldmark, Huang, Mitra, Reagan, H. Worthen, W.B. Worthen), in consultation with faculty in specific thesis fields.

Please see here for more detail on thesis options by concentration, and for information regarding the application: <https://theatre.barnard.edu/senior-thesis-0>

## DEPARTMENTAL HONORS AND PRIZES

### Departmental Honors

Departmental honors are awarded by the department largely based on overall GPA; Columbia and Barnard set a percentage of graduating majors eligible for this award. The Department also offers several other awards, the Kenneth Janes Award (Barnard student), Austin Quigley Award (Columbia College student), the Joseph Milton Fee award in playwriting, and the Dasha Amsterdam Epstein Awards (in acting, directing, design, dramaturgy, playwriting, and research). The Janes and Quigley awards are selected by the faculty; protocols for the Fee and Epstein awards are listed on the departmental website.

### Academic Prizes

Please see here for a comprehensive list of prizes, requirements, deadlines: <https://theatre.barnard.edu/prizes>

**Kenneth Janes Award** (Barnard student, no student self-nomination.)

**Austin E. Quigley Award** (Columbia student, no student self-nomination.)

#### a. The Dasha Amsterdam Epstein Awards in Honor of Patricia Denison

**Acting:** \$1000 for achievement in acting, including acting solo performance and senior thesis festival; awarded to a graduating senior based on body of work in Theatre Department productions. Nominated and selected by Theatre Department faculty. (No student self-nomination.)

**Design and Production:** \$1000 for achievement in design and production, awarded to a graduating senior based on body of work at Barnard/Columbia. Students may self-

nominate, and must have taken a class in design in the Department of Theatre to be eligible.

**Directing:** \$1000 for achievement in directing, awarded to a graduating senior based on body of work at Barnard/Columbia. Students may self-nominate, and must have taken a class in directing in the Department of Theatre to be eligible.

**Dramaturgy:** \$1000 for achievement in dramaturgy, awarded to a graduating senior based on body of work. Students may self-nominate, and must have taken a class in dramaturgy in the Department of Theatre to be eligible.

**Theory, Criticism, Research:** \$1000 for the best undergraduate essay written in a Theatre department class or other class such as English/Theatre (ENTH) class, Comparative Literature/Theatre (CPLT) or English/Theatre Arts (ENTA) class that fulfills Theatre major requirements; essays written as the Theatre major Senior Thesis in Research may be considered as well. (No student self-nomination.)

**Playwriting:** \$1000 for achievement in playwriting, for a new play on contemporary experience. Students may self-nominate, and must have taken a class in playwriting at Barnard or Columbia to be eligible.

#### b. Joseph Milton Fee, Jr. Award in Playwriting.

The Prize will be in the amount of \$500, and may be awarded to two undergraduate students (\$500 each) for an original play written in English "on any aspect of the American experience." Applicants are expected to have formally studied playwriting at Barnard or Columbia. Students may self-nominate.

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#### Faculty:

**Chair:** W.B. Worthen (Alice Brady Pels Professor in the Arts)

**Associate Professor:** Hana Worthen (primary appointment Associate Professor, Comparative Literature)

**Assistant Professor:** YIzhou Huang

**Professor of Professional Practice, Theatre, School of the Arts:** Steven Chaikelson

**Professors of Professional Practice:** Sandra Goldmark (also Climate School, Columbia University); Alice Reagan (Director of Undergraduate Studies)

**Senior Lecturers:** Shayoni Mitra

**Lecturers:** Gisela Cardenas

**Adjunct Lecturers:** Mana Allen, Daniel Baker, Andy Bragen, Autum Casey, Kyle deCamp, Crystal Finn, Sharon Fogarty, Tina Mitchell, Shannon Sindelar, David Skeist, Elena Zucker

#### Affiliated Faculty:

Associate Professors: Maja Horn (Spanish and Latin American Cultures, Barnard)

Senior Lecturers: Pam Cobrin (English, Barnard), Patricia Denison (English, Barnard)

#### Other officers of the University offering courses listed below:

Professors: Julie Stone Peters (English, Columbia), Austin Quigley (English, Columbia)

Assistant Professors: Rebecca Kastleman (English, Columbia)

**Department Administrator:** Kate Purdum

**Technical Director:** Greg Winkler

**Director of Production:** Michael Banta

**Costume Shop Manager:** Kara Feely

**Senior Faculty Department Assistant:** Valerie Coates

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## REQUIREMENTS FOR THE MAJOR

[Download the Theatre major self-audit form](#)

A minimum of 44 credits is required to fulfill the requirements for the major. Students intending to major in Theatre should consult with the Department Chair in their sophomore year or earlier to plan a program. Twelve courses and one senior thesis (in Performance or in Research) are required as follows:

## REQUIREMENTS FOR THE MAJOR FOUR COURSES

**Two lecture "studies" courses (must be taken at Barnard):**

THTR UN3150	CRITICAL HISTORIES OF DRAMA, THEATRE, AND PERFORMANCE I
THTR UN3151	CRITICAL HISTORIES OF DRAMA, THEATRE, AND PERFORMANCE 2

## Two theatre studio "praxis" courses, each in a different discipline:

THTR UN3004	ACTING I
THTR UN3200	DIRECTING I
THTR UN3203	COLLABORATION:DIRECTNG/ DESIGN
THTR UN3300	PLAYWRITING WORKSHOP
THTR UN3301	PLAYWRITING LAB
THTR UN3401	SOUND DESIGN
THTR UN3412	TECHNICAL PRODUCTION
THTR UN3413	STAGE MANAGEMENT
THTR UN3402	COSTUME DESIGN
THTR UN3403	LIGHTING DESIGN
THTR UN3404	SCENE DESIGN
THTR UN3405	PROBLEMS IN DESIGN
THTR UN3210	DRAMATURGY
THTR UN3201	DIRECTING II
THTR UN3202	ADVANCED DIRECTING

## EIGHT ADDITIONAL COURSES: LECTURE/SEMINAR AND PRAXIS

Maximum 5 3-4 point courses in drama studies, theatre studies, performance studies (lecture/seminar) **OR**

Maximum 5 3-4 point courses in praxis(studio) fields: 5 studies/3 praxis; 4 studies/ 4 praxis; 3 studies/5 praxis

- praxis courses may be taken a single discipline or combination of disciplines: acting, design, directing, dramaturgy, playwriting, solo performance
- one praxis course may be taken in another department, if relevant to thesis, with prior approval of the Chair (i.e., figure drawing)
- drama studies, theatre studies, and performance studies lectures/seminars are taken in the Theatre THTR UN 3100 series; 1-2 ENTA, ENTH, CPLS, and/or Shakespeare (literature) courses are typically approved for "studies" requirement; other courses require prior approval of Chair
- at least 3 courses in the field of the senior thesis (3 acting classes for acting; solo performance and 2 acting for solo performance thesis; 3 directing classes; 3 design classes; 3 playwriting classes; 1 stage management and 2 design/technical theatre for stage and production management; dramaturgy class and either 2 research classes or 1 research and 1 playwriting for dramaturgy; 3 research classes for research thesis.

## ONE SENIOR THESIS

*Acting, Design, Directing, Dramaturgy, Playwriting, Solo Performance, Stage and Production Management, Research*

THTR UN3997 SENIOR THESIS IN PERFORMANCE (acting, design, directing, dramaturgy,

playwriting, solo performance) OR THTR UN3998 SENIOR THESIS IN RESEARCH. **Students apply for thesis field in January of the junior year;** at least 3 courses in the field of the thesis, in addition to the thesis course, required at the time of graduation.

## ONE TO TWO PRODUCTION CREW ASSIGNMENTS

Two 1-2 credit courses (THTR UN2422 PRACTICUM SCENIC PAINT, THTR UN2423 PRACTICUM LIGHTS # SOUND, THTR UN2424 PRACTICUM WARDROBE # RUN CREW, THTR UN2426 PRACTICUM DESIGN THESIS FESTIVAL, THTR UN2427 PRACTICUM DESIGN # PRODUCTION ASSISTANT), one pre-production and one backstage; OR One 3-credit assignment as stage manager (THTR UN2425 PRACTICUM STAGE MANAGEMENT).

## GRADUATE COURSES

Only under special circumstances, and with the permission of the instructor, can undergraduates take graduate classes.

## REQUIREMENTS FOR THE MINOR

The Minor in Theatre provides the opportunity to engage in the range of opportunities offered by the Theatre department:

students who minor in Theatre take a mix of lecture and seminar courses in drama, theatre, and performance studies, as well as courses in a selected area or selected areas of performance practice (acting, design, directing, dramaturgy, stage and production management, playwriting). See here for the [Minor Audit Form](#).

Please note:

**Only courses that would fulfill the major requirements can be used to fulfill minor requirements.**

**For Barnard students: the minor can be "declared" only in the semester that all requirements for the minor will be completed, typically in the first or second semester of the senior year.**

**For students in Columbia College and General Studies: please contact your advising center to declare the minor.**

The minor in Theatre consists of six (6) courses; only courses that fulfill major requirements may be taken to fulfill minor requirements. Students minoring in Theatre may take one (1) relevant course from another department as part of the "elective" series, as approved by the minor advisor or the department chair.

Six courses, to include three 3- or 4-credit lecture/seminar courses, and three 3-credit studio courses, as follows:

- One (1) Theatre lecture course (THTR UN3149 PERFORMANCE IN/OF SOUTH # SOUTHEAST ASIA, THTR UN3150 CRITICAL HISTORIES OF DRAMA, THEATRE, AND PERFORMANCE I,

### THTR UN3151 CRITICAL HISTORIES OF DRAMA, THEATRE, AND PERFORMANCE 2, THTR UN3154 THEATRE TRAD GLOBAL CONTEXT )

- One (1) additional lecture course from the list above or seminar course offered at the 3000 level in the Theatre department
- One (1) course offered in the Theatre department in any of the following fields: acting, design, directing, dramaturgy, playwriting.
- Three (3) additional courses as follows:
  - One (1) 3000 level lecture/seminar course in drama, theatre, and performance studies offered in the Theatre department
  - Two (2) studio courses, chosen from acting, design, directing, dramaturgy, or playwriting.

One (1) relevant course from another department may be included with prior approval of the department chair, including ENTA courses offered through Columbia English, or relevant courses offered in other departments.

No more than three (3) courses may be in a single format: three (3) lecture or seminar and three (3) studio courses. All three studio courses may be in a single discipline (for example, three courses in acting; two design courses and one approved course in figure drawing; three playwriting courses, including one approved course taken in Barnard English).

## COLUMBIA CORE REQUIREMENTS IN THE THEATRE MAJOR

The Global Core requirement in the Core Curriculum (for CC/GS students) can be fulfilled by the Theatre course THTR UN3154: Theatre Traditions in a Global Context.

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### THTR UN2005 Acting Workshop. 3 points.

When offered in Fall semester, open only to first-year students. **Not offered during 2023-2024 academic year.**

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.

### THTR UN2022 PRACTICUM PERFORMANCE SHOW 1. 3.00 points.

Course can be taken for 1-3 points.

May be retaken for full credit. Prerequisites: Open to all Barnard and Columbia undergraduates. Permission of Department through audition required. 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. Auditions for each semester's stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: [theatre.barnard.edu/auditions](http://theatre.barnard.edu/auditions)

#### Fall 2024: THTR UN2022

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2022	001/00304	M T W Th F 6:00pm - 11:00pm	Dara Malina	3.00	7/20
Room TBA					

#### Spring 2025: THTR UN2022

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2022	001/00386		Alice Reagan	3.00	9/20

### THTR UN2023 PRACTICUM PERFORMANCE SHOW 2. 3.00 points.

May be retaken for full credit. Prerequisites: Open to all Barnard and Columbia undergraduates. Permission of Department through audition required. 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. Auditions for each semester's stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: [theatre.barnard.edu/auditions](http://theatre.barnard.edu/auditions)

#### Fall 2024: THTR UN2023

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2023	001/00305	M T W Th F 6:00pm - 11:00pm	Gisela Cardenas Ojeda	3.00	14/20
Room TBA					

### THTR UN2024 PRACTICUM PERFORMANCE THESIS 1. 3.00 points.

May be retaken for full credit. Prerequisites: Open to all Barnard and Columbia undergraduates. Permission of



Department through audition required. Students cast as actors in a Senior Thesis in Directing register for this course. Auditions for each semester's stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: [theatre.barnard.edu/auditions](http://theatre.barnard.edu/auditions)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2024	001/00387	M T W Th F 7:00pm - 11:00pm	Michael Banta	3.00	7/20
325 Milbank Hall					

## THTR UN2025 PRACTICUM PERFORMANCE THESIS

### 2. 3.00 points.

May be retaken for full credit. Prerequisites: Open to all Barnard and Columbia undergraduates. Permission of Department through audition required. Students cast as actors in a Senior Thesis in Directing register for this course. Auditions for each semester's stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: [theatre.barnard.edu/auditions](http://theatre.barnard.edu/auditions)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2025	001/00388	M T W Th F 7:00pm - 11:00pm	Michael Banta	3.00	6/20
207 Milbank Hall					

## THTR UN2026 PRACTICUM PERFORMANCE THESIS

### 3. 3.00 points.

May be retaken for full credit. Prerequisites: Open to all Barnard and Columbia undergraduates. Permission of Department through audition required. Students cast as actors in a Senior Thesis in Directing register for this course. Auditions for each semester's stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: [theatre.barnard.edu/auditions](http://theatre.barnard.edu/auditions)

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2026	001/00389	M T W Th F 7:00pm - 11:00pm	Michael Banta	3.00	8/20
202 Milbank Hall					

## THTR UN2027 Practicum Performance Dramaturgy. 3 points.

Prerequisites: Student dramaturgs are selected as part of the production team; students interested in dramaturging a faculty-directed production should have taken the Dramaturgy course (THTR UN3167) and consult with the instructor. Students interested in dramaturging a senior thesis in directing should be listed by the thesis director as part of the production proposal and register for this course in the semester of the production. Students doing a senior thesis in dramaturgy do not register for

this course, but register for THTR UN 3997: Senior Thesis in Performance: Dramaturgy.

## THTR UN2201 ACTING ENSEMBLE DIRECTING II.

### 1.00 point.

Students may participate as actors in Directing II as a 1-credit course; these students will comprise the Acting Ensemble. Actors will be cast in all four student-directed scenes and will participate in the feedback process following the showings. Actors must be available for both days of the week the course meets, but are only required to attend when they are performing; they are welcome to attend additional classes that may be of interest. Actors will be graded on their in-class performances (moment-to-moment work, collaboration with on-stage partners, memorization) and ability to respond and adjust to notes. Actors who are responsible and collaborative will succeed as part of the Acting Ensemble. Grading is Pass/Fail

#### Spring 2025: THTR UN2201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2201	001/00390	M W 4:10pm - 6:00pm 229 Milbank Hall	Alice Reagan, Jessi Hill	1.00	5/30

## THTR UN2210 Theatre Workshop. 1 point.

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 UN2422 PRACTICUM SCENIC PAINT. 1.00 point.

May be taken for 1-3 points.

May be retaken for full credit. Prerequisites: permission of Theatre Department Production Manager, Michael Banta ([mbanta@barnard.edu](mailto:mbanta@barnard.edu)). Training and practical props and/or scenic painting work on Departmental mainstage productions

#### Fall 2024: THTR UN2422

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2422	001/00306		Michael Banta	1.00	2/20

#### Spring 2025: THTR UN2422

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2422	001/00391		Michael Banta	1.00	1/12

## THTR UN2423 PRACTICUM LIGHTS # SOUND. 1.00 point.

May be retaken for full credit. Prerequisites: permission of Theatre Department Production Manager, Michael Banta ([mbanta@barnard.edu](mailto:mbanta@barnard.edu)). Training and practical lighting and/or sound work on Departmental mainstage productions

#### Fall 2024: THTR UN2423

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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THTR 2423 001/00307	Gregory Winkler	1.00	6/20
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**Spring 2025: THTR UN2423**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2423 001/00392			Gregory Winkler	1.00	7/12

**THTR UN2424 PRACTICUM WARDROBE # RUN CREW. 1.00 point.**

May be retaken for full credit. Prerequisites: permission of Theatre Department Costume Shop Manager Kara Feely (kfeely@barnard.edu). Training and practical costume construction and fitting work on Departmental mainstage productions

**Fall 2024: THTR UN2424**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2424 001/00308			Kara Feely	1.00	10/20

**Spring 2025: THTR UN2424**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2424 001/00393			Kara Feely	1.00	10/12

**THTR UN2425 PRACTICUM STAGE MANAGEMENT. 3.00 points.**

May be retaken for full credit. Prerequisites: permission of Theatre Department Production Manager, Michael Banta (mbanta@barnard.edu). Training and practical stage management work on Departmental mainstage productions

**Fall 2024: THTR UN2425**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2425 001/00309			Michael Banta	3.00	4/20

**Spring 2025: THTR UN2425**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2425 001/00394			Michael Banta	3.00	7/12

**THTR UN2426 PRACTICUM DESIGN THESIS FESTIVAL. 3.00 points.**

May be retaken for full credit. Prerequisites: permission of the Senior Thesis Festival coordinator. Training and practical work as student designer on the Senior Thesis Festival

**Spring 2025: THTR UN2426**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2426 001/00395		F 2:10pm - 5:00pm 230 Milbank Hall	Sandra Goldmark	3.00	12/12

**THTR UN2427 PRACTICUM DESIGN # PRODUCTION ASSISTANT. 2.00 points.**

May be retaken for full credit. Prerequisites: permission of the Senior Thesis Festival coordinator. Training and practical design work assisting student designers for the Senior Thesis Festival

**Fall 2024: THTR UN2427**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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THTR 2427 001/00310	Michael Banta	2.00	7/20
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**Spring 2025: THTR UN2427**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2427 001/00398			Michael Banta	2.00	7/12

**THTR UN3004 ACTING I. 3.00 points.**

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

Prerequisite: Open to all Barnard and Columbia undergraduates. Permission of Instructor required; students admitted from Waiting List. Course develops physical, vocal, and imaginative range and skills needed to approach the text of a play: text analysis, speech exercises, non-verbal behavior, improvisation designed to enhance embodiment, movement, and projection. Gateway course to advanced courses; transfer students who have previous college-level course may be exempted with approval of Chair. May be retaken for full credit

**Fall 2024: THTR UN3004**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3004 001/00794		T Th 2:10pm - 4:00pm LI200 Diana Center	Elena Zucker	3.00	13/12
THTR 3004 002/00311		M W 9:10am - 11:00am LI200 Diana Center	Tina Mitchell	3.00	14/14
THTR 3004 003/00312		M W 12:10pm - 2:00pm LI200 Diana Center	Gisela Cardenas Ojeda	3.00	15/14
THTR 3004 004/00795		T Th 12:10pm - 2:00pm 229 Milbank Hall	Elena Zucker	3.00	10/12
THTR 3004 005/00313		T Th 9:10am - 11:00am LI200 Diana Center	David Skeist	3.00	16/14

**Spring 2025: THTR UN3004**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3004 001/00399		T Th 12:10pm - 2:00pm 229 Milbank Hall	Elena Zucker	3.00	16/16
THTR 3004 002/00400		T Th 9:00am - 10:50am LI200 Diana Center	David Skeist	3.00	11/16
THTR 3004 003/00401		M W 9:10am - 11:00am 229 Milbank Hall	Crystal Finn	3.00	12/16
THTR 3004 004/00402		M W 2:10pm - 4:00pm 229 Milbank Hall	Kareem Lucas	3.00	11/14

### THTR UN3005 ACTING II. 3.00 points.

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)

Prerequisite: Open to all Barnard and Columbia undergraduates. Permission of Instructor required; students admitted from Waiting List. Students must have taken Acting I or equivalent to be eligible for Acting II sections. Acting II will offer several different sections, focusing on a specific range of conceptual, embodiment, and physical acting skills. Please check with the Theatre Department website for specific offerings and audition information. May be retaken for full credit. All sections of Acting II fulfill the "Arts and Humanities" Foundations requirement at Barnard College

#### Fall 2024: THTR UN3005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3005 001/00314		M W 10:10am - 12:00pm LI200 Diana Center	Crystal Finn	3.00	11/14
THTR 3005 002/00315		M W 2:10pm - 4:00pm LI200 Diana Center	Gisela Cardenas Ojeda	3.00	12/14
THTR 3005 003/00316		T Th 2:10pm - 4:00pm 229 Milbank Hall	Kyle deCamp	3.00	10/14
THTR 3005 004/00317		T Th 4:10pm - 6:00pm 229 Milbank Hall	Mana Allen	3.00	12/14

#### Spring 2025: THTR UN3005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3005 001/00403		M W 9:10am - 10:50am LI200 Diana Center	Tina Mitchell	3.00	10/12
THTR 3005 002/00404		M W 2:10pm - 4:00pm LI200 Diana Center	Gisela Cardenas Ojeda	3.00	13/16
THTR 3005 003/00406		T Th 4:10pm - 6:00pm 229 Milbank Hall	Mana Allen	3.00	12/12
THTR 3005 004/00409		T Th 2:10pm - 4:00pm LI200 Diana Center	Gisela Cardenas Ojeda	3.00	13/16

### THTR UN3006 ADVANCED ACTING. 3.00 points.

Not offered during 2023-2024 academic year.

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)

Prerequisites: Preference given to juniors and seniors; THTR UN 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 semesters 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. May be retaken for full credit

### THTR UN3007 Scene Lab. 3 points.

Not offered during 2023-2024 academic year.

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 UN3008 PERFORMING GREEK TRAGEDY ON THE MODERN STAGE. 3.00 points.

This course aims to explore performing Greek tragedy on the modern stage. It will include an introduction to original performance practices in ancient Greece (space, masking, choral performance, costume, acting techniques) and an examination of how artists from different contemporary theatrical traditions have adapted ancient texts in modern performances and new versions of the plays. The bulk of the course will be focused on the problems of acting, interpreting, and reinterpreting parts of three plays on the stage, Sophocles' Antigone, Euripides' Medea, and Sophocles' Ajax along with a new version by Ellen McLaughlin, who teaches playwriting at Barnard, Ajax in Iraq. Students will view all or parts of particularly interesting recent productions from various theatrical traditions, which will help them to tackle challenging issues such as choral performance and choral rhythms, masking, character work, dialogues and presenting formal political debates. For contemporary actors training in Greek tragedy offers a unique opportunity to improve their performance on stage through ensemble work and representing character through speech. It enhances dramaturgical capacities that a contemporary theater practitioner must exercise in exploring theory in practice and vice versa. This class is directed to students particularly interested in dramaturgy, directing, designing, translation, and Greek tragedy as well as acting

#### Spring 2025: THTR UN3008

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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THTR 3008 001/00410	M W 12:10pm - 2:00pm	Helene Foley, Gisela Cardenas Ojeda	3.00	8/16
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### **THTR UN3127 ZORA NEALE HURSTON # BLACK PERFORMANCE. 4.00 points.**

This course begins with focused attention on select plays of Zora Neale Hurston and her critical writing on performance, then takes ZNH's aesthetics, politics, and provocations as a lens to study Black performance, broadly defined. We will consider the contexts in which Hurston pursued a career as playwright and theatremaker, and the influences that found their way into her plays including spiritual narratives and voodoo. We will turn our attention to key writers of the Harlem Renaissance to learn where ZNH first made her mark, and the milieu to which she ultimately turned her back. Each week's reading/viewing will include primary sources (ZNH's plays and dramaturgical statements) as well as scholarly criticism of those works or genre. The final weeks of the course will take up Black performance in the realms of dance and song from the early 20th century, and finish with more recent plays and visual art. In addition to short weekly response papers, students will complete a long-form research paper that may, if they choose, include a creative element

Fall 2024: THTR UN3127

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3127 001/00318		Th 2:10pm - 4:00pm	Alice Reagan	4.00	11/12
		L1105 Diana Center			

### **THTR UN3140 PERFORMING WOMEN. 4.00 points.**

Prerequisites: Enrollment limited to 16 students.

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. Course fulfills lecture/seminar "studies" requirement for Theatre/Drama and Theatre Arts major

Fall 2024: THTR UN3140

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3140 001/00319		W 12:10pm - 2:00pm	Shayoni Mitra	4.00	15/16
		L1105 Diana Center			

### **THTR UN3141 Socialism/Communism in Performance. 4 points.**

Not offered during 2023-2024 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/theatre studies/performance studies for Theatre/Drama and Theatre Arts major.

### **THTR UN3142 BERTOLT BRECHT: MAKING OF THTR. 4.00 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. Course fulfills lecture/seminar "studies" requirement for Theatre/Drama and Theatre Arts major

### **THTR UN3144 Ecologies of Transmedia Performance. 4.00 points.**

Exploring transmedia performance as both a medial interaction in the physical space of theatre and a multiplatform environment expanding and extending beyond it, Ecologies of Transmedia Performance engages the NYPL for the Performing Arts archive to create an environmentally and socially self-aware, virtual transmedia performance/experience. To strengthen academic and digital competencies, the course consists of a seminar (meets on Tuesday) and a lab (meets on Wednesday), integrating several activities: experiencing and studying transmedia performances; conceptualizing transmediality; conducting archival research into transmedia theatre; and designing a transmedia performance (the digital tools we will work with include Google Sites, Google Scripts, and Google Cloud AI). Course enrollment is limited to 12; permission of instructor given after first class meeting. Fulfills one of the two required courses in dramatic literature/theatre studies/performance studies for Theatre/Drama and Theatre Arts major

### **THTR UN3145 AFRICAN AMERICAN WOMEN PLAYWRIGHTS. 4.00 points.**

African American women have been writing plays at least since the Harlem Renaissance and the American Little Theatre Movement (1910s-1920s). Initially many of their plays portrayed the plight of poor Black women either in the American South or in New York City's Harlem, in each case showing a struggle for dignity in the midst of an unfair, dismissive, racist situation in which lynchings of Black men were a common enough occurrence and citizen rights were doubly denied these (generally educated) writers—both as Blacks and as women. Even plays depicting middle-class



Black families or working women showed how just holding one's head up and keeping food on the table (much less seeking fulfillment or advancement) was exhausting and often demeaning. Plays written with Black audiences in mind often sought to provide "uplift" and encouragement. Those anticipating white or mixed audiences frequently wanted to show Blacks as equal to whites in intellect, cleanliness, childrearing, honor, patriotism, and citizenship. Over the course of a century, Black playwrights have addressed racism, African American history, urban blight, a changing workplace, and Black American womanhood in a variety of styles ranging from so-called kitchen sink realism to comedy, fantasy, and abstraction. The readings in the course do not exhaust the possibilities for study but they will get you attuned to a rich trove of varied, important writing. In this seminar, students will read and discuss several plays/meetings, make both formal and informal class presentations, and write a final essay. Course fulfills lecture/seminar in drama studies, theatre studies, performance studies requirement for Theatre major

**THTR UN3146 American Drama in the 1990s. 4 points.**  
**Not offered during 2023-2024 academic year.**

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 dramatic literature/theatre studies/performance studies for Theatre/Drama and Theatre Arts major.

**THTR UN3149 PERFORMANCE IN/OF SOUTH # SOUTHEAST ASIA. 3.00 points.**

This course actively interrogates the region of Southeast Asia as it is mobilized in performance. It will investigate performance as a theoretical lens, artistic medium, and everyday practice across Southeast Asia. Research and writing will draw upon theatre, dance, performance art, and ritual, focusing on the construction of national and personal identity through performance. The course examines themes of gender, sexuality, imperialism, and globalization. Through discussion, viewing, and weekly writing assignments, students hone their critical thinking skills and learn to formulate research questions and arguments that will culminate in one critical essay and two in-class exams. Course may fill either the Global Theatre requirement, or one (of two) required courses in dramatic literature/theatre studies/performance studies for Theatre/Drama and Theatre Arts major, but not both

**THTR UN3150 CRITICAL HISTORIES OF DRAMA, THEATRE, AND PERFORMANCE I. 4.00 points.**

This course undertakes a dialectical approach to reading and thinking about the history of dramatic theatre, interrogating the ways writing inflects, and is inflected by, the material dynamics of performance. Course undertakes careful study of the practices of performance, and of the sociocultural, economic, political, and aesthetic conditions animating representative performance in "classical" theatres globally;

course will also emphasize development of important critical concepts for the analysis of drama, theatre, and performance. Topics include the sociology of theatre, the impact of print on conceptions of performance, representing gender and race, the politics of intercultural performance, 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) lecture requirements for Theatre/Drama and Theatre Arts majors

**Fall 2024: THTR UN3150**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3150	001/00321	M W 10:10am - 11:25am 324 Milbank Hall	William Worthen	4.00	24/40

**THTR UN3151 CRITICAL HISTORIES OF DRAMA, THEATRE, AND PERFORMANCE 2. 4.00 points.**

This course undertakes a dialectical approach to reading and thinking about the history of dramatic theatre, interrogating the ways writing inflects, and is inflected by, the material dynamics of performance in the modern era. Course undertakes careful study of the practices of performance, and of the sociocultural, economic, political, and aesthetic conditions animating representative performances in theatres globally; course will also emphasize development of important critical concepts for the analysis of drama, theatre, and performance. Topics include the sociology of theatre, the impact of print on conceptions of performance, representing gender and race, the politics of intercultural performance, and the dynamics of emerging forms and critical practices of performance analysis. Writing: 2-3 papers; Reading: 1-2 plays, critical and historical reading per week; final examination. Fulfills one (of two) lecture requirements for Theatre/Drama and Theatre Arts majors

**Spring 2025: THTR UN3151**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3151	001/00411	M W 10:10am - 11:25am 203 Diana Center	Yizhou Huang	4.00	34/40

**THTR UN3154 THEATRE TRAD GLOBAL CONTEXT. 4.00 points.**

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. Course fulfills lecture/seminar "studies" requirement for Theatre/Drama and Theatre Arts major

**Fall 2024: THTR UN3154**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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THTR 3154 001/00009 T Th 12:10pm - Shayoni 4.00 43/60  
1:25pm Mitra  
LI200 Diana Center

**THTR UN3155 TRADITIONAL INDIAN PERFORMANCE. 4.00 points.**

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. Course fulfills lecture/seminar "studies" course requirement for Theatre/Drama and Theatre Arts major

**THTR UN3156 MODERN ASIAN PERFORMANCE. 4.00 points.**

This course studies contemporary Asian performance with a focus on modernity, covering most nations on the Asian continent. We will examine a variety of performance, ranging from dance to revolutionary theatre, from postdramatic staging to translated as well as made-in-Asia musicals. Theoretical questions under discussion include modernity, national/ethnic/gender identity, art and ideology, the Sinophone, global Asias, among others. Fulfills lecture/seminar requirement in Theatre/Drama and Theatre Arts major and minor programs

Fall 2024: THTR UN3156

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3156 001/00702		W 2:10pm - 4:00pm LI105 Diana Center	Yizhou Huang	4.00	10/12

**THTR UN3157 POSTCOLONIAL DRAMA:THE CANON # ITS OTHER. 4.00 points.**

This class is a close reading of postcolonial plays, both as they form a recognizable canon, and as counters to it. Through a grounding in postcolonial theory, students will explore how the colonial encounter leaves a lasting impact on language and performance. How do these playwrights tackle questions of authenticity, influence, inspiration and agency? What stories do they adapt, translate or reimagine? Also, we read in equal measure male and female playwrights, attending to the ways in which power and authority are negotiated by them. This class looks both at plays that are seminal to postcolonial writing and also newer ones that unsettle the position of the greats. Do we then understand postcolonialism as a historically bound literary trend or an ongoing process of exploration? Fundamentally we ask, in our efforts to decolonize the theatre, how do we find new ways or reading? Course fulfills lecture/seminar in drama studies, theatre studies, performance studies requirement for Theatre major

Spring 2025: THTR UN3157

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3157 001/00412		W 12:10pm - 2:00pm 111 Milstein Center	Shayoni Mitra	4.00	10/16

**THTR UN3160 Queer Performance. 4 points.**

This course surveys key theoretical and historical writings in the field of Queer Performance, both within and without

Theatre and Performance Studies, as well as significant dramatic and performance works in the field. Beginning with an introduction to queer theory and questions surrounding gender and sexuality in performance, the course then moves into contemporary theories to examine works that use embodiment to question constructions of gender and sexuality onstage. Performances are regarded as provocations: what constitutes queer performance? Is sexuality all we mean by queer? What are the historical, aesthetic, and political aspects of queer performance? We will also pursue questions of practice and production: Where is queer performance staged and how is it received? How is it produced, for whom, by whom, and with what funding? Is queer performance inherently or even necessarily radical? The course explores crosscultural performances, as well as performances spanning from theatrical stages to ritual to everyday performance. Course may fill either the Theory requirement, or one (of two) required courses in dramatic literature/theatre studies/performance studies for Theatre/Drama and Theatre Arts major, but not both.

**THTR UN3165 THEORIES OF PERFORMANCE STUDIES. 4.00 points.**

Prerequisites: Enrollment limited to 16 students.

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 may fill either the Theory requirement, or one (of two) required courses in dramatic literature/theatre studies/performance studies for Theatre/Drama and Theatre Arts major, but not both

Spring 2025: THTR UN3165

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3165 001/00413		T 12:10pm - 2:00pm 214 Milbank Hall	Shayoni Mitra	4.00	10/16

**THTR UN3166 Drama, Theatre, and Theory. 4 points. Not offered during 2023-2024 academic year.**

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 UN3200 DIRECTING I. 3.00 points.**

Prerequisites: Permission of instructor given at first class meeting.

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

**Fall 2024: THTR UN3200**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3200 001/00322		T Th 10:10am - 12:00pm LI200 Diana Center	Jessi Hill	3.00	10/16

**Spring 2025: THTR UN3200**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3200 001/00414		T Th 12:10pm - 2:00pm LI200 Diana Center	Alice Reagan	3.00	18/20

**THTR UN3201 DIRECTING II. 4.00 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.

Prerequisites: Students required to have taken THTR UN3200 Directing I or THTR UN3203 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

**Spring 2025: THTR UN3201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3201 001/00415		M W 4:10pm - 6:00pm 229 Milbank Hall	Jessi Hill	4.00	13/16

**THTR UN3202 ADVANCED DIRECTING. 4.00 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.

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

**Fall 2024: THTR UN3202**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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THTR 3202 001/00323	F 10:10am - 1:00pm	Alice Reagan	4.00	3/12
		LI200 Diana Center		

**THTR UN3203 COLLABORATION:DIRECTNG/DESIGN. 3.00 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

**THTR UN3210 DRAMATURGY. 4.00 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 as a "studio" or "praxis" course toward the Theatre/Drama and Theatre Arts major. Does not fulfill a "seminar or lecture" requirement. Required for students undertaking a senior thesis in directing prior to the thesis year

**THTR UN3211 Performance Lab. 4 points.**

**Not offered during 2023-2024 academic year.**

Prerequisites: Enrollment limited to 12 students. Course typically involves visiting critics/scholars/artists in developing experimental theatrical work.

**THTR UN3300 PLAYWRITING WORKSHOP. 3.00 points.**

Prerequisites: Permission of the instructor given at first class meeting.

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 2024: THTR UN3300**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3300 001/00325		M 4:10pm - 6:00pm LI105 Diana Center	Andrew Bragen	3.00	11/12

**THTR UN3301 PLAYWRITING LAB. 3.00 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 2025: THTR UN3301**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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THTR 3301 001/00416 M 4:10pm - 6:00pm Andrew 3.00 12/12  
Bragen  
L1105 Diana Center

### THTR UN3303 UNUSUAL STORIES: CLUBBED THUMB PLAYWRITING. 3.00 points.

Clubbed Thumb commissions, develops and produces funny, strange and provocative new plays by living American writers. Clubbed Thumb's plays vary in style and content, but are always 90 minutes or under. They feature substantial and challenging roles for all genders, are questioning, formally inventive, theatrical, and exhibit a sense of humor. Since its founding in 1996, the company has presented over 100 productions, and has been awarded 5 Obies, including the Ross Wetzsteon award for sustained excellence. This playwriting course will use Clubbed Thumb's work and aesthetic as a launching point. The students will see all three of the plays in the 2023 Summerworks Festival, and will read several published scripts from previous Clubbed Thumb festivals. We will look at the stylistic and aesthetic choices of these plays, and students will engage in a series of writing assignment inspired by Clubbed Thumb's work, culminating in a "Clubbed Thumb bakeoff" (a longer play written in a short period of time). The students will have the opportunity to engage with Clubbed Thumb artists, including the artistic leadership of Clubbed Thumb: Maria Striar and Michael Bulger

### THTR UN3401 SOUND DESIGN. 3.00 points.

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.

#### Fall 2024: THTR UN3401

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3401 001/00326		M 1:10pm - 4:00pm	Daniel Baker	3.00	11/12
		L1105 Diana Center			

### THTR UN3402 COSTUME DESIGN. 3.00 points.

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. Application Instructions for full semester fall and spring courses: E-mail the instructor with the title of the course in the subject line. 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 admit them as spaces become available. For summer courses: Application not required. Register directly for the course

#### Spring 2025: THTR UN3402

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3402 001/00417		F 11:00am - 1:50pm	Soule Golden	3.00	12/12
		230 Milbank Hall			

### THTR UN3403 LIGHTING DESIGN. 3.00 points.

Prerequisites: Enrollment limited to 12 students. 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. Application Instructions: E-mail the instructor (acasey@barnard.edu) with the title of the course in the subject line. 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 admit them as spaces become available

#### Spring 2025: THTR UN3403

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3403 001/00418		T 9:35am - 11:50am	Autum Casey	3.00	11/12
		229 Milbank Hall			

### THTR UN3404 SCENE DESIGN. 3.00 points.

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

#### Fall 2024: THTR UN3404

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3404 001/00327		F 11:00am - 1:50pm	Sandra Goldmark	3.00	11/12
		230 Milbank Hall			

### THTR UN3405 PROBLEMS IN DESIGN. 3.00 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 through objects, materials, theatrical and non-theatrical environments. Students examine these design elements as both individual and interrelated components within a performance. Fulfills one course in Design requirement for Theatre/Drama and Theatre Arts majors. Fulfills one of three courses in performance fields for Theatre/Drama and Theatre Arts majors: design

#### Fall 2024: THTR UN3405

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3405 001/00328		W 1:00pm - 3:50pm	Kara Feely	3.00	5/12
		229 Milbank Hall			



### THTR UN3406 Media & Production Design. 3 points.

Uses analysis and design to explore how media and projections can be used to construct narrative in theatre and support non-narrative forms of performance. Digital and analog media are explored for their potentials and limitations. Students learn how the media is produced and transmitted will be discussed as part of creating a video design. Students will produce projection projects using different kinds of media during the course requiring work outside of class time. Fulfills one of three courses in performance fields for Theatre/Drama and Theatre Arts majors: design.

### THTR UN3413 STAGE MANAGEMENT. 3.00 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 UN3997 SENIOR THESIS IN PERFORMANCE. 4.00 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.

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 register for this course to pursue approved theses in acting, design, directing, dramaturgy, solo performance, or stage and production management. Students will act in, direct, design, stage manage 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 2024: THTR UN3997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3997 001/00329		M 12:10pm - 2:00pm 229 Milbank Hall	Crystal Finn	4.00	3/20
THTR 3997 002/00330		F 2:10pm - 5:00pm 230 Milbank Hall	Shayoni Mitra	4.00	1/20
THTR 3997 003/00331		F 2:10pm - 5:00pm 230 Milbank Hall	Michael Banta	4.00	0/20

#### Spring 2025: THTR UN3997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3997 001/00419		M 11:00am - 12:50pm 229 Milbank Hall	Crystal Finn	4.00	2/20
THTR 3997 002/00420		F 2:10pm - 5:00pm 230 Milbank Hall	Sandra Goldmark	4.00	1/20
THTR 3997 003/00421		F 2:10pm - 5:00pm 230 Milbank Hall	Michael Banta	4.00	1/20
THTR 3997 004/00422		F 2:10pm - 5:00pm 230 Milbank Hall	Shannon Sindelar	4.00	3/20
THTR 3997 005/00423		M 2:10pm - 4:00pm L1105 Diana Center	Andrew Bragen	4.00	7/20
THTR 3997 006/00424		T Th 2:10pm - 4:00pm 229 Milbank Hall	Kyle deCamp	4.00	5/20
THTR 3997 007/00425		F 2:10pm - 5:00pm 230 Milbank Hall	Alice Reagan	4.00	1/20

### THTR UN3998 SENIOR THESIS IN RESEARCH. 4.00 points.

Prerequisites: Enrollment limited to senior Theatre majors. Combined and special majors may be considered under exceptional circumstances. Permission of the instructor required.

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 2024: THTR UN3998

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3998 001/00332			William Worthen	4.00	1/3

#### Spring 2025: THTR UN3998

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3998 001/00426			William Worthen	4.00	0/20

### ENTA GU4625 SHAKESPEARE PERFORMANCE STUDIES. 4.00 points.

This course will work across three general approaches to Shakespearean drama and performance. First, we'll consider the historical forms of performance that have used Shakespearean drama as the material for theatrical endeavor. Second, we'll consider theoretical paradigms for performance that resituate an understanding that privileges either the "theatrical" or the "literary" identity of Shakespeare's plays. And, finally, we'll consider how we might consider the plays as themselves theoretical instruments for thinking about performance. Throughout the semester we will consider stage, film, and online productions, and the ways they articulate a sense of both "Shakespeare" and "performance." This course is a seminar, and while there is no formal prerequisite, students who have had a previous Shakespeare course will find the reading more manageable: we will rarely be doing the kind of "overview" of a play, but will be incisively considering specific elements of

performance. Application Instructions: E-mail the instructor [wworthen@barnard.edu](mailto:wworthen@barnard.edu) with the title of the course in the subject line. 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 admit them as spaces become available

**THTR UN3999 INDEPENDENT STUDY. 1.00-4.00 points.**

Prerequisites: Permission of the instructor and the chair required.

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

**Fall 2024: THTR UN3999**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3999	001/00796		William Worthen	1.00-4.00/5	
THTR 3999	002/00956		Hana Worthen	1.00-4.00/1	

**Spring 2025: THTR UN3999**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3999	001/00926		William Worthen	1.00-4.00/1	

## EARTH AND ENVIRONMENTAL SCIENCES

### THE DEPARTMENT OF EARTH AND ENVIRONMENTAL SCIENCES:

Department website: <https://eesc.columbia.edu/>

Morningside Office Location: 556-7 Schermerhorn Hall Extension

Office Contact: 212-854-3614

Lamont-Doherty Earth Observatory Office Location: 106 Geoscience

Office Contact: 845-365-8550

**Co-Directors of Undergraduate Studies:**

Terry Plank and Joerg Schaefer  
[dees-dus@columbia.edu](mailto:dees-dus@columbia.edu)

**Director of Academic Administration and Finance:** Kaleigh Matthews,  
[kaleighm@ldeo.columbia.edu](mailto:kaleighm@ldeo.columbia.edu)

**Undergraduate Program Manager:** Julianna Russo,  
[jr4432@columbia.edu](mailto:jr4432@columbia.edu)

## THE STUDY OF EARTH AND ENVIRONMENTAL SCIENCES:

The undergraduate programs in the Department of Earth and Environmental Sciences provide 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.

All majors, minors, 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.

## STUDENT ADVISING

Earth Science and Environmental Science Majors, Minors, and Concentrators:

DUS: Terry Plank, [dees-dus@columbia.edu](mailto:dees-dus@columbia.edu)

Climate System Science and Climate and Sustainability Majors and Minors:

DUS: Joerg Schaefer, [dees-dus@columbia.edu](mailto:dees-dus@columbia.edu)

All Programs:

Undergraduate Program Manager: Julianna Russo,  
[jr4432@columbia.edu](mailto:jr4432@columbia.edu)

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

### Advanced Placement

To check if AP credits will fulfill program requirements, specifically the Supporting Courses requirement, please contact the DUS.

AP Environmental Science does not fulfill any DEES major, minor, or concentration requirements.

## Barnard College Courses

Courses taken at Barnard College can count towards the Breadth requirement if they are science-based and 2000 level or above. Barnard courses with STEM prerequisites can count towards the Depth requirement. To check if Barnard College courses will fulfill program requirements, please contact the DUS with the course number, name, and syllabus.

## Transfer Courses

Fulfillment of program requirements by earth, environmental, and/or climate-related transfer courses will be determined by the DUS. Please send your transcript and the course name and syllabi to [dees-dus@columbia.edu](mailto:dees-dus@columbia.edu) for evaluation.

For DEES majors, at least 50% of upper-level courses must be taken at Columbia:

**Climate System Science Majors:** Students must take at least 3 Climate System Core courses, and at least 1 Climate Solutions, Justice, Policy, Communications course at Columbia, from their designated lists seen in the bulletin.

**Earth Science and Environmental Science Majors:** At least 3 Depth/Breadth courses must be taught by a DEES Instructor.

**Trinity College Dublin Dual Degree:** Please send your Trinity College transcripts to [dees-dus@columbia.edu](mailto:dees-dus@columbia.edu) to check which courses will fulfill the Earth Science Major requirements. At least 3 Depth courses and 1 Breadth course, as well as the capstone sequence, must be taken at Columbia.

## Study Abroad Courses

Courses taken abroad must be approved by the DUS ahead of time in order to count towards the major. If you are interested in studying abroad, please consult with the DUS to plan your major requirements accordingly. Typically, students can count supporting courses taken abroad, and any earth, environmental, and/or climate-related courses must be evaluated by the DUS. To check if Study Abroad courses will fulfill program requirements, please contact the DUS with the course syllabus.

## UNDERGRADUATE RESEARCH AND SENIOR THESIS

### Senior Thesis Coursework and Requirements

All students majoring in DEES are required to complete the capstone requirement during their senior year. Depending

on your major, you may have more than one option to fulfill this requirement - EESC UN3901 Senior Seminar, EESC U3904 Independent Research in Climate System Science, or an approved Field Course. Please refer to the Requirements page and the DEES website to learn more about the capstone options for each major. Only students who complete the senior thesis may be considered for departmental honors.

## Undergraduate Research Outside of Courses

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.

## DEPARTMENT HONORS AND PRIZES

The Department of Earth and Environmental Science awards departmental honors to the major or majors in DEES 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. All students meeting these requirements are automatically considered for departmental honors.

## PROFESSORS

Ryan Abernathey  
 Nicholas Christie-Blick  
 Joel E. Cohen  
 Hugh Ducklow  
 Sonya Dyhrman  
 Peter Eisenberger  
 Göran Ekström  
 Pierre Gentine  
 Steven L. Goldstein  
 Arnold L. Gordon  
 Kevin L. Griffin (Chair)  
 Alex Halliday  
 Sidney R. Hemming (Director of Graduate Studies)  
 Bärbel Hönisch  
 Peter B. Kelemen  
 Folarin Kolawole  
 Galen McKinley

Jerry F. McManus (Associate Chair)  
 Faye McNeill  
 William H. Menke  
 John C. Mutter  
 Meredith Nettles  
 Paul E. Olsen  
 Terry A. Plank (Director of Undergraduate Studies)  
 Lorenzo M. Polvani  
 G. Michael Purdy  
 Maureen Raymo  
 Christopher H. Scholz  
 Adam H. Sobel  
 Marc Spiegelman  
 Martin Stute (Barnard)  
 Maya Tolstoy  
 Renata Wentzcovich

## ASSOCIATE PROFESSORS

Jacqueline Austermann  
 Roisin Commane  
 Jonathan Kingslake

## ASSISTANT PROFESSORS

Folarin Kolawole  
 Yves Moussallam

## ADJUNCT PROFESSORS

Robert F. Anderson  
 W. Roger Buck IV  
 Denton Ebel  
 John J. Flynn  
 Arthur Lerner-Lam  
 Alberto Malinverno  
 Ronald L. Miller  
 Dorothy M. Peteet  
 Andrew Robertson  
 Joerg M. Schaefer  
 Christopher Small  
 Andreas Thurnherr  
 Felix Waldhauser  
 Spahr C. Webb  
 Gisela Winckler

## ADJUNCT ASSOCIATE PROFESSORS

Anne Bécel

## EMERITUS

Mark Cane  
 Hugh Ducklow  
 Arnold Gordon  
 James Hays  
 Paul Richards  
 Lynn Sykes  
 David Walker

## GUIDELINES FOR ALL EARTH SCIENCE, ENVIRONMENTAL SCIENCE, CLIMATE SYSTEM SCIENCE, AND CLIMATE AND SUSTAINABILITY MAJORS, MINORS, CONCENTRATORS, AND SPECIAL CONCENTRATORS

### Advising

All majors, minors, 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, minor, 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 **cannot** be used toward meeting the requirements of the Earth Science major and Environmental Science major, concentrations, or special concentrations.  
**Please note:** 1000-level courses can be used towards meeting the requirements of the Climate System Science major and Climate and Sustainability major, and some Earth and Environmental Science minors.
4. Double counting is not permitted for minors.
5. EESC UN2330 does not fulfill the Breadth requirement.
6. EESC GU4600 does not fulfill the Depth requirement, this course would only fulfill the Breadth requirement.

### 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 Science, Environmental Science, Climate System Science, and Climate and Sustainability Majors, Minors, Concentrators, and Special Concentrators](#) (p. 457) above.

The major in Earth Science requires a minimum of 45.5 points, distributed as follows:

### Foundation Courses

EESC UN2200	EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH
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Select one of the following:

EESC UN2100	EARTH'S ENVIRO SYST: CLIM SYST
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EESC UN2300	EARTH'S ENVIRO SYST: LIFE SYST
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Students who wish to take both EESC UN2100 EARTH'S ENVIRO SYST: CLIM SYST and EESC UN2300 EARTH'S ENVIRO SYST: LIFE SYST can include one of these under breadth and related fields below.

### Supporting Mathematics and Science Courses

One semester of Calculus at the level of Calculus I or higher (3 credits)

MATH UN1101	CALCULUS I
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Select one of the following three-course sequences:

CHEM UN1403 & CHEM UN1404 & PHYS UN1201	GENERAL CHEMISTRY I-LECTURES and GENERAL CHEMISTRY II-LECTURES and GENERAL PHYSICS I
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CHEM UN1403 & PHYS UN1201 & PHYS UN1202	GENERAL CHEMISTRY I-LECTURES and GENERAL PHYSICS I and GENERAL PHYSICS II
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### Capstone Experience

Select one of the following:

EESC BC3800 & EESC UN3901	ENVIR SCIENCE SENIOR SEMINAR and SENIOR SEMINAR
EESC BC3801 & EESC UN3901	ENVIR SCIENCE SENIOR SEM II and 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 ENVIRO SYST: CLIM SYST
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EESC UN2300	EARTH'S ENVIRO SYST: LIFE SYST
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EESC UN3010	FIELD GEOLOGY
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EESC BC3017	ENVIRONMENTAL DATA ANALYSIS
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EESC GU4050	GLOBAL ASSMT-REMOTE SENSING
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EESC GU4600	EARTH RESOURCES # SUSTAIN DEV
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EESC GU4917	THE EARTH/HUMAN INTERACTIONS
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EAGE E2002	
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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.

Please note that EESC UN2330 SCIENCE FOR SUSTAINABLE DEVPT does not fulfill the Breadth requirement.

### 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. Depth courses are 3000- and 4000- level courses that carry EESC or supporting science pre-requisites. Students must 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

Please note that EESC GU4600 EARTH RESOURCES # SUSTAIN DEV does not fulfill the Depth requirement, this course would only fulfill the Breadth requirement.

### Areas of Focus

The following 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 GU4090	INTRO TO GEOCHRONOLGY
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EESC GU4113	Mineralogy and Mineral Resources
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EESC GU4223	SEDIMENTARY GEOLOGY
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EESC GU4230	CRUSTAL DEFORMATION
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EESC GU4701	Introduction to Igneous Petrology
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EESC GU4887	ISOTOPE GEOLOGY I
EESC GU4947	PLATE TECTONICS AND CLIMATE

It is strongly recommended that students focusing in geological science take the summer geology field course as their capstone experience.

#### Geochemistry

EESC UN3015	The Earth's Carbon Cycle
EESC BC3016	ENVIRONMENTAL MEASUREMENTS
EESC BC3200	Ecotoxicology
EESC GU4090	INTRO TO GEOCHRONOLOGY
EESC GU4113	Mineralogy and Mineral Resources
EESC GU4701	Introduction to Igneous Petrology
EESC GU4885	CHEMISTRY OF CONTINENTAL WATERS
EESC GU4887	ISOTOPE GEOLOGY I
EESC GU4926	INTRO TO 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 GU4920	PALEOCEANOGRAPHY
EESC GU4924	INTRO TO ATMOSPHERIC CHEMISTRY
EESC GU4925	INTRO TO PHYSICAL OCEANOGRAPHY
EESC GU4926	INTRO TO CHEMICAL OCEANOGRAPHY

It is recommended that students focusing on atmosphere and ocean science also take a course in fluid dynamics and a course in differential equations.

#### Solid Earth Geophysics

EESC GU4230	CRUSTAL DEFORMATION
EESC GU4300	THE EARTH'S DEEP INTERIOR
EESC GU4937	CENOZOIC PALEOCEANOGRAPHY
EESC GU4947	PLATE TECTONICS AND CLIMATE
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 UN3015	The Earth's Carbon Cycle
EESC BC3025	HYDROLOGY
EESC GU4008	Introduction to Atmospheric Science

EESC GU4330	INTRO-TERRESTRIAL PALEOCLIMATE
EESC GU4835	Wetlands and Climate Change
EESC GU4920	PALEOCEANOGRAPHY
EESC GU4924	INTRO TO ATMOSPHERIC CHEMISTRY
EESC GU4925	INTRO TO PHYSICAL OCEANOGRAPHY
EESC GU4937	CENOZOIC PALEOCEANOGRAPHY
<b>Paleontology</b>	
EESC GU4223	SEDIMENTARY GEOLOGY
EESC GU4550	Plant Ecophysiology
EESC GU4920	PALEOCEANOGRAPHY
EESC GU4924	INTRO TO ATMOSPHERIC CHEMISTRY
EESC GU4937	CENOZOIC PALEOCEANOGRAPHY

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 Science, Environmental Science, Climate System Science, and Climate and Sustainability Majors, Minors, Concentrators, and Special Concentrators](#) (p. 457) above.

The major in Environmental Science requires a minimum of 47 points, distributed as follows:

### Foundation Courses

EESC UN2100	EARTH'S ENVIRO SYST: CLIM SYST
EESC UN2200	EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH
EESC UN2300	EARTH'S ENVIRO SYST: LIFE SYST

### Supporting Mathematics and Science Courses

One semester of Calculus at the level of Calculus I or higher (3 credits)

MATH UN1101	CALCULUS I
Select one of the following three-course sequences:	
CHEM UN1403 & CHEM UN1404 & PHYS UN1201	GENERAL CHEMISTRY I-LECTURES and GENERAL CHEMISTRY II-LECTURES and GENERAL PHYSICS I
CHEM UN1403 & PHYS UN1201 & PHYS UN1202	GENERAL CHEMISTRY I-LECTURES and GENERAL PHYSICS I and GENERAL PHYSICS II

CHEM UN1403 & EEEB UN2001 & PHYS UN1201	GENERAL CHEMISTRY I- LECTURES and ENVIRONMENTAL BIOLOGY I and GENERAL PHYSICS I
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## Capstone Experience

EESC BC3800	ENVIR SCIENCE SENIOR SEMINAR
or EESC BC3801	ENVIR SCIENCE SENIOR SEM II
EESC UN3901	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 ASSMT-REMOTE SENSING
EESC GU4600	EARTH RESOURCES # SUSTAIN DEV
EESC GU4917	THE 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.

Please note that EESC UN2330 SCIENCE FOR SUSTAINABLE DEVPT does not fulfill the Breadth requirement.

## 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. Depth courses are 3000- and 4000- level courses that carry EESC or supporting science pre-requisites. Students must 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

Please note that EESC GU4600 EARTH RESOURCES # SUSTAIN DEV does not fulfill the Depth Requirement, this course would only fulfill the Breadth requirement.

## Areas of focus

The following 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 GU4076	Geologic Mapping
EESC GU4480	Paleobiology and Earth System History
EAEE E3221	

It is recommended that students focusing in environmental geology also take EESC W4050 Remote Sensing.

### Environmental Geochemistry

EESC UN3015	The Earth's Carbon Cycle
EESC GU4885	CHEMISTRY OF CONTINENTL WATERS
EESC GU4887	ISOTOPE GEOLOGY I
EESC GU4924	INTRO TO ATMOSPHERIC CHEMISTRY
EESC GU4888	Stable Isotope Geochemistry
EESC GU4926	INTRO TO CHEMICAL OCEANOGRAPHY

### Hydrology

EESC GU4076	Geologic Mapping
EESC GU4835	Wetlands and Climate Change
EESC GU4885	CHEMISTRY OF CONTINENTL WATERS
EESC BC3025	HYDROLOGY
EAEE E3221	

### Climate Change

EESC UN3015	The Earth's Carbon Cycle
EESC GU4008	Introduction to Atmospheric Science
EESC GU4330	INTRO-TERRESTRIAL PALEOCLIMATE
EESC GU4480	Paleobiology and Earth System History
EESC GU4835	Wetlands and Climate Change
EESC GU4920	PALEOCEANOGRAPHY

It is recommended that students focusing in environmental geology also take EESC GU4050 Remote Sensing.

### Energy and Resources

EESC GU4076	Geologic Mapping
EESC GU4701	Introduction to Igneous Petrology
EAEE E2002	

## MAJOR IN CLIMATE SYSTEM SCIENCE

Please read [Guidelines for all Earth Science, Environmental Science, Climate System Science, and Climate and Sustainability Majors, Minors, Concentrators, and Special Concentrators](#) (p. 457) above.

The major in Climate System Science requires a minimum of 43.5 points, distributed as follows:

### Foundational Courses

7.5 points minimum (2 courses):

#### Required:

EESC UN2100	EARTH'S ENVIRO SYST: CLIM SYST
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#### And any one of:

EESC UN1009	GLOBAL WARMING FOR GLOBAL LEADERS
EESC UN1030	OCEANOGRAPHY
EESC UN1201	Environmental Risks and Disasters
EESC UN1600	EARTH RESOURCES # SUSTAIN DEV
or EESC GU4600	EARTH RESOURCES # SUSTAIN DEV
EESC UN2200	EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH
EESC UN2300	EARTH'S ENVIRO SYST: LIFE SYST
EESC UN2330	SCIENCE FOR SUSTAINABLE DEVPT

### Supporting Courses

12 points minimum (4 courses):

#### One semester of Calculus at the level of Calculus I or higher:

MATH UN1101	CALCULUS I
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#### And any three courses:

PHYS UN1201	GENERAL PHYSICS I
PHYS UN1202	GENERAL PHYSICS II
CHEM UN1403	GENERAL CHEMISTRY I-LECTURES
CHEM UN1404	GENERAL CHEMISTRY II-LECTURES
EEEB UN2001	ENVIRONMENTAL BIOLOGY I
EESC UN2300	EARTH'S ENVIRO SYST: LIFE SYST

### Climate System Core

15 points minimum (five courses):

#### Required: at least one Paleoclimate Course

EESC GU4235	SEA LEVEL CHANGE
EESC GU4330	INTRO-TERRESTRIAL PALEOCLIMATE

EESC GU4480	Paleobiology and Earth System History
EESC GU4920	PALEOCEANOGRAPHY
EESC GU4937	CENOZOIC PALEOCEANOGRAPHY

#### Required: at least one Modern Climate Course

EESC UN3031	CHEMISTRY OF CLIMATE
EESC UN3109	CLIMATE PHYSICS
EESC GU4008	Introduction to Atmospheric Science
EESC GU4020	HUMANS # THE CARBON CYCLE
EESC GU4040	CLIM THERMODYN/ENERGY TRANSFER
EESC GU4835	Wetlands and Climate Change
EESC GU4923	Biological Oceanography
EESC GU4925	INTRO TO PHYSICAL OCEANOGRAPHY
EESC GU4926	INTRO TO CHEMICAL OCEANOGRAPHY
EESC GU4930	EARTH'S OCEANS # ATMOSPHERE

#### Could include: Other Climate System Course

EESC BC3109	Hydrology
EESC UN3101	Geochemistry for a Habitable Planet
EESC UN3201	SOLID EARTH DYNAMICS
EESC GU4220	GLACIOLOGY
EESC GU4835	Wetlands and Climate Change
EESC GU4885	CHEMISTRY OF CONTINENTL WATERS
EESC GU4923	Biological Oceanography
EESC GU4924	INTRO TO ATMOSPHERIC CHEMISTRY
EESC GU4926	INTRO TO CHEMICAL OCEANOGRAPHY

#### Could include one: Supporting EESC Course

EESC UN3400	COMPUTATIONAL EARTH SCIENCE
EESC GU4210	GEOPHYSICAL FLUID DYNAMICS
EESC GU4223	SEDIMENTARY GEOLOGY
EESC GU4230	CRUSTAL DEFORMATION
EESC GU4887	ISOTOPE GEOLOGY I
EESC GU4888	Stable Isotope Geochemistry

### Climate Solutions, Justice, Policy and Communication

6 points minimum (any two courses below):

#### Solutions Courses

EESC BC3045	RESPONDING TO CLIMATE CHANGE (Barnard College)
ARCH UN3120	CITY, LANDSCAPE, # ECOLOGY



EAAE E2002	
EAAE E2100	A BETTER PLANET BY DESIGN
EAAE E4001	INDUST ECOLOGY-EARTH RESOURCES
EAAE E4002	ALTERNATIVE ENERGY RESOURCES
EAAE E4006	Field methods for environmental engineering
EAAE E4300	INTRO TO CARBON MANAGEMENT
EAAE E4302	CARBON CAPTURE
EAAE E4301	CARBON STORAGE
EAAE E4305	CO2 UTILIZATION AND CONVERSION
CIEE E3250	
MECE E4211	ENERGY SOURCES AND CONVERSION
SDEV GU4250	CLIMATE CHANGE: RESILIENCE # ADAPTATION
<b>Climate Justice, Policy, Economics</b>	
ANTH BC3932	CLIMATE CH./GLOB. MIGRATION/ HUMAN RIGHTS (Barnard College)
ANTH V3861	
ARCH UN3400	ENVIRONMENTAL VISUALIZATIONS OF NYC
ECON BC3039	ENVIRONMENTAL & NAT. RES. ECONOMICS (Barnard College)
ECON BC3040	ENVIRONMENTAL LAW (Barnard College)
ECON UN2257	THE GLOBAL ECONOMY
ECON GU4750	GLOBALIZATION # ITS RISKS
POLS UN3648	GOVERNING THE GLOBAL ECONOMY
POLS GU4814	GLOBAL ENERGY: SECURITY/ GEOPOL
POLS GU4863	INTERNATIONAL POLITICAL ECONOMY OF DEVELOPING COUNTRIES
SDEV UN3355	CLIMATE CHANGE AND LAW
SDEV UN3360	DISASTERS AND DEVELOPMENT
SDEV UN2050	ENVIRONMENTAL POLICY AND GOVERNANCE

## Climate System Capstone

3 points minimum (one course):

EESC UN3904	INDEPENDENT RESEARCH IN CLIMATE SYSTEM SCIENCE
EESC UN3901	SENIOR SEMINAR (taken twice, in fall and spring)
or EESC BC3800 followed by EESC UN3901	
Approved Field Course focused on the Climate System	
~6 weeks, must be proposed and then approved by DUS	

## MAJOR IN CLIMATE AND SUSTAINABILITY

Please read [Guidelines for all Earth Science, Environmental Science, Climate System Science, and Climate and Sustainability Majors, Minors, Concentrators, and Special Concentrators](#) (p. 457) above.

The major in Climate and Sustainability is a joint major between the Undergraduate Program in Sustainable Development and DEES, and requires a minimum of 46.5 points, distributed as follows:

### Climate and Sustainability Foundations

Two courses:

SDEV UN2300	CHALLENGES OF SUSTAINABLE DEV
EESC UN2330	SCIENCE FOR SUSTAINABLE DEVPT

### Basic Disciplinary Foundations

Five courses:

#### A. Natural Science Courses (2):

**Required:**

EESC UN2100	EARTH'S ENVIRO SYST: CLIM SYST
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**One of the following:**

EESC UN1201	Environmental Risks and Disasters
EESC UN1600	EARTH RESOURCES # SUSTAIN DEV
EESC UN2200	EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH
EESC UN2300	EARTH'S ENVIRO SYST: LIFE SYST

#### B. Social Science Courses (2):

**Required:**

SDEV UN2100	Introduction to Climate Justice
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**One of the following:**

ECON UN1105	PRINCIPLES OF ECONOMICS
POLS UN1601	INTERNATIONAL POLITICS
SDEV UN2000	INTRO TO ENVIRONMENTAL LAW
SDEV UN2050	ENVIRONMENTAL POLICY AND GOVERNANCE
ANTH BC2427	ANTHROPOLOGY OF CLIMATE CHANGE
SDEV UN3400	HUMAN POPULATIONS # SDEV

**C. Quantitative Foundations Course (1)****One of the following:**

STAT UN1201	CALC-BASED INTRO TO STATISTICS
MATH UN2010	LINEAR ALGEBRA
EEEB UN3005	INTRO-STAT-ECOLOGY # EVOL BIOL
EESC BC3017	ENVIRONMENTAL DATA ANALYSIS

Note: Taking Introduction to Statistics and Calculus separately will not fulfill the quantitative requirement.

**Climate and Sustainability: Complexities and Analyses**

Four courses:

**Two courses from the following:**

TBD#### Climate Change: Mitigation	
SDEV GU4250	CLIMATE CHANGE: RESILIENCE # ADAPTATION
ANTH BC3932	CLIM CHNG/GLOBAL MIGR/HUM RGT
SDEV UN3355	CLIMATE CHANGE AND LAW
SDEV UN3366	ENERGY LAW
EESC GU4235	SEA LEVEL CHANGE
EAEE E4304	CLOSING THE CARBON CYCLE

**One of the following Natural Science courses:**

EESC GU4220	GLACIOLOGY
EESC GU4926	INTRO TO CHEMICAL OCEANOGRAPHY
EESC GU4923	Biological Oceanography
EESC GU4925	INTRO TO PHYSICAL OCEANOGRAPHY
EESC GU4835	Wetlands and Climate Change
EESC GU4330	INTRO-TERRESTRIAL PALEOCLIMATE
EESC GU4920	PALEOCEANOGRAPHY
EESC GU4937	CENOZOIC PALEOCEANOGRAPHY
EESC GU4235	SEA LEVEL CHANGE
EAEE E4304	CLOSING THE CARBON CYCLE

**One of the following Social Science courses:**

ANTH 3861	Anthropology of the Anthropocene
POLS 4811	Global Energy: Security/Geopolitics
SDEV 4240	Science Communications
ANTH BC3932	CLIM CHNG/GLOBAL MIGR/HUM RGT
SDEV UN3355	CLIMATE CHANGE AND LAW
SDEV UN3366	ENERGY LAW
SDEV GU4050	US WATER # ENERGY POLICY

ECON BC3039

Environmental and Natural Resource Economics

**Electives**

Select two courses from the following areas. If you select Area 1, you must complete two thesis courses, and these will fulfill the elective requirement:

**Area 1:**

EESC UN3901 SENIOR SEMINAR

**Area 2:**

Additional courses listed under the *Climate and Sustainability: Complexities and Analysis* requirement

**Area 3:**

Additional quantitative or qualitative methods or skills courses:

STAT UN2103	APPLIED LINEAR REG ANALYSIS
STAT UN3105	APPLIED STATISTICAL METHODS
STAT UN3106	APPLIED MACHINE LEARNING
STAT GU4203	PROBABILITY THEORY
STAT GU4204	STATISTICAL INFERENCE
STAT GU4207	ELEMENTARY STOCHASTIC PROCESS
STAT GU4205	LINEAR REGRESSION MODELS
EAEE E4257	ENVIR DATA ANALYSIS # MODELING
EESC BC3050	BIG DATA WITH PYTHON
SDEV UN3390	GIS FOR SUSTAINABLE DEVELOPMNT
SDEV UN3450	SPATIAL ANALYSIS FOR SDEV
SDEV GU4101	QUAL RESEARCH METHODS SDEV

**Practicum**

One course:

**One of the following:**

SDEV UN3998	SUPERVISED INDIVIDUAL RESEARCH
SDEV GU4500	SUSTAINABILITY AND THE MEANING OF PLACE ON CUTTYHUNK ISLAND
SDEV GU4550	The New York City Watershed: From Community Displacement to Collaboration and Climate Adaptation
SUMA PS4734	Earth Institute Practicum

## Capstone Workshop

One course:

One of the following:

SDEV UN3280	WORKSHOP IN SUSTAINABLE DEVPT
SDEV UN3550	BANGLADSH:LIFE-TECT ACTV DELTA
SDEV GU4400	Sustainable Development in Rwanda

## MINOR IN EARTH AND ENVIRONMENTAL SCIENCE

Please read [Guidelines for all Earth Science, Environmental Science, Climate System Science, and Climate and Sustainability Majors, Minors, Concentrators, and Special Concentrators](#) (p. 457) above.

The minor in Earth and Environmental Science requires a minimum of 18 points, distributed as follows:

### Foundational Courses

9 points (two courses):

Select two of the following:

EESC UN2100	EARTH'S ENVIRO SYST: CLIM SYST
EESC UN2200	EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH
EESC UN2300	EARTH'S ENVIRO SYST: LIFE SYST

### Depth and Breadth Courses

9 points minimum (three courses):

Any three additional 1000, 2000, 3000, or 4000-level EESC courses.

## MINOR IN CLIMATE SYSTEM SCIENCE

Please read [Guidelines for all Earth Science, Environmental Science, Climate System Science, and Climate and Sustainability Majors, Minors, Concentrators, and Special Concentrators](#) (p. 457) above.

The minor in Climate System Science requires a minimum of 16.5 points, distributed as follows:

### Foundational Courses

7.5 points (two courses):

Both required:

EESC UN2100	EARTH'S ENVIRO SYST: CLIM SYST
EESC UN1009	GLOBAL WARMING FOR GLOBAL LEADERS

### Climate System Module

6 points minimum (any two courses below):

Two courses from the lists below:

EESC UN1030	OCEANOGRAPHY
EESC UN1201	Environmental Risks and Disasters
EESC UN2200	EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH
EESC UN2300	EARTH'S ENVIRO SYST: LIFE SYST
EESC UN2330	SCIENCE FOR SUSTAINABLE DEVPT

#### Paleoclimate Courses

EESC GU4235	SEA LEVEL CHANGE
EESC GU4330	INTRO-TERRESTRIAL PALEOCLIMATE
EESC GU4480	Paleobiology and Earth System History
EESC GU4920	PALEOCEANOGRAPHY
EESC GU4937	CENOZOIC PALEOCEANOGRAPHY

#### Modern Climate Courses

EESC UN3031	CHEMISTRY OF CLIMATE
EESC UN3109	CLIMATE PHYSICS
EESC GU4008	Introduction to Atmospheric Science
EESC GU4020	HUMANS # THE CARBON CYCLE
EESC GU4040	CLIM THERMODYN/ENERGY TRANSFER
EESC GU4925	INTRO TO PHYSICAL OCEANOGRAPHY
EESC GU4930	EARTH'S OCEANS # ATMOSPHERE

#### Other Climate System Courses

EESC BC3109	Hydrology
EESC UN3101	Geochemistry for a Habitable Planet
EESC UN3201	SOLID EARTH DYNAMICS
EESC GU4220	GLACIOLOGY
EESC GU4835	Wetlands and Climate Change
EESC GU4885	CHEMISTRY OF CONTINENTL WATERS
EESC GU4923	Biological Oceanography
EESC GU4924	INTRO TO ATMOSPHERIC CHEMISTRY
EESC GU4926	INTRO TO CHEMICAL OCEANOGRAPHY

#### Supporting EESC Courses

EESC UN3400	COMPUTATIONAL EARTH SCIENCE
EESC GU4210	GEOPHYSICAL FLUID DYNAMICS
EESC GU4223	SEDIMENTARY GEOLOGY
EESC GU4230	CRUSTAL DEFORMATION
EESC GU4887	ISOTOPE GEOLOGY I
EESC GU4888	Stable Isotope Geochemistry

## Climate Solutions, Justice, Policy and Communication

3 points minimum (any one course below):

### Solutions Courses

EESC BC3045 RESPONDING TO CLIMATE CHANGE (Barnard College)	
ARCH UN3120	CITY, LANDSCAPE, # ECOLOGY
EAEE E2002	
EAEE E2100	A BETTER PLANET BY DESIGN
EAEE E4001	INDUST ECOLOGY-EARTH RESOURCES
EAEE E4002	ALTERNATIVE ENERGY RESOURCES
EAEE E4006	Field methods for environmental engineering
EAEE E4300	INTRO TO CARBON MANAGEMENT
EAEE E4302	CARBON CAPTURE
EAEE E4301	CARBON STORAGE
EAEE E4305	CO2 UTILIZATION AND CONVERSION
CIEE E3250	
MECE E4211	ENERGY SOURCES AND CONVERSION
SDEV GU4250	CLIMATE CHANGE: RESILIENCE # ADAPTATION

### Climate Justice, Policy, Economics

ANTH BC3932 CLIMATE CH./GLOB. MIGRATION/HUMAN RIGHTS (Barnard College)	
ANTH V3861	
ARCH UN3400	ENVIRONMENTAL VISUALIZATIONS OF NYC
ECON BC3039 ENVIRONMENTAL & NAT. RES. ECONOMICS (Barnard College)	
ECON BC3040 ENVIRONMENTAL LAW (Barnard College)	
ECON UN2257	THE GLOBAL ECONOMY
ECON GU4750	GLOBALIZATION # ITS RISKS
POLS UN3648	GOVERNING THE GLOBAL ECONOMY
POLS GU4814	GLOBAL ENERGY: SECURITY/GEOPOL

POLS GU4863	INTERNATIONAL POLITICAL ECONOMY OF DEVELOPING COUNTRIES
SDEV UN3355	CLIMATE CHANGE AND LAW
SDEV UN3360	DISASTERS AND DEVELOPMENT

## MINOR IN EARTH AND SPACE

Please read Guidelines for all Earth Science, Environmental Science, Climate System Science, and Climate and Sustainability Majors, Minors, Concentrators, and Special Concentrators (p. 457) above.

The minor in Earth and Space requires a minimum of 15 points, distributed as follows:

### Introductory Course

3 points minimum (one course):

One of the following:

ASTR UN1453	ANOTHER EARTH
ASTR BC1753	LIFE IN THE UNIVERSE
EESC UN2300	EARTH'S ENVIRO SYST: LIFE SYST

### Astronomy Courses

6 points minimum (two courses):

Two of the following:

ASTR UN1403	EARTH, MOON, AND PLANETS
ASTR UN1404	STARS, GALAXIES # COSMOLOGY
ASTR UN1420	Galaxies and Cosmology
ASTR UN1836	STARS AND ATOMS

Or the following ASTR sequence:

ASTR UN2001	INTRO TO ASTROPHYSICS I
ASTR UN2002	INTRO TO ASTROPHYSICS II

## DEES Courses

6 points minimum (two courses):

One of the following:

EESC UN2200	EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH
EESC UN3201	SOLID EARTH DYNAMICS

Plus one of the following:

EESC UN2100	EARTH'S ENVIRO SYST: CLIM SYST
EESC UN3101	Geochemistry for a Habitable Planet



## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

Concentrations are available to students who entered Columbia in or before Fall 2023. The requirements for the Bachelor of Arts degree, and the role of the concentration in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study.

Concentrations are not available to students who entered Columbia in or after Fall 2024.

### Concentration in Earth Science

Please read [Guidelines for all Earth Science, Environmental Science, Climate System Science, and Climate and Sustainability Majors, Concentrators, and Special Concentrators](#) (p. 457) above.

The concentration in Earth science requires a minimum of 24 points, distributed as follows:

#### Foundation Courses

EESC UN2100	EARTH'S ENVIRO SYST: CLIM SYST
or EESC UN2300	EARTH'S ENVIRO SYST: LIFE SYST
EESC UN2200	EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH

#### 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 9 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 Science, Environmental Science, Climate System Science, and Climate and Sustainability Majors, Concentrators, and Special Concentrators](#) (p. 457) above.

The concentration in environmental science requires a minimum of 25.5 points, distributed as follows:

#### Foundation Courses

EESC UN2100	EARTH'S ENVIRO SYST: CLIM SYST
EESC UN2200	EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH
EESC UN2300	EARTH'S ENVIRO SYST: LIFE SYST

#### 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 Science, Environmental Science, Climate System Science, and Climate and Sustainability Majors, Concentrators, and Special Concentrators](#) (p. 457) 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 ENVIRO SYST: CLIM SYST
EESC UN2200	EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH
EESC UN2300	EARTH'S ENVIRO SYST: LIFE SYST

#### 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 Science, Environmental Science, Climate System Science, and Climate and Sustainability Majors, Concentrators, and Special Concentrators](#) (p. 457) 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
EESC UN2100	EARTH'S ENVIRO SYST: CLIM SYST
EESC UN2200	EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH
EEEB UN2002	ENVIRONMENTAL BIOLOGY II

### Introductory Science (13 points)

Select one of the following chemistry sequences:

CHEM UN1403 & CHEM UN1404	GENERAL CHEMISTRY I-LECTURES and GENERAL CHEMISTRY II-LECTURES
CHEM UN1604 & CHEM UN2507	2ND TERM GEN CHEM (INTENSIVE) and Intensive General Chemistry Laboratory

One term of statistics such as the following:

STAT UN1101	INTRODUCTION TO STATISTICS
STAT UN1201	CALC-BASED INTRO TO STATISTICS
BIOL BC2286	STATISTICS # RESEARCH DESIGN
EEEB UN3005	INTRO-STAT-ECOLOGY # EVOL BIOL
EEEB UN3087	CONSERVATION BIOLOGY

## Advanced Environmental Biology (9 points)

Three additional advanced EEEB courses (3000-level and above), each chosen from a different curricular area (evolution/genetics, ecology/behavior/conservation, anatomy/physiology/diversity, biology laboratory courses).

Advanced courses used to fulfill requirements in the environmental science major cannot count toward requirements for the special concentration.

## Sustainable Development

Students interested in sustainable development should refer to the *Sustainable Development* section in this Bulletin.

## FALL 2024

### EESC UN1030 OCEANOGRAPHY. 3.00 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 2024: EESC UN1030

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 1030	001/11442	T Th 11:40am - 12:55pm 501 Northwest Corner	Baerbel Hoenisch	3.00	142/160
EESC 1030	AU1/18835	T Th 11:40am - 12:55pm Othr Other	Baerbel Hoenisch	3.00	14/16

### EESC UN1201 Environmental Risks and Disasters. 3 points.

CC/GS: Partial Fulfillment of Science Requirement  
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 2024: EESC UN1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 1201	001/11443	T Th 10:10am - 11:25am 333 Uris Hall	Goran Ekstrom	3	34/52

**EESC UN1600 EARTH RESOURCES # SUSTAIN DEV.****3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: none; high school chemistry recommended.  
 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 2024: EESC UN1600**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 1600	001/11444	T Th 1:10pm - 2:25pm 301 Uris Hall	Peter Kelemen	3.00	74/200

**EESC UN2100 EARTH'S ENVIRO SYST: CLIM SYST.****4.50 points.**

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 2024: EESC UN2100**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2100	001/11445	T Th 10:10am - 11:25am 603 Schermerhorn Hall	Jerry McManus, Suzana De Camargo	4.50	41/48
EESC 2100	001/11445	T 4:10pm - 7:00pm 555 Ext Schermerhorn Hall	Jerry McManus, Suzana De Camargo	4.50	41/48

**Spring 2025: EESC UN2100**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2100	001/13543	T Th 10:10am - 11:25am	Gisela Winckler,	4.50	45/60

603 Schermerhorn Hall	Mingfang Ting			
EESC 2100 001/13543	T 4:10pm - 7:00pm 555 Ext Schermerhorn Hall	Gisela Winckler, Mingfang Ting	4.50	45/60

**EESC UN2200 EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH. 4.50 points.**

CC/GS: Partial Fulfillment of Science Requirement

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.  
 Recommended preparation: high school chemistry and physics; and one semester of college science. 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, glaciers and ice sheets, the hydrological cycle and rivers, geochronology, plate tectonics, earthquakes, volcanoes, energy resources. 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 2024: EESC UN2200**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2200	001/11446	T Th 1:10pm - 2:25pm 603 Schermerhorn Hall	Anne Becel, Yves Moussallam	4.50	39/50
EESC 2200	001/11446	Th 4:10pm - 7:00pm 603 Schermerhorn Hall	Anne Becel, Yves Moussallam	4.50	39/50

**Spring 2025: EESC UN2200**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2200	001/13546	T Th 2:40pm - 3:55pm 603 Schermerhorn Hall	Steven Goldstein, Sidney Hemming, Sedelia Rodriguez	4.50	33/40
EESC 2200	001/13546	T 4:10pm - 7:00pm 603 Schermerhorn Hall	Steven Goldstein, Sidney Hemming, Sedelia Rodriguez	4.50	33/40
EESC 2200	002/18428	T 2:40pm - 3:55pm 603 Schermerhorn Hall	Steven Goldstein, Sidney Hemming, Sedelia Rodriguez	4.50	10/20
EESC 2200	002/18428	Th 4:10pm - 7:00pm	Steven Goldstein, Sidney	4.50	10/20

555 Ext Hemming,  
Schermerhorn Hall Sedelia  
Rodriguez

### **EESC UN2330 SCIENCE FOR SUSTAINABLE DEVPT. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

The course provides students with an understanding of Earth's natural systems that is essential to addressing the multi-faceted issues of sustainable development. After completing the course, students should be able to incorporate scientific approaches and perspectives into their research in other fields or policy decisions and be able to use scientific methods of data analysis. The semester will highlight the climate system and solutions from both physical and ecological perspectives; water resources; food production and the cycling of nutrients; and the role of biodiversity in sustainable development. The course emphasizes key scientific concepts such as uncertainty, experimental versus observational approaches, prediction and predictability, the use of models, and other essential methodological aspects

Fall 2024: EESC UN2330

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2330	001/11447	T Th 2:40pm - 3:55pm 402 Chandler	John Mutter, Jenna Lawrence	3.00	89/120

### **EESC UN3031 CHEMISTRY OF CLIMATE. 3.00 points.**

By the end of this course, students will understand: The biogeochemical cycles driving the composition of trace gas and aerosol species that are both long- and short-lived in the atmosphere that influence climate by directly interacting with radiation (i.e. greenhouse gases (GHGs) such as carbon dioxide, methane, nitrous oxide, ozone, CFCs, aerosols) and those that do so mainly by altering the concentrations of other gases (OH, NO<sub>x</sub>, etc.); The effects of these gas and aerosol species on climate and atmospheric composition; Climate mitigation strategies that are being considered in response to climate warming. This course is designed for undergraduate students seeking a quantitative introduction to climate and climate change science. EESC V2100 (Climate Systems) is not a prerequisite, but can also be taken for credit if it is taken before this course

Fall 2024: EESC UN3031

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3031	001/11448	T Th 2:40pm - 3:55pm 417 Schermerhorn Hall	Roisin Commanc	3.00	8/30

### **EESC UN3101 Geochemistry for a Habitable Planet. 3 points.**

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 2024: EESC UN3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3101	001/11449	T Th 11:40am - 12:55pm 603 Schermerhorn Hall	Terry Plank	3	20/35

### **EESC UN3400 COMPUTATIONAL EARTH SCIENCE. 3.00 points.**

Prerequisites: Required: at least a semester of calculus and physics; any 1000-level or 2000-level EESC course. Computer models are essential for understanding the behavior of complex natural systems in geosciences. This course is an introduction to writing computer models to simulate Earth processes. Students will learn methods for numerical modeling of a variety of geoscience topics, such as nonlinear systems of air chemistry, ocean currents, atmospheric dispersion, and more. Simulations will be created by learning to program with a user-friendly language (Python). Student learning will be facilitated through a combination of lectures, in-class exercises, homework assignments and a final project on a student-selected topic

Fall 2024: EESC UN3400

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3400	001/17029	T Th 1:10pm - 2:25pm 558 Ext Schermerhorn Hall	Daniel Westervelt	3.00	11/15

### **EESC UN3901 SENIOR SEMINAR. 3.00 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

Fall 2024: EESC UN3901

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3901	001/11460	Th 4:10pm - 6:00pm 405 Milbank Hall	Sidney Hemming, Spahr Webb	3.00	21/50

Spring 2025: EESC UN3901

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3901	001/13701	Th 4:10pm - 6:00pm 405 Milbank Hall	Sidney Hemming,	3.00	23/50



Maureen  
Raymo

### **EESC UN3904 INDEPENDENT RESEARCH IN CLIMATE SYSTEM SCIENCE. 3.00 points.**

In this course, students develop and complete a one-semester independent research project in an area of Climate System Science. Each student works closely with a research Mentor, and the course experience for all students is coordinated with a course Instructor. This course fulfills the Capstone experience for the Climate System Science major in DEES. This course cannot be combined with one semester of Senior Seminar UN3901, which is designed as a 1-year course

#### **Fall 2024: EESC UN3904**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3904	001/11741	Th 8:40am - 9:55am 603 Schermerhorn Hall	Roisin Commane, Jacqueline Austermann	3.00	4/15

### **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 2024: EESC GU4008**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4008	001/11461	T 4:10pm - 6:40pm 417 Schermerhorn Hall	Lorenzo Polvani	3	39/45

### **EESC GU4020 HUMANS # THE CARBON CYCLE. 3.00 points.**

Prerequisites: One semester of college-level calculus and chemistry; Plus one semester of college-level physics or geoscience. Or instructor's permission. The accelerating climate change of the current day is driven by humanity's modifications to the global carbon cycle. This course offers an introduction basic science of the carbon cycle, with a focus on large-scale processes occurring on annual to centennial timescales. Students will leave this course with an understanding of the degree to which the global carbon cycle is understood and quantified, as well as the key uncertainties that are the focus of current research. We will build understanding of the potential pathways, and the significant challenges, to limiting global warming to 2o C as intended by the 2015 Paris Climate Agreement. The course will begin with a brief review of climate science basics and the role of CO<sub>2</sub> in climate and climate change (weeks 1-2). In weeks 3-4, the natural reservoirs and fluxes that make up the global carbon cycle will be introduced. In week 5-6, anthropogenic emissions and

the observed changes in climate associated with increasing atmospheric CO<sub>2</sub> will be discussed. In weeks 7-11, we will learn about how the land biosphere and ocean are mitigating the increase in atmospheric CO<sub>2</sub> and the feedbacks that may substantially modify these natural sinks. In weeks 12-13, the international policy process and the potential for carbon cycle management will be the focus. In weeks 14, students will present their final projects

#### **Fall 2024: EESC GU4020**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4020	001/11462	T Th 11:40am - 12:55pm 417 Schermerhorn Hall	Galen McKinley	3.00	22/25

### **EESC GU4050 GLOBAL ASSMT-REMOTE SENSING. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

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. Prerequisites: Course Cap 20 students. Priority given to graduate students in the natural sciences and engineering. Advanced level undergraduates may be admitted with the instructors 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 2024: EESC GU4050**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4050	001/11463	Th 5:40pm - 6:55pm 417 Schermerhorn Hall	Christopher Small	3.00	6/20
EESC 4050	001/11463	F 9:00am - 10:45am 558 Ext Schermerhorn Hall	Christopher Small	3.00	6/20

### **EESC GU4230 CRUSTAL DEFORMATION. 3.00 points.**

Prerequisites: introductory geology and one year of calculus. Recommended preparation: higher levels of mathematics. Prerequisites: Introductory geology and one year of calculus. Recommended preparation: One semester of college physics. Introduction to the fundamental concepts of structure and deformation processes in the Earth's crust. Fundamental theories of stress and strain, rock behavior in both brittle and ductile fields, large-scale crustal contractional and extensional structures with focus on their geometries and mechanics

of formation. Introduction to the principles of earthquake mechanics with emphasis on physical processes. Laboratory sessions (part of the lecture) will cover techniques of structural analysis, recognition and interpretation of structures on geologic maps, and construction of interpretative cross sections

**Fall 2024: EESC GU4230**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4230	001/11466	T Th 2:40pm - 3:55pm 506 Schermerhorn Hall	Folarin Kolawole	3.00	9/25

**EESC GU4330 INTRO-TERRESTRIAL PALEOCLIMATE. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement  
Given in alternate years.

Understanding the fundamental processes driving our Climate System is more important than ever. In this course, I will give 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 thousands of years, and chronometers based on radiocarbon, U-series and cosmogenic nuclide dating will be presented. A particular emphasis will be put on natural climate processes and interactions that are relevant for the ongoing climate crisis and potential solutions, including a Climate Justice module toward the end of the course. The course will consist of formal lectures that alternate with recitation and discussing examples and problem solving

**Fall 2024: EESC GU4330**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4330	001/11467	T Th 10:10am - 11:25am 555 Ext Schermerhorn Hall	Jorg Schaefer	3.00	37/35

**EESC GU4600 EARTH RESOURCES # SUSTAIN DEV. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: none; high school chemistry recommended.  
Prerequisites: none; high school chemistry recommended. This course is open to graduate students, and juniors and seniors within DEES, Sus Dev, Engineering, Chemistry, Physics, and APAM - or with the instructors permission. 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 2024: EESC GU4600**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4600	001/11468	T Th 1:10pm - 2:25pm 301 Uris Hall	Peter Kelemen	3.00	9/30

**EESC GU4887 ISOTOPE GEOLOGY I. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement  
Given in alternate years.

Prerequisites: basic background in chemistry and physics.  
Prerequisites: For graduate students, basic background in chemistry, physics and earth science. For undergraduates, basic background in chemistry and physics, plus EESC UN2200 Solid Earth and EESC UN3101 Geochemistry for a Habitable Planet, or permission from the instructor. An introduction to the processes that drive the universe, the formation of our solar system, and the history and evolution of our planet. Topics include stellar evolution and nucleosynthesis (origin of the elements), principles of radioactive decay and geochronology, composition of the solar system and the Earth, evolution of the mantle and crust, and using isotopes to trace to geological processes

**Fall 2024: EESC GU4887**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4887	001/11469	T Th 10:10am - 11:25am 506 Schermerhorn Hall	Cornelia Class	3.00	10/25

**EESC GU4923 Biological Oceanography. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement  
Given in alternate years. Enrollment limited to 24. Priority given to graduate students and then graduating seniors.

Prerequisites: introductory college-level biology and chemistry.  
An overview of the biology and ecology of the oceans with a focus on the interaction between marine organisms and the physics and chemistry of the oceans.

**Fall 2024: EESC GU4923**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4923	001/11470	T Th 1:10pm - 2:25pm 417 Schermerhorn Hall	Andrew Juhl	3	25/30

**EESC GU4925 INTRO TO PHYSICAL OCEANOGRAPHY. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: Recommended preparation: a solid background in mathematics, physics, and chemistry.

Prerequisites: Recommended preparation: a solid background in mathematics, physics, and chemistry. Topics: Physical properties of seawater, hydrography (water masses and their distribution), dispersal (advection and diffusion), ocean dynamics (Navier Stokes equation), processes (eddies, waves, tides), large-scale circulation (wind-driven gyres, overturning circulation)

**Fall 2024: EESC GU4925**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4925	001/11471	T Th 8:40am - 9:55am 417 Schermerhorn Hall	Andreas Thurnherr	3.00	13/30

**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 2024: EESC GU4949**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4949	001/11472	T Th 11:40am - 12:55pm 555 Ext Schermerhorn Hall	Felix Waldhauser	3	6/25

## SPRING 2025

**EESC UN1006 WHAT'S NEW IN EARTH, ENVIRONMENTAL, AND CLIMATE SCIENCE?. 1.00 point.**

This course provides an overview of current research at the world-renowned Lamont-Doherty Earth Observatory. Various Lamont researchers will present their latest research in earth, environmental, and climate science, providing students a cross-section of research projects across the LDEO divisions. Students are expected to attend each class, and meaningfully participate in class discussion

**Spring 2025: EESC UN1006**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 1006	001/17429	Th 4:10pm - 5:25pm 603 Schermerhorn Hall	Terry Plank	1.00	31/30

**EESC UN1010 GEOLO EXCUR TO DEATH VALLEY, CA. 2.00 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, please visit the course website below for the application deadline. 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: <https://eesc.columbia.edu/content/eesc-un1010>

**Spring 2025: EESC UN1010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 1010	001/13541	F 5:30pm - 7:00pm 555 Ext Schermerhorn Hall	Folarin Kolawole	2.00	20/20

**EESC UN2100 EARTH'S ENVIRO SYST: CLIM SYST. 4.50 points.**

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 2024: EESC UN2100**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2100	001/11445	T Th 10:10am - 11:25am 603 Schermerhorn Hall	Jerry McManus, Suzana De Camargo	4.50	41/48
EESC 2100	001/11445	T 4:10pm - 7:00pm 555 Ext Schermerhorn Hall	Jerry McManus, Suzana De Camargo	4.50	41/48

**Spring 2025: EESC UN2100**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2100	001/13543	T Th 10:10am - 11:25am 603 Schermerhorn Hall	Gisela Winckler, Mingfang Ting	4.50	45/60
EESC 2100	001/13543	T 4:10pm - 7:00pm 555 Ext Schermerhorn Hall	Gisela Winckler, Mingfang Ting	4.50	45/60

**EESC UN2200 EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH. 4.50 points.**

CC/GS: Partial Fulfillment of Science Requirement

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.

Recommended preparation: high school chemistry and physics; and one semester of college science. 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, glaciers and ice sheets, the hydrological cycle and rivers, geochronology, plate tectonics, earthquakes, volcanoes, energy resources. 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 2024: EESC UN2200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2200	001/11446	T Th 1:10pm - 2:25pm 603 Schermerhorn Hall	Anne Becel, Yves Moussallam	4.50	39/50
EESC 2200	001/11446	Th 4:10pm - 7:00pm 603 Schermerhorn Hall	Anne Becel, Yves Moussallam	4.50	39/50

#### Spring 2025: EESC UN2200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2200	001/13546	T Th 2:40pm - 3:55pm 603 Schermerhorn Hall	Steven Goldstein, Sidney Hemming, Sedelia Rodriguez	4.50	33/40
EESC 2200	001/13546	T 4:10pm - 7:00pm 603 Schermerhorn Hall	Steven Goldstein, Sidney Hemming, Sedelia Rodriguez	4.50	33/40
EESC 2200	002/18428	T 2:40pm - 3:55pm 603 Schermerhorn Hall	Steven Goldstein, Sidney Hemming, Sedelia Rodriguez	4.50	10/20
EESC 2200	002/18428	Th 4:10pm - 7:00pm 555 Ext Schermerhorn Hall	Steven Goldstein, Sidney Hemming, Sedelia Rodriguez	4.50	10/20

#### EESC UN2300 EARTH'S ENVIRO SYST: LIFE SYST. 4.50 points.

CC/GS: Partial Fulfillment of Science Requirement  
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.

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, data analysis, and modeling. REQUIRED LAB: EESC UN2310. Students will be expected to choose a lab section during the first week of class from the options listed in the Directory of Classes. Co-meets with EEEB 2002

#### Spring 2025: EESC UN2300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2300	001/14334	M W 11:40am - 12:55pm 833 Seeley W. Mudd Building	Paul Olsen, Matthew Palmer, Sonya Dyhrman	4.50	25/50

#### EESC UN3010 FIELD GEOLOGY. 3.00 points.

Fee: to be determined.

This is a field geology course focusing on the Apennine Mountains of central Italy, where a developing "accretionary prism" (associated with oceanic crust subduction) can be observed directly. Students will learn how to interpret the evolution of paleo-environments from the sediment lithologies, textures, fossils, compositions; and the tectonic history from the present day spatial and structural relationships. The rocks range from early Mesozoic oceanic crust and sediments to late Cenozoic sediments impacted by the rise of the Alps. The course visits several classic geological localities, including the Gubbio site of the discovery that the dinosaur extinction was caused by a meteorite, a Carrara Marble quarry (favored by Michelangelo for his sculptures), evaporite sediments from the dry-down of the Mediterranean, the magnificent Frassassi Cave, and effects of recent earthquakes. Priority: This course has a limited number of spaces, and enrollment requires the instructors' permission. Students interested in enrolling are instructed to contact the instructors by email. Priority is given to Columbia College and General Studies senior and junior majors and minors in the Department of Earth and Environmental Sciences, and Barnard senior and junior majors and minors in Environmental Science. Barnard students must receive permission from the Barnard Environmental Science department chair in order to receive the subsidy

#### Spring 2025: EESC UN3010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3010	001/17680	T 7:30pm - 9:20pm 603 Schermerhorn Hall	Sidney Hemming, Steven Goldstein	3.00	14/15

#### EESC UN3109 CLIMATE PHYSICS. 3.00 points.

This is a calculus-based treatment of climate system physics and the mechanisms of anthropogenic climate change. By the end of this course, students will understand: how solar radiation and rotating fluid dynamics determine the basic climate state, mechanisms of natural variability and change in climate, why anthropogenic climate change is occurring, and which scientific uncertainties are most important to estimates of 21st century change. This course is designed for undergraduate students



seeking a quantitative introduction to climate and climate change science. EESC V2100 (Climate Systems) is not a prerequisite, but can also be taken for credit if it is taken before this course

**Spring 2025: EESC UN3109**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3109	001/13558	T Th 10:10am - 11:25am 555 Ext Schermerhorn Hall	Adam Sobel	3.00	15/25

**EESC UN3201 SOLID EARTH DYNAMICS. 3.00 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.

Prerequisites: any 1000-level or 2000-level EESC course; *MATH UN1101* Calculus I and *PHYS UN1201* General Physics I or their equivalents. Concurrent enrollment in *PHYS UN1201* is acceptable with the instructors 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 2025: EESC UN3201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3201	001/13700	T Th 11:40am - 12:55pm 417 Schermerhorn Hall	Meredith Nettles	3.00	19/25

**EESC UN3328 Glacial Geomorphology. 3.00 points.**

This course focuses on the impact of glaciers on landscapes. We will learn about the interactions and feedbacks between landscapes and climate. We will cover what is known about glacial geomorphology, as well as the modern research methods and outstanding scientific problems

**Spring 2025: EESC UN3328**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3328	001/17550	T Th 1:10pm - 2:25pm 555 Ext Schermerhorn Hall	William Menke	3.00	12/25

**EESC UN3901 SENIOR SEMINAR. 3.00 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

**Fall 2024: EESC UN3901**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3901	001/11460	Th 4:10pm - 6:00pm 405 Milbank Hall	Sidney Hemming, Spahr Webb	3.00	21/50

**Spring 2025: EESC UN3901**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3901	001/13701	Th 4:10pm - 6:00pm 405 Milbank Hall	Sidney Hemming, Maureen Raymo	3.00	23/50

**EESC GU4009 CHEMICAL GEOLOGY. 3.00 points.**

Given in alternate years.

Prerequisites: physical chemistry or the instructor's permission. This course will examine geological problems from a standpoint of thermodynamic and kinetic theory. Theoretical thermodynamic concepts will be used to derive the crystallization depth and temperature of metamorphic and magmatic minerals, describe the solubility of volatile species in magmas, predict the composition of volcanic gas mixtures, model the nucleation and growth of crystals and bubbles in a melt and determine the chemical interaction between water and rock at the Earth's surface. Kinetic treatments on the diffusion of heat and matter through crystals and melts will be used to constrain the timing of geological processes. Recommended preparation: Knowledge of mathematics at the level of partial differential equations; mineralogy (EESC 4113); and petrology (EESC 4701); or permission of the instructor

**Spring 2025: EESC GU4009**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4009	001/13561	T Th 1:10pm - 2:25pm 506 Schermerhorn Hall	Yves Moussallam	3.00	6/25

**EESC GU4040 CLIM THERMODYN/ENERGY TRANSFER. 3.00 points.**

Given in alternate years.

Prerequisites: *EESC W4008*, advanced calculus, and general physics, or the instructor's permission.

Thermodynamics of atmospheric and oceanic processes fundamental to the climate system. Physical mechanisms of vertical energy transfer: surface fluxes, boundary layers and convection

**Spring 2025: EESC GU4040**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4040	001/13567	T Th 2:40pm - 3:55pm 558 Ext Schermerhorn Hall	Adam Sobel	3.00	5/25

**EESC GU4085 GEODYNAMICS. 3.00 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

Spring 2025: EESC GU4085

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4085	001/13571	T Th 2:40pm - 3:55pm 555 Ext Schermerhorn Hall	W Buck	3.00	7/25

### **EESC GU4210 GEOPHYSICAL FLUID DYNAMICS. 3.00 points.**

Required course for M.A./Ph.D. candidates focusing in physical oceanography and atmospheric sciences. Elective for undergraduate majors in the Department of Earth and Environmental Sciences.

Prerequisites: *APMA E3101*, *APMA E3201* or equivalents and *APPH E4200* or equivalent or the instructor's permission.

Prerequisites: *APMA E3101*, *APMA E3201* or equivalents and *APPH E4200* or equivalent or the instructor's permission. Fundamental concepts in the dynamics of rotating stratified flows. Geostrophic and hydrostatic balances, potential vorticity,  $f$  and beta plane approximations, gravity and Rossby waves, geostrophic adjustment and quasigeostrophy, baroclinic and barotropic instabilities

Spring 2025: EESC GU4210

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4210	001/17430	T Th 8:40am - 9:55am 555 Ext Schermerhorn Hall	Dhruv Balwada	3.00	8/25

### **EESC GU4243 CLIMATE PREDICTION CHALLENGES WITH MACHINE LEARNING. 3.00 points.**

This course is a project-based learning (PBL) course where teams of climate science and data science students collaborate to create machine learning predictive models for challenges inspired by ongoing climate data science research. Students from different background will apply their prior knowledge, work together and teach each other in high-paced collaborative projects. Through a sequence of mini-projects, i.e., "challenges", this course provides students a deeper understanding of using machine learning for climate science and support predictive capabilities. It provides training on a broad set of practical skills for climate data science research (e.g., handling geoscience data formats, data curation, cleaning and transformation, building ML workflow, and collaboration using cloud computing resources, Git and/or GitHub). It will also offer discussions on the opportunities and challenges of using climate science and projections in decision processes. Minimal formal instruction on statistics, data science, machine

learning, or climate science will be given. Project cycles run every 4 weeks, where we will have mini-group data projects. Groups will be formed randomly with students from both climate science and data science background. Project products will be peer-reviewed, in addition to evaluation by the instructional team

Spring 2025: EESC GU4243

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4243	001/17684	T 4:10pm - 6:40pm 903 School Of Social Work	Galen McKinley	3.00	19/20

### **EESC GU4630 AIR-SEA INTERACTION. 3.00 points.**

Given in alternate years. Enrollment limited to 20. Priority based on seniority (graduate students, graduating seniors, etc.).

Prerequisites: solid background in mathematics, physics, and chemistry. Some background in fluid mechanics (as in EESC W4925/APPH E4200) or the instructor's permission. An overview of oceanic and atmospheric boundary layers including fluxes of momentum, heat, mass, (eg. moisture salt) and gases between the ocean and atmosphere; vertical distribution of energy sources and sinks at the interface including the importance of surface currents; forced upper ocean dynamics, the role of surface waves on the air-sea exchange processes and ocean mixed layer processes

Spring 2025: EESC GU4630

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4630	001/14863	T Th 2:40pm - 3:55pm 417 Schermerhorn Hall	Christopher Zappa	3.00	5/25

### **EESC GU4924 INTRO TO ATMOSPHERIC CHEMISTRY. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: Physics W1201, Chemistry W1403, Calculus III, or equivalent or the instructor's permission. *EESC W2100* preferred.

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. Basics of physical chemistry relevant to the atmosphere: spectroscopy, photolysis, and reaction kinetics. Atmospheric transport of trace gas species. Atmosphere-surface-biosphere interactions. Stratospheric ozone chemistry. Tropospheric hydrocarbon chemistry and oxidizing power. Legacy effects of photochemical smog and acid rain. Current impacts of aerosol pollution and climate impacts of pollution reduction

Spring 2025: EESC GU4924

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4924	001/17682	T Th 10:10am - 11:25am	Roisin Commance	3.00	19/25

417 Schermerhorn  
Hall

EESC 4937 AU1/18504

T Th 1:10pm -  
2:25pm  
Room TBA

Baerbel 3.00 4/15  
Hoenisch

### **EESC GU4926 INTRO TO CHEMICAL OCEANOGRAPHY. 3.00 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. Prerequisites: Recommended preparation: one year of chemistry. The course covers: Factors controlling the concentration and distribution of dissolved chemical species within the sea; the physical chemistry of seawater; ocean circulation and biogeochemical processes that interact with each other to influence the distribution and fate of elements in the ocean. The course examines in some detail the two-way interaction between marine ecosystems and their chemical environment, and the implications of these interactions for distributions in the ocean of carbon, nutrients and trace metals. Although this course does not cover specific strategies that have been proposed for marine Carbon Dioxide Removal (mCDR) and ocean storage of carbon, it will cover the basic processes and principles underlying ocean mCDR strategies

Spring 2025: EESC GU4926

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4926	001/13589	T Th 11:40am - 12:55pm 555 Ext Schermerhorn Hall	Robert Anderson	3.00	21/30

### **EESC GU4937 CENOZOIC PALEOCEANOGRAPHY. 3.00 points.**

Given in alternate years. Enrollment limited to 20 students EESC (DEES) graduate students have priority..

Prerequisites: college-level geology helpful but not required. 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 paleoceanography 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 2025: EESC GU4937

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 4937	001/13702	T Th 1:10pm - 2:25pm 603 Schermerhorn Hall	Maureen Raymo, Baerbel Hoenisch	3.00	20/30

### **EESC GR6400 COMMUNICATING EARTH # ENVIR SCI. 3.00 points.**

Communicating science well in the context of the earth and environmental sciences is critical. This science communication course will transect specific earth and environmental science disciplines to provide a foundational understanding of what it means to communicate science and how to do so effectively. Within this overarching theme of science communication, students will gain a comprehensive and holistic understanding of how to communicate earth and environmental science across a variety of formats and to a diversity of audiences. Practical outcomes include but are not limited to students learning 1) how to rationalize a research topic, 2) write a hypothesis driven proposal, 3) evaluate proposals, 4) produce clear and compelling graphics, 5) adopt the latest pedagogical approaches, and 6) present science findings to a diversity of audiences

### **EESC GR6920 DYNAMICS OF CLIMATE. 3.00 points.**

Given in alternate years.

Prerequisites: EESC W4008, and advanced calculus, or the instructor's permission.

Prerequisites: EESC GU4008, and advanced calculus, or the instructors permission. The current climate and its variations over Earth history are interpreted as consequences of fundamental physical processes, including radiative transfer, the atmosphere and ocean circulation, and the carbon cycle. Perturbations to climate, resulting from changing atmospheric composition or insolation, are examined using a combination of simple interpretative models and full Earth System Models

### **EESC GR6949 ADVANCED SEISMOLOGY I. 3.00 points.**

Given in alternate years. **Not offered during 2023-2024 academic year.**

Prerequisites: a solid background in geophysics, and a knowledge of complex variables.

Seismic waves in layered media, matrix methods, free vibrations of the Earth, dislocation theory, source mechanics

### **EESC GR9701 SEMINAR IN ADVANCED PETROLOGY. 1.00-2.00 points.**

**Not offered during 2023-2024 academic year.**

In this seminar, we will explore the interactions between volcanism and climate. From week to week, we will discuss research related to the volcano-climate interactions and address questions such as: How do volcanoes affect global climate? How do we reconstruct the climate impact of past volcanic events? How and why are mass extinction events related to supervolcano and flood basalt eruptions? Can long term changes in climate affect volcanism? The course welcomes participation from students with diverse academic backgrounds, reflecting the inherently interdisciplinary nature of the topic, which spans volcanology, atmospheric science,

paleoclimatology, geophysics, and more. The seminar will also be open to the broader Lamont community, welcoming drop-ins from all staff, postdocs and students

## 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
EESC BC3200	Ecotoxicology
EESC BC3300	WORKSHOP SUSTAINABLE DEVEL

### Physics

PHYS UN1018	WEAPONS OF MASS DESTRUCTION
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## GENERALLY ALTERNATE YEAR COURSES

EESC UN1001	DINOSAURS AND HISTORY OF LIFE
EESC UN1201	Environmental Risks and Disasters
EESC UN1401	DINOSAUR # HISTORY OF LIFE-LEC
EESC UN3015	The Earth's Carbon Cycle
EESC GU4009	CHEMICAL GEOLOGY
EESC GU4040	CLIM THERMODYN/ENERGY TRANSFER
EESC GU4085	GEODYNAMICS
EESC GU4113	Mineralogy and Mineral Resources
EESC GU4330	INTRO-TERRESTRIAL PALEOCLIMATE
EESC GU4223	SEDIMENTARY GEOLOGY
EESC GU4300	THE EARTH'S DEEP INTERIOR
EESC GU4630	AIR-SEA INTERACTION
EESC GU4701	Introduction to Igneous Petrology
EESC GU4835	Wetlands and Climate Change
EESC GU4885	CHEMISTRY OF CONTINENTAL WATERS
EESC GU4887	ISOTOPE GEOLOGY I
EESC GU4888	Stable Isotope Geochemistry
EESC GU4920	PALEOCEANOGRAPHY
EESC GU4926	INTRO TO CHEMICAL OCEANOGRAPHY
EESC GU4937	CENOZOIC PALEOCEANOGRAPHY

EESC GU4929	Mixing and Dispersion in the Ocean
EESC GU4949	Introduction to Seismology
EESC GR6111	Modern analytical methods in geochemistry
EESC GR6701	Igneous and metamorphic processes during the creation and evolution of the tectonic plates
EESC GR6810	The Carbon Cycle
EESC GR6901	Research Computing for the Earth Sciences
EESC GR6909	Advanced Time Series Analysis
EESC GR6920	DYNAMICS OF CLIMATE
EESC GR6921	ATMOSPHERIC DYNAMICS
EESC GR6922	ATMOSPHERIC RADIATION
EESC GR6928	TROPICAL METEOROLOGY
EESC GR6949	ADVANCED SEISMOLOGY I
EESC GR6930	Ocean Dynamics
EESC GR9500	SEM-PLANT PHYSIOLOGY & EC

## EAST ASIAN LANGUAGES AND CULTURES

### THE EAST ASIAN LANGUAGES AND CULTURES DEPARTMENT:

Department website: <http://ealac.columbia.edu/>

Office location: 407 Kent Hall

Office contact: 212.854.5027

Director of Undergraduate Studies: [Lu Kou, 412 Kent, lk2950@columbia.edu]

Undergraduate Administrator: [Jennifer Petit-Day, 407 Kent, jp4567@columbia.edu]

### THE STUDY OF EAST ASIAN LANGUAGES AND CULTURES

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.



## STUDENT ADVISING

Information to be added

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

### Study Abroad Courses

East Asian Studies majors or concentrators who opt to spend the spring semester of their junior year abroad should contact the Director of Undergraduate Studies for information about course selection in the sophomore year.

Students planning to study abroad their junior year must take the required disciplinary and senior thesis-related courses in the spring of their sophomore year. Please contact the Director of Undergraduate Studies for more details.

**Through the Columbia University Center for Undergraduate Global Engagement (UGE), there are a few study abroad options available to students:**

#### The Kyoto Consortium for Japanese Studies

The Kyoto Consortium offers Columbia students the opportunity to study in Japan with a program that offers intensive instruction in the Japanese language and courses that explore a wide range of topics in Japanese studies. The program is designed to strengthen your Japanese skills through intensive language training, cultural immersion, and regular interactions with the local community and/or your host family.

#### ACADEMIC YEAR/ SEMESTER STUDY

Students should have the equivalent of two semesters (fall departure) or three semesters (spring departure) of college-level Japanese completed by the time of their departure. The program is most appropriate for the junior year, but other arrangements are considered.

### Summer Courses

#### The Kyoto Consortium for Japanese Studies SUMMER STUDY

##### Modern Japanese Track

This program is open to students in good academic standing who have completed at least one year of college-level Japanese or the equivalent. Recent graduates may also apply.

##### Classical Japanese Track

This program is open to students in good academic standing who have completed three years of college-level Japanese or the equivalent.

#### Columbia Summer in Beijing: Chinese Language Program

The Columbia Summer in Beijing: Chinese Language program offers Columbia students of all language levels (beginner to

advanced) the opportunity to study in Beijing and complete one academic year of Chinese in nine weeks through intensive courses, language exchange, drill sessions, and cultural activities.

#### Columbia Summer in Shanghai: Business Chinese

The Columbia Summer in Shanghai: Business Chinese program offers Columbia students the opportunity to learn Business Chinese through an intensive course in which students can learn the cultural behaviors, jargon, and linguistic styles used in a professional environment as well as develop their resume and interview skills for multinational businesses. Students should have the equivalent of four semesters of college-level Chinese completed before their departure.

For further information about all of the East Asian programs offered through the Columbia University Center for Undergraduate Global Engagement (UGE), please contact the assigned advisor for each program listed on the UGE website.

## UNDERGRADUATE RESEARCH AND SENIOR THESIS

### Senior Thesis Coursework and Requirements

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 the EALAC Senior Thesis Program Application (see Undergraduate Planning Sheets and Forms). The deadline for submitting applications is usually in late April or early May. Please contact the Academic Coordinator for more information about the application process.

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 UN3901).

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.

## DEPARTMENT HONORS AND PRIZES

### Department Honors

In order to qualify for departmental honors, students must have a GPA of at least 3.7 in classes for the major and have submitted an honors senior thesis of distinction. The faculty of the Department of East Asian Languages and Cultures submits recommendations to the College Committee on Honors for confirmation. Normally no more than 10% of the graduating majors in the department receive departmental honors. In addition, EALAC students are eligible to receive both Latin and Phi Beta Kappa Honors conferred by Columbia College and Phi Beta Kappa inductees.

In addition, the Japanese language program awards the Keiko Chevray Award and the Mary Hue Award for Japanese language; the Korean language program awards The Center for Korean Research Manhae Prize for Korean Language; and students in the Chinese language program are eligible for the Columbia Award for Chinese Language Study.

Concentrators are not eligible for departmental honors.

## OTHER IMPORTANT INFORMATION

To be added

### PROFESSORS

Robert Hymes  
Theodore Hughes  
Dorothy Ko (Barnard History)  
Eugenia Lean  
Feng Li  
Lening Liu  
Lydia Liu  
D. Max Moerman (Barnard)  
Wei Shang  
Haruo Shirane  
Tomi Suzuki  
Gray Tuttle  
Madeleine Zelin

### ASSOCIATE PROFESSORS

Michael Como (Religion)  
Jungwon Kim  
David Lurie  
Lien-Hang Nguyen (History)  
Gregory Pflugfelder  
Ying Qian

### ASSISTANT PROFESSORS

Nicholas Barlett (Barnard)  
Seong Uk Kim  
Lu Kou  
Paul Kreitman  
John Phan

Takuya Tsunoda  
Zhaohua Yang (Religion)

### AFFILIATED FACULTY

Robert Harrist (Art History)  
Lauran Hartley (C.V. Starr East Asian Library)  
Matthew McKelway (Art History)  
Jonathan Reynolds (Art History, Barnard)

### SENIOR LECTURERS

Shigeru Eguchi  
Lingjun Hu  
Ji-Young Jung  
Kyoko Loetscher  
Yuan-Yuan Meng  
Fumiko Nazikian  
Miharu Nittono  
Shaoyan Qi  
Zhongqi Shi  
Joowon Suh  
Sonam Tsering  
Ling Yan  
Zhirong Wang  
Chen Wu  
Jia Xu

### LECTURERS

Kaidi Chen  
Eunice Chung  
Tianqi Jiang  
Beom Lee  
Yike Li  
Sonam Tsering Ngulphu  
Chung Nguyen  
Keiko Okamoto  
Tao Peng  
Naoko Sourial  
Chikako Takahashi  
Naofumi Tatsumi  
Hailong Wang  
Mihoko Yagi  
Hyunkyu Yi  
Sue Y. Yoon  
Yanwen Wu

### ADJUNCT FACULTY

Allison Bernard  
Yongjun Choi  
Leta Hong Fincher  
Lauran Hartley  
Hey-Ryoun Hong  
Jiyeon Kim  
Yun Kim  
Mayumi Nishida  
Vinh Nguyen

Andrew Plaks  
Morris Rossabi  
Seunghyo Ryu  
Shuichiro Takeda

## ON LEAVE (TO BE ADDED) GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Course Numbering Structure

The following are general guidelines to the numbering of department courses open to undergraduates. Students with questions about the nature of a course should consult with the instructor or the Director of Undergraduate Studies.

- 1000-level: Introductory-level undergraduate courses and first-year language courses
- 2000-level: Intermediate-level undergraduate courses and second-year language courses
- 3000-level: Advanced-level undergraduate courses and third-year language courses
- 4000-level: Advanced courses geared toward undergraduate students available to graduate students or geared toward both undergraduate and graduate students, fourth-year and above language courses

### Guidance for Transfer Students

[http://ealac.columbia.edu/wp-content/uploads/2022/09/EALAC\\_Transfer-Credit-Approval-Form.pdf](http://ealac.columbia.edu/wp-content/uploads/2022/09/EALAC_Transfer-Credit-Approval-Form.pdf)

## UNDERGRADUATE PROGRAMS OF STUDY

### Major in East Asian Studies

*The requirements for this program were modified in the Spring 2017 semester. Students who declared an EAS major before this semester have the option of following the old or the new requirements. If you have any questions, please contact the Director of Undergraduate Studies.*

#### Prerequisite

Students must meet the following prerequisite prior to declaring the East Asian Studies major: two years of Chinese, Japanese, Korean, Tibetan, Vietnamese, or the proficiency equivalent (to be demonstrated by placement examination).

#### Language Requirement

Third-year Chinese, Japanese, Korean, Tibetan, or Vietnamese (completion of the UN3005-UN3006 level in Chinese, Japanese, or Korean; TIBT UN3611-UN3612 level in Tibetan; VIET UN3101-UN3102), or the proficiency equivalent (to be demonstrated by placement examination). Students of Chinese

may also complete UN3003-UN3004 to meet the third-year requirement.

One of the following sequences (in the target language):

CHNS UN3003 & CHNS UN3004	THIRD YEAR CHINESE I and THIRD YEAR CHINESE II
Or, for heritage students:	
CHNS UN3005 & CHNS UN3006	THIRD YEAR CHINESE W and THIRD YEAR CHINESE W II
JPNS UN3005 & JPNS UN3006	THIRD YEAR JAPANESE I and THIRD YEAR JAPANESE II
KORN UN3005 & KORN UN3006	THIRD YEAR KOREAN I and THIRD YEAR KOREAN II
TIBT UN3611 & TIBT UN3612	THIRD YEAR MOD COLLOQ TIBET I and THIRD YEAR MODERN TIBETAN II
VIET UN3101	THIRD YEAR VIETNAMESE 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

Students are required to take:

AHUM UN1400	COLLOQUIUM ON MAJOR TEXTS
Students must also select two of the following:	
ASCE UN1359	INTRO TO EAST ASIAN CIV: CHINA
ASCE UN1361	INTRO EAST ASIAN CIV: JPN
ASCE UN1363	INTRO TO EAST ASIAN CIV: KOREA
ASCE UN1365	INTRO EAST ASIAN CIV: TIBET
ASCE UN1367	INTRO EA CIV: VIETNAM

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.

### Methodology Course

All majors **must** take EAAS UN3990 APPROACHES TO E ASIAN STUDIES the fall of their junior year. **Please note that this course is only offered in the fall semester.**

### Elective Courses

Students must take four elective courses in East Asian studies, to be chosen in consultation with the DUS. Two of these courses must be EALAC or AMEC courses. 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 elective course.

Please note that the following courses CANNOT be counted as an elective course. These courses can only be used to fulfill the EALAC language requirement:

- Business Chinese I/II
- Advanced Business Chinese I/II
- Media Chinese I/II
- Legal Chinese
- Japanese Pop Culture I/II

However, the following courses are NOT categorized as language courses and CAN count as an elective course:

- History of the Chinese Language
- Acquisition of Chinese as a Second Language

### 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 the EALAC Senior Thesis Program Application (see [Undergraduate Planning Sheets and Forms](#)). The deadline for submitting applications is usually in late April or early May. Please contact the Academic Coordinator for more information about the application process.

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 UN3901).

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.

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## Minor in East Asian Studies

### Prerequisite

2 nd year level in one East Asian language.

### Language requirement

-3rd Year level in one East Asian language (typically two semesters of a 3rd year level language)

- If the student has tested out of 3rd year level in one East Asian language, then they must complete at least two full semesters of language study either at the 4th year level or above in that language, or in a second East Asian language at any level
- Alternatively, a student who has tested out may also complete one semester of an approved classical language + one additional content elective (see below for elective requirements) to fulfill this requirement

### Core requirement

AHUM UN1400 OR one of the following East Asian Civilization courses

- ASCE UN1359 (China Civ)
- ASCE UN1361 (Japan Civ)
- ASCE UN1363 (Korea Civ)
- ASCE UN1365 (Tibet Civ)
- ASCE UN1367 (Vietnam Civ)

### Elective requirement

Two EAAS courses at the 3000-level or above, or one EAAS course and one approved non-EAAS course focused on East Asia, of 3000-level or above.

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

### 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, Tibetan, Vietnamese, or the proficiency equivalent (to be demonstrated by placement examination).

#### Language Requirement

Third-year Chinese, Japanese, Korean, Tibetan, or Vietnamese (completion of the UN3005-UN3006 level in Chinese, Japanese, or Korean; TIBT UN3611-UN3612 level in Tibetan; VIET UN3101-UN3102), or the proficiency equivalent (to be demonstrated by placement examination). Students of Chinese may also complete UN3003-UN3004 to meet the third-year requirement.



One of the following sequences (in the target language):

CHNS UN3003 & CHNS UN3004	THIRD YEAR CHINESE I and THIRD YEAR CHINESE II
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Or, for heritage students:

CHNS UN3005 & CHNS UN3006	THIRD YEAR CHINESE W and THIRD YEAR CHINESE W II
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JPNS UN3005 & JPNS UN3006	THIRD YEAR JAPANESE I and THIRD YEAR JAPANESE II
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KORN UN3005 & KORN UN3006	THIRD YEAR KOREAN I and THIRD YEAR KOREAN II
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TIBT UN3611 & TIBT UN3612	THIRD YEAR MOD COLLOQ TIBET I and THIRD YEAR MODERN TIBETAN II
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VIET UN3101	THIRD YEAR VIETNAMESE I
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Students who test out of a third-year level East Asian language must take either an additional year of the same language, one year of a classical East Asian language, one year of an additional East Asian language, or two electives.

### Introductory Courses

AHUM UN1400	COLLOQUIUM ON MAJOR TEXTS
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Select one of the following:

ASCE UN1359	INTRO TO EAST ASIAN CIV: CHINA
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ASCE UN1361	INTRO EAST ASIAN CIV: JPN
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ASCE UN1363	INTRO TO EAST ASIAN CIV: KOREA
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ASCE UN1365	INTRO EAST ASIAN CIV: TIBET
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ASCE UN1367	INTRO EA CIV: VIETNAM
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### Electives

Students must take two courses in East Asian Studies at Columbia or Barnard at the 3000- or 4000-level, subject to approval by the DUS. 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 elective course.

Please note that the following courses CANNOT be counted as an elective course. These courses can only be used to fulfill the EALAC language requirement:

- Business Chinese I/II
- Advanced Business Chinese I/II
- Media Chinese I/II
- Legal Chinese
- Japanese Pop Culture I/II

However, the following courses are NOT categorized as language courses and CAN count as an elective course:

- History of the Chinese Language
- Acquisition of Chinese as a Second Language

### Senior Thesis Program

Concentrators are not eligible for the Senior Thesis Program or for departmental honors.

**NOTE: Courses without scheduling information are not offered during this current semester. Please also consult the Directory of Classes for course information before emailing the contact below.**

If you have any course-related questions, please contact the EALAC Academic Coordinator.

## CONTENT COURSES

**ASCE UN1002 INTRO MAJOR TPCS: EAST ASIAN. 4.00 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

**ASCE UN1359 INTRO TO EAST ASIAN CIV: CHINA. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: NOTE: Students must register for a discussion section, ASCE UN1360 The evolution of Chinese civilization from ancient times to the 20th century, with emphasis on characteristic institutions and traditions

Fall 2024: ASCE UN1359

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1359	001/14205	T Th 1:10pm - 2:25pm Ren Kraft Center	Riga Shakya	4.00	69/90

**ASCE UN1361 INTRO EAST ASIAN CIV: JPN. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: NOTE: Students must register for a discussion section ASCE UN1371 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

Spring 2025: ASCE UN1361

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1361	001/11669	T Th 10:10am - 11:25am 331 Uris Hall	Paul Kreitman	4.00	30/35

**ASCE UN1363 INTRO TO EAST ASIAN CIV: KOREA. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: NOTE: Students must register for a discussion section, ASCE UN1366 The evolution of Korean society and

culture, with special attention to Korean values as reflected in thought, literature, and the arts

**Spring 2025: ASCE UN1363**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1363	001/11663	M W 1:10pm - 2:25pm 717 Hamilton Hall	Jungwon Kim	4.00	59/55

**ASCE UN1365 INTRO EAST ASIAN CIV: TIBET. 4.00 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 2024: ASCE UN1365**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1365	001/14207	M W 4:10pm - 5:25pm 140 Uris Hall	Lauran Hartley	4.00	34/50

**ASCE UN1367 INTRO EA CIV: VIETNAM. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Corequisites: ASCE UN1377

Corequisites: ASCE UN1377 This course provides a survey of Vietnamese civilization from prehistoric origins to the French colonization in the 19th century, with special emphasis on the rise and development of independent kingship over the 2nd millennium CE. We begin by exploring ethnolinguistic diversity of the Red River plain over the first millenium BCE, culminating in the material bronze culture known as the Dong Son. We then turn towards the introduction of high sinitic culture, and the region's long membership within successive Chinese empires. We pay special attention to the rise of an independent state out of the crumbling Tang Dynasty, and the specific nation-building effects of war with the Mongols and the Ming Dynasty, in the 14th and 15th centuries respectively. Our class ends with the French colonization of the region, and the dramatic cultural and intellectual transformations that were triggered as a result. Our course will interrogate Vietnamese culture as a protean object, one that is defined and redefined at virtually every level, throughout a history marked by foreign interest, influence, and invasion

**Fall 2024: ASCE UN1367**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1367	002/18922	M W 2:40pm - 3:55pm 520 Mathematics Building	John Phan	4.00	31/35

**AHUM UN1400 COLLOQUIUM ON MAJOR TEXTS. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course explores the core classical literature in Chinese, Japanese and Korean Humanities. The main objective of the course is to discover the meanings that these literature offer, not just for the original audience or for the respective cultures, but for us. As such, it is not a survey or a lecture-based course. Rather than being taught what meanings are to be derived from the texts, we explore meanings together, informed by in-depth reading and thorough ongoing discussion

**Fall 2024: AHUM UN1400**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 1400	001/14203	T 12:10pm - 2:00pm 507 Philosophy Hall	John Phan	4.00	22/24
AHUM 1400	002/14204	M 2:10pm - 4:00pm 507 Philosophy Hall	Seong-Uk Kim	4.00	26/24
AHUM 1400	003/00588	T 2:10pm - 4:00pm 614 Milstein Center	Lili Xia	4.00	23/23
AHUM 1400	004/15441	T 2:10pm - 4:00pm 707 Hamilton Hall	Michael Como	4.00	24/24
AHUM 1400	005/17664	W 10:10am - 12:00pm 401 Hamilton Hall	Allison Bernard	4.00	19/21

**Spring 2025: AHUM UN1400**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 1400	001/11658	M 2:10pm - 4:00pm 613 Hamilton Hall	Seong-Uk Kim	4.00	21/20
AHUM 1400	002/00576	W 2:10pm - 4:00pm 119 Milstein Center	David Moerman	4.00	19/20
AHUM 1400	003/17289	T 4:10pm - 6:00pm 222 Pupin Laboratories	Yifan Zhang	4.00	23/25

**EAAS UN2342 Mythology of East Asia. 4 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Through close readings of major myths of China, Japan, and Korea, this course provides a survey of significant themes of East Asian culture. Inclusion of selected comparative readings also leads students to reconsider the nature of 'world mythology,' a field often constituted by juxtaposing Greek and Latin classics with oral texts collected during anthropological fieldwork. The core materials for this class are from ancient written traditions, but they speak with force and clarity to modern readers, as is underlined by our attention to latter-day reception and reconceptualization of these narratives. This is an introductory, discussion-based class intended for undergraduates. No prior knowledge of East Asian history or culture is required, and all course readings are in English. Satisfies the Global Core requirement.

**EAAS UN3215 KOREAN LITERATURE # FILM. 3.00 points.**

This course traces the history of Korean cinema and literature from the 1930s to the early 2000s. Particular attention is

given to colonialism, national division, war, gender relations, authoritarianism, urbanization, consumer culture, and diaspora. What kinds of familial, social, economic, and political relations do these films and literary works envision? We will link films and literary texts to their historical context, noting how representations of people, places, and ideas have changed over time—from colonialism, through poverty and malaise in the aftermath of the Korean War, to North Korea's continuing search for autonomy in the world system and South Korea's current position as global economic power and maker of the "Korean Wave."

**Spring 2025: EAAS UN3215**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3215	001/11661	W 4:10pm - 6:00pm 255 International Affairs Bldg	Theodore Hughes	3.00	16/20

**EAAS UN3217 KOREAN POPULAR CINEMA. 4.00 points.**

This course surveys modern Korean culture and society through Korean popular cinema. Drawing from weekly screenings and readings on critical film and Korean studies, we will explore major topics and defining historical moments in modern Korean history post-1945.

**Fall 2024: EAAS UN3217**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3217	001/14210	W 4:10pm - 6:00pm 253 Engineering Terrace	Theodore Hughes	4.00	20/21

**EAAS UN3310 SOCIAL PROB IN CONTEMP CHINA. 3.00 points.**

**EAAS UN3322 EAST ASIAN CINEMA. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course introduces students to major works, genres and waves of East Asian cinema from the Silent era to the present, including films from Japan, Korea, Mainland China, Taiwan and Hong Kong. How has cinema participated in East Asian societies' distinct and shared experiences of industrial modernity, imperialism and (post)colonialism? How has cinema engaged with questions of class, gender, ethnic and language politics? In what ways has cinema facilitated transnational circulations and mobilizations of peoples and ideas, and how has it interacted with other art forms, such as theatre, painting, photography and music? In this class, we answer these questions by studying cinemas across the region side-by-side, understanding cinema as deeply embedded in the region's intertwining political, social and cultural histories and circulations of people and ideas. We cover a variety of genres such as melodrama, comedy, historical epic, sci-fi, martial arts and action, and prominent film auteurs such as Yasujiro Ozu, Akira Kurosawa, Yu Hyunmok, Chen Kaige, Hou Hsiao-hsien, and Ann Hui. As cinema is, among other things, a creative

practice, in this course, students will be given opportunities to respond to films analytically and creatively, through writing as well as creative visual projects. As a global core course, this class does not assume prior knowledge of East Asian culture or of film studies

**Spring 2025: EAAS UN3322**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3322	001/11668	W 4:10pm - 6:00pm 825 Seeley W. Mudd Building	Takuya Tsunoda	4.00	46/40

**EAAS UN3338 CULTRL HIST-JAPANESE MONSTERS. 3.00 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

**EAAS UN3435 Chinese Revolution, Asian Revolution, World Revolution: Revolution and Radicalism in the Long Twentieth Century. 4.00 points.**

This course examines the Chinese Revolution as a global event, one that provided new possibilities for understanding the future not only of China, but Asia and the world. In doing so, it refuses any notion of the Chinese Revolution as a merely "Chinese" event and instead marks the ways in which diverse sets of activists and revolutionaries from across Asia not only contributed towards the formation of Chinese revolutionary politics but also responded on their own terms. The Chinese Revolution thereby emerges as a truly global event and one that transformed political imagination. The course focuses largely on the responses and trajectories of Asian revolutionaries, especially from Vietnam and Japan, whose intellectual and political paths intersected with those of Chinese activists. Students can expect to work through the diverse intellectual interventions of pan-Asian diasporic communities in Japan at the beginning of the twentieth century, read interwar proletarian fiction from Chinese and Japanese authors, compare Chinese and Vietnamese conceptualizations of "people's war" as an

anti-colonial military strategy. They will emerge with a new understanding of the porousness and complexity of basic categories such as China, Asia and revolution

**EAAS UN3575 Approaching Cities and Life in Chinese Cultural History. 4.00 points.**

Italo Calvino's imagined Marco Polo cautions against commemorating the lived experience of a city, "Memory's images, once they are fixed in words, are erased." How shall we modern students of the past retrieve the ways in which foreign men and women dwelled in everyday practice? This seminar will take you on a tour of some key topoi — as both physical and literary constructs — throughout Chinese history, availing of a selection of textual, visual, and cinematic materials that shape and are shaped by the palimpsests of changing Chinese urban life

**HSEA UN3642 Peripheries of the Sinitic World through History. 3.00 points.**

This course surveys the southern and western peripheries of the political entities we today call China from the turn of the 1st millennium CE to the early 20th century. It does so primarily through translations of primary sources - travelogues and geographies- up to the 16th century, at which point it turns its attention to recently published monographs of varying breadth that can cover more ground, given the sheer number of available primary sources from that time on. No prerequisites but Introduction to East Asian Civilizations: Tibet, China, or Vietnam is recommended

**EAAS UN3710 FICTION, FILM, AND MODERN VIETNAM. 4.00 points.**

This course examines film, tv, and a variety of short fiction as vehicles for the production of Vietnamese cultural identities in the modern era

**Fall 2024: EAAS UN3710**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3710	001/15414	T 2:10pm - 4:00pm 569 Alfred Lerner Hall	Vinh Nguyen	4.00	15/15

**AHUM UN3830 COLL ON MODERN EAST ASIA TEXTS. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: *AHUM V3400* is recommended as background. Prerequisites: *AHUM UN3400* 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 2024: AHUM UN3830**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 3830	001/17677	M 12:10pm - 2:00pm 401 Hamilton Hall	Hyoseak Choi	4.00	20/20

**HSEA UN3851 GODS, GHOSTS, AND ANCESTORS: RELIGION IN CHINESE CULTURE AND SOCIETY. 3.00 points.**

Examines the social and cultural place of Chinese religions through time, focusing on Chinese ideas of the relation between humans and spirits, and the expression of those ideas in practice. Problems will include the long-term displacement of ancestors by gods in Chinese history; the varying and changing social functions of rituals, and the different views of the same ritual taken by different participants; the growth of religious commerce from early modern times on. Topics will be organized roughly chronologically but the emphasis is on broad change rather than historical coverage

**Spring 2025: HSEA UN3851**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 3851	001/11682	W 4:10pm - 6:00pm 409 International Affairs Bldg	Robert Hymes	3.00	11/20

**HSEA UN3871 MODERN JAPAN: IMAGES # WORDS. 3.00 points.**

This course relies primarily on visual materials to familiarize students with the history of Japan from the beginning of the nineteenth century through the present. It follows a chronological order, introducing students to various realms of Japanese visual culture—from woodblock prints to film, anime, and manga—along with the historical contexts that they were shaped by, and in turn helped shape. Special attention will be paid to the visual technologies of nation-building, war, and empire; to historical interactions between Japanese and Euro-American visual culture; to the operations of still versus moving images; and to the mass production of visual commodities for the global marketplace. Students who take the course will emerge not only with a better understanding of Japan's modern historical experience, but also with a more discerning eye for the ways that images convey meaning and offer access to the past

**HSEA UN3898 THE MONGOLS IN HISTORY. 3.00 points.**  
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Study of the role of the Mongols in Eurasian history, focusing on the era of the Great Mongol Empire. The roles of Chinggis and Khubilai Khan and the modern fate of the Mongols to be considered

**Spring 2025: HSEA UN3898**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 3898	001/11818	T 10:10am - 12:00pm 507 Hamilton Hall	Morris Rossabi	3.00	23/25



**EAAS UN3901 SENIOR THESIS. 3.00 points.**

Prerequisites: Senior majors only. Senior Seminar required of all majors in East Asian Studies. Open only to senior majors  
**Spring 2025: EAAS UN3901**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3901 001/11687			Daniel Penner	3.00	5/15

**EAAS UN3927 CHINA IN THE MODERN WORLD. 3.00 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 visuality 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 2024: EAAS UN3927**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3927 001/14212		T 4:10pm - 6:00pm 522c Kent Hall	Lydia Liu	3.00	19/21

**EAAS UN3990 APPROACHES TO E ASIAN STUDIES. 4.00 points.**

Enrollment is limited to EALAC and AMEC majors and concentrators only.

This course is intended to provide a focal point for undergraduate majors in East Asian Studies. It introduces students to the analysis of particular objects of East Asian historical, literary, and cultural studies from various disciplinary perspectives. The syllabus is composed of a series of modules, each centered around an object, accompanied by readings that introduce different ways of understanding its meaning

**Fall 2024: EAAS UN3990**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3990 001/14213		T 2:10pm - 4:00pm 405 Kent Hall	Feng Li	4.00	10/15
EAAS 3990 002/14214		T 4:10pm - 6:00pm 401 Hamilton Hall	Robert Hymes	4.00	15/15

**EAAS UN3999 RESEARCH IN EAST ASIAN STUDIES. 2.00 points.**

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 2024: EAAS UN3999**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3999 001/16964		M 6:10pm - 8:00pm 522c Kent Hall	Daniel Penner, Lu Kou	2.00	6/15

**EARL GU4023 Women in Buddhism. 4.00 points.**

This course examines a broad array of topics related to the nature of women in Buddhism, both as presented in historical and religious texts as well as in the lives of female Buddhist practitioners. Our aim will be to consider these rules and traditions within the context of their creation as well as their subsequent use. We will also look to the words and examples of women Buddhist practitioners directly, including in modern Western Buddhism

**HSEA GU4027 ISSUES IN EARLY CHINESE CIV. 4.00 points.**

The purpose of this course is to introduce students to the basic issues and problems in the study of early Chinese civilization, some theoretical and others methodological. Through the review of a long series of debates the course offers a quick entrance both to this early period of history and to these studies. Organized around problems, the course encourages critical thinking and contesting arguments and helps the students weigh different positions addressing the problems. By doing so, the course guides the students to search for frontline questions and to probe possible ways to solve the problems. The course deals with both the written records (inscriptional and textual) and the material evidence, and the student can well expect this course to serve as also updates of the most fascinating archaeological discoveries in China made in the past decades. The course is designed as an upper-level undergraduate and MA course; therefore, it is recommended that undergraduate students should take "ASCE V2359: Introduction to East Asian Civilizations: China" before participating in this course.

**Spring 2025: HSEA GU4027**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4027 001/11677		T 2:10pm - 4:00pm 405 Kent Hall	Feng Li	4.00	7/15

**EAAS GU4111 Modern Chinese Poetry in a Global Context. 4.00 points.**

In this course, we will take modern Chinese poetry as a crucible in which we can observe the interacting forces of literary history and social change. From diplomats who saw poetry as a medium for cultural translation between China and the world, to revolutionaries who enlisted poetry in the project of social transformation, we will examine the lives and works of some of China's most prominent poets and ask, what can we learn about modern China from reading their poetry? In addition to poems, the course will include fiction, essays, photographs, and films by both Chinese and non-Chinese artists that place our poets in a broader context; topics of discussion include national identity, revolution, translation, gender, the body, ethnicity, and technology

**EARL GU4120 CHAN/ZEN BUDDHISM. 4.00 points.**

Prerequisites: Some background in East Asian Buddhism, or instructor permission required. Zen has become a household term, but the reality behind this term is not well known. Originating in China around the 6th century C.E. the Chan/Zen tradition became one of the major Buddhist schools and rapidly spread to Korea, Japan, Vietnam (and, to a certain extent, Tibet). This course examines some aspects of this tradition, emphasizing its historical development, its mythological elements, and its multifaceted practice, which has for too long been reduced in the Western mind to meditation

**EAAS GU4122 Japanese New Wave and Cinematic Modernism. 4 points.**

This course will delve into an analytical reconsideration of postwar Japanese cinema specifically from the perspective of the Japanese New Wave. While we will aim to capture the exhilaration of the Japanese New Wave by closely analyzing existing studies on some of its key makers and their works, special attention will be given to what is left out of the category as it is conventionally understood, drawing on marginalized works and genres, such as educational and industrial films as well as pink films.

**Fall 2024: EAAS GU4122**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 4122	001/14215	M 4:10pm - 6:00pm 401 Hamilton Hall	Takuya Tsunoda	4	13/15

**EAAS GU4160 CULTURES IN COLONIAL KOREA. 3.00 points.**

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 GU4217 CHINA ON STAGE. 4.00 points.**

This course explores how Chinese identity and society have been staged in theatre productions over the past century. Course content includes play scripts in English translation, videos, photographs, archival materials, and English-language books and articles about Chinese theater

**HSEA GU4218 Toward an intellectual history of Vietnam in the 20th century. 3.00 points.**

This course traces the transformation of Vietnamese intellectual activity in the 20th century across a number of major social and political changes, from colonialism to socialism. It considers the circulation of ideas, religion, and cultural productions in shaping intellectual thought and Vietnamese history on a larger scale

**HSEA GU4220 ISLAM IN CHINA AND INNER ASIA. 4.00 points.**

This seminar surveys the history of Islam, both in the Chinese interior and neighboring Inner Asia (primarily Xinjiang), from its arrival to the present day. Beginning with the first legendary accounts of migration from the Middle East to China, we trace the growth of an identifiable Muslim community in the age of the Mongol empire, then look at Ming China's interactions with the Islamic world, the Qing expansion into Inner Asia, and conclude by discussing modernist and nationalist trends of the twentieth-century

**EAAS GU4226 GENDER, CLASS, REAL ESTATE-CHINA. 4.00 points.**

This is a seminar for advanced undergraduates and master's degree students, which explores the socioeconomic consequences of China's development of a boom, urban residential real-estate market since the privatization of housing at the end of the 1990s. We will use the intersecting lenses of gender/sexuality, class and race/ethnicity to analyze the dramatic new inequalities created in arguably the largest and fastest accumulation of residential-real estate wealth in history. We will examine topics such as how skyrocketing home prices and state-led urbanization have created winners and losers based on gender, sexuality, class, race/ethnicity and location (hukou), as China strives to transform from a predominantly rural population to one that is 60 percent urban by 2020. We explore the vastly divergent effects of urban real-estate development on Chinese citizens, from the most marginalized communities in remote regions of Tibet and Xinjiang to hyper-wealthy investors in Manhattan. Although this course has no formal prerequisites, it assumes some basic knowledge of Chinese history. If you have never taken a course on China before, please ask me for guidance on whether or not this class is suitable for you. The syllabus is preliminary and subject to change based on breaking news events and the needs of the class

**Fall 2024: EAAS GU4226**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 4226	001/14519	W 2:10pm - 4:00pm 301m Fayerweather	Leta Hong Fincher	4.00	17/25

**EAAS GU4236 CHINA'S LONG 1980's:  
INTERROGATING THE CULTURAL POLITICS OF  
REFORM AND OPENING. 4 points.**

This course examines the experiences and legacies of China's "long 1980s" (1978-1992), a time characterized by a state-led turn from central planning to a market approach to economic and social governance, an increasing integration of China into the world economy, and the emergence of a "cultural fever" characterized by artistic experimentations at all levels of society.

**EARL GU4310 LIFE WRIT/TIBET BUDDHIST LIT. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course engages the genre of life writing in Tibetan Buddhist culture, addressing the permeable and fluid nature of this important sphere of Tibetan literature. Through Tibetan biographies, hagiographies, and autobiographies, the class will consider questions about how life-writing overlaps with religious doctrine, philosophy, and history. For comparative purposes, we will read life writing from Western (and Japanese or Chinese) authors, for instance accounts of the lives of Christian saints, raising questions about the cultural relativity of what makes up a life's story

**EARL GU4312 TIBETAN SACRED SPACE(IN  
COMPARATIVE CONT. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Through interdisciplinary theoretical approaches (mostly in the fields of religion, anthropology, literature, and history), this course engages the genre of writing about sacred space in Tibetan Buddhist culture, addressing the micro (built environment) and macro (natural environment) levels of this important sphere of Tibetan literature. Through Tibetan pilgrimage accounts, place (monasteries, temples, etc) based guidebooks, geographically focused biographies, and pictorial representations of place, the class will consider questions about how place-writing overlaps with religious practice, politics, and history. For comparative purposes, we will read place based writing from Western and other Asian authors, for instance accounts of the guidebooks to and inscriptions at Christian churches, raising questions about the cultural relativity of what makes up sacred space.

**EARL GU4320 BUDDHISM AND KOREAN CULTURE. 4.00 points.**

Since Buddhism was introduced to Korea 1,600 years ago, the religion has had great impact on almost all aspects of the Korean society, making significant contributions to the distinct development of Korean culture. In this course, we will explore how Buddhism has influenced and interacted

with various fields of Korean culture such as art, architecture, literature, philosophy, politics, religions, and popular culture. Buddhist scriptures, written in classical Chinese, with their colorful imaginations, have stimulated the development of Korean literature. Buddhist art, sculpture, and architecture have also catalyzed the Korean counterparts to bloom. The sophisticated philosophy and worldview of Buddhism, along with its diverse religious practices and rituals have added richness to the spiritual life of Korean people. Buddhism also attracted a significant number of followers, often playing important roles in politics. Throughout the course, we will not only investigate the influence of Buddhism on diverse aspects of Korean culture on their forms and at their depths, but also examine the interactions between Buddhism and other religions, as well as politics. Students will learn how Korean people have formed and reformed Korean culture through the medium of Buddhism

**Fall 2024: EARL GU4320**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EARL 4320	001/14219	T 4:10pm - 6:00pm 406 Hamilton Hall	Seong-Uk Kim	4.00	5/12

**EARL GU4328 Texts, Paintings, and Images of Korean Religions. 3.00 points.**

The course explores the doctrines, practices, and rituals of Korean religions through iconic texts, paintings, and images. The texts, paintings, and images that the course covers include ghost stories, doctrinal exegeses and charts, missionary letters, polemical and apologetic writings, catechism, folklores, and ritual paintings

**Spring 2025: EARL GU4328**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EARL 4328	001/11659	T 4:10pm - 6:00pm 707 Hamilton Hall	Seong-Uk Kim	3.00	9/12

**EAAS GU4334 Supernatural in Japanese Culture: Ghosts, Gods, and Animals. 4.00 points.**

Covering a period from the 7th century to the present, this class draws on Japanese literature, folklore, painting, performance, and anime, to explore the world of the supernatural, particularly the role of ghosts, gods, demons, animals, and nature. Students are introduced to various strands of popular religion, including Buddhist cosmologies and native beliefs about nature and human life, with special attention to the relationship between the living and the dead, and explore the role of human intermediaries. The course looks at these texts and media in relationship to the local community, gender, social and occupational status, environment (both natural and urban), and historical period, exploring issues of social identity and power

**EAAS GU4352 The Fantastic World of Knights-Errant in Chinese Literature. 4.00 points.**

This course approaches the Chinese knight-errant, often seen in the Kungfu films (most recently *Mulan* 2020), both as a historical fact and a literary imagination. It provides students with a broad overview of Chinese literature until the twentieth century, to familiarize students with the most prominent literary



genres of each time period, from official history to classical poetry, from classical tale to vernacular fiction, from drama to film. Through reading/viewing the knight-errant literature, we will discuss issues including translation and comparative studies, "history" writing and forming, literary genre and media, gender boundary and transgression, national and trans-national

#### **EARL GU4410 TIBETAN MONASTIC INSTITUTIONS.**

**4.00 points.**

Through interdisciplinary theoretical approaches (mostly in the fields of religion, anthropology, and history), this course examines THE key institution in Tibetan culture, namely monasteries. We will address the monastery from many different angles, from the physical infrastructure and soteriological justification to its governing documents as well as economic and educational roles

#### **EAAS GU4425 Women, Body, and Borders in Japanese Literature and Culture. 4.00 points.**

The aim of this course is to examine the interrelated concepts of body, borders, gender construction, and sexuality as expressed in Japanese literature, religion, and culture from the premodern period to the present. We will use a variety of media including oral literature, narrative fiction, noh play, early modern comic literature, novel, film, and anime

#### **EAAS GU4445 Proletarian Asia - working-class culture from 1930s to present. 4.00 points.**

From Bong Joon-ho's runaway success *Parasite*, to manga adaptations of Kobayashi Takiji's novel *The Crab Cannery Ship*, to the proliferation of Chinese migrant worker poetry, recent developments in the cultural landscape of East Asia have seen a renewed concern with the plight of workers and other sections of the oppressed under conditions of late capitalism. This course offers students the opportunity to situate these developments within an extended historical trajectory as the basis on which to think about the relation of radical histories to our present and possible future. It does so by integrating contemporary cultural texts with earlier cultural experiments that arose amidst the political turbulence of the 1930s across a range of locations in East Asia

#### **EAAS GU4520 MODERN KOREAN LIT IN TRANSLATN. 3.00 points.**

#### **EAAS GU4553 SURVEY OF TIBETAN LITERATURE. 4.00 points.**

Designed for both undergraduate and graduate students, this course introduces Tibetan belles-lettres and vernacular works (all in English translation) spanning from the imperial period to the present day. We will engage in close readings, together with discussion of the genre each text represents and its salience in current Tibetan intellectual discourse. In the final four weeks, we will read landmark works from the post-Mao period, with a view to the negotiation of traditional forms amidst the advent of new literary genres and the economics of cultural production. Questions to address include: How have Tibetan literary forms and content developed throughout history? How has the very concept of "Tibetan literature" been conceived? How have Tibetan writers and scholars—past and present—negotiated

literary innovation? Each session will consist of a brief lecture followed by discussion. Lectures will incrementally provide students with a general timeline of Tibetan literary and related historical developments, as well as biographical material regarding the authors assigned for that week. Tibetan language students and heritage learners will be offered three optional sessions to read excerpts of selected texts in Tibetan

#### **EAAS GU4558 Tibetan Science - Medicine, Knowledge, and the State on the Roof of the World. 4.00 points.**

This course aims to pose the question of what 'science' can be in Tibetan and Himalayan cultures, and to examine these 'sciences' in their social, religious, political, transnational, and inter-cultural dimensions. Especially through the field of medicine, it explores the main developments of Tibetan knowledge mostly during the modern era from the 17th century onward, building on both ethnography and primary and secondary written sources. This course pays particular attention to the relation of this knowledge to various states, centralizing institutions, and policies and practices of legitimization, and further to the modernization and globalization of the production, application, and consumption of Tibetan medical knowledge, including during the current Covid-19 pandemic

#### **EAAS GU4565 TIBET IN THE WORLD: CULTURAL PRODUCTION AND SOCIAL CHANGE. 4.00 points.**

This course explores the intersection of cultural production with national policies and global economies in the context of Tibet. We will focus not on colonial sources (Mythos Tibet) but on a wide range of representational and expressive practices by contemporary Tibetans in film, literature, music, social media, art, performance, local museums, etc. -- all since the 1990s. Tibetan cultural production today is at once localized and transnational, whether it is the vision and work of artists in the People's Republic of China or the creation of Tibetans living in the diaspora. We will explore the impact of colonialism and socioeconomic marginalization on the de-centering and re-centering of ethnicity and identity in education, publishing, and the arts. How do Tibetan artists, musicians, filmmakers, writers, comedians, and other cultural producers negotiate the complexities of modernity, secularization, globalization and political agendas, vis-à-vis incentives to preserve traditions, while engaging creatively? Each week will focus on 2 to 3 primary sources and 1 or 2 related secondary readings. Our discussions of the primary source materials (film screenings, readings, artwork, performances, etc.) will be enriched with readings in Cultural Studies, sociology, and anthropology, and by conversations with area artists

**Spring 2025: EAAS GU4565**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 4565	001/11694	Th 4:10pm - 6:00pm	Lauran Hartley	4.00	14/20
		501b International Affairs Bldg			



**EAAS GU4572 CHINESE DOCUMENTARY CINEMA. 4.00 points.**

What defines a “documentary” film? How do documentaries inform, provoke and move us? What formal devices and aesthetic strategies do documentaries use to construct visions of reality and proclaim them as authentic, credible and authoritative? What can documentary cinema teach us about the changing Chinese society, and about cinema as a medium for social engagement? This seminar introduces students to the aesthetics, epistemology and politics of documentary cinema in China from the 1940s to the present, with an emphasis on contemporary films produced in the past two decades. We examine how documentaries contended history, registered subaltern experiences, engaged with issues of gender, ethnicity and class, and built new communities of testimony and activism to foster social change. Besides documentaries made by Chinese filmmakers, we also include a small number of films made on China by western filmmakers, including those by Joris Ivens, Michelangelo Antonioni, Frank Capra and Carma Hinton. Topics include documentary poetics and aesthetics, evidence, performance and authenticity, the porous boundaries between documentary and fiction, and documentary ethics. As cinema is, among other things, a creative practice, in this course, students will be given opportunities to respond to films analytically and creatively, through writing as well as creative visual projects

Spring 2025: EAAS GU4572

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 4572	001/11684	W 4:10pm - 6:00pm	Ying Qian	4.00	21/20

522c Kent Hall

**EAAS GU4625 Socialist China in the Western Gaze (1949-1978). 4.00 points.**

This seminar attempts to historicize China’s contemporary cultural diplomacy initiatives by examining the nation’s place in the world from the 1950s to the 1970s. Topics include China’s role in the socialist world of the 1950s and 1960s, global Maoist political movements, socialist China in the imagination of Western intellectuals, Western fascination with Maoist “people’s” science, and controversies over the depiction of China in 1970s European documentary cinema

**HSEA GU4720 20TH CENTURY TIBETAN HISTORY. 4.00 points.**

This course is designed for students interested in gaining a broad view of Tibetan history in the 20th century. We will cover the institutional history of major Tibetan state institutions and their rivals in the Tibetan borderlands, as well as the relations with China, Britain, and America. Discussion sessions throughout the semester will focus on important historical issues. *Group(s): C*

Fall 2024: HSEA GU4720

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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HSEA 4720 001/14220

Th 10:10am - 12:00pm

Gray Tuttle 4.00

13/15

613 Hamilton Hall

**EAAS GU4730 Science and Technology in Chinese Media Cultures. 4.00 points.**

Covering a period from the late 19th century to the present, this class explores how ideas and practices in science and technology have historically entered popular imagination, social organization and political contestation, as they become mediated by various media forms and technologies such as photography, cinema, novels, television, video, internet platforms and data algorithms. In particular, we focus on how science and technology have shaped our understandings of the human body, and impacted on the various bodily experiences, from perception, cognition, to emotion and connection with others in the environment. This class helps students read media artefacts in a historically grounded and conceptually generative way, understanding media artefacts as historically conditioned, yet offering us resources for envisioning the future

**EAAS GU4777 A Thousand-Year Old Romance: Reading The Tale of Genji Across the Ages, Media, and Genres. 4.00 points.**

This course presents a synchronous and diachronous exploration of The Tale of Genji, a masterpiece of Japanese literature. During the first half of the course, students will read the entire English translation of the tale, as well as a number of other primary texts from roughly the same time period in order to gain an understanding of the sociohistorical and literary context in which the tale came about, while the second half of the course is devoted to the reception and adaptations of the tale across various media, genres, and time periods, ranging from commentaries, noh plays, traditional paintings and even “fan fiction” to modern novels and manga. The aim of the course is to provide the students with an understanding of The Tale of Genji’s place within the Japanese literary tradition, and the impact it has had and continues to exert on all facets of Japanese culture

**EAAS GU4810 WOMEN AND LITERARY CULTURE IN JAPAN. 4.00 points.**

Japan has a long tradition of highly sophisticated vernacular literature (poetry, prose fiction, essays and poetic memoirs) by aristocratic court women, particularly from the tenth- and eleventh-century, including The Tale of Genji, often considered the world’s first psychological novel. Writings by women in the early period had a deep impact on subsequent cultural production, and these vernacular writings (as well as the figure of these early women writers) acquired a new, contested significance from the end of the nineteenth century as part of the process of modern nation-building. Gender became a major organizing category in constructing discourse on literature, literary language, and literary modernity, particularly with regard to the novel. This seminar engages in close readings and discussion of selected works from the eleventh-century to twentieth-century Japan with particular attention to the genealogy of women’s writings and changing representations of women, gender, and social relations. Issues include: genre,

media, intertextuality, and literary communities; body and sexuality; and in the modern period, the “woman question” and global feminisms as well as authorship and authority. All readings are in English. Original texts will be provided for those who can read in the original

### **HSEA GU4860 SOC OF CHOSON KOREA 1392-1910.**

**4.00 points.**

Major cultural, political, social, economic and literary issues in the history of this 500-year long period. Reading and discussion of primary texts (in translation) and major scholarly works. All readings will be in English

**Fall 2024: HSEA GU4860**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4860	001/14221	T 2:10pm - 4:00pm 401 Hamilton Hall	Jungwon Kim	4.00	11/15

### **HSEA GU4880 HISTORY OF MODERN CHINA I. 3.00 points.**

China's transformation under its last imperial rulers, with special emphasis on economic, legal, political, and cultural change

**Fall 2024: HSEA GU4880**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4880	001/15086	T Th 4:10pm - 5:25pm 603 Hamilton Hall	Sau-yi Fong	3.00	35/50

### **HSEA GU4882 HISTORY OF MODERN CHINA II. 3.00 points.**

China's search for a new order in the long twentieth century with a focus on political, social and cultural change

**Spring 2025: HSEA GU4882**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4882	001/11649	T Th 1:10pm - 2:25pm 304 Hamilton Hall	Yingchuan Yang	3.00	7/35

### **HSEA GU4888 WOMEN & GENDER IN KOREAN. 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 GU4891 LAW IN CHINESE HISTORY. 4.00 points.**

An introduction to major issues of concern to legal historians as viewed through the lens of Chinese legal history. Issues covered include civil and criminal law, formal and informal justice, law and the family, law and the economy, the search for law beyond state-made law and legal codes, and the question of rule of law in China. Chinese codes and court case records and other primary materials in translation will be analyzed to develop a sense of the legal system in theory and in practice

**Spring 2025: HSEA GU4891**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4891	001/11683	Th 2:10pm - 4:00pm 405 Kent Hall	Madeleine Zelin	4.00	14/15

## **CHINESE LANGUAGE COURSES**

### **CHNS UN1010 INTRODUCTORY CHINESE A. 2.50 points.**

This is an introductory course to the Chinese language for absolute beginners. Students will develop basic skills in listening and speaking Chinese, while familiarizing themselves with its writing system. This course is divided into two parts: Introductory Chinese A and Introductory Chinese B. The two parts together cover the same materials as CHNS UN1101 FIRST YEAR CHINESE I

**Spring 2025: CHNS UN1010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 1010	001/17219	T Th 1:10pm - 2:15pm 412 Pupin Laboratories	Shaoyan Qi	2.50	13/18
CHNS 1010	002/17220	M W 1:10pm - 2:15pm 407 Hamilton Hall	Shaoyan Qi	2.50	15/18

### **CHNS UN1011 INTRODUCTORY CHINESE B. 2.50 points.**

Prerequisites: CHNS UN1010 Introductory Chinese A or the equivalent. The program is designed to develop basic skills in listening, speaking, reading and writing colloquial Chinese. This course is divided into two parts: Introductory Chinese A and Introductory Chinese B. The two parts combined cover the same materials as CHNS 1101 FIRST YEAR CHINESE I

and fulfill the requirement for admission to CHNS 1102 FIRST YEAR CHINESE II

**Fall 2024: CHNS UN1011**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 1011	001/14439	M W 1:10pm - 2:15pm 522c Kent Hall	Shaoyan Qi	2.50	8/15
CHNS 1011	002/14442	T Th 1:10pm - 2:15pm 425 Pupin Laboratories	Shaoyan Qi	2.50	8/15

**CHNS UN1101 FIRST YEAR CHINESE I. 5.00 points.**

First Year Chinese I, CHNS1101UN, 4 points. You are required to take First Year Chinese II, CHNS1102UN, 4 points with this course. Instructor: TBD Prerequisites: None Texts: Approaching China (Columbia University staff, published by Peking University Press) Introduces basic sentence structures and vocabulary in colloquial Chinese and focuses on developing basic skills in listening, speaking, reading, and writing. The Pinyin system and traditional characters are used. To enroll in this course, you must apply to the Virtual Columbia Summer Chinese Language program through the Center for Undergraduate Global Engagement (UGE). Global Learning Scholarships available. Tuition charges apply. Please note the program dates are different from the Summer Term A # B dates

**Fall 2024: CHNS UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 1101	001/14494	M T W Th 8:50am - 9:55am 522b Kent Hall	Ling Yan	5.00	14/15
CHNS 1101	002/14495	M T W Th 10:10am - 11:15am 424 Kent Hall	Chen Wu	5.00	14/15
CHNS 1101	003/14496	M T W Th 11:40am - 12:45pm 601b Fairchild Life Sciences Bldg	Lingjun Hu	5.00	12/15
CHNS 1101	004/14497	M T W Th 2:40pm - 3:45pm 411 Kent Hall	Yike Li	5.00	17/15
CHNS 1101	005/14498	M T W Th 4:10pm - 5:15pm 522b Kent Hall	Kaidi Chen	5.00	15/15
CHNS 1101	006/14499	M W Th 1:10pm - 2:15pm 606 Lewisohn Hall	Tianqi Jiang	5.00	12/15

**CHNS UN1102 FIRST YEAR CHINESE II. 5.00 points.**

First Year Chinese II, CHNS1102UN, 4 points. You are required to take First Year Chinese I, CHNS1101UN, 4 points with this course. Instructor: TBD Prerequisites: None Texts: Approaching China (Columbia University staff, published by Peking University Press) Introduces basic sentence structures and vocabulary in colloquial Chinese and focuses on developing basic skills in listening, speaking, reading, and writing. The Pinyin system and traditional characters are used. To enroll in this course, you must apply to the Virtual Columbia Summer Chinese Language program through the Center for Undergraduate Global Engagement (UGE). Global Learning

Scholarships available. Tuition charges apply. Please note the program dates are different from the Summer Term A # B dates  
**Spring 2025: CHNS UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 1102	001/11603	M T W Th 8:50am - 9:55am 423 Kent Hall	Ling Yan	5.00	11/15
CHNS 1102	002/11604	M T W Th 10:10am - 11:15am 601b Fairchild Life Sciences Bldg	Chen Wu	5.00	12/15
CHNS 1102	003/11605	M T W Th 11:40am - 12:45pm 6c Kraft Center	Lingjun Hu	5.00	15/15
CHNS 1102	004/11606	M T W Th 2:40pm - 3:45pm 411 Kent Hall	Yike Li	5.00	22/23
CHNS 1102	005/11607	M T W Th 4:10pm - 5:15pm 411 Kent Hall	Kaidi Chen	5.00	17/18
CHNS 1102	006/13105	M T W Th 1:10pm - 2:15pm 522b Kent Hall	Kaidi Chen	5.00	9/15

**CHNS UN1111 FIRST YEAR CHINESE W. 5.00 points.**

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 2024: CHNS UN1111**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 1111	001/14500	M W Th 10:10am - 11:25am 476a Alfred Lerner Hall	Tianqi Jiang	5.00	17/18
CHNS 1111	002/14501	M W Th 4:10pm - 5:25pm 411 Kent Hall	Hailong Wang	5.00	15/15
CHNS 1111	003/14502	M T Th 1:10pm - 2:25pm 522b Kent Hall	Tao Peng	5.00	11/15

**CHNS UN1112 FIRST YEAR CHINESE W II. 5.00 points.**

The course is specially designed for students of Chinese heritage and advanced beginners with good speaking skills. It aims to develop the students basic skills to read and write modern colloquial Chinese. Pinyin system is introduced; standard Chinese pronunciation, and traditional characters. Classes will be conducted mostly in Chinese. Open to students with Mandarin speaking ability in Chinese only. CC GS EN CE

**Spring 2025: CHNS UN1112**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 1112	001/11610	M W Th 10:10am - 11:25am 522b Kent Hall	Tianqi Jiang	5.00	18/18
CHNS 1112	002/11611	M W Th 4:10pm - 5:25pm	Hailong Wang	5.00	10/15

CHNS 1112	003/11612	522b Kent Hall M T Th 1:10pm - 2:25pm 318 Hamilton Hall	Tao Peng	5.00	14/15
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### CHNS UN1115 Accelerated First Year Chinese (W). 5.00 points.

Accelerated First Year Chinese is an introductory course for heritage Chinese language learners who have native or near-native speaking skills but have little or no knowledge of scripts system of Chinese. Students with an upbringing or long-term exposure to oral Chinese language use can take this course to develop their literacy skills and to gain a deeper understanding of the Chinese culture

### CHNS UN2201 SECOND YEAR CHINESE I. 5.00 points.

Prerequisites: One (1) year of college-level Chinese or the equivalent Texts: Experiencing China As the first half of a one-year program for intermediate Chinese learners, this course helps students consolidate and develop language skills used in everyday communication. Texts are presented in the form of dialogues and narratives that provide language situations, sentence patterns, word usage, and cultural information. This course will enable students to conduct everyday tasks such as shopping for cell phone plans, opening a bank account, seeing a doctor, or renting a place to live. At the end of the course, students will be ready to move on to the second half of the program, which focuses on aspects of Chinese culture such as the social norms of politeness and gift-giving. Semi-formal and literary styles will also be introduced as students transition to more advanced levels of Chinese language study. While providing practical training, Second Year Chinese aims to improve the student's linguistic competence in preparation for advanced studies in Mandarin

#### Fall 2024: CHNS UN2201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 2201	001/14513	M T W Th 10:10am - 11:15am 601b Fairchild Life Sciences Bldg	Shaoyan Qi	5.00	13/15
CHNS 2201	002/14514	M T W Th 11:40am - 12:45pm 5ab Kraft Center	Jia Xu	5.00	15/15
CHNS 2201	003/14515	M T W Th 1:10pm - 2:15pm 411 Kent Hall	Yike Li	5.00	15/19
CHNS 2201	004/14516	M T W Th 2:40pm - 3:45pm 424 Kent Hall	Yanwen Wu	5.00	15/15
CHNS 2201	005/14517	M T W Th 6:10pm - 7:15pm 522b Kent Hall	Kaidi Chen	5.00	18/18

### CHNS UN2202 SECOND YEAR CHINESE II. 5.00 points.

As the second half of a one-year program for intermediate Chinese learners, this course helps students consolidate and develop everyday communicative skills in Chinese, as well as introducing aspects of Chinese culture such as the social norms of politeness and gift-giving. Semi-formal and literary styles will also be introduced as students transition to more advanced

levels of Chinese language study. While providing training for everyday communication skills, Second Year Chinese aims to improve the student's linguistic competence in preparation for advanced studies in Mandarin

#### Spring 2025: CHNS UN2202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 2202	001/17244	M T W Th 10:10am - 11:15am 6c Kraft Center	Shaoyan Qi	5.00	9/15
CHNS 2202	002/17249	M T W Th 11:40am - 12:45pm 4c Kraft Center	Jia Xu	5.00	13/15
CHNS 2202	003/17252	M T W Th 1:10pm - 2:15pm 4c Kraft Center	Yike Li	5.00	17/18
CHNS 2202	004/17260	M T W Th 2:40pm - 3:45pm 254 International Affairs Bldg	Yanwen Wu	5.00	16/19
CHNS 2202	005/17261	M T W Th 5:40pm - 6:45pm 411 Kent Hall	Kaidi Chen	5.00	14/18

### CHNS UN2221 SECOND YEAR CHINESE W. 5.00 points.

Enrollment limited to 25.

Prerequisites: chns un1112 *CHNS C1112* or *F1112*, or the equivalent. See Admission to Language Courses.

Prerequisites: chns un1112 or the equivalent. See Admission to Language Courses. Continuation of CHNS UN1112, with a focus on reading comprehension and written Chinese.

Traditional characters. CC GS EN CE

#### Fall 2024: CHNS UN2221

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 2221	001/14493	M T Th 12:10pm - 1:25pm 6ab Kraft Center	Yuan-Yuan Meng	5.00	9/15

### CHNS UN2222 SECOND YEAR CHINESE W II. 5.00 points.

Second-Year Chinese W (I # II) : This course is designed for heritage learners with conversational abilities and foundational literacy skills in Mandarin Chinese. Through a combination of interactive lessons, focused linguistic exercises, cultural exploration, and real-world applications, students will deepen their understanding of their cultural heritage while expanding their vocabulary and enhancing their language skills. By the end of the course, students will be better equipped to engage confidently with family members and other Chinese-speaking communities

#### Spring 2025: CHNS UN2222

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 2222	001/17236	M T Th 12:10pm - 1:25pm 609 Martin Luther King Building	Yuan-Yuan Meng	5.00	9/15



**CHNS UN3003 THIRD YEAR CHINESE I. 5.00 points.**

Prerequisite: Two years of college-level Chinese (Grade B- or better), First-Year Chinese W, or the equivalent. This course is designed for students who have completed two years of college-level Chinese, one year as heritage learners, or have equivalent proficiency. It offers a comprehensive exploration of Chinese language and culture through a diverse range of content. Students will delve into topics such as Chinese mythology, historical figures, ancient philosophers, idiomatic expressions, and the art of calligraphy. The course includes the study of contemporary Chinese literature and introduces classic works like *The Story of the Three Kingdoms* and *The Dream of the Red Chamber*. Additionally, discussions on Chinese women and society will provide a sociological perspective. By enhancing linguistic skills and expanding cultural knowledge, this course equips students with the proficiency required for advanced communication in Chinese and a deeper understanding of Chinese culture

**Fall 2024: CHNS UN3003**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 3003	001/15339	M T W Th 10:10am - 11:15am 476b Alfred Lerner Hall	Jia Xu	5.00	7/15
CHNS 3003	002/15340	M T W Th 1:10pm - 2:15pm 601b Fairchild Life Sciences Bldg	Lingjun Hu	5.00	6/15
CHNS 3003	003/15341	M T W Th 2:40pm - 3:45pm 522b Kent Hall	Zhirong Wang	5.00	2/15
CHNS 3003	004/15342	M T W Th 4:10pm - 5:15pm 424 Kent Hall	Yanwen Wu	5.00	9/15

**CHNS UN3006 THIRD YEAR CHINESE W II. 5.00 points.**

Prerequisites: CHNS W4005 or the equivalent. Admission after Chinese placement exam and an oral proficiency interview with the instructor. Especially designed for students who possess good speaking ability and who wish to acquire practical writing skills as well as business-related vocabulary and speech patterns. Introduction to semiformal and formal Chinese used in everyday writing and social or business-related occasions. Simplified characters are introduced

**Spring 2025: CHNS UN3006**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 3006	001/11613	M W Th 10:10am - 11:25am 476a Alfred Lerner Hall	Hailong Wang	5.00	5/15

**CHNS UN3005 THIRD YEAR CHINESE W. 5.00 points.**

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 2024: CHNS UN3005**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 3005	001/14605	M W Th 10:10am - 11:25am 212a Lewisohn Hall	Hailong Wang	5.00	7/15

**CHNS UN3004 THIRD YEAR CHINESE II. 5.00 points.**

Third Year Chinese II, CHNS3004UN, 5 points. You are required to take Third Year Chinese I, CHNS3003UN, 5 points with this course. Instructor: Zhirong Wang Prerequisites: Two (2) years of college-level Chinese or the equivalent Texts: *Jingua Chinese* (Columbia University staff, published by Peking University Press; simplified characters) Introduces Chinese social values and attitudes, focusing on the rapid changes now taking place in China. Uses materials from Chinese newspapers and modern short stories to teach essential elements of semi-formal and formal writing. Reading and writing are routine tasks, and oral discussion and debate are important components of the class, allowing students to integrate and improve their communication skills in Chinese. To enroll in this course, you must apply to the Virtual Columbia Summer Chinese Language program through the Center for Undergraduate Global Engagement (UGE). Global Learning Scholarships available. Tuition charges apply. Please note the program dates are different from the Summer Term A # B dates

**Spring 2025: CHNS UN3004**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 3004	001/17281	M T W Th 10:10am - 11:15am 4c Kraft Center	Jia Xu	5.00	5/15
CHNS 3004	002/17283	M T W Th 1:10pm - 2:15pm 6c Kraft Center	Lingjun Hu	5.00	7/12
CHNS 3004	003/17285	M T W Th 8:50am - 9:55am 511 Kent Hall	Zhirong Wang	5.00	7/15
CHNS 3004	004/17286	M T W Th 4:10pm - 5:15pm 606 Lewisohn Hall	Yanwen Wu	5.00	8/15

**CHNS GU4012 BUSINESS CHINESE I. 4.00 points.**

The Business Chinese I course is designed to prepare students to use Chinese in a present or future work situation. Students will develop skills in the practical principles of grammar, vocabulary, and cross-cultural understanding needed in today's business world

**Fall 2024: CHNS GU4012**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4012	001/14492	M T Th 10:10am - 11:25am 423 Kent Hall	Zhong Qi Shi	4.00	10/15

**CHNS GU4013 BUSINESS CHINESE II. 4.00 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

**Spring 2025: CHNS GU4013**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4013	001/11614	M T Th 10:10am - 11:25am 423 Kent Hall	Zhong Qi Shi	4.00	10/15

**CHNS GU4014 MEDIA CHINESE. 4.00 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 2024: CHNS GU4014**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4014	001/14488	M T Th 9:10am - 10:25am 501a International Affairs Bldg	Yuan-Yuan Meng	4.00	5/15

**CHNS GU4016 FOURTH YEAR CHINESE II. 4.00 points.**

This course is designed to help students master formal Chinese for professional or academic purposes. It includes reading materials and discussions on selections from Chinese media covering contemporary topics, Chinese literature, and modern Chinese intellectual history. The course aims to enhance students' strategies for comprehension, as well as their written and oral communication skills in formal modern Chinese

**Spring 2025: CHNS GU4016**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4016	001/17222	M W Th 10:10am - 11:25am 4a Kraft Center	Ling Yan	4.00	10/15

**CHNS GU4015 MEDIA CHINESE II. 4.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Media Chinese (I # II) : This level-4 course enhances students' proficiency in reading and discussing current events in Chinese. It features close reading and critical discussions on topics such as politics, economics, culture, and social issues. Through careful analysis of authentic media materials, students will further develop their language skills and deepen their understanding of contemporary China. By the end of the course, students will be able to navigate Chinese media sources confidently and engage meaningfully in conversations about both global and Chinese current events

**Fall 2024: CHNS GU4015**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4015	001/15068	M W Th 10:10am - 11:25am	Ling Yan	4.00	11/15

522b Kent Hall

**Spring 2025: CHNS GU4015**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4015	001/17223	M T Th 9:10am - 10:25am 501a International Affairs Bldg	Yuan-Yuan Meng	4.00	4/15

**CHNS GU4017 FOURTH YEAR CHINESE ADV I. 4.00 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 2024: CHNS GU4017**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4017	001/14589	M W F 11:40am - 12:55pm 522b Kent Hall	Chen Wu	4.00	6/15

**CHNS GU4018 FOURTH YEAR CHINESE ADV II. 4.00 points.**

Prerequisites: CHNS W4017 or the equivalent.

Prerequisites: CHNS W4017 or the equivalent. This is a non-consecutive reading course designed for those whose proficiency is above 4th level. See Admission to Language Courses. Selections from contemporary Chinese authors in both traditional and simplified characters with attention to expository, journalistic, and literary styles

**Spring 2025: CHNS GU4018**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4018	001/11615	M W F 11:40am - 12:55pm 411 Hamilton Hall	Chen Wu	4.00	10/15

**CHNS GU4019 HISTORY OF CHINESE LANGUAGE. 3.00 points.**

This course, taught in English, offers an in-depth exploration of the Chinese language and its historical development. Key topics include historical phonology and syntax, the Chinese script, and the classification and linguistic features of major dialects. The course also explores the emergence of modern standard Chinese and early poetic traditions. The primary goal is to deepen students' understanding of the language's evolution while strengthening their critical thinking skills

**Fall 2024: CHNS GU4019**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4019	001/14487	T Th 10:10am - 11:25am 608 Lewisohn Hall	Zhirong Wang	3.00	14/15

**Spring 2025: CHNS GU4019**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4019	001/17227	T Th 10:10am - 11:25am	Zhirong Wang	3.00	9/15

476b Alfred Lerner  
Hall

### CHNS GU4050 Legal Chinese. 4.00 points.

Legal Chinese is designed for students who have studied at least three years of Chinese (or the equivalent) and are interested in legal studies concerning China. This course offers systematic descriptions of Chinese language used in legal discourse, its vocabulary, syntactic structures and pragmatic functions

#### Spring 2025: CHNS GU4050

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4050	001/11616	M W Th 11:40am - 12:55pm 522b Kent Hall	Tianqi Jiang	4.00	7/15

### CHNS GU4105 Advanced Chinese Conversation and Composition. 4.00 points.

This course targets the development of productive skills. Course materials and homework assignments focus on helping students improve their abilities in describing people, places and objects, narrating events, stating opinions, and summarizing oral or written texts. The course culminates in a research project, for which students will investigate a problem related to one of the course topics

### CHNS GU4112 ADVANCED BUSINESS CHINESE. 4.00 points.

Advanced Business Chinese is designed to help students who have studied at least three years of Chinese (or the equivalent) to achieve greater proficiency in the oral and written use of the language and gain knowledge in depth about China's business environment and proven strategies. Student will critically examine the successes and failures of firms within the Chinese business arena

#### Fall 2024: CHNS GU4112

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4112	001/14491	M T Th 11:40am - 12:55pm 423 Kent Hall	Zhong Qi Shi	4.00	16/15

### CHNS GU4113 Advanced Business Chinese II. 4.00 points.

Advanced Business Chinese II is the continuation of Advanced Business Chinese I, both of which are designed to help Columbia students who have achieved the advanced level of proficiency in Chinese use the language to communicate effectively in professional contexts. Topics to be discussed include, but are not limited to, the concept of Face, Guanxi/ Interpersonal obligations, Chinese modesty and humility, and Chinese style of negotiation and decision making

#### Spring 2025: CHNS GU4113

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4113	001/11617	M T Th 11:40am - 12:55pm 423 Kent Hall	Zhong Qi Shi	4.00	10/15

### CHNS GU4301 INTRO TO CLASSICAL CHINESE I. 3.00 points.

Prerequisites: completion of three years of modern Chinese at least, or four years of Japanese or Korean

#### Fall 2024: CHNS GU4301

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4301	001/14486	M W F 10:10am - 11:05am 307 Mathematics Building	Lening Liu	3.00	12/15

### CHNS GU4302 INTRO TO CLASSICAL CHINESE II. 3.00 points.

Prerequisites: *CHNS W3301*: Classical Chinese I; completion of three years of modern Chinese at least, or four years of Japanese or Korean.

Prerequisites: CHNS W3301: Classical Chinese I; completion of three years of modern Chinese at least, or four years of Japanese or Korean. Please see department. Prerequisites: CHNS W3301: Classical Chinese I; completion of three years of modern Chinese at least, or four years of Japanese or Korean

#### Spring 2025: CHNS GU4302

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4302	001/11620	M W F 11:00am - 11:50am 313 Hamilton Hall	Lening Liu	3.00	10/20

### 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 2024: CHNS GU4507

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4507	001/14534	T Th 10:10am - 11:25am Levien Warren Hall (Law)	Wei Shang	4	7/20

### CHNS GU4508 READINGS IN CLASSICAL CHINESE. 4.00 points.

Prerequisites: *CHNS W4007* or the equivalent.

Prerequisites: CHNS W4007 or the equivalent. Admission after placement exam. Focusing on Tang and Song prose and poetry, introduces a broad variety of genres through close readings of chosen texts as well as the specific methods, skills, and tools to approach them. Strong emphasis on the grammatical and stylistic analysis of representative works. CC GS EN CE

#### Spring 2025: CHNS GU4508

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4508	001/11691	W F 10:10am - 11:25am 607 Hamilton Hall	Andrew Plaks	4.00	7/20

**CHNS GU4516 FIFTH YEAR CHINESE I. 4 points.**  
updating...**Fall 2024: CHNS GU4516**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4516	001/14489	T Th 10:10am - 11:25am 329 Uris Hall	Lening Liu	4	5/15
CHNS 4516	002/14490	T Th 11:40am - 12:55pm 253 International Affairs Bldg	Tao Peng	4	18/19

**CHNS GU4904 ACQ OF CHINESE AS A 2ND LANG. 4.00 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

**JAPANESE LANGUAGE COURSES****JPNS UN1001 INTRODUCTORY JAPANESE A. 2.50 points.**

Introductory Japanese A is an introduction to Japanese language and culture and is designed for students who have had little or no experience learning Japanese. The goal of this course is to develop four basic skills in modern Japanese with an emphasis on grammatical accuracy and socially appropriate language use. Upon successful completion of this course, students will be able to engage in basic daily conversations and to develop the ability to read and write hiragana as well as katakana. The sequence includes JPNS UN1001 Introductory Japanese A and JPNS UN1002 Introductory Japanese B. These courses combined (JPNS UN1001 and JPNS UN1002) are the equivalent to JPNS UN1101 First Year Japanese I and fulfills the requirement for admission to JPNS UN1102 First Year Japanese II

**Spring 2025: JPNS UN1001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 1001	001/11577	M W 11:40am - 12:45pm 424 Kent Hall	Izumi Ryan	2.50	9/12
JPNS 1001	002/11578	M W 5:40pm - 6:45pm 424 Kent Hall	Mihoko Yagi	2.50	8/12
JPNS 1001	003/11579	T Th 11:40am - 12:45pm 424 Kent Hall	Akiko Doyama	2.50	12/12
JPNS 1001	004/11580	T Th 5:40pm - 6:45pm 424 Kent Hall	Mihoko Yagi	2.50	12/12

**JPNS UN1002 INTRODUCTORY JAPANESE B. 2.50 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 2024: JPNS UN1002**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 1002	001/14417	M W 5:40pm - 6:45pm 254 International Affairs Bldg	Mihoko Yagi	2.50	13/12
JPNS 1002	002/14418	T Th 5:40pm - 6:45pm 522d Kent Hall	Mihoko Yagi	2.50	11/12

**JPNS UN1101 FIRST YEAR JAPANESE I. 5.00 points.**

Basic training in Japanese through speaking, listening, reading and writing in various cultural contexts

**Fall 2024: JPNS UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 1101	001/14419	M T W Th 8:50am - 9:55am 522c Kent Hall	Fumiko Nazikian	5.00	14/12
JPNS 1101	002/14420	M T W Th 10:10am - 11:15am 6c Kraft Center	Shuichiro Takeda	5.00	11/12
JPNS 1101	003/14421	M T W Th 11:40am - 12:45pm 522c Kent Hall	Fumiko Nazikian	5.00	9/12
JPNS 1101	004/14422	M T W Th 11:40am - 12:45pm 304 Hamilton Hall	Chikako Takahashi	5.00	12/12
JPNS 1101	005/14423	M T W Th 1:10pm - 2:15pm 424 Kent Hall	Miharu Nittono	5.00	8/12
JPNS 1101	006/14424	M T W Th 2:40pm - 3:45pm 476b Alfred Lerner Hall	Chikako Takahashi	5.00	13/12
JPNS 1101	007/14425	M T W Th 4:10pm - 5:15pm 224 Pupin Laboratories	Mihoko Yagi	5.00	14/12

**JPNS UN1102 FIRST YEAR JAPANESE II. 5.00 points.**

Prerequisites: JPNS C1101, F1101, or W1001-W1002, or the equivalent. Basic training in Japanese through speaking, listening, reading and writing in various cultural contexts

**Spring 2025: JPNS UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 1102	001/11581	M T W Th 8:50am - 9:55am 522c Kent Hall	Fumiko Nazikian	5.00	15/12
JPNS 1102	002/11583	M T W Th 10:10am - 11:15am 606 Lewisohn Hall	Shuichiro Takeda	5.00	12/12



JPNS 1102	003/11584	M T W Th 11:40am - 12:45pm 522c Kent Hall	Fumiko Nazikian	5.00	12/12
JPNS 1102	004/11585	M T W Th 11:40am - 12:45pm 4a Kraft Center	Keiko Okamoto	5.00	12/12
JPNS 1102	005/11586	M T W Th 1:10pm - 2:15pm 411 Kent Hall	Miharu Nitto	5.00	6/12
JPNS 1102	006/11587	M T W Th 2:40pm - 3:45pm 4c Kraft Center	Chikako Takahashi	5.00	14/12
JPNS 1102	007/11588	M T W Th 4:10pm - 5:15pm 318 Hamilton Hall	Mihoko Yagi	5.00	12/12

**JPNS UN2201 SECOND YEAR JAPANESE I. 5.00 points.**

Prerequisites: JPNS C1102 or the equivalent. Further practice in the four language skills. Participation in a once a week conversation class is required

**Fall 2024: JPNS UN2201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 2201	001/14413	M T W Th 10:10am - 11:15am 411 Kent Hall	Naoko Sourial	5.00	13/12
JPNS 2201	002/14414	M T W Th 11:40am - 12:45pm 522d Kent Hall	Shigeru Eguchi	5.00	11/12
JPNS 2201	003/14415	M T W Th 1:10pm - 2:15pm 476b Alfred Lerner Hall	Chikako Takahashi	5.00	10/12
JPNS 2201	004/14416	M T W Th 4:10pm - 5:15pm 522d Kent Hall	Shigeru Eguchi	5.00	7/12

**JPNS UN2202 SECOND YEAR JAPANESE II. 5.00 points.**

Prerequisites: JPNS C1201 or the equivalent. Further practice in the four language skills. Participation in a once a week conversation class is required

**Spring 2025: JPNS UN2202**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 2202	001/11589	M T W Th 10:10am - 11:15am 212a Lewisohn Hall	Naoko Sourial	5.00	8/12
JPNS 2202	002/11590	M T W Th 11:40am - 12:45pm 522d Kent Hall	Shigeru Eguchi	5.00	9/12
JPNS 2202	003/11591	M T W Th 1:10pm - 2:15pm 4a Kraft Center	Chikako Takahashi	5.00	8/12
JPNS 2202	004/11592	M T W Th 4:10pm - 5:15pm 601b Fairchild Life Sciences Bldg	Shigeru Eguchi	5.00	7/12

**JPNS UN3005 THIRD YEAR JAPANESE I. 5.00 points.**

Prerequisites: JPNS C1202 or the equivalent. Readings in authentic/semi-authentic texts, videos, and class discussions

**Fall 2024: JPNS UN3005**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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JPNS 3005	001/14260	M T W Th 10:10am - 11:15am 606 Lewisohn Hall	Kyoko Loetscher	5.00	11/12
JPNS 3005	002/14261	M T W Th 11:40am - 12:45pm 411 Kent Hall	Naoko Sourial	5.00	16/12

**JPNS UN3006 THIRD YEAR JAPANESE II. 5.00 points.**

Prerequisites: JPNS W4005 or the equivalent.

Prerequisites: JPNS W4005 or the equivalent. Readings in authentic/semi-authentic texts, videos, and class discussions

**Spring 2025: JPNS UN3006**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 3006	001/11594	M T W Th 10:10am - 11:15am 6ab Kraft Center	Kyoko Loetscher	5.00	11/12
JPNS 3006	002/11595	M T W Th 11:40am - 12:45pm 212a Lewisohn Hall	Naoko Sourial	5.00	14/12

**JPNS UN3401 JAPANESE POP CULTURE. 2 points.**

This course examines various aspects of Japanese pop culture including but not limited to manga, anime, pop idols, and otaku (primary consumers of Japanese pop culture). The course will also discuss why Japanese pop culture is popular outside Japan such as the US and how it has been tailored to the local culture.

**JPNS UN3402 JAPANESE POP CULTURE II. 2.50 points.**

This Japanese language course examines various aspects of Japanese pop culture including, but not limited to anime, pop idols, music, and otaku. This is a Third Year Japanese Level course and will be conducted entirely in Japanese

**JPNS GU4007 INTRO TO CLASSICAL JAPANESE I. 3.00 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 2024: JPNS GU4007**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 4007	001/14258	T Th 10:10am - 11:25am 201b Philosophy Hall	Ekaterina Komova	3.00	5/15

**JPNS GU4008 READINGS IN CLASSICAL JAPANESE. 4.00 points.**

Close readings of specific texts, as well as methods, skills, and tools

**Spring 2025: JPNS GU4008**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 4008	001/11671	T Th 10:10am - 11:25am 522d Kent Hall	Haruo Shirane	4.00	4/12

**JPNS GU4012 Fourth Year Business Japanese I. 4 points.**

Prerequisites: Third Year Level Japanese I and II, or equivalent. This course is designed for intermediate students to acquire

advanced Japanese proficiency in all four skills: speaking, listening, writing, and reading with the focus on using Japanese in business settings. The main objective of this course is to foster not only students' practical communication skills in business Japanese but also to develop their ability to carry out business activities in a global society (a society of multiple languages and cultures) by incorporating interdisciplinary subjects.

### **JPNS GU4017 FOURTH YEAR JAPANESE I. 4.00 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 2024: JPNS GU4017**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 4017	001/14256	M W F 10:10am - 11:25am 522d Kent Hall	Shigeru Eguchi	4.00	5/12
JPNS 4017	002/14257	M W F 11:40am - 12:55pm 606 Lewisohn Hall	Kyoko Loetscher	4.00	4/12

### **JPNS GU4018 FOURTH YEAR JAPANESE II. 4.00 points.**

Prerequisites: *JPNS W4017* or the equivalent.

Prerequisites: JPNS W4017 or the equivalent. Sections 1 - 2: Readings of advanced modern literary, historical, political, and journalistic texts, and class discussions about current issues and videos. Exercises in scanning, comprehension, and English translation. Section 3: Designed for advanced students interested in developing skills for reading and comprehending modern Japanese scholarship

#### **Spring 2025: JPNS GU4018**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JPNS 4018	001/11599	M W F 10:10am - 11:25am 522d Kent Hall	Shigeru Eguchi	4.00	3/12
JPNS 4018	002/11598	M W F 11:40am - 12:55pm 476b Alfred Lerner Hall	Kyoko Loetscher	4.00	5/12

## **KOREAN LANGUAGE COURSES**

### **KORN UN1001 INTRODUCTORY KOREAN A. 2.50 points.**

This course provides basic training in listening, speaking, reading, and writing in Korean. Introductory Korean A is equivalent to the first half of First Year Korean I

#### **Spring 2025: KORN UN1001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 1001	001/11553	M W 2:40pm - 3:45pm 616 Hamilton Hall	Hyunkyu Yi	2.50	12/14
KORN 1001	002/11554	T Th 2:40pm - 3:45pm	Hyunkyu Yi	2.50	13/14

KORN 1001	003/11555	522b Kent Hall M W 11:40am - 12:45pm	Beom Lee	2.50	10/14
KORN 1001	004/11556	405 Kent Hall T Th 11:40am - 12:45pm	Beom Lee	2.50	7/14

### **KORN UN1002 INTRODUCTORY KOREAN B. 2.50 points.**

This course is designed to develop basic skills in speaking, listening, reading and writing in Korean. Introductory Korean B is the equivalent to the second half of First Year Korean I

#### **Fall 2024: KORN UN1002**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 1002	001/14225	M W 2:40pm - 3:45pm 476a Alfred Lerner Hall	Hyunkyu Yi	2.50	9/14
KORN 1002	002/14226	T Th 2:40pm - 3:45pm 609 Hamilton Hall	Hyunkyu Yi	2.50	5/14

### **KORN UN1101 FIRST YEAR KOREAN I. 5.00 points.**

This course is designed to develop basic skills in speaking, listening, reading and writing in Korean

#### **Fall 2024: KORN UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 1101	001/14248	M T W Th 8:50am - 9:55am 522d Kent Hall	Hey-Ryoun Hong	5.00	9/12
KORN 1101	002/14249	M T W Th 10:10am - 11:15am 4c Kraft Center	Sue Yoon	5.00	9/12
KORN 1101	003/14250	M T W Th 11:40am - 12:45pm 616 Martin Luther King Building	Seunghyo Ryu	5.00	11/12
KORN 1101	004/14251	M T W Th 1:10pm - 2:15pm 568 Alfred Lerner Hall	Ji-Young Jung	5.00	12/12
KORN 1101	005/14252	M T W Th 2:40pm - 3:45pm 522c Kent Hall	Joowon Suh	5.00	14/14
KORN 1101	006/14253	M T W Th 4:10pm - 5:15pm 255 International Affairs Bldg	Ji Kim	5.00	8/12

### **KORN UN1102 FIRST YEAR KOREAN II. 5.00 points.**

An introduction to written and spoken Korean. Textbook: Integrated Korean, Beginning I and II

#### **Spring 2025: KORN UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 1102	001/11558	M T W Th 8:50am - 9:55am 522d Kent Hall	Hey-Ryoun Hong	5.00	6/12
KORN 1102	002/11559	M T W Th 10:10am - 11:15am 507 Lewisohn Hall	Sue Yoon	5.00	13/12

KORN 1102	003/11560	M T W Th 11:40am - 12:45pm 6ab Kraft Center	Seunghyo Ryu	5.00	13/12
KORN 1102	004/11561	M T W Th 1:10pm - 2:15pm 424 Kent Hall	Sue Yoon	5.00	14/12
KORN 1102	005/11562	M T W Th 2:40pm - 3:45pm 522c Kent Hall	Joowon Suh	5.00	13/12
KORN 1102	006/11564	M T W Th 4:10pm - 5:15pm 522d Kent Hall	Ji Kim	5.00	12/12

**KORN UN2201 SECOND YEAR KOREAN I. 5.00 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 2024: KORN UN2201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 2201	001/14244	M T W Th 11:40am - 12:45pm 4c Kraft Center	Sue Yoon	5.00	16/14
KORN 2201	002/14245	M T W Th 1:10pm - 2:15pm 476a Alfred Lerner Hall	Eunice Chung	5.00	11/12
KORN 2201	003/14246	M T W Th 2:40pm - 3:45pm 522d Kent Hall	Beom Lee	5.00	5/12
KORN 2201	004/14247	M T W Th 4:10pm - 5:15pm 327 Uris Hall	YongJun Choi	5.00	9/12

**KORN UN2202 SECOND YEAR KOREAN II. 5.00 points.**

Prerequisites: KORN W1102 or the equivalent. Consultation with the instructors is required before registration for section assignment. Further practice in reading, writing, listening comprehension, conversation, and grammar

**Spring 2025: KORN UN2202**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 2202	001/11565	M T W Th 11:40am - 12:45pm 507 Lewisohn Hall	Sue Yoon	5.00	13/12
KORN 2202	002/11566	M T W Th 1:10pm - 2:15pm 333 Uris Hall	Eunice Chung	5.00	12/12
KORN 2202	003/11567	M T W Th 2:40pm - 3:45pm 522d Kent Hall	Beom Lee	5.00	4/12
KORN 2202	004/11568	M T W Th 4:10pm - 5:15pm 424 Kent Hall	YongJun Choi	5.00	5/12

**KORN UN2221 Accelerated Korean for Heritage Speakers I. 5.00 points.**

This course is the first half of Accelerated Korean for Heritage Speakers. This course is designed specifically for heritage students who have some previous knowledge of Hangul and basic sentence patterns of everyday Korean. Upon completion of this course, students may advance to Accelerated Korean for

Heritage Speakers II to complete the college's two-year foreign language requirement in one year

**Fall 2024: KORN UN2221**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 2221	001/14243	M T W Th 2:40pm - 3:45pm 568 Alfred Lerner Hall	Ji-Young Jung	5.00	16/14

**KORN UN2222 Accelerated Korean for Heritage Speakers II. 5.00 points.**

Accelerated Korean II is specifically designed for heritage students of Korean, who already have previous knowledge of basic grammar and culture. This course completes the college's two-year foreign language requirement

**Spring 2025: KORN UN2222**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 2222	001/11570	M T W Th 2:40pm - 3:45pm 511 Hamilton Hall	Ji-Young Jung	5.00	14/12
KORN 2222	002/11571	M T W Th 1:10pm - 2:15pm 511 Hamilton Hall	Ji-Young Jung	5.00	12/12

**KORN UN3005 THIRD YEAR KOREAN I. 5.00 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 2024: KORN UN3005**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 3005	001/14241	M T W Th 11:40am - 12:45pm 568 Alfred Lerner Hall	Hyunkyu Yi	5.00	7/12
KORN 3005	002/14242	M T W Th 11:40am - 12:45pm 476a Alfred Lerner Hall	Eunice Chung	5.00	7/12

**KORN UN3006 THIRD YEAR KOREAN II. 5.00 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.)

Prerequisites: KORN W1202 or the equivalent and consultation with instructor. (See Entrance to Language Courses Beyond the Elementary Level in the main bulletin under Department of Instruction -- East Asian Languages and Cultures.) Readings in modern Korean. Selections from modern Korean writings in literature, history, social sciences, culture, and videos and class discussions

**Spring 2025: KORN UN3006**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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KORN 3006	001/11572	M T W Th 11:40am - 12:45pm 505 Lewisohn Hall	Hyunkyu Yi	5.00	8/12
KORN 3006	002/11573	M T W Th 11:40am - 12:45pm 333 Uris Hall	Eunice Chung	5.00	5/12

**KORN GU4105 FOURTH YEAR KOREAN I. 4.00 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 2024: KORN GU4105**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 4105	001/14240	M W Th 10:10am - 11:25am 405 Kent Hall	Beom Lee	4.00	5/12

**KORN GU4106 FOURTH YEAR KOREAN II. 4.00 points.**

Prerequisites: *KORN W4006* or the equivalent.

Prerequisites: KORN W4006 or the equivalent. Selections from advanced modern Korean writings in social sciences, literature, culture, history, journalistic texts, and intensive conversation exercises

**Spring 2025: KORN GU4106**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 4106	001/11575	M W Th 10:10am - 11:25am 405 Kent Hall	Beom Lee	4.00	3/12

**KORN GU4511 FIFTH YEAR KOREAN. 4.00 points.**

Please see department for details

**Fall 2024: KORN GU4511**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 4511	001/14238	M W 11:40am - 12:55pm 405 Kent Hall	Joowon Suh	4.00	6/12

**KORN GU4512 FIFTH YEAR KOREAN II. 4.00 points.****Spring 2025: KORN GU4512**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 4512	001/11576	M W 11:40am - 12:55pm 222 Pupin Laboratories	Joowon Suh	4.00	7/12

**TIBETAN LANGUAGE COURSES****TIBT UN1410 FIRST YEAR CLASSICAL TIBETAN I. 4.00 points.**

This course is designed to meet the needs of both first-time learners of Tibetan, as well as students with one year or less of modern colloquial Tibetan. It is intended to lay the foundation for reading classical Tibetan writings, including religious, historical, and literary texts. By focusing on basic grammatical constructions and frequently used vocabulary, this class offers an introduction to the classical Tibetan language

**Fall 2024: TIBT UN1410**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
TIBT 1410	001/14228	M W 4:10pm - 6:00pm 352b International Affairs Bldg	Sonam Tsering	4.00	8/15

**TIBT UN1411 FIRST YEAR CLASSICAL TIBETAN II. 4.00 points.**

This class is designed to meet the needs of both first-time learners of Tibetan, as well as students with one year or less of modern colloquial Tibetan. It is intended to lay the foundation for reading classical Tibetan writings, including religious, historical, and literary texts. By focusing on basic grammatical constructions and frequently used vocabulary, this class offers an introduction to the classical Tibetan language

**Spring 2025: TIBT UN1411**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
TIBT 1411	001/11539	M W 4:10pm - 6:00pm 352b International Affairs Bldg	Sonam Tsering	4.00	7/15

**TIBT UN1600 FIRST YEAR MOD COLLOQ TIBET I. 5.00 points.**

This is an introductory course and no previous knowledge is required. It focuses on developing basic abilities to speak as well as to read and write in modern Tibetan, Lhasa dialect. Students are also introduced to modern Tibetan studies through selected readings and guest lectures

**Fall 2024: TIBT UN1600**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
TIBT 1600	001/14229	M T W Th 12:10pm - 1:00pm 351a International Affairs Bldg	Sonam Tsering	5.00	5/15

**TIBT UN1601 FIRST YEAR MODERN COLLOQUIAL TIBETAN II. 5.00 points.**

This is an introductory course and no previous knowledge is required. It focuses on developing basic abilities to speak as well as to read and write in modern Tibetan, Lhasa dialect. Students are also introduced to modern Tibetan studies through selected readings and guest lectures

**Spring 2025: TIBT UN1601**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
TIBT 1601	001/11541	M T W Th 12:10pm - 1:00pm 351a International Affairs Bldg	Sonam Tsering	5.00	5/15

**TIBT UN2412 SECOND YEAR CLASSICAL TIBETAN I. 4.00 points.**

n/a

**Fall 2024: TIBT UN2412**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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TIBT 2412	001/14230	T Th 2:10pm - 4:00pm 352b International Affairs Bldg	Sonam Tsering	4.00	5/15
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### **TIBT UN2603 SECOND YR MOD COLLOQ TIBET I. 4.00 points.**

n/a

#### **Fall 2024: TIBT UN2603**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
TIBT 2603	001/14231	M W 2:40pm - 3:55pm 352c International Affairs Bldg	Sonam Tsering	4.00	10/15

### **TIBT UN2604 SECOND YEAR MODERN TIBETAN II. 4.00 points.**

For those whose knowledge is equivalent to a student who's completed the First Year course. The course focuses on the further development of their skills in using the language to engage with practical topics and situations, such as seeing a doctor, reading news, writing letters, and listening to music

#### **Spring 2025: TIBT UN2604**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
TIBT 2604	001/11543	M W 2:40pm - 3:55pm 352b International Affairs Bldg	Sonam Tsering	4.00	9/15

### **TIBT UN3611 THIRD YEAR MOD COLLOQ TIBET I. 4.00 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 2024: TIBT UN3611**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
TIBT 3611	001/14233	T Th 10:10am - 11:25am 401 Kent Hall	Sonam Tsering	4.00	3/15

### **TIBT UN3612 THIRD YEAR MODERN TIBETAN II. 4.00 points.**

For those whose knowledge is equivalent to a student who's completed the Second Year course. The course develops students' reading comprehension skills through reading selected modern Tibetan literature. Tibetan is used as the medium of instruction and interaction to develop oral fluency and proficiency

#### **Spring 2025: TIBT UN3612**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
TIBT 3612	001/11546	T Th 10:10am - 11:25am 424 Kent Hall	Sonam Tsering	4.00	2/15

### **TIBT UN2710 ADVANCED LITERARY TIBETAN. 4.00 points.**

This course focuses on helping students gain greater proficiency in reading Tibetan Buddhist philosophical and religious historical texts. Readings are selected primarily from Tibetan Buddhist philosophical texts (sutras) such as *shes rab snying po*, *thu'u bkan grub mtha'* and other Tibetan canonical texts

#### **Fall 2024: TIBT UN2710**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
TIBT 2710	001/14232	T Th 4:10pm - 6:00pm 408 Hamilton Hall	Sonam Tsering	4.00	1/15

### **TIBT UN2711 ADVANCED LITERARY TIBETAN II. 4.00 points.**

This course will focus on helping students gain greater proficiency in reading Tibetan Buddhist philosophical and religious historical texts

#### **Spring 2025: TIBT UN2711**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
TIBT 2711	001/11545	T Th 12:10pm - 2:00pm 307 Pupin Laboratories	Sonam Tsering	4.00	0/15

## **VIETNAMESE LANGUAGE COURSES**

### **VIET UN1101 FIRST YEAR VIETNAMESE I. 5.00 points.**

This course introduces students to the linguistic and grammatical structures of Vietnamese, a major language of Southeast Asia. Language skills include listening, speaking, reading and writing. Students will also be introduced to some aspects of Vietnamese life and culture

#### **Fall 2024: VIET UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIET 1101	001/14234	M T W Th 10:10am - 11:15am 568 Alfred Lerner Hall	Chung Nguyen	5.00	13/15

### **VIET UN1102 FIRST YEAR VIETNAMESE II. 5.00 points.**

Fee: Language Resource Center Fee - 15

Prerequisites: ()

Prerequisites: () VIET 1101 or equivalent This course introduces students to the linguistic and grammatical structures of Vietnamese, a major language of South East Asia. Language skills include listening, speaking, reading, and writing. Students will also be introduced to some aspects of Vietnamese life and culture

#### **Spring 2025: VIET UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIET 1102	001/11547	M T W Th 10:10am - 11:15am 411 Kent Hall	Chung Nguyen	5.00	12/15

**VIET UN2101 SECOND YEAR VIETNAMESE I. 5.00 points.**

Fee: Language Resource Center Fee - 15

Prerequisites: First Year Vietnamese (VIET UN1101 and VIET UN1102) or equivalent, or instructor's permission. This course is designed for students who have some background in Vietnamese language, and further develops students' familiarity with the linguistic and grammatical structures of Vietnamese. Students' reading, listening, speaking and writing skills will be emphasized through dialogues, reading passages, authentic materials, listening comprehension exercises, and media clips. Students will also further study life and culture in Vietnam

**Fall 2024: VIET UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIET 2101	001/14235	M W Th 10:10am - 11:25am 4a Kraft Center	Nhu-Anh Nguyen	5.00	5/12

**VIET UN2102 SECOND YEAR VIETNAMESE II. 5.00 points.**

Fee: Language Resource Center Fee - 15

Prerequisites: VIET W1101-W1102 or the instructors permission. This course further develops students familiarity with the linguistic and grammatical structures of Vietnamese, a major language of South East Asia

**Spring 2025: VIET UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIET 2102	001/11549	M W Th 10:10am - 11:25am 505 Lewisohn Hall	Nhu-Anh Nguyen	5.00	5/12

**VIET UN3101 THIRD YEAR VIETNAMESE I. 3.00 points.**

Prerequisites: VIET UN1101 and VIET UN1102 and VIET UN2101 and VIET UN2102 and

This course is designed for students who have completed fourth semester Vietnamese or have equivalent background of intermediate Vietnamese. The course is aimed at enhancing students' competence in reading and listening comprehension as well as the ability to present or show their knowledge of the language and various aspects of Vietnamese with the use of more advanced Vietnamese

**Fall 2024: VIET UN3101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIET 3101	001/14236	M W 1:10pm - 2:25pm 522d Kent Hall	Chung Nguyen	3.00	3/12

**VIET UN3102 THIRD YEAR VIETNAMESE II. 3.00 points.**

The course is aimed at enhancing students' competence in reading and listening comprehension as well as the ability to present or show their knowledge of the language and

various aspects of Vietnamese with the use of more advanced Vietnamese

**Spring 2025: VIET UN3102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIET 3102	001/11551	M W 1:10pm - 2:25pm 522d Kent Hall	Chung Nguyen	3.00	2/12

**VIET GU4101 MIXED ADVANCED VIETNAMESE I. 4.00 points.**

This course is designed for students who have completed six semesters of Vietnamese language class or have equivalent background of advance Vietnamese. It is aimed at developing more advance interpersonal communication skills in interpretive reading and listening as well as presentational speaking and writing at a superior level. Students are also prepared for academic, professional and literary proficiency suitable for post-secondary studies in the humanities and social sciences

**Fall 2024: VIET GU4101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIET 4101	001/14237	T 12:10pm - 2:00pm 405 Kent Hall	Chung Nguyen	4.00	4/12

**VIET GU4102 MIXED ADVANCED VIETNAMESE II. 4.00 points.**

This course is designed for students who have completed seven semesters of Vietnamese class or have equivalent background of advance Vietnamese. It is aimed at developing more advance interpersonal communication skills in interpretive reading and listening as well as presentational speaking and writing at a superior level. Students are also prepared for academic, professional and literary proficiency suitable for post-secondary studies in the humanities and social sciences

**Spring 2025: VIET GU4102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIET 4102	001/11552	T 12:10pm - 2:00pm 522a Kent Hall	Chung Nguyen	4.00	6/12

**CROSS-LISTED COURSES**

RELI UN2307 CHINESE RELIGIOUS TRADITIONS

RELI UN2308 BUDDHISM: EAST ASIAN

HIST UN2580 US - EAST ASIA RELATIONS

HIST BC2865 GENDER AND POWER IN CHINA

HIST UN2881 VIETNAM IN THE WORLD

HIST UN3272 Modern Southeast Asian History

EAAS UN3844 CULTURE, MENTAL HEALTH, AND HEALING IN EAST ASIA

HIST BC3864 Feast/Famine: Food Environment China

RELI GU4307 BUDDHISM # DAOISM IN CHINA

RELI GU4513	BUDDHISM AND NEUROSCIENCE
ASRL GU4831	Post/socialist Cosmologies in Asia
EAAS GU4840	CHINA AND POLITICS OF DESIRE

# ECOLOGY, EVOLUTION, AND ENVIRONMENTAL BIOLOGY

## ECOLOGY, EVOLUTION & ENVIRONMENTAL BIOLOGY :

Department website: <http://www.e3b.columbia.edu>

Office location: 1014 Schermerhorn Ext

Office contact: [e3badmin@columbia.edu](mailto:e3badmin@columbia.edu)

Director of Undergraduate Studies: Dr. Matthew Palmer, 1010 Schermerhorn; [mp2434@columbia.edu](mailto:mp2434@columbia.edu)

Evolutionary Biology of the Human Species Advisor: Dr. Jill Shapiro, 1011 Schermerhorn Extension; [jss19@columbia.edu](mailto:jss19@columbia.edu)

Director, Administration and Finance: Kyle Bukhari, 1014B Schermerhorn Extension; [kb2337@columbia.edu](mailto:kb2337@columbia.edu)

## THE STUDY OF ECOLOGY, EVOLUTION & ENVIRONMENTAL BIOLOGY

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, the New York Botanical Garden, the Wildlife Conservation Society, and the EcoHealth Alliance. 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.

## STUDENT ADVISING

DUS for Environmental Biology--Matthew Palmer [mp2434@columbia.edu](mailto:mp2434@columbia.edu)

DUS for Evolutionary Biology of the Human Species--Jill Shapiro [jss19@columbia.edu](mailto:jss19@columbia.edu)

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

Information to be added

## UNDERGRADUATE RESEARCH AND SENIOR THESIS

Information to be added

## DEPARTMENT HONORS AND PRIZES

Information to be added

## OTHER IMPORTANT INFORMATION PROFESSORS

Marina Cords (also Anthropology)  
Ruth DeFries (also Climate School)  
Maria Diuk-Wasser  
Kevin Griffin (also Earth and Environmental Sciences)  
Shahid Naeem  
Dustin Rubenstein  
Maria Uriarte

## ASSOCIATE PROFESSORS

Duncan Menge

## ASSISTANT PROFESSORS

Andrés Bendesky  
Deren Eaton

## LECTURERS

Bekka Brodie  
Matthew Palmer  
Jill Shapiro

## ADJUNCT FACULTY/RESEARCH SCIENTISTS

### Columbia University

Hilary Callahan (Barnard Biology)  
Steven Cohen (SIPA)  
Lisa Dale  
Adela Gondek (SIPA)  
Paul Hertz (Barnard)  
Darcy Kelley (Biology)  
Allison Lopatkin (Barnard Biology)  
Alba Morales-Jimenez  
Brian Morton (Barnard Biology)  
Paul Olsen (Lamont-Doherty)  
Dorothy Peteet (Lamont-Doherty)  
Miguel Pinedo Vasquez  
Alison Pischedda (Barnard Biology)  
Robert Pollack  
Marya Pollack  
Paige West (Barnard)  
Natalie Boelman (Lamont-Doherty)

### American Museum of Natural History

Felicity Arengo  
Mary Blair  
Frank Burbrink  
Joel Cracraft  
Suzanne Macey  
Anna MacPherson  
Christopher Raxworthy  
Robert Rockwell  
Nancy Simmons  
Brian Smith  
Jessica Ware

### The New York Botanical Garden

Alex McAlvay  
Michael Balick  
Dennis Stevenson

### Wildlife Conservation Society

Howard Rosenbaum  
Scott Silver  
Patrick R. Thomas

## Ecohealth Alliance

Peter Daszak  
Kevin Olival  
Mindy Rostal

## Others

Rachel Cox (Riverdale Country School)

Winslow Hansen (Cary Institute)

Sara Kross (University of Canterbury)

Chad Seewagen (Great Hollow)

Eleanor Sterling (Hawai'i Institute of Marine Biology)

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

Program Planning for all Students

Course Numbering Structure

Guidance for First-Year Students

Guidance for Transfer Students

## UNDERGRADUATE PROGRAMS OF STUDY

The grade of D is not accepted for any course offered in fulfillment of the requirements toward the majors or concentrations.

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### 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 UN2002	ENVIRONMENTAL BIOLOGY I and ENVIRONMENTAL BIOLOGY II
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Two terms of environmental science such as the following:

EESC UN2100	EARTH'S ENVIRO SYST: CLIM SYST
EESC UN2200	EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH

Two terms of chemistry such as the following:



CHEM UN1403  
& CHEM UN1404

GENERAL CHEMISTRY I-  
LECTURES  
and GENERAL CHEMISTRY II-  
LECTURES

One term of physics such as the following:

PHYS UN1201 GENERAL PHYSICS I

One term of statistics such as the following:

EEEB UN3005 INTRO-STAT-ECOLOGY #  
EVOL BIOL

BIOL BC2286 STATISTICS # RESEARCH  
DESIGN

STAT UN1101 INTRODUCTION TO  
STATISTICS

STAT UN1201 CALC-BASED INTRO TO  
STATISTICS

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 THESIS RESEARCH 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 ENVIRONMENTAL BIOLOGY  
& EEEB UN2002 I  
and ENVIRONMENTAL  
BIOLOGY II

Two terms of chemistry such as the following:

CHEM UN1403 GENERAL CHEMISTRY I-  
& CHEM UN1404 LECTURES  
and GENERAL CHEMISTRY II-  
LECTURES

Chemistry laboratory such as the following:

CHEM UN1500 GENERAL CHEMISTRY  
LABORATORY

Two terms of physics such as the following:

PHYS UN1201 GENERAL PHYSICS I  
& PHYS UN1202 and GENERAL PHYSICS II

One term of statistics such as the following:

EEEB UN3005 INTRO-STAT-ECOLOGY #  
EVOL BIOL

BIOL BC2286 STATISTICS # RESEARCH  
DESIGN

STAT UN1101 INTRODUCTION TO  
STATISTICS

STAT UN1201 CALC-BASED INTRO TO  
STATISTICS

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 # 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-EEE B UN3992 THESIS RESEARCH 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 # EVOLUTION
EEEB UN1011	BEHAVIOR BIOL-LIVING PRIMATES

**\*\*Alternate options may be possible for all courses other than EEEB UN1010 HUMAN ORIGINS # EVOLUTION and EEEB UN1011 BEHAVIOR BIOL-LIVING PRIMATES. These will be considered on an individual basis in consultation with the major/concentration adviser.**

### Conservation Course

EEEB UN3240	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, Zoo Conservation, Ecology, Behavior and Conservation of Mammals, SEE-U in Jordan or Brazil, or other relevant offerings.)
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### Theoretical Foundation from Archaeology

Select one course of the following: Nearly all archaeology courses (save for Rise of Civilization) can fulfill this requirement. Check with the advisor.

#### Archaeology

ANTH UN1007	THE ORIGINS OF HUMAN SOCIETY
ANTH UN2028	THINK LIKE AN ARCHAEOLOGIST
ANTH UN2031	Corpse Life: Anthropological Histories of the Dead [Previously Archaeologies of Death and
ANTH UN3823	ARCH ENGAGE: PAST IN PUB EYE

### Breadth Requirement

Select a minimum of one course from each of the three sections (may overlap seminar requirement for majors): As noted above, this is a partial listing. There are additional options for all of the categories that follow. They will be considered on an individual basis in consultation with the major/concentration adviser.

#### Human Variation/Adaptation/Genetics

EEEB UN3970	Biol Basis Of Human Variation
EEEB GU4340	HUMAN ADAPTATION
EEEB GU4700	RACE:TANGLED HIST-BIOL CONCEPT
BIOL BC2100	MOLECULAR # MENDELIAN GENETICS
BIOL GU4560	EVOL IN THE AGE OF GENOMICS

#### Primate Behavioral Biology and Ecology

EEEB UN3940	Current Controversies in Primate Behavior and Ecology
EEEB GU4015	ANIMAL COMMUN:PRIMATE PERSP
EEEB GU4134	Behavioral Ecology
EEEB GU4201	ECO, BEHAVIOR # CONSERVATION OF MAMMALS (can count for either breadth requirement or conservation requirement, but not both)
EEEB GU4350	PRIMATE SEXUALITY
EEEB GU4370	Parenting Like A Primate: The Evolution of Parental Care
BIOL BC2272	ECOLOGY
BIOL BC2280	ANIMAL BEHAVIOR
PSYC BC1119	Systems and Behavioral Neuroscience
PSYC UN2420	ANIMAL BEHAVIOR
PSYC UN2450	BEHAVIORAL NEUROSCIENCE
PSYC S2490	EVOLUTIONARY PSYCHOLOGY
PSYC BC3372	Comparative Cognition

PSYC UN3450	Evolution of Intelligence, Animal Communication, # Language
PSYC GU4242	Evolution of Language (seminar)
PSYC GU4250	Evolution of Intelligence, Cognition, and Language (Seminar)

#### Human Evolution/Morphology

EEEB UN3204	Dynamics of Human Evolution
EEEB UN3208	EXPLORATIONS IN PRIM ANATOMY
EEEB UN3215	FORENSIC OSTEOLOGY
EEEB UN3220	THE EVOL OF HUM GROWTH # DEVPT
EEEB UN3910	THE NEANDERTALS
EEEB UN3998	INDEPENDENT STUDY
EEEB GU4200	Introduction to Mammalogy
ANAT BC2573	HUMAN ANATOMY AND MOVEMENT
BIOL BC2278	EVOLUTION
BIOL UN3006	PHYSIOLOGY
BIOL UN3208	Introduction to Evolutionary Biology
BIOL UN3019	Brain Evolution
BIOL BC3360	PHYSIOLOGY

#### Seminar

Selection at least one of the following seminars. May also count toward the breadth requirement.

EEEB UN3204	Dynamics of Human Evolution
EEEB UN3910	THE NEANDERTALS
EEEB UN3940	Current Controversies in Primate Behavior and Ecology
EEEB UN3970 Biol Basis Of Human Variation	
EEEB UN3993 & EEB UN3994	EBHS SENIOR THESIS SEMINAR and EBHS SENIOR THESIS SEMINAR

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 either EEB UN2001 ENVIRONMENTAL BIOLOGY I or EEB UN2002 ENVIRONMENTAL BIOLOGY II) or an advanced evolution course, a genetics course, and a statistics course. We recommend that those interested in either biological anthropology or bioarchaeology take a foundation cultural anthropology course such as ANTH UN1002 THE INTERPRETATION OF CULTURE, ANTH UN2004 INTRO TO SOC # CULTURAL THEORY, ANTH UN2005 THE ETHNOGRAPHIC IMAGINATION, or ANTH UN3040 ANTHROPOLOGICAL THEORY. Students interested in forensic anthropology

should take chemistry in lieu of 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 # EVOLUTION
EEEB UN3204	Dynamics of Human Evolution
EEEB UN3208	EXPLORATIONS IN PRIM ANATOMY
EEEB UN3215	FORENSIC OSTEOLOGY
EEEB UN3220	THE EVOL OF HUM GROWTH # DEVPT
EEEB UN3910	THE NEANDERTALS
EEEB UN3998	INDEPENDENT STUDY

##### Primate Behavioral Ecology and Evolution

EEEB UN1011	BEHAVIOR BIOL-LIVING PRIMATES
EEEB UN3940	Current Controversies in Primate Behavior and Ecology
EEEB GU4015	ANIMAL COMMUN:PRIMATE PERSP
EEEB GU4350	PRIMATE SEXUALITY
EEEB GU4370	Parenting Like A Primate: The Evolution of Parental Care

##### Human Variation

EEEB UN3970 Biol Basis Of Human Variation	
EEEB GU4340	HUMAN ADAPTATION
EEEB GU4700	RACE:TANGLED HIST-BIOL CONCEPT

##### Additional Courses

EEEB UN3240	Challenges and Strategies of Primate Conservation
EEEB UN3993 & EEB UN3994	EBHS SENIOR THESIS SEMINAR and EBHS SENIOR THESIS SEMINAR

## MINOR IN ECOLOGY, EVOLUTION, AND ENVIRONMENTAL BIOLOGY

Beginning in fall 2024 E3B is pleased to announce a new minor in Ecology, Evolution, and Environmental Biology. This minor provides both grounding in the intellectual pillars of the department while affording students the option to explore the broad scope of biodiversity, ecosystems, and environmental and evolutionary biology. Students may also delve into specific subfields such as conservation biology, botany, behavioral biology and ecology, ecosystem ecology, primatology, or human evolution. No previous biology background is required. Ideally, students will take one course by the end of their second year to see if the program is of interest, but juniors and even

seniors who develop a curiosity in the subject may complete the minor without difficulty.

Advising: Contact the Directors of Undergraduate Programs. [Matt Palmer mp2434@columbia.edu](mailto:mp2434@columbia.edu) ([mp2434@columbia.edu](mailto:mp2434@columbia.edu)) advises students who have a broad organismal/ecosystem focus corresponding to interests in the EB program; [Jill Shapiro jss19@columbia.edu](mailto:jss19@columbia.edu) advises students with a focus on human and non-human primate evolutionary biology and behavior, corresponding to the EBHS program. In addition to the program advisors, guidance as to offerings and a complete list of courses including prerequisites is available on the E3B website.

### **REQUIRED COURSES**

Minors must take one of the following four introductory courses and any other four 3-4 points E3B courses (this includes the other introductory classes).

EEEEB UN2001 Environmental Biology 1 (offered every fall)

EEEEB UN2002 Environmental Biology 2 (offered every spring)

EEEEB UN1010 Human Origins and Evolution (offered every fall)

EEEEB UN1011 Behavioral Biology of Living Primates (offered every spring)

The four introductory offerings are “gateway” classes. We recommend that students interested broadly in organismal biology/environmental biology take either Environmental Biology 1 or 2, or both. Those with a focus on human and non-human primate evolutionary biology and behavior should take either Human Origins and Evolution or Behavioral Biology of Living Primates. This will maximize the number of upper-level courses that would be open but there is still considerable flexibility. There are a small number of classes without any prerequisites and students with foundational biology courses from either Columbia or Barnard Biology may fulfill some class prerequisites\*. Advisors will provide guidance as to offerings and a complete list of courses including prerequisites is available on the E3B website.

\*BIOL2005/2006 and Barnard BIO BC1501 are similar to EEEEEB2001 (Environmental Biology 1) and may substitute this for courses requiring the latter as a prerequisite, but must take five other courses in E3B. Since the BIOL sequence does not include evolution (in contrast to EB1) we highly recommend that they take Environmental Biology 2 or one of the other foundation courses. Barnard BIO BC1500 is similar to Environmental Biology 2 and so students who have completed this can count it as having satisfied the introductory course requirement, and so can take any five courses in E3B to complete the minor.

### **COURSE OPTIONS**

UN3001 Saga of Life

UN3005 Intro Statistics Ecology and Evolutionary Biology

UN3087 Conservation Biology

UN3204 Dynamics of Human Evolution

UN3208 Explorations Primate Anatomy

UN3215 Forensic Osteology

UN3220 Evolution of Human Growth and Evolution

UN3240 Primate Conservation

UN3910 The Neandertals

UN3940 Current Controversies in Primate Behavior

UN3970 Biological Basis of Human Variation

UN3919 Trading Nature

UN3997 Independent Study

UN3998.002 Group Independent Study in Postcranial Osteology

GU4015 Animal Communication: A Primate Perspective

GU4050 Programming and Data Science Skills

GU4055 Principles and Applications in Modern DNA Sequencing

GU4065 Tropical Biology (Winter Break Course in Kenya)

GU4086 Ethnobotany

GU4100 Forest Ecology

GU4105 Intermediate Statistics for Ecology and Evolution

GU4111 Ecosystem Ecology and Global Change

GU4112 Ichthyology

GU4126 Conservation Genetics

GU4127 Disease Ecology

GU4129 Zoo Conservation

GU4134 Behavioral Ecology

GU4135 Urban Ecology and Design

GU4140 Ornithology

GU4150 Theoretical Ecology

GU4160 Landscape Ecology

GU4192 Introduction to Landscape Analysis

GU4195 Marine Conservation



- GU4200 Introduction to Mammalogy
- GU4201 Ecology, Behavior and Conservation of Mammals
- GU4210 Herpetology
- GU4340 Human Adaptation
- GU4350 Primate Sexuality
- GU4370 Parenting Like a Primate: the Evolution of Parental Care
- GU4550 Plant Ecophysiology
- GU4605 Human-Wildlife Conflict
- GU4650 Biodiversity and Ecosystem Processes
- GU4666 Insect Diversity
- GU4670 Introduction to GIS
- GU4700 Race: The Tangled History of a Biological Concept
- GU4910 Field Botany and Plant Systematics
- Summer Only:
- S1001 Biodiversity
- S1115 The Life Aquatic
- S3015 Animal Behavior Through Fieldwork

With advisor approval, students may take a maximum of two courses from a limited set taught by affiliates in other departments. For example: DEES GU4560 The Ecology of Tree line in a Changing Climate; BIOL-BC2240 Plant Evolution and Diversity; BIOL/ANAT BC2574-Laboratory in Human Anatomy; BIOL-BC2272 Ecology; and BIOL BC-3380-Applied Ecology and Evolution.

Examples of focused programs (e.g., biodiversity, botany, conservation, ecology, evolutionary biology, human evolution & morphology, primatology, zoology, etc., available on the E3B Department website <https://e3b.columbia.edu/>

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

### 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 36 points, distributed as follows:

#### Lower Division Courses

Two terms of introductory or environmental biology such as the following:

EEEB UN2001 & EEEB UN2002	ENVIRONMENTAL BIOLOGY I and ENVIRONMENTAL BIOLOGY II (or equivalents)
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Two terms of environmental science such as the following:

EESC UN2100	EARTH'S ENVIRO SYST: CLIM SYST
EESC UN2200	EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH

Two terms of chemistry such as the following:

CHEM UN1403 & CHEM UN1404	GENERAL CHEMISTRY I- LECTURES and GENERAL CHEMISTRY II- LECTURES
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One term of statistics. Select one of the following:

EEEB UN3005	INTRO-STAT-ECOLOGY # EVOL BIOL
BIOL BC2286	STATISTICS # RESEARCH DESIGN
STAT UN1101	INTRODUCTION TO STATISTICS
STAT UN1201	CALC-BASED INTRO TO STATISTICS

#### Upper Division Courses

EEEB UN3087	CONSERVATION BIOLOGY
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Two other 3000- or 4000- level courses from the advanced environmental biology courses listed for the major.

### Concentration in Evolutionary Biology of the Human Species

The concentration in evolutionary biology of the human species requires 20 points including the required introductory courses EEEB UN1010 HUMAN ORIGINS # EVOLUTION, EEEB UN1011 BEHAVIOR BIOL-LIVING PRIMATES, 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 course from 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 ENVIRO SYST: CLIM SYST
EESC UN2200	EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH
EESC UN2300	EARTH'S ENVIRO SYST: LIFE SYST (equivalent to EEB UN2002)

### 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 UN3015	The Earth's Carbon Cycle
EESC BC3017	ENVIRONMENTAL DATA ANALYSIS
EESC BC3025	HYDROLOGY
EESC GU4008	Introduction to Atmospheric Science
EESC GU4050	GLOBAL ASSMT-REMOTE SENSING
EESC GU4223	SEDIMENTARY GEOLOGY
EESC GU4550	Plant Ecophysiology
EESC GU4835	Wetlands and Climate Change
EESC GU4885	CHEMISTRY OF CONTINENTAL WATERS
EESC GU4917	THE EARTH/HUMAN INTERACTIONS
EESC GU4926	INTRO TO CHEMICAL OCEANOGRAPHY

Advanced courses used to fulfill requirements in the environmental biology major cannot count toward requirements for the special concentration.

## Special Concentration in Environmental Biology for Environmental Science Majors

The Department of Ecology, Evolution, and Environmental Biology sponsors a special concentration which must be done in conjunction with the environmental science major. Students should be aware that they must complete the environmental science major in order to receive credit for the special concentration.

The special concentration in environmental biology requires a minimum of 39 points, distributed as follows:

### Introductory Environmental Biology and Environmental Science (17 points)

EEEB UN2001	ENVIRONMENTAL BIOLOGY I
EEEB UN2002	ENVIRONMENTAL BIOLOGY II (equivalent to EESC UN2300)
EESC UN2100	EARTH'S ENVIRO SYST: CLIM SYST
EESC UN2200	EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH

### Introductory Science (13 points)

Select one of the following chemistry sequences:

CHEM UN1403 & CHEM UN1404	GENERAL CHEMISTRY I- LECTURES and GENERAL CHEMISTRY II- LECTURES
CHEM UN1604 & CHEM UN2507	2ND TERM GEN CHEM (INTENSIVE) and Intensive General Chemistry Laboratory

One term of statistics such as the following:

EEEB UN3005	INTRO-STAT-ECOLOGY # EVOL BIOL
BIOL BC2286	STATISTICS # RESEARCH DESIGN
STAT UN1101	INTRODUCTION TO STATISTICS
STAT UN1201	CALC-BASED INTRO TO STATISTICS
EEEB UN3087	CONSERVATION BIOLOGY

### Advanced Environmental Biology (9 points)

Three additional advanced environmental biology courses (3000-level and above), each chosen from a different curricular area (evolution/genetics, ecology/behavior/conservation, anatomy/physiology/diversity, biology laboratory courses).

## FALL 2024

**EEEB UN1010 HUMAN ORIGINS # EVOLUTION. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

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 2024: EEEB UN1010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEEB 1010	001/12060	M W 11:40am - 12:55pm 602 Hamilton Hall	Jill Shapiro	3.00	37/86
EEEEB 1010	AU1/18645	M W 11:40am - 12:55pm Othr Other	Jill Shapiro	3.00	6/6

**EEEEB UN1110 HUMAN ORIGINS # EVOLUTION-DISC. 0.00 points.**

**Fall 2024: EEEB UN1110**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEEB 1110	001/12061	Th 5:10pm - 6:00pm 506 Schermerhorn Hall	Jill Shapiro	0.00	17/30
EEEEB 1110	002/12062	Th 6:10pm - 7:00pm 506 Schermerhorn Hall	Jill Shapiro	0.00	9/30
EEEEB 1110	003/12063	F 12:10pm - 1:00pm 506 Schermerhorn Hall	Jill Shapiro	0.00	11/30

**EEEEB UN2001 ENVIRONMENTAL BIOLOGY I. 3.00 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 2024: EEEB UN2001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEEB 2001	001/12064	M W 1:10pm - 2:25pm 333 Uris Hall	Andres Bendesky, Bekka Brodie	3.00	28/60

**EEEEB UN3005 INTRO-STAT-ECOLOGY # EVOL BIOL. 3.00 points.**

Prerequisites: some background in ecology, evolutionary biology, and/or statistics is recommended.

Intended for those WITHOUT prior knowledge of statistics.

Some background in ecology, evolutionary biology required.

This is an introduction to the theoretical principles and practical application of statistical methods in ecology and evolutionary biology. The course will cover the conceptual basis for a range of statistical techniques through a series of lectures using examples from the primary literature. The application of these

techniques will be taught through the use of statistical software in computer-based laboratory sessions

**Fall 2024: EEEB UN3005**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEEB 3005	001/12065	M 6:10pm - 8:00pm 330 Uris Hall	Steffen Foerster	3.00	16/35

**EEEEB UN3015 INTRO-STAT-ECOLGY/EVOL BIO-LAB. 0.00 points.**

Required Lab for EEEB UN3005. An introduction to the theoretical principles and practical application of statistical methods in ecology and evolutionary biology. The course will cover the conceptual basis for a range of statistical techniques through a series of lectures using examples from the primary literature. The application of these techniques will be taught through the use of statistical software in computer-based laboratory sessions

**Fall 2024: EEEB UN3015**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEEB 3015	001/12066	T 6:10pm - 7:25pm 425 Pupin Laboratories	Steffen Foerster	0.00	7/20
EEEEB 3015	002/12067	W 6:10pm - 7:25pm 425 Pupin Laboratories	Steffen Foerster	0.00	10/20

**EEEEB UN3991 THESIS RESEARCH SEMINAR. 3.00 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 2024: EEEB UN3991**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEEB 3991	001/12068	Th 4:10pm - 6:00pm 405 Milbank Hall	Matthew Palmer	3.00	11/20

**EEEEB UN3993 EBHS SENIOR THESIS SEMINAR. 3.00 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).

Prerequisites: the instructor's permission and senior standing as a major or concentrator 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 2024: EEEB UN3993**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3993	001/12069	M 4:10pm - 6:00pm	Jill Shapiro	3.00	2/8
		1015 Ext Schermerhorn Hall			

**EEEB UN3997 INDEPENDENT STUDY. 1.00-3.00 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 2024: EEEB UN3997**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3997	001/12070		Jill Shapiro	1.00-3.00/6	

**EEEB GU4005 Conservation Policy. 3 points.**

The purpose of this course is to arm emerging scientists with an understanding of conservation policy at the city, state, federal and international levels. Our focus will be on understanding the science that informs conservation policy, evaluating the efficacy of conservation policies for achieving conservation goals, and learning about the role that scientists play in forming policy.

**Fall 2024: EEEB GU4005**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4005	001/12071	T 10:10am - 12:00pm 1015 Ext Schermerhorn Hall	Viorel Popescu	3	21/24

**EEEB GU4065 Tropical Biology. 4.00 points.**

Study ecology, evolution, and conservation biology in one of the world's most biologically spectacular settings, the wildlife-rich savannas of Kenya. Although we will meet have a few meetings during the fall semester, the majority of the coursework will be completed during a 16 day field trip to Kenya during winter break. Students will spend their time immersed in an intensive field experience gaining sophisticated training in fieldwork and biological research. Note that there is a lab fee to cover all in-country expenses, and students are also responsible for the cost of airfare to and from Kenya

**Fall 2024: EEEB GU4065**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4065	001/12072		Dustin Rubenstein	4.00	14/14

**EEEB GU4100 FOREST ECOLOGY. 4.00 points.**

EEEB GU4100 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. FRIDAY MEETINGS WILL RUN ALL DAY IN SEPTEMBER and OCTOBER

**Fall 2024: EEEB GU4100**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4100	001/12073	W 1:10pm - 2:25pm 1015 Ext Schermerhorn Hall	Kevin Griffin, Matthew Palmer	4.00	16/16
EEEB 4100	001/12073	F 9:00am - 1:00pm 1015 Ext Schermerhorn Hall	Kevin Griffin, Matthew Palmer	4.00	16/16

**EEEB GU4129 Zoo Conservation. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

This course examines the role and function of the modern zoo in the context of the modern conservation movement.

Students will learn about the evolution of the zoological park from an entertainment venue to a reservoir of rare or otherwise endangered species of animals, and as a catalyst for conservation of these species.

**Fall 2024: EEEB GU4129**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4129	001/12074	Th 6:10pm - 8:00pm 1015 Ext Schermerhorn Hall	Scott Silver	3	16/20

**EEEB GU4140 ORNITHOLOGY. 3.00 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 2024: EEEB GU4140**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4140	001/12075	Th 10:10am - 12:00pm 1015 Ext Schermerhorn Hall	Chad Seewagen, Christopher Nagy	3.00	14/15

**EEEB GU4196 Coastal Ecosystem Science and Policy. 3.00 points.**

With approximately 40% of the global population residing in coastal regions, only about 15% of Earth's coastlines remain intact. Human interactions have affected these complex and biodiverse ecosystems for thousands of years, leaving coasts vulnerable to climate change and the demands of human population increase. By understanding both the science and social behaviors behind ecosystem dynamics, policies can be put forth to mitigate current anthropogenic influences on coastal integrity. This seminar will take a multi-disciplinary in examining current issues and policies that affect coastal ecosystems around the world. To do so, the semester will be



divided into three sections. We will begin with the foundations: what defines a coastal ecosystem and how society and these environments have influenced one another. The second part of class will provide a primer on policy development and implementation. Finally, the remainder of the semester will be dedicated to the pertinent problems facing today's coastal ecosystems and the policies put forth in response. **Bulletin Description:** With approximately 40% of the global population residing in coastal regions, only about 15% of Earth's coastlines remain intact. This course provides an overview of pressing issues and key policies that impact these coastal ecosystems. We will examine the roles that science, history, and social dynamics play in developing and implementing coastal policies and management, while enhancing skills in science communication. Some background in ecology, such as EBII, is recommended but not required. Previous experience in policy is not required

**EEEB GU4350 PRIMATE SEXUALITY. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (EEEB UN1010) or (EEEB UN1011)

In this course we take an integrative and comparative approach to understanding the sexual lives of primates. Focusing on mating and reproductive behavior with an explicitly evolutionary perspective, we will identify the fundamental principles of how and why selection has favored particular behaviors and morphologies in different primate species.

**Fall 2024: EEEB GU4350**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4350	001/12077	T Th 1:10pm - 2:25pm 703 Hamilton Hall	Hoang Thach	3.00	4/20

## SPRING 2025

**EEEB UN1005 Introduction to Ecology, Evolution, and Environmental Biology. 1.00 point.**

This course provides a brief introduction to ecology, evolution and environmental biology with an emphasis on key concepts, current research, and opportunities for undergraduates. The course is taught jointly by the faculty in the department of Ecology, Evolution and Environmental Biology (E3B), with each session covering a different aspect of research and/or teaching in the department. Students are expected to complete weekly readings and participate in discussion both in class and online

**Spring 2025: EEEB UN1005**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 1005	001/14900	T 2:40pm - 3:55pm 1015 Ext Schermerhorn Hall	Matthew Palmer, Jill Shapiro	1.00	8/30

**EEEB UN1011 BEHAVIOR BIOL-LIVING PRIMATES. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: Corequisite EEEB UN1111 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 2025: EEEB UN1011**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 1011	001/14904	M W 1:10pm - 2:25pm 503 Hamilton Hall	Marina Cords	3.00	41/50

**EEEB UN1111 BEHAVIORAL BIOL-DISC. 0.00 points.**

**Spring 2025: EEEB UN1111**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 1111	001/14907	W 6:10pm - 7:00pm 1015 Ext Schermerhorn Hall	Marina Cords	0.00	23/25
EEEB 1111	002/14908	F 11:10am - 12:00pm 1015 Ext Schermerhorn Hall	Marina Cords	0.00	20/25

**EEEB UN2002 ENVIRONMENTAL BIOLOGY II. 4.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: EEEB UN2001 *EEEB W2001*.

Prerequisites: EEEB UN2001 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 2025: EEEB UN2002**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 2002	001/14912	M W 11:40am - 12:55pm 833 Seeley W. Mudd Building	Matthew Palmer	4.00	10/40

**EEEB UN3087 CONSERVATION BIOLOGY. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: introductory organismal biology course, ideally *EEEB W2002*.

Prerequisites: Science majors should have completed one introductory course that covers biology, ecology, evolution or conservation prior to taking this course. Non-science majors should have some exposure to these same topics but are not required to have taken courses in advance of this class

**Spring 2025: EEEB UN3087**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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EEEB 3087 001/14920 M 6:10pm - 8:00pm Dustin Partridge 3.00 28/30  
332 Uris Hall

### EEEB UN3187 CONSERVATION BIOLOGY-DISC. 0.00 points.

Spring 2025: EEEB UN3187

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3187	001/14924	W 6:10pm - 7:00pm 116 Knox Hall	Dustin Partridge	0.00	18/20
EEEB 3187	002/14930	Th 6:10pm - 7:00pm 114 Knox Hall	Dustin Partridge	0.00	9/20

### EEEB UN3208 EXPLORATIONS IN PRIM ANATOMY. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement  
Taught every other year. Enrollment limited to 14.

Prerequisites: *EEEB W1010* or *EEEB W1011* or the instructor's permission.

Introductory laboratory course in primate skeletal anatomy. From tarsiers to talapoin, guenons to gibbons, through hands-on expertise students explore the amazing range and diversity of the living members of this order.

Spring 2025: EEEB UN3208

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3208	001/14946	T Th 1:10pm - 2:25pm 500d Schermerhorn Hall	Jill Shapiro	3.00	6/6

### EEEB UN3220 THE EVOL OF HUM GROWTH # DEVPT. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement  
Taught intermittently.

Prerequisites: *EEEB W1010* or *ANTH V1007* or the instructor's permission.

This course explores central issues in human growth and development from birth through senescence. Emphasis will be placed on the factors responsible for the variability in current human growth patterns as well as the evolutionary divergence of a uniquely human pattern from our closest living and fossil relatives.

Spring 2025: EEEB UN3220

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3220	001/14973	M W 11:40am - 12:55pm 606 Lewisohn Hall	Volney Friedrich	3.00	11/15

### EEEB UN3992 THESIS RESEARCH SEMINAR. 3.00 points.

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

Spring 2025: EEEB UN3992

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3992	001/14992	Th 4:10pm - 6:00pm 116 Knox Hall	Matthew Palmer, Suzanne Macey, Maria Strangas	3.00	9/35

### EEEB UN3994 EBHS SENIOR THESIS SEMINAR. 3.00 points.

Prerequisites: the instructors permission and senior standing as a major in The Evolutionary Biology of the Human Species (EBHS). Year-long seminar in which senior EBHS majors develop a research project and write a senior thesis. Regular meetings are held to discuss research and writing strategies, review work in progress, and share results through oral and written reports

Spring 2025: EEEB UN3994

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3994	001/14999	M 1:10pm - 3:00pm 1020 Schermerhorn Hall	Jill Shapiro	3.00	2/6

### EEEB UN3998 INDEPENDENT STUDY. 1.00-3.00 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

Spring 2025: EEEB UN3998

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 3998	001/15003		Jill Shapiro	1.00-3.00	10
EEEB 3998	002/15006		Matthew Palmer	1.00-3.00	15

### EEEB GU4050 Programming and Data Science Skills for Biologists. 3 points.

Prerequisites: One year of introductory biology or permission from the instructor

Programming and Data Science Skills for Biologists will introduce students to computational tools and concepts that are fundamental to working with large biological datasets. This will include learning core principles of a common programming language (Python, R), in addition to tools for collaboration and version control (git, github), reproducible science (jupyter, rstudio), accessing large databases (HDF5, dask), and manipulating and visualizing data. Programmatic approaches are commonly used in biology but few biologists receive formal training in applying programming languages to these tasks. This course offers a deeper understanding of computational techniques and algorithms as they apply to real

biological datasets, with particular attention to genomic, spatial, and network analyses.

**Spring 2025: EEEB GU4050**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEE 4050	001/15010	T Th 10:10am - 11:25am 329 Uris Hall	Isaac Overcast, Deren Eaton	3	9/25

**EEEE GU4086 ETHNOBOTANY. 3.00 points.**

Priority given to students with backgrounds in ecology or plant systematics.

A survey of the relationships between people and plants in a variety of cultural settings. Sustainability of resource use, human nutrition, intellectual property rights, and field methodologies are investigated.

**Spring 2025: EEEB GU4086**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEE 4086	001/15015	T 10:10am - 12:00pm 1015 Ext Schermerhorn Hall	Michael Balick, Alex McAlvay	3.00	27/30

**EEEE GU4105 Intermediate Statistics for Ecology and Evolutionary Biology. 3.00 points.**

This course builds on an introductory course in statistics and dives deeper into linear regression models, including generalized linear models, mixed/hierarchical models, model diagnostics, and model selection. It focuses on the practical applications of these methods rather than the mathematical complexities. A prior course or equivalent knowledge of fundamental concepts in statistics as well as familiarity with R programming are required pre-requisites for this course

**Spring 2025: EEEB GU4105**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEE 4105	001/15017	T 6:10pm - 7:00pm 502 Northwest Corner	Steffen Foerster	3.00	6/20
EEEE 4105	001/15017	M 6:10pm - 8:00pm 1015 Ext Schermerhorn Hall	Steffen Foerster	3.00	6/20

**EEEE GU4192 INTRO TO LANDSCAPE ANALYSIS. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: SDEV W3390 or EESC W4050 or the instructors permission. This class provides basic theory in landscape analysis and training in methods for analyzing landscapes, focusing on interpretation of satellite images. The class covers approaches and definitions in landscape analysis, data sources, land cover classification, change detection, accuracy assessment, projections of future land cover change, and techniques to interpret results of these analyses. Students will obtain hands-on experience working with data from a

landscape related to his/her research or a landscape chosen by the instructors

**Spring 2025: EEEB GU4192**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEE 4192	001/15032	T 8:40am - 11:25am 318 Hamilton Hall	Ruth DeFries	3.00	22/25

**EEEE GU4210 HERPETOLOGY. 4.00 points.**

Prerequisites: at least one course in Introductory Biology.

The course explores the science of herpetology in three parts:

- 1) the evolution and ecology of amphibians and reptiles;
- 2) their physiological adaptations; and 3) requirements for conservation, management, policy and monitoring.

**Spring 2025: EEEB GU4210**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEE 4210	001/15049	Th 1:10pm - 2:25pm 1015 Ext Schermerhorn Hall	Matthew Palmer	4.00	8/18
EEEE 4210	001/15049	T 1:10pm - 3:55pm 325 Pupin Laboratories	Matthew Palmer	4.00	8/18

**EEEE GU4370 Parenting Like A Primate: The Evolution of Parental Care. 3.00 points.**

Humans, like other animals, have evolved strategies of parental care, which include traits and trade-offs that enhance development and survival of offspring at the expense of parents. This course addresses questions such as: Why do we care for offspring? What physiological and genetic mechanisms underlie parental behavior? What drives variation in parental care strategies? We will analyze the diverse array of social and mating systems along with parental care strategies, focusing on primates including humans

**Spring 2025: EEEB GU4370**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEE 4370	001/15068	T Th 10:10am - 11:25am 305 Uris Hall	Alba Lucia Morales Jimenez	3.00	13/15

**EEEE GU4450 Ethology and the Evolution of Behavior. 3.00 points.**

What are the sources and mechanisms of diversity of behavior among individuals and between species and how does behavior evolve at genetic, molecular, and neuronal levels? Readings will span an arc from an introduction to ethology and animal behavior, through studies of animal behavior in nature and in the laboratory, followed by how animals interact with their physicochemical and social environments, and ending with a perspective on the diversity and evolution of animal behavior

**Spring 2025: EEEB GU4450**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEE 4450	001/17784	M 2:10pm - 4:00pm	Andres Bendesky	3.00	11/15

1015 Ext  
Schermerhorn Hall

### EEEB GU4605 Human-Wildlife Conflict. 3.00 points.

This course explores the history, nature and underlying causes of human/wildlife conflict from the human perspective. We will emphasize areas of human and wildlife conflict that endanger the existence of wildlife species in significant portions of their range, and consider emerging strategies that may reduce human-wildlife conflict

Spring 2025: EEEB GU4605

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4605	001/15084	Th 6:10pm - 8:00pm	Scott Silver	3.00	17/20

1015 Ext  
Schermerhorn Hall

### EEEB GU4700 RACE:TANGLED HIST-BIOL CONCEPT. 4.00 points.

Enrollment limited to 15. Priority given to EBHS majors/concentrators.

From Aristotle to the 2020 US census, this course examines the history of race as a biological concept. It explores the complex relationship between the scientific study of biological differences-real, imagined, or invented and the historical and cultural factors involved in the development and expression of "racial ideas." Scientific background not required. [Additional hour for film screenings weekly in second half of the semester--attendance at films is mandatory.] Please note that this course DOES NOT fulfill the SC requirement at the College or GS.

Spring 2025: EEEB GU4700

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4700	001/15090	M W 4:10pm - 6:00pm 652 Schermerhorn Hall	Jill Shapiro	4.00	10/12

## OF RELATED INTEREST

### Economics

ECON GU4625	ECONOMICS OF THE ENVIRONMENT
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### Earth and Environmental Sciences

EESC UN2330	SCIENCE FOR SUSTAINABLE DEVPT
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EESC GU4050	GLOBAL ASSMT-REMOTE SENSING
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EESC GU4550	Plant Ecophysiology
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EESC GU4835	Wetlands and Climate Change
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### Political Science

POLS GU4730	GAME THEORY # POLIT THEORY
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## ECONOMICS

### ECONOMICS DEPARTMENT:

Department Website: <https://econ.columbia.edu>

Office Location: 1022 International Affairs Building

Office Contact: 212-854-3680, [econ-info@columbia.edu](mailto:econ-info@columbia.edu)

Director of Undergraduate Studies: Dr. Susan Elmes,  
1006 International Affairs Building; 212-854-9124;  
[se5@columbia.edu](mailto:se5@columbia.edu)

Undergraduate Coordinator: Laura Yan, [ly38@columbia.edu](mailto:ly38@columbia.edu)

## THE STUDY OF ECONOMICS

Economics is the study of the ways in which society allocates its scarce resources among alternative uses and the consequences of these decisions. The areas of inquiry deal with a varied range of topics such as international trade, domestic and international financial systems, labor market analysis, and the study of less developed economies. Broadly speaking, the goal of an economics major is to train students to think analytically about social issues and, as such, provide a solid foundation for not only further study and careers in economics, but also for careers in law, public service, business, and related fields.

The Economics Department offers a general economics major in addition to five interdisciplinary majors structured to suit the interests and professional goals of a heterogeneous student body. All of these programs have different specific requirements but share the common structure of core theoretical courses that provide the foundation for higher-level elective courses culminating in a senior seminar. Students are urged to carefully look through the details of each of these programs and to contact an appropriate departmental advisor to discuss their particular interests.

## STUDENT 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.

## Consulting Advisors

For answers to the most common questions that students have about the majors, the department has graduate student advisors, 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 any economic program to the graduate student advisors either in person or via e-mail. The graduate student advisors can discuss major requirements, scheduling, and major course selection,



as well as review student checklists and discuss progress in the major. Occasionally, graduate student advisors 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 advisors are posted on the Advisors page [Advisors page](#) of the departmental website in the week prior to the beginning of the semester. Students considering one of the interdepartmental majors should speak to both a graduate student advisor from the Economics Department and the advisor from the other department early in the sophomore year.

### Faculty Advisors

Faculty advisors are available only to declared majors. They are able 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 advisor by completing the google form available on the [Advisors page](#) of the departmental website.

The department does its best to match students with faculty members that share similar academic interests. While faculty advisors do not discuss major requirements—that is the role of the graduate student advisors—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 advisor.

## Enrolling in Classes

### Prerequisites

The Department strictly enforces all course prerequisites. Prerequisite courses cannot be taken concurrently with or after the course—they must be taken before the course. Students who take a course out of sequence (before or concurrently with its prerequisites) will not be allowed to count those credits towards the completion of their major, and consequently will be required to take an additional course to replace those credits. For placement in the calculus sequence, please consult the Math department's section of the Bulletin. The list of Prerequisites for Econ courses can be found on the [Course Prerequisites](#) page of the Dept. website.

### Registration for Restricted Classes

Most lecture courses are open to online Registration. However, Seminars, Research Courses, Independent Study and Corporate Finance are restricted. Information regarding Seminar Registration can be found on the [Senior Seminar Registration](#) page. Registration information for Research Course credit, Independent Study and Corporate Finance can be found on the [Registration Information](#) page.

## Preparing for Graduate Study

On the [Preparing for Graduate School](#) page on our website, you will find general advice for students thinking about pursuing a PhD in economics. All students who are considering graduate work should review the material posted there. Since graduate work requires more mathematical and statistical training than the economics major, students interested in graduate work should speak with econ-advising about planning their course schedule.

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

### Advanced Placement

AP 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](#).

### IB Credit or GCE A Level Exams

If you took the IB Exam and received either a 6 or a 7 or if you took GCE A Level Exams and received an A or a B, then you will receive credit from the college. Those credits will automatically exempt you from the Principles requirement.

## Barnard College Courses

Barnard Economics Core Courses and seminars do NOT count towards the Columbia Economics Major or concentration. Specifically, the following courses will NOT count toward your major program:

[ECON BC1003](#), [ECON BC1007](#), [ECON BC2411](#), [ECON BC3018](#), [ECON BC3033](#), [ECON BC3035](#).

The Barnard courses listed below will count as Electives toward your Economics Major provided you have completed the course prerequisites, have not taken an equivalent course in the Columbia Department, and have fulfilled the minimum requirement of taking 5 lecture courses in the Columbia Department.

### Economics (Barnard)

ECON BC2010	The Economics of Gender
ECON BC2012	Economic History of Western Europe
ECON BC2017	INTRODUCTION TO HEALTH ECONOMICS
ECON BC2020	Introduction to Development Economics
ECON BC2075	Logic and Limits of Economic Justice
ECON BC2224	CODING MARKETS
ECON BC3010	American Wellbeing
ECON BC3011	INEQUALITY AND POVERTY

ECON BC3012	THE ECONOMICS OF EDUCATION
ECON BC3013	Economic History of the United States
ECON BC3014	Entrepreneurship
ECON BC3017	Economics of Business Organization
ECON BC3019	LABOR ECONOMICS
ECON BC3027	Economics of Inequality
ECON BC3022	Economic History of Europe
ECON BC3023	Topics in Economic History
ECON BC3024	MIGRATION # ECONOMIC CHANGE
ECON BC3026	Economics of the Public Sector
ECON BC3029	EMPIRICAL APPROACHES DEVLPMNT
ECON BC3031	Economics of Life
ECON BC3038	INTERNATIONAL MONEY # FINANCE
ECON BC3039	Environmental and Natural Resource Economics
ECON BC3041	THEORETICAL FOUNDATIONS- POLIT ECON
ECON BC3045	BUSINESS CYCLES
ECON BC3047	International Trade
ECON BC3049	Economic Evaluation of Social Programs
ECON BC3270	Topics in Money and Finance
ECON UN3025	FINANCIAL ECONOMICS
ECON UN3265	MONEY AND BANKING

**NOTES:**

1) ECON UN2261 Accounting and Finance for Economics does NOT count as an economics elective. Financial Economics majors may take this course to fulfill their accounting requirement.

2) The above list is not necessarily complete. Barnard Department on occasion adds new lecture courses. If you have a question about a Barnard elective course not listed above, then you should contact econ-advising@columbia.edu.

**Transfer Courses**

Any courses taken outside of the Economics Departments at Columbia or Barnard that you would like to apply towards the completion of your economics degree must be approved by the Department of Economics in addition to approval by your school. All majors and joint majors are required to take a minimum of 5 lecture courses from the Columbia Department of Economics and must take their senior seminar at Columbia.

See the [Transfer Credit Information](#) page for details on which courses may be eligible for transfer credit, as well as information on how to apply for transfer credit. Please read

the information carefully before submitting your materials for review.

**Study Abroad Courses**

All students who plan to study abroad must contact Sunil Gulati during the prior semester to get preliminary approval for any economics courses that they intend to take abroad. Students should also review the information posted on the [Transfer Credit Information](#) page for details regarding which courses may be eligible.

**Summer Courses**

All students who hope to take classes in the Summer outside of Columbia University must also contact Sunil Gulati in advance to get preliminary approval for any economics courses. Note that students must also have approval from their school to take Summer courses outside of Columbia.

**UNDERGRADUATE RESEARCH AND SENIOR THESIS****Undergraduate Research in Courses**

All majors write a research paper in either a senior seminar or in the honors seminar. Each semester the department offers a wide range of senior seminars (see [Senior Seminar Descriptions](#) for the seminars currently on offer). Seminars are small, discussion-based courses focused on a research topic in economics. Students are expected to attend and participate in these courses, as well as to write an original research paper. Registration information for senior seminars is available on the [Senior Seminar Registration](#) page. Some students will write a senior thesis in the Honors Seminar. Details about writing a senior thesis are below.

**Senior Thesis Coursework and Requirements  
SENIOR HONORS THESIS****Honors Seminar**

The honors seminar is a full-year course, and you will not receive a grade until you have completed both semesters. Completing both semesters satisfies your seminar requirement in the economics department. If you do not complete both semesters, however, you must take a senior seminar to graduate as a major. For details see the Senior Honors Thesis info on the [Honors and Prizes](#) page.

Students who successfully complete the Honors Seminar are eligible to graduate with departmental honors in economics.

**Undergraduate Research Outside of Courses**

During the academic year, students may work as an RA with a faculty member or PhD student and receive 1 – 2 credits of either ECON GU4996 Research Credit or ECON GU4995 Research Credit (GU 4995 is for GS students only). Research positions typically entail an average of 3 hours of work per

week per credit. Research credit may not be used as a substitute for elective or seminar requirements in the major and students will receive a letter grade for their work. Students considering graduate work or writing a senior thesis in economics should take one or more RA positions during their time at Columbia. Information on Research Credit (GU4995 and GU4996) is posted on the [Opportunities](#) page. Available RA positions are posted every semester on our WIKI page, [Econ Info For Students](#) (log-in required).

## DEPARTMENT HONORS AND PRIZES

### 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 Workshop (a one-year course);
3. Receive at least a grade of A- in ECON GU4999 Senior Honors Thesis Workshop.

Students must apply for admission to GU4999 and details regarding that application are included in the annual Summer Mailing sent to all students with a declared program in economics. Please note that ECON GU4999 Senior Honors Thesis Workshop may be taken to fulfill the seminar requirement for the economics major and all economics joint majors. Normally no more than 10% of graduating majors receive departmental honors in a given academic year. Please see the [Honors and Prizes](#) page on the department's website 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.

#### Summer Research Prizes

#### *Parker Summer Research Fellowship*

The Parker Summer Fellowship provides financial support for five Columbia College underclassmen who take unpaid summer internships that focus on research. Preference is given to students working with Columbia researchers but all CC students undertaking a summer research position are eligible to apply.

#### *GS Prize for Summer Research*

The GS Summer Fellowship provides financial support for 2 GS underclassmen who take unpaid summer internships that focus on research. Preference is given to students working with Columbia researchers but all GS students undertaking a summer research position are eligible to apply.

## OTHER IMPORTANT INFORMATION

### Online Information

Students can access useful information online, including but not limited to: a comprehensive FAQ page; transfer credit information; sample programs and checklists; faculty office hours, contact information and fields of specialization; advisor contact information; teaching and research assistant opportunities; a list of tutors; and current course offerings.

Posted on our [Announcements](#) page are links to the most important memos that we distribute to our majors including pre-registration mailings, the summer mailing and information for new majors. Our [WIKI](#) page has information about opportunities both inside and outside of the department. Login is required to access the WIKI page.

### Frequently Asked Questions

As a first step, students are encouraged to visit the Dept.'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-year students, sophomores, and non-majors.

## PROFESSORS

Douglas Almond (also School of International and Public Affairs)

Jushan Bai

Jagdish N. Bhagwati

Sandra Black (also School of International and Public Affairs)

Alessandra Casella (also Political Science Department)

Yeon-Koo Che

Pierre-André Chiappori

Graciela Chichilnisky

Richard Clarida (also School of International and Public Affairs)

Donald Davis  
 Prajit Dutta  
 Gautaum Gowrisankaran  
 Harrison Hong  
 R. Glenn Hubbard (also Business School)  
 Navin Kartik  
 Wojciech Kopczuk (also School of International and Public Affairs)  
 Sokbae (Simon) Lee  
 Qingmin Liu  
 Suresh Naidu (also School of International and Public Affairs)  
 Serena Ng  
 Brendan O'Flaherty  
 Andrea Prat (also Business School)  
 Jeffrey Sachs (also Earth Institute, School of International and Public Affairs, Dept of Health Policy and Management)  
 Xavier Sala-i-Martin  
 Bernard Salanié  
 José A. Scheinkman  
 Stephanie Schmitt-Grohé  
 Joseph Stiglitz (also Business School, School of International and Public Affairs)  
 Martín Uribe  
 Miguel Urquiola (also School of International and Public Affairs)  
 Eric Verhoogen (also School of International and Public Affairs)  
 Ebonya Washington (also School of International and Public Affairs)  
 David Weinstein  
 Michael Woodford (Chair)

## ASSOCIATE PROFESSORS

Mark Dean  
 Lena Edlund  
 Jennifer La'O

## ASSISTANT PROFESSORS

Hassan Afrouzi  
 Michael Best  
 Matthieu Gomez  
 Emilien Gouin-Bonenfant  
 Elliot Lipnowski  
 Neomie Pinardon-Touati  
 Evan Sadler  
 Pietro Tebaldi  
 Jack Willis

## LECTURERS

Irasema Alonso  
 Isaac Bjorke  
 Tri Vi Dang  
 Susan Elmes  
 Seyhan Erden

Tamrat Gashaw  
 Sunil Gulati  
 Waseem Noor

## ADJUNCT FACULTY

Qi Ge  
 Claudia Halbac  
 Karla Hoff  
 Caterina Musatti

## ON LEAVE

Prof. Willis (2023-2024)  
 Profs. Che, Gouin-Bonenfant, Hong, Lipnowski, Sadler, Washington *Fall 2023*  
 Profs. Casella, Schmitt-Grohe (*Spring 2024*)

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Program Planning for all Students

There are a number of resources to assist you in planning your program in economics.

- [Checklists](#) for all programs are available on our website.
- [Econ-advising](#) is available to assist all students with academic planning. They can be reached by email or in person during their office hours.
- Tentative annual course offerings are posted on the [website](#) and in departmental newsletters.
- Information for new students is posted on the [Academic Resources Fair](#) page.

## Course Numbering Structure

All economics programs begin with an introductory 1000 level course (Principles of Economics) and progress through the required 3000 level required core economics courses (Intermediate Micro, Intermediate Macro and Econometrics). Most elective courses are offered at the 3000 and 4000 level and all require that students have completed at least UN 3211 Int Micro and UN 3213 Int Macro. The department offers a limited number of 2000 level electives and these courses only require that students have completed Principles of Economics.

## Guidance for First-Year Students

Our [Academic Resources Fair](#) page has answers to the most common questions of new students at Columbia. On that page you will find information about advising, placement, course planning, opportunities in the department and much more. If you are interested in pursuing economics, then it is strongly



recommended that you read through the information posted here.

## Guidance for Transfer Students

Our [Academic Resources Fair](#) page has answers to the most common questions of transfer students at Columbia. On that page you will find information about advising, placement, course planning, opportunities in the department and much more. If you are interested in pursuing economics, then it is strongly recommended that you read through the information posted here.

The [Transfer Credit](#) page has all of the information that you will need to apply for transfer credits for economics courses that you have taken elsewhere. Note that the economics department will also review your transfer credits for calculus I, statistics and accounting courses. Details about all of these courses are also posted at Transfer Credit Information.

## UNDERGRADUATE PROGRAMS OF STUDY

### Required Coursework for all Programs

#### Checklists and Requirements

Checklists and Requirement information are available on the [Department website](#).

#### 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 CALC-BASED INTRO TO STATISTICS	MATH UN1101 CALCULUS I
ECON UN3211 INTERMEDIATE MICROECONOMICS	ECON UN1105 PRINCIPLES OF ECONOMICS MATH UN1201 CALCULUS III or UN1205
ECON UN3213 INTERMEDIATE MACROECONOMICS	ECON UN1105 PRINCIPLES OF ECONOMICS MATH UN1101 CALCULUS I Co-requisite: MATH UN1201 CALCULUS III or UN1205
ECON UN3412 INTRODUCTION TO ECONOMETRICS	MATH UN1201 CALCULUS III or UN1205 ECON UN3211 INTERMEDIATE MICROECONOMICS or UN3213 STAT UN1201 CALC-BASED INTRO TO STATISTICS
ECON 2000-level electives	ECON UN1105 PRINCIPLES OF ECONOMICS
ECON GU4211 ADVANCED MICROECONOMICS	ECON UN3211 INTERMEDIATE MICROECONOMICS ECON UN3213 INTERMEDIATE MACROECONOMICS MATH UN2010 LINEAR ALGEBRA Corequisites: MATH UN2500 ANALYSIS AND OPTIMIZATION or GU4061
ECON GU4412 ADVANCED ECONOMETRICS	ECON UN3211 INTERMEDIATE MICROECONOMICS
ECON GU4213 ADVANCED MACROECONOMICS	ECON UN3213 INTERMEDIATE MACROECONOMICS
ECON GU4413 Econometrics of Time Series and Forecasting	ECON UN3412 INTRODUCTION TO ECONOMETRICS MATH UN2010 LINEAR ALGEBRA

ECON UN3025 FINANCIAL ECONOMICS	ECON UN3211 INTERMEDIATE MICROECONOMICS	ECPS GU4950 ECONOMICS # PHILOSOPHY	ECON UN3211 INTERMEDIATE MICROECONOMICS
ECON GU4020 ECON OF UNCERTAINTY # INFORMTN	ECON UN3213 INTERMEDIATE MACROECONOMICS		ECON UN3213 INTERMEDIATE MACROECONOMICS
ECON GU4230 ECONOMICS OF NEW YORK CITY	STAT UN1201 CALC-BASED INTRO TO STATISTICS	Barnard electives	ECON UN3412 INTRODUCTION TO ECONOMETRICS
ECON GU4260 MARKET DESIGN			See Barnard bulletin
ECON GU4280 CORPORATE FINANCE			
ECON GU4370 POLITICAL ECONOMY			
ECON GU4700 FINANCIAL CRISES			
ECON GU4710 FINANCE AND THE REAL ECONOMY			
ECON GU4850 COGNITIVE MECH # ECON BEHAVIOR			
ECON GU4860 BEHAVIORAL FINANCE	ECON UN3211 INTERMEDIATE MICROECONOMICS		
	ECON UN3213 INTERMEDIATE MACROECONOMICS		
	ECON UN3412 INTRODUCTION TO ECONOMETRICS (Co-requisite)		
All other ECON 3000- and 4000-level electives	ECON UN3211 INTERMEDIATE MICROECONOMICS		
	ECON UN3213 INTERMEDIATE MACROECONOMICS		
ECON UN3901 ECONOMICS OF EDUCATION	ECON UN3211 INTERMEDIATE MICROECONOMICS		
ECON UN3952 MACROECONOMICS #FORMATION OF EXPECTATIONS	ECON UN3213 INTERMEDIATE MACROECONOMICS		
ECON UN3981 APPLIED ECONOMETRICS	ECON UN3412 INTRODUCTION TO ECONOMETRICS		
ECON GU4911 MICROECONOMICS SEMINAR			
ECON GU4913 MACROECONOMICS SEMINAR			
ECON GU4918 SEMINAR IN ECONOMETRICS			
ECPS GU4921 SEMINAR IN POLITICAL ECONOMICS	ECON UN3211 INTERMEDIATE MICROECONOMICS		
	ECON UN3213 INTERMEDIATE MACROECONOMICS		
	ECON UN3412 INTRODUCTION TO ECONOMETRICS		
	ECON GU4370 POLITICAL ECONOMY		

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 successfully completed. Students may not take or re-take ECON UN3211 INTERMEDIATE MICROECONOMICS, ECON UN3213 INTERMEDIATE MACROECONOMICS, or ECON UN3412 INTRODUCTION TO ECONOMETRICS concurrently with any senior seminar. *Seminars do not count as electives.* Each seminar is limited to sixteen students, with priority given to seniors. For ECPS GU4921 SEMINAR IN POLITICAL ECONOMICS and ECPH GU4950 ECONOMICS # PHILOSOPHY, 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 UN1101 & MATH UN1205	CALCULUS I and ACCELERATED MULTIVARIABLE CALC
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 or MATH UN1205 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 or MATH UN1205, and enroll in ECON UN3211 INTERMEDIATE MICROECONOMICS concurrently.

### Statistics

Unless otherwise specified below, all students must take STAT UN1201 CALC-BASED INTRO TO STATISTICS, or a higher level course, such as STAT GU4204 STATISTICAL INFERENCE, or STAT GU4001.

### 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 APPROACHES DEVLPMNT and ECONOMIC DEVELOPMENT
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ECON BC3038 & ECON GU4505	INTERNATIONAL MONEY # FINANCE and INTERNATIONAL MACROECONOMICS
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ECON BC3019 & ECON GU4400	LABOR ECONOMICS and LABOR ECONOMICS
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ECON BC3047 & ECON GU4500	International Trade and INTERNATIONAL TRADE
ECON BC3039 & ECON GU4625	Environmental and Natural Resource Economics and ECONOMICS OF THE ENVIRONMENT

ECON BC3041 & ECON GU4235	THEORETICAL FOUNDATIONS- POLIT ECON and HISTORICAL FOUNDATIONS OF MODERN ECONOMICS: Adam Smith to J M Keynes
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ECON GU4400	LABOR ECONOMICS
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ECON GU4235	HISTORICAL FOUNDATIONS OF MODERN ECONOMICS: Adam Smith to J M Keynes
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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

- 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;
- 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 MONEY AND BANKING are counted as departmental courses regardless of the instructor;
- 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.

- At least one of the core finance courses, ECON UN3025 FINANCIAL ECONOMICS and ECON GU4280 CORPORATE FINANCE, must be taken at Columbia.

**Approval of transfer credits** to fulfill economics requirements must be obtained in writing from the Department of Economics (see the [departmental website](#) 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](#).

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## Major in Economics

Please read **Required Coursework for all Programs** above. [Checklists](#) for all programs are available on our website.

The economics major requires a minimum of 35 points in economics, 6 points in mathematics, and 3 points in statistics, for a total of at least 44 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

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## Major in Financial Economics

Please read **Required Coursework for all Programs** 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 mis-allocation) 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 26 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 minimum of 50 points as follows:

#### Economics Core Courses

All economics core courses

#### Finance Core Courses \*

ECON UN3025 FINANCIAL ECONOMICS

ECON GU4280 CORPORATE FINANCE

BUSI UN3013 FINANCIAL ACCOUNTING

\*NOTE: The department considers BUSI UN3013, IEOR E2261 and ECON UN2261 as overlapping courses. Students who take these three 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	MONEY AND BANKING
ECON UN3901	ECONOMICS OF EDUCATION
ECON UN3952	MACROECONOMICS #FORMATION OF EXPECTATIONS
ECON GU4020	ECON OF UNCERTAINTY # INFORMTN
ECON GU4213	ADVANCED MACROECONOMICS
ECON GU4251	INDUSTRIAL ORGANIZATION
ECON GU4260	MARKET DESIGN
ECON GU4412	ADVANCED ECONOMETRICS
ECON GU4415	GAME THEORY
or ECON BC3080	Applied Game Theory
ECON GU4465	PUBLIC ECONOMICS
or ECON BC3026	Economics of the Public Sector
ECON GU4500	INTERNATIONAL TRADE
or ECON BC3047	International Trade
ECON GU4505	INTERNATIONAL MACROECONOMICS
or ECON BC3038	INTERNATIONAL MONEY # FINANCE
ECON G4526	Transition Reforms, Globalization and Financial Crisis

ECON GU4615 LAW AND ECONOMICS

ECON GU4630 Climate Finance

ECON GU4700 FINANCIAL CRISES

ECON GU4710 FINANCE AND THE REAL ECONOMY

ECON GU4840 BEHAVIORAL ECONOMICS

or ECON BC3048 Introduction to Behavioral Economics

ECON GU4850 COGNITIVE MECH # ECON BEHAVIOR

ECON GU4860 BEHAVIORAL FINANCE

BIOT GU4180 ENTREPRENEURSHIP IN BIOTECH

ECON BC3014 Entrepreneurship

ECON BC3017 Economics of Business Organization

ECON BC3043 Monetary Theory # Policy

BUSI UN3021 MARKETING MANAGEMENT

BUSI UN3701 STRATEGY FORMULATION

BUSI UN3702 VENTURING TO CHANGE THE WORLD

BUSI UN3703 LEADERSHIP IN ORGANIZATION

BUSI UN3704 Making History Through Venturing

COMS W1002 COMPUTING IN CONTEXT

HIST W2904 History of Finance

IEOR E4106 STOCHASTIC MODELS

IEOR E4700 INTRO TO FINANCIAL ENGINEERING

MATH UN3050 DISCRETE TIME MODELS IN FINANC

MATH GR5010 INTRO TO THE MATH OF FINANCE

POLS UN3630 POLITCS OF INTL ECON RELATIONS

STAT W3201 Math Finance in Continuous Time

STAT GU4261 STATISTICAL METHODS IN FINANCE

STAT GU4207 ELEMENTARY STOCHASTIC PROCESS

STAT GU4262 Stochastic Processes for Finance

#### 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 UN3025 or ECON GU4280 prior to taking their senior seminar.

\* 1) Students must complete the finance core no later than fall of their senior year. 2) At least one of the core finance courses, ECON UN3025 and ECON GU4280, must be taken at Columbia.

## Major in Economics-Mathematics

Please read **Required Coursework for all**

**Programs** above. [Checklists](#) for all programs are available on our website.

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 52 or 56 points (depending on mathematics sequence) : 29 points in economics and 23-27 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 & MATH UN1102  
& MATH UN1201 & MATH UN2010  
CALCULUS I and CALCULUS II  
and CALCULUS III and LINEAR ALGEBRA

MATH UN1101 & MATH UN1102  
& MATH UN1205 & MATH UN2010  
CALCULUS I and CALCULUS II  
and ACCELERATED MULTIVARIABLE CALC  
and LINEAR ALGEBRA

MATH UN1207 & MATH UN1208  
HONORS MATHEMATICS A and HONORS MATHEMATICS B

Note: Students who take MATH UN1205 may not receive credit for both MATH UN1201 and MATH UN1202.

Analysis requirement:

MATH UN2500 ANALYSIS AND OPTIMIZATION

Select three of the following:

MATH UN1202 CALCULUS IV

MATH UN2030 ORDINARY DIFFERENTIAL EQUATIONS

Any mathematics course at the 3000-level or above

Note: Students who take MATH UN1205 will not receive credit for MATH UN1202.

### 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 **Required Coursework for all**

**Programs** above. [Checklists](#) for all programs are available on our website.

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.

The economics-philosophy major requires a total minimum of 54 points: 25 points in economics, 16 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

ECON UN3412 INTRODUCTION TO ECONOMETRICS

### Mathematics

Select a mathematics sequence

### Statistics

Select a statistics course

### Economics Electives

Three Electives are required; two must be selected from the below list, and the remaining elective may be any economics elective at the 3000-level or above.

ECON GU4020	ECON OF UNCERTAINTY # INFORMTN
ECON UN3901	ECONOMICS OF EDUCATION
ECON GU4211	ADVANCED MICROECONOMICS
ECON GU4213	ADVANCED MACROECONOMICS
ECON GU4228	URBAN ECONOMICS
ECON GU4230	ECONOMICS OF NEW YORK CITY
ECON GU4235	HISTORICAL FOUNDATIONS OF MODERN ECONOMICS: Adam Smith to J M Keynes
or ECON BC3041	THEORETICAL FOUNDATIONS-POLIT ECON
ECON GU4260	MARKET DESIGN
ECON GU4301	ECONOMIC GROWTH # DEVELOPMENT I
ECON GU4321	ECONOMIC DEVELOPMENT
or ECON BC3029	EMPIRICAL APPROACHES DEVELOPMENT
ECON GU4370	POLITICAL ECONOMY
ECON GU4400	LABOR ECONOMICS
or ECON BC3019	LABOR ECONOMICS
ECON GU4415	GAME THEORY
or ECON BC3080	Applied Game Theory
ECON GU4438	ECONOMICS OF RACE IN THE U.S.
ECON GU4465	PUBLIC ECONOMICS
or ECON BC3026	Economics of the Public Sector
ECON GU4480	GENDER # APPLIED ECONOMICS
ECON GU4500	INTERNATIONAL TRADE
or ECON BC3047	International Trade
ECON GU4615	LAW AND ECONOMICS
ECON GU4625	ECONOMICS OF THE ENVIRONMENT
or ECON BC3039	Environmental and Natural Resource Economics
ECON GU4630	Climate Finance
ECON GU4750	GLOBALIZATION # ITS RISKS
ECON GU4840	BEHAVIORAL ECONOMICS
or ECON BC3048	Introduction to Behavioral Economics
ECON GU4850	COGNITIVE MECH # ECON BEHAVIOR
ECON BC3011	INEQUALITY AND POVERTY
<b>Philosophy Courses</b>	

PHIL UN1010      METHODS/PROB OF PHILOS THOUGHT

PHIL UN3411      SYMBOLIC LOGIC

PHIL UN3701      ETHICS

PHIL UN3551      PHILOSOPHY OF SCIENCE  
or PHIL UN3960      EPISTEMOLOGY

PHIL GU4561      PROBABILITY # DECISION THEORY

### Seminar

ECPH GU4950      ECONOMICS # PHILOSOPHY

**Students who declared before Spring 2014:** The requirements for this program were modified in 2014. Students who declared this program before Spring 2014 should contact the director of undergraduate studies for the department in order to confirm their options for major requirements.

## Major in Economics–Political Science

Please read **Required Coursework for all Programs** above. Checklists for all programs are available on our website.

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.

The economics–political science major requires a total of 59 points: 22 points in economics, 17 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 four areas, i.e. subfields: (1) American Politics, (2) Comparative Politics, (3) International Relations, and (4) Political Theory. 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**

STAT UN1201	CALC-BASED INTRO TO STATISTICS
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Select one of the following:

ECON UN3412	INTRODUCTION TO ECONOMETRICS
POLS GU4712	PRINC OF QUANT POL RESEARCH 2

**Economics Electives**

Select two electives (6 points) at the 3000-level or above

**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 ECONOMICS
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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	AMERICAN POLITICS SEMINAR
or POLS UN3922	AMERICAN POLITICS SEMINAR
POLS UN3951	COMPARATIVE POLITICS SEMINAR
or POLS UN3952	Seminar in Comparative Politics
POLS UN3961	INTERNATIONAL POLITICS SEMINAR
or POLS UN3962	INTERNATIONAL POLITICS SEMINAR

- 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 Economics-Statistics**

Please read **Required Coursework for all Programs** above. [Checklists](#) for all programs are available on our website.

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.

The economics-statistics major requires a total of 59 points: 29 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 three electives at the 3000-level or above

**Mathematics**

Select one of the following sequences:

MATH UN1101 & MATH UN1102 & MATH UN1201 & MATH UN2010	CALCULUS I and CALCULUS II and CALCULUS III and LINEAR ALGEBRA
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MATH UN1101 & MATH UN1102 & MATH UN1205 & MATH UN2010	CALCULUS I and CALCULUS II and ACCELERATED MULTIVARIABLE CALC and LINEAR ALGEBRA
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MATH UN1207 & MATH UN1208	HONORS MATHEMATICS A and HONORS MATHEMATICS B
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**Statistics**

STAT UN1201	CALC-BASED INTRO 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	
ENGI E1006	INTRO TO COMP FOR ENG/ APP SCI
STAT UN2102	Applied Statistical Computing
<b>Economics Seminar</b>	
ECON GU4918	SEMINAR IN ECONOMETRICS

**Students who declared before Spring 2014:** The requirements for this program were modified in 2014. Students who declared this program before Spring 2014 should contact the director of undergraduate studies for the department in order to confirm their options for major requirements.

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

### Concentration in Economics

Please read **Required Coursework for all Programs** above. [Checklists](#) for all programs are available on our website.

The economics concentration requires a minimum of 25 points in economics, 6 points in mathematics, and 3 points in statistics, for a total of at least 34 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)

## ECONOMICS CORE COURSES

### ECON UN1105 PRINCIPLES OF ECONOMICS. 4.00 points.

Corequisites: ECON UN1155

Corequisites: ECON UN1155 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 2024: ECON UN1105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 1105	001/10846	M W 8:40am - 9:55am 501 Schermerhorn Hall	Sunil Gulati	4.00	219/220
ECON 1105	002/10847	T Th 2:40pm - 3:55pm 309 Havemeyer Hall	Waseem Noor	4.00	213/210

ECON 1105	003/10848	M W 11:40am - 12:55pm 301 Uris Hall	Isaac Bjorke	4.00	190/200
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#### Spring 2025: ECON UN1105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 1105	001/13470	M W 8:40am - 9:55am 501 Schermerhorn Hall	Sunil Gulati	4.00	190/220
ECON 1105	002/13480	T Th 2:40pm - 3:55pm 309 Havemeyer Hall	Waseem Noor	4.00	165/210
ECON 1105	003/13536	T Th 1:10pm - 2:25pm 301 Uris Hall	Brendan O'Flaherty	4.00	107/200

### ECON UN3211 INTERMEDIATE MICROECONOMICS. 4.00 points.

Prerequisites: ECON UN1105 and MATH UN1101 and (MATH UN1201 or MATH UN1207) *ECON W1105* or the equivalent; *MATH V1101*, *MATH V1201* (or *MATH V1207*).  
Prerequisites: ECON UN1105 and MATH UN1101 and (MATH UN1201 or MATH UN1207) The determination of the relative prices of goods and factors of production and the allocation of resources

#### Fall 2024: ECON UN3211

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3211	001/10851	M W 1:10pm - 2:25pm 614 Schermerhorn Hall	Susan Elmes	4.00	91/110
ECON 3211	002/11065	T Th 1:10pm - 2:25pm 209 Havemeyer Hall	Caterina Musatti	4.00	96/110
ECON 3211	003/10852	T Th 6:10pm - 7:25pm 310 Fayerweather	Qi Ge	4.00	75/96

#### Spring 2025: ECON UN3211

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3211	001/13542	M W 2:40pm - 3:55pm 310 Fayerweather	Murat Yilmaz	4.00	72/96
ECON 3211	002/13544	M W 11:40am - 12:55pm 310 Fayerweather	Isaac Bjorke	4.00	96/96
ECON 3211	003/13545	M W 1:10pm - 2:25pm 310 Fayerweather	Isaac Bjorke	4.00	94/96
ECON 3211	004/13547	T Th 2:40pm - 3:55pm 329 Pupin Laboratories	Caterina Musatti	4.00	98/96

### ECON UN3213 INTERMEDIATE MACROECONOMICS. 4.00 points.

Prerequisites: (MATH UN1101 or MATH UN1207) and ECON UN1105 *ECON W1105* or the equivalent; *MATH V1101* or *MATH V1207*.

Corequisites: MATH UN1201

Prerequisites: (MATH UN1101 or MATH UN1207) and ECON UN1105 or the equivalent. 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

**Fall 2024: ECON UN3213**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3213	001/10853	M W 1:10pm - 2:25pm 402 Chandler	Emilien Gouin-Bonenfant	4.00	105/110
ECON 3213	002/10854	M W 2:40pm - 3:55pm 402 Chandler	Emilien Gouin-Bonenfant	4.00	83/110
ECON 3213	003/11056	T Th 2:40pm - 3:55pm 301 Uris Hall	Irasema Alonso	4.00	151/150

**Spring 2025: ECON UN3213**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3213	001/13548	M W 8:40am - 9:55am 517 Hamilton Hall	Martin Uribe	4.00	40/86
ECON 3213	002/13551	M W 10:10am - 11:25am 517 Hamilton Hall	Martin Uribe	4.00	58/86
ECON 3213	003/13552	T Th 4:10pm - 5:25pm 402 Chandler	Irasema Alonso	4.00	147/125

**ECON UN3412 INTRODUCTION TO ECONOMETRICS. 4.00 points.**

Prerequisites: (ECON UN3211 or ECON UN3213) and (MATH UN1201 or MATH UN1207) and STAT UN1201 *ECON W3211* or *W3213*; *STAT 1201* or *SIEO 3001*; and *MATH V1201* or *V1207*.

Prerequisites: (ECON UN3211 or ECON UN3213) and (MATH UN1201 or MATH UN1207) and STAT UN1201 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 2024: ECON UN3412**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3412	001/10859	T Th 4:10pm - 5:25pm 203 Mathematics Building	Seyhan Erden	4.00	102/110
ECON 3412	002/10860	M W 2:40pm - 3:55pm 310 Fayerweather	Jushan Bai	4.00	58/96
ECON 3412	003/10861	T Th 1:10pm - 2:25pm 717 Hamilton Hall	Sandra Black	4.00	86/86

**Spring 2025: ECON UN3412**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3412	001/13554	T Th 4:10pm - 5:25pm	Seyhan Erden	4.00	73/120

614 Schermerhorn Hall

ECON 3412	002/13555	M W 11:40am - 12:55pm 517 Hamilton Hall	Michael Best	4.00	75/86
ECON 3412	003/13557	M W 2:40pm - 3:55pm 517 Hamilton Hall	Thomas Piskula	4.00	83/86

## ECONOMICS ELECTIVES

**ECON UN2105 THE AMERICAN ECONOMY. 3.00 points.**

Prerequisites: *ECON W1105*.

Prerequisites: ECON UN1105 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 2024: ECON UN2105**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 2105	001/10849	T Th 11:40am - 12:55pm 517 Hamilton Hall	Claudia Halbac	3.00	84/86

**ECON UN2257 THE GLOBAL ECONOMY. 3.00 points.**

Prerequisites: *ECON W1105*.

Prerequisites: ECON UN1105 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 2025: ECON UN2257**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 2257	001/13538	T Th 11:40am - 12:55pm 301 Pupin Laboratories	Waseem Noor	3.00	80/189

**ECON UN3025 FINANCIAL ECONOMICS. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201 *ECON W3211*, *W3213* and *STAT 1201*.

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201 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 2024: ECON UN3025**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3025	001/10850	M W 1:10pm - 2:25pm 501 Schermerhorn Hall	Waldo Ojeda	3.00	131/150

ECON 3025	002/00787	M W 6:10pm - 7:25pm 504 Diana Center	Jose Cao-Alvira	3.00	52/60
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**Spring 2025: ECON UN3025**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3025	001/13471	T Th 2:40pm - 3:55pm 301 Uris Hall	Waldo Ojeda	3.00	89/125
ECON 3025	003/00763	T Th 1:10pm - 2:25pm 263 Macy Hall	Elham Saeidinezhad	3.00	72/100
ECON 3025	004/00782	M W 6:10pm - 7:25pm L1002 Milstein Center	Jose Cao-Alvira	3.00	69/100

**ECON UN3901 ECONOMICS OF EDUCATION. 3.00 points.**

Prerequisites: (econ un3211 and econ un3213 and econ un3412)

Prerequisites: (econ un3211 and econ un3213 and econ un3412) Course objective: This course has two objectives: (1) To develop students' skills in research and writing. Specifically, participants will work on: formulating a research question, placing it in the context of an existing literature and/or policy area, and using economic and econometric tools to address it in writing. Specifically, in the first part of the class, readings, problem sets, and a midterm exam will build skills in these areas. In the second part, students will come up with a research question, and address it in a research proposal/report. While all the applications will be on the economics of education, these skills will be useful in students' subsequent careers, regardless of the area of economics they focus on. (2) To provide an introduction to key issues in the economics of education. Specifically, education is a significant industry every person entering this course will have already spent years in this industry as a customer, as a worker, as an input, or all of the above. The course will address questions like: What does economics have to say about how this industry is organized and what determines its output? Why do individuals invest in education? What determines the behavior, productivity, and reputation of firms in the industry? What role should government and public policy (if any) play in its operation?

**ECON UN3952 MACROECONOMICS#FORMATION OF EXPECTATIONS. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 and ECON UN3412

Prerequisites: ECON UN3211 and ECON UN3213 and ECON UN3412 This course has two main objectives: To introduce students to the process of writing a research paper. This includes identifying and formulating a research question, reviewing the previous literature and positioning the problem in that context, identifying the proper tools and data to answer the question, and finally writing the findings in the format of a research paper. An immediate goal is to prepare the students to undertake a senior thesis project. To provide an introduction to selected topics and survey evidence in macroeconomics, with a focus on the expectation formation process of economic agents.

We will start by going through some canonical models that are widely used for economic and policy analysis to understand the role of expectations in the decision making of households and firms. We will then go through a series of survey data and relate the empirical evidence to the theoretical predictions of those canonical models

**ECON UN3981 APPLIED ECONOMETRICS. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 and ECON UN3412

The objective of this course is to develop students' research skills and to learn the process of writing an original research paper. The skills and process include the ability to identify a problem and state in a concise manner, literature review, data collection, model formulation and estimation, evaluation of the problem and writing up the findings in a format of a research paper. An immediate and more specific goal is to prepare students to tackle a senior thesis project.

Towards this goal, this course will review or introduce the most widely used econometric techniques for empirical research. These include multiple regressions, probit and logit models, instrumental variables methods, panel data methods, regression discontinuity designs. This course will also introduce some time series methods such as vector autoregressive process, cointegration analysis, financial time series, and modeling of volatilities. Students will need to practice these methods with a computer software package (R or STATA) and with actual economic data sets.

**ECON GU4020 ECON OF UNCERTAINTY # INFORMTN. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201 *ECON W3211, W3213* and *STAT 1201*.

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201 Topics include behavior uncertainty, expected utility hypothesis, insurance, portfolio choice, principle agent problems, screening and signaling, and information theories of financial intermediation

**Spring 2025: ECON GU4020**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4020	001/17549	M W 4:10pm - 5:25pm 516 Hamilton Hall	Ingmar Nyman	3.00	26/50

**ECON GU4211 ADVANCED MICROECONOMICS. 4.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 and MATH UN2010 *ECON W3211, W3213*, and *MATH V2010*.

Corequisites: MATH UN2500, MATH GU4061

Prerequisites: ECON UN3211 and ECON UN3213 and MATH UN2010 Students must register for required discussion section. Corequisites: MATH UN2500 or MATH GU4061 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. Discussion section required

**Spring 2025: ECON GU4211**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4211	001/13560	M W 1:10pm - 2:25pm 420 Pupin Laboratories	Susan Elmes	4.00	16/50

**ECON GU4213 ADVANCED MACROECONOMICS. 4.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 and ECON UN3412 and MATH UN2010 *ECON W3211, W3213, W3412 and MATH V2010*.

Prerequisites: ECON UN3211 and ECON UN3213 and ECON UN3412 and MATH UN2010 Required discussion section  
ECON GU4214 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 2024: ECON GU4213**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4213	001/10862	M W 5:40pm - 6:55pm 503 Hamilton Hall	Hassan Afrouzi Khosroshahi	4.00	16/54

**ECON GU4228 URBAN ECONOMICS. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 *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.

**Spring 2025: ECON GU4228**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4228	001/13562	T Th 10:10am - 11:25am 517 Hamilton Hall	Jason Barr	3.00	47/86

**ECON GU4230 ECONOMICS OF NEW YORK CITY. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201 *ECON W3211, W3213 and STAT 1201*.

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201 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

**ECON GU4251 INDUSTRIAL ORGANIZATION. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 *ECON W3211 and W3213*.

Prerequisites: ECON UN3211 and ECON UN3213 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 2024: ECON GU4251**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4251	001/10863	M W 4:10pm - 5:25pm 517 Hamilton Hall	Gautam Gowrisankaran	3.00	66/86

**ECON GU4260 MARKET DESIGN. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201 *ECON W3211, ECON W3213 and STAT W1201*.

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201 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

**Fall 2024: ECON GU4260**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4260	001/10864	M W 2:40pm - 3:55pm 517 Hamilton Hall	Yeon-Koo Che	3.00	43/86

**ECON GU4280 CORPORATE FINANCE. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201 *ECON W3211, ECON W3213 and STAT 1201*.

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201 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 2024: ECON GU4280**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4280	001/10867	T Th 11:40am - 12:55pm	Haran Segram	3.00	80/74



ECON 4280	002/10930	390 Geffen Hall T Th 4:10pm - 5:25pm 310 Fayerweather	Tri Vi Dang	3.00	91/96
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**Spring 2025: ECON GU4280**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4280	001/13564	M W 11:40am - 12:55pm 390 Geffen Hall	Haran Segram	3.00	78/74
ECON 4280	002/13563	T Th 4:10pm - 5:25pm 207 Mathematics Building	Tri Vi Dang	3.00	59/90

**ECON GU4301 ECONOMIC GROWTH # DEVELOPMNT I. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 *ECON W3211* and *W3213*.

Prerequisites: ECON UN3211 and ECON UN3213 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 2024: ECON GU4301**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4301	001/15876	M W 11:40am - 12:55pm 517 Hamilton Hall	Nuria Quella	3.00	32/86

**ECON GU4321 ECONOMIC DEVELOPMENT. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 *ECON W3211* and *W3213*.

Prerequisites: ECON UN3211 and ECON UN3213 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 2024: ECON GU4321**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4321	001/10931	T Th 1:10pm - 2:25pm 702 Hamilton Hall	Jack Willis	3.00	36/86

**ECON GU4325 ECONOMIC DEVELOPMENT OF JAPAN. 3.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: ECON UN3211 and ECON UN3213 *ECON W3211* and *W3213*.

Prerequisites: ECON UN3211 and ECON UN3213 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

**Spring 2025: ECON GU4325**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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ECON 4325	001/13565	T Th 8:40am - 9:55am 310 Fayerweather	David Weinstein	3.00	79/96
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**ECON GU4370 POLITICAL ECONOMY. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201 or *ECON W3211*, *W3213*, *STAT 1201* (or *POLS 4710* for those who declared prior to Spring 2014).

The objective of this course is to develop understanding of how political institutions and behavior shape economic outcomes, and vice versa. Starting from the micro level study of political behavior, we will build up to analyze the internal workings of institutions and ultimately macro level economic and political outcomes. During the course we will cover the following topics

- Limits and potential of markets
- Public goods provision
- Voting
- Redistribution

**Fall 2024: ECON GU4370**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4370	001/10932	M W 10:10am - 11:25am 413 Kent Hall	Alessandra Casella	3.00	52/70

**ECON GU4400 LABOR ECONOMICS. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 *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 2025: ECON GU4400**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4400	001/13566	M W 10:10am - 11:25am 303 Uris Hall	Tatiana Mocanu	3.00	18/54

**ECON GU4412 ADVANCED ECONOMETRICS. 4.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 and ECON UN3412 and MATH UN2010 *ECON W3211*, *ECON W3213*, *ECON W3412*, *MATH V2010*.

Prerequisites: ECON UN3211 and ECON UN3213 and ECON UN3412 and MATH UN2010 Students must register for required discussion section. 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

**ECON GU4413 Econometrics of Time Series and Forecasting. 3 points.**

Prerequisites: ECON UN3211 and ECON UN3213 and ECON UN3412 *W3211*, *W3213*, *W3412*.

Corequisites: MATH UN2010

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.

**Spring 2025: ECON GU4413**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4413	001/13568	T Th 11:40am - 12:55pm 417 Mathematics Building	Seyhan Erden	3	16/54

**ECON GU4415 GAME THEORY. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 *ECON W3211* and *W3213*.

Prerequisites: ECON UN3211 and ECON UN3213

Introduction to the systematic treatment of game theory and its applications in economic analysis

**Fall 2024: ECON GU4415**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4415	001/11021	T Th 11:40am - 12:55pm 310 Fayerweather	Murat Yilmaz	3.00	68/96

**Spring 2025: ECON GU4415**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4415	001/13676	T Th 1:10pm - 2:25pm 142 Uris Hall	Babak Somekh	3.00	80/96

**ECON GU4438 ECONOMICS OF RACE IN THE U.S.. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213

Prerequisites: ECON UN3211 and ECON UN3213 *ECON GU4400* is strongly recommended. What differences does race make in the U.S. economy? Why does it make these differences? Are these differences things we should be concerned about? If so, what should be done? The course examines labor markets, housing markets, capital markets, crime, education, and the links among these markets. Both empirical and theoretical contributions are studied

**Fall 2024: ECON GU4438**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4438	001/11022	T Th 2:40pm - 3:55pm 517 Hamilton Hall	Brendan O'Flaherty	3.00	76/86

**ECON GU4465 PUBLIC ECONOMICS. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 *ECON W3211* and *W3213*.

Prerequisites: ECON UN3211 and ECON UN3213 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 2024: ECON GU4465**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4465	001/11023	M W 2:40pm - 3:55pm 141 Uris Hall	Wojciech Kopczuk	3.00	23/60

**Spring 2025: ECON GU4465**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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ECON 4465	001/17551	T Th 10:10am - 11:25am 332 Uris Hall	Jacob Bastian	3.00	48/54
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**ECON GU4480 GENDER # APPLIED ECONOMICS. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 *ECON W3211*, *W3213*.

Prerequisites: ECON UN3211 and ECON UN3213 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

**Fall 2024: ECON GU4480**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4480	001/11024	M W 4:10pm - 5:25pm 330 Uris Hall	Lena Edlund	3.00	46/60

**ECON GU4500 INTERNATIONAL TRADE. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 *ECON W3211* and *W3213*.

Prerequisites: ECON UN3211 and ECON UN3213 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 2024: ECON GU4500**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4500	001/11026	T Th 10:10am - 11:25am 602 Hamilton Hall	Waseem Noor	3.00	59/86

**ECON GU4505 INTERNATIONAL MACROECONOMICS. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 *ECON W3211* and *W3213*.

Prerequisites: ECON UN3211 and ECON UN3213. Econ GU4505 is an elective in the economics major. The course develops models for the analysis of the determinants of international capital flows, trade imbalances, and exchange rates. The models are then used as the basis for the discussion of topics such as Global Imbalances, Uncertainty and the Current Account, The Global Saving Glut, Purchasing Power Parity, Sudden Stops, Real Exchange Rates and Productivity, Covered Interest Rate Parity, Uncovered Interest Rate Parity, Borrowing Externalities and Optimal Capital Controls, Overborrowing, Macroeconomic Adjustment under Flexible and Fixed Exchange Rates, Twin Deficits, and Balance of Payment Crises

**ECON GU4615 LAW AND ECONOMICS. 3.00 points.****ECON GU4625 ECONOMICS OF THE ENVIRONMENT. 3.00 points.**

Not offered during 2023-2024 academic year.

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 GU4630 Climate Finance. 3.00 points.**

In lieu of the failure of legislatures to pass comprehensive carbon taxes, there is growing pressure on the financial system to address the risks of global warming. One set of pressures is to account for the heightened physical risks due to extreme weather events and potential climate tipping points. Another set of pressures are to find approaches to incentivize corporations to meet the goals set out in the Paris Treaty of 2015. These approaches include (1) mandates or restrictions to only hold companies with decarbonization plans, (2) development of negative emissions technologies such as direct-air capture and (3) promotion of natural capital markets that can be used to offset carbon emissions. Moreover, financial markets also provide crucial information on expectations and plans of economic agents regarding climate change. This course will cover both models and empirical methodologies that are necessary to assess the role of the financial system in addressing global warming

Spring 2025: ECON GU4630

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4630	001/13570	M W 1:10pm - 2:25pm 207 Mathematics Building	Jose Scheinkman, Harrison Hong	3.00	84/150

### **ECON GU4700 FINANCIAL CRISES. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201 *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 GU4710 FINANCE AND THE REAL ECONOMY. 3.00 points.**

Prerequisites: (Econ UN3211) and (ECON UN3213) and (STAT UN1201)

Prerequisites: (Econ UN3211) and (ECON UN3213) and (STAT UN1201) This course uses economic theory and empirical evidence to study the links between financial markets and the real economy. We will consider questions such as: What is the welfare role of finance? How do financial markets affect consumers and firms? How do shocks to the financial system transmit to the real economy? How do financial markets impact inequality?

Spring 2025: ECON GU4710

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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ECON 4710	001/13572	M W 8:40am - 9:55am 602 Hamilton Hall	Matthieu Gomez	3.00	46/86
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### **ECON GU4750 GLOBALIZATION # ITS RISKS. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 *ECON W3211 and W3213.*

Prerequisites: ECON UN3211 and ECON UN3213 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

Spring 2025: ECON GU4750

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4750	001/13573	M W 5:40pm - 6:55pm 602 Hamilton Hall	Graciela Chichilnisky	3.00	71/86

### **ECON GU4840 BEHAVIORAL ECONOMICS. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213

Prerequisites: ECON UN3211 and ECON UN3213 Within economics, the standard model of behavior is that of a perfectly rational, self interested utility maximizer with unlimited cognitive resources. In many cases, this provides a good approximation to the types of behavior that economists are interested in. However, over the past 30 years, experimental and behavioral economists have documented ways in which the standard model is not just wrong, but is wrong in ways that are important for economic outcomes. Understanding these behaviors, and their implications, is one of the most exciting areas of current economic inquiry. The aim of this course is to provide a grounding in the main areas of study within behavioral economics, including temptation and self control, fairness and reciprocity, reference dependence, bounded rationality and choice under risk and uncertainty. For each area we will study three things: 1. The evidence that indicates that the standard economic model is missing some important behavior 2. The models that have been developed to capture these behaviors 3. Applications of these models to (for example) finance, labor and development economics As well as the standard lectures, homework assignments, exams and so on, you will be asked to participate in economic experiments, the data from which will be used to illustrate some of the principals in the course. There will also be a certain small degree of classroom 'flipping', with a portion of many lectures given over

to group problem solving. Finally, an integral part of the course will be a research proposal that you must complete by the end of the course, outlining a novel piece of research that you would be interested in doing

**Spring 2025: ECON GU4840**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4840	001/13576	M W 11:40am - 12:55pm 142 Uris Hall	Mark Dean	3.00	60/96

**ECON GU4850 COGNITIVE MECH # ECON BEHAVIOR. 4.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201 *ECON W3211, W3213; STAT 1201.*

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201 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 GU4860 BEHAVIORAL FINANCE. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 and ECON UN3412

Prerequisites: ECON UN3211 and ECON UN3213 and ECON UN3412 Neoclassical finance theory seeks to explain financial market valuations and fluctuations in terms of investors having rational expectations and being able to trade without costs. Under these assumptions, markets are efficient in that stocks and other assets are always priced just right. The efficient

markets hypothesis (EMH) has had an enormous influence over the past 50 years on the financial industry, from pricing to financial innovations, and on policy makers, from how markets are regulated to how monetary policy is set. But there was very little in prevailing EMH models to suggest the instabilities associated with the Financial Crisis of 2008 and indeed with earlier crises in financial market history. This course seeks to develop a set of tools to build a more robust model of financial markets that can account for a wider range of outcomes. It is based on an ongoing research agenda loosely dubbed "Behavioral Finance", which seeks to incorporate more realistic assumptions concerning human rationality and market imperfections into finance models. Broadly, we show in this course that limitations of human rationality can lead to bubbles and busts such as the Internet Bubble of the mid-1990s and the Housing Bubble of the mid-2000s; that imperfections of markets --- such as the difficulty of short-selling assets --- can cause financial markets to undergo sudden and unpredictable crashes; and that agency problems or the problems of institutions can create instabilities in the financial system as recently occurred during the 2008 Financial Crisis. These instabilities in turn can have feedback effects to the performance of the real economy in the form of corporate investments

**Spring 2025: ECON GU4860**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4860	001/13578	T Th 1:10pm - 2:25pm 402 Chandler	Harrison Hong	3.00	47/96

## ECONOMICS SENIOR SEMINARS

**ECON GU4911 MICROECONOMICS SEMINAR. 4.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 and ECON UN3412 *ECON W3211, W3213, W3412.* Registration information is posted on the department's Seminar Sign-up webpage.

Prerequisites: ECON UN3211 and ECON UN3213 and ECON UN3412 Selected topics in microeconomics

**Fall 2024: ECON GU4911**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4911	000/11027		Susan Elmes	4.00	0/800
ECON 4911	001/11028	M 2:10pm - 4:00pm 1027 International Affairs Bldg	Sunil Gulati	4.00	16/16
ECON 4911	002/11029	Th 4:10pm - 6:00pm 1027 International Affairs Bldg	Lena Edlund	4.00	11/16
ECON 4911	003/11030	T 10:10am - 12:00pm Room TBA	Tri Vi Dang	4.00	16/16
ECON 4911	004/11031	W 10:10am - 12:00pm 1027 International Affairs Bldg	Jack Willis	4.00	14/16



ECON 4911 005/11034 Th 2:10pm - 4:00pm Waldo Ojeda 4.00 16/16  
1027 International Affairs Bldg

ECON 4911 006/12118 W 2:10pm - 4:00pm Neal Masia 4.00 15/16  
1027 International Affairs Bldg

ECON 4911 007/18758 T 12:10pm - 2:00pm Andrew Abere 4.00 15/16  
1027 International Affairs Bldg

#### Spring 2025: ECON GU4911

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4911	000/13579		Susan Elmes	4.00	0/800
ECON 4911	001/13581	T 4:10pm - 6:00pm 1102 International Affairs Bldg	Murat Yilmaz	4.00	15/16
ECON 4911	002/13583	M 2:10pm - 4:00pm 1027 International Affairs Bldg	Sunil Gulati	4.00	16/16
ECON 4911	003/13585	M 10:10am - 12:00pm 1027 International Affairs Bldg	Douglas Almond	4.00	16/16
ECON 4911	004/13587	W 2:10pm - 4:00pm 1027 International Affairs Bldg	Graciela Chichilnisky	4.00	16/16
ECON 4911	005/13590	T 2:10pm - 4:00pm 1027 International Affairs Bldg	Rosanne Altshuler	4.00	11/16
ECON 4911	006/13592	T 10:10am - 12:00pm 1102 International Affairs Bldg	Pedro Tremacoldi Rossi	4.00	15/16
ECON 4911	007/13595	M 12:10pm - 2:00pm 1027 International Affairs Bldg	Benjamin Ho	4.00	16/16
ECON 4911	008/17422	T 12:10pm - 2:00pm 1027 International Affairs Bldg	Andrew Abere	4.00	15/16

#### ECON GU4913 MACROECONOMICS SEMINAR. 4.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 and ECON UN3412 *ECON W3211, W3213, W3412*. Registration information is posted on the department's Seminar Sign-up webpage.

Prerequisites: ECON UN3211 and ECON UN3213 and ECON UN3412 Registration information is posted on the departments Seminar Sign-up webpage. Selected topics in macroeconomics. Selected topics will be posted on the departments webpage

#### Fall 2024: ECON GU4913

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4913	001/11032	W 4:10pm - 6:00pm 1027 International Affairs Bldg	Noemie Pinardon-Touati	4.00	11/16

ECON 4913 002/11033 Th 8:10am - 10:00am Richard Clarida 4.00 13/16  
1027 International Affairs Bldg

#### Spring 2025: ECON GU4913

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4913	001/13598	Th 8:10am - 10:00am 1102 International Affairs Bldg	Richard Clarida	4.00	16/16
ECON 4913	002/13604	W 10:10am - 12:00pm 1102 International Affairs Bldg	Joseph Stiglitz, Karla Hoff	4.00	16/16
ECON 4913	003/17426	M 4:10pm - 6:00pm 1102 International Affairs Bldg	Miles Leahey	4.00	15/16

#### ECON GU4918 SEMINAR IN ECONOMETRICS. 4.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 and ECON UN3412 *ECON 3211, W3213, W3412*, and sign-up in the department's office. Registration information is posted on the department's Seminar Sign-up webpage.

Prerequisites: ECON UN3211 and ECON UN3213 and ECON UN3412 and sign-up in the departments office. Registration information is posted on the departments Seminar Sign-up webpage. Analyzing data in a more in-depth fashion than in ECON UN3412. Additional estimation techniques include limited dependent variable and simultaneous equation models. Go to the departments undergraduate Seminar Description webpage for a detailed description

#### Spring 2025: ECON GU4918

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4918	001/13605	W 4:10pm - 6:00pm 1102 International Affairs Bldg	Seyhan Erden	4.00	12/16

#### ECPS GU4921 SEMINAR IN POLITICAL ECONOMICS. 4.00 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.

Prerequisites: ECON W3211, W3213, W3412 (or POLS 4711), W4370. Registration information is posted on the departments 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 2025: ECPS GU4921**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECPS 4921	001/17541	Th 10:10am - 12:00pm 613 Hamilton Hall	Claudia Halbac	4.00	14/16
ECPS 4921	002/17544	M 10:10am - 12:00pm Room TBA	Carlo Prato	4.00	11/16

**ECPH GU4950 ECONOMICS # PHILOSOPHY. 4.00 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.

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 2025: ECPH GU4950**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECPH 4950	002/17528	T 10:10am - 12:00pm 716 Philosophy Hall	Jessica Collins, Brendan O'Flaherty	4.00	4/16

**ECON GU4999 SENIOR HONORS THESIS WORKSHOP. 3.00 points.**

3 points per semester.

Prerequisites: *ECON UN3211 and ECON UN3213 and ECON UN3412 and 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.

Prerequisites: *ECON UN3211 and ECON UN3213 and ECON UN3412 and the director of the departmental honors programs 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 2024: ECON GU4999**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4999	001/11035	T 4:10pm - 6:00pm 1027 International Affairs Bldg	Lena Edlund	3.00	10/100

**Spring 2025: ECON GU4999**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4999	001/13643	T 4:10pm - 6:00pm 1027 International Affairs Bldg	Lena Edlund	3.00	10/100

**OTHER****ECON UN2029 FED CHALLENGE WORKSHOP. 1.00 point.**

Prerequisites: (*ECON UN1105*) *ECON W1105*.

Prerequisites: (*ECON UN1105*) 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

**ECON GU4995 RESEARCH COURSE. 1.00 point.****Fall 2024: ECON GU4995**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4995	001/15950		Susan Elmes	1.00	11/50

**Spring 2025: ECON GU4995**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4995	001/18908		Susan Elmes	1.00	15/800

**ECON GU4996 RESEARCH COURSE. 1.00-2.00 points.**

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 2024: ECON GU4996**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4996	001/15951		Susan Elmes	1.00-2.00	9/50

**Spring 2025: ECON GU4996**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4996	001/18909		Susan Elmes	1.00-2.00	8/800

### ECON GU4998 SUPERVISED INDEPENDENT STUDY. 1.00-4.00 points.

Prerequisites: the director of undergraduate studies permission

Fall 2024: ECON GU4998

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4998	001/21224		Susan Elmes	1.00-4.00/50	

## OF RELATED INTEREST

Note: Barnard economic *core* courses

(ECON BC1003, ECON BC1007, ECON BC2411, ECON BC3018, ECON BC3033, ECON BC3035)

and *seminars* do not count towards the Columbia economics major and concentration.

### Economics (Barnard)

ECON BC2010	The Economics of Gender
ECON BC2012	Economic History of Western Europe
ECON BC2017	INTRODUCTION TO HEALTH ECONOMICS
ECON BC2020	Introduction to Development Economics
ECON BC2224	CODING MARKETS
ECON BC2075	Logic and Limits of Economic Justice
ECON BC3027	Economics of Inequality
ECON BC3010	American Wellbeing
ECON BC3011	INEQUALITY AND POVERTY
ECON BC3012	THE ECONOMICS OF EDUCATION
ECON BC3013	Economic History of the United States
ECON BC3014	Entrepreneurship
ECON BC3017	Economics of Business Organization
ECON BC3019	LABOR ECONOMICS
ECON BC3022	Economic History of Europe
ECON BC3023	Topics in Economic History
ECON BC3024	MIGRATION # ECONOMIC CHANGE
ECON UN3025	FINANCIAL ECONOMICS
ECON BC3026	Economics of the Public Sector
ECON BC3029	EMPIRICAL APPROACHES DEVLPMNT
ECON BC3031	Economics of Life
ECON BC3038	INTERNATIONAL MONEY # FINANCE
ECON BC3039	Environmental and Natural Resource Economics
ECON BC3041	THEORETICAL FOUNDATIONS-POLIT ECON
ECON BC3045	BUSINESS CYCLES
ECON BC3047	International Trade
ECON BC3049	Economic Evaluation of Social Programs

ECON UN3265

MONEY AND BANKING

ECON BC3270

Topics in Money and Finance

## EDUCATION

The department of Education is housed at Barnard College, and all information on these Bulletin pages feeds from the information on the Barnard Course Catalogue.

Please note that the Educational Studies major is currently being offered to Barnard College students only.

Please note that the Education Studies major is currently being offered to Barnard College students only.

701 Milstein Center

212-854-7072

[education@barnard.edu](mailto:education@barnard.edu)

Program Director/Chair: Professor Maria River Maulucci

Department Administrator: Amy Shire ([ashire@barnard.edu](mailto:ashire@barnard.edu))

## THE STUDY OF EDUCATION

The Barnard Education Program envisions education as an emancipatory human right that develops people's capacities to think critically and act creatively for peace, justice, and sustainability in local and global contexts. Education is a fundamental human activity that occurs in formal and informal settings as people interact within their social, historical, and physical environments. The program educates students to draw on interdisciplinary research and perspectives in order to critically analyze the role of education in society, and to create and sustain equitable educational practices and policies for all.

## PROGRAMS OF STUDY

The Barnard Education Program is committed to strengthening public education and addressing issues of equity and social justice, particularly in urban schools. We offer two tracks in Education: Education Studies (Major and Minor/Special Concentration), and Urban-Teaching Minors/Special Concentration (that leads to teacher certification in Elementary/Childhood Education or Secondary-Adolescent Education).

In all tracks, students develop critical lenses to understand education as a fundamental human activity that occurs across many settings; to analyze the issues facing public schools; and to consider ways to promote fair and inclusive policies and practices for children and youth. The classes are open to all undergraduates at Columbia (BC, SEAS, GS, CC). The two tracks we offer are:

### Education Studies

Education Studies is an interdisciplinary program for students who wish to understand, critically analyze, and conduct

research on the role of education in society. Our students draw on a wide range of theoretical and empirical scholarship to study education as a social, cultural, and historical process. We understand education as much more than schooling, even as schooling is central to many of our concerns. Students who pursue the major or the minor/special concentration in Education Studies learn to evaluate educational policy, practice, and research through a critical, equity-oriented lens. Our graduates will be prepared to act creatively for peace, justice, and sustainability in local and global educational contexts. Education Studies 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, as well as to pursue teacher certification through a graduate program. Education Studies does not lead to teacher certification.

**Education Studies Major:** The Education Studies major is designed for students whose primary interest is in pursuing Education as their major course of study. Education Studies majors concentrate in one of three areas: Education, Culture, and Society; Educational Policy; or Comparative and International Education. In their senior year, they conduct an original inquiry project. Currently, the major in Education Studies is open to Barnard College students only.

**Education Studies Minor/Special Concentration:** Education Studies minors (BC) or special concentrations (CC, GS) pursue similar coursework to that undertaken by the majors. This course of study is intended to complement a major's disciplinary specialization and methodological training. In addition to the requirements of the minor/special concentration, students must complete a major. The special concentration minors are open to all students at Barnard College, Columbia College, and College of General Studies.

For further information, and to apply to the major or minor tracks, please visit our [website](#)

#### Urban Teaching Minors/Special Concentrations

This track is for students who want to graduate from college with teacher certification. 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.

This program is registered by the New York State Department of Education and accredited by the Association for Advancing Quality in Educator Preparation (AAQEP). Students who complete the program will be recommended for Initial Certification in either Childhood Education (Grades 1-6) or Adolescent Education (Grades 7-12). We provide ongoing

support to program completers through our Barnard Teacher Network.

To apply to the Urban Teaching tracks, please visit our [website](#). Students are encouraged to apply for admission by March of the sophomore year but no later than April 30th of their sophomore year. Those who plan to study abroad during junior year should apply by the spring of the freshman year, but no later than the first Tuesday in September of the 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.

**The department of Education is housed at Barnard College, and all information on these Bulletin pages feeds from the information on the Barnard Course Catalogue.**

#### **Professors**

Maria Rivera Maulucci (Program Director/Chair)  
Thea Abu El-Haj

#### **Assistant Professors**

Nora Gross

Amelia Herbert (joint appointment with Urban Studies)

#### **Senior Lecturer and Certification Officer**

Lisa Edstrom

#### **Term Assistant Professors**

Drew Chambers  
Fawziah Qadir

#### **Adjunct Instructors**

Ishrat Ahmed  
Orubba Almansouri  
Althea Hoard  
Ileana Jimenez  
Rachel Throop



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Please note that the Educational Studies major is currently being offered to Barnard College students only.

## REQUIREMENTS FOR THE EDUCATION STUDIES MAJOR

To complete the Major (BC) in Education Studies, students must complete a minimum of 40 points of course work, listed below. *Please note that the Education Studies major is currently being offered to Barnard College students only.*

The Education Studies track requires a minimum of eleven courses:

### Requirement A - Foundational Coursework

EDUC BC1510	FOUNDATIONS OF EDUCATION
URBS UN3310	RACE, SPACE, URB SCHOOLS

### Requirement B - Field Experience

Select one of the following:

EDUC BC3050	SCIENCE IN THE CITY
EDUC BC3052	MATH # THE CITY
EDUC BC3055	ARTS AND HUMANITIES IN THE CITY:CRITICAL
EDUC BC3058	SCIENCE IN THE CITY II
SOCI UN3974	SOCI OF SCHOOLS,TEACH,LEARNING

### Requirement C - Concentration Courses

Select 6 of the following: At least 2 courses must be EDUC courses. Course selection to be determined with adviser.

EDUC BC3032	INVESTIGATING THE PURPOSES AND AIMS OF EDUCATION POLICY
EDUC BC3042	GENDER, SEXUALITY, AND SCHOOL
EDUC BC3045	COMPLICATING CLASS: EDUCATION AND THE LIMITS OF EQUITY
EDUC BC3040	MIGRATION, GLOBALIZATION, AND EDUCATION
EDUC BC3250	EDUCATION IN A POLARIZED AND UNEQUAL SOCIETY
EDUC BC3044	EDUCATION AND SOCIAL CHANGE IN COMPARATIVE GLOBAL CONTEXTS
EDUC BC3034	Families, Communities, and Schools
EDUC BC3030	Critical Pedagogies

PHIL UN2100	Philosophy of Education
SOCI UN3225	SOCIOLOGY OF EDUCATION
ECON BC3012	THE ECONOMICS OF EDUCATION
PSYC BC2134	Educational Psychology
CSER UN3928	COLONIZATION/ DECOLONIZATION
HRTS UN3001	INTRODUCTION TO HUMAN RIGHTS

**Other Courses** You may count other electives not listed here toward the Concentration Courses requirement. These courses must be reviewed with your adviser before enrollment.

### Requirement D - Senior Capstone

EDUC BC3088	Senior Research Seminar: Methods of Inquiry
EDUC BC3089	Senior Research Seminar: Inquiry

## REQUIREMENTS FOR THE URBAN TEACHING MINORS/SPECIAL CONCENTRATIONS

### 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 32-34 credits as follows:

**Requirement A - Educational Foundations** For students who have already taken EDUC BC3032, PHIL UN2100, SOCI UN3225, or ECON BC3012 to fulfill Requirement A prior to Fall 2018 do not need to enroll in EDUC BC1510 to fulfill the requirement.

EDUC BC1510	FOUNDATIONS OF EDUCATION	4
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### Requirement B - Psychology

Select one of the following: 3-4.5

PSYC BC1115	Cognitive Psychology
PSYC BC1129	Developmental Psychology
PSYC BC2134	Educational Psychology
PSYC UN1420	RESEARCH METHODS - HUMAN BEHAVIOR *

### Requirement C - Pedagogical Elective

Select one of the following:

EDUC BC3050	SCIENCE IN THE CITY
EDUC BC3052	MATH # THE CITY
EDUC BC3055	ARTS AND HUMANITIES IN THE CITY:CRITICAL
EDUC BC3058	SCIENCE IN THE CITY II

### Requirement D - Pedagogical Core

EDUC BC3025	INCLUSIVE APPROACHES TO TEACHING LITERACY: THEORY AND PRACTICE	4
EDUC BC3053	MULTICULTURAL ELEMENTARY PEDA	4

EDUC BC3063	STUDENT TEACHING/URBAN SCHOOLS	6
EDUC BC3064	SEM: ISSUES URBAN TEACHING	4

**Requirement E - Liberal Arts and Sciences**

Visit <https://education.barnard.edu/UrbanTeaching/LiberalArtsandSciencesRequirements> for more information.

**Requirement F - Clinical Experiences**

Visit <https://education.barnard.edu/UrbanTeaching/ClinicalExperiences> for more information.

\* Courses offered at Columbia

Note: Senior year student teaching may conflict with other opportunities at Barnard (e.g., PSYC BC3465 Field Work # Research Seminar: Toddler Center, PSYC BC3466 FIELD WORK # RESEARCH SEMINAR: 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 32-34 credits from the following course of study:

**Requirement A - Educational Foundations** For students who have already taken EDUC BC3032, PHIL UN2100, SOCI UN3225, or ECON BC3012 to fulfill Requirement A prior to Fall 2018 do not need to enroll in EDUC BC1510 to fulfill the requirement.

EDUC BC1510	FOUNDATIONS OF EDUCATION	4
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**Requirement B - Psychology**

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 UN1420	RESEARCH METHODS - HUMAN BEHAVIOR *

**Requirement C - Pedagogical Elective**

Select one of the following:

EDUC BC3050	SCIENCE IN THE CITY
EDUC BC3052	MATH # THE CITY
EDUC BC3055	ARTS AND HUMANITIES IN THE CITY:CRITICAL
EDUC BC3058	SCIENCE IN THE CITY II

**Requirement D - Pedagogical Core**

EDUC BC3025	INCLUSIVE APPROACHES TO TEACHING LITERACY: THEORY AND PRACTICE	4
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EDUC BC3054	MULTICULTURAL SECONDARY PEDAG	4.00
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EDUC BC3065	SECONDARY STU TCHNG URB SCHLS	6.00
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EDUC BC3064	SEM: ISSUES URBAN TEACHING	4
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EDUC BC3061	ASSESSMENT OF TEACHING	3.00
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**Requirement E - Liberal Arts and Sciences**

Visit <https://education.barnard.edu/UrbanTeaching/LiberalArtsandSciencesRequirements> for more information.

**Requirement F - Clinical Experiences**

Visit <https://education.barnard.edu/UrbanTeaching/ClinicalExperiences> for more information.

### Additional Urban Teaching Certification Requirements: Adolescent/Secondary

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, 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

The Urban Teaching program is accredited by AAQEP and approved by the New York State Education Department to recommend students who complete the program for Initial Certification in either Childhood Education (grades 1-6) or Adolescent Education (grades 7-12). New York State has reciprocity with most other states, allowing graduates of the program the ability to apply for certification in another

state through our membership in the Interstate Certification Agreement.

Certification is based on demonstrated competency in both academic and field settings. Students are required to complete a minimum of 360 hours of educational based clinical experiences. 260+ hours must be supervised field based experiences. Students must pass the New York State Teacher Certification Examinations and the edTPA performance assessment. Also required are workshops in Child Abuse Identification; School Violence Intervention and Prevention; and the Dignity for All Students Act (DASA), offered at Teachers College.

## REQUIREMENTS FOR THE EDUCATION STUDIES MINOR/SPECIAL CONCENTRATION

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	FOUNDATIONS OF EDUCATION	4
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### Requirement B - Educational Electives

Select three of the following: One Educational Elective course must be an EDUC course.

EDUC BC3030	Critical Pedagogies	
EDUC BC3032	INVESTIGATING THE PURPOSES AND AIMS OF EDUCATION POLICY	
EDUC BC3034	Families, Communities, and Schools	
EDUC BC3040	MIGRATION, GLOBALIZATION, AND EDUCATION	
EDUC BC3042	GENDER, SEXUALITY, AND SCHOOL	
EDUC BC3044	EDUCATION AND SOCIAL CHANGE IN COMPARATIVE GLOBAL CONTEXTS	
EDUC BC3045	COMPLICATING CLASS: EDUCATION AND THE LIMITS OF EQUITY	
EDUC BC3250	EDUCATION IN A POLARIZED AND UNEQUAL SOCIETY	
URBS UN3310	RACE. SPACE, URB SCHOOLS	
AMST UN3931	Topics in American Studies (Sec. 002: Race, Poverty, and American Criminal Justice or Sec. 003: Equity in Higher Education)	
CSER UN3928	COLONIZATION/ DECOLONIZATION	
ECON BC3012	THE ECONOMICS OF EDUCATION	

PHIL UN2100	Philosophy of Education	
PSYC BC2134	Educational Psychology	
PSYC BC3363	PEDAGOGY HIGHER EDUC:PSYCH	
PSYC BC3382	ADOLESCENT PSYCHOLOGY	
SOCI UN3225	SOCIOLOGY OF EDUCATION	
SOCI W3923	Adolescent Society	
SOCI UN3974	SOCI OF SCHOOLS,TEACH,LEARNING *	

### Requirement C - Pedagogical Elective

Select one of the following:

EDUC BC3050	SCIENCE IN THE CITY	
EDUC BC3052	MATH # THE CITY	
EDUC BC3055	ARTS AND HUMANITIES IN THE CITY:CRITICAL	
EDUC BC3058	SCIENCE IN THE CITY II	

### Requirement D - Pedagogical Core

EDUC BC3051	SEMINAR URBAN EDUCATION	4
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\* Courses offered at Columbia

## REQUIREMENTS FOR THE URBAN TEACHING SPECIALIZATION

Urban Studies majors who wish to pursue certification should apply to the Education Program by the spring of their freshman year. We encourage students to plan carefully if they wish to pursue this option.

Urban Studies majors who have selected Urban Teaching as their area of specialization within the major should complete the following:

### Requirement A - Educational Foundations

EDUC BC1510	FOUNDATIONS OF EDUCATION	4
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### Requirement B - Psychology

Select one of the following:

PSYC BC1107	Psychology of Learning	
PSYC BC1115	Cognitive Psychology	
PSYC BC1129	Developmental Psychology	
PSYC BC2134	Educational Psychology	
PSYC BC3382	ADOLESCENT PSYCHOLOGY	
PSYC UN1420	RESEARCH METHODS - HUMAN BEHAVIOR *	

### Requirement C - Field Studies

Select one of the following:

EDUC BC3050	SCIENCE IN THE CITY	
EDUC BC3052	MATH # THE CITY	
EDUC BC3055	ARTS AND HUMANITIES IN THE CITY:CRITICAL	
EDUC BC3058	SCIENCE IN THE CITY II	

SOCI UN3974 SOCI OF  
SCHOOLS,TEACH,LEARNING  
\*

**Requirement D - Pedagogical Core**

EDUC BC3025	INCLUSIVE APPROACHES TO TEACHING LITERACY: THEORY AND PRACTICE	4
EDUC BC3053	MULTICULTURAL ELEMENTARY PEDA	4
or EDUC BC3054	MULTICULTURAL SECONDARY PEDAG	

\* Courses offered at Columbia

## REQUIREMENTS FOR THE URBAN EDUCATION SPECIALIZATION

Urban Studies majors who have selected Urban Education as their area of specialization within the major should complete the following:

**Requirement A - Educational Foundations**

EDUC BC1510	FOUNDATIONS OF EDUCATION	4
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**Requirement B - Educational Electives**

Select two of the following:

EDUC BC3030	Critical Pedagogies
EDUC BC3032	INVESTIGATING THE PURPOSES AND AIMS OF EDUCATION POLICY
EDUC BC3034	Families, Communities, and Schools
EDUC BC3040	MIGRATION, GLOBALIZATION, AND EDUCATION
EDUC BC3042	GENDER, SEXUALITY, AND SCHOOL
EDUC BC3044	EDUCATION AND SOCIAL CHANGE IN COMPARATIVE GLOBAL CONTEXTS
EDUC BC3045	COMPLICATING CLASS: EDUCATION AND THE LIMITS OF EQUITY
EDUC BC3250	EDUCATION IN A POLARIZED AND UNEQUAL SOCIETY
URBS UN3310	RACE. SPACE, URB SCHOOLS
PHIL UN2100	Philosophy of Education
SOCI UN3225	SOCIOLOGY OF EDUCATION
ECON BC3012	THE ECONOMICS OF EDUCATION

**Requirement C - Field Studies**

Select one of the following:

EDUC BC3050	SCIENCE IN THE CITY
EDUC BC3052	MATH # THE CITY
EDUC BC3055	ARTS AND HUMANITIES IN THE CITY:CRITICAL

EDUC BC3058 SCIENCE IN THE CITY II  
SOCI UN3974 SOCI OF  
SCHOOLS,TEACH,LEARNING  
\*

**Requirement D - Capstone**

EDUC BC3051	SEMINAR URBAN EDUCATION	4
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\* Courses offered at Columbia

\*EDUC BC3030 *Critical Pedagogies* can count towards the Education Electives **or** the Pedagogical Elective requirement in Spring 2021 only.

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### EDUC BC1510 FOUNDATIONS OF EDUCATION. 3.00 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 2024: EDUC BC1510**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 1510	001/00372	M W 1:10pm - 2:25pm 140 Horace Mann Hall	Drew Chambers	3.00	30/40
EDUC 1510	002/00373	M W 4:10pm - 5:25pm 323 Milbank Hall	Ishrat Ahmed	3.00	28/40

**Spring 2025: EDUC BC1510**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 1510	001/00795	M W 4:10pm - 5:25pm 203 Diana Center	Ishrat Ahmed	3.00	43/40
EDUC 1510	002/00796	T Th 11:40am - 12:55pm LI001 Milstein Center	Fawziah Qadir	3.00	53/50

### EDUC BC3032 INVESTIGATING THE PURPOSES AND AIMS OF EDUCATION POLICY. 4.00 points.

Prerequisites: the instructor's permission. Open to all students, preference given to Urban Teaching, Ed Studies and Urban Studies. Enrollment limited to 15 students for each section.

Prerequisites: the instructors permission. Course enrollment will be determined after the first class meeting. Open to all students; preference given to Urban Teaching, Education Studies, and Urban Studies students. This course explores a broad continuum of educational policies, with a critical eye toward the impact these policies have on promoting equity and



justice. Because no one course can do everything, our focus will be on educational policy in the United States. However, a major research assignment will be for you to do a critical analysis of one of these policies in the context of another country

### **EDUC BC3044 EDUCATION AND SOCIAL CHANGE IN COMPARATIVE GLOBAL CONTEXTS. 4.00 points.**

This course will examine the relationship between education and social change in different regions of the world, with a focus on vulnerable populations (e.g., indigenous groups, street and working children, immigrants, women and girls; refugees)

**Fall 2024: EDUC BC3044**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3044	001/00388	Th 2:10pm - 4:00pm 119 Milstein Center	Fawziah Qadir	4.00	17/24

### **EDUC BC3050 SCIENCE IN THE CITY. 4.00 points.**

Prerequisites: the instructor's permission.

Prerequisites: the instructors 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

**Fall 2024: EDUC BC3050**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3050	001/00390	F 10:10am - 12:00pm 222 Milbank Hall	Althea Hoard	4.00	9/20

### **EDUC BC3051 SEMINAR URBAN EDUCATION. 4.00 points.**

This seminar serves as the capstone course for students pursuing the Education Studies minor/special concentration or the Urban Studies major/concentration with an Urban Education Specialization. The Seminar in Urban Education explores the historical, political and socio-cultural dynamics of urban education in the U.S. context. Over time, a range of social actors have intervened in the “problem” of urban education, attempting to reshape and reform urban schools. Others have disputed this “problem” focused approach, arguing that policy makers, teachers, and researchers should start from the strengths and capacities located in urban communities. Despite decades of wide ranging reform efforts, however, many urban schools still fail to provide their students with an adequate, equitable education. Seminar in Urban Education investigates this paradox by pursuing three central course questions: 1) How have various social actors tried to achieve equity in urban schools over time? 2) What are the range and variation of assets and challenges found in urban schools? and 3) Considering this history and context, what would effective reform in a global city like NYC look like? Students will engage these questions not only through course readings and

seminar discussions, but through a 40-hour field placement in a New York City public school classroom, extra-curricular program, or other education based site

**Fall 2024: EDUC BC3051**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3051	001/00394	Th 12:10pm - 2:00pm 501 Diana Center	Rachel Throop	4.00	13/18

### **EDUC BC3053 MULTICULTURAL ELEMENTARY PEDAG. 4.00 points.**

This seminar will engage prospective teachers in developing effective strategies for teaching at the elementary school level in ways that draw upon five specific domains of knowledge: knowledge of self, content, pedagogy, context and students. Students will be introduced to a variety of teaching approaches and develop ways to adapt them to teach various subjects to students in urban public school settings, understanding the intellectual, social and emotional needs of elementary school students. Students will learn to write lesson plans, develop assessments and practice teaching in “microteaching” sessions taught to peers. We will explore state standards, approaches to classroom management, and Universal Design for Learning as we develop approaches to create caring, democratic learning communities

**Fall 2024: EDUC BC3053**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3053	001/00396	W 4:10pm - 7:00pm L1001 Milstein Center	Lisa Edstrom	4.00	4/10

### **EDUC BC3054 MULTICULTURAL SECONDARY PEDAG. 4.00 points.**

What does it mean to be an excellent teacher? The Seminar in Secondary Multicultural Pedagogy will engage this question as you work to develop methods for teaching your subject(s) in ways that draw upon five specific domains of knowledge: knowledge of self, content, pedagogical methods, context, and students. You will be introduced to a variety of multicultural teaching approaches and develop ways to adapt them to your particular subject area and to the intellectual, social, and emotional needs of adolescent learners. Throughout the course, we will consider how to effectively differentiate instruction for and support ELL students and students with special needs. Seminar sessions will include discussions, presentations of lessons, group activities, and problem-solving issues teachers encounter in the classroom. We will explore culturally responsive approaches to: learning; learning standards; instruction and assessment; creating caring, democratic learning communities; selecting curriculum content, and engaging all students in learning. Assignments will ask you to reflect on the teaching/learning process in general, and on the particulars of teaching your academic discipline. We will accomplish this through lesson planning, practice teaching two mini-lessons, observing your peers teaching and offering feedback, and

exploring stances and strategies for multicultural pedagogy in your content area

**Fall 2024: EDUC BC3054**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3054	001/00397	W 4:10pm - 7:00pm LI001 Milstein Center	Lisa Edstrom	4.00	6/10

**EDUC BC3055 ARTS AND HUMANITIES IN THE CITY:CRITICAL. 4.00 points.**

Using the theme of “Arts and Humanities in the City”, this seminar will build participants’ knowledge of critical literacy, digital storytelling methods, and ways to use New York City as a resource for teaching the Arts (Dance, Theatre, Music, and Visual Arts), Social Studies, and English Language Arts in grades K-12. Critical literacy is an approach to teaching and learning that focuses on developing students’ abilities to read, analyze, understand, question, and critique hidden perspectives and socially-constructed power relations embedded in what it means to be literate in a content area

**Fall 2024: EDUC BC3055**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3055	001/00399	Th 10:10am - 12:00pm 502 Diana Center	Drew Chambers	4.00	15/20

**Spring 2025: EDUC BC3055**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3055	001/00460	Th 12:10pm - 2:00pm 113 Milstein Center	Drew Chambers	4.00	17/20

**EDUC BC3064 SEM: ISSUES URBAN TEACHING. 4.00 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 2024: EDUC BC3064**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3064	001/00403	T 4:10pm - 6:00pm 318 Milbank Hall	Maria Rivera Maulucci	4.00	9/12

**EDUC BC3150 SCIENCE IN THE CITY FIELDWORK LAB. 0.00 points.**

**Fall 2024: EDUC BC3150**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3150	001/00406	W 2:10pm - 6:00pm Room TBA	Althea Hoard	0.00	3/10
EDUC 3150	002/00407	Th 2:10pm - 6:00pm	Althea Hoard	0.00	4/10

EDUC 3150	003/00910	M 2:10pm - 6:00pm Room TBA	Althea Hoard	0.00	2/10
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**EDUC BC3155 ARTS#HUMANITIES IN CITY FIELDWORK LAB. 0.00 points.**

**Fall 2024: EDUC BC3155**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3155	001/00408	M 2:10pm - 6:00pm Room TBA	Drew Chambers	0.00	12/10
EDUC 3155	002/00409	W 2:10pm - 6:00pm Room TBA	Drew Chambers	0.00	3/10

**Spring 2025: EDUC BC3155**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3155	001/00799	M 2:10pm - 6:00pm Room TBA	Drew Chambers	0.00	4/10
EDUC 3155	002/00800	W 2:10pm - 6:00pm Room TBA	Drew Chambers	0.00	10/10

**EDUC BC1510 FOUNDATIONS OF EDUCATION. 3.00 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 2024: EDUC BC1510**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 1510	001/00372	M W 1:10pm - 2:25pm 140 Horace Mann Hall	Drew Chambers	3.00	30/40
EDUC 1510	002/00373	M W 4:10pm - 5:25pm 323 Milbank Hall	Ishrat Ahmed	3.00	28/40

**Spring 2025: EDUC BC1510**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 1510	001/00795	M W 4:10pm - 5:25pm 203 Diana Center	Ishrat Ahmed	3.00	43/40
EDUC 1510	002/00796	T Th 11:40am - 12:55pm LI001 Milstein Center	Fawziah Qadir	3.00	53/50

**EDUC BC3025 INCLUSIVE APPROACHES TO TEACHING LITERACY: THEORY AND PRACTICE. 6.00 points.**

This seminar engages students in an exploration of how schools prepare students to be literate across multiple subject areas. Engaging students with theory and practice, we will look at how students learn to read and write, considering approaches for literacy instruction from early childhood through adolescence. Understanding that schools are required

to meet the needs of diverse learners, we will explore literacy instruction for K-12 students with special needs, multilingual learners, and students from diverse cultural backgrounds. This course requires 60 hours of clinical experience (fieldwork)

**Spring 2025: EDUC BC3025**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3025	001/00798	T 9:00am - 11:50am 501 Diana Center	Drew Chambers	6.00	8/16

**EDUC BC3030 Critical Pedagogies. 4.00 points.**

This course explores education as a process through which critical consciousness and epistemic justice combat oppression in communities. Students will connect seminal work by critical pedagogues, such as Paolo Freire and bell hooks, to systemic educational challenges and lived experience. As a class, we will investigate power dynamics and structural inequalities at the systemic, institutional, interpersonal and individual levels. Students will problem-pose, dialogue and create pedagogical tools through praxis, by integrating the theory learned in the class to educational practice

**Fall 2024: EDUC BC3030**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3030	001/00378	T 2:10pm - 4:00pm 227 Milbank Hall	Fawziah Qadir	4.00	19/24

**EDUC BC3040 MIGRATION, GLOBALIZATION, AND EDUCATION. 4.00 points.**

Globalization and mass migration are reconfiguring the modern world and reshaping the contours of nation-states. New technologies that facilitate the movement of information, goods and people across borders have made it easier for people to remain culturally, politically, economically and socially connected to the places from which they migrated. This seminar focuses on the experiences of the youngest members of these global migration patterns—children and youth—and asks: What do these global flows mean for educating young people to be members of the multiple communities to which they belong? This seminar will explore the following questions: What is globalization and why is it leading to new patterns of migration? How do children and youth experience ruptures and continuities across contexts of migration? How do language policies affect young people's capacity to be educated in a new land? What does it mean to forge a sense of belonging and citizenship in a "globalized" world, and how does this challenge our models of national citizenship? How are the processes by which young people are incorporated into their new country entwined with structures of race, class, and gender? Drawing on fiction, autobiography, and anthropological and sociological research this class will explore these questions from a variety of disciplinary perspectives

**Fall 2024: EDUC BC3040**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3040	001/00384	M 10:10am - 12:00pm 502 Diana Center	Orubba Almansouri	4.00	14/20

**EDUC BC3042 GENDER, SEXUALITY, AND SCHOOL. 4.00 points.**

Broadly, this course explores the relationship between gender, sexuality, and schooling across national contexts. We begin by considering theoretical perspectives, exploring the ways in which gender and sexuality have been studied and understood in the interdisciplinary field of education. Next, we consider the ways in which the subjective experience of gender and sexuality in schools is often overlooked or inadequately theorized. Exploring the ways that race, class, citizenship, religion and other categories of identity intersect with gender and sexuality, we give primacy to the contention that subjectivity is historically complex, and does not adhere to the analytically distinct identity categories we might try to impose on it

**Spring 2025: EDUC BC3042**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3042	001/00442	M 11:00am - 12:50pm 306 Milbank Hall	Ileana Jimenez	4.00	18/20

**EDUC BC3051 SEMINAR URBAN EDUCATION. 4.00 points.**

This seminar serves as the capstone course for students pursuing the Education Studies minor/special concentration or the Urban Studies major/concentration with an Urban Education Specialization. The Seminar in Urban Education explores the historical, political and socio-cultural dynamics of urban education in the U.S. context. Over time, a range of social actors have intervened in the "problem" of urban education, attempting to reshape and reform urban schools. Others have disputed this "problem" focused approach, arguing that policy makers, teachers, and researchers should start from the strengths and capacities located in urban communities. Despite decades of wide ranging reform efforts, however, many urban schools still fail to provide their students with an adequate, equitable education. Seminar in Urban Education investigates this paradox by pursuing three central course questions: 1) How have various social actors tried to achieve equity in urban schools over time? 2) What are the range and variation of assets and challenges found in urban schools? and 3) Considering this history and context, what would effective reform in a global city like NYC look like? Students will engage these questions not only through course readings and seminar discussions, but through a 40-hour field placement in a New York City public school classroom, extra-curricular program, or other education based site

**Fall 2024: EDUC BC3051**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3051	001/00394	Th 12:10pm - 2:00pm 501 Diana Center	Rachel Throop	4.00	13/18

**EDUC BC3052 MATH # THE CITY. 4.00 points.**

Prerequisites: the instructor's permission.

Prerequisites: the instructors 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

**Spring 2025: EDUC BC3052**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3052	001/00495	W 10:10am - 12:00pm 306 Milbank Hall	Maria Rivera Maulucci	4.00	8/20

**EDUC BC3058 SCIENCE IN THE CITY II. 4.00 points.**

Prerequisites: the instructors 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

**EDUC BC3061 ASSESSMENT OF TEACHING. 3.00 points.**

Open to Urban Teaching students in the Education Program.

**EDUC BC3063 STUDENT TEACHING/URBAN SCHOOLS. 6.00 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

**Spring 2025: EDUC BC3063**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3063	001/00464	T 4:10pm - 6:00pm 225 Milbank Hall	Drew Chambers	6.00	4/5

**EDUC BC3065 SECONDARY STUDENT TEACHING URBAN SCHOOLS. 6.00 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

**Spring 2025: EDUC BC3065**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3065	001/00465	T 4:10pm - 6:00pm 225 Milbank Hall	Ishrat Ahmed	6.00	4/5

**EDUC BC3089 Senior Research Seminar: Inquiry. 4.00 points.**

This is the second semester of a year-long senior capstone experience for Educational Studies majors. Over the course of the year, you will design and carry-out an inquiry project, and you will report on this project through an appropriate medium, for a specific purpose and audience

**Spring 2025: EDUC BC3089**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3089	001/00484	T 4:10pm - 6:00pm LI001 Milstein Center	Thea Abu El-Haj	4.00	10/12
EDUC 3089	002/00485	T 4:10pm - 6:00pm LI001 Milstein Center	Rachel Longa	4.00	10/12

**URBS UN3310 RACE, SPACE, URBAN SCHOOLS. 3.00 points.**

Many people don't think of themselves as having attended segregated schools. And yet, most of us went to schools attended primarily by people who looked very much like us. In fact, schools have become more segregated over the past 30 years, even as the country becomes increasingly multiracial. In this class, we will use public schools as an example to examine the role race plays in shaping urban spaces and institutions. We will begin by unpacking the concept of racialization, or the process by which a person, place, phenomenon, or characteristic becomes associated with a certain race. Then, we will explore the following questions: What are the connections between city schools and their local contexts? What does it mean to be a "neighborhood school"? How do changes in neighborhoods change schools? We will use ethnographies, narrative non-fiction, and educational research to explore these questions from a variety of perspectives. You will apply what you have learned to your own experiences and to current debates over urban policies and public schools. This course will extend your understanding of key anthropological and



sociological perspectives on urban inequality in the United States, as well as introduce you to critical theory

**Fall 2024: URBS UN3310**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3310	001/00410	W 2:10pm - 4:00pm LI001 Milstein Center	Amelia Herbert	3.00	33/40

**Spring 2025: URBS UN3310**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3310	001/00492	Th 4:10pm - 6:00pm LI001 Milstein Center	Fawziah Qadir	3.00	51/48

**EDUC BC3250 EDUCATION IN A POLARIZED AND UNEQUAL SOCIETY. 4.00 points.**

The rise in political polarization and social inequality over the past few decades has challenged the ideals that public schools were founded on nearly two centuries ago. In the past few years, we have witnessed a surge in homophobic, racist, misogynist, and xenophobic rhetoric in our society and our schools. At the same time, teachers in classrooms across this country have been engaged in the difficult work of challenging oppression and injustice in their schools, communities, and nation. These teachers know that the future of our democracy is at stake. Using a historical and sociological framework, this course examines the past and present conditions that have led to political polarization, escalating inequality, and persistent injustice. It seeks to examine the lineage of racism, sexism, nativism, and imperialism on our nation and its schools and to consider the extent to which these challenges are uniquely American or part of a more global phenomenon. It offers an introduction to the deep current of American social, political, and economic culture that many argue has produced the challenges that our nation faces today: personal and political gain marred by intolerance, derived from wealth, and rooted in the history of segregation, sexism, and exploitation. Instead of seeing these challenges as separate entities, the course acknowledges the intersectional nature of power and politics. Students will consider how these conditions affect their roles as educators and the lives of the youth and families in their schools and communities. They will leave the course with a deeper appreciation and understanding of the historical and sociological antecedents that have contributed to polarization, inequity, and injustice around the globe

## CROSS-LISTED COURSES

**ECON BC3012 THE ECONOMICS OF EDUCATION. 3.00 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

**Spring 2025: ECON BC3012**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3012	001/00803	T Th 1:10pm - 2:25pm 152 Horace Mann Hall	Randall Reback	3.00	31/45

**PHIL UN2100 Philosophy of Education. 3 points.**

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.

**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.

**PSYC BC3382 ADOLESCENT PSYCHOLOGY. 4.00 points.**

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 2025: PSYC BC3382**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3382	001/00264	T 9:00am - 10:50am 405 Barnard Hall	Erica Musser	4.00	17/16

**URBS UN3310 RACE. SPACE, URB SCHOOLS. 3.00 points.**

Many people don't think of themselves as having attended segregated schools. And yet, most of us went to schools attended primarily by people who looked very much like us. In fact, schools have become more segregated over the past 30 years, even as the country becomes increasingly multiracial. In this class, we will use public schools as an example to examine the role race plays in shaping urban spaces and institutions. We will begin by unpacking the concept of racialization, or the process by which a person, place, phenomenon, or characteristic becomes associated with a certain race. Then, we will explore the following questions: What are the connections

between city schools and their local contexts? What does it mean to be a “neighborhood school”? How do changes in neighborhoods change schools? We will use ethnographies, narrative non-fiction, and educational research to explore these questions from a variety of perspectives. You will apply what you have learned to your own experiences and to current debates over urban policies and public schools. This course will extend your understanding of key anthropological and sociological perspectives on urban inequality in the United States, as well as introduce you to critical theory

#### Fall 2024: URBS UN3310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3310 001/00410		W 2:10pm - 4:00pm LI001 Milstein Center	Amelia Herbert	3.00	33/40

#### Spring 2025: URBS UN3310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3310 001/00492		Th 4:10pm - 6:00pm LI001 Milstein Center	Fawziah Qadir	3.00	51/48

## ENGLISH AND COMPARATIVE LITERATURE

### THE ENGLISH AND COMPARATIVE LITERATURE DEPARTMENT:

**Departmental Office:** 602 Philosophy Hall; 212-854-3215  
<http://www.english.columbia.edu>

**Director of Undergraduate Studies:** Prof. Nicholas Dames, 603 Philosophy; 212-854-4016; [nicholas.dames@columbia.edu](mailto:nicholas.dames@columbia.edu)

**Undergraduate Coordinator:** Alexa Adams, 602 Philosophy; 212-854-6295; [enclundergraduatecoordinator@columbia.edu](mailto:enclundergraduatecoordinator@columbia.edu)

### THE STUDY OF ENGLISH AND COMPARATIVE LITERATURE

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.

## STUDENT ADVISING

### Consulting Advisers

Questions about coursework or program requirements can be addressed to the department’s **Undergraduate Coordinator**, to the **Director of Undergraduate Studies (DUS)**, or to any member of the department’s **Committee on Undergraduate Education (CUE)**. The DUS and CUE are the department’s de facto academic advisors, and hold open office hours each week to offer guidance to majors, minors, and concentrators, as well as those interested in declaring in future.

Newly-declared majors or minors should make an **appointment with the DUS or a CUE member** to discuss their academic plans as soon as possible after declaration. They should also contact the Undergraduate Coordinator and request that their names be added to the department’s **listserv**, which disseminates information and updates about courses, events, deadlines, and other matters.

Throughout the year, the CUE will also organize dedicated **information sessions** about graduate study, professional development, fellowship and prize applications, and more.

## 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 <https://english.columbia.edu/content/course-listings>.

### 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 UN2000 Approaches to Literary Study. During the three weeks preceding the registration period, students should check <https://english.columbia.edu/content/course-listings> 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.

## UNDERGRADUATE RESEARCH OPPORTUNITIES

### Independent Study Projects

During the regular academic semester, students may design and undertake an individualized Independent Study with the sponsorship of a faculty member, in order to pursue a particular interest that is not represented in a given semester's course offerings.

Most Independent Study projects are awarded 3 points of academic credit, but proposals can stipulate anywhere from 1-4 points, depending on workload. For guidance on course points, see [here](#).

To propose an Independent Study, please complete [this form](#) and submit it to the Undergraduate Coordinator no later than two weeks prior to the start of classes, for review by the DUS and CUE.

Note that you **cannot register** for an independent study without official departmental approval.

### The Richmond Williams Travelling Fellowship

The Williams Fellowship supports summer research projects requiring foreign travel, with grants of up to \$6000.00. The competition is open to any Columbia College junior majoring in English and Comparative Literature. Recipients of the award must undertake a significant piece of independent scholarship based on their research in the senior year – either as an independent study, or as part of the Senior Essay program. The application can be found on the department website [here](#). Note: it is highly recommended that applicants review Columbia's [Undergraduate International Travel Policy](#) before and during the application process.

### The Humanities Research Scholars Program

The Humanities Research Scholars Program (HRSP) offers a select group of rising juniors at Columbia College the opportunity to pursue independent research projects and to develop analytical and investigative skills that will serve them well in any future endeavor. This program is designed to help students learn from one another as well as from leaders in the academic and professional world, and to support students in their intellectual pursuits and their future growth. It focuses on

students interested in research in the humanities or humanistic social sciences.

Humanities Research Scholars will engage in two main pursuits over the course of one summer session of research: (1) the development of knowledge, skills, and approaches to the study of the humanities that will be transferable to any professional field; and (2) the development of an independent research project over six weeks of the summer that allows the exploration of a specific topic with guidance from a faculty member.

Learn more about the HRSP [here](#).

### Other opportunities

The Undergraduate Research and Fellowships office frequently posts opportunities for research across fields, [here](#). Within English, faculty occasionally seek research assistants for help on specific projects; such calls for research assistants are usually made through the departmental listserv.

## THE SENIOR ESSAY PROGRAM

The Senior Essay program is an opportunity for majors in English and Comparative Literature to explore some literary topic of special interest to them in depth. Essay projects typically involve extensive critical reading and/or original research, and result in a piece of written work (approximately 10,000 words) that constitutes a substantial critical or scholarly argument.

To undertake a Senior Essay, students must first register for the fall research methods seminar, ENGL UN3795. In the spring, essayists then continue work on their projects with the guidance of a dedicated faculty advisor, and submit their final drafts in April. Examples of past Senior Essays in English can be found [here](#).

Note that English majors are **not required** to write a Senior Essay (although it is a requirement for eligibility for Departmental Honors).

## DEPARTMENTAL HONORS AND ACADEMIC PRIZES

### Departmental Honors:

Each year, in consultation with the faculty, the CUE awards Departmental Honors to no more than 10% of graduating majors. Honors are determined on the basis of the Senior Essay, as well as performance in departmental coursework and participation in departmental culture.

### Academic Prizes:

The English department awards numerous prizes for critical and creative writing each year; information about these prizes can be found [here](#).

## 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.

Students should 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 the department website [here](#).

## ONLINE INFORMATION

Other departmental information—faculty office hours, registration instructions, late changes, etc.—is available on the [departmental website](#).

## PROFESSORS

James Eli Adams  
 Rachel Adams  
 Branka Arsić  
 Christopher Baswell (Barnard)  
 Sarah Cole  
 Julie Crawford  
 Denise Cruz  
 Nicholas Dames  
 Jenny Davidson  
 Andrew Delbanco  
 Kathy Eden  
 Brent Edwards  
 Stathis Gourgouris  
 Erik Gray  
 Farah Jasmine Griffin  
 Jack Halberstam  
 Matt Hart  
 Saidiya Hartman (University Professor)  
 Eleanor Johnson  
 Sharon Marcus  
 Edward Mendelson  
 Frances Negrón-Muntaner  
 Robert O'Meally  
 Julie Peters  
 Ross Posnock  
 Austin E. Quigley  
 Bruce Robbins  
 James Shapiro  
 C. Riley Snorton (Visiting Professor)

Gayatri Chakravorty Spivak (University Professor)  
 Alan Stewart  
 Colm Tóibín  
 Gauri Viswanathan  
 William Worthen (Barnard)  
 David M. Yerkes

## ASSOCIATE PROFESSORS

Patricia Dailey  
 T. Austin Graham  
 Molly Murray  
 Lauren Robertson  
 Joseph Slaughter  
 Dustin Stewart  
 Dennis Tenen  
 Jennifer Wenzel

## ASSISTANT PROFESSORS

Joseph Albernaz  
 Zoë Lawson Henry  
 Carlos Alonso Nugent  
 Hannah Weaver

## LECTURERS

Sue Mendelsohn  
 Aaron Ritzenberg  
 Maura Spiegel  
 Nicole B. Wallack

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Program Planning for all Students

There are many paths through a degree in English and Comparative Literature, even within the requirements described below. Students considering a major or minor are encouraged to make an appointment with the DUS to discuss their particular interests and goals. They should also feel free to enroll in one of the department's gateway lectures (1000-level), which have no prerequisites. Students who are already embarked on a degree in English should also be sure to check in with the DUS or a member of CUE regularly to ensure that they complete their requirements in the most rewarding way possible.

### Enrolling in Courses

In the weeks before registration, the [departmental website](#) will continually update course information, including prerequisites and course caps. Please be sure to check each course's particular registration guidelines, as these can vary dramatically; for seminars, in particular, instructor permission is required for enrollment, and instructors will often require a specific application in order to consider any student for admission.



## Approaches to Literary Study

The introductory course ENGL UN2000 Approaches to Literary Study, together with its companion seminar, ENGL UN2001 Approaches to Literary Study Seminar, is required for the English major, minor, or 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.

## Course Numbering Structure

**1000-level:** Courses in this tier are broad gateway lectures, and do not require prior knowledge of or coursework in English.

**2000-level:** Courses in this tier are lectures focused on more specialized topics. These courses may have prerequisites at the instructors' discretion, and may also offer weekly discussion sections to complement lectures.

**3000-level:** Courses in this tier are seminars intended for English majors and minors (though others are welcome to apply), and are capped at 18 students. While particular seminars may have particular requirements for admission, seminar applicants are generally expected to have taken ENGL 2000: Approaches to Literary Study.

**4000-level:** Courses in this tier are advanced seminars, which require significantly more reading and writing than other courses offered by the department. Priority for enrollment will be given to senior English majors, although faculty may admit others (including graduate students) if space permits.

## UNDERGRADUATE PROGRAMS OF STUDY

### Major in English (for students who matriculated in 2023-4 and prior)

Please read *Guidelines for all English and Comparative Literature Majors and Concentrators* above.

**At least 10 courses in English, including:**

#### The Introductory Course

- **either** ENGL 3001: *Literary Texts and Critical Methods*, or ENGL 2000: *Approaches to Literary Study*

#### Distribution Requirements

- **one** course focused on **each** of the following **genres** (3 courses total): poetry, prose, drama/film/media

- **one** course focused on **each** of the following **geographical** areas (3 courses total): British, American, Global/Comparative
- **three** courses focused on literature **pre-1800** (only one of which can be a Shakespeare course)

(Designations of distribution requirements can be found on the department's course listings site; note that a single course can fulfill more than one distribution requirement; Shakespeare 1, for example, would cover British, drama, and one pre-1800).

### Major in English (for students who matriculated in 2024-5 and after)

**At least 10 courses in English, including:**

#### The Introductory Course

- ENGL 2000: *Approaches to Literary Study*

#### Distribution Requirements

- **one** course focused on **each** of the following **genres** (3 courses total): poetry, prose, drama/film/media
- **one** course focused on **each** of the following **geographical** areas (3 courses total): British, American, Global/Comparative
- **one** course focused on the study of **ethnicity and race**
- **two** courses focused on literature **pre-1700** (only one of which can be a Shakespeare course)
- **one** course focused on literature **1700-1900**
- **one** course focused on literature **1900-present**

(Designations of distribution requirements can be found on the department's course listings site; note that a single course can fulfill more than one distribution requirement; Shakespeare 1, for example, would cover British, drama, and one pre-1700).

#### Capstone

**either** a Senior Essay **or** an advanced (4000-level) seminar

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## Minor in English

**Any 5 courses in English, including** ENGL 2000: Approaches to Literary Study. Students who wish to minor in English should meet with the DUS or CUE to plan out their particular course of study.

#### Coursework Options and Restrictions

- **AP credits.** These cannot be counted toward the major/minor/concentration.

- **Barnard English Courses.** These can be applied to the major/minor/concentration without special approval for the first two courses, and with DUS approval for any additional courses. The DUS can also advise as to which distribution requirements are fulfilled by Barnard English courses.
- **Columbia Non-English courses.** Up to **two** related courses (of at least 3 credits each) can be counted toward the major or concentration, but **not** toward the minor. Such courses are typically offered by foreign-language departments, film, or creative writing – but other related courses can be accepted pending DUS approval. Note that **only** courses with designation ENGL or CLEN can be used to fulfill distribution requirements.
- **Core Courses.** Lit Hum, CC, UW, Art Hum, and Music Hum cannot be counted toward the major/minor/concentration. Global Core courses with a ENGL or CLEN designation can be counted toward the major/minor/concentration as well as toward College requirements.
- **Courses Taken Outside Columbia.** These can be counted toward the major or concentration, if they have been accepted by Columbia for transfer credit. Typically **no more than three** such courses can count toward the major or concentration, and **only one** can be applied to the minor. Transferred courses must be approved by the DUS, who can also help determine which distribution requirements they fulfill.
- **Independent Study and Senior Essay.** Only **one** independent study course (of at least 3 credits) can be counted toward the major/minor/concentration. The Senior Essay program (fall and spring) counts as **one** of the 10 courses required for the major.
- **P/D/F.** Only **one** course taken for a P/D/F grade can be counted toward the major/minor/concentration. Note that any course in which a student receives a grade of D or F cannot count toward the major/minor/concentration.
- **Summer Session.** Only **two** summer courses can be counted toward the major/minor/concentration.

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

### Concentration in English

8 courses in English, including:

#### The Introductory Course

- **either** ENGL 3001: *Literary Texts and Critical Methods*, or ENGL 2000: *Approaches to Literary Study*

#### Distribution Requirements

- **one** course focused on any **two** of the following **genres** (2 courses total): poetry, prose, drama/film/media
- **one** course focused on any **two** of the following **geographical** areas (2 courses total): British, American, Global/Comparative
- **two** courses focused on literature **pre-1800** (only one of which can be a Shakespeare course)

(Designations of distribution requirements can be found on the department's course listings site; note that a single course can fulfill more than one distribution requirement; Shakespeare 1, for example, would cover British, drama, and one pre-1800.)

## COMPARATIVE LITERATURE PROGRAM

Students who wish to major in comparative literature should consult the *Comparative Literature and Society* section of this Bulletin.

### SPRING 2025

#### INTRODUCTION TO THE MAJOR

**ENGL UN2000 Approaches to Literary Study. 4.00 points.**

**Prerequisites:** Students who register for ENGL UN2000 must also register for one of the sections of ENGL UN2001. This course is intended to introduce students to the advanced study of literature, through a weekly pairing of a faculty lecture (ENGL 2000) and small seminar led by an advanced doctoral candidate (ENGL 2001). Students in the course will read works from across literary history, learning the different interpretive techniques appropriate to each of the major genres (poetry, drama, and prose fiction). Students will also encounter the wide variety of critical approaches taken by our faculty and by the discipline at large, and will be encouraged to adapt and combine these approaches as they develop as thinkers, readers, and writers. ENGL 2000/2001 is a requirement for both the English Major and English Minor. While it is not a general prerequisite for other lectures and seminars, it should be taken as early as possible in a student's academic program

#### Fall 2024: ENGL UN2000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 2000	001/15085	F 10:10am - 11:25am 702 Hamilton Hall	Erik Gray	4.00	72/75
ENGL 2000	AU1/19310	F 10:10am - 11:25am Othr Other	Erik Gray	4.00	5/5

#### Spring 2025: ENGL UN2000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 2000	001/14709	F 10:10am - 11:25am 313 Fayerweather	Nicholas Dames, Erik Gray, Eleanor Johnson	4.00	56/75

ENGL 2000 AU1/19143 F 10:10am - 11:25am  
Othr Other  
Nicholas Dames,  
Erik Gray,  
Eleanor Johnson 4.00 4/6

**ENGL UN2001 Approaches to Literary Study Seminar. 0.00 points.**

Prerequisites: Students who register for ENGL UN2001 must also register for ENGL UN2000 Approaches to Literary Study lecture. This course is intended to introduce students to the advanced study of literature, through a weekly pairing of a faculty lecture (ENGL 2000) and small seminar led by an advanced doctoral candidate (ENGL 2001). Students in the course will read works from across literary history, learning the different interpretive techniques appropriate to each of the major genres (poetry, drama, and prose fiction). Students will also encounter the wide variety of critical approaches taken by our faculty and by the discipline at large, and will be encouraged to adapt and combine these approaches as they develop as thinkers, readers, and writers. ENGL 2000/2001 is a requirement for both the English Major and English Minor. While it is not a general prerequisite for other lectures and seminars, it should be taken as early as possible in a student's academic program

**Fall 2024: ENGL UN2001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 2001	001/15088	M 12:10pm - 2:00pm 707 Hamilton Hall	Eman Elhadad	0.00	16/15
ENGL 2001	002/15089	M 4:10pm - 6:00pm 467 Ext Schermerhorn Hall	Andrea Jo	0.00	15/15
ENGL 2001	003/15343	M 4:10pm - 6:00pm 511 Kent Hall	Shanelle Kim	0.00	13/15
ENGL 2001	004/15337	M 6:10pm - 8:00pm 201b Philosophy Hall	Evelyn MacPherson	0.00	14/15
ENGL 2001	005/15338	M 6:10pm - 8:00pm 502 Northwest Corner	James Neisen	0.00	12/15

**Spring 2025: ENGL UN2001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 2001	001/14718	M 12:10pm - 2:00pm 317 Hamilton Hall	Anna Krauthamer	0.00	14/15
ENGL 2001	002/14719	M 4:10pm - 6:00pm 502 Northwest Corner	Alice Clapie	0.00	10/15
ENGL 2001	003/14720	M 4:10pm - 6:00pm 201b Philosophy Hall	Kaagni Harekal	0.00	9/15
ENGL 2001	004/14721	M 6:10pm - 8:00pm 652 Schermerhorn Hall	Evelyn MacPherson	0.00	11/15

ENGL 2001 005/14722 M 12:10pm - 2:00pm  
602 Lewisohn Hall Ali Yalgin 0.00 11/15

## MEDIEVAL

**ENGL UN2792 Early Horror. 3.00 points.**

This course will examine the origins and evolutions of horror literature from ancient Babylon to the Early Modern period. We will be examining consistent tropes that span long periods of time, as well as local innovations and idiosyncracies that are particular to a given culture at a given moment. We will be asking what makes for horror—that is, how does horror literature work, and what is it trying to do—as well as why horror is such an enduring modality

**Spring 2025: ENGL UN2792**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 2792	001/14725	T Th 8:40am - 9:55am 428 Pupin Laboratories	Eleanor Johnson	3.00	116/120
ENGL 2792	AU1/19120	T Th 8:40am - 9:55am Othr Other	Eleanor Johnson	3.00	22/20

**ENGL UN3794 Trees. 4.00 points.**

Trees shadow the human in faceless fashion. They mark of a form of deep-time AN record and respond to ecological devastation and abundance. Symbolic of the strange proximity of the divine in numerous different religious and literary traditions, trees figure as alter-egos or doubles for human lives and after-lives (in figures like the trees of life and salvation, trees of wisdom and knowledge, genealogical trees). As prostheses of thought and knowledge, they become synonymous with structure and form, supports for linguistic and other genres of mapping, and markers of organization and reading. As key sources of energy, trees—as we know them today -- are direct correlates with the rise of the Anthropocene. Trees are thus both shadows and shade: that is, they are coerced doubles of the human and as entry ways to an other-world that figure at the limits of our ways of defining thought and language. By foregrounding how deeply embedded trees are in world-wide forms of self-definition and cultural expression, this course proposes a deeper understanding of the way in which the environment is a limit-figure in the humanities' relation to its "natural" others. This course assumes that the "real" and the "literary" are not opposed to one another, but are intimately co-substantial. To think "climate" or "environment" is not merely a matter of the sciences, rather, it is through looking at how the humanities situates "the tree" as a means of self-definition that we can have a more thorough understanding of our current ecological, political, and social climate. Foregrounding an interdisciplinary approach to literary studies, this course includes material from eco-criticism, philosophy, religion, art history, indigenous and cultural and post-colonial studies. It will begin by coupling medieval literary texts with theoretical works, but will expand (and contract) to other time periods and geographic locales

**Fall 2024: ENGL UN3794**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3794	001/14185	T 4:10pm - 6:00pm 612 Philosophy Hall	Patricia Dailey	4.00	22/18

**Spring 2025: ENGL UN3794**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3794	001/17308	T 4:10pm - 6:00pm 401 Hamilton Hall	Patricia Dailey	4.00	19/18

**ENGL UN3892 BEOWULF. 4.00 points.**

This course will primarily consist in the task of translating the remarkably challenging poem Beowulf. We will be reading (smaller) portions of the vast quantity of secondary texts as we negotiate and debate issues raised by our readings and contemporary scholarship. As we work through the language of the text, comparing translations with our own, we will also be tracking concepts. Each student will be using our communal site (location tbd) for posting translations as well as for starting individual projects on word clusters / concepts

**Spring 2025: ENGL UN3892**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3892	001/14813	M 4:10pm - 6:00pm 612 Philosophy Hall	David Yerkes	4.00	21/22

**ENGL UN3943 ENGLISH TRANSLATIONS OF THE BIBLE. 4.00 points.**

English translations of the Bible from Tyndale to the present

**Spring 2025: ENGL UN3943**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3943	001/14815	T 10:10am - 12:00pm 612 Philosophy Hall	David Yerkes	4.00	17/18

**ENGL GU4790 ADVANCED OLD ENGLISH. 4.00 points.**

The course description will remain the same

**Spring 2025: ENGL GU4790**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4790	001/14819	Th 2:10pm - 4:00pm 508 Lewisohn Hall	Patricia Dailey	4.00	4/18

**ENGL UN2091 Introduction to Old English. 3.00 points.**

ENGL GU4091 Introduction to Old English will be renumbered to ENGL UN2091 with a graduate section added to ENGL GR6998

**Fall 2024: ENGL UN2091**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 2091	001/14820	T Th 10:10am - 11:25am 703 Hamilton Hall	Patricia Dailey	3.00	6/44

**ENGL UN2791 Mysticism and Medieval Drama. 3.00 points.**

ENGL GU4791 Mysticism and Medieval Drama will be renumbered to ENGL UN2791 with a graduate section added to ENGL GR6998

**Fall 2024: ENGL UN2791**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 2791	001/14810	T Th 8:40am - 9:55am 602 Hamilton Hall	Eleanor Johnson	3.00	40/54
ENGL 2791	AU1/19314	T Th 8:40am - 9:55am Othr Other	Eleanor Johnson	3.00	10/10

**ENGL UN3873 Troilus and Criseyde. 4.00 points.**

The intellectual goals of the course are to understand the manuscript evidence for the text and to be able to read Chaucer with precision: precision as to the grammatical structure, vocabulary, rhymes, and meter of the text. Being such an enlightened, close reader will help students in many, if not all, of their other courses, and will be invaluable to them in most any job they will ever have thereafter

**Fall 2024: ENGL UN3873**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3873	001/14188	M 4:10pm - 6:00pm 612 Philosophy Hall	David Yerkes	4.00	19/18

**ENGL UN3920 MEDIEVAL ENGLISH TEXTS. 4.00 points.**

Prerequisites: the instructor's permission.

The class will read the poem Sir Gawain and the Green Knight in the original Middle English language of its unique surviving copy of circa 1400, and will discuss both the poem's language and the poem's literary merit. The class will read the poem Sir Gawain and the Green Knight in the original Middle English language of its unique surviving copy of circa 1400, and will discuss both the poem's language and the poem's literary merit

**Fall 2024: ENGL UN3920**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3920	001/14190	T 10:10am - 12:00pm 612 Philosophy Hall	David Yerkes	4.00	17/18

**RENAISSANCE****ENGL UN1336 Shakespeare II. 3.00 points.**

This course covers the second half of William Shakespeare's career, attending to the major dramatic genres in which he wrote. It will combine careful attention to the plays' poetic richness with a focus on their theatrical inventiveness, using filmed productions of many of the plays to explore their staging possibilities. At the same time, we will use the plays as thematic springboards to explore the cultural forces – pertaining to, among others things, politics, class, religion, gender, and race – that shaped the moment in which Shakespeare lived and worked



**Spring 2025: ENGL UN1336**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 1336	001/14704	M W 10:10am - 11:25am 503 Hamilton Hall	Julie Crawford	3.00	32/54
ENGL 1336	AU1/20316	M W 10:10am - 11:25am Othr Other	Julie Crawford	3.00	5/5

**ENGL UN2232 TRADE AND TRAFFIC WITH EARLY MODERN ENGLAND. 3.00 points.**

This lecture course explores England's sense of itself in relation to the rest of the world in the late sixteenth and seventeenth centuries. It will examine the hopes and fears provoked by the trade and traffic between the English and other peoples, both inside and outside the country's borders, and raise questions of economics, race, ethnicity, religion, nationality, immigration, and slavery. The central materials are familiar and unfamiliar English plays, by William Shakespeare, Christopher Marlowe, Philip Massinger, John Fletcher, and others, which we will study alongside economic treatises, acts and proclamations, and travel narratives

**Spring 2025: ENGL UN2232**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 2232	001/17239	M W 8:40am - 9:55am 326 Uris Hall	Alan Stewart	3.00	8/54
ENGL 2232	AU1/19119	M W 8:40am - 9:55am Othr Other	Alan Stewart	3.00	6/6

**CLEN UN3776 A Pre-History of Science Fiction. 4.00 points.**

This undergraduate seminar course traces a possible pre-history of the genre we now know as science fiction. While science fiction is routinely tracked back to the nineteenth century, often to *Frankenstein* or *The Last Man* by Mary Shelley, this course looks at some earlier literary writings that share certain features of modern science fiction: utopian and dystopian societies, space travel, lunar travel, time travel, the mad experimental scientist, and unknown peoples or creatures. While the center of this course features texts associated with the Scientific Revolution of the seventeenth century (by Bacon, Kepler, Godwin, and Cavendish), it ranges back to the second century Lucian of Sarosota, and forward to the early nineteenth century with novels by Shelley

**Spring 2025: CLEN UN3776**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 3776	001/14677	T 8:10am - 10:00am 612 Philosophy Hall	Alan Stewart	4.00	14/18

**CLEN GU4598 Erasmian Humanism. 4.00 points.**

Erasmus of Rotterdam (d. 1536), arguably the single most influential public intellectual of the sixteenth century, was responsible for the educational and religious reforms that changed European culture in the early modern period and

that are in many quarters still with us today. This course will feature the rhetorical assumptions and methods that shaped these reforms with an eye to the commonalities that narrowed the gap between the exercises of the schoolmaster, the efforts of the preacher, and the accomplishments of the literary artist

**Spring 2025: CLEN GU4598**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 4598	001/17237	T 2:10pm - 4:00pm 618 Hamilton Hall	Kathy Eden	4.00	13/18

**ENGL UN3444 Race, Religion, and Early Modernity. 4.00 points.**

"Race and religion are conjoined twins. They are both products of modernity."—Theodore Vial In this course, we will turn the clock back to early modernity, exploring the entanglement of concepts of racial and religious difference in the texts and cultural products of early modern England. Beginning in sixteenth century England, we will explore how a distinctive English Protestant identity was fashioned in relation to various religious and racial others, most notably the Jew, the Ottoman "Turk", and the Black African. We will then turn to the literatures of encounter, exploring how the categories of race and religion were articulated in travel narratives, ethnographic accounts, and political polemic. Finally, we will turn to the writings of Afro-descended and Indigenous Christians, exploring how religious self-fashioning was performed by these racialized subjects. Conversations throughout the semester will be attentive to the specificities of the period, whilst also serving to recontextualise and unsettle contemporary categories of racial and religious difference. Seminar readings will primarily consist of primary sources from the period including poetry, prose and drama from England and, in the latter part of the semester, its colonies. These will be supplemented with a variety of textual and non-textual materials, including works of art, historical documents, period-specific scholarship, and contemporary theory. Keywords: race, religion, empire, travel, colonialism, enslavement, conversion

**Spring 2025: ENGL UN3444**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3444	001/14805	Th 4:10pm - 6:00pm 401 Hamilton Hall	Eli Cumings	4.00	14/18

**ENGL UN1335 Shakespeare I. 3.00 points.**

(Lecture). This course will cover the histories, comedies, tragedies, and poetry of Shakespeare's early career. We will examine the cultural and historical conditions that informed Shakespeare's drama and poetry; in the case of drama, we will also consider the formal constraints and opportunities of the early modern English commercial theater. We will attend to Shakespeare's biography while considering his work in relation to that of his contemporaries. Ultimately, we will aim to situate the production of Shakespeare's early career within the highly collaborative, competitive, and experimental theatrical and literary cultures of late sixteenth-century England

**Fall 2024: ENGL UN1335**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 1335	001/14172	M W 10:10am - 11:25am 503 Hamilton Hall	James Stephen Shapiro	3.00	44/55

**ENGL UN2100 Drama Before Shakespeare. 3.00 points.**

This lecture course focuses on the many different forms of drama that emerged in England in the decades before William Shakespeare started writing. The drama of sixteenth-century England found its stages in a bewildering variety of venues: the city streets, boys' grammar schools, the universities of Oxford and Cambridge, the Inns of Court, the royal court, civic halls, private households, and inns. This course will introduce students to a range of plays in all genres (tragedies, comedy, history), and use these plays to explore aspects of Elizabeth theatre, including the playhouses, companies, repertory, playwriting, and the printing of plays. No knowledge of Shakespeare's plays is required

**Fall 2024: ENGL UN2100**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 2100	001/14175	M W 8:40am - 9:55am 413 Kent Hall	Alan Stewart	3.00	14/50
ENGL 2100	AU1/21221	M W 8:40am - 9:55am Othr Other	Alan Stewart	3.00	5/5

**ENGL GU4462 Gender and Resistance in Early Modern Literature. 4.00 points.**

This class will focus on early modern literature's fascination with the relationship between women, gender, and political resistance in the early modern period. The works we will read together engage many of the key political analogies of the period, including those between the household and the state, the marital and the social contract, and rape and tyranny. These texts also present multiple forms of resistance to gendered repression and subordination, and reimagine sexual, social, and political relationships in new and creative ways. Readings will include key classical and biblical intertexts, witchcraft and murder pamphlets, domestic conduct books, defenses of women, poetry (by William Shakespeare, Aemilia Lanyer and Lucy Hutchinson), drama (Othello, The Winter's Tale, and Gallathea), and fiction (by Margaret Cavendish). The class will also include visits to The Morgan Library, Columbia's Rare Book and Manuscript Library, and The Metropolitan Museum of Art

**Fall 2024: ENGL GU4462**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4462	001/14192	T 12:10pm - 2:00pm 302 Alfred Lerner Hall	Julie Crawford	4.00	17/18

**18TH AND 19TH CENTURY****ENGL UN2400 Romanticism. 3.00 points.**

This course is designed as an overview of major texts (in poetry and prose), contexts, and themes in British Romanticism. The movement of Romanticism was born in the ferment of revolution, and developed alongside so many of the familiar features of the modern world—features for which Romanticism provides a vantage point for insight and critique. As we read authors including William Blake, John Keats, Mary Shelley, and many others, we will situate our discussions around key issues including: the development of new ideas about individualism and community; industrialization and ecology (changes in nature and in the very conception of "nature"); and slavery and abolition

**Spring 2025: ENGL UN2400**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 2400	001/17240	T Th 11:40am - 12:55pm 326 Uris Hall	Joseph Albermaz	3.00	39/54

**ENGL UN2402 Romantic Poetry. 3.00 points.**

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. The class is open to all undergraduate; first-year students and non-English majors are welcome. Graduate students interested in taking the course should email the professor

**Fall 2024: ENGL UN2402**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 2402	001/14823	T Th 10:10am - 11:25am Davis International House	Erik Gray	3.00	32/54
ENGL 2402	AU1/19311	T Th 10:10am - 11:25am Othr Other	Erik Gray	3.00	8/8

**ENGL UN2404 VICTORIAN POETRY. 3.00 points.**

(Lecture). This course examines the works of the major English poets of the period 1830-1900. We will pay special attention to Alfred Tennyson and Robert Browning, and their great poetic innovation, the dramatic monologue. We will also be concentrating on poems by Elizabeth Barrett Browning, Gerard Manley Hopkins, Christina Rossetti, Matthew Arnold, A. E. Housman, and Thomas Hardy

**Spring 2025: ENGL UN2404**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 2404	001/17175	M W 2:40pm - 3:55pm 214 Pupin Laboratories	Erik Gray	3.00	42/54

ENGL 2404 AU1/19117 M W 2:40pm - 3:55pm Erik Gray 3.00 6/6  
Othr Other

**ENGL UN2703 Restoration and Eighteenth-Century Drama. 3.00 points.**

Plays and other theatrical experiences in England from 1660-1780, with attention to a wide range of social, cultural and formal questions. We will discuss performance history and theories of acting as well as politics, sex, Shakespeare adaptation, the presentation of self and a number of other topics that remain relevant today. Students with a practical interest in theater are encouraged to enroll, and no prior background in theater or in eighteenth-century literature and culture is expected or required

Spring 2025: ENGL UN2703

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 2703	001/17243	T Th 2:40pm - 3:55pm 326 Uris Hall	Jenny Davidson	3.00	61/64

**ENGL UN3626 GREAT SHORT WORKS OF AMERICAN PROSE. 4.00 points.**

The aim of this course is to read closely and slowly short prose masterworks written in the United States between the mid-19th century and the mid-20th century, and to consider them in disciplined discussion. Most of the assigned works are fiction, but some are public addresses or lyrical or polemical essays. We will read with attention to questions of audience and purpose: for whom were they written and with what aim in mind: to promote a cause, make a case for personal or political action, provoke pleasure, or some combination of all of these aims? We will consider the lives and times of the authors but will focus chiefly on the aesthetic and argumentative structure of the works themselves

Spring 2025: ENGL UN3626

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3626	001/14808	M 4:10pm - 6:00pm 317 Hamilton Hall	Andrew Delbanco	4.00	14/18

**ENGL UN3432 Places for Poetry. 4.00 points.**

This seminar asks how poetry claims places. The poets come mostly from Britain or its former colonies. The poems range from the seventeenth century all the way to the present day, with the majority (around two-thirds of the schedule) drawn from the long eighteenth century. In that period, an age of increased urbanization inside Britain's borders and increased mobility around its expanding empire, the main distinction that organized cultural conversations about place was the divide between the town and the country. But poems about the virtues of rural life often spoke from a distressed urban perspective, and poems about the dynamism of the city frequently described it from the viewpoint of an outsider or newcomer. What the eighteenth century can teach us about the poetry of place, then, is that it might secretly be poetry of movement, poetry about how one seemingly stable location (or type of location)

might pick up and go somewhere else. Starting from this insight, we will wrestle with larger questions about how shareable the poetry of place can be. Does staying faithful to a single place—its grainy specificity, its deep history, its rich tradition—risk making a poem unintelligible elsewhere? To what extent does a place-based poem need to shed its local attachments and try to speak a more universal language? How can a poem communicate its rootedness with people who don't have roots in the same spot? When is a poem an extension of place, and when is it an escape from it? Instead of proceeding chronologically, our weekly seminar will largely be arranged by settings that various English, Scottish, Irish, Caribbean, Anglo-Indian, and American poets have evoked. For the first ten weeks of the term, we will move from one type of place to another: from country houses to city streets, perhaps, or battlefields to bridges, hills to dales, walking paths to railway stations, outer islands to outer space. For the final few weeks, we will shift our organization and sample several major poets of place—one or two from the eighteenth century, one or two from the following centuries. Your final project for the class will imaginatively map the poetry of one of the places that you claim or one of the places that claims you

Spring 2025: ENGL UN3432

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3432	001/14747	W 10:10am - 12:00pm 401 Hamilton Hall	Dustin Stewart	4.00	17/18

**ENGL UN3437 John Keats. 4.00 points.**

John Keats (1795–1821) is one of the most beloved of all English writers, a poet of intense sensitivity, imagination, and generosity. In this class we will read work from across Keats's brief, meteoric career, devoting significant attention to his early poems as well as to the pieces from his 1820 Poems for which he is best known. We will also read a large selection of Keats's letters, as well as poems, letters, and reviews by Keats's contemporaries, in addition to a sampling of modern criticism

Spring 2025: ENGL UN3437

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3437	001/14756	Th 12:10pm - 2:00pm 401 Hamilton Hall	Erik Gray	4.00	11/18

**ENGL UN3486 Out of Her Mind: American Women Writing, 1630-1930. 4.00 points.**

This course explores how American women writers who suffered from depression, disability, bodily pain, or social marginalization, used the environment and its literary representations to redefine the categories of gender, ability, and personhood. Prior to their inclusion into the public sphere through the US Constitution's 19th Amendment which in 1920 granted women the right to vote, American artists had to be particularly resourceful in devising apt strategies to counter the political and aesthetic demands that had historically dispossessed them of the voice, power, and body. This course focuses on the women writers who conceptualized their own surroundings (home, house, marriage, country, land, island

and the natural world) as an agent that actively and decisively participates in the construction and dissolution of personal identity. In doing so, they attempted to annul the separation of the public (politics) and the private (home) as respective male and female spheres, and in this way they contributed, ahead of their own time, to the suffragist debates. Our task in this course will be to go beyond the traditional critical dismissal of these emancipatory strategies as eccentric or “merely aesthetic” and therefore inconsequential. Instead, we will take seriously Rowlandson’s frontier diet, Fuller’s peculiar cure for her migraines, Wheatley’s oblique references to the Middle Passage, Jewett’s islands, Ša’s time-travel, Thaxter’s oceans, Hurston’s hurricanes, and Sansay’s scathing portrayal of political revolutions. We will read these portrayals as aesthetic decisions that had—and continue to have—profound political consequences: by externalizing and depersonalizing what is commonly understood to be internal and intimate, the authors we read collapse the distinction between inside and outside, between the private and public—the distinction that traditionally excluded women from participation in the public life, in policy- and decision-making

**Spring 2025: ENGL UN3486**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3486	001/14806	Th 2:10pm - 4:00pm 612 Philosophy Hall	Vesna Kuiken	4.00	9/18

### **ENGL UN2802 History of English Novel II. 3.00 points.**

ENGL GU4802 History of English Novel II will be renumbered to ENGL UN2802 with a graduate section added to ENGL GR6998

**Fall 2024: ENGL UN2802**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 2802	001/14807	M W 10:10am - 11:25am 331 Uris Hall	James Adams	3.00	8/43
ENGL 2802	AU1/19317	M W 10:10am - 11:25am Othr Other	James Adams	3.00	5/5

### **ENGL UN3994 ROMANTICISM # FREEDOM. 4.00 points.**

“Freedom” was perhaps the central watchword of Romantic-era Britain, yet this concept remains notoriously difficult to pin down. Taking a cue from the sociologist and historian Orlando Patterson, who writes that “freedom is one those of values better experienced than defined,” this seminar will explore the variegated experiences of freedom and its opposites in the literature of British Romanticism. Romanticism unfolds alongside major revolutions in America, France, and Haiti, and we will begin by examining how the differing conceptions of freedom offered in the wake of these revolutions and their receptions galvanized writers and thinkers in Britain. From here, we will probe the expressions, possibilities, implications, and limits of freedom as outlined in various domains: political, individual, aesthetic, economic, philosophical, religious, and beyond. In situating Romanticism alongside developments

like revolution, the rise of globalization, and the Atlantic slave trade, we will be particularly interested in confronting how the explosion of claims to freedom in this period emerges together with and in response to the proliferation of enslaved, colonized, and otherwise constrained or hindered bodies. As we read poems, novels, slave narratives, philosophical essays, political tracts and documents, and more, a fundamental question for the course will concern the relation between binary terms: to what extent, and how, do notions of freedom in Romanticism depend on the necessary exclusion of the unfree? Since the Romantic age sees the birth of concepts of freedom still prevalent in our own day, this course will offer an opportunity to reflect critically on the present. To that end, we will take up some contemporary theoretical analyses and critiques of freedom, both directly in relation to Romanticism and reaching beyond

**Fall 2024: ENGL UN3994**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3994	001/14191	M 12:10pm - 2:00pm 301m Fayerweather	Joseph Albernaz	4.00	14/18

## **20TH AND 21ST CENTURY**

### **CLEN GU4840 Jazz and the Literary Imagination. 3 points.**

This course will focus on the interwoven nature of jazz and literature throughout the 20th and early 21st century. We will consider the ways that jazz has been a source of inspiration for a variety of twentieth-century literatures, from the poetry of the Harlem Renaissance to African American drama and contemporary fiction. Our readings and musical selections highlight creative ideas and practices generated through the formal and thematic convergences of jazz and literature, allowing us to explore questions such as: How do writers capture the sounds and feelings of different musical forms within fictional and non-fictional prose? In what ways might both music and literature (and/or their points of intersection) represent ideas of black identity and consciousness? How can certain musical concepts and terms of analysis (improvisation, rhythm, syncopation, harmony) be applied to practices of writing? How does music suggest modes of social interaction or political potential to be articulated in language?

**Spring 2025: CLEN GU4840**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 4840	001/14688	M W 2:40pm - 3:55pm 209 Havemeyer Hall	Brent Edwards	3	71/90

### **ENGL UN3725 Auden. 4.00 points.**

Poems and prose by W. H. Auden, at length and in depth. To apply for this seminar, send a brief email message to [edward.mendelson@columbia.edu](mailto:edward.mendelson@columbia.edu) that includes: your year (senior, junior, etc.), the names of some English courses you have taken, and one sentence saying why you want to take the course



**Spring 2025: ENGL UN3725**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3725	001/14811	T 10:10am - 12:00pm 707 Hamilton Hall	Edward Mendelson	4.00	19/18

**ENGL UN3781 Lab Lit, Weird Science, and Speculative Fiction. 4.00 points.**

This course will focus on literary fiction and film about science, scientists, and scientific culture. We'll ask how and why writers have wanted to represent the sciences and how their work is inspired, in turn, by innovations in scientific knowledge of their time. This is not a class on genre fiction. Unlike a science fiction class, we will cover narratives in a variety of genres—some highly speculative, and some in a more realist vein—thinking about how literary form is related to content. We start with Mary Shelley's *Frankenstein*, often considered the first work of science fiction, before moving to works from across the twentieth and twenty-first centuries including H.G. Wells's *The Island of Dr. Moreau*, George Schulyer's *Black No More*, Sinclair Lewis's *Arrowsmith*, Carl Sagan's *Contact*, Richard Powers's *Overstory*, and the short stories of Ted Chiang. We will also watch such films as James Whale's *Frankenstein*, Ridley Scott's *Blade Runner*, Andrew Niccol's *Gattaca*, and Yorgos Lanthimos's *Poor Things*. In addition to asking how science and scientists are represented in these narratives, we'll also discuss the cultural impact of such scientific innovations as the discovery of electricity, cell theory, eugenics and racial science, vaccines and immunology, space travel, new reproductive technologies, gene editing and more. A STEM background is not required, but students will be expected to have curiosity and motivation to learn about science, as well as its narrative representation

**Spring 2025: ENGL UN3781**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3781	001/17272	M 2:10pm - 4:00pm 405 Kent Hall	Rachel Adams	4.00	18/18

**ENGL UN3576 U.S. Poetry in the Expanded Field Since 1960. 4.00 points.**

This course explores postwar poets' extensive experimentation with new media and hybrid genres. The visual arts and the sonic arts—as well as computer-generated writing—offered inspiration to poets who understood themselves to be working in a context broader than conventional lyric poetry. Poets to be discussed include John Cage, Frank O'Hara, Amiri Baraka, Larry Eigner, Jayne Cortez, Norman Pritchard, Bernadette Mayer, Susan Howe, Theresa Hak Kyung Cha, Tan Lin, Claudia Rankine, and Lilian-Yvonne Bertram. We will also discuss theoretical accounts of the “expanded field” of intermedia arts and cross-genre writing. No prior knowledge of postwar poetry or art is presumed

**Spring 2025: ENGL UN3576**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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ENGL 3576	001/17269	W 4:10pm - 6:00pm	Paul Stephens	4.00	15/18
			612 Philosophy Hall		

**ENGL GU4614 Ralph Ellison. 4.00 points.**

In this seminar we will read virtually everything by Ralph Ellison—leaving aside for now the posthumous “novel” published as *Three Days Before the Shooting*. We will concentrate on this writer's highly influential insights and perspectives as an essayist, short story writer, and novelist. We also will investigate his recently discovered work as a photographer, and his uses of “photographic imagery” in his writing. Above all we will delve deeply into his aesthetic values as well as his political philosophy or—to use a keystone Ellisonian word—his stances. As we read Ellison's fiction and nonfiction (and look at his photographs), let us be watchful for Ellison's positions on current cultural/critical questions: parody and pastiche; sound technologies and art (musical and literary); “planned dislocations of the senses”; the importance of place—region, city or country, nation; internationality; complex definitions of individuality and community; race; vernacular art and culture; and the role of the politically engaged artist. How to track a line from Ellison's early Marxism to his later more centrist political positions? What do today's readers make of his strong American nationalism? How have political conservatives made use of Ellison? Beyond “stances,” what are the key terms for unpacking the world according to Ellison?

**ENGL UN3438 Archives and Afterlives in Postcolonial Texts. 4.00 points.**

What are archives and why are they a common feature of postcolonial stories? What are the different forms of archives that we encounter in postcolonial narratives and what aesthetic effects do they have on these narratives? By looking at archives that are found in literary texts and literary texts that are found in archives, we will study the different ways that the term 'archive' can be understood: as documents deemed important for posterity, as ephemeral collections of ‘small things’ in surprising shapes and spaces, and as metaphor for the ways in which time and knowledge are organized and experienced. We will consider how archives act as sites where the afterlives of unjust racial pasts persist into the present and take forms both old and new. We will discuss the role of archives in literary pursuits of racial justice as sites that both enable discovery and necessitate loss. As a word that sits on the borders between life and afterlife, past and future, ‘fact’ and fantasy, colonial and postcolonial, ‘archive’ is a resonant keyword through which many urgent concerns in the study of race and Empire today can be examined. Through our work for this course, we will ask: How might we as literary scholars of the postcolonial respond creatively to the traces and absences of the archive? We will explore archival afterlives in postcolonial works from the 20th and 21st centuries across a range of media including novels, poetry, film. We will also develop some initial forays into hands-on archival research at Columbia's Rare Books and Manuscripts Library and seek out institutional as well as

informal archives that lie beyond Morningside Heights. No prerequisites

Spring 2025: ENGL UN3438

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3438	001/14789	W 12:10pm - 2:00pm 613 Hamilton Hall	Anirbaan Banerjee	4.00	19/18

**ENGL UN3985 FILM NARRATIVE (SEMINAR). 4.00 points.**

Prerequisites: Permission of the instructor.

Prerequisites: Permission of the instructor. This course will examine the noir tradition in American film between 1941 and 1959. We begin with noir's origins in two turn-of-the-century literary works about Empire, Inc and the divided self of the modern era, Conrad's "Heart of Darkness" and Stevenson's "Dr Jekyll and Mr Hyde". We will consider the international roots of Hollywood noir, many of whose directors were European refugees from Hitler, and its depictions of the femme fatale, l'homme fatale, and the world métropole, particularly NYC and LA. Readings will include Marxist, postcolonial, and gender theory, and film history. Films will include "The Killers", "Double Indemnity", "The Big Heat", "The Lodger", "Gilda", "Sunset Blvd", "Sweet Smell of Success", and "Vertigo".

Application instructions: Email Professor Ann Douglas (ad34@columbia.edu) with the subject heading "Film Noir application". 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 2025: ENGL UN3985

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3985	001/14816	W 6:10pm - 8:00pm 612 Philosophy Hall	Ann Douglas	4.00	14/18

**MDES GU4122 THE NOVEL IN AFRICA. 4.00 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

Spring 2025: MDES GU4122

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4122	001/17785	M 2:10pm - 4:00pm 606 Martin Luther King Building	Jennifer Wenzel	4.00	6/20

**ENGL UN3439 Afro-Asian Literary Imaginaries. 4.00 points.**

In a gesture of solidarity with the Black Lives Matter movement, and spurred on by a wave of anti-Asian violence ignited by the onset of the COVID-19 pandemic, Asian American artists and activists recently revived the slogan "Yellow Peril Supports Black Power." Behind this slogan lies a long history of solidarity and collaboration between members of the Asian and African diasporas who saw their struggles against racial oppression, both on a domestic and global scale, as deeply intertwined. This course explores the literary dimensions of this rich yet often overlooked history, whose greatest thinkers were often also writers themselves. Through the study of poetry, novels, drama, and memoir, we will trace the development of "Afro-Asian" literary imaginaries from the early twentieth century to the present. Far from adopting a uniform approach to the subject, the texts we read will vary in form and content, ranging from the romantic, to the experimental, to the critical. Our reading throughout the course will be anchored in key historical moments in the history of Black and Asian solidarity and conflict, from pre-war anti-colonial movements, to the Third World Liberation strikes of the 1960s, to the Los Angeles riots of 1992. Together, we will ask what the unique role of literature has been within this history, and explore the possibilities that literature holds for imagining cross-racial solidarity in our contemporary moment

Spring 2025: ENGL UN3439

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3439	001/14804	F 2:10pm - 4:00pm 420 Hamilton Hall	Mieko Anders	4.00	17/18

**ENGL UN3241 African American Literature: The Essay. 4 points.**

According to literary critic Cheryl A. Wall, African American writers have done their most influential work in the essay form. Using Wall's scholarship as a starting point, this course explores essays by a distinguished group of writers from Frederick Douglass to Toni Morrison to consider the centrality of this understudied form to African American writing.

**Fall 2024: ENGL UN3241**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3241	001/14177	W 2:10pm - 4:00pm		4	12/18
		Sat Alfred Lerner Hall			

**ENGL UN2826 American Modernism. 3.00 points.**

This course approaches modernism as the varied literary responses to the cultural, technological, and political conditions of modernity in the United States. The historical period from the turn of the century to the onset of World War II forms a backdrop for consideration of such authors as Gertrude Stein, Willa Cather, Jean Toomer, Zora Neale Hurston, Ernest Hemingway, Ezra Pound, T.S. Eliot, Marianne Moore, F. Scott Fitzgerald, and Djuna Barnes. Assigned readings will cover a range of genres, including novels, poetry, short stories, and contemporary essays

**Fall 2024: ENGL UN2826**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 2826	001/14816	T Th 11:40am - 12:55pm 417 Mathematics Building	Ross Posnock	3.00	31/54
ENGL 2826	AU1/19316	T Th 11:40am - 12:55pm Othr Other	Ross Posnock	3.00	9/10

**CLEN UN2742 World Fiction Since 1965. 3.00 points.**

In the period since 1965, fiction has become global in a new sense and with a new intensity. 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. Authors will include some of the following: Gabriel Garcia Márquez, Jamaica Kincaid, W.G. Sebald, Elena Ferrante, and Zadie Smith

**Fall 2024: CLEN UN2742**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 2742	001/14809	T Th 10:10am - 11:25am 417 Mathematics Building	Bruce Robbins	3.00	44/54
CLEN 2742	AU1/21220	T Th 10:10am - 11:25am Othr Other	Bruce Robbins	3.00	3/3

**CLEN GU4199 LITERATURE AND OIL. 3.00 points.**

This course will investigate the connections between literary/cultural production and petroleum as the substance that makes possible the world as we know it, both as an energy source and a component in the manufacture of everything from food to plastic. Our current awareness of oil's scarcity and its myriad costs (whether environmental, political, or social) provides a lens to read for the presence (or absence) of oil in texts in a variety of genres and national traditions. As we begin to imagine a world "beyond petroleum," this course will confront the ways in which oil shapes both the world we know and how we know and imagine the world. Oil will feature in this course in questions of theme (texts "about" oil), of literary form (are there common formal conventions of an "oil novel"?), of interpretive method (how to read for oil), of transnational circulation (how does "foreign oil" link US citizens to other spaces?), and of the materiality (or "oiliness") of literary culture (how does the production and circulation of texts, whether print or digital, rely on oil?).

**Fall 2024: CLEN GU4199**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 4199	001/14169	M W 4:10pm - 5:25pm 310 Fayerweather	Jennifer Wenzel	3.00	63/90

**ENGL UN3712 HENRY JAMES AND EDITH WHARTON. 4.00 points.**

James & Wharton, America's two greatest novelists in the half century after the civil war and the eve of the first world war, were friends and fellow cosmopolitans, at home in the US & Europe, chroniclers of an emerging transatlantic urban modernity traversing New York, London, Paris, Rome, Geneva. Their fiction often portrays glamorous surfaces and intricate social texts that their brilliant heroines -- Isabel Archer of *The Portrait of a Lady* & Lily Bart of *The House of Mirth*, for example -- negotiate with wit and subtlety, confusion and daring, amidst fear and fascination. They find themselves immersed in bruising plots -- crafted by society's disciplinary imperatives and by their creators, the latter standing in uneasy complicity with the social order even as they seek its transformation.

Giving female protagonists unprecedented boldness and ambition, Wharton & James chart how intense exertion of will and desire collides with "the customs of the country," to cite the title of a great Wharton novel. We will read the three novels mentioned above as well as Wharton's *Summer & Ethan Frome* and James's "Daisy Miller," *Washington Square* & *The Ambassadors*.

**Fall 2024: ENGL UN3712**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3712	001/14182	W 2:10pm - 4:00pm 401 Hamilton Hall	Ross Posnock	4.00	12/18



**ENGL UN3628 FAULKNER. 4.00 points.**

In this course, we'll be studying novels, stories, and screenplays from the major phase of William Faulkner's career, from 1929 to 1946. Our primary topic will be Faulkner's vision of American history, and especially of American racial history: we'll be asking what his fictions have to say about the antebellum/"New" South; the Civil War and Reconstruction; the issues of slavery, emancipation, and civil rights; and the many ways in which the conflicts and traumas of the American past continue to shape and burden the American present. But we'll consider other aspects of Faulkner's work, too: his contributions to modernist aesthetics, his investigations of psychology and subjectivity, his exploration of class and gender dynamics, his depiction of the natural world, and his understanding of the relationship between literature and the popular arts

**Fall 2024: ENGL UN3628**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3628	001/14181	M 10:10am - 12:00pm 201 80 Claremont	Austin Graham	4.00	14/18

**ENGL UN3726 Virginia Woolf. 4 points.**

Six novels and some non-fictional prose: *Jacob's Room*, *Mrs. Dalloway*, *To the Lighthouse*, *Orlando*, *The Waves*, *Between the Acts*; *A Room of One's Own*, *Three Guineas*. Applications on paper only (not e-mail) in Professor Mendelson's mailbox in 602 Philosophy, with your name, e-mail address, class (2017, 2018, etc.), a brief list of relevant courses that you've taken, and one sentence suggesting why you want to take the course. Attendance at the first class is absolutely required; no one will be admitted who does not attend the first class.

**Fall 2024: ENGL UN3726**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3726	001/14183	Th 10:10am - 12:00pm 401 Hamilton Hall	Edward Mendelson	4	21/18

**ENGL UN3351 FAMILY FICTIONS: MEMOIR, FILM AND THE NOVEL. 4.00 points.**

This course will explore cinematic, novelistic and memoirist renderings of "family cultures," family feeling, the family as narrative configuration, and home as a utopian/dystopian and oneiric space. Explorations of memory, imagination and childhood make-believe will interface with readings in psychoanalysis and in the social history of this polymorphous institution. A central goal of the course is to help each of you toward written work that is distinguished, vital and has urgency for you. Authors will include Gaston Bachelard, Alison Bechdel, Jessica Benjamin, Sarah M. Broom, Lucille Clifton, Vivian Gornick, Lorraine Hansberry, Maggie Nelson and D.W. Winnicott; and films by Sean Baker, Ingmar Bergman, Alfonso Cuarón, Greta Gerwig, Lance Hammer, Barry Jenkins, Elia Kazan, Lucretia Martel, Andrei Zvyagintsev and others

**Fall 2024: ENGL UN3351**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3351	001/14178	Th 2:10pm - 4:00pm 317 Hamilton Hall	Maura Spiegel	4.00	15/18

**ENGL UN3734 American Literature and Corporate Culture. 4 points.**

Prerequisites: the instructor's permission.

(Seminar). "It is not expected of critics as it is of poets that they should help us to make sense of our lives; they are bound only to attempt the lesser feat of making sense of the ways we try to make sense of our lives." - Frank Kermode  
This seminar will focus on American literature during the rise of U.S. corporate power in the nineteenth and twentieth centuries. The legal and economic entity of the corporation established new social hierarchies and systems of power, changed the roles of government and families, and wrought new forms of relationships between individuals. American culture demonstrated both an enchantment with the possibilities of a growing economy and a looming anxiety about the systematization of personal relationships. Authors and critics grappled with an American society that seemed to offer unprecedented opportunity for social rise but only within a deeply threatening and impersonal structure. We'll examine the ways that literary and popular culture depicted corporations and the ways that corporate structure influenced literary aesthetics and form. **Application instructions:** E-mail Professor Aaron Ritzenberg (ajr2186@columbia.edu) with the subject heading "American Literature and Corporate Culture seminar". In your message, include basic information: name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they'll automatically be placed on a wait list, from which the instructor will in due course admit them as spaces become available.

**Fall 2024: ENGL UN3734**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3734	001/14184	T 12:10pm - 2:00pm 569 Alfred Lerner Hall	Aaron Ritzenberg	4	13/18

**ENGL UN3805 The Political Novel. 4.00 points.**

Is the political novel a genre? It depends on your understanding both of politics and of the novel. If politics means parties, elections, and governing, then few novels of high quality would qualify. If on the other hand "the personal is the political," as the slogan of the women's movement has it, then almost everything the novel deals with is politics, and few novels would not qualify. This seminar will try to navigate between these extremes, focusing on novels that center on the question of how society is and ought to be constituted. Since this question is often posed ambitiously in so-called "genre fiction" like thrillers and sci-fi, which is not always honored as "literature," it will include some examples of those genres



as well as uncontroversial works of the highest literary value like Melville's "Benito Cereno," Ellison's "Invisible Man," and Camus's "The Plague."

**Fall 2024: ENGL UN3805**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3805	001/14187	M 2:10pm - 4:00pm 569 Alfred Lerner Hall	Bruce Robbins	4.00	16/18

**CLEN GU4899 Resistance Literature. 4.00 points.**

This course will explore the historical category of Resistance Literature, its theory and practice, its transnational expansion, and its ongoing relevance today. Originally proposed by Palestinian author and political activist Ghassan Kanafani in 1967, "Resistance Literature" named an activist practice of writing that sought to challenge discriminatory state practices, social policies, power structures and lived injustices, as well as to reshape the ideological frameworks that enabled official political structures of oppression in the institutional forms of colonialism (settler and otherwise), neocolonialism, authoritarianism, apartheid, systemic racism, ethnonationalisms, gendered exclusions, and religious discrimination. Examining diverse genres such as novels, poetry, plays, memoirs, films, we will analyze the literary and political strategies, motifs, and modes by which authors around the world over the past century have attempted to use their art to resist oppression, to mobilize public opinion, and to advocate for social change. Collectively, we will attempt to identify literary and formal commonalities across these literatures to identify generic characteristics of Resistance Literature that might distinguish it from Literature in general

**Fall 2024: CLEN GU4899**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 4899	001/14171	M 4:10pm - 6:00pm 1102 International Affairs Bldg	Joseph R Slaughter	4.00	16/18

**ENGL GU4932 ESSAYISM. 4.00 points.**

In the second decade of the 21st century there is more critical attention than ever before on the essay as a literary genre and a cultural practice that crosses media, registers, disciplines, and contexts. The concept of "essayism" was redefined by the Robert Musil in his unfinished modernist novel, *The Man Without Qualities* (1930) from a style of literature to a form of thinking in writing: "For an essay is not the provisional or incidental expression of a conviction that might on a more favourable occasion be elevated to the status of truth or that might just as easily be recognized as error . . . ; an essay is the unique and unalterable form that a man's inner life takes in a decisive thought." In this course will explore how essays can increase readers' and writers' tolerance for the existential tension and uncertainty we experience both within ourselves as well as in the worlds we inhabit. As Cheryl Wall argues, essays also give their practitioners meaningful work to do with their private musings and public concerns in a form that thrives

on intellectual as well as formal experimentation. The course is organized to examine how practitioners across media have enacted essayism in their own work and how theorists have continued to explore its aesthetic effects and ethical power

**Fall 2024: ENGL GU4932**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4932	001/14194	T 2:10pm - 4:00pm 612 Philosophy Hall	Nicole Wallack	4.00	8/18

**ENGL GU4559 August Wilson. 4.00 points.**

In this seminar we will read the complete published plays of August Wilson along with significant unpublished and obscurely published plays, prose, and poetry. The centerpieces of this course will be what Wilson termed his "century cycle" of plays: each work focusing on the circumstances of Black Americans during a decade of the twentieth century. As we consider these historical framings, we also will explore closely on what Wilson identified as the "four B's" that influenced his art most emphatically: Bessie Smith (sometimes he called this first B the Blues), Amiri Baraka, Romare Bearden, and Jorge Luis Borges. Accordingly, as we consider theoretical questions of cross-disciplinary conversations in art, we will study songs by Bessie Smith (and broad questions of the music and literary form), plays, prose, and poetry of Baraka (particularly in the context of Wilson's early Black Arts Movement works), the paintings of Bearden, and the poetry and prose (along with a few lectures and transcribed interviews) of Borges. We will use archival resources (online as well as "hard copy" material, some of it at Columbia) to explore Wilson's pathways as a writer, particularly as they crisscrossed the tracks of his "four B's." Along the way we will examine several drawings and paintings (from his University of Pittsburgh archives) as we delve into the rhythmical shapes, textures, and colors he used on paper and canvas as well as in his plays. Visitors to the class will include Wilson's musical director Dwight Andrews and at least one of his regular actors

**Fall 2024: ENGL GU4559**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4559	001/14193	Th 4:10pm - 6:00pm 612 Philosophy Hall	Robert O'Meally	4.00	11/18

## SPECIAL TOPICS

**ENGL UN1075 Children's Literature. 3.00 points.**

This is a historical survey of literature (mostly narrative) intended primarily for children, which will explore not only the pleasures of imagination but the varieties of narrative and lyric form, as well as the ways in which story-telling gives shape to individual and cultural identity. Drawing on anonymous folk tale from a range of cultures, as well as a variety of literary works produced from the late 17th century to the present, we'll attend to the ways in which changing forms of children's literature reflect changing understandings of children and childhood, while trying not to overlook psychological and

formal structures that might persist across this history. Readings of the primary works will be supplemented by a variety of critical approaches—psychoanalytic, materialist, feminist, and structuralist—that scholars have employed to understand the variety and appeal of children’s literature

Spring 2025: ENGL UN1075

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 1075	001/17173	M W 10:10am - 11:25am 332 Uris Hall	James Adams	3.00	41/54

### ENGL UN3999 THE SENIOR ESSAY. 3.00 points.

Open to those who have applied and been accepted into the department's senior essay program only.

Prerequisites: the department's permission.

Prerequisites: the departments permission. This course is open only to those who have applied and been accepted into the departments senior essay program. For information about the program, including deadline for application, please visit <http://english.columbia.edu/undergraduate/senior-essay-program>

Spring 2025: ENGL UN3999

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3999	001/14818	M 6:10pm - 8:00pm 503 Hamilton Hall	Jenny Davidson	3.00	43/54

### ENGL UN3648 Comics, Health, and Embodiment. 4.00 points.

Deformed, grotesque, super/transhuman and otherwise extraordinary bodies have always been a central feature of comics. However, the past ten years have seen a surge of graphic narratives that deal directly with experiences of health and illness, and that are recognized as having significant literary value. This course will focus on graphic narratives about healthcare, illness, and disability with particular attention to questions of embodied identities such as gender, sexuality, race, and age. Primary texts will include the work of Alison Bechdel, Roz Chast, CeCe Bell, David Small, Allie Brosch, and Ellen Fournery. We will study the vocabulary, conventions, and formal properties of graphic literature, asking how images and text work together to create narrative. We will consider whether graphic narrative might be especially well suited to representations of bodily difference; how illness/disability can disrupt conventional ideas about gender and sexuality; how experiences of the body as a source of pain, stigmatization, and shame intersect with the sexualized body; and how illness and disability queer conventional sexual arrangements, identities, and attachments. While studying the construction of character, narrative, framing, color, and relationship between visual and print material on the page, students will also produce their own graphic narratives

Spring 2025: ENGL UN3648

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3648	001/14809	W 2:10pm - 4:00pm	Rachel Adams	4.00	16/18

612 Philosophy  
Hall

### CLEN GU4578 Reading the Haitian Revolution. 4.00 points.

The Haitian Revolution (1791-1803), in which the enslaved in France’s richest Caribbean colony threw off their chains and defeated the European colonial powers, was a seismic event in modernity. As an “unthinkable” revolution that was silenced by later (according to Michel-Rolph Trouillot) history yet was ubiquitously discussed at the time, the Haitian Revolution calls into question the very meaning of an “event” and challenges the fundamental organizing terms of the modern era. In this class, we will study this revolution, its representations, and its legacies into the present. We’ll pay special attention to the archive that records the experiences of the Haitian revolutionaries themselves, from poems, songs, and plays to political texts, and we’ll also be interested in reactions from Romantic-era writers in Europe like William Wordsworth and Victor Hugo. How was the revolution written and expressed by its participants, and what can we learn from the depictions it solicited in those reading about the event from afar? In the last weeks, the course will also take up important historical, literary, and philosophical treatments of the Haitian Revolution in the twentieth-century. This course is open to advanced undergraduates and to graduate students. As a 4000-level seminar, you’ll be expected to produce a research paper related to the course material at the conclusion. Some reading knowledge of French would be helpful but is not required

Spring 2025: CLEN GU4578

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 4578	001/17233	T 6:10pm - 8:00pm 612 Philosophy Hall	Joseph Albernaz	4.00	15/18

### CLRS GU4039 Chekhov and Others. 3.00 points.

We will explore Anton Chekhov’s work on its own terms, in its cultural context, and in relation to the work of others, especially Anglophone writers who responded, directly or indirectly, to Chekhov and his work. Readings by Chekhov include selected stories (short and long), his four major plays, and Sakhalin Island, his study of the Russian penal colony. There are no prerequisites. Knowledge of Russian is not required; all readings in English. Students who know Russian are encouraged to read Chekhov’s work in Russian. The course will be comparative as it addresses Chekhov on his own and in relation to anglophone writers. The course is open to undergraduates (CC, GS, BC) and graduates in GSAS and other schools. The attention to how Chekhov writes may interest students in the School of the Arts

Spring 2025: CLRS GU4039

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLRS 4039	001/11540	M W 2:40pm - 3:55pm 717 Hamilton Hall	Liza Knapp	3.00	28/50

### ENGL UN3394 HOW WRITERS THINK. 4.00 points.

Prerequisites: Permission of instructor.

The spell cast by a captivating novel or elegant research can lead us to imagine that great writing is a product of the author's innate genius. In reality, the best writing is a product of certain not-very-intuitive practices. This course lifts the veil that obscures what happens in the minds of the best writers. We will examine models of writing development from research in composition studies, cognitive psychology, genre studies, linguistics, ESL studies, and educational psychology. Our classroom will operate as a laboratory for experimenting with the practices that the research identifies. Students will test out strategies that prepare them for advanced undergraduate research, graduate school writing, teaching, editing, and collaborative writing in professional settings. The course is one way to prepare for applying for a job as a peer writing fellow in Columbia's Writing Center

**Spring 2025: ENGL UN3394**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3394	001/14726	T 2:10pm - 4:00pm 612 Philosophy Hall	Aaron Ritzenberg	4.00	18/18

**ENGL UN3884 Climate Fictions. 4.00 points.**

This course will consider numerous kinds of climate fictions, including, but not limited to, the recent literary category of prose fiction known as "cli-fi," or climate fiction. In this course, "climate fictions" also refers to a range of ideas, assumptions, cultural narratives, and hypotheses about the Earth's climate: in other words, frameworks constructed by humans[1] for thinking about (or not thinking about) the climatic conditions of our planetary home. These fictions might include such debatable propositions as "humans can't change the climate," "there's nothing we can do about climate change," "climate change is something that will happen in the future," "climate change is something that will happen far away," or "climate change is only about the weather." "Climate fictions" also include scenarios and projections of a near-future, climate-changed world, whether those offered by scientists, by writers, or by ordinary people as they contemplate the possible trajectories of their lives and the lives of their descendants. Thinking among these versions of "climate fictions," we'll consider the role of literature and the literary imagination in fashioning, interpreting, and inhabiting them. What work does the imagination do in the world, in grappling both with the worlds that humans have made, and with the boundary parameters of the Earth system that have shaped life on this planet as we have known it? How do cultural and narrative assumptions shape the work of scientists and policy-makers? How can prose fiction help readers engage with the challenges of knowledge, emotion, anticipation, judgement, and action that a warming world will require? How can climate fictions of all sorts help readers try on modes of living and other futures that we do or don't want—or lull them into thinking that such anticipation is unnecessary or futile? Thinking together about these questions, we will use the reading list and the seminar meetings to hone our skills of noticing, extrapolating, speculating, proposing, listening, disagreeing, concurring, and cooperating in the difficult work of confronting fear and doubt and of finding a

path toward truth and perhaps even hope. You will be asked to read carefully and curiously, to test your ideas in regular informal writing and weekly seminar discussion, and to develop more polished thoughts (or dreams!) in a response paper and a final project. [1] The English word fiction derives from the Latin verb *finire*: to fashion or form

**Spring 2025: ENGL UN3884**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3884	001/17290	T 2:10pm - 4:00pm 476a Alfred Lerner Hall	Jennifer Wenzel	4.00	5/18

**ENGL GU4885 Writers on Writing: Fictions, Theories, Risks, and Rituals. 4.00 points.**

This seminar examines how 20th and 21st century writers have staged in their fiction, nonfiction, and multi-genre works ideas about why, how, and for whom they write. What do writers have to say in their essays and public talks about the strategies they use to sit down to their writing, when everything else in the world seems to be requiring their attention elsewhere? How is the figure of the writer and their often-fraught relationship with their work depicted in fictional accounts and in the complex retrospection of memoir and essays? In what ways do writers tether their goals for their work to the needs and experiences of others in communities of which they are a part or that they wish to reach? The course begins with essays and talks that answer the question, "Why I Write" by Virginia Woolf, George Orwell, James Baldwin, Joan Didion, bell hooks, Stephen King as well as philosophical explorations through Helene Cixous's *Three Steps on the Ladder of Writing*. These ideas about writers' motivations will provide launching points for how each of us can begin to theorize our own motives as writers. We will use these ideas as a frame for reading novels that center the figure of the writer including Yoko Ogawa's *The Memory Police*, Macedonio Fernández's *The Museum of Eterna's Novel (The First Good Novel)*, Jenny Offill's *The Department of Speculation*, and Colm Tóibín's *The Master*. Through the work of essayists and memoirists, Samule Delaney, Leslie Jamison, and Maggie Nelson, we will track how writers wrestle with the political, aesthetic, and affective dimensions of their identity as writers. Our final weeks will invite us to explore writerly advice and strategies for getting the work done. We will listen to podcasts featuring historians, such as *Drafting the Past*, explore revision strategies in John McPhee's *Draft 4*, consider our writerly routines with excerpts from Maria Popova's literary blog, *The Marginalian* and distill ideas about the work of research and writing from talks and essays by writers who have influenced each of us at Columbia and beyond. Students will produce their own autotheory of writing to accompany a piece in any genre that they will be drafting over the course of the semester

**Spring 2025: ENGL GU4885**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4885	001/17291	T 12:10pm - 2:00pm	Nicole Wallack	4.00	11/18



612 Philosophy  
Hall

### **CPLS UN3951 Narratives for Living: Planetary. 3.00 points.**

Is it possible to read literature in such a way as to be coherent with the requirements for the environmental disaster that seems to be upon us? This course will attempt to answer this question through 4 novels dealing with planetarity and climate change. This is a restricted course by interview only. ICLS students will read the Bengali and/or French texts in the original. Students are required to write a 1 page response to the text to be read the next day by midnight the previous day. Class discussions will be constructed on these responses. There will be a colloquium at the end of the semester, requiring oral presentation of a research paper that will engage the entire class

**Spring 2025: CPLS UN3951**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 3951	001/13842	W 4:10pm - 6:00pm 201 80 Claremont	Gayatri Spivak, Deeva Gupta	3.00	1/12

### **ENGL UN3795 SENIOR ESSAY RESEARCH METHODS. 3.00 points.**

The senior essay research methods seminar, offered in several sections in the fall semester, lays out the basic building blocks of literary and cultural studies. What kinds of questions do literary and cultural critics ask, and what kinds of evidence do they invoke to support their arguments? What formal properties characterize pieces of criticism that we find especially interesting and/or successful? How do critics balance the desire to say something fresh vis-a-vis the desire to say something sensible and true? What mix of traditional and innovative tools will best serve you as a critical writer? Voice, narrative, form, language, history, theory and the practice known as “close reading” will be considered in a selection of exemplary critical readings. Readings will also include “how-to” selections from recent guides including Amitava Kumar’s *Every Day I Write the Book*, Eric Hayot’s *The Elements of Academic Style* and Aaron Ritzenberg and Sue Mendelsohn’s *How Scholars Write*. The methods seminar is designed to prepare those students who choose to write a senior essay to complete a substantial independent project in the subsequent semester. Individual assignments will help you discover, define and refine a topic; design and pursue a realistic yet thrilling research program or set of protocols; practice “close reading” an object (not necessarily verbal or textual) of interest; work with critical sources to develop your skills of description and argument; outline your project; build out several sections of the project in more detail; and come up with a timeline for your spring semester work. In keeping with the iterative nature of scholarly research and writing, the emphasis is more on process than on product, but you will end the semester with a clear plan for your essay itself as well as for the tasks you will execute to achieve that vision the following semester. The methods seminar is required of all students who wish to write a senior essay in their

final semester. Students who enroll in the methods seminar and decide not to pursue a senior essay in the spring will still receive credit for the fall course

**Fall 2024: ENGL UN3795**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3795	001/14186	M 6:10pm - 8:00pm 707 Hamilton Hall	Jenny Davidson	3.00	28/25
ENGL 3795	002/17651	M 6:10pm - 8:00pm 607 Hamilton Hall	Joseph Albermaz	3.00	22/24

### **ENTA UN3701 DRAMA, THEATRE AND THEORY. 4.00 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 2024: ENTA UN3701**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENTA 3701	001/14201	W 4:10pm - 6:00pm 612 Philosophy Hall	Austin Quigley	4.00	12/18

### **AMST UN3930 Topics in American Studies. 4 points.**

Please refer to the Center for American Studies website for course descriptions for each section.  
[americanstudies.columbia.edu](http://americanstudies.columbia.edu)

**Fall 2024: AMST UN3930**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3930	001/14527	T 10:10am - 12:00pm 317 Hamilton Hall	James Stephen Shapiro	4	9/18
AMST 3930	002/14528	M 6:10pm - 8:00pm 317 Hamilton Hall	Benjamin Rosenberg	4	15/18



### CSER UN3523 INTRODUCTION TO LATINX STUDIES. 4.00 points.

In the US, Latinxs are often treated in quantitative terms—as checkmarks on census forms, or as data points in demographic surveys. However, Latinxs have always been more than mere numbers: while some have stayed rooted in traditional homelands, and while others have migrated through far-flung diasporas, all have drawn on and developed distinctive ways of imagining and inhabiting the Americas. In this course, we will explore a wide range of these Latinx lifeways. Through readings in the humanities and social sciences, we will learn how Latinxs have survived amidst and against settler colonialism and racial capitalism. Meanwhile, through the study of literature and art, we will see how Latinxs have resisted and/or reinforced these social systems. With our interdisciplinary and intersectional approach, we will determine why Latinidad has manifested differently in colonial territories (especially Puerto Rico), regional communities (especially the US–Mexico borderlands), and transnational diasporas (of Cubans, of Dominicans, and of a variety of Central Americans). At the same time, we will understand how Latinxs have struggled with shared issues, such as (anti-) Blackness and (anti-)Indigeneity, gender and sexuality, citizenship and (il)legality, and economic and environmental (in)justice. During the semester, we will practice Latinx studies both collectively and individually: to enrich our in-class discussions, each student will complete a reading journal, a five- page paper, a creative project, and a digital timeline

Fall 2024: CSER UN3523

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3523	001/14274	Th 4:10pm - 6:00pm 420 Hamilton Hall	Carlos Nugent	4.00	17/22

### ENGL UN3891 INTRO TO CLASSICAL RHETORIC. 4.00 points.

Prerequisites: the instructor's permission. (Seminar). This course examines rhetorical theory from its roots in ancient Greece and Rome and reanimates the great debates about language that emerged in times of national expansion and cultural upheaval. We will situate the texts of Plato, Isocrates, Aristotle, Cicero, Quintilian, and others in their historical contexts to illuminate ongoing conversations about the role of words and images in the negotiation of persuasion, meaning making, and the formation of the public. In the process, we will discover that the arguments of classical rhetoric play out all around us today. Readings from thinkers like Judith Butler, Richard McKeon, Robert Pirsig, and Bruno Latour echo the ancients in their debates about hate speech regulation, the purpose of higher education, and the ability of the sciences to arrive at truth. We will discover that rhetoricians who are writing during eras of unprecedented expansion of democracies, colonization, and empire have a great deal to say about the workings of language in our globalizing, digitizing age. Application instructions: E-mail Professor Sue Mendelsohn (sem2181@columbia.edu) by April 11 with the subject heading Rhetoric 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 2024: ENGL UN3891

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3891	001/14189	Th 10:10am - 12:00pm 302 Alfred Lerner Hall	Susan Mendelsohn	4.00	14/18

### CLEN UN3725 Literary Guides to Living and Dying Well from Plato to Montaigne. 4.00 points.

Surrounded by friends on the morning of his state-mandated suicide, Socrates invites them to join him in considering the proposition that philosophizing is learning how to die. In dialogues, essays, and letters from antiquity to early modernity, writers have returned to this proposition from Plato's *Phaedo* to consider, in turn, what it means for living and dying well. This course will explore some of the most widely read of these works, including by Cicero, Seneca, Jerome, Augustine, Boethius, Petrarch, and Montaigne, with an eye to the continuities and changes in these meanings and their impact on the literary forms that express them. 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

Fall 2024: CLEN UN3725

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 3725	001/14167	T 2:10pm - 4:00pm 618 Hamilton Hall	Kathy Eden	4.00	18/18

### CLEN UN3790 Caribbean Radicalisms in New York, 1890-1990. 4.00 points.

New York City has been closely linked to the Caribbean from at least the seventeenth century. Presently, nearly 25% of its inhabitants are of Caribbean descent. In addition, according to a 2021 New York City Office of Immigrants report, five of the top countries of origin of the city's new immigrants were born in a Caribbean country: Dominican Republic (421,920, number 1), Jamaica (165,260, number 3), Guyana (136,180, number 4); Trinidad and Tobago (85,680, number 8), and Haiti (78,250, number 9). In addition, Puerto Ricans, who are colonial migrants, number 1.2 million or 9% of the city's population. During the late nineteenth and twentieth centuries, New York City was a pivotal space for Caribbean radical praxis understood here as political action and thought shaped by the Caribbean experiences of enslavement, coloniality, and diaspora. These interventions deeply transformed not only New York but multiple other contexts in Latin America, Africa, and Europe, and a broad range of movements including anti-

colonial, anti-racist, feminist, and queer. To better understand the impact of Caribbean radical figures and thought in New York and beyond, we will examine texts from a broad range of writers and thinkers, including Jesús Colón, Julia de Burgos, Hubert Harrison, Alexis June Jordan, Audre Lorde, José Martí, Malcolm X, Manuel Ramos Otero, Clemente Soto Vélez, and Arthur Schomburg

#### Fall 2024: CLEN UN3790

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 3790	001/14168	W 4:10pm - 6:00pm 401 Hamilton Hall	Frances Negron-Muntaner	4.00	14/18
CLEN 3790	AU1/19318	W 4:10pm - 6:00pm Othr Other	Frances Negron-Muntaner	4.00	3/2

#### ENTA UN3708 Reenactment and Performance in 20th # 21st Centuries. 4.00 points.

Has reenactment, or the practice of “restaging a historical or biographical event” reached an end? While the idea of historically replicating a past event is quite passé, reenactment is everywhere from verbatim theatrical tribunals to biopics. This class will ask critical questions regarding reenactment as a performance act that crosses temporal, cultural, and discipline-specific boundaries and polarities. Investigating reenactment’s dynamics, potentials, and failures, we will examine battle reenactments, international theatrical tribunals, Indigenous performance, visits to nuclear disaster sites, autobiographical performance, and method actors. The final project will give the option of developing a research essay or crafting a creative portfolio. No prerequisites

#### Fall 2024: ENTA UN3708

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENTA 3708	001/15953	Th 12:10pm - 2:00pm 405 Kent Hall	Ali Yalgin	4.00	3/18

#### CLEN GU4575 Source Texts of Postcolonial Vision. 4.00 points.

We will read texts by Memmi, Du Bois, Marguerite Duras and North African feminists to create a gendered and class-sensitive sense of the origins of postcolonial thinking. We will draw a definition of postcolonial hope before the actual emergence of postcolonial nation-states. A 1-page response to the text to be read will be required the previous day. No midterm paper. The final paper will be an oral presentation in a colloquium. ICLS students will be expected to read Memmi in French. No incompletes. Admission by interview. 20# participation, 20# papers, 60# presentation. Seminar Instructions: Interviews will be in August. Email Deeva Gupta dg3242@columbia.edu, Gayatri Chakravorty Spivak gcs4@columbia.edu and Tomi Haxhi th2666@columbia.edu with the subject heading "Source Texts of Postcolonial Vision." 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 2024: CLEN GU4575

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 4575	001/14170	W 2:10pm - 4:00pm 609 Martin Luther King Building	Gayatri Spivak	4.00	11/18

#### ENGL UN3675 Transpacific Personalities: The Personal Essay and Immigrant History in Asian American Literature. 4.00 points.

Since the 1974 publication of the first anthology of Asian American writing, Aiiieeeee!, the field of Asian American Studies has been pulled in two different directions, simultaneously trying to articulate a coherent identity of, and place for, Asian American subjects while also articulating this coherence in relation to immigrant labor and history. This introductory course will survey the way this tension, between personal coherence and collective historical experience, formally characterizes Asian American media and literature since the 1970s, in which the form of the personal essay is critically expanded and brought into conflict with the racialized history of Asian American immigrant experience. Beginning with Lisa Lowe’s *Immigrant Acts* (1994) and Colleen Lye’s *America’s Asia* (2005), this course will furnish students with an understanding of both the successive exclusion acts applied to different waves of East and Southeast Asian immigration to the United States, as well as the ways these exclusion acts produced, and were produced by, expanding forms of anti-Asian American racism. This framework of economic policy and racial form will then be used as a lens to investigate prominent texts across the Asian American canon (as well as outside of this canon) by authors such as Frank Chin, Maxine Hong Kingston, Carlos Bulosan, John Okada, Theresa Cha, Jessica Hagedorn, Wilfrido Nollado, and Elaine Castillo

#### Fall 2024: ENGL UN3675

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3675	001/17479	M 12:10pm - 2:00pm 425 Pupin Laboratories	Chris Kelly	4.00	7/18

#### ENGL UN3477 New Suns: Worlding in Black Speculative Fiction. 4.00 points.

This course takes Octavia E. Butler’s enigmatic expression, “There’s nothing new under the sun, but there are new suns” as a guide for exploring the politics of Black speculative fiction, science fiction, and fantasy. With literary, sonic, visual, and cinematic examples, including works from Pauline Hopkins, W.E.B. DuBois, Samuel Delany, Wangechi Mutu, Janelle Monae, Sun Ra, Saul Williams, and others, this class considers the contexts of possibility for re/imagining Black pasts, presents and futures. Paying particular attention to how Black speculative fiction creates new worlds, social orders, and entanglements, students will develop readings informed by ecocriticism, science and technology studies, feminist, and queer studies. We will consider the multiple meanings and various uses of speculation and worlding as we encounter and

interpret forms of utopian, dystopian, and (post)apocalyptic thinking and practice. No prerequisites

Fall 2024: ENGL UN3477

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3477	001/18972	W 10:10am - 12:00pm 477 Alfred Lerner Hall	C. Riley Snorton	4.00	6/18

## UNIVERSITY WRITING

**ENGL CC1010 UNIVERSITY WRITING. 3.00 points.**

ENGL CC/GS1010: University Writing, is a one-semester seminar designed to facilitate students' entry into the intellectual life of the university by teaching them to become more capable and independent academic readers and writers. The course emphasizes habits of mind and skills that foster students' capacities for critical analysis, argument, revision, collaboration, meta-cognition, and research. Students read and discuss essays from a number of fields, complete regular informal reading and writing exercises, compose several longer essays, and devise a research-based project of their own design. Courses of Instruction ENGL CC1010 University Writing. 3 points. ENGL CC/GS1010: University Writing (3 points) focuses on developing students' reading, writing, and thinking, drawing from readings on a designated course theme that carry a broad appeal to people with diverse interests. No University Writing class presumes that students arrive with prior knowledge in the theme of the course. We are offering the following themes this year: UW: Contemporary Essays, CC/GS1010.001-.099 UW: Readings in American Studies, CC/GS1010.1xx UW: Readings in Gender and Sexuality, CC/GS1010.2xx UW: Readings in Film and Performing Arts, CC/GS1010.3xx UW: Readings in Urban Studies, CC/GS1010.4xx (will be sharing 400s with Human Rights) UW: Readings in Climate Humanities, CC/GS1010.5xx (will be sharing 500s with Data # Society) UW: Readings in Medical Humanities, CC/GS1010.6xx UW: Readings in Law # Justice, CC/GS1010.7xx UW: Readings in Race and Ethnicity, CC/GS1010.8xx University Writing for International Students, CC/GS1010.9xx For further details about these classes, please visit: <http://www.college.columbia.edu/core/uwp>

Fall 2024: ENGL CC1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 1010	003/17578	M W 8:40am - 9:55am 201d Philosophy Hall	Alina Shubina	3.00	14/14
ENGL 1010	007/16633	M W 10:10am - 11:25am 408a Philosophy Hall	Julia DeBenedictis	3.00	14/14
ENGL 1010	022/16640	M W 4:10pm - 5:25pm 307 Mathematics Building	James Gao	3.00	14/14
ENGL 1010	024/16642	M W 4:10pm - 5:25pm 305 Uris Hall	Julia Walton	3.00	14/14

ENGL 1010	031/16105	T Th 10:10am - 11:25am 652 Schermerhorn Hall	Abigail Melick	3.00	14/14
ENGL 1010	038/16652	T Th 11:40am - 12:55pm 408a Philosophy Hall	Sophia Featherstone	3.00	14/14
ENGL 1010	042/16106	T Th 1:10pm - 2:25pm 652 Schermerhorn Hall	Abigail Melick	3.00	14/14
ENGL 1010	053/17577	T Th 5:40pm - 6:55pm 201b Philosophy Hall	Ashley Leader	3.00	13/14
ENGL 1010	054/20923	T Th 4:10pm - 5:25pm 508 Lewisohn Hall	Kristie Schlauraff	3.00	14/14
ENGL 1010	055/20924	T Th 11:40am - 12:55pm 606 Lewisohn Hall	Valeria Tsygankova	3.00	12/14
ENGL 1010	056/20926	T Th 5:40pm - 6:55pm 508 Lewisohn Hall	Kristie Schlauraff	3.00	14/14
ENGL 1010	109/16107	M W 11:40am - 12:55pm 652 Schermerhorn Hall	Jessica Campbell	3.00	14/14
ENGL 1010	113/16108	M W 1:10pm - 2:25pm 652 Schermerhorn Hall	Jessica Campbell	3.00	14/14
ENGL 1010	115/16109	M W 1:10pm - 2:25pm 502 Northwest Corner	Austin Mantele	3.00	14/14
ENGL 1010	129/16646	T Th 8:40am - 9:55am 502 Northwest Corner	Alexander Burchfield	3.00	13/14
ENGL 1010	133/16649	T Th 10:10am - 11:25am 307 Mathematics Building	Gabrielle Davis	3.00	14/14
ENGL 1010	205/16631	M W 10:10am - 11:25am 201d Philosophy Hall	Chloe Tsolakoglou	3.00	14/14
ENGL 1010	210/16634	M W 11:40am - 12:55pm 602 Northwest Corner	Srija U	3.00	14/14
ENGL 1010	220/16639	M W 2:40pm - 3:55pm 305 Uris Hall	Sumant Rao	3.00	14/14
ENGL 1010	306/16635	M W 10:10am - 11:25am 502 Northwest Corner	Kaleb Kemp	3.00	13/14
ENGL 1010	317/16111	M W 2:40pm - 3:55pm 502 Northwest Corner	Austin Mantele	3.00	14/14
ENGL 1010	323/16641	M W 4:10pm - 5:25pm 114 Knox Hall	Morgan Holmes	3.00	14/14

ENGL 1010	325/17697	M W 4:10pm - 5:25pm 652 Schermerhorn Hall	Miranda Mazariegos	3.00	14/14			201d Philosophy Hall				
						ENGL 1010	634/17583	T Th 10:10am - 11:25am 305 Uris Hall	Michael D'Addario	3.00	14/14	
ENGL 1010	327/16644	M W 5:40pm - 6:55pm 305 Uris Hall	Peter Huhne	3.00	14/14							
						ENGL 1010	638/17584	T Th 11:40am - 12:55pm 305 Uris Hall	Michael D'Addario	3.00	14/14	
ENGL 1010	349/16112	T Th 4:10pm - 5:25pm 201d Philosophy Hall	Emily Weitzman	3.00	14/14							
						ENGL 1010	650/16655	T Th 4:10pm - 5:25pm 502 Northwest Corner	Alice Clapie	3.00	14/14	
ENGL 1010	416/16637	M W 2:40pm - 3:55pm 304 Hamilton Hall	Elizabeth Furlong	3.00	14/14							
						ENGL 1010	704/16120	M W 10:10am - 11:25am 201b Philosophy Hall	Elizabeth Cargile	3.00	13/14	
ENGL 1010	436/16113	T Th 11:40am - 12:55pm 201b Philosophy Hall	Therese Cox	3.00	14/14							
						ENGL 1010	708/16121	M W 11:40am - 12:55pm 201b Philosophy Hall	Elizabeth Cargile	3.00	14/14	
ENGL 1010	512/16114	M W 1:10pm - 2:25pm 201d Philosophy Hall	Aled Roberts	3.00	13/14							
						ENGL 1010	711/16632	M W 11:40am - 12:55pm 407 Mathematics Building	Kaagni Harekal	3.00	14/14	
ENGL 1010	514/16115	M W 1:10pm - 2:25pm 307 Mathematics Building	Kirkwood Adams	3.00	14/14							
						ENGL 1010	741/16122	T Th 1:10pm - 2:25pm 408a Philosophy Hall	Wally Suphap	3.00	14/14	
ENGL 1010	518/16116	M W 2:40pm - 3:55pm 408a Philosophy Hall	Lauren Horst	3.00	14/14							
						ENGL 1010	746/16123	T Th 2:40pm - 3:55pm 408a Philosophy Hall	Wally Suphap	3.00	14/14	
ENGL 1010	519/16638	M W 2:40pm - 3:55pm 307 Mathematics Building	Margaret Banks	3.00	13/14							
						ENGL 1010	802/16630	M W 8:40am - 9:55am 201b Philosophy Hall	Lauren Brown	3.00	14/14	
ENGL 1010	521/16117	M W 4:10pm - 5:25pm 408a Philosophy Hall	Lauren Horst	3.00	13/14							
						ENGL 1010	832/16648	T Th 10:10am - 11:25am 201d Philosophy Hall	Mariam Syed	3.00	13/14	
ENGL 1010	534/16650	T Th 10:10am - 11:25am 408a Philosophy Hall	Calleja Welsh	3.00	12/14							
						ENGL 1010	845/16124	T Th 2:40pm - 3:55pm 201b Philosophy Hall	Celine Aenlle- Rocha	3.00	13/14	
ENGL 1010	537/17730	T Th 11:40am - 12:55pm 201d Philosophy Hall	Ruilin Fan	3.00	14/14							
						ENGL 1010	848/16125	T Th 4:10pm - 5:25pm 201b Philosophy Hall	Celine Aenlle- Rocha	3.00	14/14	
ENGL 1010	539/16118	T Th 1:10pm - 2:25pm 307 Mathematics Building	Kirkwood Adams	3.00	14/14							
						ENGL 1010	901/16127	M W 8:40am - 9:55am 652 Schermerhorn Hall	Erag Ramizi	3.00	14/14	
ENGL 1010	543/16119	T Th 2:40pm - 3:55pm 652 Schermerhorn Hall	Aled Roberts	3.00	12/14							
						ENGL 1010	926/16128	M W 5:40pm - 6:55pm 201d Philosophy Hall	Ana Margarida Coelho de Assis	3.00	13/14	
ENGL 1010	544/16653	T Th 2:40pm - 3:55pm 305 Uris Hall	Sophia Houghton	3.00	13/14							
						ENGL 1010	935/16130	T Th 11:40am - 12:55pm 502 Northwest Corner	Elizabeth Walters	3.00	14/14	
ENGL 1010	547/16654	T Th 2:40pm - 3:55pm 502 Northwest Corner	Molly Pyne- Jaeger	3.00	13/14							
						ENGL 1010	940/16131	T Th 1:10pm - 2:25pm 502 Northwest Corner	Elizabeth Walters	3.00	14/14	
ENGL 1010	628/16645	T Th 8:40am - 9:55am 201b Philosophy Hall	Sarah Wingter	3.00	13/14							
						<b>Spring 2025: ENGL CC1010</b>						
ENGL 1010	630/16647	T Th 8:40am - 9:55am	Ramathi Bandaranayake	3.00	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	011/13586	M W 11:40am - 12:55pm 305 Uris Hall	Leia Bradley	3.00	14/14	ENGL 1010	318/13705	M W 2:40pm - 3:55pm 502 Northwest Corner	Austin Mantele	3.00	14/14
ENGL 1010	015/13621	M W 1:10pm - 2:25pm 305 Uris Hall	Julia DeBenedictis	3.00	14/14	ENGL 1010	330/13825	T Th 8:40am - 9:55am 652 Schermerhorn Hall	Kaleb Kemp	3.00	14/14
ENGL 1010	019/13757	M W 2:40pm - 3:55pm 305 Uris Hall	Chloe Tsolakoglou	3.00	13/14	ENGL 1010	340/13849	T Th 1:10pm - 2:25pm 201b Philosophy Hall	Emily Weitzman	3.00	14/14
ENGL 1010	021/13765	M W 2:40pm - 3:55pm 507 Lewisohn Hall	Geoffrey Lokke	3.00	12/14	ENGL 1010	346/13866	T Th 2:40pm - 3:55pm 201b Philosophy Hall	Emily Weitzman	3.00	14/14
ENGL 1010	022/13766	M W 4:10pm - 5:25pm 307 Mathematics Building	Joseph Bubar	3.00	14/14	ENGL 1010	348/13873	T Th 2:40pm - 3:55pm 507 Lewisohn Hall	Miranda Mazariegos	3.00	14/14
ENGL 1010	027/13779	M W 5:40pm - 6:55pm 408a Philosophy Hall	Allison Fowler	3.00	14/14	ENGL 1010	352/13884	T Th 4:10pm - 5:25pm 305 Uris Hall	Alexander Burchfield	3.00	14/14
ENGL 1010	031/18509	T Th 8:40am - 9:55am 408a Philosophy Hall	James Gao	3.00	14/14	ENGL 1010	354/13888	T Th 5:40pm - 6:55pm 652 Schermerhorn Hall	Peter Huhne	3.00	14/14
ENGL 1010	038/13840	T Th 11:40am - 12:55pm 201d Philosophy Hall	Abigail Melick	3.00	14/14	ENGL 1010	410/13577	M W 11:40am - 12:55pm 408a Philosophy Hall	Finn Anderson	3.00	14/14
ENGL 1010	042/13856	T Th 1:10pm - 2:25pm 201d Philosophy Hall	Abigail Melick	3.00	14/14	ENGL 1010	423/17674	M W 4:10pm - 5:25pm 305 Uris Hall	Elizabeth Furlong	3.00	14/14
ENGL 1010	053/13886	T Th 4:10pm - 5:25pm 652 Schermerhorn Hall	Ashley Leader	3.00	14/14	ENGL 1010	436/13837	T Th 11:40am - 12:55pm 305 Uris Hall	Therese Cox	3.00	14/14
ENGL 1010	055/18136	T Th 5:40pm - 6:55pm 201a Philosophy Hall	Emily Suazo	3.00	14/14	ENGL 1010	441/13855	T Th 1:10pm - 2:25pm 652 Schermerhorn Hall	Kirkwood Adams	3.00	14/14
ENGL 1010	056/18916	T Th 5:40pm - 6:55pm 412 Pupin Laboratories	Julia Walton	3.00	13/14	ENGL 1010	445/13864	T Th 2:40pm - 3:55pm 502 Northwest Corner	Therese Cox	3.00	14/14
ENGL 1010	105/13535	M W 10:10am - 11:25am 201d Philosophy Hall	Jessica Campbell	3.00	14/14	ENGL 1010	506/13539	M W 10:10am - 11:25am 502 Northwest Corner	Ruilin Fan	3.00	13/14
ENGL 1010	108/13556	M W 11:40am - 12:55pm 502 Northwest Corner	Austin Mantele	3.00	14/14	ENGL 1010	512/13606	M W 1:10pm - 2:25pm 201d Philosophy Hall	Lauren Horst	3.00	14/14
ENGL 1010	135/13835	T Th 10:10am - 11:25am 201d Philosophy Hall	Gabrielle Davis	3.00	14/14	ENGL 1010	513/13612	M W 1:10pm - 2:25pm 408a Philosophy Hall	Aled Roberts	3.00	14/14
ENGL 1010	203/13510	M W 10:10am - 11:25am 408a Philosophy Hall	Srija U	3.00	14/14	ENGL 1010	514/13617	M W 1:10pm - 2:25pm 307 Mathematics Building	Molly Pyne- Jaeger	3.00	14/14
ENGL 1010	207/13550	M W 10:10am - 11:25am 305 Uris Hall	Leia Bradley	3.00	14/14	ENGL 1010	517/13703	M W 2:40pm - 3:55pm 201d Philosophy Hall	Lauren Horst	3.00	14/14
ENGL 1010	220/13761	M W 2:40pm - 3:55pm 652 Schermerhorn Hall	Sumant Rao	3.00	14/14	ENGL 1010	524/17688	M W 4:10pm - 5:25pm 505 Lewisohn Hall	Margaret Banks	3.00	14/14

ENGL 1010	539/13841	T Th 11:40am - 12:55pm 408a Philosophy Hall	Aled Roberts	3.00	14/14
ENGL 1010	544/13858	T Th 1:10pm - 2:25pm 307 Mathematics Building	Calleja Welsh	3.00	14/14
ENGL 1010	549/13875	T Th 2:40pm - 3:55pm 327 Seeley W. Mudd Building	Sophia Houghton	3.00	14/14
ENGL 1010	602/13378	M W 8:40am - 9:55am 201b Philosophy Hall	Ramathi Bandaranayake	3.00	14/14
ENGL 1010	629/13818	T Th 8:40am - 9:55am 502 Northwest Corner	Sarah Wingter	3.00	14/14
ENGL 1010	633/13833	T Th 10:10am - 11:25am 502 Northwest Corner	Michael D'Addario	3.00	14/14
ENGL 1010	637/13839	T Th 11:40am - 12:55pm 502 Northwest Corner	Michael D'Addario	3.00	14/14
ENGL 1010	704/13523	M W 10:10am - 11:25am 201b Philosophy Hall	Elizabeth Cargile	3.00	14/14
ENGL 1010	709/13559	M W 11:40am - 12:55pm 201b Philosophy Hall	Elizabeth Cargile	3.00	14/14
ENGL 1010	747/13869	T Th 2:40pm - 3:55pm 408a Philosophy Hall	Wally Suphap	3.00	14/14
ENGL 1010	750/13879	T Th 4:10pm - 5:25pm 408a Philosophy Hall	Wally Suphap	3.00	14/14
ENGL 1010	816/13623	M W 1:10pm - 2:25pm 652 Schermerhorn Hall	Lauren Brown	3.00	14/14
ENGL 1010	825/17694	M W 4:10pm - 5:25pm 507 Lewisohn Hall	Tyler Grand Pre	3.00	14/14
ENGL 1010	834/13834	T Th 10:10am - 11:25am 408a Philosophy Hall	Mariam Syed	3.00	14/14
ENGL 1010	843/13857	T Th 1:10pm - 2:25pm 305 Uris Hall	Celine Aenlle- Rocha	3.00	14/14
ENGL 1010	901/13365	M W 8:40am - 9:55am 652 Schermerhorn Hall	Erag Ramizi	3.00	14/14
ENGL 1010	926/13776	M W 5:40pm - 6:55pm 201d Philosophy Hall	Ana Margarida Coelho de Assis	3.00	14/14
ENGL 1010	932/13832	T Th 10:10am - 11:25am	Elizabeth Walters	3.00	14/14

652 Schermerhorn  
Hall

## SENIOR ESSAY METHODS SEMINAR

### ENGL UN3795 SENIOR ESSAY RESEARCH METHODS. *3.00 points.*

The senior essay research methods seminar, offered in several sections in the fall semester, lays out the basic building blocks of literary and cultural studies. What kinds of questions do literary and cultural critics ask, and what kinds of evidence do they invoke to support their arguments? What formal properties characterize pieces of criticism that we find especially interesting and/or successful? How do critics balance the desire to say something fresh vis-a-vis the desire to say something sensible and true? What mix of traditional and innovative tools will best serve you as a critical writer? Voice, narrative, form, language, history, theory and the practice known as “close reading” will be considered in a selection of exemplary critical readings. Readings will also include “how-to” selections from recent guides including Amitava Kumar’s *Every Day I Write the Book*, Eric Hayot’s *The Elements of Academic Style* and Aaron Ritzenberg and Sue Mendelsohn’s *How Scholars Write*. The methods seminar is designed to prepare those students who choose to write a senior essay to complete a substantial independent project in the subsequent semester. Individual assignments will help you discover, define and refine a topic; design and pursue a realistic yet thrilling research program or set of protocols; practice “close reading” an object (not necessarily verbal or textual) of interest; work with critical sources to develop your skills of description and argument; outline your project; build out several sections of the project in more detail; and come up with a timeline for your spring semester work. In keeping with the iterative nature of scholarly research and writing, the emphasis is more on process than on product, but you will end the semester with a clear plan for your essay itself as well as for the tasks you will execute to achieve that vision the following semester. The methods seminar is required of all students who wish to write a senior essay in their final semester. Students who enroll in the methods seminar and decide not to pursue a senior essay in the spring will still receive credit for the fall course

#### Fall 2024: ENGL UN3795

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3795	001/14186	M 6:10pm - 8:00pm	Jenny Davidson	3.00	28/25
		707 Hamilton Hall			
ENGL 3795	002/17651	M 6:10pm - 8:00pm	Joseph Albernaz	3.00	22/24
		607 Hamilton Hall			

## FALL 2024

### INTRODUCTION TO THE MAJOR

#### ENGL UN3001 LITERARY TEXTS # CRIT METHODS. 4.00 points.

Prerequisites: Students who register for ENGL UN3001 must also register for one of the sections of ENGL UN3011 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 UN3011) 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

### MEDIEVAL

#### ENGL UN3920 MEDIEVAL ENGLISH TEXTS. 4.00 points.

Prerequisites: the instructor's permission.

The class will read the poem *Sir Gawain and the Green Knight* in the original Middle English language of its unique surviving copy of circa 1400, and will discuss both the poem's language and the poem's literary merit. The class will read the poem *Sir Gawain and the Green Knight* in the original Middle English language of its unique surviving copy of circa 1400, and will discuss both the poem's language and the poem's literary merit.

Fall 2024: ENGL UN3920

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3920	001/14190	T 10:10am - 12:00pm 612 Philosophy Hall	David Yerkes	4.00	17/18

### RENAISSANCE

#### ENGL UN3336 SHAKESPEARE II. 3.00 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")

#### ENGL GU4263 Literature of the 17th C. 3 points.

This lecture course surveys the non-dramatic literature of seventeenth-century England, with particular attention to its prose writings. The course will focus on topics including the new politics of the Jacobean court; the tensions leading to the civil wars; the so-called "scientific revolution" and its discontents; and the challenges of the Restoration, including plague and fire. Authors studied will include Ben Jonson, Francis Bacon, John Donne, Aemelia Lanyer, George Herbert,

Thomas Browne, Robert Burton, John Milton, Andrew Marvell, Margaret Cavendish. Abraham Cowley, and Katherine Philips.

#### ENGL UN3262 English Literature 1500-1600. 3 points.

(Lecture). This course aims to introduce you to a selection of sixteenth-century English verse and prose, from major works such as More's *Utopia*, Spenser's *Faerie Queene* and Sidney's *Defense of Poesie*, to more occasional but illuminating excerpts. Although the classes will range widely across social, political and historical concerns, the focus will be on close reading of the texts. [NB This course fulfills the poetry requirement]

#### ENGL UN3343 WOMEN IN RENAISSANCE DRAMA CULTRE. 4.00 points.

Concentrating on the drama of early modern England, this course will investigate a culture of surveillance regarding women's bodies in the period. We will give special focus to the fear of female infidelity, the theatrical fascination with the woman's pregnant body, and the cultural desire to confirm and expose women's chastity. We will read plays in which women are falsely accused of adultery, in various generic contexts (such as William Shakespeare's *Cymbeline* and *Much Ado About Nothing*), along with plays in which women actually commit infidelity (such as the anonymous *Arden of Faversham* and Thomas Middleton's *A Chaste Maid in Cheapside*). Focusing on a different play each week, we will ask: what does it take, ultimately, to believe women about their fidelity? At the same time, what is the effect of being doubted on women themselves? We will also give consideration to the particular resources of dramatic form, paying attention to moments in plays that coerce spectators themselves into mistaken judgments about women. We will supplement our reading of drama with pamphlets, advice literature, poems, church court cases, and ballads, in order to place these plays within a broader and more varied culture of female surveillance in early modern England. Finally, we will work to recover past strategies of liberation from this surveillance in the plays we read, in women's writing that warns against male betrayal, and in dramatic and historical instances of female cross-dressing

### 18TH AND 19TH CENTURY

#### ENGL UN3728 American Transcendentalism. 4.00 points.

The class is an intensive reading of the prose and poetry of Emerson, Thoreau, Whitman 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. But we will also be interested in his thinking on dreams, visions and mental transports and in order to ask how those experiences come to model his understanding of personal identity and bodily integrity. 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 spend a lot of time figuring his theory of living as mourning. With Whitman we will attend to his new poetics and investigate its relation to forms of American Democracy. We will also want to know how the Civil War affected Whitman's poetics both in terms of its formal strategies and its content. Finally, we will try to understand how ideas and values of transcendentalist philosophy fashion poetry of Emily Dickinson both in its form and its content. We will thus be looking at Dickinson's famous fascicles but also into such questions as loss, avian and vegetal life and the experience of the embodied more generally

**ENGL UN3933 Jane Austen. 4.00 points.**

Prerequisites: Permission of instructor.

This seminar offers intensive study of the career of Jane Austen, including important recent criticism. We'll be especially interested in the relations between narrative form and the social dynamics represented in her fiction. We'll try to cover all six of the (completed) novels, but we can adjust our pace in response to the interests of seminar members

**ENGL GU4400 Romanticism. 3.00 points.**

This course is designed as an overview of major texts (in poetry and prose), contexts, and themes in British Romanticism. The movement of Romanticism was born in the ferment of revolution, and developed alongside so many of the familiar features of the modern world—features for which Romanticism provides a vantage point for insight and critique. As we read authors including William Blake, Jane Austen, John Keats, Mary Shelley, and many others, we will situate our discussions around the following key issues: the development of individualism and new formations of community; industrialization and ecology (changes in nature and in the very conception of "nature"); and slavery and abolition

**CLEN GU4822 19th Century European Novel. 3 points.**

The European novel in the era of its cultural dominance.

Key concerns: the modern metropolis (London, Paris, St. Petersburg); the figures of bourgeois narrative (*parvenus*, adulterers, adolescents, consumers) and bourgeois consciousness (nostalgia, *ressentiment*, sentimentalism, ennui); the impact of journalism, science, economics. Authors to be drawn from: Goethe, Stendhal, Balzac, Dickens, Tolstoy, Dostoevsky, Flaubert, Turgenev, Zola.

## 20TH AND 21ST CENTURY

**ENGL GU4622 AFRICAN AMERICAN LITERATURE II. 3.00 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 Hurstons *Their Eyes*

*Were Watching God* (1937) and Richard Wrights *Native Son* (1940) and end with Melvin Dixons *Loves 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, Ntozake 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

**ENGL UN3042 Ulysses. 4.00 points.**

The seminar will look at the structure of the novel, its plan, with special attention paid to 'The Odyssey', but also to the variations in tone in the book, the parodies and elaborate games becoming more complex as the book proceeds. We will examine a number of Irish texts that are relevant to the making of 'Ulysses', including Robert Emmett's speech from the dock, Yeats's 'The Countess Cathleen' and Lady Gregory translations from Irish folk-tales

**ENTA UN3970 MAJOR 20TH CENTURY PLAYWRIGHTS. 4.00 points.**

Prerequisites: the instructor's permission.

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

**CLEN GU4771 The Literary History of Atrocity. 3.00 points.**

Sometime around the publication of Garcia Marquez's classic novel *One Hundred Years of Solitude* in 1967, novelists who wanted to make a claim to ethical and historical seriousness began to include a scene of extreme violence that, like the banana worker massacre in Garcia Marquez, seemed to offer a definitive guide to the moral landscape of the modern world. This course will explore both the modern literature that was inspired by Garcia Marquez's example and the literature that led up to this extraordinary moment—for example, the



literature dealing with the Holocaust, with the dropping of the atomic bomb, with the Japanese invasion of China in the 1930s, and with the Allied bombing of the German cities. It will also ask how extraordinary this moment in fact was, looked at from the perspective of literature as a whole, by inspecting earlier examples of atrocities committed in classical antiquity, in the Crusades, against Native Americans and (in Tolstoy) against the indigenous inhabitants of the Caucasus. Before the concept of the non-combatant had been defined, could there be a concept of the atrocity? Could a culture accuse itself of misconduct toward the members of some other culture? In posing these and related questions, the course offers itself as a major but untold chapter both in world literature and in the moral history of humankind

**CLEN GU4201 POETRY OF THE AFRICAN DIASPORA. 3.00 points.**

This course will focus on twentieth century poetry written by authors of African descent in Africa, the Caribbean, and the United States. The readings will allow us to cover some of the most significant poetry written during the major black literary movements of the century, including the Harlem Renaissance, Negritude, and the Black Arts movement. In particular, the course will be designed around a selection of books of poetry by black writers. We will thus spend a substantial amount of time reading each poet in depth, as well as discussing various strategies for constructing a volume of poetry: thematic or chronological arrangements, extended formal structures (suites, series, or montages), historical poetry, attempts to imitate another medium (particularly black music) in writing, etc. We will use the readings to consider approaches to the theorization of a diasporic poetics, as well as to discuss the key issues at stake in the tradition including innovation, the vernacular, and political critique

**ENGL UN3757 The Lost Generation. 4.00 points.**

In this course we'll study literature by "The Lost Generation," the celebrated cohort of U.S. writers who came of age during the First World War and went on to publish their major works during the heady days of The Jazz Age and the doldrums of The Great Depression. The authors we'll read will include Barnes, Dos Passos, Eliot, Faulkner, Fitzgerald, Hemingway, Hughes, Hurston, Larsen, Loos, McKay, and Toomer, and we'll talk about their relations to the major aesthetic movements of the 1920s and 1930s: Modernism, The Harlem Renaissance, and The Literary Left. Our primary focus, however, will be on how these writers depicted and expressed the alienation of the young during this period. We'll be learning about a rising generation of Americans who felt out of step with their times and ill-suited to their places, and we'll be reading books about rootlessness and expatriation, masking and passing, apathy and radicalism, loneliness and misanthropy, repression and derangement, and several other preoccupations of these drifting, wandering, "lost" artists

**ENGL GU4316 WORLD'S END: 20th/21st CENTURY DYSTOPIAN FICTION AND FILM. 3.00 points.**

No future, there's no future, no future for you...or me...What happens after the end of the future? If England's dreaming in 1977 looked like a dead-end, how do we dream of futures in a moment so much closer to the reality of worlds' end? In this class, we will read a range of ambiguous utopias and dystopias (to use a term from Ursula LeGuin) and explore various models of temporality, a range of fantasies of apocalypse and a few visions of futurity. While some critics, like Frederick Jameson, propose that utopia is a "meditation on the impossible," others like José Muñoz insist that "we must dream and enact new and better pleasures, other ways of being in the world, and ultimately new worlds." Utopian and dystopian fictions tend to lead us back to the present and force confrontations with the horrors of war, the ravages of capitalist exploitation, the violence of social hierarchies and the ruinous peril of environmental decline. In the films and novels and essays we engage here, we will not be looking for answers to questions about what to do and nor should we expect to find maps to better futures. We will no doubt be confronted with dead ends, blasted landscapes and empty gestures. But we will also find elegant aesthetic expressions of ruination, inspirational confrontations with obliteration, brilliant visions of endings, breaches, bureaucratic domination, human limitation and necropolitical chaos. We will search in the narratives of uprisings, zombification, cloning, nuclear disaster, refusal, solidarity, for opportunities to reimagine world, ends, futures, time, place, person, possibility, art, desire, bodies, life and death

**CLEN GU4550 NARRATIVE AND HUMAN RIGHTS. 3.00 points.**

(Lecture). We can't talk about human rights without talking about the forms in which we talk about human rights. This course will study the convergences of the thematics, philosophies, politics, practices, and formal properties of literature and human rights. In particular, it will examine how literary questions of narrative shape (and are shaped by) human rights concerns; how do the forms of stories enable and respond to forms of thought, forms of commitment, forms of being, forms of justice, and forms of violation? How does narrative help us to imagine an international order based on human dignity, rights, and equality? We will read classic literary texts and contemporary writing (both literary and non-literary) and view a number of films and other multimedia projects to think about the relationships between story forms and human rights problematics and practices. Likely literary authors: Roberto Bolaño, Miguel de Cervantes, Assia Djebar, Ariel Dorfman, Slavenka Drakulic, Nuruddin Farah, Janette Turner Hospital, Franz Kafka, Sahar Kalifeh, Sindiwe Magona, Maniza Naqvi, Michael Ondaatje, Alicia Partnoy, Ousmane Sembène, Mark Twain . . . . We will also read theoretical and historical pieces by authors such as Agamben, An-Naim, Appiah, Arendt, Balibar, Bloch, Chakrabarty, Derrida, Douzinas, Habermas, Harlow, Ignatieff, Laclau and Mouffe, Levinas, Lyotard, Marx, Mutua, Nussbaum, Rorty, Said, Scarry, Soyinka, Spivak, Williams

**ENGL UN3269 BRITISH LITERATURE 1900-1950. 3.00 points.**

This is a survey course on great works of British literature from around 1900 through around 1950, starting with the late-Victorian world of Thomas Hardy, extending through the fin-de-siècle worlds of Oscar Wilde and W. B. Yeats, then into the modernist landscape of Joseph Conrad, James Joyce, and T. S. Eliot, and ending with the late-modernist vision of Virginia Woolf and W. H. Auden. The course includes a wide range of social, political, psychological, and literary concerns, and delves deeply into political and moral questions that are always urgent but which took specific forms during this period

**ENGL GU4605 AMERICAN LITERATURE-POST 1945. 3.00 points.****AMST UN3931 Topics in American Studies. 4 points.**

Please refer to the Center for American Studies for section descriptions

**Fall 2024: AMST UN3931**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3931	001/12727	T 12:10pm - 2:00pm 317 Hamilton Hall	Jeremy Dauber	4	9/18
AMST 3931	002/12728	M 2:10pm - 4:00pm 317 Hamilton Hall	Casey Blake	4	12/18
AMST 3931	004/12730	T 2:10pm - 4:00pm 317 Hamilton Hall	Roosevelt Montas	4	10/18
AMST 3931	005/12732	T 4:10pm - 6:00pm 317 Hamilton Hall	Hilary-Anne Hallett	4	12/18
AMST 3931	006/12734	Th 10:10am - 12:00pm 317 Hamilton Hall	Mark Lilla	4	11/13

**Spring 2025: AMST UN3931**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3931	001/14443	W 10:10am - 12:00pm 317 Hamilton Hall	Roosevelt Montas	4	13/18
AMST 3931	002/14445	T 2:10pm - 4:00pm 317 Hamilton Hall	Andrew Delbanco, Roger Lehecka	4	12/18
AMST 3931	003/14446	W 12:10pm - 2:00pm 317 Hamilton Hall	Lynne Breslin	4	15/18
AMST 3931	004/14447	W 4:10pm - 6:00pm 317 Hamilton Hall	Valerie Paley	4	12/15
AMST 3931	005/17213	Th 4:10pm - 6:00pm 317 Hamilton Hall	Cathleen Price	4	10/18

**ENGL UN3851 INDIAN WRITING IN ENGLISH. 4.00 points.**

Prerequisites: the instructor's permission.

Prerequisites: the instructor's permission. (Seminar). As the great imperial powers of Britain, France, and Belgium, among others, ceded self-rule to the colonies they once controlled, formerly colonized subjects engaged in passionate discussion

about the shape of their new nations not only in essays and pamphlets but also in fiction, poetry, and theatre. Despite the common goal of independence, the heated debates showed that the postcolonial future was still up for grabs, as the boundary lines between and within nations were once again redrawn. Even such cherished notions as nationalism were disputed, and thinkers like the Nobel laureate Rabindranath Tagore sounded the alarm about the pitfalls of narrow ethnocentric thinking. Their call for a philosophy of internationalism went against the grain of ethnic and racial particularism, which had begun to take on the character of national myth. The conflict of perspectives showed how deep were the divisions among the various groups vying to define the goals of the postcolonial nation, even as they all sought common cause in liberation from colonial rule. Nowhere was this truer than in India. The land that the British rulers viewed as a test case for the implementation of new social philosophies took it upon itself to probe their implications for the future citizenry of a free, democratic republic. We will read works by Indian writers responding to decolonization and, later, globalization as an invitation to rethink the shape of their societies. Beginning as a movement against imperial control, anti-colonialism also generated new discussions about gender relations, secularism and religious difference, the place of minorities in the nation, the effects of partition on national identity, among other issues. With the help of literary works and historical accounts, this course will explore the challenges of imagining a post-imperial society in a globalized era without reproducing the structures and subjectivities of the colonial state. Writers on the syllabus include Rabindranath Tagore, M.K. Gandhi, B.R. Ambedkar, Mulk Raj Anand, Raja Rao, Mahasweta Devi, Bapsi Sidwa, Rohinton Mistry, Amitav Ghosh, and Arundhati Roy. Application Instructions: E-mail Professor Viswanathan (gv6@columbia.edu) with the subject heading Indian Writing in English 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 UN3710 The Beat Generation. 4 points.**

Limited to seniors. Priority given to those who have taken at least one course in 20th-century American culture, especially history, jazz, film, and literature.

Prerequisites: Permission of instructor.

(Seminar). Surveys the work of the Beats and other artists connected to the Beat movement. Readings include works by Jack Kerouac, Allen Ginsberg, William Burroughs, Amiri Baraka, and Joyce Johnson, as well as background material in the post-World War II era, films with James Dean and Marlon Brando, and the music of Charlie Parker and Thelonius Monk. **Application instructions:** E-mail Professor Ann Douglas (ad34@columbia.edu) with the subject heading "The Beat Generation". In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. *Admitted students should register for the*

*course; they will automatically be placed on a wait list, from which the instructor will in due course admit them as spaces become available.*

## SPECIAL TOPICS

### ENGL UN3394 HOW WRITERS THINK. 4.00 points.

Prerequisites: Permission of instructor.

The spell cast by a captivating novel or elegant research can lead us to imagine that great writing is a product of the author's innate genius. In reality, the best writing is a product of certain not-very-intuitive practices. This course lifts the veil that obscures what happens in the minds of the best writers. We will examine models of writing development from research in composition studies, cognitive psychology, genre studies, linguistics, ESL studies, and educational psychology. Our classroom will operate as a laboratory for experimenting with the practices that the research identifies. Students will test out strategies that prepare them for advanced undergraduate research, graduate school writing, teaching, editing, and collaborative writing in professional settings. The course is one way to prepare for applying for a job as a peer writing fellow in Columbia's Writing Center

Spring 2025: ENGL UN3394

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3394	001/14726	T 2:10pm - 4:00pm 612 Philosophy Hall	Aaron Ritzenberg	4.00	18/18

### ENGL UN3756 LITERARY NONFICTION. 4.00 points.

This course is about "creative" or "literary nonfiction": writing that deploys techniques usually associated with literature to tell stories about actual events, people, or things. Over the course of the seminar, we will investigate the nature of the genre, looking closely at the work of some of its greatest practitioners to analyze how they convey their meaning and achieve their effects. We will ask why writers might choose to use literary techniques to write nonfiction, and discuss the ethical issues the genre raises. At the same time, the seminar is a place for you to develop your work in a supportive and thoughtful community of readers and writers. Application instructions: to apply, please email Professor Peters (peters@columbia.edu) the following: name, year, school, major, a few sentences on why you want to take the course, and a short piece representing your writing at its best. (It may be fiction or nonfiction, and there is no minimum or maximum length, but choose a piece whose first few sentences show the quality of your writing!)

### CLEN UN3776 A Pre-History of Science Fiction. 4.00 points.

This undergraduate seminar course traces a possible pre-history of the genre we now know as science fiction. While science fiction is routinely tracked back to the nineteenth century, often to *Frankenstein* or *The Last Man* by Mary Shelley, this course looks at some earlier literary writings that share certain features of modern science fiction: utopian and dystopian societies, space travel, lunar travel, time travel, the mad experimental scientist, and unknown peoples or creatures. While the center

of this course features texts associated with the Scientific Revolution of the seventeenth century (by Bacon, Kepler, Godwin, and Cavendish), it ranges back to the second century Lucian of Sarosota, and forward to the early nineteenth century with novels by Shelley

Spring 2025: CLEN UN3776

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 3776	001/14677	T 8:10am - 10:00am 612 Philosophy Hall	Alan Stewart	4.00	14/18

### ENGL GU4938 HISTORY OF HORROR. 3.00 points.

This course will take a *longue durée* approach to one of the most widely-attested, and least studied, genres in the western canon: horror. We will take as an orienting assumption the idea that horror is a serious genre, capable of deep and sustained cultural, political, and historical critique, despite its contemporary status as "pulpy" or "pop culture." We will ask what horror is as an affective and cognitive state, and we will also ask what horror means as a genre. We will ask how horror gets registered in narrative, drama, and in poetic form, and we will address how horror evolves over the centuries. Indeed, the course will range widely, beginning in the early 14th century, and ending in the second decade of the 21st. We will explore multiple different sub-genres of horror, ranging from lyric poetry to film, to explore how horror afforded authors with a highly flexible and experimental means of thinking through enduring questions about human life, linguistic meaning, social connectedness, connectedness with The Beyond, scientific inquiry, and violence. We will explore a series of through-lines: most notably that of cultural otherness, with Jewishness as a particularly archetypal other, thus the pronounced treatment of Jewish literature throughout the course. Other through-lines will include the ideas of placelessness, violence toward women, perverse Christian ritual, and the uncanny valley that separates humans from non-humans. Ultimately, we will try to map out the kinds of social, political, and historical work that horror can do

### ENGL UN3879 Global Adaptations of Shakespeare. 4.00 points.

Shakespeare is often considered a touchstone of "universal" values and ideas, and yet his work has been robustly adapted/rewritten/blown apart/creatively appropriated by people across the world who remake his plays to serve their own visions. This course will introduce some of the debates about adaptation and appropriation in modern Shakespeare studies by looking at three plays—*Romeo and Juliet*, *Othello*, and *Twelfth Night*—and some of the many adaptations springing from those works. Who owns Shakespeare? How radically can a play be refashioned and still be considered in conversation with his work? Is it useful to divide adaptations into those that resist or write back against Shakespeare and those that display a less conflicted relationship to his authority? What political work do adaptations do in the contexts in which they were written? What happens to those local roots and contexts when productions and



films enter global networks of distribution and interpretation? How does a change in medium, say from theater to film to comic book, affect the appropriation process? We will take up these questions in regard to adaptations created in regions as different as India, Iraq, Mali, and Canada. No prior Shakespeare coursework is required, though some knowledge of his plays is preferable. Assignments include two short papers, an oral presentation, and brief weekly responses to each adaptation

**CLEN UN3720 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.

**CLEN UN3455 Pacifism and the Apocalyptic Imagination. 4.00 points.**

This course examines the evolution of pacifist thought in literature from the interwar years to the dawn of the atomic age. It seeks to study the literature of twentieth-century pacifism as a response to expanding technologies of modern warfare. The course asks the following questions, among others: What shape does pacifist thought take in the atomic age, and how does it compare with interwar pacifism? What similarities or differences are discernible? What role do literary representations of modern warfare play in the evolution of pacifist thought? Does pacifism gain persuasive power through these representations, or do they lay bare its limits? How might one understand pacifism's conceptual relation to nonviolence, anti-war resistance, and anti-militarism? The course begins with works by pacifist writers in the interwar years: Bertrand Russell, *Why Men Fight* (1917); the correspondence between Einstein and Freud in 1932; Aldous Huxley, "What Are You Going to Do About It?" (1936) and *Eyeless in Gaza* (1936); Virginia Woolf, *Three Guineas* (1938) and "Thoughts on Peace in an Air Raid" (1940); Vera Brittain, "Women and Peace" (1940). The course then considers the evolution of pacifism in the shadow of Hiroshima and Nagasaki, focusing on novels, memoirs, essays, short stories, and films, including the following works: Aldous Huxley, *Ape and Essence* (1948); M. K. Gandhi, *For Pacifists* (1949); Pearl Buck, *Command the Morning* (1959); Alfred Coppel, *Dark December* (1960); Masuji Ibuse, *Black Rain* (1965); Kenzaburo Oe, *Hiroshima Notes* (1965) and *Fire from the Ashes*, ed. (1985); Anand

Patwardhan, *War and Peace* (2002, documentary); Howard Zinn (ed.), *The Power of Nonviolence* (2002). The course encourages students to view selected films probing pacifist and anti-war themes alongside literary and philosophical texts, with a view to grasping the themes' adaptability across various genres. Students must apply to enrol in the seminar, providing information about year, school, relevant prior coursework, and reasons for wanting to take the course. Students from all disciplines are welcome to apply; prior coursework in literature is strongly recommended

**CLEN GU4728 Literature in the Age of AI. 3.00 points.**

In this course we will consider the long history of literature composed with, for, and by machines. Our reading list will start with Ramon Llull, the thirteenth-century combinatorial mystic, and continue with readings from Gottfried Leibniz, Francis Bacon, Jonathan Swift, and Samuel Butler. We will read "Plot Robots" instrumental to the writing of Hollywood scripts and pulp fiction of the 1920s, the avant-garde poetry of Dada and OULIPO, computer-generated love letters written by Alan Turing, and novels created by the first generation of artificial intelligence researchers in the 1950s and 60s. The course will conclude at the present moment, with an exploration of machine learning techniques of the sort used by Siri, Alexa, and other contemporary chat bots

**ENGL UN3486 Out of Her Mind: American Women Writing, 1630-1930. 4.00 points.**

This course explores how American women writers who suffered from depression, disability, bodily pain, or social marginalization, used the environment and its literary representations to redefine the categories of gender, ability, and personhood. Prior to their inclusion into the public sphere through the US Constitution's 19th Amendment which in 1920 granted women the right to vote, American artists had to be particularly resourceful in devising apt strategies to counter the political and aesthetic demands that had historically dispossessed them of the voice, power, and body. This course focuses on the women writers who conceptualized their own surroundings (home, house, marriage, country, land, island and the natural world) as an agent that actively and decisively participates in the construction and dissolution of personal identity. In doing so, they attempted to annul the separation of the public (politics) and the private (home) as respective male and female spheres, and in this way they contributed, ahead of their own time, to the suffragist debates. Our task in this course will be to go beyond the traditional critical dismissal of these emancipatory strategies as eccentric or "merely aesthetic" and therefore inconsequential. Instead, we will take seriously Rowlandson's frontier diet, Fuller's peculiar cure for her migraines, Wheatley's oblique references to the Middle Passage, Jewett's islands, Ša's time-travel, Thaxter's oceans, Hurston's hurricanes, and Sansay's scathing portrayal of political revolutions. We will read these portrayals as aesthetic decisions that had—and continue to have—profound political consequences: by externalizing and depersonalizing what is commonly understood to be internal and intimate, the authors we read collapse the distinction between inside and



outside, between the private and public—the distinction that traditionally excluded women from participation in the public life, in policy- and decision-making

Spring 2025: ENGL UN3486

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3486	001/14806	Th 2:10pm - 4:00pm 612 Philosophy Hall	Vesna Kuiken	4.00	9/18

## ETHNICITY AND RACE STUDIES

### THE CENTER FOR THE STUDY OF ETHNICITY AND RACE

Department Website: [Center for the Study of Ethnicity and Race](#)

Office location: 420 Hamilton Hall

Office contact: 212-854-0510, 212-854-0507

**Director of Undergraduate Studies:** Dr. Bahia Munem; bmm2194@columbia.edu; 212-854-2058

**Assistant Director:** May Niiya; mkn2129@columbia.edu; 212-854-0510

**Program Coordinator:**

### ETHNICITY AND RACE STUDIES

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.

### STUDENT ADVISING

#### Consulting Advisers

Information to be added

#### Enrolling in Classes

Information to be added

#### Preparing for Graduate Study

Information to be added

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

### Barnard College Courses

To ensure that Barnard College courses complement the major and integrate effectively with the major's requirements, 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 in what may be relevant programs for their areas.

### Transfer Courses

To ensure that transfer courses complement the major and integrate effectively with the major's requirements, 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 in what may be relevant programs for their areas.

### Study Abroad Courses

Students are highly encouraged to participate in study-abroad programs through the [Center for Undergraduate Global Engagement](#), as they represent an exciting opportunity to learn new languages and live in countries that are germane to their areas of study. In addition, travel 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 many parts of the world, including Australia, the Dominican Republic, Mexico, and South Africa. To ensure that study abroad complements the major and integrates effectively with the major's requirements, 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 in what may be relevant programs for their areas.

### Summer Courses

To ensure that summer courses complement the major and integrate effectively with the major's requirements, 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 in what may be relevant programs for their areas.

## CORE CURRICULUM CONNECTIONS

Information to be added

## UNDERGRADUATE RESEARCH AND SENIOR THESIS

### Senior Thesis Coursework and Requirements

Majors who elect to follow the Honors track must complete at least four CSER elective courses within their area of

specialization, and maintain a 3.6 GPA in the major. In lieu of a fifth elective, Honors majors are required to enroll in the following course in the spring semester of their senior year, during which they are required to write a thesis:

CSER UN3990 Senior Project Seminar (4 points)

Honors majors are required to present their senior essays at the annual undergraduate symposium in April. Students may fulfill this option 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.

## DEPARTMENT HONORS AND PRIZES

### Department Honors

CSER majors may choose to write and/or produce an honors project. The senior thesis gives undergraduate majors the opportunity to engage in rigorous, independent, and original research on a specific topic of their choosing. 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 UN3990 Senior Project Seminar. Senior projects are due in early April. The Honors Thesis is an excellent option for any student interested in pursuing a Master's degree or Ph.D. Students should consult with their director of undergraduate studies 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.

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. Although the senior thesis is a prerequisite for consideration for departmental honors, all Ethnicity and Race studies majors are strongly encouraged to consider undertaking thesis work even if they do not wish to be considered for departmental honors.

### Academic Prizes

In addition to departmental honors, CSER also confers the following awards to two graduating seniors:

CSER Award for Outstanding Thesis

- A CSER faculty committee will review all senior projects and will select one for the Outstanding Thesis award.
- As part of its deliberation process, the committee reviews recommendations made by CSER faculty, the Modes of Inquiry# course instructor and the CSER preceptor. In order to receive this award, the student must keep a GPA of 3.6 or above in the major courses.

CSER Award for Academic Excellence

- CSER confers this award to a student who has consistently demonstrated her/his intellectual capacity in and outside the classroom. In order to receive this award, the student must keep a GPA of 3.6 or above in the major courses.

## CORE FACULTY AND EXECUTIVE COMMITTEE

- Catherine Fennell ([ckf2106@columbia.edu](mailto:ckf2106@columbia.edu))
- Audra Simpson ([as3575@columbia.edu](mailto:as3575@columbia.edu))
- Bahia Munem ([bmm2194@columbia.edu](mailto:bmm2194@columbia.edu))
- Carlos Alonso Nugent ([can2162@columbia.edu](mailto:can2162@columbia.edu))
- Claudio Lomnitz ([cl2510@columbia.edu](mailto:cl2510@columbia.edu))
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- Deborah Paredez ([d.paredez@columbia.edu](mailto:d.paredez@columbia.edu))
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- Mae Ngai ([mn53@columbia.edu](mailto:mn53@columbia.edu))
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- Matt Sandler ([mfs2001@columbia.edu](mailto:mfs2001@columbia.edu))
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- Sayantani Dasgupta ([sd2030@columbia.edu](mailto:sd2030@columbia.edu))
- Shana L. Redmond ([slr2215@columbia.edu](mailto:slr2215@columbia.edu))

## ADJUNCTS

- Eric Gamalinda ([meg2109@columbia.edu](mailto:meg2109@columbia.edu))
- Ed Morales ([em2711@columbia.edu](mailto:em2711@columbia.edu))
- Elizabeth Ouyang ([eo2001@columbia.edu](mailto:eo2001@columbia.edu))
- Jessica Lee ([jhl2152@columbia.edu](mailto:jhl2152@columbia.edu))
- Brian Luna Lucero ([bal35@columbia.edu](mailto:bal35@columbia.edu))

## UNDERGRADUATE PROGRAMS OF STUDY

The Ethnicity and Race Studies major and concentration encompass a variety of fields and interdisciplinary approaches to the critical study of ethnicity and race.

Faculty and students find this field exciting 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 offer valuable knowledge on the subject, 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, the major introduces students to the study of ethnicity and race and the deep implications of the subject matter for thinking about human bodies, power, 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, including Asian Americans, Latinos, and Native Americans, and/or concentrate on the comparative study of how race and ethnic categories are formed and how they transform. Students also have the option of designing an individualized course of study. Individualized courses of study 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 a student to follow multiple directions after graduation. According to our internal surveys, nearly half of CSER students continue to graduate programs in history, anthropology, and ethnic studies, among other areas. A second group of students pursues a variety of professions, most notably related to law, medicine, media, social work, government, and human rights.

## MAJOR IN ETHNICITY AND RACE STUDIES

*The requirements for this program were modified on March 2022. 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 ethnicity and race studies consists of a minimum of 27 points. All majors are required to take three core courses as listed below:

Core Courses		Points
1.		
CSER UN1010	INTRO TO COMP ETHNIC STUDIES (or)	4.00
2.		
CSER UN3928	COLONIZATION/ DECOLONIZATION	4.00

OR		
CSER UN3942	RACE AND RACISMS	4.00
3.		
CSER UN3919	MODES OF INQUIRY	4.00

### Specialization

All majors will select one of the areas of specialization listed below from which to complete their remaining coursework:

- Asian American studies
- Comparative ethnic studies
- Latino/a studies
- Native American/Indigenous studies
- Individualized courses of study

Majors who elect NOT to follow the Honors track must complete at least five CSER elective courses, in consultation with their major adviser, within their area of specialization. At least one of these electives must be a writing-intensive seminar (3000 or above level courses must be chosen within the department). Majors who elect to follow the Honors track must complete at least four CSER elective courses, in consultation with their major adviser, within their area of specialization.

### Honors

In lieu of a fifth elective, Honors majors are required to enroll in the following course in the spring semester of their senior year, during which they are required to write a thesis:

CSER UN3990	SENIOR PROJECT SEMINAR	4
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Honors majors are required to present their senior essays at the annual undergraduate symposium in April. Students may fulfill this option 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

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

### Concentration in Ethnicity and Race Studies

*The requirements for this program were modified on March 2022. 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 (may choose between CSER UN1010 and CSER UN1040) and four elective courses, one of which must be a seminar:

			Points
<b>Core Courses</b>			
The concentration in ethnicity and race studies requires a minimum of 19 points. All students who choose a concentration are required to take two core course as listed below:			
1.			
CSER UN1010	INTRO TO COMP ETHNIC STUDIES (or)	4	
2.			
CSER UN3928	COLONIZATION/ DECOLONIZATION	4	
OR			
CSER UN3942	RACE AND RACISMS	4	
<b>Specialization</b>			
Students must complete at least four courses, in consultation with their major adviser, in one of the following areas of specialization. At least one of the elective courses must be a seminar.			
Asian American studies			
Comparative ethnic studies			
Latino/a studies			
Native American/Indigenous studies			
Individualized courses of study			

## SPRING 2025

### Ethnicity and Race Studies

#### CSER UN3701 LATINX RACIAL IDENTITY # CULTURAL PRODUCTION. 4.00 points.

Enrollment limited to 22.

The course will investigate the impact of racial identity among Latinx in the U.S. on cultural production of Latinos in literature, media, politics and film. The seminar will consider the impact of bilingualism, shifting racial identification, and the viability of monolithic terms like Latinx. We will see how the construction of Latinx racial identity affects acculturation in the U.S., with particular attention to hybrid identities and the centering of black and indigenous cultures. Examples will

be drawn from different Latinx ethnicities from the Caribbean, Mexico and the rest of Latin America

Spring 2025: CSER UN3701

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3701	001/15873	T 2:10pm - 4:00pm 420 Hamilton Hall	Edward Morales	4.00	19/22

#### CSER UN3875 Performances of Race # Disaster. 4.00 points.

Through close study of popular culture and policy, this course examines the creation and maintenance of race within and through scenes of “natural disaster.” Flood, famine, and earthquake are demonstrations of unrest and rupture that are not simply environmental but also socio-politically produced by the ongoing disaster of racial capitalism. In our efforts to uncover the ways in which race is (per)formed on stage and street as well as within the wide halls of government, we will pay close attention to the language, services, organizations, and cultural productions used to entrench the punitive differences announced and amplified by disaster. Along the way, we will also complicate that word (“disaster”) in order to listen to the voices and make space for the bodies of those vulnerable peoples in the U.S. and contiguous Global South

Spring 2025: CSER UN3875

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3875	001/17540	T 12:10pm - 2:00pm 420 Hamilton Hall	Shana Redmond	4.00	9/12

#### CSER UN3905 ASIAN AMERICAN # PSYCH OF RACE. 4.00 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

Spring 2025: CSER UN3905

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3905	001/15874	T 10:10am - 12:00pm 420 Hamilton Hall	Motoni Fong Hodges	4.00	16/15

#### CSER UN3913 VIDEO AS INQUIRY. 4.00 points.

The goal of this course is to familiarize students with visual production, particularly video production, as a mode of inquiry to explore questions related to race, ethnicity, indigeneity, and other forms of social hierarchy and difference. The class will include readings in visual production as a mode of inquiry and on the basic craft of video production in various genres (fiction, documentary, and experimental). As part of the course, students will produce a video short and complete it by semester's end



**Spring 2025: CSER UN3913**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3913	001/15875	W 4:10pm - 6:00pm 420 Hamilton Hall	Frances Negron-Muntaner	4.00	21/18

**CSER UN3940 COMP STUDY OF CONSTITUTNL CHAL. 4.00 points.**

This course will examine how the American legal system decided constitutional challenges affecting the empowerment of African, Latino, and Asian American communities from the 19th century to the present. Focus will be on the role that race, citizenship, capitalism/labor, property, and ownership played in the court decision in the context of the historical, social, and political conditions existing at the time. Topics include the denial of citizenship and naturalization to slaves and immigrants, government sanctioned segregation, the struggle for reparations for descendants of slavery, and Japanese Americans during World War II

**Spring 2025: CSER UN3940**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3940	001/15876	Th 10:10am - 12:00pm 420 Hamilton Hall	Elizabeth OuYang	4.00	16/22

**CSER UN3942 RACE AND RACISMS. 4.00 points.**

In this class we will approach race and racism from a variety of disciplinary and intellectual perspectives, including: critical race theory/philosophy, anthropology, history and history of science and medicine. We will focus on the development and deployment of the race concept since the mid-19th century. Students will come to understand the many ways in which race has been conceptualized, substantiated, classified, managed and observed in the (social) sciences, medicine, and public health. We will also explore the practices and effects of race (and race-making) in familiar and less familiar social and political worlds. In addition to the courses intellectual content, students will gain critical practice in the seminar format -- that is, a collegial, discussion-driven exchange of ideas

**Fall 2024: CSER UN3942**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3942	001/13936	W 2:10pm - 4:00pm 420 Hamilton Hall	Bahia Munem	4.00	11/15

**Spring 2025: CSER UN3942**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3942	001/15877	W 2:10pm - 4:00pm 420 Hamilton Hall	Bahia Munem	4.00	16/15

**CSER UN3990 SENIOR PROJECT SEMINAR. 4.00 points.**

The Senior Project Seminar will focus primarily on developing students' ideas for their research projects while charting their research goals. The course is designed to develop and hone the skills necessary to complete a senior thesis paper or creative project. An important component of the seminar is the

completion of original and independent student research. The seminar provides students a forum in which to discuss their work with both the instructor and their peers. The professor, who facilitates the colloquium, will also provide students with additional academic support through seminar presentations, one-on-one meetings, and classroom exercises; supplementary to the feedback they receive from their individual faculty advisors. The course is divided into three main parts: 1.) researching and producing a senior project thesis; 2.) the submission of coursework throughout the spring semester that help lead to a successful completed project; 3.) and an oral presentation showcasing one's research to those in and beyond the CSER community at the end of the academic year. This course is reserved for seniors who are completing a CSER senior project and who have successfully completed Modes of Inquiry in either their junior or senior year

**Spring 2025: CSER UN3990**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3990	001/15878	W 12:10pm - 2:00pm 420 Hamilton Hall	Darius Echeverria	4.00	20/22

**CSER GU4004 Data, Race, Power and Justice. 4.00 points.**

For more than a century, scientists, policy makers, law enforcement, and government agencies have collected, curated and analyzed data about people in order to make impactful decisions. This practice has exploded along with the computational power available to these agents. Those who design and deploy data collection, predictive analytics, and autonomous and intelligent decision-making systems claim that these technologies will remove problematic biases from consequential decisions. They aim to put a rational and objective foundation based on numbers and observations made by non-human sensors in the management of public life and to equip experts with insights that, they believe, will translate into better outcomes (health, economic, educational, judicial) for all. But these dreams and their pursuit through technology are as problematic as they are enticing. Throughout American history, data has often been used to oppress minoritized communities, manage populations, and institutionalize, rationalize, and naturalize systems of racial violence. The impersonality of data, the same quality that makes it useful, can silence voices and displace entire ways of knowing the world

**Spring 2025: CSER GU4004**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 4004	001/15879	F 10:10am - 12:00pm 613 Hamilton Hall	Brian Luna Lucero	4.00	16/22

**CSER GU4005 Abolition: Theory and Practice. 4.00 points.**

This course will follow the idea of abolition as expressed first through the eighteenth and nineteenth-century struggle to end chattel slavery in the Americas, and then as it has come to define the struggle against over-policing and mass-incarceration in the late twentieth and early twenty-first centuries. In the first half of the class, we will consider abolition in England and its colonies, Haiti, Cuba, and the U.S. In so doing we will

examine both primary sources from abolitionist print culture (narratives by fugitives from slavery, speeches, poems, and polemical tracts), as well as secondary sources by historians, literary critics, and political theorists. In the second half, we will likewise read writing by activists (some incarcerated or formerly incarcerated, and some not) alongside journalism and scholarship from the burgeoning interdisciplinary field of carceral studies. Across both periods, Black writers will take up the bulk of our attention

#### Spring 2025: CSER GU4005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 4005	001/15880	M 4:10pm - 6:00pm 420 Hamilton Hall	Matthew Sandler	4.00	14/25

#### CSER GU4340 Visionary Medicine: Racial Justice, Health and Speculative Fiction. 4.00 points.

In Fall 2014, medical students across the U.S. staged die-ins as part of the nationwide #blacklivesmatter protests. The intention was to create a shocking visual spectacle, laying on the line “white coats for black lives.” The images were all over social media: students of all colors, dressed in lab coats, lying prone against eerily clean tile floors, stethoscopes in pockets, hands and around necks. One prone student held a sign reading, “Racism is Real.” These medical students’ collective protests not only created visual spectacle, but produced a dynamic speculative fiction. What would it mean if instead of Michael Brown or Eric Garner or Freddie Gray, these other, more seemingly elite bodies were subjected to police violence? In another viral image, a group of African American male medical students from Harvard posed wearing hoodies beneath their white coats, making clear that the bodies of some future doctors could perhaps be more easily targeted for state-sanctioned brutality. “They tried to bury us,” read a sign held by one of the students, “they didn’t realize we were seeds.” Both medicine and racial justice are acts of speculation; their practices are inextricable from the practice of imagining. By imagining new cures, new discoveries and new futures for human beings in the face of illness, medicine is necessarily always committing acts of speculation. By imagining ourselves into a more racially just future, by simply imagining ourselves any sort of future in the face of racist erasure, social justice activists are similarly involved in creating speculative fictions. This course begins with the premise that racial justice is the bioethical imperative of our time. It will explore the space of science fiction as a methodology of imagining such just futures, embracing the work of Asian- and Afroturism, Cosmos Latinos and Indigenous Imaginaries. We will explore issues including Biocolonialism, Alien/nation, Transnational Labor and Reproduction, the Borderlands and Other Diasporic Spaces. This course will be seminar-style and will make central learner participation and presentation. The seminar will be interdisciplinary, drawing from science and speculative fictions, cultural studies, gender studies, narrative medicine, disability studies, and bioethics. Ultimately, the course aims to connect the work of science and speculative fiction with on the ground action and organizing

#### Spring 2025: CSER GU4340

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 4340	001/13853	W 10:10am - 12:00pm 328 Uris Hall	Sayantani DasGupta	4.00	21/20

#### CSER GU4350 CINEMA OF SUBVERSION. 4.00 points.

Russian filmmaker Andre Tarkovsky said that “the artist has no right to an idea in which he is not socially committed.” Argentine filmmaker Fernando Solanas and Spanish-born Octavio Getino postulated an alternative cinema that would spur spectators to political action. In this course we will ask the question: How do authoritarian governments influence the arts, and how do artists respond? We will study how socially committed filmmakers have subverted and redefined cinema aesthetics to challenge authoritarianism and repression. In addition, we will look at how some filmmakers respond to institutional oppression, such as poverty and corruption, even within so-called “free” societies. The focus is on contemporary filmmakers but will also include earlier classics of world cinema to provide historical perspective. The course will discuss these topics, among others: What is authoritarianism, what is totalitarianism, and what are the tools of repression within authoritarian/totalitarian societies? What is Third Cinema, and how does it represent and challenge authoritarianism? How does film navigate the opposition of censorship, propaganda and truth? How do filmmakers respond to repressive laws concerning gender and sexual orientation? How do they deal with violence and trauma? How are memories of repressive regimes reflected in the psyche of modern cinema? And finally, what do we learn about authority, artistic vision, and about ourselves when we watch these films?

#### Spring 2025: CSER GU4350

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 4350	001/15881	Th 4:10pm - 6:00pm 707 Hamilton Hall	Eric Gamalinda	4.00	17/22

#### CSER GR5001 METHODS IN AMERICAN STUDIES. 4.00 points.

Conceived in the 1920’s and 1930’s, American Studies sought to make a synoptic account of the “national character.” Since the 1960’s, the field has turned towards a focus on various forms of inequality as the dark side of American exceptionalism. This course surveys the development of the field’s current preoccupations, covering a range of periods, regions, groups, and cultural practices that present productive problems for generalizations about U.S. identity. We begin with the first academic movement in American Studies, the myth and symbol school—and think through its growth in the context of post-WWII funding for higher education. We then move on to a series of debates centered at intersections of race, ethnicity, gender, and sexuality. We’ll close by examining the historical background of protest movements built around the identitarian concerns about rape culture and mass incarceration

**ENGL UN3439 Afro-Asian Literary Imaginaries. 4.00 points.**

In a gesture of solidarity with the Black Lives Matter movement, and spurred on by a wave of anti-Asian violence ignited by the onset of the COVID-19 pandemic, Asian American artists and activists recently revived the slogan “Yellow Peril Supports Black Power.” Behind this slogan lies a long history of solidarity and collaboration between members of the Asian and African diasporas who saw their struggles against racial oppression, both on a domestic and global scale, as deeply intertwined. This course explores the literary dimensions of this rich yet often overlooked history, whose greatest thinkers were often also writers themselves. Through the study of poetry, novels, drama, and memoir, we will trace the development of “Afro-Asian” literary imaginaries from the early twentieth century to the present. Far from adopting a uniform approach to the subject, the texts we read will vary in form and content, ranging from the romantic, to the experimental, to the critical. Our reading throughout the course will be anchored in key historical moments in the history of Black and Asian solidarity and conflict, from pre-war anti-colonial movements, to the Third World Liberation strikes of the 1960s, to the Los Angeles riots of 1992. Together, we will ask what the unique role of literature has been within this history, and explore the possibilities that literature holds for imagining cross-racial solidarity in our contemporary moment

Spring 2025: ENGL UN3439

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3439	001/14804	F 2:10pm - 4:00pm 420 Hamilton Hall	Mieko Anders	4.00	17/18

**AFAS GU4001 Revolution and Decolonization in the African Diaspora. 4.00 points.**

This undergraduate/graduate seminar examines the history of Black revolutionary movements for decolonization from the era of slavery to the late twentieth century. While studies of what historians have called “Black Internationalism” have emerged over the past ten years, the revolutionary and decolonial legacies of Black Freedom movements have tended to be overshadowed by nation-centric models of Black Studies that tend to predominate in the field. This course poses long-standing questions for a new generation of students. How have Black revolutionary thinkers and movements analyzed the racial, class, gendered, and sexual dimensions of colonization? How have they confronted colonial state power and envisioned postcolonial transformation? What obstacles did these movements face? What lessons can be learned from revisiting Black revolutionary traditions? The course employs both intellectual history and social movement methodologies so that students can develop the tools to examine histories of decolonization and the visions of freedom that they inspired. While the class begins with the foundational struggles against slavery, the bulk of the course focuses on the revolutionary struggles of the mid-late 20th century, when a wide array of decolonization movements from Ghana and the Congo, to Cuba and the United States, attempted to challenge Euro-American

imperial domination. The course’s diasporic focus, including struggles for decolonization in Africa, prompts students to explore the connections and resonances across national borders and colonial frontiers

Spring 2025: AFAS GU4001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFAS 4001	001/18656	Th 2:10pm - 4:00pm 758 Ext Schermerhorn Hall	Frank Guridy	4.00	17/16

**AHIS GU4089 NATIVE AMERICAN ART. 4.00 points.**

This course looks closely at objects and images produced by Native North Americans across history. Grounding our study in essays and guest lectures from Native scholars, we will investigate the significance of the works and how and to whom meaning is communicated. Beginning with an introduction that links aesthetics and worldview using the conventional organizing principle of the culture area, we quickly move on to case studies that take up key issues that persist for Native people living under settler colonialism today, including questions of sovereignty, self-expression, transformation and representation. Along the way, we will also tackle historiographic questions about how knowledge about Native art has been produced in universities and museums and how Indigenous people have worked to counter those discourses

Spring 2025: AHIS GU4089

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4089	001/00743	T Th 4:10pm - 5:25pm 302 Barnard Hall	Elizabeth Hutchinson	4.00	21/50

**WMST GU4330 SWANA Diasporas: Culture, Politics and Identity Formation in a Time of War. 4.00 points.**

In this class we will study South-West Asian and North African (SWANA) diasporic populations, social movements and cultural production that have responded to the multi-faceted ramifications of the 21st century war on terror. We will focus on diverse Arab, Iranian, and Afghan diasporas in the United States, where 19th and 20th century legacies of racism, xenophobia, Islamophobia and Orientalism combined in new ways to target these groups after the September 11th, 2001 attacks. Drawing on an interdisciplinary array of texts, including ethnography, fiction, feminist and queer theory, social movement theory, and visual and performance art, we will look at how the “war on terror” has shaped the subjectivities and self-representation of SWANA communities. Crucially, we will examine the gender and sexual politics of Islamophobia and racism and study how scholars, activists and artists have sought to intervene in dominant narratives of deviance, threat, and backwardness attributed to Muslim and other SWANA populations. This course takes up the politics of naming, situating the formation of “SWANA” as part of an anti-colonial genealogy that rejects imperial geographies such as “Middle East.” We will ask how new geographies and affiliations come into being in the context of open-ended war, and what



new political identities and forms of cultural production then become possible

**Spring 2025: WMST GU4330**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 4330	001/00023	Th 10:10am - 12:00pm 111 Milstein Center	Manijeh Moradian	4.00	16/20

**HIST GU4933 American Radicalism in the Archives. 4.00 points.**

“American Radicalism in the Archives” is a research seminar examining the multiple ways that radicals and their social movements have left traces in the historical record. Straddling the disciplines of social movement history, public humanities, and critical information studies, the seminar will use the archival collections at Columbia University’s Rare Book & Manuscript Library to trace the history of social movements and to consider the intersections of radical theory and practice with the creation and preservation of archives

**Spring 2025: HIST GU4933**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4933	001/11711	W 10:10am - 12:00pm 302 Fayerweather	Thai Jones	4.00	19/15

**SOCI GR6068 Reckoning with Asian America. 4.00 points.**

It took the mass murder of six Asian women in Atlanta on March 16, 2021 to draw national attention to what Asian Americans have been warning about since the wake of Covid-19: a surge in anti-Asian violence and hate. Since the onset of the coronavirus, 1 in 8 Asian American adults experienced a hate incident, and 1 in 7 Asian American women worry all the time about being victimized, reflecting an under-recognized legacy of anti-Asian violence, bigotry, misogyny, and discrimination in the United States that dates back more than 150 years. Drawing on research and readings from the social sciences, this course links the past to the present in order to understand this legacy, and how it continues to affect Asian Americans today

**Spring 2025: SOCI GR6068**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 6068	001/11498	M 2:10pm - 4:00pm 509 Knox Hall	Jennifer Lee	4.00	7/20

**CLGR GR6822 Writing of Marginalized Communities in Germany. Politics, Aesthetics, Interventions. 4.00 points.**

For the first time since the Second World War, the far right wins a regional election in Germany. All comes together with a rising number of Nazi attacks and pogroms, documented cases of police violence and racial profiling, political parties promoting the idea of a Fortress Europe, and more restrictions being imposed on asylum and migration, even by liberal political parties. Taking this as a point of departure, the course investigates post-millennial literature by Black authors and authors of color in Germany. The course will focus on the entanglement of politics and aesthetics, as well as the

emergence of new forms and narrative techniques as an intervention in contemporary Germany literature, with stories and plots becoming almost a prophecy of the political reality. We will also closely investigate how BPoC-authors write into and reshape German memory culture that is usually thought of as belonging to white majority society. How do racist killings infiltrate plots and change narrative structures? How is German collective remembrance being (re)shaped with stories by marginalized authors on the Holocaust, the history of German colonialism and other genocides? How is Europe being represented? Where does it end? What transnational alliances, networks, and solidarities are made im/possible? These are some of the many questions the course aims to tackle. The course is taught in English. All readings are available in German and English

## FALL 2024

### Ethnicity and Race Studies

**CSER UN1010 INTRO TO COMP ETHNIC STUDIES.**

**4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement  
Students MUST register for a Discussion Section.

Introduction to the field of comparative ethnic studies

**Fall 2024: CSER UN1010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 1010	001/13925	M W 1:10pm - 2:25pm 717 Hamilton Hall	Shana Redmond	4.00	59/60

**HIST UN3030 IMMIGRATION AND CITIZENSHIP IN AMER HIST. 4.00 points.**

This course explores the meaning of American citizenship in connection with the country’s immigration history. Topics include historic pathways to citizenship for migrants; barriers to citizenship including wealth, race, gender, beliefs and documentation; and critical issues such as colonialism, statelessness, dual nationality, and birthright citizenship. We will ask how have people become citizens and under what authority has that citizenship been granted? What are the historic barriers to citizenship and how have they shifted over time? What major questions remain unanswered by Congress and the Supreme Court regarding the rights of migrants to attain and retain American citizenship?

**Fall 2024: HIST UN3030**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3030	001/14140	Th 12:10pm - 2:00pm 311 Fayerweather	Jessica Lee	4.00	12/15

**CSER UN3490 POST 9/11 IMMIGRATION POLICIES.**

**4.00 points.**

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 2024: CSER UN3490**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3490	001/13928	Th 10:10am - 12:00pm 420 Hamilton Hall	Elizabeth OuYang	4.00	19/22

**CSER UN3523 INTRODUCTION TO LATINX STUDIES. 4.00 points.**

In the US, Latinxs are often treated in quantitative terms—as checkmarks on census forms, or as data points in demographic surveys. However, Latinxs have always been more than mere numbers: while some have stayed rooted in traditional homelands, and while others have migrated through far-flung diasporas, all have drawn on and developed distinctive ways of imagining and inhabiting the Americas. In this course, we will explore a wide range of these Latinx lifeways. Through readings in the humanities and social sciences, we will learn how Latinxs have survived amidst and against settler colonialism and racial capitalism. Meanwhile, through the study of literature and art, we will see how Latinxs have resisted and/or reinforced these social systems. With our interdisciplinary and intersectional approach, we will determine why Latinidad has manifested differently in colonial territories (especially Puerto Rico), regional communities (especially the US–Mexico borderlands), and transnational diasporas (of Cubans, of Dominicans, and of a variety of Central Americans). At the same time, we will understand how Latinxs have struggled with shared issues, such as (anti-) Blackness and (anti-)Indigeneity, gender and sexuality, citizenship and (il)legality, and economic and environmental (in)justice. During the semester, we will practice Latinx studies both collectively and individually: to enrich our in-class discussions, each student will complete a reading journal, a five- page paper, a creative project, and a digital timeline

**Fall 2024: CSER UN3523**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3523	001/14274	Th 4:10pm - 6:00pm 420 Hamilton Hall	Carlos Nugent	4.00	17/22

**CSER UN3702 Memory and Monuments in the U.S. West. 4.00 points.**

This class explores the relationships among memory, monuments, place, and political power in the United States West. The course begins with an introduction to the theory of

collective memory and then delves into case studies in New Mexico, California, and Texas. We will expand our perspective at the end of the course to compare what we have learned with the recent debates over monuments to the Confederacy. We will consider both physical manifestations of collective memory such as monuments and architecture as well as intangible expressions like performance, oral history and folklore

**Fall 2024: CSER UN3702**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3702	001/13929	T 2:10pm - 4:00pm 253 International Affairs Bldg	Brian Luna Lucero	4.00	10/22

**CSER UN3919 MODES OF INQUIRY. 4.00 points.**

Corequisites: CSER UN3921

Corequisites: CSER UN3921 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 2024: CSER UN3919**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3919	001/13930	Th 12:10pm - 2:00pm 420 Hamilton Hall	Sayantani DasGupta	4.00	21/25

**CSER UN3922 RACE#REPRESENTATION IN ASIAN AMER CINEMA. 4.00 points.**

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 2024: CSER UN3922**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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CSER 3922 001/13931 Th 4:10pm - 6:00pm Eric 4.00 24/22  
Gamalinda  
707 Hamilton Hall

### **CSER UN3926 LATIN MUSIC AND IDENTITY. 4.00 points.**

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 musics 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 musics political economy, and investigating the story it tells about migration and globalization

**Fall 2024: CSER UN3926**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3926	001/13933	T 2:10pm - 4:00pm 420 Hamilton Hall	Edward Morales	4.00	24/22

### **CSER UN3928 COLONIZATION/DECOLONIZATION. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement  
Enrollment limited to 22.

Prerequisites: Open to CSER majors/concentrators only. Others may be allowed to register with the instructor's permission.  
Prerequisites: Open to CSER majors/concentrators only. Others may be allowed to register with the instructors 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 2024: CSER UN3928**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3928	001/13934	M 10:10am - 12:00pm 507 Philosophy Hall	Manan Ahmed	4.00	21/20

### **CSER UN3935 Historical Anthropology of the US-Mexico Border. 4 points.**

Beginning in the 1980s, border crossing became an academic rage in the humanities and the social sciences. This was a consequence of globalization, an historical process that

reconfigured the boundaries between economy, society, and culture; and it was also a primary theme of post-modernist aesthetics, which celebrated playful borrowing of multiple and diverse historical references. Within that frame, interest in the US-Mexican border shifted dramatically. Since that border is the longest and most intensively crossed boundary between a rich and a poor country, it became a paradigmatic point of reference. Places like Tijuana or El Paso, with their rather seedy reputation, had until then been of interest principally to local residents, but they now became exemplars of post-modern "hybridity," and were meant to inspire the kind of transnational scholarship that is required in today's world. Indeed, the border itself became a metaphor, a movable imaginary boundary that marks ethnic and racial distinction in American and Mexican cities. This course is an introduction to the historical formation of the US-Mexican border.

**Fall 2024: CSER UN3935**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3935	001/13935	M 10:10am - 12:00pm 963 Ext Schermerhorn Hall	Claudio Lomnitz	4	11/20

### **CSER UN3942 RACE AND RACISMS. 4.00 points.**

In this class we will approach race and racism from a variety of disciplinary and intellectual perspectives, including: critical race theory/philosophy, anthropology, history and history of science and medicine. We will focus on the development and deployment of the race concept since the mid-19th century. Students will come to understand the many ways in which race has been conceptualized, substantiated, classified, managed and observed in the (social) sciences, medicine, and public health. We will also explore the practices and effects of race (and race-making) in familiar and less familiar social and political worlds. In addition to the courses intellectual content, students will gain critical practice in the seminar format -- that is, a collegial, discussion-driven exchange of ideas

**Fall 2024: CSER UN3942**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3942	001/13936	W 2:10pm - 4:00pm 420 Hamilton Hall	Bahia Munem	4.00	11/15

**Spring 2025: CSER UN3942**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3942	001/15877	W 2:10pm - 4:00pm 420 Hamilton Hall	Bahia Munem	4.00	16/15

### **SOCI UN3968 IMMIGRATION, RACE, AND ASIAN AMERICANS. 4.00 points.**

Drawing from evidenced-based social science research, this course will equip students to understand how the laws and policies of America's past continue to affect the experiences, trajectories, and perceptions of Asian Americans today. Tracing the racial mobility of Asian Americans from "unassimilable to exceptional", we begin by studying legacies of exclusion

and then examine Asian Americans' experiences in education, affirmative action, the workplace, and the surge of anti-Asian violence during the Covid-19 pandemic

Fall 2024: SOCI UN3968

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3968	001/13849	M 2:10pm - 4:00pm 509 Knox Hall	Jennifer Lee	4.00	15/22

### **CSER GU4360 AMER DIVA:RACE,GDNDR#PERFMNC. 4.00 points.**

What makes a diva a diva? How have divas shaped and challenged our ideas about American culture, performance, race, space, and capital during the last century? This seminar explores the central role of the diva—the celebrated, iconic, and supremely skilled female performer—in the fashioning and re-imagining of racial, gendered, sexual, national, temporal, and aesthetic categories in American culture. Students in this course will theorize the cultural function and constitutive aspects of the diva and will analyze particular performances of a range of American divas from the 20th and 21st centuries and their respective roles in (re)defining American popular culture

Fall 2024: CSER GU4360

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 4360	001/13937	W 10:10am - 12:00pm 420 Hamilton Hall	Deborah Paredez	4.00	16/15

### **CSER GR5000 INTRO TO AMERICAN STUDIES. 3.00 points.**

This course explores the set of possibilities presented by American Studies as a comparative field of study. We begin with a brief overview of the history of the field, and then we'll focus primarily on the range of modes in which its interdisciplinary work has been undertaken (literary, historical, legal, digital, etc.). The idea here is not to arrive at a comprehensive picture of American Studies, but to think about the many ways people have produced knowledge under its aegis. We will also focus on work by Columbia faculty, and sessions of the course are built around visits by faculty in the field to Columbia's University Seminar in American Studies. Our guiding questions include: How does one do research in a multimedia, "cultural" environment? How does one situate oneself as an "intellectual" or "critic" in relation to one's object of study? How does one write about different media/genres? How does one incorporate different methodologies into one research project?

## FILM AND MEDIA STUDIES

### THE FILM AND MEDIA STUDIES DEPARTMENT:

Department website: <https://arts.columbia.edu/film/undergraduate>

Office location: 513 Dodge Hall

Office contact: 212-854-2815/ [Film@columbia.edu](mailto:Film@columbia.edu)

Director of Undergraduate Studies: Prof. Robert King, [rk2704@columbia.edu](mailto:rk2704@columbia.edu) (Spring 2025), Prof. Annette Insdorf, [ai3@columbia.edu](mailto:ai3@columbia.edu) (Fall 2024)

Departmental Administrators:

Hanna Seifu, Director of Academic Administration, [hes2130@columbia.edu](mailto:hes2130@columbia.edu) Sarah Adriance, Assistant Director of Academic Administration, [sja2175@columbia.edu](mailto:sja2175@columbia.edu)

### THE STUDY OF FILM

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 INTRO TO FILM # 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.

## STUDENT ADVISING

Contact the Director of Undergraduate Studies

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

### Barnard College Courses

Contact the Director of Undergraduate Studies

### Transfer Courses

Contact the Director of Undergraduate Studies

### Summer Courses

Contact the Director of Undergraduate Studies

## UNDERGRADUATE RESEARCH AND SENIOR THESIS

## DEPARTMENT HONORS AND PRIZES

### Department Honors

In order to qualify for departmental honors, students must have a GPA of 3.75 in the major and distinction in their overall achievements in film study. Students who take FILM UN3900 Senior Seminar in Film Studies automatically enter consideration for honors; however, the class is not a requirement for honors.

### Academic Prizes

The Pat Anderson Prize in Film Reviewing is named for the film critic who died in 2011. For many decades, she was part of New York's movie community – writing about motion pictures for "Films in Review" – and a vital member of the National Board of Review from the 1970s until 2009.

The Guy Gallo Memorial Award in Screenwriting is in memory of adjunct professor Guy Gallo, who taught screenwriting at Columbia and Barnard for over twenty-five years. He is best known for writing the screenplay of *Under the Volcano*, which John Huston directed in the early 1980s.

The Andrew Sarris Memorial Award for Film Criticism is an annual award in honor of the celebrated Columbia film professor who died in 2012. The influential critic behind the "auteur theory," Sarris was the author of some of the most celebrated essays and books on American film, including his landmark study, *The American Cinema: Directors and Directions, 1929-1968*.

## FACULTY

Nico Baumbach  
Loren-Paul Caplin  
Jane Gaines  
Behrang Garakani  
Racquel Gates  
Ronald Gregg  
Annette Insdorf  
Caryn James  
Robert King  
Anastasia Kostina  
Jason LaRiviere  
Dennis Lim  
Richard Peña  
James Schamus  
Elizabeth Ramirez Soto

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Program Planning for all Students

### Course Numbering Structure

### Guidance for First-Year Students

### Guidance for Transfer Students

Contact the Director of Undergraduate Studies

## UNDERGRADUATE PROGRAMS OF STUDY

### Major in Film & Media Studies

The major in film studies requires a minimum of 36 points distributed as follows:



**Introductory Courses**

FILM UN1000	INTRO TO FILM # MEDIA STUDIES (The summer class Introduction to the Study and Theory of Film also satisfies this requirement.)
FILM GU4000	FILM AND MEDIA THEORY (This is an advanced class that students are recommended to take in their junior year. It is only offered in the Fall.)

**Cinema History Courses**

Select two of the following courses, one of which must either be FILM UN2010 or FILM UN2020:

FILM UN2010	CINEMA HIST I: BEGIN-1930
FILM UN2020	CINEMA HIST II: 1930-1960
FILM UN2030	CINEMA HIST III: 1960-1990
FILM UN2040	CINEMA HISTORY IV: AFTER 1990

**Laboratories**

Select one of the following courses:

FILM UN2410	LAB IN WRITING FILM CRITICISM
FILM UN2510	LAB IN FICTION FILMMAKING
FILM UN2420	LABORATORY IN SCREENWRITING
FILM UN2520	LAB IN NONFICTION FILMMAKING

**Electives**

Students take seven elective classes of their choosing. Electives commonly offered at Columbia include, but are not limited to, the following:

FILM UN2130	American Film: Comedy
FILM UN2132	American Film: Cult # Exploitation
FILM UN2134	American Film: The Western
FILM UN2136	American Film: Film Noir
FILM UN2290	Topics in World Cinema: Arab and Africa
FILM UN2292	Topics in World Cinema: China
FILM UN2294	WORLD CINEMA: LATIN AMERICA
FILM UN2310	THE DOCUMENTARY TRADITION
FILM UN3010	AUTEUR STUDY
FILM UN3013	Auteur Studies: Chantal Akerman's Cinema, Writing and Moving Images
FILM UN3900	SENIOR SEMINAR IN FILM STUDIES
FILM UN3910	Senior Seminar in Filmmaking
FILM UN3920	SENIOR SEM IN SCREENWRITING
FILM UN3925	NARRATIVE STRAT-SCREENWRITING

FILM UN3950	SEMINAR IN MEDIA: SERIALITY
FILM GU4020	Brazilian Cinema: Cinema Novo and Beyond
FILM GU4294	World Cinema: Latin America
FILM GU4320	New Directions in Film and Philosophy
FILM GU4300	Black Film and Media
FILM GU4310	EXPERIMENTAL FILM # MEDIA
FILM GU4910	Seeing Narrative
FILM GU4940	QUEER CINEMA
FILM GU4953	Reality Television

**Notes:**

- Outside of the required classes, most undergraduate courses offered through the Columbia or Barnard Film and Media Studies majors will count as an elective, including summer classes. Please confirm with the Director of Undergraduate Studies.
- Film- or media-related classes from other departments can count as electives only with prior DUS approval.
- There is a cap of FOUR classes in screenwriting or filmmaking that can be applied toward the major.
- Cinema History or Lab classes taken in excess of the above requirements roll over as electives (e.g., if you take two labs, one will count as one of your seven electives).

**Minor in Film & Media Studies**

The minor consists of five courses (fifteen credits) as follows:

Intro to Film and Media Studies (FILM UN1000) (3 credits)

Two of the following four courses, one of which must be FILM UN2010 or UN2020:

o Cinema History I: Beginnings to 1930 (FILM UN2010) (3 credits)

o Cinema History II: 1930-1960 (FILM UN2020) (3 credits)

o Cinema History III: 1960-1990 (FILM UN2030) (3 credits)

o Cinema History IV: After 1990 (FILM UN2040) (3 credits)

Any two electives, one of which can be from the following labs:

o Lab in Writing Film Criticism (FILM UN2410) (3 credits)

o Lab in Screenwriting (FILM UN2420) (3 credits)

o Lab in Fiction Filmmaking (FILM UN2510) (3 credits)

o Lab in Nonfiction Filmmaking (FILM UN2520) (3 credits)

Some classes are at present not available to minors except with explicit instructor approval, as

follows: Senior Seminar in Film Studies (FILM UN3900); Advanced Film Production Practice

(FILM UN3915); Senior Seminar in Screenwriting (FILM UN3920); Narrative Strategies in

Screenwriting (FILM UN3925).

### Advising and governance

Students who take the minor should begin with Intro to Film and Media Studies, which is open

to all students across the university, no matter their year or major/minor. The Cinema History

classes can also be taken at any time, irrespective of declared major/minor. Lab classes and

seminars will only be available to students who have declared minors in Film and Media Studies

(usually at the end of their sophomore year).

All minors are entitled to one lab class, although they may take a second for their other elective

if space permits. Priority for labs will be organized as follows: 1) majors who have not taken a

lab; 2) minors who have not taken a lab; 3) majors who have already taken one lab; 4) minors

who have already taken one lab.

Students can apply only one study abroad or transfer class (3-credit equivalent) to completion

of the minor. This restriction also applies to film-related classes offered in other Columbia

programs.

### FILM UN1000 INTRO TO FILM # MEDIA STUDIES. 3.00 points.

Lecture and discussion. Priority given to declared film majors. Fee: \$75.

This course serves as an introduction to the study of film and related visual media, examining fundamental issues of aesthetics (mise-en-scene, editing, sound), history (interaction of industrial, economic, and technological factors), theory (spectatorship, realism, and indexicality), and criticism (auteurist, feminist, and genre-based approaches). The course also investigates how digital media change has been productive of new frameworks for moving image culture in the present. Discussion section FILM UN1001 is a required corequisite

#### Fall 2024: FILM UN1000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 1000	001/13780	W 2:10pm - 3:25pm	Jane Gaines	3.00	48/70

Kob Lenfest Center  
For The Arts

FILM 1000	001/13780	M 2:10pm - 4:55pm	Jane Gaines	3.00	48/70
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Kob Lenfest Center  
For The Arts

FILM 1000	AU1/21428	W 2:10pm - 3:25pm	Jane Gaines	3.00	2/2
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Othr Other

FILM 1000	AU1/21428	M 2:10pm - 4:55pm	Jane Gaines	3.00	2/2
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Othr Other

#### Spring 2025: FILM UN1000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 1000	001/17169	M 10:10am - 11:25am Kob Lenfest Center For The Arts	Robert King	3.00	71/100
FILM 1000	001/17169	W 10:10am - 12:55pm Kob Lenfest Center For The Arts	Robert King	3.00	71/100

### FILM UN1010 Genre Study. 3 points.

Fee: Course Fee - 75

This course examines how globalization and the global success of American blockbuster films have affected Hollywood film production, stardom, distribution, and exhibition. The course will analyze blockbuster aesthetics, including aspects of special effects, 3-D, sound, narration, genre, and editing. We will also study the effects of new digital technologies on Hollywood and the cross-pollination among Hollywood, art house, and other national cinemas. Finally, we will examine the effects of 9/11, the “war on terrorism,” climate change and other global concerns on marketing, aesthetics and other aspects of this cinema

### FILM UN2010 CINEMA HIST I: BEGIN-1930. 3.00 points.

This course rethinks the ;birth of cinema; from the vantage of ;when old media was new.; Following standard approaches, it moves from actualities to fiction, from the ;cinema of attractions; to narrative, from the cinematographe 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 archivists dilemma in the digital era. FILM W2011

#### Spring 2025: FILM UN2010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 2010	001/17170	Th 2:10pm - 4:40pm	Jane Gaines	3.00	31/55

511 Dodge  
Building

### FILM UN2020 CINEMA HIST II: 1930-1960. 3.00 points.

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 cinemas changing function as a social institution. Discussion section FILM UN 2021 is a required co-requisite

#### Fall 2024: FILM UN2020

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 2020	001/13781	Th 2:10pm - 3:25pm Kob Lenfest Center For The Arts	Ronald Gregg	3.00	42/55
FILM 2020	001/13781	T 2:10pm - 4:55pm Kob Lenfest Center For The Arts	Ronald Gregg	3.00	42/55

#### FILM UN2030 CINEMA HIST III:1960-1990. 3.00 points.

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). Discussion section FILM UN 2031 is a required co-requisite

#### Fall 2024: FILM UN2030

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 2030	001/13782	M 2:10pm - 6:00pm 511 Dodge Building	Annette Insdorf	3.00	49/60
FILM 2030	AU1/18646	M 2:10pm - 6:00pm Othr Other	Annette Insdorf	3.00	4/3

#### FILM UN2040 CINEMA HISTORY IV: AFTER 1990. 3.00 points.

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 2025: FILM UN2040

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 2040	001/17189	T 10:10am - 1:55pm 511 Dodge Building	Elizabeth Ramirez Soto	3.00	41/55

#### FILM UN2190 TOPICS IN AMERICAN CINEMA. 3.00 points.

This course surveys the American film genre known as film noir, focusing primarily on the genre's heyday in the 1940s and early 1950s, taking into account some of its antecedents in the

hard-boiled detective novel, German Expressionism, and the gangster film, among other sources. We will consider a number of critical and theoretical approaches to the genre, and will also study a number of film noir adaptations and their literary sources

#### FILM UN2290 Topics in World Cinema: Arab and Africa. 3 points.

FILM W2291

#### FILM UN2292 Topics in World Cinema: China. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Fee: Course Fee - 75

The international revelation of Chinese cinema in the 1980s was one of the great events both for film studies and film production in the past fifty years: the depth and richness of the classic cinemas of the PRC, Hong Kong and Taiwan were complemented by the emergence of exciting new films and filmmakers from each of those film cultures. This course will trace the history and development of filmmaking in mainland China and Hong Kong, from the Shanghai cinema of the 1930s to recent examples of digital media production, examining changes in film style and technique within the context of ever-shifting political currents and production models. A special focus will be the ongoing dialogue between Chinese film and international trends ranging from realism to postmodernism.

#### FILM UN2293 TOPICS IN WORLD CINEMA-DISC. 0.00 points.

See above. This submission is to generate a course number for the discussion section to go with the lecture course.

#### FILM UN2294 WORLD CINEMA: LATIN AMERICA. 3.00 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

An overview of the major developments in the art and industry of cinema in Latin America, ranging from its earliest days to the most recent works of the digital era. The interaction of Latin American filmmakers with international movements such as neorealism, modernism, cinema vérité, and postmodernism will be addressed. Among the filmmakers to be studied are Luis Buñuel, Glauber Rocha, Raúl Ruiz and Lucrecia Martel. Students will discover the major industrial trends as well as artistic currents that have defined Latin American cinema, as well as have the chance to analyze a number of key works both in terms of their varying approaches to filmmaking as well as their resonance with political/social/historical issues

#### Fall 2024: FILM UN2294

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 2294	001/18683	F 10:10am - 1:45pm 511 Dodge Building	Elizabeth Ramirez Soto	3.00	54/55

**FILM UN2295 World Cinema: Latin America - Discussion Section. 0 points.**

Discussion section lead by a Teaching Assistant to review lecture, reading and screening.

**Fall 2024: FILM UN2295**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 2295	001/19072	M 4:10pm - 5:00pm 602 Northwest Corner	Alexander Yew	0	20/20
FILM 2295	002/20957	T 6:10pm - 7:00pm 1102 International Affairs Bldg	Josephine Simonian	0	22/20
FILM 2295	003/21362	T 11:10am - 12:00pm 212d Lewisohn Hall	Raman Nimmala	0	10/20

**FILM UN2310 THE DOCUMENTARY TRADITION. 3.00 points.**

Film screening, lecture, and discussion. Fee: \$75.

This class offers an introduction to the history of documentary cinema and to the theoretical and philosophical questions opened up by the use of moving images to bear witness, persuade, archive the past, or inspire us to change the future. How are documentaries different than fiction films? What is the role of aesthetics in relation to facts and evidence in different documentary traditions? How do documentaries negotiate appeals to emotions with rational argument? From the origins of cinema to our current “post-truth” digital age, we will look at the history of how cinema has attempted to shape our understanding of reality. FILM W2311

**Spring 2025: FILM UN2310**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 2310	001/17208	T 2:00pm - 5:45pm 511 Dodge Building	Nico Baumbach	3.00	42/60

**FILM UN2400 Script Analysis. 3 points.**

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 UN2401 discussion section is required

**FILM UN2410 LAB IN WRITING FILM CRITICISM. 3.00 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.

Lab in Writing Film Criticism This course will focus on writing fresh, original criticism, on developing an individual

voice, and on creating strong arguments supporting your ideas (qualities that translate to many areas, from reviewing to pitching a film project). Screenings in and outside class will be followed by discussion and in-class writing exercises, as well as regular writing assignments. How do you choose an effective critical approach? How do you make your opinions vivid and convincing on the page? We will also analyze recent criticism and consider the changing landscape of film criticism today. Prerequisite: Instructor's permission. Submit a short, film-related sample to cj2374@columbia.edu Note: Because permission is required, on-line registration may say the course is full when it is not. Priority given to film majors

**Fall 2024: FILM UN2410**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 2410	001/14283	M 1:10pm - 3:40pm 403 Dodge Building	Caryn James	3.00	7/12

**FILM UN2420 LABORATORY IN SCREENWRITING. 3.00 points.**

This lab is limited to declared Film and Media Studies majors. Exercises in the writing of film scripts

**Fall 2024: FILM UN2420**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 2420	001/18930	M 10:00am - 1:00pm 614 Martin Luther King Building	Melanie Rish	3.00	7/12
FILM 2420	002/18931	T 6:00pm - 9:00pm 612 Martin Luther King Building	Rali Chaouni	3.00	11/12
FILM 2420	003/18932	F 2:00pm - 5:00pm 507 Dodge Building	Vishnu Sinha	3.00	5/12

**Spring 2025: FILM UN2420**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 2420	001/13277	M 2:00pm - 5:00pm 614 Martin Luther King Building	Kristen Edney	3.00	13/12
FILM 2420	002/13278	W 2:00pm - 5:00pm 15t River Side Church	Katla Solnes	3.00	13/12
FILM 2420	003/14812	F 10:00am - 1:00pm 606 Lewisohn Hall	Derin Celik	3.00	11/11

**FILM UN2510 LAB IN FICTION FILMMAKING. 3.00 points.**

Open to film majors only. Fee: \$75.

This lab course is limited to declared Film # Media Studies majors. Exercises in the use of video for fiction shorts

**Fall 2024: FILM UN2510**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 2510	001/18933	T 10:00am - 1:00pm	Chad Hamilton	3.00	6/12



		12t River Side Church			
FILM 2510	002/18934	F 10:00am - 1:00pm	Prashanth Sampathkumaran	3.00	5/12
		612 Martin Luther King Building			

#### Spring 2025: FILM UN2510

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 2510	001/14810	T 6:00pm - 9:00pm 522d Kent Hall	Arthur Gay	3.00	13/12

#### FILM UN2520 LAB IN NONFICTION FILMMAKING.

**3.00 points.**

Open to film majors only. Fee: \$75.

Exercises in the use of video for documentary shorts

#### Spring 2025: FILM UN2520

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 2520	001/14814	Th 2:00pm - 5:00pm 614 Martin Luther King Building	Mengnan Chu	3.00	9/11

#### FILM UN3010 AUTEUR STUDY. 3.00 points.

Fee: \$50.

This seminar in Auteur Study explores the cinematic work of the renowned Polish filmmaker Krzysztof Kieslowski, best known for such classics as *Three Colors: Blue, White, Red* and *Decalogue*. Special attention will be paid to the latter--ten 1-hour films loosely based on the 10 Commandments--considered a towering achievement of poetic style as well spiritual vision. Through in-class screenings, discussions, and readings, we will focus on the formal, political and thematic richness of his films. Requirements include weekly attendance, punctuality, classroom participation, a midterm paper (5 - 7 pages), and a final paper (10 - 12 pages)

#### FILM UN3020 INTERDISCIPLINARY STUDIES. 3.00 points.

Fee: \$75.

Is this cinema or television? While it may seem that this question has only recently been asked with the advent of streaming platforms like Netflix and the rise of "global television" (Lobato 2019) in this seminar we will learn that the close relationship between cinema and television is long-standing. The course will focus on the 1970s and 1980s, an exciting period of collaboration between European public television and independent filmmakers from all over the world. From a historical and theoretical perspective, we will examine key debates around media specificity and convergence, television as a "utopia," and the challenges of co-production between the "North" and the "South," among other issues. Focus is on a wide range of directors from the U.S., Europe, and the "Global South" who made films for European public television (e.g. Rossellini, Godard # Miéville, Jarmusch, Burnett, Ruiz, Black Audio Film Collective, Sarmiento, etc.)

#### Fall 2024: FILM UN3020

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3020	001/19513	W 6:10pm - 8:40pm 507 Dodge Building	Elizabeth Ramirez Soto	3.00	9/15

#### FILM UN3900 SENIOR SEMINAR IN FILM STUDIES.

**3.00 points.**

Fee: \$30.

A seminar for senior film majors planning to write a research paper in film history/theory/culture. Course content changes yearly

#### Fall 2024: FILM UN3900

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3900	001/13784	Th 10:10am - 1:40pm 508 Dodge Building	Racquel Gates	3.00	11/12

#### FILM UN3910 Senior Seminar in Filmmaking. 3 points.

Prerequisites: FILM UN2420 or FILM UN2510 *FILM W2420* or *FILM W2510*.

An advanced directing workshop for senior film majors who have already completed *FILM UN2420* or *FILM UN2510*.

#### FILM UN3915 ADVANCED FILM PRODUCTION PRACTICE. 3.00 points.

Prerequisites: FILM UN2510 or FILM UN2520

Advanced Film Production Practice is an advanced production and lecture course for students who wish to obtain a deeper understanding of the skills involved in screenwriting, directing and producing. Building on the fundamentals established in the Labs for Fiction and Non-Fiction Filmmaking, this seminar further develops each student's grasp of the concepts involved in filmmaking through advanced analytical and practical work to prepare Thesis film materials

#### Fall 2024: FILM UN3915

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3915	001/13785	Th 2:10pm - 4:40pm 403 Dodge Building	Hector Prats i Castro	3.00	3/12

#### Spring 2025: FILM UN3915

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3915	001/18423	M 6:00pm - 9:00pm 15t River Side Church	Hector Prats i Castro	3.00	11/12

#### FILM UN3920 SENIOR SEM IN SCREENWRITING. 3.00 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 screenwriting form, and endeavor to apply their understanding of drama, character, theme, and structure to their chosen narrative project

**Fall 2024: FILM UN3920**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3920	001/13786	F 2:10pm - 4:40pm 403 Dodge Building	Loren-Paul Caplin	3.00	15/15

**FILM UN3925 NARRATIVE STRAT-SCREENWRITING. 3.00 points.**

Prerequisites: *FILM W2420*.

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 2025: FILM UN3925**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3925	001/13285	F 2:10pm - 4:40pm 508 Dodge Building	Loren-Paul Caplin	3.00	12/15

**FILM UN3930 The Actor's Art: Jeanne Moreau. 3.00 points.**

Study of major films in the seven-decade career of Jeanne Moreau (1928-2017), the performing artist who is widely recognized as France's greatest actress of the post-World War II era and who has also been a pioneering female director. Topics include: the value for film criticism and history of conceptualizing the performer as a creative auteur; Moreau's manner(s) of film acting and role realization; the risks and the productive consequences of her serving as "muse" to such male directors as Louis Malle, François Truffaut, Orson Welles, Joseph Losey, Rainer Werner Fassbinder, and Paul Mazursky, and as a creative partner to such female directors as Marguerite Duras and Josée Dayan; her embodiments and projections of sexuality and sensuality and how they differ from those of other so-called "screen love goddesses" (Brigitte Bardot, Elizabeth Taylor, Sophia Loren, Simone Signoret, Catherine Deneuve); Moreau's own work as a director of feature-length films; the rewards and burdens of international stardom and the challenge of being expected to "represent" France and its cinema; growing old in the public eye and life-long strategies for career renewal and sustainability

**FILM UN3950 SEMINAR IN MEDIA: SERIALITY. 3.00 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.

**FILM UN3960 INTRO TO EXPERIMENTAL FILM # VIDEO. 3.00 points.**

This course provides an overview of experimental film and video since the early 20th century European art movements (abstract, Dada, Surrealism), including the emergence of American experimental film in the 1940s, post-World War II underground experimental films, structuralist films and early video art in the 1960s and 70s, post-1960s identitarian experimental work, the emergence of digital video in museums and online in the 1990s to the present. The course surveys and analyses a wide range of experimental work, including the artists Hans Richter, Luis Bunuel, Salvador Dali, Joseph Cornell, Maya Deren, Andy Warhol, Stan Brakhage, Michael Snow, Martha Rosler, Vito Acconci, Barbara Hammer, Su Friedrich, Julie Dash, Isaac Julien, Matthew Barney, Ryan Trecartin, and others. The course will study the structural, aesthetic and thematic links between mainstream and avant-garde cinema, theater, and art movements, and will place the films in their economic, social, and political contexts

**FILM GU4000 FILM AND MEDIA THEORY. 3.00 points.**  
Fee: \$50.

Prerequisites: *FILM W1000*.

This course offers a historical and critical overview of film and media theory from its origins up to the present

**Fall 2024: FILM GU4000**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 4000	001/13787	Th 1:10pm - 4:55pm 511 Dodge Building	Nico Baumbach	3.00	64/65

**FILM GU4300 Black Film and Media. 3.00 points.**

This course examines the historical and theoretical issues concerning the representation of African Americans in film and media. The course will provide a historical overview while focusing on key themes, concepts, and texts

**Fall 2024: FILM GU4300**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 4300	001/13898	T 9:10am - 1:10pm 511 Dodge Building	Racquel Gates	3.00	22/65

508 Dodge  
Building

**FILM GU4310 EXPERIMENTAL FILM # MEDIA. 3.00 points.**

This course provides an overview of experimental film and video since the early 20th century European art movements (abstract, Dada, Surrealism), including the emergence of American experimental film in the 1940s, post-World War II underground experimental films, structuralist films and early video art in the 1960s and 70s, post-1960s identitarian experimental work, the emergence of digital video in museums and online in the 1990s to the present. The course surveys and analyses a wide range of experimental work, including the artists Hans Richter, Luis Bunuel, Salvador Dali, Joseph Cornell, Maya Deren, Andy Warhol, Stan Brakhage, Michael Snow, Martha Rosler, Vito Acconci, Barbara Hammer, Su Friedrich, Julie Dash, Isaac Julien, Matthew Barney, Ilana Harris-Babou, and others. The course will study the structural, aesthetic and thematic links between mainstream and avant-garde cinema, theater, and art movements, and will place the films in their economic, social, and political contexts

**FILM GU4320 New Directions in Film and Philosophy. 0 points.**

**FILM GU4910 Seeing Narrative. 3 points.**

Prerequisites: the instructor's permission.

An advanced film theory “workshop” in which we shall avoid reading film theory in favor of a selection of other texts, taken mainly from the domains of art history, philosophy, and literature. Our central question will be: What can filmmakers and film theorists learn from discourses about vision and its relation to narrative that pre-date the cinema, or that consider the cinema only marginally?

**FILM GU4940 QUEER CINEMA. 3.00 points.**

This course examines themes and changes in the (self-)representation of lesbians, gay men, bisexuals, and transgender people in cinema from the early sound period to the present. It pays attention to both the formal qualities of film and filmmakers’ use of cinematic strategies (mise-en-scene, editing, etc.) designed to elicit certain responses in viewers and to the distinctive possibilities and constraints of the classical Hollywood studio system, independent film, avant-garde cinema, and world cinema; the impact of various regimes of formal and informal censorship; the role of queer men and women as screenwriters, directors, actors, and designers; and the competing visions of gay, progay, and antigay filmmakers. Along with considering the formal properties of film and the historical forces that shaped it, the course explores what cultural analysts can learn from film. How can we treat film as evidence in historical analysis? We will consider the films we see as evidence that may shed new light on historical problems and periodization, and will also use the films to engage with recent queer theoretical work on queer subjectivity, affect, and culture

Fall 2024: FILM GU4940

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 4940	001/13789	W 9:10am - 12:55pm	Ronald Gregg	3.00	18/17

**FILM GU4950 Visual Bodies: From Cinema to New Media. 3 points.**

How is the human body, in its diversity, portrayed on screen ? And how may filmic languages—from cinema to new media—be affected by the multifaceted experience of our embodied dimension ? In this course we will examine the intricate relationship between cinema and the body as a paradigmatic way to study how moving images are seen, made, and experienced today. From a plurality of standpoints (historical, formal, theoretical) and across a wide range of corpus (documentary, fiction, experimental, new media, art cinema), we will ask ourselves how different filmic discourses are able to represent and explore the creative faculties but also the darker sides of the body, its gestures, desires, impulses or drives. We will investigate how they can account for the cognitive, gender, cultural, technological and political revolutions associated with the body throughout history, with a particular emphasis on contemporary contexts of new images, mediascapes, and practices. Focusing on several key-sites of the (post-)modern condition—cosmopolitan/metropolitan experiences, narrative technologies, pluralist (dis-)identifications, transmedial mobility, immanent temporalities—the course will offer rich critical opportunities to make sense of contemporary bodies via moving images, and *vice versa*.

Theoretical/critical works read in class will include texts by Bergson, Epstein, Pierce, Deleuze, Bellour, Elsaesser, Doane, Lastra...

The course is organized around lectures/seminars and film screenings. Students are expected to participate fully by carrying out assessed readings and writing assignments, actively involve in classroom discussions/viewings, and give scheduled oral presentations.

**FILM GU4951 NEW MEDIA ART. 3.00 points.**

The rapid democratization of technology has led to a new wave of immersive storytelling that spills off screens into the real world and back again. These works defy traditional constraints as they shift away from a one-to-many to a many-to-many paradigm, transforming those formerly known as the audience from passive viewers into storytellers in their own right. New opportunities and limitations offered by emergent technologies are augmenting the grammar of storytelling, as creators wrestle with an ever-shifting digital landscape. New Media Art pulls back the curtain on transmedial works of fiction, non-fiction, and emergent forms that defy definition. Throughout the semester we will explore projects that utilize Artificial Intelligence, Virtual Reality, Augmented Reality and the Internet of Things, alongside a heavy-hitting selection of new media thinkers, theorists, and critics. The course will be co-taught as a dialogue between artistic practice and new media theory. Lance Weiler, a new media artist and founder

of Columbia's Digital Storytelling Lab, selected the media artworks; Rob King, a film and media historian, selected the scholarly readings. It is in the interaction between these two perspectives that the course will explore the parameters of emerging frontiers in media art and the challenges these pose for existing critical vocabularies

**Fall 2024: FILM GU4951**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 4951	001/13790	M 2:00pm - 5:00pm 504 Dodge Building	Lance Weiler, Regina Harsanyi	3.00	18/23

**FILM UN2530 Lab in the Video Essay. 3.00 points.**

This media lab is a hands-on exploration of producing video essays as an essential aspect of scholarly discourse in the digital age. The course challenges students to actively engage with a range of media projects, guided by the tenets of critical media practice. Through a mode of scholarship and research through the creation of media, students will acquire both theoretical understanding of critical media and practical skills such as scriptwriting, video editing, audio narration, and publishing. Drawing on case studies from media and film studies, students are invited to review and deconstruct video essays, podcasts, interactive essays, and digital storytelling. The course aims to encourage students to think beyond traditional written formats, explore new methods of critical analysis and argument, and to create publishable or presentable video essays. It supports the conception and production of new knowledge through media, constructing critical insights that utilize the expressiveness of our contemporary audiovisual networks

**Fall 2024: FILM UN2530**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 2530	001/15966	M 6:30pm - 9:30pm 511 Dodge Building	Behrang Garakani	3.00	12/12

**FILM GU4111 Auteur Study: David Lynch and The American Imaginary. 3.00 points.**

The course explores the work of David Lynch, one of American cinema's most singular figures. We will consider Lynch's narrative features, experimental shorts, and TV series, as well as his painting, photography, and music. One of our aims is to situate Lynch within (and alongside, and against) Hollywood and other cinematic and artistic traditions, while also suggesting connections, overt and otherwise, to a range of filmmakers and artists who have come after him. At the heart of our investigation is Lynch's distinctive sensibility, which is at once easy to recognize and hard to define. By looking closely at his use of cinematic language, we will ask how Lynch's films achieve their particular effects, and how they might give form to the desires and fears of their times. Drawing on multiple frameworks — including politics, place, gender, race, surrealism, spirituality, trauma, psychoanalysis, narratology, language, and architecture — we will examine

the contradictions at the heart of the Lynchian aesthetic and its relationship to the myths, icons, and taboos of postwar America

**Fall 2024: FILM GU4111**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 4111	001/16056	M 10:10am - 12:40pm 508 Dodge Building	Dennis Lim	3.00	16/17

**FILM GU4945 Contemporary Russian Media. 3.00 points.**

This course explores the evolution of Russian media during the decades following the collapse of the Soviet Union. The fall of the communist state had an outsized effect on the Russian mediascape. The four pillars of mass media which had previously been nationalized — cinema, television, radio, and the paper press — now had to contend with the challenges of the free market. These new economic conditions, together with technological developments and the disappearance of tight ideological control imposed by the state, led to a radical redefinition of the media industry. The Internet, which officially came to Russia in 1994, complicated the picture further. The course primarily focuses on moving image media — cinema, television and the Internet, tracing the historical development of each, analyzing a range of key works produced during this period. Our focus will be on the relationship between media and politics. We deliberately avoid referring to the period in question as post-Soviet or Putin's Russia because both of these terms come with a set of assumptions and expectations which would limit the scope of our conversation. Instead, we emphasize the diversity of the contemporary Russian mediascape and how different productions negotiated questions of gender, national identity, and politics during the period in question. We conclude by examining the sudden recent conclusion of the relative ideological flexibility which was prompted by the Russian invasion of Ukraine in February 2022, as well as the way platforms such as YouTube and services such as VPN continue making an alternative media sphere possible for Russian speakers. There is no language requirement to take this seminar. All required readings and course materials will be available in English

**Fall 2024: FILM GU4945**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 4945	001/16001	Th 9:10am - 11:00am 507 Dodge Building	Anastasia Kostina	3.00	9/12

## FRENCH

### THE FRENCH DEPARTMENT:

Department website: <https://french.columbia.edu/>

Office location: 515-521 Philosophy Hall

Office contacts: Julie L. Stevens [js4504@columbia.edu](mailto:js4504@columbia.edu)



Department Chair: Prof. Emmanuelle Saada [es2593@columbia.edu](mailto:es2593@columbia.edu)

Director of Undergraduate Studies: Prof. Aubrey Gabel, [aag2188@columbia.edu](mailto:aag2188@columbia.edu)

Director of the French Language Program: Dr. Pascale Hubert-Leibler [ph2028@columbia.edu](mailto:ph2028@columbia.edu)

Undergraduate Administrator: Benita Dace, [byd1@columbia.edu](mailto:byd1@columbia.edu)

## FRENCH AND FRANCOPHONE STUDIES

The undergraduate Major in French and Francophone Studies and Minor in French and Francophone Studies give students an overview of French and francophone literature, culture, politics, and societies from the Middle Ages to the present. Students take a series of required courses in which they hone their linguistic skills (primarily with Read, Think, Write in French) before delving into the study of literature, culture, politics and society with Introduction to French and Francophone Studies: History and Introduction to French and Francophone Studies: Literature, and the Senior Seminar in which students refine their understanding of literary analysis, works and methods and are introduced to research in French and francophone studies. Students also take advanced electives on any aspect of French or francophone literature, culture, or history.

The optional Senior Essay, written under the guidance of a faculty member at Columbia or during a student's semester abroad, provides an initiation to scholarly research. It is a requirement to be eligible for departmental honors.

Seeing as a direct experience of contemporary French society is an essential part of the program, students are strongly encouraged to spend a summer, a semester or an academic year at Reid Hall-Columbia University in Paris, where they can take courses that will be credited toward the French major as well as to other majors including Political Sciences, History or Art History. Qualified students may also take courses directly in the French university system.

Please reach out to the Director of Undergraduate Studies for Majors' and Minors' Worksheets (for French and Francophone Studies), which provide a breakdown of course requirements.

## STUDENT ADVISING

All advising for undergraduate students pursuing a French and Francophone studies major and minor is handled by the Director of Undergraduate Studies. Students with questions regarding language requirements should contact the Director of the French Language Program.

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

### Advanced Placement

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 taken online: FRENCH PLACEMENT TEST. An SAT score of 780 or a score of 5 on the AP exam satisfies the language requirement. Students with a score of 4 on the AP exam will be placed in Intermediate II, but may attempt to place out by requesting to take an oral exam administered by the Director of the Language Program.

### Barnard College Courses

Many advanced literature and culture courses at Barnard College may fulfill elective credits for the French major or minor at Columbia, pending approval by the Director of Undergraduate Studies. Please note: The Barnard course, FREN BC1204 Intermediate II does not fulfill the undergraduate language requirement.

### Transfer Courses

Transfer students may apply a limited number of qualifying credits from other institutions to elective courses in the French major and minor, pending approval from the Director of Undergraduate Studies. Students should be expected to present syllabi and transcripts for courses at previous institutions.

### Study Abroad

Seeing as a direct experience of contemporary French society is an essential part of the program, students are strongly encouraged to spend either a summer term, a semester, or a full, academic year at Reid Hall, Columbia University's Global Center in Paris, where they can take courses that will be credited toward the French major as well as to other majors (e.g. history, art history, political science) and the global core. Qualified students may also take courses directly in the French university system.

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>. For Reid Hall's French immersion program, please visit <https://global.undergrad.columbia.edu/program/columbia-paris-semester>.

### Summer Study in Paris

Study abroad opportunities at Reid Hall are available during the summer. These include language and culture courses, global core electives and a combined course that meets both Columbia's ArtHum and MusicHum requirements. For information about study abroad, please visit <https://global.undergrad.columbia.edu/studyabroad>.

## Summer Courses

The French Department offers a limited number of courses in the French language and in French and francophone literature, history, and culture over the summer. For more information about summer courses in French, please please contact [Samuel Skippon \(ss2642@columbia.edu\)](mailto:ss2642@columbia.edu), the Director of Summer Sessions.

## CORE CURRICULUM CONNECTIONS

The French Department offers courses in the Global Core, which may also count as electives in the French major or minor. For a current listing of Global Core courses, please consult this website: <https://bulletin.columbia.edu/columbia-college/core-curriculum/global-core-requirement/>

## UNDERGRADUATE RESEARCH AND SENIOR ESSAY

### Senior Essay

The Senior Essay offers students an opportunity to immerse themselves in a research project and to hone their research and writing skills. It substitutes for an elective and makes the student eligible for departmental honors. The essay (25 pages minimum, in French) is usually written under the direction of a tenured or tenure-faculty faculty member (assistant professor, associate professor, or professor). Occasionally, with the permission of the DUS, the essay may be written under the direction of a lecturer. Only students who choose to write a Senior Essay are eligible for departmental honors.

The Senior Essay is a year-long project. Students are required to meet with the DUS to discuss their choice of adviser. They should do so preferably before the end of the spring semester of their junior year and no later than September 15th of their senior year. Once they have established a relationship with their adviser, they should have their research project approved by the latter, with a copy to the DUS (no later than October 15th). In the Spring, students should register for the Senior Tutorial in Literature (FREN UN3996). Students developing a Senior Essay are still required to take the Senior Seminar (FREN UN3995) in their senior year.

### Undergraduate Research outside of Courses

The Department of French fosters students' research and critical thinking skills both inside and outside of the classroom. During their studies, interested students are encouraged to apply for undergraduate research funding opportunities, awarded by the department (see the Undergraduate Research Fellowship below), other Columbia units and outside sources. French and Francophone Studies graduates often go on to teach and research abroad, through programs like the [US Fulbright Program](#) or the [Teaching Assistant Program in France \(TAPIF\)](#).

## DEPARTMENT HONORS AND PRIZES

### Academic Prizes

The Department of French 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.

Undergraduate Research Outside of Courses [drop-down]

The Department of French fosters students' research and critical thinking skills both inside and outside of the classroom. During their studies, interested students are encouraged to apply for undergraduate research funding opportunities, awarded by the department (see the Undergraduate Research Fellowship below), other Columbia units and outside sources. French and Francophone Studies graduates often go on to teach and research abroad, through programs like the [US Fulbright Program](#) or the [Teaching Assistant Program in France \(TAPIF\)](#).

### Undergraduate Research Fellowship

Every year, the Department of French awards the French and Francophone Studies Undergraduate Research Fellowship. The fellowship is intended to support students majoring in the humanities or the social sciences pursuing research in France or a francophone country or region during the summer between their junior and senior years. Please visit [this website](#) for up-to-date information.

### Department Honors

Majors who wish to be considered for departmental honors should consult with the director of undergraduate studies. To be eligible for departmental honors, students must have a grade point average of at least 3.7 in major courses and have completed an approved senior essay (information below) 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.

## OTHER IMPORTANT INFORMATION

### 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-UN1102 Elementary French I & II, and FREN UN2101-UN2102 Intermediate French I & 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 taken online: [FRENCH PLACEMENT TEST](#). An SAT score of 780 or a score of 5 on the AP exam satisfies the language requirement. Students with a score of 4 on the AP exam will be placed in Intermediate II, but may attempt to place out by requesting to take an oral exam administered by the Director of the Language Program.

Please note: 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 UN2101 INTERMEDIATE FRENCH I and FREN UN2102 INTERMEDIATE FRENCH 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 some of the 2-point conversation courses offered at intermediate and advanced levels. Conversation courses generally may not be counted toward the major or concentration.

### Advanced Placement

- AP score of 4 automatically places a student in French Intermediate II, thereby granting them the equivalency of the first 3 courses of the elementary-intermediate sequence.
- 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 only 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 3 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 3 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 computers.

## 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 and aby distinguished French visitors to New York City. With its weekly French film series as well as, book club, café-conversation. Another opportunity to practice French, discover new aspects of Francophone culture, and learn about internships and professional opportunities is the French Cultural Society. For information about the FCS, contact the departmental liaison, Dr. Laurence Marie. 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.

### Professors

- Peter Connor (Barnard)
- Madeleine Dobie
- Antoine Compagnon
- Souleymane Bachir Diagne
- Pierre Force
- Elisabeth Ladenson
- Camille Robcis
- Emmanuelle Saada
- Joanna Stalnaker
- Caroline Weber (Barnard)

### Associate Professors

- Thomas Dodman
- Eliza Zingesser

### Assistant Professors

- Aubrey Gabel

### Senior Lecturers

- Heidi Holst-Knudsen

- Pascale Hubert-Leibler
- Sophie Queuniet

### Lecturers

- Alexandra Borer
- Pascale Crépon
- Wesley F. Gunter
- Samuel Skippon
- Eric Matheis
- Laurence Marie

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Program Planning for all Students

Students interested in majoring or minoring in French and Francophone Studies should consult the Curriculum Maps, available on the Bulletin and the Department of French website. Students should also meet with the Director of Undergraduate Studies to discuss their degree progress on a semesterly basis.

### Guidance for First-Year Students

Incoming students interested in majoring or minoring in French and Francophone Studies should immediately begin taking courses in French upon their arrival, after having taken the Language Placement Exam to test into the appropriate course level. Some students will need to take additional language courses before beginning courses for the major/minor, and others can proceed directly to major and/or minor requirements. As they continue with their course requirements, students should consult the Curriculum Maps, available on the Bulletin and the Department of French website. After their first year, students should also consult with the Director of Undergraduate Studies on a semesterly basis.

### Guidance for Transfer Students

Transfer students interested in majoring or minoring in French and Francophone Studies should immediately should also consult with the Director of Undergraduate Studies, who will decide which, if any, courses may be afforded transfer credit. Students should have syllabi and course materials on hand, so that the DUS can evaluate possible courses for transfer credits. After this, students majoring or minoring in French and Francophone Studies are encouraged to meet with the DUS to discuss their degree progress on a semesterly basis.

## UNDERGRADUATE PROGRAMS OF STUDY

### Major in French and Francophone Studies

For those students who would like to major in French and Francophone studies, please consult our website and the information below. Each student's program of study is to be discussed regularly with the Director of Undergraduate Studies, starting in the spring semester of the sophomore year.

### COURSES

A minimum of 30 points beyond completion of the language requirement (FREN UN2102), which should be distributed as follows:

#### CORE (12 points):

FREN UN3405	Read, Think, Write in French (Formerly Titled, "Advanced Grammar and Composition")
FREN UN3409	INTRO TO FRENCH # FRANCOPHONE HISTORY
FREN UN3410	Intro French # Francophone Literature
FREN UN3995	SENIOR SEMINAR

#### ELECTIVES (18 points, or 15 points in case of a senior essay):

Six elective courses in French or francophone literature and culture at the 3000 or 4000 level.

These elective courses can include advanced literature, culture, and history courses offered by the Department of French, as well as our popular "French Thru/Through X" courses, which reinforce advanced French language proficiency through various cultural themes (including Current Events, Paris, Pop Culture, the Visual Arts, and so on).

These elective courses should include a minimum of one course that covers the Early-Modern period (before 1800) and a maximum of two "French Thru/Through X" classes (FREN UN32XX).

Students are encouraged to study abroad at Reid Hall. Relevant courses taken at Reid Hall or at a French partner institution may count towards the major.

Though students should prioritize classes taught in French and in the Department of French, courses with significant coverage of the French and Francophone world in other departments may also be counted towards the major with DUS approval.

Some French Barnard College courses may be taken with the approval of the Director of Undergraduate Studies.

### CURRICULUM MAP:

- Students are encouraged to first complete FREN UN3405, to prepare themselves for other, more advanced university courses in French. One possible curriculum map is thus to take FREN UN3405, then the core literature and history survey courses (in any order or concurrently), before



completing the three required elective courses. However, additional core and elective courses can ultimately be taken in any order or concurrently.

- Elective credits can also be completed while studying abroad, either at the Columbia Undergraduate program at Reid Hall in Paris or at partner institutions, such as Sciences Po and a few other qualifying Parisian universities.
- Any elective courses taken at partner institutions will be subject to DUS approval.

## Minor in French and Francophone Studies

For those students who would like to minor in French and francophone studies, please consult our website and the information below. Each student's program of study is to be discussed regularly with the Director of Undergraduate Studies, starting in the spring semester of the sophomore year.

### COURSES

The minor is composed of five courses, or a minimum of 15 points beyond the language requirement / prerequisite (FREN UN2102), which are distributed as follows.

#### CORE (6 points):

- FREN UN3405 "Read, Think, Write in French" (Formerly titled "Advanced Grammar and Composition")
- One of our two core interdisciplinary, undergraduate survey courses, which cover literature, history, and culture from the Middle Ages to the Present. These include either the history survey (FREN UN3409 Introduction to French and Francophone Studies: History) or the literature survey (FREN UN3410 Introduction to French and Francophone Studies: Literature).

#### INTERDISCIPLINARY ELECTIVES (9 points):

- The remaining three electives can be fulfilled by various French or Francophone literature courses at the 3000 or 4000 level.
- These elective courses can include advanced literature, culture, and history courses offered by the Department of French, as well as our popular "French Thru/Through X" (FREN UN32XX) courses, which reinforce advanced French language proficiency through various cultural themes (including Current Events, Paris, Pop Culture, the Visual Arts, and so on).
- Students are encouraged to study abroad at Reid Hall. Relevant courses taken at Reid Hall or at a French partner institution may count towards the major.
- Though students should prioritize classes taught in French and in the Department of French, courses with significant

coverage of the French and Francophone world in other departments may also be counted towards the minor with DUS approval.

- Although students should prioritize classes taught in the Department of French at Columbia, some French courses at Barnard College may be taken with the approval of the Director of Undergraduate Studies.

### CURRICULUM MAP:

- Students are encouraged to first complete FREN UN3405, to prepare themselves for other, more advanced university courses in French. One possible curriculum map is thus to take FREN UN3405, then one core course (either the literature or history survey courses), before completing the three required elective courses. However, additional core and elective courses can ultimately be taken in any order or concurrently. Students may also opt to take the remaining core course for an elective credit (i.e., to take both the literature and history survey courses, and to count one towards the minor requirement and one towards an elective credit).
- Elective credits can also be completed while studying abroad, either at the Columbia Undergraduate program at Reid Hall in Paris or at partner institutions, such as Sciences Po and a few other qualifying Parisian universities.
- Any elective courses taken at partner institutions will be subject to DUS approval.

### LANGUAGE PROFICIENCY REQUIREMENTS:

- Students could begin completing their minor immediately in their freshman year but should begin a minor no later than their junior year. Upon arrival at Columbia, interested students will need to pass the language proficiency exam to determine whether they need to complete first- and second-year French courses, or whether they can pass directly to FREN UN3405.
- All language prerequisites must be completed before taking FREN UN3405.
- The AP French exam already fulfills the language requirement for Columbia students, so it may not fulfill requirements for the minor.

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

### Concentration in French and Francophone Studies

The concentration in French and Francophone Studies requires a minimum of 24 points beyond completion of the language

requirement ( FREN UN2102 Intermediate Course II), distributed as follows:

FREN UN3405	Read, Think, Write in French
FREN UN3409	INTRO TO FRENCH # FRANCOPHONE HISTORY
FREN UN3410	Intro French # Francophone Literature
FREN UN3995	SENIOR SEMINAR

The remaining four courses (12 points) are to be chosen from 3000- or 4000- level offerings in French literature, culture, or history.

One of the following advanced language classes can be counted as an elective: French for Diplomats; French Culture, Language and Society through ... (FREN UN324X); Advanced Translation Workshop.

## Major in French

The major in French requires a minimum of 33 points beyond completion of the language requirement (FREN UN2102 Intermediate Course II), distributed as follows:

FREN UN3405	Read, Think, Write in French
FREN UN3333 & FREN UN3334	INTRO TO LITERARY STUDIES I and INTRO TO LITERARY STUDIES II
FREN UN3600	INTRO TO FRENCH CIVILIZATION
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.

One of the following advanced language classes can be counted as an elective: French for Diplomats; French Culture, Language and Society through...; Advanced Translation Workshop; and The Cultural Workshop.

### 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 THIRD-YEAR GRAMMAR # COMP, 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 ELEM FRENCH
FREN UN2101	INTERMEDIATE FRENCH I
FREN UN2102	INTERMEDIATE FRENCH II
FREN UN2106	RAPID READING AND TRANSLATION
FREN UN2121	INTERMED CONVERSATN FRENCH I
FREN UN2122	INTERMED CONVERSATN FRENCH II
FREN UN3131	THIRD-YEAR CONVERSATION FR I
FREN UN3132	THIRD-YEAR CONVERSATION FR II

## Concentration in French

The concentration in French requires a minimum of 24 points beyond completion of the language requirement (FREN UN2102 Intermediate Course II), distributed as follows:

FREN UN3405	Read, Think, Write in French
FREN UN3333 & FREN UN3334	INTRO TO LITERARY STUDIES I and INTRO TO LITERARY STUDIES II
FREN UN3600	INTRO TO FRENCH CIVILIZATION

The remaining four courses (12 points) are to be chosen from 3000-level offerings in French literature, linguistics, or civilization.

One of the following advanced language classes can be counted as an elective: French for Diplomats; French Culture, Language and Society through...; Advanced Translation Workshop; and The Cultural Workshop

## LANGUAGE

### FREN UN1101 ELEMENTARY FRENCH I. 4.00 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 2024: FREN UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 1101	001/14812	T Th F 8:40am - 9:55am 411 Hamilton Hall	Alexandra Borer	4.00	14/18
FREN 1101	002/14711	M T W Th 8:50am - 9:55am 407 Hamilton Hall	Nadrah Mohammed	4.00	9/18
FREN 1101	003/14712	T Th F 10:10am - 11:25am 411 Hamilton Hall	Alexandra Borer	4.00	15/18

FREN 1101 004/14713	M T W Th 10:10am - 11:15am 413 Hamilton Hall	Marie-Helene Koffi-Tessio	4.00	7/18
FREN 1101 005/14815	M T W Th 11:40am - 12:45pm 407 Hamilton Hall	Sophie Queuniet	4.00	16/18
FREN 1101 006/14714	M T W Th 1:10pm - 2:15pm 407 Hamilton Hall	Sophie Queuniet	4.00	13/18
FREN 1101 007/14715	T Th F 1:10pm - 2:25pm 507 Hamilton Hall	Renate Mattar	4.00	10/18
FREN 1101 008/14716	T Th F 2:40pm - 3:55pm 315 Hamilton Hall	Juliette Goutierre	4.00	8/18
FREN 1101 009/14814	M W Th 4:10pm - 5:25pm 201a Philosophy Hall	Laetitia Ndiaye	4.00	17/18
FREN 1101 010/14717	M W Th 6:10pm - 7:25pm 407 Hamilton Hall	Jeanne Devautour	4.00	7/18

**Spring 2025: FREN UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 1101 002/14474		T Th F 10:10am - 11:25am 407 Hamilton Hall	Samuel Skippon	4.00	9/18
FREN 1101 003/14475		M T W Th 11:40am - 12:45pm 307 Uris Hall	Hayet Sellami	4.00	13/18
FREN 1101 004/14476		M T W Th 1:10pm - 2:15pm 328 Uris Hall	Hayet Sellami	4.00	13/18
FREN 1101 005/14477		T Th F 2:40pm - 3:55pm 411 Hamilton Hall	Madelyn Neal	4.00	14/18
FREN 1101 006/14478		T Th F 4:10pm - 5:25pm 328 Uris Hall	Alexandre Bournery	4.00	17/18

**FREN UN1102 ELEMENTARY FRENCH II. 4.00 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 2024: FREN UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 1102 001/14718		M T W Th 8:50am - 9:55am 413 Hamilton Hall	Pascale Crepon	4.00	14/18
FREN 1102 003/14719		T Th F 11:40am - 12:55pm 413 Hamilton Hall	Eric Matheis	4.00	14/18
FREN 1102 004/14720		T Th F 1:10pm - 2:25pm 413 Hamilton Hall	Eric Matheis	4.00	12/18
FREN 1102 005/14721		T Th F 2:40pm - 3:55pm 411 Hamilton Hall	Samuel Skippon	4.00	12/18

FREN 1102 006/14722	T Th F 4:10pm - 5:25pm 411 Hamilton Hall	Samuel Skippon	4.00	14/18
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**Spring 2025: FREN UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 1102 002/14466		M T W Th 8:50am - 9:55am 413 Hamilton Hall	Pascale Crepon	4.00	13/18
FREN 1102 004/14468		M T W Th 11:40am - 12:45pm 413 Hamilton Hall	Sophie Queuniet	4.00	18/18
FREN 1102 005/14469		M W Th 1:10pm - 2:15pm 201a Philosophy Hall	Pascale Crepon	4.00	10/18
FREN 1102 006/14470		T Th F 2:40pm - 3:55pm 616 Hamilton Hall	Renate Mattar	4.00	15/18
FREN 1102 007/14471		M W Th 4:10pm - 5:25pm 407 Hamilton Hall	Laetitia Ndiaye	4.00	17/18
FREN 1102 008/14472		M W Th 6:10pm - 7:25pm 411 Hamilton Hall	Jeanne Devautour	4.00	13/18

**FREN UN1105 ACCELERATED ELEM FRENCH. 8.00 points.**

Prerequisites: The instructor's permission

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

**FREN UN2101 INTERMEDIATE FRENCH I. 4.00 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 2024: FREN UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 2101 002/14723		M T W Th 9:10am - 10:00am 201a Philosophy Hall	Eponine Senay	4.00	20/18
FREN 2101 003/14724		M T W Th 10:10am - 11:00am 609 Hamilton Hall	Pascale Hubert-Leibler	4.00	15/18
FREN 2101 004/14725		M T W Th 1:10pm - 2:00pm 318 Hamilton Hall	Ronald McIntyre	4.00	20/18
FREN 2101 005/14726		T Th F 1:10pm - 2:25pm 609 Hamilton Hall	Brooke Habit	4.00	10/18
FREN 2101 006/14728		T Th F 2:40pm - 3:55pm 407 Hamilton Hall	Carlos Malache Silva	4.00	9/18
FREN 2101 007/14729		M W Th 6:10pm - 7:25pm	Hayet Sellami	4.00	9/18

413 Hamilton Hall

**Spring 2025: FREN UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 2101	001/14455	M T W Th 12:10pm - 1:00pm 255 International Affairs Bldg	Pascale Hubert-Leibler	4.00	14/18
FREN 2101	002/14456	T Th F 1:10pm - 2:25pm 407 Hamilton Hall	Eric Matheis	4.00	15/18
FREN 2101	003/14457	T Th F 2:40pm - 3:55pm 407 Hamilton Hall	Eric Matheis	4.00	7/18
FREN 2101	004/14510	M T W Th 11:10am - 12:00pm 201a Philosophy Hall	Pascale Hubert-Leibler	4.00	8/18

**FREN UN2102 INTERMEDIATE FRENCH II. 4.00 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

**Fall 2024: FREN UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 2102	001/14730	T Th F 8:40am - 9:55am 315 Hamilton Hall	Mohamed Yacine Chitour	4.00	9/18
FREN 2102	002/14732	T Th F 10:10am - 11:25am 407 Hamilton Hall	Nicolas Mouzet	4.00	8/18
FREN 2102	003/14733	T Th F 1:10pm - 2:25pm 201a Philosophy Hall	Laurence Marie	4.00	15/15
FREN 2102	004/14734	M T W Th 1:10pm - 2:00pm 328 Uris Hall	Hayet Sellami	4.00	19/19
FREN 2102	005/14735	T Th F 2:40pm - 3:55pm 413 Hamilton Hall	Heidi Holst-Knudsen	4.00	16/18

**Spring 2025: FREN UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 2102	001/14458	M W Th 8:40am - 9:55am 313 Hamilton Hall	Joshua Kruchten	4.00	20/18
FREN 2102	002/14459	T Th F 10:10am - 11:25am 307 Mathematics Building	Nicolas Mouzet	4.00	9/18
FREN 2102	003/14460	T Th F 11:40am - 12:55pm 407 Hamilton Hall	Brooke Habit	4.00	17/18
FREN 2102	004/14461	T Th F 1:10pm - 2:25pm 327 Uris Hall	Heidi Holst-Knudsen	4.00	15/18

FREN 2102	005/14462	T Th F 2:40pm - 3:55pm 201a Philosophy Hall	Laurence Marie	4.00	12/18
FREN 2102	006/14463	T Th F 4:10pm - 5:25pm 201a Philosophy Hall	Carlos Malache Silva	4.00	10/18
FREN 2102	007/14464	M W Th 6:10pm - 7:25pm 407 Hamilton Hall	Anna Langewiesche	4.00	19/18

**FREN UN2121 INTERMED CONVERSATN FRENCH I. 2.00 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

**Fall 2024: FREN UN2121**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 2121	001/14737	T Th 10:10am - 11:25am 201a Philosophy Hall	Pascale Crepon	2.00	7/15
FREN 2121	002/14738	M W 2:40pm - 3:55pm 413 Hamilton Hall	Hayet Sellami	2.00	6/15

**Spring 2025: FREN UN2121**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 2121	001/14448	M W 2:40pm - 3:55pm 507 Philosophy Hall	Alexandre Bournery	2.00	12/15

**FREN UN2122 INTERMED CONVERSATN FRENCH II. 2.00 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

**Fall 2024: FREN UN2122**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 2122	001/14744	T Th 11:40am - 12:55pm Room TBA		2.00	0/15
FREN 2122	002/14745	T Th 4:10pm - 5:25pm 407 Hamilton Hall	Zachary Desjardins-Mooney	2.00	5/15

**Spring 2025: FREN UN2122**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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FREN 2122 002/14511 Th 2:40pm - 3:55pm Nicolas Mouzet  
2.00 6/15  
424 Kent Hall

### **FREN UN2106 RAPID READING AND TRANSLATION. 3.00 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 2024: FREN UN2106**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 2106	001/14736	M W 4:10pm - 5:25pm 413 Hamilton Hall	Sophie Queuniet	3.00	6/18

#### **Spring 2025: FREN UN2106**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 2106	001/14450	T Th 4:10pm - 5:25pm 411 Hamilton Hall	Ronald McIntyre	3.00	8/18

### **FREN UN3131 THIRD-YEAR CONVERSATION FR I. 2.00 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 2024: FREN UN3131**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3131	001/14747	T Th 11:40am - 12:55pm 201a Philosophy Hall	Laurence Marie	2.00	12/15
FREN 3131	003/14749	T Th 2:40pm - 3:55pm 201a Philosophy Hall	Laurence Marie	2.00	12/15

### **FREN UN3240 FREN LANG,SOC,CULTRE THRU FILM. 3.00 points.**

Prerequisites: FREN UN2102 *FREN W2202* Intermediate French II.

Prerequisites: FREN UN2102 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

#### **Spring 2025: FREN UN3240**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3240	001/13641	T Th 2:40pm - 3:55pm 327 Uris Hall	Heidi Holst-Knudsen	3.00	15/15

### **FREN UN3241 FRENCH LANGUAGE THRU THEATER. 3.00 points.**

The course is taught in French and focuses on learning the French language via the study of theatre (through plays, scenes, theories, lecture/workshops by guests, as well as performing a series of activities). The course offers students the opportunity to have a better grasp of the variety of French theatres within the culture; and to perform the language through the body and mind. Its goal is to both introduce students to theatre and to explore how it challenges us physically and emotionally, as well as in intellectual, moral, and aesthetic ways. No previous acting experience is necessary but a desire to “get up and move” and possibly even go see plays as a class project is encouraged

#### **Spring 2025: FREN UN3241**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3241	001/13645	M W 11:40am - 12:55pm 407 Hamilton Hall	Pascale Crepon	3.00	14/18

### **FREN UN3405 Read, Think, Write in French. 3.00 points.**

Enrollment limited to 15.

Prerequisites: *FREN W3405* must be taken before *FREN W3333/4* unless the student has an AP score of 5 or the director of undergraduate studies' permission.

UN3405 enables students to hone and perfect their reading and writing skills while improving their ability to express and organize thoughts in French. In this engaging advanced language class, students are exposed to major texts in fields as diverse as journalism, sociology, anthropology, politics, literature, philosophy and history. Stimulating class discussions, targeted reviews of key grammatical points in context, and an array of diverse writing exercises all contribute to strengthen students' mastery of the French language. This course also works as a bridge class between Intermediate French II and courses that focus on French and Francophone cultures, history and literature (such as 3409 and 3410). Students who take this class will be fully prepared to take advanced content classes or spend a semester in a Francophone country. This class is required for the French major and minor

#### **Fall 2024: FREN UN3405**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3405	001/14755	T Th 11:40am - 12:55pm 411 Hamilton Hall	Alexandra Borer	3.00	12/24
FREN 3405	002/21368	T Th 11:40am - 12:55pm 507 Hamilton Hall	Marie-Helene Koffi-Tessio	3.00	10/15

#### **Spring 2025: FREN UN3405**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3405	001/14438	T Th 10:10am - 11:25am 411 Hamilton Hall	Alexandra Borer	3.00	13/15
FREN 3405	002/18237	T Th 10:10am - 11:25am	Marie-Helene	3.00	8/15

313 Pupin      Koffi-  
Laboratories      Tessio

### **FREN UN3242 FREN LANG,SOC,CULTRE THRU PARIS. 3.00 points.**

Prerequisites: 2 years of college French Paris may be referred to as the capital of modernity, as the city of romance and pleasure, as the center of social and political powers, or as a privileged stage for crises and revolutions. Analyzing and researching the meanings of these diverse representations would expose students to key aspects of French and Francophone political, social, and cultural history. This is a proposal for a course intended for students who, having completed their language requirement in French, would like to better their knowledge of French language and society. It would offer students the opportunity to study representations of Paris over the centuries as a way to practice writing, reading, and conversation in French and as a way to deepen their understanding of French and Francophone cultures. Materials for the course would include major literary texts as well as paintings, movies and popular songs, but also museum websites, local newspapers and local ads, brochures from retail and food malls, restaurant menus, postcards... such variety can be utilitarian and intellectually compelling at the same time. It would allow students not only to study language registers and vocabulary contextualization but also work on finding patterns and making connections

### **FREN UN3244 FRENCH THRU CURRENT EVENTS. 3.00 points.**

The course will offer students an understanding of fundamental underlying concepts that structure French society and that are necessary to grasp if one wants to follow current events in France. This course could be of interest not only to CC students but also to students enrolled at SIPA or Teacher's College. Moreover, this course would allow for a comparative approach to how same events are covered in US, or other foreign media, and in France. Given that this course will deal with current events, the readings will depend entirely on how the news unfolds. Students will be given an introduction to the various media outlets available to them: the press, television and online sources. As the course unfolds, I will adapt the choice of sources that best follow events as they happen. 2022 for example, will be the year France assumes the presidency of the European Union. It will also be the year of the presidential elections. For such events, I will propose specific institutional sources. On the other hand, events that could not be anticipated will require some form of guidance in terms of sources. In spite of the obvious unpredictability of the specific content of this course, certain key concepts necessary to understand current events in France will be presented. These may vary slightly from one semester to another, but would include, without being limited to: the structure of government and public institutions, political parties, unions and "associations", social benefits and "the welfare state", public vs. private sector, "Paris is France", universalism, secularism and "laïcité", cultural exceptionalism, the figure of the intellectual, national identity, immigration, geography of France and demographics, relation to Europe,

geopolitics, globalization and sovereignty. Of course, the choice of themes and concepts in a given semester would be influenced by dominant topics in the French news

#### **Fall 2024: FREN UN3244**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3244	001/14754	T Th 1:10pm - 2:25pm 411 Hamilton Hall	Samuel Skippon	3.00	11/18

### **FREN UN3243 Lang. Culture, Society: La culture pop. 3.00 points.**

The host of the daily radio show Popopop on the public radio France Inter routinely introduces his guests by asking them "what is pop culture?" / "qu'est ce que la culture pop?" The answers are at least as diverse as the guests' cultural, social, and generational backgrounds. Keeping the complexity and variety of the possible answers to this question in mind, students in this class will be introduced to French pop culture or La culture pop française both in its specificity and in contrast to American pop culture. In this French language class, critical thinking applied to mass media such as music, movies, ads, and newspapers, as well as literature ranging from les BD (comics and graphic novels) to les polars (detective fiction), and as well as to Social Media (blogs, podcasts, influencers, etc.) will enable students to better grasp some of the forces shaping culture in French society, equipping them with knowledge and concepts that are helpful to understanding dominant cultural trends and their impact on contemporary French Society. Exposing students to such a wide variety of materials will be intellectually compelling and will also expose them to a variety of language registers

## **LITERATURE AND CULTURE**

### **FREN UN3503 Enlightenment/Counter-Enlightenment. 3 points.**

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 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.

**FREN UN3517 Montaigne, Descartes, Pascal. 3 points.**

Prerequisites: *FREN W3333-W3334* or the director of undergraduate studies' or the instructor's permission. A study of Montaigne's *Essais* and their rewriting by Descartes and Pascal, with a focus on the nature of intellectual and aesthetic innovation in a humanist context.

**FREN UN3600 INTRO TO FRENCH CIVILIZATION. 3.00 points.**

Prerequisites: *FREN W3333* or *W3334* and *W3405*, or the director of undergraduate studies' permission. Prerequisites: *FREN UN3333* or *UN3334* and *UN3405*, or the director of undergraduate studies permission. Based on readings of short historical sources, the course will provide an overview of French political and cultural history since 1700

**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 2023-2024 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 W3766 Transcribing/Writing Tales in Africa. 3 points.**

Not offered during 2023-2024 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.

**FREN W3726 Sex, Class and Shame in 20th-21st 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.

**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, Rene Clair, Alain Resnais, Francois Truffaut and Jean-Luc Godard. In English.

**FREN UN3409 INTRO TO FRENCH # FRANCOPHONE HISTORY. 3.00 points.**

This class provides an introduction to the history of France and of the francophone world since the Middle Ages. It initiates students to the major events and themes that have shaped politics, society, and culture in France and its former colonies, paying special attention to questions of identity and diversity in a national and imperial context. Modules include a combination of lecture and seminar-style discussion of documents (in French). This course is part of a two-course sequence and is a core requirement the French and Francophone Studies major

Fall 2024: FREN UN3409

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3409	001/10743	T Th 4:10pm - 5:25pm 315 Hamilton Hall	Thomas Dodman	3.00	13/15
FREN 3409	AU1/21256	T Th 4:10pm - 5:25pm Othr Other	Thomas Dodman	3.00	3/3

Spring 2025: FREN UN3409

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3409	001/13648	T Th 11:40am - 12:55pm 609 Hamilton Hall	Zachary Desjardins-Mooney	3.00	7/20

**FREN UN3410 Intro French # Francophone Literature.**  
**3.00 points.**

This class offers a survey of major works of French and francophone literature from the Middle Ages to the present. Emphasis will be placed on formal and stylistic elements of the works read and on developing the critical skills necessary for literary analysis. Works will be placed in their historical context

**Fall 2024: FREN UN3410**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3410	001/10742	T Th 11:40am - 12:55pm 609 Hamilton Hall	Anna Langewiesche	3.00	7/15
FREN 3410	AU1/21257	T Th 11:40am - 12:55pm Othr Other	Anna Langewiesche	3.00	3/3

**Spring 2025: FREN UN3410**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3410	001/13654	M W 10:10am - 11:25am 407 Hamilton Hall	Eponine Senay	3.00	7/20

**SENIOR SEMINAR AND SENIOR THESIS****FREN UN3995 SENIOR SEMINAR. 3.00 points.**

Prerequisites: completion of either *FREN W3333-FREN W3334* or *FREN W3420-FREN W3421*, and *FREN W3405*, or the director of undergraduate studies' or the instructor's permission. 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

**Spring 2025: FREN UN3995**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3995	001/13662	T 4:10pm - 6:00pm 607 Hamilton Hall	Joanna Stalnakier	3.00	5/15

**FREN UN3996 SENIOR TUTORIAL IN LITERATURE.**  
**3.00 points.**

Prerequisites: the director of undergraduate studies permission. Required for majors wishing to be considered for departmental honors. This course may also be taken at Reid Hall. Recommended for seniors majoring or concentrating in French and open to other qualified students. Preparation of a senior essay. In consultation with a staff member designated by the director of undergraduate studies, the student develops a topic withing the areas of French language, literature, or intellectual history

**Spring 2025: FREN UN3996**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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FREN 3996 001/17654

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Gabel**GERMANIC LANGUAGES****GERMANIC LANGUAGES**Department website: <https://germanic.columbia.edu/>

Office location: 414 Hamilton Hall

Office contact: 212-854-3202, [germanic@columbia.edu](mailto:germanic@columbia.edu)Director of Undergraduate Studies: Professor Annie Pfeifer, 409 Hamilton Hall, [ap750@columbia.edu](mailto:ap750@columbia.edu), 212-854-8986Director of the Language Program: Jutta Schmiere-Heller, [js2331@columbia.edu](mailto:js2331@columbia.edu), 212-854-5381Director of Academic Administration and Finance: Kerstin Hofmann, 415 Hamilton Hall, [kh3168@columbia.edu](mailto:kh3168@columbia.edu), 212-854-1624**THE DEPARTMENT OF GERMANIC LANGUAGES**

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.

## THE YIDDISH STUDIES PROGRAM

The Yiddish Studies Program at Columbia University, the global leader in Yiddish scholarship and teaching, focuses on the experiences and cultural efflorescence of Ashkenazic Jewry over a thousand years and five continents. It is a perfect exemplar of Columbia's interests in global and transnational study, weaving together language, literature, and culture in a way that echoes the best of Columbia's justly famed humanities programs.

The program in Yiddish studies offers both the undergraduate Major, Concentration and three new Minor tracks, in addition to graduate studies leading to the Ph.D. 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. The graduate program, the only degree-granting Yiddish Studies Program in the United States, is considered one of the world's most important, with its graduates holding many of the major university positions in the field.

Students of Yiddish have ample opportunities to enhance their studies through a number of fellowships. The Naomi Fellowship, a fully-subsidized Yiddish Study Abroad program allows students to explore Yiddish culture and history in Israel and Poland. The Irene Kronhill Pletka YIVO Fellowship enables students to expand on their archival research skills in New York. Upon graduation, our majors compete successfully for Fulbright and other prestigious scholarships, and are highly qualified to pursue careers in humanities, social sciences, as well as artistic and professional careers.

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. The Yiddish Studies Program is also closely affiliated with the Institute for Israel and Jewish Studies, which offers diverse programming and other fellowship opportunities. 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 Yiddish programming, such as lectures, monthly conversation hours, Meet a Yiddish Celebrity series, as well as the activities of the Yiddish Club of Columbia's Barnard/

Hillel allows students to explore Yiddish culture outside the classroom.

## The German Language Placement Exam

The German Language Placement Exam is offered every semester to students who already speak the language in order to determine their language level (Elementary, Intermediate, Advanced) and the right level language course. Visit our [website for details](#).

## 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 I-GERM UN1102, 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, 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 UN2101 INTERMEDIATE GERMAN I-GERM UN2102 INTERMEDIATE GERMAN 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 UN3002 ADVANCED GERMAN II); on specific cultural areas; and on literary, historical, and philosophical areas in literature-oriented courses (GERM UN3333 INTRO TO GERMAN LIT (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 I
GERM UN1102	ELEMENTARY GERMAN II

GERM UN2101	INTERMEDIATE GERMAN I
GERM UN2102	INTERMEDIATE GERMAN 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 UN1101 ELEMENTARY GERMAN I-GERM UN1102 ELEMENTARY GERMAN II may take GERM UN1125 Accelerated Elementary German I & II as preparation for GERM UN2101 INTERMEDIATE GERMAN I.

## STUDENT ADVISING

### Consulting Advisers

**Director of Undergraduate Studies:** Professor Annie Pfeifer, 409 Hamilton Hall, [ap750@columbia.edu](mailto:ap750@columbia.edu), 212-854-8986

**Director of the German Language Program:** Jutta Schmiers-Heller, [js2331@columbia.edu](mailto:js2331@columbia.edu), 212-854-5381

**Director of the Yiddish Studies Program:** Professor Jeremy Dauber, [jad213@columbia.edu](mailto:jad213@columbia.edu)

**Director of the Yiddish Language Program:** Agnieszka Legutko, [abl209@columbia.edu](mailto:abl209@columbia.edu), 212-854-3202

Students can contact the DUS with advising questions. The Department of Germanic Languages is represented at the Academic Resources Fair prior to the beginning of the fall semester and hosts fall and spring open houses for interested students.

### Enrolling in Classes

The German Language Placement Exam is offered throughout the year to students who already speak the language in order to determine their language level (Elementary, Intermediate, Advanced) and the right level language course. Visit our [website for details](#).

### Preparing for Graduate Study

Upon graduation, German majors compete successfully for Fulbright or DAAD scholarships for research in Germany or Austria beyond the B.A. degree. Graduating seniors are highly qualified to pursue graduate studies in the humanities and social sciences, as well as professional careers. Former majors and minors have gone on to pursue graduate degrees in law, journalism, banking and consulting, international affairs, education, and communications.

In addition to applying for Fulbright or DAAD scholarships, students considering graduate work may also wish to write a senior thesis or develop an independent research project with a faculty mentor.

Students interested in pursuing a PhD or MA in the field of Germanic Languages should therefore speak with the Director of Undergraduate Studies and other faculty members no later

than the beginning of the fall semester before applying (i.e., typically the fall of the senior year).

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

Coursework in fulfillment of a major or minor [or special program or concentration] must be taken at Columbia University unless explicitly noted here and/or expressly permitted by the Director of Undergraduate Studies of the program. Exceptions or substitutions permitted by the Director of Undergraduate Studies should be confirmed in writing by email to the student.

### 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.

### Barnard College Courses

The German programs at Columbia and Barnard work together closely. Students may take courses at Barnard to count towards the Major or Minor with the approval of the DUS. Students at Barnard should speak to their advisor at Barnard regarding Columbia courses as the departments are distinct and the requirements for their respective majors are different.

### Transfer Courses

When students transfer to Columbia from other institutions, their coursework at their previous institution must first be considered by their school in order to be evaluated for degree credit (e.g., to confirm that the courses will count toward the 124 points of credit that every student is required to complete for the B.A. degree). Only after that degree credit is confirmed, departments may consider whether those courses can also be used to fulfill specific degree requirements toward a major or minor [or special program or concentration].

### Study Abroad Courses

Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Undergraduate Global Engagement and taught by Columbia instructors) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus. If they are not explicitly listed by the department as fulfilling requirements in the major or minor [or special program or concentration], the DUS will need to confirm that they can be used toward requirements in the major/minor.

Classes taken abroad through other institutions and programs are treated as transfer credit to Columbia, and are subject to the same policies as other transfer courses. There will be a limit on the number of courses taken abroad that can be applied to the major/minor, and they must be approved by the DUS.”

## **FUBiS Summer Language Program in Berlin**

The department offers a language-intensive German program over the summer at the Freie Universität Berlin (FUBiS). Financial support is provided primarily by the Germanistic Society of America and the Max Kade Foundation, with some help from Barnard College, Columbia College, General Studies, Columbia Engineering, and the Department of Germanic Languages.

The FUBiS scholarship is for students who have completed at least two semesters or equivalent of German language instruction in our German language program by May of the year they are applying. Scholarships are awarded based on academic achievement and German language aptitude. Each scholarship includes a travel grant, tuition for a six-week/ one month-long German language course, and lodging at the summer program of the FU University. For additional information on FUBiS, please contact our department and visit <https://www.fubis.org>.

## **Berlin Consortium for German Studies**

The Berlin Consortium for German Studies (BCGS) provides students with a study abroad program, administered by Columbia University, which includes students from other consortium member schools (Princeton, Yale, University of Pennsylvania, Johns Hopkins, and the University of Chicago). You can study a semester or a full academic year. We have the original immersion program (4 semesters + of German required) and a program for students with less German. Please visit the Global Engagement page and click on the tab “Calendars and Pathways” to see all the options available to you: <https://global.undergrad.columbia.edu/program/bcgs>

For additional information on the Berlin Consortium, see the [Study Abroad—Sponsored Programs](#) section in this Bulletin, visit the [Center for Undergraduate Global Engagement](#), or consult the program's office at [uge@columbia.edu](mailto:uge@columbia.edu) ([iuge@columbia.edu](mailto:iuge@columbia.edu)).

## **Summer Courses**

Summer courses at Columbia are offered through the School of Professional Studies.

Courses taken in a Summer Term may be used toward requirements for the major/minor only as articulated in department/institute/center guidelines or by permission of the Director(s) of Undergraduate Studies. More general policies about Summer coursework can be found in the Academic Regulations section of this Bulletin.

## **CORE CURRICULUM CONNECTIONS**

Faculty and graduate instructors from the Department of Germanic Languages regularly teach in the Core, usually Literature Humanities and Contemporary Civilization.

The Department of Germanic Languages also offers several courses that build on the coursework in Contemporary Civilization including “Marx, Nietzsche, Freud” (GERM4670GU) and “Aesthetic Theory - Frankfurt School” (CLGR 4210GU) and “Aesthetics and Philosophy of History” (CLGR4250GU).

## **UNDERGRADUATE RESEARCH AND SENIOR THESIS**

### **Undergraduate Research in Courses**

Beyond the wide-ranging language instruction, the department offers courses that teach students critical theory and interdisciplinary thinking that are applicable to many areas of knowledge. Courses like “Literary Theory: Nietzsche-Agamben” (CLGR4130GU) introduce students to theoretical and interdisciplinary methods. “Advanced Topics” (UN3991) introduces students to contemporary topics and scholarly debates and is based on current research interests of faculty members. Students are also given an opportunity to develop an independent research project.

Students should consult with the Director of Undergraduate Studies. Students can register for Directed Readings with a faculty member.

### **Senior Thesis Coursework and Requirements**

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. Students should approach a faculty member at the end of their junior or beginning of their senior year.

## **Undergraduate Research Outside of Courses DEPARTMENT HONORS AND PRIZES**

### **Department 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 DUS.

### **Academic Prizes**

All prize recipients are announced at the end of the spring semester of each academic year.

The German Academic Achievement Award is awarded to the top students in German language classes. The award is made by the department together with the support of the Consulate General of the Federal Republic of Germany. The prize consists

of a certificate provided by the Consulate and a small gift provided by the department.

The Deutscher Verein Prize is a cash prize given annually to a single Columbia College junior or senior who submits the best essay on a prescribed topic in German Literature or culture. Essays can be in English or in German.

The Deutsches Haus Prize for Distinguished Undergraduate Achievement is given to a graduating German major or minor who has demonstrated excellence and promise in the field of German Studies.

## OTHER IMPORTANT INFORMATION

### 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 engage with current issues in the field and practice their language skills. Twice a month during the semester, the department offers “Kaffeestunde,” an open German conversation hour for speakers at all proficiency levels. The department also holds monthly Dutch and Yiddish Conversation hours.

### Grading

Courses in which a grade of D has been received do not count toward the major or concentration requirements.

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## PROFESSORS

Mark Anderson  
Stefan Andriopoulos  
Claudia Breger (Chair)  
Jeremy Dauber  
Andreas Huyssen (emeritus)  
Harro Müller (emeritus)  
Dorothea von Mücke  
Annie Pfeifer  
Oliver Simons

## VISITING PROFESSORS SPRING 2025:

Maha El Hissy (Visiting Max Kade Professor)

Lieke van Deinsen (Queen Wilhelmina Visiting Assistant Professor)

## SENIOR LECTURERS

Wijnne de Groot (Dutch)  
Agnieszka Legutko (Yiddish)  
Jutta Schmiere-Heller (German)

## LECTURERS

Xuxu Song (German)  
Simona Vaidean (German)

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Program Planning for all Students

Students who entered Columbia (as first-year students or as transfer students) in or after Fall 2024 may select from a curriculum of majors and minors. The requirements for the Bachelor of Arts degree, and role of majors and minors in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study.

Students who entered Columbia in or before the 2023-2024 academic year may select from a curriculum of majors and minors and concentrations. The requirements for the Bachelor of Arts degree, and the role of majors and minors in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study.

### Course Numbering Structure

The 1000 and 2000-level courses are typically language classes including Elementary, Intermediate, and Conversation. At the 3000/4000-level, courses are either advanced language classes and literature/culture classes. While many 3000/4000 courses are taught in English, others are taught in the target language and have language prerequisites or requirements.

### Guidance for First-Year Students

Students who have had prior German instruction are required to take the placement test, which is offered every semester. Students may enroll in 3000 and 4000 level literature and culture courses taught in English before or without completing the language requirements.

### Guidance for Transfer Students

When students transfer to Columbia from other institutions, their coursework at their previous institution must first be considered by their school in order to be evaluated for degree credit. Only after that degree credit is confirmed, departments may consider whether those courses can also be used to fulfill specific degree requirements toward a major or minor [or special program or concentration].



## UNDERGRADUATE PROGRAMS OF STUDY

### 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 UN2102	INTERMEDIATE GERMAN II
GERM UN3001	ADVANCED GERMAN I (can be waived and replaced by another 3000 level class upon consultation with the DUS)
or GERM UN3002	ADVANCED GERMAN II
GERM UN3333	INTRO TO GERMAN LIT (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 UN3442	Literature in the 18th and 19th Centuries
GERM UN3443	SURVEY OF GERMAN LIT:19C (GER)
GERM UN3444	SURVEY OF GERMAN LIT:20C (GER)
GERM UN3445	German Literature After 1945 [In German]

One course in German intellectual history

GERM UN3991	Advanced Topics in German Literature
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The remaining courses to be chosen from the 3000- or 4000-level offerings in German and Comparative Literature—German in consultation with the Director of Undergraduate Studies.

Intermediate German II (GERM UN 2102) can be counted toward the required 30 points, but the total of points from language courses should not be higher than six points.

#### 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 in Yiddish Studies

The program is designed as a combination of language and content courses. 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 abroad, such as the Naomi Praver Kadar International Yiddish Summer Program (the Yiddish Studies program at Columbia offers the fully-subsidized Naomi Fellowship for students of Yiddish), or other academic summer programs, 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.

The second pillar of the Yiddish program is an intimate exposure to the literature and culture of the Yiddish-speaking Jewry. That exposure is achieved through several courses in Yiddish literature, which, although they may cover a variety of subjects or proceed from a number of methodological and disciplinary orientations, share a rigorous commitment to analyzing and experiencing that literature within an overarching historical and cultural framework.

These courses in Yiddish literature, culture and Jewish history will provide students with a solid interdisciplinary foundation in Yiddish studies. Inevitably and necessarily, these courses, whether taught in Yiddish, English, or in a combination of the Yiddish text and English language instruction – cover the sweep of Yiddish literary history from the early modern period to today.

Students should plan their program of study with the director of undergraduate studies as early as possible. There is a prerequisite of two years of Yiddish, or equivalent to be demonstrated through testing.

The Major in Yiddish Studies requires a minimum of 30 points, distributed as follows:

1. **Two courses of advanced language study** (6 points); YIDD UN3101, YIDD UN3102
2. **Three courses in Yiddish literature** (9 points); e.g. YIDD UN3500, YIDD GU4420
3. **At least one course related to a senior thesis** (3 points);

**4. Four related courses, at least one of which is in medieval or modern Jewish history** (12 points); e.g. HIST UN4604, YIDD GU4113.

A senior thesis **is required** for the Major 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. Students must conduct original research, some of which must take place in the Yiddish language, and are required to submit a culminating paper, of no less than 35 pages.

Elective courses:

Elective courses can be taken at Columbia as well as at affiliated institutions such as the Jewish Theological Seminary, Barnard College, New York University, etc. Columbia's arrangements with the joint degree appointing program at JTS, i.e. JTS and GS Joint program with List College, offers students exposure to a wide variety of courses on Yiddish and Yiddish-related topics taught by experts in the field of Yiddish and comparative Jewish literature.

Thanks to the consortial arrangements with other universities in the New York area (Barnard, NYU, Yale, Penn, etc.) students both in Columbia College and General Studies, can take courses at these institutions for degree credit, which allows for student exposure to experts in twentieth-century Soviet Yiddish literature, Yiddish women's writing, Yiddish literature in Israel, and much more (Profs. Gennady Estraiikh, Kathryn Hellerstein, and Hannan Hever). These arrangements allow students to have, if they so choose, an even broader intellectual experience than the already broad interdisciplinary opportunities available to them via the courses offered by the faculty on the Interdisciplinary Committee on Yiddish at Columbia.

Language courses need to be taken at Columbia.

Honors options:

Departmental Honors in Yiddish Studies can be granted to a total of 10% of the students graduating with the Major in Yiddish Studies in a given year across both Columbia College and General Studies.

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## Minor in German

**The total number of courses required for the minor is 5 courses (= minimum of 15 points).**

Pre-requisites:

The minor requires at least 4 semesters of German language (= through Intermediate II), or equivalent proficiency determined by placement test. However, students can count the second semester of intermediate German (GERM UN2102) towards their five courses and begin other coursework (in translation) before completing the four semesters of language.

Language/Literature and Culture distribution:

A maximum of 6 points can be fulfilled with upper-level language courses (Intermediate II and/or Advanced). The remaining credits (= at least three courses) need to be 3000/4000-level literature/culture courses.

**Required Course:**

### GERM UN3333 (Introduction to German Literature)

Course Description: Prerequisites: GERM UN2102 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.

**Recommended Electives:**

1. One of the period survey courses in German literature and culture
  - a. GERM UN3442 Survey of German Literature: 18th-Century
  - b. GERM UN3443 Survey of German Literature: 19th-Century
  - c. GERM UN3444: Survey of German Literature: 20th-Century
2. GERM UN3991: Advanced Topics in German Literature

**Other electives:**

The remaining courses can be chosen, in consultation with the Director of Undergraduate Studies, from the department's other 3000- or 4000-level offerings in German and Comparative Literature-German (taught in German or English).

**Sequencing:**

## Minor in German Thought and Critical Theory

The minor enables students to gain a deeper knowledge of a critical intellectual and philosophical tradition, which was first established by Kant and then adapted by Marx, Nietzsche, Freud, Arendt, and the Frankfurt School. In addition to historicizing the contexts that allowed for the emergence of this mode of critical thinking, the minor also trains students to extend this critical awareness to new but equally contingent circumstances that we encounter in our global presents and futures. The minor draws on and strengthens crucial core competencies of a Columbia undergraduate education, especially critical thinking, written communication, global awareness, oral communication, and research. Students expand their knowledge of critical arguments by Kant, Marx, Nietzsche, and Arendt whose texts they also read as part of Contemporary Civilization. Offered in cooperation with the Philosophy Departments at Barnard and Columbia, this interdisciplinary minor allows students to explore various dimensions of critical theory including literary theory, continental philosophy, aesthetics, and political theory.

The total number of courses required for the minor is 5 courses (minimum of 15 points). Prerequisites: None. The second semester of Contemporary Civilization is recommended but not required. There is no German language requirement as part of the minor. Classes will be taught in English.

Requirements: Students have to take two of the following three courses:

### 1. CLGR4210GU: Aesthetic Theory - Frankfurt School

Critical theory was the central practice of the Frankfurt School. Founded in Frankfurt in 1923 and later based at Columbia University, this interdisciplinary institute influenced fields like sociology, political science, film, cultural studies, media theory, and comparative literature. The course begins by examining the genealogy of the Frankfurt School in Marxism and its critique of fascism and traces its afterlife in aesthetic theory, deconstruction, and gender studies, as well as the specter of "Cultural Marxism" recently floating around right-wing circles. We read texts by key figures of the Frankfurt School such as Theodor W. Adorno, Max Horkheimer, Herbert Marcuse and Jürgen Habermas as well as works by adjacent figures like Walter Benjamin, Hannah Arendt, and Siegfried Kracauer.

### 2. GERM4670GU: Marx, Nietzsche, Freud

Along with Darwin, Marx, Nietzsche and Freud have radically altered what and how we know; about humans, language, history, religion, things and life. Because their thought has shaped our sense of ourselves so fundamentally, Michel Foucault has referred to these three authors as discourse-founders. As such they will be treated in this class. Special attention will be paid to the affinities and competition among their approaches. Secondary sources will be subject to short presentations (in English) of those students capable of reading German.

### 3. CLGR4250GU: Aesthetics and Philosophy of History (in English)

This course offers an introduction to German intellectual history by focusing on the key texts from the 18th and 19th century concerned with the philosophy of art and the philosophy of history. Instead of providing a general survey, this thematic focus that isolates the relatively new philosophical subspecialties allows for a careful tracing of a number of key problematics. The texts chosen for discussion in many cases are engaged in lively exchanges and controversies. Readings are apportioned such that students can be expected to fully familiarize themselves with the arguments of these texts and inhabit them.

Electives: In addition, students take elective courses to be chosen from the following list of classes. They can also petition for other elective courses to count toward the minor, dependent on approval by the DUS of German.

Approved electives:

PHIL UN 2301 History of Philosophy: Kant-Nietzsche

PHIL UN 3251 Kant

PHIL UN 3264 19th Century Philosophy: Hegel

PHIL UN 3351 Phenomenology & Existentialism

CLGR GU4215 Spirit and Ghosts from Kant to Marx

CLGR GU 4420 Walter Benjamin

CLGR GU 4130 Literary Theory: Nietzsche-Agamben

CLGR GU 4251 Kant with Arendt (NEW COURSE PENDING APPROVAL)

## Minor in Yiddish Studies

### 3 Separate Minor Tracks Available:

The Yiddish minor is designed as a combination of five courses with three separate tracks:

5 courses (= minimum of 15 points)

1) Minor in Yiddish Language: 5 language courses;

2) Minor in Yiddish Language and Literature: a combination of language and content courses;

3) Minor in Yiddish Culture: 5 content courses.

### Requirements:

#### 1. Courses required for Minor in Yiddish Language:

##### *Requirement: Five Language Courses*

YIDD 1101 UN Elementary Yiddish I 4 points

YIDD 1102 UN Elementary Yiddish II 4 points

This year-long 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!

YIDD 2101 UN Intermediate Yiddish I 4 points

YIDD 2102 UN Intermediate Yiddish II 4 points

Prerequisites: YIDD UN1101-UN1102 or the instructor's permission.

Prerequisites: YIDD UN1101-UN1102 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 3101 UN    Advanced Yiddish        3 points

This course focuses predominantly on developing reading comprehension skills, as well as on listening, writing, speaking, and some more advanced grammar. It explores literary and scholarly texts examining the modern Jewish experience in the context of the twentieth-century history and culture of the Ashkenazi Jews. Supplementary texts will be selected based on students' interests and may include historical pedagogical materials, past and present newspaper articles, polemic, poetry, historical and scholarly articles. 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, and so on. We will apply our reading and translating skills to contribute to the Mapping Yiddish New York online project, and will also have Yiddish-speaking guests. At the end of the semester, you will be able to converse in Yiddish on a variety of everyday topics and read authentic Yiddish literary and non-literary texts. Welcome back to Yiddishland!

Please note: Study abroad courses (such as the Naomi Fellowship run by Yiddish Studies Program) can count towards the minor fulfillment as well.

## **2. Courses required for Minor in Yiddish Language and Literature**

***Requirement: Combination of language and content courses: at least 15 points (see below).***

- 2 language courses at Elementary and/or Intermediate levels (listed above), and 3 elective content courses (listed below), at least two of which are literature courses: at least 17 points.

OR

- 1 language course at Advanced level (listed above) and 4 elective content courses (listed below), at least two of which are literature courses: at least 15 points.

## **3. Courses required for the Minor in Yiddish Culture**

***Requirement: Five elective content courses: at least 15 points.***

Selected from the list below, with at least three of being literature courses: at least 15 points.

The courses in Yiddish literature, culture and Jewish history, whether taught in Yiddish, English, or a combination of the English and Yiddish texts and English language instruction will expose students to modern global Yiddish/Jewish cultures from a number of methodological and disciplinary perspectives.

Please see chart below for recommended elective content courses for:

2) Minor in Yiddish Language and Literature

3) Minor in Yiddish Culture\*

1. YIDD UN3500: Survey of Yiddish Literature
2. CLYD UN3500: Readings in Yiddish Literature
3. YIDD GU4420: Gender & Sexuality in Yiddish Literature
4. CLYD UN4200 : American Jewish Literature: Survey
5. CLYD GU4250: Memory and Trauma in Yiddish Literature
6. YIDD UN3520: Magic & Monsters in Yiddish Literature
7. HIST UN3657: Medieval Jewish Cultures
8. HIST UN3644: Modern Jewish Intellectual History
9. HIST UN3630: American Jewish History
10. HIST UN4604: Jews and the City

\*The above list is "recommended" and not "required" since there are only two full-time Yiddish faculty members at the Department of Germanic Languages, and the courses are offered in rotation. This option also allows students to choose courses aligned with their interests and research needs. All the literature courses are taught by the Yiddish faculty at the Department of Germanic Languages, other courses are taught by faculty in History, Slavic, and Religion Departments.

The Yiddish minor requirement can be fulfilled by choosing from the list of approved courses (listed here and on the departmental website) in consultation with a Yiddish Advisor – either Director of Undergraduate Studies (DUS) or the Director of the Yiddish Language Program (DLP), preferably during the first two years of undergraduate studies. All courses have to be approved in advance by the Yiddish Advisor, who will make sure student minor design (particularly in case of Minor in Yiddish Language and Literature and Minor in Yiddish Culture) offers a solid foundation in Yiddish language, literature, and culture.



The Yiddish Advisor is in contact with the faculty outside of the Germanic Languages Department in order to consult, collaborate, and monitor the student progress towards the minor, the same model being applied in regard to the Yiddish Major. Many of the Columbia faculty teaching Jewish studies content courses are also affiliated with the Institute for Israel and Jewish Studies, which not only provides students and other departments with information about Jewish/Yiddish studies courses offered across the university on a regular basis, but it also facilitates networking and collaborations between the faculty.

**List of all elective content courses for the Yiddish Minor:**

YIDD GU4101 INTRODUCTION TO YIDDISH STUDIES

YIDD UN3500 SURVEY OF YIDDISH LIT

CLYD UN4200 AMER JEWISH LIT: SURVEY

CLYD UN3600 HOLOCAUST LITERATURE: SURVEY

YIDD GU4550 YIDD THEATER: TEXT & PERFORMANCE

YIDD UN4401 MODERN YIDDISH POETRY

YIDD GU4200 THE FAMILY SINGER

YIDD GU4675 LIFE WRITING IN YIDD LIT

YIDD GU4420 GENDER & SEXUALITY IN YIDD LIT

CLYD GU4460 HORROR STORY: JEWS & OTHERS

YIDD UN3520 MAGIC & MONSTERS IN YIDD LIT

CLYD UN3500 READINGS IN YIDD LIT

YIDD UN3800 READINGS IN YIDD LIT

YIDD UN3360 MODERN YIDDISH LIT & CULTURE

WMST GU4310 CONT AMER JEWISH WOMEN'S LIT 1990 TO PRESENT

CLYD GU4250 MEMORY AND TRAUMA IN YIDDISH LIT

YIDD GU4995 EXPLORING YIDDISHLAND: CULTURE, TIME, SPACE

YIDD GU4113 YIDDISH FOR ACADEMIC PURPOSES

YIDD GU4114 YIDDISH FOR ACADEMIC PURPOSES II

HIST UN2611 JEWS AND JUDAISM IN ANTIQUITY

HIST UN3603 INTRL & GLOBAL HISTORY OF JEWISH MIGRATION

HIST UN3645 SPINOZA TO SABBATAI: JEWS IN EARLY MODERN EUROPE

HIST UN3657 MEDIEVAL JEWISH CULTURES

HIST UN3644 MODERN JEWISH INTELLECTUAL HISTORY

HIST UN3630 AMERICAN JEWISH HISTORY

HIST UN4281 CULTURE IN POLISH LANDS

HIST UN4641 HOLOCAUST & GENOCIDE IN AMERICAN CULTURE

HIST UN4610 ANCIENT JEWS AND THE MEDITERRANEAN

HIST UN4604 JEWS AND THE CITY

RELI UN4513 HOMELANDS, DIASPORAS, PROMISED LANDS

RELI UN4505 THE BEGINNINGS OF JEWISH MYSTICISM

MUSI UN2030 JEWISH MUSIC OF NEW YORK

RELI UN2306 INTRO TO JUDAISM

RELI GU4509 CRIME AND PUNISHMENT IN JEWISH CULTURE

RELI UN3571 JUDAISM, JEWISHNESS, AND MODERNITY

RELI GU4524 THEORIES OF THE UNCONSCIOUS AND JEWISH THOUGHT

RELI GU4522 PRODUCTION OF JEWISH DIFFERENCE FROM ANTIQUITY TO PRESENT

RELI GU4308 JEWISH PHILOSOPHY AND KABBALAH

RELI GU4637 TALMUDIC NARRATIVE

WMST GU4301 EARLY JEWISH WOMEN IMMIGRANT WRITERS

WMST GU4302 THE SECOND WAVE AND JEWISH WOMEN'S ARTISTIC RESPONSES 1939-1990

\*Since the above list of elective courses is so expansive, the additional course descriptions can be provided upon request.

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

Concentrations are available to students who entered Columbia in or before the 2023-2024 academic year. The requirements for the Bachelor of Arts degree, and the role of the concentration in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study.

Concentrations are not available to students who entered Columbia in or after Fall 2024.

## Concentration in German Literature and Cultural History

The concentration in German literature and cultural history requires a minimum of 21 points in German courses.

GERM UN3333      INTRO TO GERMAN LIT  
(GERMAN)

At least one of the period survey courses in German literature and culture

GERM UN3442      Literature in the 18th and 19th  
Centuries

GERM UN3443      SURVEY OF GERMAN LIT:19C  
(GER)

GERM UN3444      SURVEY OF GERMAN LIT:20C  
(GER)

GERM UN3445      German Literature After 1945 [In  
German]

GERM UN3991      Advanced Topics in German  
Literature

The remaining courses to be chosen from the 3000- or 4000-level offerings in German and Comparative Literature in consultation with the Director of Undergraduate Studies

## Concentration in Yiddish Studies

The concentration in Yiddish studies requires a minimum of 21 points, distributed as follows:

1. **Two courses of advanced language study** (6 points); YIDD UN3101, YIDD UN3102
2. **Two courses in Yiddish literature** (6 points); e.g. YIDD UN3500, YIDD GU4420
3. **Three related courses, at least one of which is in medieval or modern Jewish history** (9 points); e.g. HIST UN4604, YIDD GU4113.

## Special Concentration in German for Columbia College and School of General Studies Students in STEM fields

The special concentration in German requires a minimum of 15 points.

GERM UN3333      INTRO TO GERMAN LIT  
(GERMAN)

At least one of the period survey courses in German Literature and Culture

GERM UN3442      Literature in the 18th and 19th  
Centuries

GERM UN3443      SURVEY OF GERMAN LIT:19C  
(GER)

GERM UN3444      SURVEY OF GERMAN LIT:20C  
(GER)

GERM UN3445      German Literature After 1945 [In  
German]

GERM UN3991      Advanced Topics in German  
Literature

Two courses to be chosen from the 3000- or 4000-level (taught in German or English) offerings in German and Comparative Literature German in consultation with the Director of Undergraduate Studies

## COMPARATIVE LITERATURE-GERMAN

**CLGR UN3212 Postwar Modernism: Literature # Thought. 3.00 points.**

This course will examine how postwar European authors grapple with the inadequacies of language in the wake of unspeakable violence. We will explore how postwar experimentation intensifies modernist innovations that were already underway, and the ways in which these texts perhaps reflect an unprecedented historical breach. The postwar period sees a number of philosophers who champion the ambiguity of literature as socially or morally salutary, and write in an increasingly expressive prose. Yet many literary works thematize their own limits and begin to adopt philosophical and political terminology. Why and how do the boundaries that typically distinguish literary genre, and literature and thought, break down at this particular point in the 20th century? How does art--and the reformulation of language and genre--play a role in healing, mourning, or changing society in the aftermath of mass death? An analogous question will be: how do these texts, written amid European crises of roughly a century ago, speak to us in our contemporary moment of crisis and upheaval? Readings will include works by Koeppen, Brecht, Beckett, Heidegger, Adorno, Ausländer, Celan, Bachmann, and Domin

**CLGR GU4241 Literature and Money. 3.00 points.**

Money in its multiple forms has received renewed attention in recent decades, especially since the financial crises in 2008 and the emergence of new cryptocurrencies. Money has been described as a means of exchange, a store of value, a measure of debt, a commodity, a social institution, or a tool in the formation of identity. In all of these instances, money fuses economic purposes with social and cultural practices. Exploring the intersections between economics and aesthetics, this course will juxtapose some of the most influential theories of money from Adam Smith to the present with contemporaneous literary texts that reflect on various aspects of money in their poetics on a thematic or formal level. Literary texts include Shakespeare, Goethe, Balzac, Zola, Thomas Mann, and Martin Amis

## COMPARATIVE LITERATURE- YIDDISH

### CLYD UN3500 READINGS IN JEWISH LITERATURE.

**3.00 points.**

As an onset of an ongoing investigation into the history and development of Jewish literature, we will focus on its very beginnings, as culturally understood – the Book of Genesis – and read it in light of millennia of Jewish literary commentary as lenses through which to examine currents, traditions, and trajectories of Jewish literary interpretation and history. By focusing on several distinct episodes and then tracking those episodes' reception in the light of differing moments of interpretation, we will try to gain a sense of this seminal work's changing role in Jewish history and culture. Familiarity with Biblical and rabbinic Hebrew not absolutely required, but strongly recommended

**Spring 2025: CLYD UN3500**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLYD 3500	001/17221	T 2:10pm - 4:00pm 516 Hamilton Hall	Jeremy Dauber	3.00	11/25

### CLYD GU4250 Memory and Trauma in Yiddish Literature (in English). 3 points.

Trauma has become a defining aspect of the modern Jewish experience, while the recently emerged memory studies shed a new light on how we remember the past, and understand memory. As Cathy Caruth observes in *Trauma: Explorations of Memory* (1995), "The traumatized, we might say, carry an impossible history within them, or they become themselves the symptom of a history that they cannot entirely possess." This course examines how memory, especially memory of trauma, is explored in Yiddish literature, film, and beyond. It focuses predominantly on the works relating to the Holocaust and its impact on the first, second, and third generations, but it also engages with other kinds of memory and other kinds of trauma (pogroms, Chmielnitsky massacres, loss, death, etc.). It approaches the questions of memory and trauma from the perspective of gender, body, and identity, as well as postmemory. The course aims for students to discuss and critically engage with the works listed on the syllabus, in order to develop the skills of analytical, and abstract thinking, as well as the ability to express that critical thinking in writing. Texts will be offered in English translation, no knowledge of Yiddish required.

## DUTCH

### DTCH UN1101 ELEMENTARY DUTCH I. 4.00 points.

Fundamentals of grammar, reading, speaking, and comprehension of the spoken language. During the spring term supplementary reading is selected according to students' needs

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DTCH 1101	001/11773	T Th 6:10pm - 8:00pm	Wijnie de Groot	4.00	18/20

253 International  
Affairs Bldg  
M W 4:10pm - 6:00pm  
352c International  
Affairs Bldg

DTCH 1101 002/11774 Ben Bert F 4.00 19/20  
De Witte

### DTCH UN1102 ELEMENTARY DUTCH II. 4.00 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 2025: DTCH UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DTCH 1102	001/11390	T Th 6:10pm - 8:00pm 253 International Affairs Bldg	Wijnie de Groot	4.00	18/18
DTCH 1102	002/11391	M W 4:10pm - 6:00pm 352c International Affairs Bldg	Ben Bert F De Witte	4.00	16/12

### DTCH UN2101 INTERMEDIATE DUTCH I. 4.00 points.

Prerequisites: *DTCH W1101-W1102* or the equivalent.

Prerequisites: DTCH UN1101-UN1102 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 2024: DTCH UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DTCH 2101	001/11775	T Th 4:10pm - 6:00pm 253 International Affairs Bldg	Wijnie de Groot	4.00	22/20
DTCH 2101	002/11777	M W 6:10pm - 8:00pm 352c International Affairs Bldg	Ben Bert F De Witte	4.00	7/12

### DTCH UN2102 INTERMEDIATE DUTCH II. 4.00 points.

Prerequisites: *DTCH W1101-W1102* or the equivalent.

Prerequisites: DTCH UN1101-UN1102 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 2025: DTCH UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DTCH 2102	001/11392	T Th 4:10pm - 6:00pm 253 International Affairs Bldg	Wijnie de Groot	4.00	20/18
DTCH 2102	002/11393	M W 6:10pm - 8:00pm 352b International Affairs Bldg	Wijnie de Groot, Nicolette Dekens	4.00	10/12

### DTCH UN3101 ADVANCED DUTCH I. 3.00 points.

This advanced course is a content-based language course, and is centered around the history of the Low Countries. Each week focuses on a specific era, such as the counts of Holland in the 13th century and the Reformation in the 16th century. Students

will read texts about history and literature of the historical periods. Students will read texts at home and discuss them in class, explore history-related websites and watch short video clips. Attention will be paid to advanced grammar issues and vocabulary

#### Fall 2024: DTCH UN3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DTCH 3101	001/11780	T Th 1:15pm - 2:30pm 352c International Affairs Bldg	Wijnie de Groot	3.00	5/10

#### DTCH UN3102 ADVANCED DUTCH II. 3.00 points.

see department for details

#### Spring 2025: DTCH UN3102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DTCH 3102	001/11394	T Th 1:15pm - 2:30pm 352a International Affairs Bldg	Wijnie de Groot	3.00	6/15

#### DTCH UN3994 SPECIAL READING COURSE. 1.00 point.

See department for course description

#### Spring 2025: DTCH UN3994

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DTCH 3994	001/11395	W 11:30am - 12:45pm 351c International Affairs Bldg	Wijnie de Groot	1.00	2/5

## FINNISH

#### FINN UN2101 INTERMEDIATE FINNISH I. 4.00 points.

Prerequisites: *FINN W1101-W1102* or the instructor's permission.

Prerequisites: FINN UN1101-UN1102 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

#### FINN UN2102 INTERMEDIATE FINNISH II. 4.00 points.

Prerequisites: *FINN W1101-W1102* or the instructor's permission.

Prerequisites: FINN UN1101-UN1102 or the instructors 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 I. 4.00 points.

Prerequisites: No prior German. German 1101 is a communicative language course for beginners, taught in German, in which students develop the four skills -listening, speaking, reading, and writing- and a basic understanding of German-speaking cultures. Emphasis is placed on acquiring the four language skills within a cultural context. Upon

successful completion of the course, students will be able to understand, speak, read, and write German at a level enabling them to communicate with native speakers and provide basic information about their background, family, daily activities, student life, work, and living quarters. Completion of daily assignments, which align with class content, and consistent work are necessary in order to achieve basic communicative proficiency. If you have prior German, the placement exam is required

#### Fall 2024: GERM UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 1101	001/11723	T Th F 10:10am - 11:25am 814 Dodge Building	Isabel Blankfield	4.00	9/15
GERM 1101	002/11724	M W Th 11:40am - 12:55pm 327 Uris Hall	Ethan Fraenkel	4.00	8/15
GERM 1101	003/11725	M W Th 2:40pm - 3:55pm 313 Hamilton Hall	Simona Vaidean	4.00	16/18
GERM 1101	004/11726	M W Th 4:10pm - 5:25pm 313 Hamilton Hall	Simona Vaidean	4.00	14/15
GERM 1101	005/11727	M T Th 5:40pm - 6:55pm 411 Hamilton Hall	Xuxu Song	4.00	10/15

#### Spring 2025: GERM UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 1101	001/13517	T Th F 10:10am - 11:25am 316 Hamilton Hall	Isabel Blankfield	4.00	10/15
GERM 1101	002/13518	M T Th 11:40am - 12:55pm 420 Pupin Laboratories	Ethan Fraenkel	4.00	8/15
GERM 1101	003/13520	M W Th 1:10pm - 2:25pm 315 Hamilton Hall	Xuxu Song	4.00	14/15
GERM 1101	004/13522	T Th 6:10pm - 8:00pm 315 Hamilton Hall	Young Na	4.00	13/15

#### GERM UN1102 ELEMENTARY GERMAN II. 4.00 points.

Prerequisites: GERM UN1101 *GERM V1101* or the equivalent.

Prerequisites: GERM UN1101 or the equivalent. If you have prior German outside of Columbia's language sequence, the placement exam is required. German 1102 is the continuation of Elementary German I (1101). It is a four-skill language course taught in German, in which students continue to develop listening, speaking, reading, and writing skills in German and an understanding of German-speaking cultures. Emphasis is placed on acquiring the four language skills--listening, speaking, reading and writing--within a cultural context. Students expand their communication skills to include travel, storytelling, personal well-being, basic economics, recent historical events, and working with movie segments. Completion of daily assignments, which align with class



content, and consistent work are necessary in order to achieve basic communicative proficiency.

#### Fall 2024: GERM UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 1102	001/11729	M W Th 11:40am - 12:55pm 315 Hamilton Hall	Simona Vaidean	4.00	11/15
GERM 1102	002/11730	M T Th 2:40pm - 3:55pm 316 Hamilton Hall	Patrick Woodard	4.00	7/15

#### Spring 2025: GERM UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 1102	001/13524	M W Th 10:10am - 11:25am 315 Hamilton Hall	Xuxu Song	4.00	9/15
GERM 1102	002/13525	M W Th 11:40am - 12:55pm 315 Hamilton Hall	Xuxu Song	4.00	11/15
GERM 1102	003/13526	M T Th 2:40pm - 3:55pm 315 Hamilton Hall	Simona Vaidean	4.00	14/15
GERM 1102	004/13527	M T Th 4:10pm - 5:25pm 315 Hamilton Hall	Simona Vaidean	4.00	13/15

**GERM UN2101 INTERMEDIATE GERMAN I. 4.00 points.**  
Prerequisites: GERM UN1102 GERM V1102 or the equivalent.

Prerequisites: GERM UN2101 or the equivalent. If you have prior German outside of Columbia's language sequence, the placement exam is required. Intermediate German UN2102 is conducted entirely in German and emphasizes the four basic language skills, cultural awareness, and critical thinking. A wide range of topics (from politics and poetry to art) as well as authentic materials (texts, film, art, etc.) are used to improve the 4 skill. Practice in conversation aims at enlarging the vocabulary necessary for daily communication. Grammar is practiced in the context of the topics. Learning and evaluation are individualized (individual vocabulary lists, essays, oral presentations, final portfolio) and project-based (group work and final group project)

#### Fall 2024: GERM UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 2101	001/11732	M T Th 10:10am - 11:25am 315 Hamilton Hall	Romney Walker Wood	4.00	9/15
GERM 2101	002/11733	M W Th 11:40am - 12:55pm 607 Hamilton Hall	Varol Kahveci	4.00	7/15
GERM 2101	003/11734	M W Th 4:10pm - 5:25pm 616 Hamilton Hall	Jutta Schmiers-Heller	4.00	16/15
GERM 2101	004/00181	M W 6:10pm - 8:00pm 302 Milbank Hall	Irene Motyl	4.00	9/15

#### Spring 2025: GERM UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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GERM 2101	001/13529	M T Th 11:40am - 12:55pm 318 Hamilton Hall	Simona Vaidean	4.00	12/15
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**GERM UN2102 INTERMEDIATE GERMAN II. 4.00 points.**

Prerequisites: GERM UN2101 GERM V1201 or the equivalent.

Prerequisites: GERM UN2101 or the equivalent. Intermediate German UN2102 is conducted entirely in German and emphasizes the four basic language skills, cultural awareness, and critical thinking. A wide range of topics (from politics and poetry to art) as well as authentic materials (texts, film, art, etc.) are used to improve the 4 skill. Practice in conversation aims at enlarging the vocabulary necessary for daily communication. Grammar is practiced in the context of the topics. Learning and evaluation are individualized (individual vocabulary lists, essays, oral presentations, final portfolio) and project-based (group work and final group project)

#### Fall 2024: GERM UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 2102	001/11735	M W Th 11:40am - 12:55pm 329 Uris Hall	Skye Savage	4.00	10/15
GERM 2102	002/11736	T Th 6:10pm - 8:00pm 315 Hamilton Hall	Young Na	4.00	10/15

#### Spring 2025: GERM UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 2102	001/13531	M T Th 10:10am - 11:25am 607 Hamilton Hall	Patrick Woodard	4.00	10/15
GERM 2102	002/13532	M W Th 11:40am - 12:55pm 616 Hamilton Hall	Romney Walker Wood	4.00	6/15
GERM 2102	003/13533	M W Th 4:10pm - 5:25pm 616 Hamilton Hall	Jutta Schmiers-Heller	4.00	17/15
GERM 2102	004/00132	M W 6:10pm - 8:00pm 302 Milbank Hall	Aviv Hilbig-Bokaer	4.00	8/15

**GERM UN2521 INTERMEDIATE CONVERSATION I. 2.00 points.**

Corequisites: GERM UN1201

Prerequisites: Completion of GERM UN1101 and UN1102 or the equivalent This 2-point conversation group is designed for students who are now taking Intermediate German UN2101 or who wish to maintain their spoken German at least at the advanced intermediate level. The course is designed to improve your ability to speak and understand and manage German in everyday situations; to provide opportunities to participate in conversational situations on any topics you are interested in; to strengthen and acquire skills to understand German spoken at normal conversational speed; to expand active and passive vocabularies speaking skills; and to maintain a certain level of written German through short written activities. This course does not count towards the language requirement

**GERM UN3001 ADVANCED GERMAN I. 3.00 points.**

Prerequisites: *GERM V1202* or the director of undergraduate studies' permission.

Prerequisites: *GERM UN2102*. If you have prior German outside of Columbia's language sequence, the placement exam is required. Note: UN3001 and UN3002 are not sequential. German UN3001 is an ambitious socio-cultural exploration of Berlin. 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 various German media, such as internet, film, and literature through the lens of Germany's capital, Berlin. Topics discussed include: cultural diversity in Berlin's multi-cultural neighborhoods; questioning and reflecting upon Berlin's recent past; developing your own Berlin experience and presenting your interests in various forms, such as presentations, an essay, your CV, an application letter and interview for an internship in Berlin. The course represents a gateway class to literature courses and counts towards the major and concentration in German. Taught in German

Fall 2024: **GERM UN3001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 3001	001/11738	M W 11:40am - 12:55pm 313 Hamilton Hall	Jutta Schmiers-Heller	3.00	13/15

**GERM UN3333 INTRO TO GERMAN LIT (GERMAN). 3.00 points.**

Prerequisites: *GERM V1202* or the equivalent.

Prerequisites: *GERM UN2102* 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 2024: **GERM UN3333**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 3333	001/11739	M W 10:10am - 11:25am 318 Hamilton Hall	Stefan Andriopoulos	3.00	7/25

**GERM UN3444 SURVEY OF GERMAN LIT:20C (GER). 3.00 points.**

Prerequisites: *GERM W3333* or *W3334* or the director of undergraduate studies' or the instructor's permission.

. This course examines modernist literature, art, and music in the early twentieth century. In close readings, students will focus on the essential works from this period and learn to situate them in their historical contexts and the urban settings in which they were conceived: Munich, Prague, Vienna, and Berlin. The analysis of modernist works will be framed with introductions to questions of language, gender and sexuality, anti-Semitism, and the emergence of fascism. Authors include Arthur Schnitzler, Frank Wedekind, Robert Musil, Franz Kafka, Thomas Mann, Irmgard Keun, Bertolt Brecht, Alfred Döblin,

and Walter Benjamin; musical works by Berg, Schoenberg, and Weill. The course is taught in German

**SWEDISH****SWED UN2101 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. 4.00 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 2024: **YIDD UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YIDD 1101	001/12835	M W 4:10pm - 6:00pm 316 Hamilton Hall	Joshua Beirich	4.00	8/15

**YIDD UN1102 ELEMENTARY YIDDISH II. 4.00 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!

**Spring 2025: YIDD UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YIDD 1102	001/13390	M W 4:10pm - 6:00pm 408 Hamilton Hall	Joshua Beirich	4.00	10/15

**YIDD UN2101 INTERMEDIATE YIDDISH I. 4.00 points.**

Prerequisites: *YIDD W1101-W1102* or the instructor's permission.

Prerequisites: YIDD UN1101-UN1102 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!

**Fall 2024: YIDD UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YIDD 2101	001/12833	T Th 12:10pm - 2:00pm 313 Hamilton Hall	Agnieszka Legutko	4.00	4/15

**YIDD UN2102 INTERMEDIATE YIDDISH II. 4.00 points.**

Prerequisites: *YIDD W1101-W1102* or the instructor's permission.

Prerequisites: YIDD UN1101-UN1102 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!

**Spring 2025: YIDD UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YIDD 2102	001/13391	M W 10:10am - 12:00pm 613 Hamilton Hall	Eve Jochnowitz	4.00	3/15

**YIDD UN3333 ADVANCED YIDDISH. 3.00 points.**

May be repeated for credit.

Prerequisites: *YIDD W1201-W1202* or the instructor's permission.

Prerequisites: YIDD UN2101-YIDD UN2102 or the instructor's permission. Reading of contemporary authors. Stress on word usage and idiomatic expression, discussion

**Fall 2024: YIDD UN3333**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YIDD 3333	001/12832	M W 2:10pm - 3:25pm 315 Hamilton Hall	Eve Jochnowitz	3.00	4/15

## OF RELATED INTEREST

**German (Barnard)**

GERM BC3010	CURRENT ISSUES: GER # AUSTRIA
GERM BC3012	TELENOVELAS
GERM BC3028	Contemporary German Prose Fiction (English)

## HISTORY

### THE HISTORY DEPARTMENT:

Department website: <http://www.history.columbia.edu/>

Office location: 413 Fayerweather Hall

Office contact: 212-854-4646, [history@columbia.edu](mailto:history@columbia.edu)

Director of Undergraduate Studies: Prof. Paul Chamberlin / [dus-history@columbia.edu](mailto:dus-history@columbia.edu)

Undergraduate Administrator: Michael Adan / [undergraduate-history@columbia.edu](mailto:undergraduate-history@columbia.edu)

### THE STUDY OF HISTORY

The History undergraduate curriculum covers most areas of the world and most periods of history. Our courses explore various methodologies, a wide range of ways of writing history,

and different approaches to the past. We emphasize no one approach to history and insist upon no single interpretive model. Thinking historically is an analytical skill of increasing value in an epoch dominated by short-term perspectives.

The History Department offers a major, concentration, and minor in history. Each degree enables students to achieve a deeper and broader knowledge of a particular field of history, while also developing the kinds of analytical and writing skills important in many areas of life. The heart of the undergraduate major is the senior thesis seminar, a small-group course in which students work closely with an individual faculty member on some subject. Undergraduate majors are not required to write a senior thesis, however in order to receive departmental honors a senior thesis must be completed. Each year the department offers 3 to 4 sections of Senior Thesis Seminar and students have the flexibility to work on any subject that they choose.

## STUDENT ADVISING

### Consulting Advisers

The History Department does not assign individual advisors providing the Undergraduate Education Committee (UNDED) for student advising. The UNDED, which consists of full-time faculty members, are ready to help undergraduates understand degree requirements, choose a specialization, guide students toward appropriate courses, and simply discuss students' experiences. Students may see any member of UNDED for advising concerns. UNDED advisors also approve a History student's Plan of Study, which serves as the course plan for students and lists the courses required to earn a History degree.

UNDED advisors hold office hours during the fall and spring terms and membership of UNDED changes from year to year, therefore please consult the department's website for an up-to-date roster. History students are strongly encouraged to meet with an UNDED advisor at least twice, during the fall of their junior year and the fall of their senior year.

The undergraduate open house is held in February of each academic year. It serves as an opportunity for students to learn more about the History program from the DUS, UA, current students, and alumni.

### Enrolling in Classes

History courses fall into two types, lectures and seminars. Though almost all of these courses do not require placement exams, some seminars might require an application to join.

LECTURES meet twice a week for 1 hour and 15 minutes each session and have additional required discussion sections that meet once a week. Lectures range from the very large (over 300 students) to the very small (fewer than 25). Most lecture courses require a midterm and a final examination; many also require written assignments and final papers. For identification

purposes, history lectures are numbered at the 1000 or 2000 level (exceptions exist for courses taught in the summer, which are sometimes listed at the 3000 level).

SEMINARS are smaller, more intensive courses that explore focused topics through concentrated reading in secondary literature, primary-source research, or both. They meet once a week for 1 hour and 50 minutes. The workload for seminars is generally heavier than for lectures, with more reading and more written work. Seminars normally do not have a final examination but often require a substantial paper. In many cases, admission to a seminar requires approval from the instructor and can include an application. History seminars are numbered at the 3000-level (all undergraduate) or 4000-level (undergraduate and graduate). Some summer courses listed at the 3000 level may be lectures and do not qualify as seminars.

### Preparing for Graduate Study

TBA

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

### Advanced Placement

Advanced Placement courses from High School or British A-levels do not count as History courses or towards the major, concentration, or minor.

### Barnard College Courses

Barnard College courses offered through the Barnard History Department are eligible to count towards the Columbia History major, concentration, or minor.

### Transfer Courses

The History department allows up to 3 courses outside of Columbia University to count towards the major (up to 2 for concentrators and minors), to which no more than 2 may be applied toward the specialization. These courses consist of transfer courses and/or study abroad courses.

Transfer courses taken at an accredited college in the United States must first be evaluated and approved by a student's home school before consideration to count towards the History major, concentration or minor. Students who wish to apply transfer courses to the major, concentration or minor should submit a transfer credit request to the History Department ([undergraduate-history@columbia.edu](mailto:undergraduate-history@columbia.edu)).

To submit a transfer credit request with the History Department, students must submit an application that includes the following:

- Completed departmental transfer credit form
- Transcript from course institution showing course grade



- Course syllabi
- Current Plan of Study
- An official Columbia PDF transcript is required for students that have not officially declared History as their major or concentration.
- Available coursework from the courses, such as papers or exams (for courses outside the United States)

Transfer credit request from and details can be found on the History Departments transfer credit page [here](#).

## Study Abroad Courses

The History department allows up to 3 courses outside of Columbia University to count towards the major (up to 2 for concentrators and minors), to which no more than 2 may be applied toward the specialization. These courses consist of transfer courses and/or study abroad courses.

History majors, concentrators and minors may choose to study abroad as part of their undergraduate education. This is typically done during the junior year for one term. A period of study overseas offers history students excellent opportunities to develop language skills as well as begin research projects that may be developed into a senior thesis. Members of UNDED will be happy to discuss with students their plans and how they fit both intellectual goals and program requirements. Please note that courses are formally approved by the department only after you have returned and a transfer credit request has been submitted. Students who wish to apply study abroad courses to the major, concentration or minor should submit a transfer credit request to the History Department (undergraduate-history@columbia.edu).

To submit a transfer credit request with the History Department, students must submit an application that includes the following:

- Completed departmental transfer credit form
- Transcript from course institution showing course grade
- Course syllabi
- Current Plan of Study
- An official Columbia PDF transcript is required for students that have not officially declared History as their major or concentration.
- Available coursework from the courses, such as papers or exams (for courses outside the United States)

Transfer credit request from and details can be found on the History Departments transfer credit page [here](#).

## Summer Courses

History (HIST) summer courses taken through the School of Professional Studies are eligible to count towards the major, concentration, or minor.

## UNDERGRADUATE RESEARCH AND SENIOR THESIS

### Undergraduate Research in Courses

History students are encouraged to strengthen their analytical and writing skills which can be achieved through seminars. History seminars explore focused topics through concentrated reading in secondary literature, primary-source research, or both. The workload for seminars is generally heavier than lectures with more reading and more written work. Seminars normally do not have a final examination but often require a substantial paper. It is recommended that students begin taking seminars their second year and at the 3000-level. Seminars at the 4000-level consist of both undergraduate and graduate students.

Some seminars have prerequisites, which are noted in the directory course listing. In many cases, students must receive permission from the instructor prior to registering for a seminar.

### Senior Thesis Coursework and Requirements

History majors have the option of writing a senior thesis over one or two terms. This process involves original research, normally with extensive use of primary materials. The department encourages students with a strong interest in a particular subject to consider a thesis and strongly advises all students considering an academic career to write one.

Students are advised to begin thinking about whether they wish to write a thesis, and about possible topics by the start of junior year. Applications to join the year-long Senior Thesis Seminar are due during the spring semester of a student's junior year. Students writing a senior thesis must take at least 1 HIST seminar by the fall of their senior year.

Alternatively, students who wish to work with a member of the department on an individual basis may register for a one or two-term independent senior thesis section for 2-4 credits per term. Students who pursue this option should identify an appropriate supervisor (History Department faculty member) and submit a short proposal, approved by the supervisor, to the History Department before the beginning of the thesis term. Independent theses cannot be considered for honors and prizes consideration.

## DEPARTMENT HONORS AND PRIZES

### Department Honors

The Undergraduate Education Committee (UNDED) awards departmental honors on the basis of a high major grade point average (at least 3.6) as well as an excellent senior thesis. Students must also have an overall GPA of at least 3.6. The committee takes into account the depth and breadth of the

program of study for each honors candidate. Normally, no more than 10% of graduating majors receive Departmental Honors.

## Academic Prizes

Senior Thesis Seminar writers have the opportunity to submit their thesis for prizes given by the History Department, the College, and General Studies. Prizes not administered by the department are also available and details can be found through your school's academic affairs office.

## OTHER IMPORTANT INFORMATION

To be added

## PROFESSORS

Baics, Gergely (Barnard)  
 Barkan, Elazar (SIPA)  
 Berghahn, Volker (emeritus)  
 Billows, Richard  
 Blackmar, Elizabeth  
 Blake, Casey  
 Brown, Christopher  
 Bulliet, Richard (emeritus)  
 Cameron, Euan (UTS - emeritus)  
 Carlebach, Elisheva  
 Carnes, Mark (Barnard)  
 Çelik, Zeynep  
 Chauncey, George  
 Coatsworth, John (Provost emeritus)  
 Connelly, Matthew  
 de Grazia, Victoria (emerita)  
 Delbanco, Andrew (English and Comparative Literature)  
 Diouf, Mamadou (Middle Eastern, South Asian, and African Studies)  
 Dye, Alan (Barnard)  
 Evtuhov, Catherine  
 Fields, Barbara  
 Foner, Eric (emeritus)  
 Force, Pierre (French and Romantic Philology)  
 Gluck, Carol (emerita)  
 Guridy, Frank  
 Hallett, Hilary  
 Howell, Martha (emerita)  
 Hymes, Robert (East Asian Language and Cultures)  
 Jackson, Kenneth (emeritus)  
 Jacoby, Karl  
 John, Richard (Journalism)  
 Katznelson, Ira (Political Science)  
 Kaye, Joel (Barnard, emeritus)  
 Kessler-Harris, Alice (emerita)  
 Khalidi, Rashid (emeritus)  
 Kim, Lisbeth Brandt (East Asian Languages and Cultures)  
 Ko, Dorothy (Barnard)  
 Kosto, Adam

Leach, William (emeritus)  
 Lean, Eugenia Y., (East Asian Languages and Cultures)  
 Li, Feng (East Asian Languages and Cultures)  
 Lilla, Mark (Religion)  
 Lomnitz, Claudio (Anthropology)  
 Ma, John (Classics)  
 Mann, Gregory  
 Mazower, Mark  
 McCurry, Stephanie  
 Milanich, Nara (Barnard)  
 Moya, Jose (Barnard)  
 Naylor, Celia (Barnard)  
 Ngai, Mae  
 Pedersen, Susan  
 Pflugfelder, Gregory (East Asian Languages and Cultures)  
 Phillips-Fein, Kim (DGS)  
 Piccato, Pablo (Chair)  
 Robcis, Camille  
 Rosenberg, Rosalind (Barnard)  
 Rosner, David (Mailman School of Public Health)  
 Saada, Emmanuelle (French and Romance Philology)  
 Schama, Simon (University Professor)  
 Schwartz, Seth  
 Smith, Pamela  
 Somerville, Robert (emeritus)  
 Stanislawski, Michael  
 Stephanson, Anders  
 Stephens, Rhiannon  
 Tiersten, Lisa (Barnard)  
 Tooze, Adam  
 Tuttle, Gray (East Asian Languages and Cultures)  
 Valenze, Deborah (Barnard)  
 Van, Marc de Mierop  
 Weiman, David (Barnard College)  
 Wennerlind, Carl (Barnard)  
 Witgen, Michael  
 Wortman, Richard (emeritus)  
 Zelin, Madeleine (East Asian Languages and Cultures)

## ASSOCIATE PROFESSORS

Ahmed, Manan  
 Baics, Gergely (Barnard)  
 Barraclough, Ruth  
 Chamberlin, Paul (DUS)  
 Chazkel, Amy  
 Coleman, Charly  
 Elshakry, Marwa  
 Erickson, Ansley (Teachers College)  
 George, Abosede (Barnard)  
 Haley, Sarah  
 Kim, Lisbeth Brandt (East Asian Languages and Cultures)  
 Kobrin, Rebecca  
 Lightfoot, Natasha  
 Lurie, David (East Asian Languages and Cultures)  
 Mazurek, Malgorzata

Milanich, Nara (Barnard)  
 Nguyen, Lien-Hang  
 Pflugfelder, Gregory (East Asian Languages and Cultures)  
 Pizzigoni, Caterina  
 Rao, Anupama (Barnard)  
 Roberts, Samuel  
 Senocak, Neslihan  
 Sivaramakrishnan, Kavita (Mailman School of Public Health)  
 Tuttle, Gray (East Asian Languages and Cultures)  
 Wennerlind, Carl (Barnard)

## ASSISTANT PROFESSORS

Chowkwanyun, Merlin (Mailman School of Health)  
 Delvaux, Matthew (Barnard)  
 Farber, Hannah  
 Karjoo-Ravary, Ali (Summer Sessions Representative)  
 Kreitman, Paul (East Asian Languages Cultures)  
 Lipman, Andrew (Barnard)  
 Ramgopal, Sailakshmi  
 Ramnath, Kalyani  
 #en, A.Tunç  
 Skorobogatov, Yana  
 Stafford, James  
 Steingart, Alma

## LECTURERS (ADJUNCT FACULTY)

DeVinney, Joslyn  
 Dubler, Roslyn  
 Giordani, Angela  
 Salgado, Alfonso  
 Wayno, Jeffrey

## VISITING FACULTY

Edhem Eldem, *Visiting Professor*, History (Fall and Spring)  
 Benedicte Sère, part-time *Visiting Associate Professor*, History (Fall and Spring)  
 Marian Cavalcanti, *Edward Larocque Tinker Visiting Professor*, History and ILAS (*Spring*)  
 Gabor Egry, *Istvan Deak Visiting Professor*, History and Harriman Institute (Fall and Spring)

## ON LEAVE

**Fall 2024:** Blackmar, Chauncey, Elshakry, Evtuhov, Jacoby, Kreitman, Lightfoot, Lurie, Mazurek, Ngai, Pedersen, Rao, Robcis, Senocak, Stafford, Stephanson, Witgen, Zelin,

**Spring 2025:** Blackmar, Elshakry, Evtuhov, Jacoby, Kobrin, Kreitman, Lightfoot, Lurie, Naylor, Ngai, Pedersen, Robcis, Senocak, Stafford, Stephanson, Witgen

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE HISTORY DEPARTMENT

### Program Planning for all Students Course Numbering Structure

History courses are typically offered as a lecture or a seminar.

Lectures meet twice a week for 1 hour and 15 minutes each session and have additional required discussion sections that meet once a week and are numbered at the 1000-level and 2000-level below:

- UN 1xxx - Introductory Survey Lectures
- UN 2xxx - Undergraduate Lectures

Seminars are smaller, more intensive courses that explore focused topics through concentrated reading in secondary literature, primary-source research, or both. The workload for seminars is generally heavier than for lectures, with more reading and more written work often requiring a substantial paper. Seminars are numbered at the 3000-level and 4000-level below:

- UN 3xxx - Undergraduate Seminars
- GU 4xxx - Joint Undergraduate/Graduate Seminars

History subject fields are numbered below (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

### Guidance for First-Year Students

Students interested in a History degree should first take a look at the department's [Undergraduate Handbook](#) which details the requirements of the major, concentrator, and minor in History.

In regards to courses and where to begin, the History curriculum does not have a set course plan or “one size fits all”

for History students. Every major, concentrator, and minor will have the opportunity to choose a field to specialize in to which their course plan will be created on a Plan of Study based on that specialization.

What is recommended to all first-year students interested in history is to begin with a lecture at the 1000 or 2000 level that captures their interest. From there they proceed to a seminar related to that initial lecture and/or more lectures as they begin building History courses for their Plan of Study.

## Guidance for Transfer Students

Students transferring into Columbia should first take a look at the department's [Undergraduate Handbook](#) which details the requirements of the major, concentrator, and minor in History.

After familiarizing themselves with the History program, transfer students should consider submitting a transfer credit request for history courses taken at their previous institution. In addition, transfer students should meet with an Undergraduate Education Committee (UNDED) advisor to go over and create a Plan of Study to set a course plan in place.

## UNDERGRADUATE PROGRAMS OF STUDY

### Required Coursework for all Programs

All History students are required to choose and complete a “specialization”. The specialization is a set of courses on a specific field, theme, or subject. In most cases, the regional specialization must be bound by a time period; for example, “20th Century U.S. History” as opposed to just “U.S. History”.

To determine which History courses fulfill a specialization, students should consult an Undergraduate Education Committee (UNDED) advisor.

Students interested in a thematic specialization (e.g. Environmental History) should consult an Undergraduate Education Committee (UNDED) advisor.

All program course plans are organized through a student's Plan of Study, which is approved by an UNDED advisor.

### Major in History

The History major is an opportunity for students to pursue their intellectual interests, whether in a specific or multiple fields in history. Students will establish an understanding of various methodologies and approaches to reading and writing history and also acquire skills such as critical thinking, research and analysis, synthesizing large amounts of information, and writing.

The total number of History courses required to complete the major is 9, most of which will be 4-points, and are created through a student's Plan of Study. Courses eligible to count toward the major are below:

- Courses in the History Departments of both Columbia and Barnard (HIST and HIST BC)
- Cross-Listed courses for a specific term (found in the Columbia College Bulletin)
- Transfer courses accepted through a transfer credit request.
- Graduate courses taught by History Department faculty

With advice and approval from the Undergraduate Education Committee (UNDED), students will create a Plan of Study, which serves as the course plan for their degree.

As mentioned, the History major requires 9 total courses listed on a Plan of Study approved by an UNDED advisor. The Plan of Study courses breakdown is below:

**SPECIALIZATION COURSES** are courses directly related to a student's chosen specialization. (4 specialization courses required)

**BREADTH COURSES** are courses taken outside of a student's specialization. They are broken down into two categories: time and space.

- Removed in Time: course covering a time period far removed from their specialization. (1 removed-in-time course required)
- Removed in Space: courses in regions removed from their chosen specialization. (2 removed-in-space courses required)

**ADDITIONAL HISTORY COURSES.** These courses are History courses that do not have to fit a specific requirement. (2 additional courses required)

**SEMINAR REQUIREMENT.** Of the 9 courses, at least 2 of them must be History seminars, with at least one of them being a seminar in specialization.

### Minor in History

The History minor serves as an introduction to the discipline affording students from other programs the opportunity to pursue their intellectual interests, whether in a specific or multiple fields. Through the minor students will establish an understanding of various methodologies and approaches to



reading and writing history. Through the courses taken within History minor students will also acquire skills such as critical thinking, research and analysis, synthesizing large amounts of information, and writing.

The total number of History courses required to complete the minor is 5, most of which will be 4-points. Courses eligible to count toward the minor are below:

- Courses in the History Departments of both Columbia and Barnard (HIST and HIST BC)
- Cross-Listed courses for a specific term (found in the Columbia College Bulletin)
- Graduate courses taught by History Department faculty

With advice and approval from the Undergraduate Education Committee (UNDED), students will create a Plan of Study, which serves as the course plan for their degree.

As mentioned, the History minor requires 5 total courses listed on a Plan of Study approved by an UNDED advisor. The Plan of Study courses breakdown is below:

**SPECIALIZATION COURSES** are courses directly related to a student's chosen specialization. (2 specialization courses required)

**ADDITIONAL HISTORY COURSES.** These courses are History courses that do not have to fit a specific requirement. (3 additional courses required)

**BREADTH REQUIREMENT.** Of the 5 courses, at least 1 of them must be a course taken pre-1500 or post-1500.

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

### Concentration in History

The History concentration offers an opportunity to students from other programs the opportunity to pursue their intellectual interests, whether in a specific or multiple fields in history. Through the concentration students will establish an understanding of various methodologies and approaches to reading and writing history. Through the courses taken within History concentration students will also acquire skills such as critical thinking, research and analysis, synthesizing large amounts of information, and writing.

The total number of History courses required to complete the minor is 6, most of which will be 4-points. Courses eligible to count toward the minor are below:

- Courses in the History Departments of both Columbia and Barnard (HIST and HIST BC)
- Cross-Listed courses for a specific term (found in the Columbia College Bulletin)
- Transfer courses accepted through a transfer credit request.
- Graduate courses taught by History Department faculty

With advice and approval from the Undergraduate Education Committee (UNDED), students will create a Plan of Study, which serves as the course plan for their degree.

As mentioned, the History concentration requires 6 total courses listed on a Plan of Study approved by an UNDED advisor. The Plan of Study courses breakdown is below:

**SPECIALIZATION COURSES** are courses directly related to a student's chosen specialization. (3 specialization courses required)

**BREADTH COURSES** are courses taken outside of a student's specialization. They are broken down into two categories: time and space.

- Removed in Time: course covering a time period far removed from their specialization. (1 removed-in-time course required)
- Removed in Space: courses in regions removed from their chosen specialization. (1 removed-in-space course required)

**ADDITIONAL HISTORY COURSES.** The sixth course required for a History concentration does not have to fit a specific requirement. (1 additional courses required)

## FALL 2024 HISTORY COURSES

**HIST UN1002 Ancient History of the Middle East. 4.00 points.**

The purpose of this course is to introduce you to the ancient histories of the region in western Asia that is today called the Middle East. There we find the earliest cultures in world history documented with an abundance of sources, including numerous written texts, which allows us to study the first attestations of many elements of life we take for granted, such as writing, cities, laws, empires, and much more. The course aims to provide you with a knowledge of the most important empirical data about these histories and to confront you the impact some of the developments made on human life as well as the difficulties we confront trying to study them

**Fall 2024: HIST UN1002**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1002	001/10335	T Th 4:10pm - 5:25pm 703 Hamilton Hall	Marc Van De Mierop	4.00	20/35

**HIST UN1010 ANCIENT GREEK HIST, 800-146 BC. 4.00 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 2024: HIST UN1010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1010	001/10331	T Th 11:40am - 12:55pm 602 Hamilton Hall	Richard Billows	4.00	48/70

**HIST UN1071 History of Christianity from the Origins to the Reformation. 4.00 points.**

Christianity is a one-semester introduction to the history of classical forms of Christianity, The Church and society in western Europe from its origins to the 16th century Reformation, with emphasis on Western developments (early Christianity, persecutions, heresies, monasticism, Crusades, popular piety, cults of saints, mendicants, universities, civic religion, mysticism, papal authority, Pre-reformation and Reformation), including its interactive dimensions with Islam, Judaism, distant Eastern worlds, and Global contexts

**Fall 2024: HIST UN1071**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1071	001/14937	T Th 11:40am - 12:55pm 333 Uris Hall	Benedicte Sere	4.00	26/35
HIST 1071	AU1/21223	T Th 11:40am - 12:55pm Othr Other	Benedicte Sere	4.00	4/4

**HIST BC1401 INTRODUCTION TO AMERICAN HISTORY TO 1865. 4.00 points.**

Themes include Native and colonial cultures and politics, the evolution of American political and economic institutions, relationships between religious and social movements, and connecting ideologies of race and gender with larger processes such as enslavement, dispossession, and industrialization

**Fall 2024: HIST BC1401**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1401	001/00025	M W 2:40pm - 3:55pm 323 Milbank Hall	Andrew Lipman	4.00	45/70

**HIST UN1786 History of the City in Latin America. 4.00 points.**

This course covers the historical development of cities in Latin America. Readings, lectures, and discussion sections will examine the concentration of people in commercial and political centers from the beginnings of European colonization in the fifteenth century to the present day and will introduce contrasting approaches to the study of urban culture, politics, society, and the built environment. Central themes include the reciprocal relationships between growing urban areas and the countryside; changing power dynamics in modern

Latin America, especially as they impacted the lives of cities' nonelite majority populations; the legalities and politics of urban space; planned versus unplanned cities and the rise of informal economies; the way changing legal and political rights regimes have affected urban life; and the constant tension between tradition and progress through which urban society was formed. There are no prerequisites for this course. Attendance at weekly Discussion Sections required

**Fall 2024: HIST UN1786**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1786	001/10362	M W 10:10am - 11:25am 602 Hamilton Hall	Amy Chazkel	4.00	32/70
HIST 1786	AU1/20952	M W 10:10am - 11:25am Othr Other	Amy Chazkel	4.00	5/5

**HIST BC2101 HISTORY OF CAPITALISM. 3.00 points.**

The aim of this course is to provide students with analytical tools to think critically and historically about the concept of capitalism. By studying how philosophers, economists, and political theorists have defined and described the concept of capitalism throughout its history, students will be provided with a set of terminologies and analytical frameworks that enable them to interrogate the various dimensions of capitalism

**Fall 2024: HIST BC2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2101	001/00191	T Th 4:10pm - 5:25pm LI002 Milstein Center	Carl Wennerlind	3.00	73/90

**HIST UN2305 WAR IN GERMANY 1618-2018. 4.00 points.**

For much of modern history Germany was Europe's battlefield. Its soldiers wrote themselves into the annals of military history. But it was also a place where war was discussed, conceptualized and criticized with unparalleled vigor. Nowhere did the extreme violence of the seventeenth century and the early twentieth century leave a deeper mark than on Germany. Today, as we enter the twenty-first century, Germany is the nation that has perhaps come closest to drawing a final, concluding line under its military history. This course will chart the rise and fall of modern militarism in Germany. For those interested in military history per se, this course will not hold back from discussing battles, soldiers and weapons. But it will also offer an introduction to German history more generally. And through the German example we will address questions in political philosophy that haunted modern European history and continue to haunt America today. How is state violence justified? How can it be regulated and controlled? What is its future?

**Fall 2024: HIST UN2305**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2305	001/11267	M W 2:40pm - 3:55pm	Adam Tooze	4.00	55/70

Cin Alfred Lerner  
Hall

### **HIST BC2321 COLONIAL ENCOUNTERS. 3.00 points.**

Examines the shaping of European cultural identity through encounters with non-European cultures from 1500 to the post-colonial era. Novels, paintings, and films will be among the sources used to examine such topics as exoticism in the Enlightenment, slavery and European capitalism, Orientalism in art, ethnographic writings on the primitive, and tourism

### **HIST BC2401 PLTCS CRIME# POLICING IN U.S.. 3.00 points.**

This course will examine the historical development of crime and the criminal justice system in the United States since the Civil War. The course will give particular focus to the interactions between conceptions of crime, normalcy and deviance, and the broader social and political context of policy making

#### **Fall 2024: HIST BC2401**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2401	001/00027	M W 6:10pm - 7:25pm LI002 Milstein Center	Matthew Vaz	3.00	66/60

### **HIST BC2413 UNITED STATES 1940-1975. 3.00 points.**

Emphasis on foreign policies as they pertain to the Second World War, the atomic bomb, containment, the Cold War, Korea, and Vietnam. Also considers major social and intellectual trends, including the Civil Rights movement, the counterculture, feminism, Watergate, and the recession of the 1970s

#### **Fall 2024: HIST BC2413**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2413	001/00028	M W 11:40am - 12:55pm 408 Zankel	Mark Carnes	3.00	130/150
HIST 2413	AU1/18644	M W 11:40am - 12:55pm Othr Other	Mark Carnes	3.00	21/18

### **HIST BC2385 Global Environmental History. 3.00 points.**

This class introduces students to the field of environmental history from a global perspective. Environmental history is the study of the relationship between nature and society over time. It deals with the material environment, cultural and scientific understandings of nature, and the politics of socio-economic use of natural resources. The class combines the study of classic texts that were foundational to the field with modern case studies from all over the world. It addresses questions of global relevance, such as: how did the environment shape human history? How did humans shape the natural environment? How are power relations of class, race and gender embedded in the environment we live in? The class welcomes students from the natural and social sciences, as well as the humanities. The goal of the course is to understand how the relationship between environment and society in history led to the current climate crisis

#### **Fall 2024: HIST BC2385**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2385	001/00166	T Th 4:10pm - 5:25pm 504 Diana Center	Angelo Caglioti	3.00	49/70

### **HIST UN2432 U.S. ERA OF CIVIL WAR # RECON. 4.00 points.**

It is difficult to exaggerate the significance of the American Civil War as an event in the making of the modern United States and, indeed, of the western world. Indeed the American Civil War and Reconstruction introduced a whole series of dilemmas that are still with us. What is the legacy of slavery in U.S. history and contemporary life? What is the proper balance of power between the states and the central government? Who is entitled to citizenship in the United States? What do freedom and equality mean in concrete terms? This course surveys the history of the Civil War and Reconstruction in all of its aspects. It focuses on the causes of the war in the divergent development of northern and southern states; the prosecution of the war and all that it involved, including the process of slave emancipation; and the contentious process of reconstructing the re-united states in the aftermath of Union victory. The course includes the military history of the conflict, but ranges far beyond it to take the measure of the social and political changes the war unleashed. It focuses on the Confederacy as well as the Union, on women as well as men, and on enslaved black people as well as free white people. It takes the measure of large scale historical change while trying to grasp the experience of those human beings who lived through it

#### **Fall 2024: HIST UN2432**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2432	001/10480	M W 11:40am - 12:55pm 142 Uris Hall	Stephanie McCurry	4.00	62/90
HIST 2432	AU1/20953	M W 11:40am - 12:55pm Othr Other	Stephanie McCurry	4.00	9/8

### **HIST BC2440 INTRO AFRICAN-AMERICAN HISTORY. 3.00 points.**

Major themes in African-American History: slave trade, slavery, resistance, segregation, the New Negro, Civil Rights, Black Power, challenges and manifestations of the contemporary Color Line. General Education Requirement: Historical Studies (HIS)

#### **Fall 2024: HIST BC2440**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2440	001/00245	M W 1:10pm - 2:25pm 409 Barnard Hall	Celia Naylor	3.00	21/30

### **HIST UN2523 HEALTH INEQUALITY: MODERN US. 4.00 points.**

Through assigned readings and a group research project, students will gain familiarity with a range of historical and social science problems at the intersection of ethnic/

racial/sexual formations, technological networks, and health politics since the turn of the twentieth century. Topics to be examined will include, but will not be limited to, black women's health organization and care; HIV/AIDS politics, policy, and community response; benign neglect; urban renewal and gentrification; medical abuses and the legacy of Tuskegee; tuberculosis control; and environmental justice. There are no required qualifications for enrollment, although students will find the material more accessible if they have had previous coursework experience in United States history, pre-health professional (pre-med, pre-nursing, or pre-public health), African-American Studies, Women and Gender Studies, Ethnic Studies, or American Studies

**Fall 2024: HIST UN2523**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2523	001/10486	M W 10:10am - 11:25am 702 Hamilton Hall	Samuel Roberts	4.00	48/70

**HIST UN2535 HIST OF THE CITY OF NEW YORK. 4.00 points.**

**Fall 2024: HIST UN2535**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2535	001/10483	T Th 11:40am - 12:55pm 402 Chandler	Kimberly Phillips-Fein	4.00	70/90

**HIST UN2587 SPORT#SOCIETY IN THE AMERICAS. 4.00 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 hemispheric American contexts from the 19th century until the 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 transformations within and across national borders? How does sport reinforce and/or challenge social hierarchies? Can sport provide alternative visions of the self and community? Throughout the semester we will examine such topics as: the continuing political struggles surrounding the staging of mega-events such as the Olympics and World Cup, the role of professional baseball in the rise and fall of Jim Crow segregation, the impact of football on the evolution of masculine identities in the U.S., the impact of tennis on the Second-Wave feminist movement, and the role of sports in the growth of modern American cities. Course materials include works by historians, sociologists, social theorists, and journalists who have also been key contributors to the burgeoning field of sports studies. Thus, the course has three objectives: 1) To deepen our understanding of the relationship between sport and society 2) To encourage students to examine the sporting world beyond the frame of the nation-state 3) To

consider the promises and challenges of sport as a site of social theory and knowledge production

**Fall 2024: HIST UN2587**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2587	001/10476	T Th 10:10am - 11:25am 702 Hamilton Hall	Frank Guridy	4.00	48/70

**HIST UN2611 JEWS # JUDAISM IN ANTIQUITY. 4.00 points.**

*Field(s): ANC*

**Fall 2024: HIST UN2611**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2611	001/10333	M W 8:40am - 9:55am 304 Hamilton Hall	Seth Schwartz	4.00	17/35
HIST 2611	AU1/18834	M W 8:40am - 9:55am Othr Other	Seth Schwartz	4.00	3/3

**HIST UN2660 LATIN AMERICAN CIVILIZATION I. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course aims to give a portrait of the development of Latin America from the first contact with the Europeans to the creation of independent states. We will focus on society and interaction among the various ethnic and socio-economic groups at the level of daily life. For each class, students will have to read sections of a core text as well as a primary source, or document, from the period; before the end of every class there will be 15 minutes to discuss the document together. In addition, students will enroll in discussion sections held by TAs

**Fall 2024: HIST UN2660**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2660	001/10374	T Th 10:10am - 11:25am 501 Northwest Corner	Caterina Pizzigoni	4.00	113/140

**HIST UN2671 The Cold War in Latin America. 4.00 points.**

This lecture offers a comprehensive view of the Cold War in Latin America and zooms in on those places and moments when it turned hot. It understands the Cold War as a complex and multi-layered conflict, which not only pitted two superpowers—the United States and the Soviet Union—against one another, but also two ideologies—capitalism and socialism—whose appeal cut across societies. In Latin America, the idea of socialist revolution attracted a diverse set of actors (workers, students, intellectuals, politicians, etc.) and posed a significant challenge to both capitalism and United States hegemony. We will probe what the Cold War meant to people across the region, paying particular attention to revolutionary and counterrevolutionary events in Guatemala, Cuba, Chile, and Nicaragua, all the while examining the diplomatic and cultural battles for the hearts and minds of Latin Americans



**Fall 2024: HIST UN2671**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2671	001/17647	T Th 1:10pm - 2:25pm 304 Hamilton Hall	Alfonso Salgado	4.00	16/35

**HIST UN2719 HISTORY OF THE MOD MIDDLE EAST. 4.00 points.**

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 2024: HIST UN2719**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2719	001/10401	T Th 10:10am - 11:25am 301 Uris Hall	Rashid Khalidi	4.00	246/245

**HSWM UN2761 GENDER # SEXUALITY IN AFRICA. 4.00 points.**

This course examines the history of gender, sexuality and ways of identifying along these lines in Africa from early times through the twentieth century. It asks how gender and sexuality have shaped key historical developments, from African kingdoms and empires to postcolonial states, from colonial conquest to movements for independence, from indigenous healing practices to biomedicine, from slavery to the modern forms of work. It will also explore the history of different sexualities and gender identities on the continent. A key objective is to extend the historical study of gender and sexual identity in Africa beyond 'women's history' to understand gender as encompassing all people in society and their relationships, whether domestic or public.

**Fall 2024: HSWM UN2761**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSWM 2761	001/10337	T Th 10:10am - 11:25am 717 Hamilton Hall	Rhiannon Stephens	4.00	48/70
HSWM 2761	AU1/20955	T Th 10:10am - 11:25am Othr Other	Rhiannon Stephens	4.00	4/3

**HIST UN2851 Making Modern Korea. 4.00 points.**

This course explores Korea's history from the late nineteenth century to the present with a particular focus on caste/class, gender, war and industrialization. Using primary and secondary texts as well as documentary film and literary ephemera, the seminar analyses such topics as the relationship between imperialism and rebellions in the nineteenth century; the uneven experience of Japanese colonial rule; Korea's early feminist movement; how North Korea became a communist society; the deep scars of the Korean War; cultures of industrialism in South and North Korea; counter-cultural movements in 1970s, 1980s and 1990s South Korea; and contemporary challenges

facing the peninsula. This course will give students a thorough grounding in modern Korean history and introduce them to major interpretative currents in the study of Korean history

**Fall 2024: HIST UN2851**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2851	001/17649	M W 2:40pm - 3:55pm 307 Uris Hall	Ruth Barraclough	4.00	12/35

**HIST UN2972 Unsettling Science. 4.00 points.**

Unsettling Science invites students to do exactly that: ask big questions about science and interrupt preconceived ideas about what science is and who does it. This course is an introductory dive into the interplay between science, technology, health, environment, and society. By offering deep historical and contemporary perspectives, this course equips students with skills essential to critically exploring not only longstanding questions about the world but also urgent issues of our time. Unsettling Science will provide students with the critical and methodological tools to think creatively about local and global challenges and develop interventions. To do so, the course focuses on a series of fundamental questions that underpin the study of science and society from a variety of perspectives

**Fall 2024: HIST UN2972**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2972	001/14525	T Th 4:10pm - 5:25pm 333 Uris Hall	Madisson Whitman	4.00	47/45

**HIST UN2978 Science and Pseudoscience: Alchemy to AI. 4.00 points.**

During the 2020 US presidential election and the years of the COVID-19 pandemic, science and "scientific truths" were fiercely contested. This course provides a historical perspective on the issues at stake. The course begins with an historical account of how areas of natural knowledge, such as astrology, alchemy, and "natural magic," which were central components of an educated person's view of the world in early modern Europe, became marginalized, while a new philosophy of nature (what we would now call empirical science) came to dominate the discourse of rationality. Historical developments examined in this course out of which this new understanding of nature emerged include the rise of the centralized state, religious reform, and European expansion. The course uses this historical account to show how science and pseudoscience developed in tandem in the period from 1400 to 1800. This historical account equips students to examine contemporary issues of expertise, the social construction of science, pluralism in science, certainty and uncertainty in science, as well as critical engagement with contemporary technologies

**Fall 2024: HIST UN2978**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2978	001/10345	T Th 2:40pm - 3:55pm Ren Kraft Center	Pamela Smith, Madisson Whitman	4.00	36/70

**HIST BC2980 WORLD MIGRATION. 3.00 points.**

Overview of human migration from pre-history to the present. Sessions on classical Rome; Jewish diaspora; Viking, Mongol, and Arab conquests; peopling of New World, European colonization, and African slavery; 19th-century European mass migration; Chinese and Indian diasporas; resurgence of global migration in last three decades, and current debates

**Fall 2024: HIST BC2980**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2980	001/00029	T Th 8:40am - 9:55am LI002 Milstein Center	Jose Moya	3.00	21/75

**HIST UN3009 Cities and Slavery in the Atlantic World. 4 points.**

Although African slavery in the Americas is most often associated with rural life and agricultural production, cities were crucial sites in the history of slavery. This undergraduate seminar explores the intertwined histories of urbanization and slavery in the Atlantic world from the sixteenth to the twentieth centuries.

Readings and discussions will touch on slavery's impact on such European centers as Nantes, Liverpool, London, and Seville and on African cities but will concentrate on the "New World," eventually coming to focus on the places where slavery lasted long enough to intersect with the beginnings of urban modernity and industrialization: Cuba and especially Brazil. We will end the semester reading and reflecting on the lasting legacies of African slavery in the cities of the Atlantic world after abolition, considering both slavery's memorialization on and erasure from the urban landscape.

**Fall 2024: HIST UN3009**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3009	001/13524	W 4:10pm - 6:00pm 302 Fayerweather	Amy Chazkel	4	17/17

**HIST UN3023 Mobility and Identity in the Roman World. 4.00 points.**

This course considers how identity increased, limited, controlled, or otherwise shaped the mobility of individuals and groups in the Roman world, including women, slaves, freedpeople, and diaspora communities. We will identify the structures that produced differences in mobility and consider how such groups understood and represented themselves in a variety of media as possessing a specific, shared identity and community. The course will draw on a range of primary sources, including inscriptions and literary texts (both poetry and prose), and cover the period from the second century BCE to the third century CE

**Fall 2024: HIST UN3023**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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HIST 3023	001/10507	T 2:10pm - 4:00pm 311 Fayerweather	Sailakshmi Ramgopal	4.00	9/13
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**HIST UN3030 IMMIGRATION AND CITIZENSHIP IN AMER HIST. 4.00 points.**

This course explores the meaning of American citizenship in connection with the country's immigration history. Topics include historic pathways to citizenship for migrants; barriers to citizenship including wealth, race, gender, beliefs and documentation; and critical issues such as colonialism, statelessness, dual nationality, and birthright citizenship. We will ask how have people become citizens and under what authority has that citizenship been granted? What are the historic barriers to citizenship and how have they shifted over time? What major questions remain unanswered by Congress and the Supreme Court regarding the rights of migrants to attain and retain American citizenship?

**Fall 2024: HIST UN3030**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3030	001/14140	Th 12:10pm - 2:00pm 311 Fayerweather	Jessica Lee	4.00	12/15

**HIST BC3199 Queer and Trans Histories of Europe since the Middle Ages. 4.00 points.**

This seminar challenges students to consider "queer" and "trans" as categories of both experience and analysis in the historical record. We will first take on the theoretical framing of terms such as "queer" and "trans" and question their meaning and usefulness in a historical context. We will consider how we, as historians, can access the past so often rendered invisible in the archives. The course will also seek to understand dominant narratives of gender and sexuality in various periods and contexts in Europe, and then explore what it looked like when individuals and communities acted in ways that did not align with contemporary expectations

**Fall 2024: HIST BC3199**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3199	001/00789	M 2:10pm - 4:00pm	Dale Booth	4.00	10/15

111 Milstein Center

**HIST BC3327 CONSUMER CULTURE IN MOD EUROPE. 3.00 points.**

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.

The development of the modern culture of consumption, with particular attention to the formation of the woman consumer. Topics include commerce and the urban landscape, changing attitudes toward shopping and spending, feminine fashion and conspicuous consumption, and the birth of advertising. Examination of novels, fashion magazines, and advertising images

**Fall 2024: HIST BC3327**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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HIST 3327 001/00248 W 12:10pm - Lisa 3.00 15/17  
2:00pm Tiersten  
502 Diana Center

### **HIST BC3379 Water Histories: Society, Environment, and Power in Global History. 4.00 points.**

This class explores the relationship between water and society in history. How did water shape human and environmental histories around the globe? On one hand, oceans and rivers affected the characteristics and resources of different civilizations. Throughout history, every community depended on access to water resources, developed local practices of water management, and produced cultural and scientific understandings of “water.” On the other hand, human attempts at regulating water flows aimed at controlling life itself, as water is essential for life. Hydro-power, before being a renewable source energy, required exerting political power over humans and nature alike. Grounded in the interdisciplinary approach of the environmental humanities, this class will explore the politics of water management thanks to a wide range of case studies. Starting with the first environmental history of the Mediterranean in the early modern period, we will focus on the last two centuries to examine the roots of the current environmental crisis. By following the politics of water flows, the class will introduce students to key themes in global environmental history, such as the role of geography, climate, race, energy, labor, technology, cities, animals, diseases, and empires in the transformation of human societies. Finally, the class provides foundational historical knowledge to understand the importance of water in contemporary debates about environmental justice and climate change

Fall 2024: HIST BC3379

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3379	001/00249	W 10:10am - 12:00pm 111 Milstein Center	Angelo Caglioti	4.00	14/15

### **HIST UN3418 The Carceral United States. 4.00 points.**

Examination of the development of U.S. carceral systems and logics from the late 18th century through the present. Through course readings and class discussion, students will explore the changes and continuities in technologies of punishment and captivity over time, interrogating how the purpose and political economy of captivity and policing shifted over time, and analyzing the relationship between carceral institutions and constructions of race, gender, and sexuality

Fall 2024: HIST UN3418

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3418	001/10479	T 10:10am - 12:00pm 311 Fayerweather	Sarah Haley	4.00	20/20

### **HIST UN3507 A Trans History of the United States. 4.00 points.**

This course explores the diversity of gendered experiences across the history of the United States with an emphasis on the individuals, communities, and movements that have

been interpreted as trans. The course has three goals: 1) to offer an in-depth survey of the history of trans and gender nonconforming experiences across the history of the United States; 2) to critically explore the emergence of “transgender” as a social, medical, and historical category, with attention to its assumptions and exclusions; 3) to provide experience with critical interpretation of primary sources documenting gendered lives in the past. Key historical themes include experiences of trans/gender in relation to race and colonialism, labor, migration, medicine, kinship and sexuality, legal and carceral systems, activism, performance, media, and technology. Key historiographical themes include: changing interpretations of gender/sexuality by successive generations of historians, identities such as “trans” as both categories of analysis and objects of historical inquiry themselves, the challenges presented by sources that overlook, misrepresent, or obscure gendered subjectivity, and the political stakes of trans history during times of backlash and hostility towards trans communities. Course meetings include discussion of secondary readings and analysis of primary sources, and in-class activities and assignments emphasize developing skills to identify, analyze, and use a wide range of sources to understand shifting frameworks of gender throughout US history. No prerequisites necessary

Fall 2024: HIST UN3507

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3507	001/18671	T 12:10pm - 2:00pm 602 Northwest Corner	Nicholas Shepard	4.00	10/15

### **HIST UN3571 Left and Right in American History. 4.00 points.**

This course examines 20th-century American political movements of the Left and Right. We will cover Socialism and the Ku Klux Klan in the early twentieth century; the Communist Party and right-wing populists of the 1930s; the civil rights movement, black power, and white resistance, 1950s-1960s; the rise of the New Left and the New Right in the 1960s; the Women's liberation movement and the Christian right of the 1970s; and finally, free-market conservatism, neoliberalism, white nationalism and the Trump era. We will explore the organizational, ideological and social history of these political mobilizations. The class explores grass-roots social movements and their relationship to “mainstream” and electoral politics. We will pay special attention to the ways that ideas and mobilizations that are sometimes deemed extreme have in fact helped to shape the broader political spectrum. Throughout the semester, we will reflect on the present political dilemmas of our country in light of the history that we study

Fall 2024: HIST UN3571

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3571	001/10485	Th 2:10pm - 4:00pm 302 Fayerweather	Kimberly Phillips-Fein	4.00	17/18
HIST 3571	JE1/21726	W 6:00pm - 8:30pm	Noah Remnick	4.00	30/29

HIST 3571	JE2/21727	Othr Other	Th 1:00pm - 3:30pm	Noah Remnick	4.00	18/30
		Othr Other				

### **HIST BC3589 Anti-Apartheid Solidarity Movement. 4.00 points.**

This course examines the struggle against South African apartheid with a particular focus on the global solidarity movement in the 20th century. The class will examine key turning points in the movement, its connection with broader anti-colonial and anti-racist struggles, gendered constructs of apartheid and feminist leadership in the movement, and the circulation of theories of racial capitalism. Students will understand how and why apartheid became a global concern. Students will work on a project using the primary source material available on the African Activist Archive Digital Project at Michigan State University

**Fall 2024: HIST BC3589**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3589	001/00256	W 2:10pm - 4:00pm 324 Milbank Hall	Premilla Nadasen	4.00	14/15

### **HIST UN3712 African Climate and History. 4.00 points.**

This course examines how Africa's climate has changed in the past and with what consequences for the people living on the continent. It looks at the scope, duration and intensity of past climate events and their impacts, while using these historical climate events to teach fundamental climate concepts. Central to the course is the human experience of these events and the diversity of their responses. The major question underpinning this course is, therefore, how have people responded to past climate events, whether short-term, decadal or longer in scope? This question is predicated on the complexity of human society and moves away from the binary of collapse vs. resilience that dominates much thinking about the impact of climate changes on past societies. This framing recognizes the significance of climate for food production and collection, as well as trade and cosmologies. It does not take climate to be the determining factor in history. Rather it foregrounds the myriad ways people acted in the face of, for example, multi-decadal below average rainfall or long periods of more reliable precipitation

**Fall 2024: HIST UN3712**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3712	001/10338	Th 2:10pm - 4:00pm 301m Fayerweather	Rhiannon Stephens, Jason Smerdon	4.00	6/15

### **HIST BC3788 GENDER,SEXUALITY,POWER,AFRICA. 4.00 points.**

This course deals with the scholarship on gender and sexuality in African history. The central themes of the course will be changes and continuities in gender performance and the politics of gender and sexual difference within African societies, the social, political, and economic processes that have influenced gender and sexual identities, and the connections between

gender, sexuality, inequality, and activism at local, national, continental, and global scales

**Fall 2024: HIST BC3788**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3788	001/00253	M 2:10pm - 4:00pm 502 Diana Center	Abosede George	4.00	7/15

### **HIST UN3803 THE MUGHAL MEMOIRS. 4.00 points.**

The early sixteenth century rise of the Mughal authority in North India coincided with the arrival of the Portuguese in South India, the emergence of Safavid empire, and the dominance of the Ottoman empire. Within the first hundred years, even more claimants to imperial power in India – the British, the French, the Rajput, the Maratha – were engaged in political negotiations, resistance and accommodation with the Mughal. We will follow the course of the development of Mughal political thought, economic and environmental impact and courtly culture through to their official demise in 1857. The first four emperors of Mughal India left various accounts for us. Babur (r. 1525–1530), the founder of the dynasty, wrote an autobiography. Memoirs of the second, Humayun (r. 1530–1556), were written by his sister, and others in his army. The third, Akbar (r. 1556–1605) was the subject of the most amazing regnal history-- written by his minister and aide Abu'l Fazl. His son Jahangir (r. 1605–1627), recorded his daily activities and thoughts in his own journal that was published by him. To best engage with this complex universe, we will use the semantic vocabulary of 'seeing'. This course will delve into how Mughal emperors saw their world and how they narrated it. This course is almost exclusively focused on primary readings. We will read large portions of the texts written by the Mughal elite. We will read them to examine their treatment of sacral landscape, nature and environment, gender, social networks, power and violence, agency and interiority, performativity, usage of history and memory. This focus on memoir and autobiographical writing would allow us to delve far deeply into the socio-cultural worlds of the Mughal then is possible via a perfunctory reading of secondary sources

**Fall 2024: HIST UN3803**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3803	001/12087	T 2:10pm - 4:00pm 329 Uris Hall	Manan Ahmed	4.00	5/13

### **HIST BC3870 GENDER# MIGRATN:GLOBAL PERSPC. 4.00 points.**

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required. Sophomore Standing. Explores migration as a gendered process and what factors account for migratory differences by gender across place and time; including labor markets, education demographic and family structure, gender ideologies, religion, government regulations and legal status, and intrinsic aspects of the migratory flow itself

**Fall 2024: HIST BC3870**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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HIST 3870 001/00255 T 10:10am - Jose Moya 4.00 9/15  
12:00pm  
214 Milbank Hall

**Spring 2025: HIST BC3870**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3870	001/00842	W 9:00am - 10:50am 119 Milstein Center	Jose Moya	4.00	10/14

**HIST UN3927 Global Histories of Plants and Empire, c. 1500-1800. 4.00 points.**

This course provides a broad introduction to global history as it relates to science, medicine, and empire. In particular, we will explore the relationships between plants and empires in the early modern period. The course will predominantly focus on the colonial empires of early modern Europe (the Portuguese, Dutch, Spanish, French, and British), but will also incorporate case studies from the Mughal, Ottoman, Qing, and Russian empires. Broadly, we will analyze how much the desire for particular plants influenced and motivated imperial projects and assess the impacts of these projects on the natural world. We will evaluate the ways in which plants and knowledge about plants traveled, or failed to travel, and the labor involved in these processes in the context of empire. Finally, we will think about the shifting meanings and uses of plants over time and how this impacts our study of them

**Fall 2024: HIST UN3927**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3927	001/19508	T 4:10pm - 6:00pm 212a Lewisohn Hall	Joslyn DeVinney	4.00	10/15

**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 2024: HIST GU4218**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4218	001/12914	W 2:10pm - 4:00pm 302 Fayerweather	Taylor Zajicek	4	11/15

**HIST GU4298 Food in Modern East Central Europe: A Cultural and Political History. 4.00 points.**

Food is life – says a banal truism. It is the foundation of biological existence, and producing, creating and savoring food pervades life from the cradle to the last breath. It is everywhere from the campfire to picture galleries and philosophy books. It is material and symbolic, emotional and calculated. It is a glue and a dividing line between people. Food is history. Both as a prominent or an almost invisible thread running through life, food is more than itself, a lens on how society changed through history. This course uses food as a social phenomenon to highlight differences and commonalities of the region called East Central Europe without and within. It reflects upon the numerous faces of food, how its changes, its use, creation, consumption, and study mirrors broader historical developments and how it serves as focus of attachments known from contemporary politics: national, local, regional. Following food in East Central European history offers not only an analysis of food and its function within society, but how food has changed with society too. Throughout the course we shall explore the different – material, cultural, political, class – meanings of food, while introducing perspectives from different academic disciplines like social and political history, sociology, nationalism studies, anthropology. We start from the material, and through the concepts of food culture and food ways we shall connect the symbolic and practical aspects of food. After exploring how technology and science changed food and how it is related to modernity, we shall delve into the cultural and political: how does food reflect and represent various differences, how it is used to symbolize the immaterial. Finally, as East Central European food history is anything but peculiar, we will use food to think about the possible meanings of this geographic concept

**Fall 2024: HIST GU4298**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4298	001/19511	M 12:10pm - 2:00pm 569 Alfred Lerner Hall	Gabor Egry	4.00	6/15

**HIST GU4363 Pascal and the Modern Self. 4.00 points.**

This seminar will focus particularly on Pascal’s humanistic case for religious faith as a response to Montaigne’s skeptical portrayal of the self. The aim is to understand all the implications of this encounter for the history of Western thought about human psychology, religion, and politics

**Fall 2024: HIST GU4363**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4363	001/13529	Th 2:10pm - 4:00pm	Mark Lilla	4.00	10/13

607 Hamilton Hall

**HIST GU4374 Welfare States and Warfare States, Europe and the United States since c. 1870. 4.00 points.**

What kind of protection does a state owe its citizens? In the early twentieth century, states across Europe and the United States developed a whole host of social benefits that sought

to protect some citizens against the risks of modern industrial society: against accidents, old age, widowhood, motherhood, and illness. Yet any observer will immediately notice that this exact period of state expansion was also the era of high imperialism, in which labor markets were segregated by gender and race, citizenship rights were limited, fascism was on the rise, and the world waged global war. What, then, was the relationship between welfare states and warfare states in Europe and the United States? In this class, we will read about the evolution of social policies and social politics across the globe since the 1870s, from imperial expansion and welfare in the Boer War to migration politics in the contemporary European Union. We will examine how welfare states developed under pressure from new social movements and in response to new social and economic problems. We will interrogate whether welfare entrenched, or alleviated, social exclusions around race, gender, disability, and class. We will consider when states become invested in the health and wellbeing of their citizens and why. Finally, we will evaluate the impact of empire, war, and decolonization on the rise and, perhaps, the fall of welfare state. That is, in this class we will ask: if, as the famous phrase goes, war made the state, did war make the welfare state too?

**Fall 2024: HIST GU4374**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4374	001/19509	W 10:10am - 12:00pm Sat Alfred Lerner Hall	Roslyn Dubler	4.00	14/15

**HIST GU4389 Stalinism. 4.00 points.**

The quarter century during which Joseph Stalin ruled the Soviet Union witnessed some of the twentieth century's most dramatic events: history's fastest plunge into modernity, an apocalyptic world war, and the emergence of a socialist state as a competitive world power. This tutorial will offer students a deep dive not only into the historical depths of the Stalin era but into the gloriously complex historiographical debates that surround it. Some of the questions that will animate the readings, writings, and discussions that students will engage in are as follows: Did Stalin depart from or represent a continuation of the policies introduced by his predecessor Vladimir Lenin? Did he rule in a totalitarian fashion or in ways comparable to other twentieth century regimes? Were his policies destructive or possibly productive? And perhaps most boggling of all: why did no one resist Stalinist rule?

**Fall 2024: HIST GU4389**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4389	001/10531	M 2:10pm - 4:00pm 311 Fayerweather	Yana Skorobogatov	4.00	15/15

**HIST GU4426 PEOPLE OF THE OLD SOUTH. 4.00 points.**

No place or period in American history has ignited more passion or brought into being a richer trove of first-rate scholarship than the South during the years before the Civil War. On the other hand, no place or period in American

history has generated more misguided scholarship or more propaganda. In this course, students will sample historical literature and primary sources about the Old South, evaluating the interpretations historians have offered and scrutinizing some of the documents on which historians of the Old South have based their conclusions

**Fall 2024: HIST GU4426**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4426	001/17717	Th 4:10pm - 6:00pm 311 Fayerweather	Barbara Fields	4.00	15/15

**HIST GU4435 Democracy and its Technocrats. 4.00 points.**

Science and technology have become increasingly central to the basic functioning of democratic societies. The administrative state, both on the local and national level, is dependent on technological systems to ensure democratic rule and deliver services: from voting machines and welfare databases to passport scanners and the laboratory equipment necessary to set environmental standards. Just as necessary are the numerous experts – engineers, statisticians, epidemiologists, and environmental scientists – who either work for or advise the state in its dealings. How should we think about the technocratic nature of modern democracy? Is it an inevitable and necessary pre-condition for governing modern mass society? Or is it an alarming aspect, an undemocratic impulse, that undermines the promise of democratic rule? The course will examine the coproduction of science and politics. In the first part of the semester, students will gain conceptual tools with which to rethink the connection between science, technology, power, politics, policy, and democracy. They will consider the role of expertise in modern politics, as well as the construction of the public. In the second part of the semester we will consider in greater detail the way technocratic governance developed in the United States from the end of the nineteenth century to the contemporary moment

**Fall 2024: HIST GU4435**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4435	001/13528	T 2:10pm - 4:00pm 328 Uris Hall	Alma Steingart	4.00	12/15

**HIST GU4518 Research Seminar: 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.

**Fall 2024: HIST GU4518**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4518	001/10482	W 4:10pm - 6:00pm 311 Fayerweather	Stephanie McCurry	4	3/15

### **HIST GU4641 HOLOCAUST GENOCIDE-AMER CULTRE. 4.00 points.**

When the Holocaust Museum in Washington, D.C. opened in 1993, some people asked why a "European" catastrophe was being memorialized alongside shrines to Washington, Jefferson, and Lincoln while there was still no museum documenting the experience of African slaves in the United States or the effort to exterminate the Native Americans on this continent. How American intellectuals have thought about the Nazi regime and the Holocaust in Europe since before the Second World War and in the latter half of the twentieth century is the focus on this course. The course will also compare the ways the United States narrates, conceptualizes and deals with the Holocaust as opposed to other genocidal events. This course is comparative at its core as it examines how intellectuals and institutions spanning from Hannah Arendt to the United Nations to the US Holocaust Museum have woven this event into American culture

#### **Fall 2024: HIST GU4641**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4641	001/18673	W 2:10pm - 4:00pm 301m Fayerweather	Rebecca Kobrin	4.00	5/15

### **HIST GU4681 The Nahuas Through Their Sources. 4.00 points.**

This seminar aims to give a basic knowledge of the history, society, and culture of the Nahuas, one of the main Indigenous groups of Mexico, during the early period, 16th-18th centuries. The Nahuas left a vast and varied corpus of documents written in Nahuatl, a language still in use today. In each class, we will be reading a different set of documents available both in Nahuatl and in English translation and analyze them together to get an understanding of the Nahua world from within. To help us in this analysis, we will be reading also academic works by experts in the field of Indigenous history of early Latin America. Thanks to a collaboration with Eduardo de la Cruz, director of IDIEZ (Instituto de Docencia e Investigación Etnológica de Zacatecas) and a native-speaker instructor of Nahuatl, we will have the possibility to learn how Nahuatl is spoken today and how Indigenous people read their own primary sources from the past. The course will have at least one activity with professor de la Cruz built in the class time and accessible via Zoom

#### **Fall 2024: HIST GU4681**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4681	001/13527	W 10:10am - 12:00pm 302 Fayerweather	Caterina Pizzigoni	4.00	18/18

### **HIST GU4721 Archaeology and Heritage in the Ottoman Lands in the Long 19th Century. 4.00 points.**

"Archaeology and Heritage in the Ottoman Lands" is an undergraduate/graduate seminar focusing on archaeology, museology, and the notion of heritage throughout the lands under Ottoman rule during the 'long' nineteenth century. The objective is to critically reassess the nature of Western

antiquarian and archaeological endeavors, and to focus on the local dimension of the question to fill numerous gaps and inconsistencies in the 'grand narrative' of Near Eastern archaeology and heritage

#### **Fall 2024: HIST GU4721**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4721	001/11253	W 4:10pm - 6:00pm 329 Uris Hall	Edhem Eldem	4.00	3/15

### **HIST GU4736 Ottoman Westernization and Orientalism in the Long 19th Century. 4.00 points.**

"Ottoman Westernization and Orientalism in the Long 19th Century" is an undergraduate/graduate seminar focusing on the intricate relationship between Westernization and Orientalism in the context of the Ottoman Empire. Based on the assumption that these two concepts cannot be dissociated from one another, it sets out to explore Western/Orientalist perceptions of the empire, Ottoman efforts to Westernize, the emergence of Ottoman Orientalism, and other local reactions such as Occidentalism and anti-Westernism

#### **Fall 2024: HIST GU4736**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4736	001/13525	W 12:10pm - 2:00pm 311 Fayerweather	Edhem Eldem	4.00	15/20

### **HIST GU4743 MANUSCRIPTS OF THE MUSLIM WORLD. 4.00 points.**

This course is designed to provide the foundations for exploring the rich and fascinating history of Islamic manuscripts from the 9th through the 19th century. Its structure is shaped mainly by thematic considerations in a notable chronological fashion. The meetings amount to a series of "cuts" through the topic and cover themes such as the paper revolution, authorship, scribal culture, technologies of book production, readers and their notes, libraries and book collections, or textual as well as extra-textual components of manuscripts. Over the semester, we will study key material, textual, and visual elements of Islamic book culture spanning many centuries and continents, and visit major historiographical questions on the millennium-long history of Islamic manuscript tradition before the widespread adoption of print technology

#### **Fall 2024: HIST GU4743**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4743	001/10404	Th 10:10am - 12:00pm 302 Fayerweather	Tunc Sen	4.00	6/15

### **HIST GU4962 Making and Knowing in Early Modern Europe: Hands-On History. 4.00 points.**

This course introduces undergraduate and graduate students to the materials, techniques, contexts, and meanings of skilled craft and artistic practices in early modern Europe (1350-1750), in order to reflect upon a series of topics, including craft knowledge and artisanal epistemology; the intersections between craft and science; and questions of



historical methodology in reconstructing the material world of the past. The course will be run as a "Laboratory Seminar," with discussions of primary and secondary materials, as well as hands-on work in a laboratory. The first semester long course to use the published Edition of Fr. 640 as its focus, it will test the use of the Edition in a higher education classroom to inform the development of the Companion. This course is associated with the Making and Knowing Project of the Center for Science and Society at Columbia University. The first semester-long course to use the published Edition of Fr. 640 as its focus, it will test the use of the Edition in a higher education classroom to inform the development of Phase II of the Making and Knowing Project - a Research and Teaching Companion. Students' final projects (exploratory and experimental work in the form of digital/textual analysis of Ms. Fr. 640, reconstruction insight reports, videos for the Companion, or a combination) will be published as part of the Companion or the Sandbox depending on content and long-term maintenance considerations

#### Fall 2024: HIST GU4962

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4962	001/10344	W 10:10am - 12:00pm 513 Fayerweather	Pamela Smith	4.00	16/20

## FALL 2024 CROSS-LISTED COURSES

**PLEASE READ:** The passage below lists *\*all\** sections being offered by a Columbia instructor for a given course, including sections which *\*do not\** count for History students. **NOT ALL** sections of the courses listed below count for History majors and concentrators. Particular sections **only** count towards the History degree if the section instructor is a History faculty member or an affiliate with the History Department. For additional information, please review the "Requirements" tab or consult Undergraduate Administrator at [undergraduate-history@columbia.edu](mailto:undergraduate-history@columbia.edu) ([sjm2206@columbia.edu](mailto:sjm2206@columbia.edu)). All courses from the Barnard History Department also count towards the History degree.

### AFRS BC2004 INTRODUCTN TO AFRICAN STUDIES. 3.00 points.

Interdisciplinary and thematic approach to the study of Africa, moving from pre-colonial through colonial and post-colonial periods to contemporary Africa. Focus will be on its history, societal relations, politics and the arts. The objective is to provide a critical survey of the history as well as the continuing debates in African Studies

#### Fall 2024: AFRS BC2004

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFRS 2004	001/00125	M W 11:40am - 12:55pm 323 Milbank Hall	Abosede George	3.00	28/50

### HSWM UN2761 GENDER # SEXUALITY IN AFRICA. 4.00 points.

This course examines the history of gender, sexuality and ways of identifying along these lines in Africa from early

times through the twentieth century. It asks how gender and sexuality have shaped key historical developments, from African kingdoms and empires to postcolonial states, from colonial conquest to movements for independence, from indigenous healing practices to biomedicine, from slavery to the modern forms of work. It will also explore the history of different sexualities and gender identities on the continent. A key objective is to extend the historical study of gender and sexual identity in Africa beyond 'women's history' to understand gender as encompassing all people in society and their relationships, whether domestic or public.

#### Fall 2024: HSWM UN2761

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSWM 2761	001/10337	T Th 10:10am - 11:25am 717 Hamilton Hall	Rhiannon Stephens	4.00	48/70
HSWM 2761	AU1/20955	T Th 10:10am - 11:25am Othr Other	Rhiannon Stephens	4.00	4/3

### CSER UN3928 COLONIZATION/DECOLONIZATION. 4.00 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement  
Enrollment limited to 22.

Prerequisites: Open to CSER majors/concentrators only. Others may be allowed to register with the instructor's permission.  
Prerequisites: Open to CSER majors/concentrators only. Others may be allowed to register with the instructors 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 2024: CSER UN3928

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3928	001/13934	M 10:10am - 12:00pm 507 Philosophy Hall	Manan Ahmed	4.00	21/20

### AMST UN3930 Topics in American Studies. 4 points.

Please refer to the Center for American Studies website for course descriptions for each section.  
[americanstudies.columbia.edu](http://americanstudies.columbia.edu)

#### Fall 2024: AMST UN3930

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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AMST 3930	001/14527	T 10:10am - 12:00pm 317 Hamilton Hall	James Stephen Shapiro	4	9/18
AMST 3930	002/14528	M 6:10pm - 8:00pm 317 Hamilton Hall	Benjamin Rosenberg	4	15/18

### AMST UN3931 Topics in American Studies. 4 points.

Please refer to the Center for American Studies for section descriptions

#### Fall 2024: AMST UN3931

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3931	001/12727	T 12:10pm - 2:00pm 317 Hamilton Hall	Jeremy Dauber	4	9/18
AMST 3931	002/12728	M 2:10pm - 4:00pm 317 Hamilton Hall	Casey Blake	4	12/18
AMST 3931	004/12730	T 2:10pm - 4:00pm 317 Hamilton Hall	Roosevelt Montas	4	10/18
AMST 3931	005/12732	T 4:10pm - 6:00pm 317 Hamilton Hall	Hilary-Anne Hallett	4	12/18
AMST 3931	006/12734	Th 10:10am - 12:00pm 317 Hamilton Hall	Mark Lilla	4	11/13

#### Spring 2025: AMST UN3931

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3931	001/14443	W 10:10am - 12:00pm 317 Hamilton Hall	Roosevelt Montas	4	13/18
AMST 3931	002/14445	T 2:10pm - 4:00pm 317 Hamilton Hall	Andrew Delbanco, Roger Lehecka	4	12/18
AMST 3931	003/14446	W 12:10pm - 2:00pm 317 Hamilton Hall	Lynne Breslin	4	15/18
AMST 3931	004/14447	W 4:10pm - 6:00pm 317 Hamilton Hall	Valerie Paley	4	12/15
AMST 3931	005/17213	Th 4:10pm - 6:00pm 317 Hamilton Hall	Cathleen Price	4	10/18

### EAAS UN3990 APPROACHES TO E ASIAN STUDIES. 4.00 points.

Enrollment is limited to EALAC and AMEC majors and concentrators only.

This course is intended to provide a focal point for undergraduate majors in East Asian Studies. It introduces students to the analysis of particular objects of East Asian historical, literary, and cultural studies from various disciplinary perspectives. The syllabus is composed of a series of modules, each centered around an object, accompanied by readings that introduce different ways of understanding its meaning

#### Fall 2024: EAAS UN3990

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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EAAS 3990 001/14213	T 2:10pm - 4:00pm 405 Kent Hall	Feng Li	4.00	10/15
EAAS 3990 002/14214	T 4:10pm - 6:00pm 401 Hamilton Hall	Robert Hymes	4.00	15/15

### SDEV GU4501 History of the Climate Crisis. 4.00 Points.

The climate crisis is a defining feature of contemporary life. How did we get here? This course considers the historical, social, ethical, and political life of global warming in an effort to better understand the present climate age. Themes and topics include: the origins of fossil fuel-based energy systems and the cultural life of oil; the history of climate science and the geopolitics of climate knowledge production; the emergence of climate change as a global political issue; debates about political responses to climate change versus market-based approaches; the question of culpability and who should be held responsible for causing global warming; and the recent emergence of a global climate justice movement and its relationship to racial justice and indigenous rights movements

Term	Section	Call Number	Instructor	Times/Location
Fall 2024	001	15963	Leah Aronowsky	Th 10:10am - 12:00pm 511 Kent Hall

### HSEA GU4720 20TH CENTURY TIBETAN HISTORY. 4.00 points.

This course is designed for students interested in gaining a broad view of Tibetan history in the 20th century. We will cover the institutional history of major Tibetan state institutions and their rivals in the Tibetan borderlands, as well as the relations with China, Britain, and America. Discussion sessions throughout the semester will focus on important historical issues. *Group(s): C*

#### Fall 2024: HSEA GU4720

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4720	001/14220	Th 10:10am - 12:00pm 613 Hamilton Hall	Gray Tuttle	4.00	13/15

### HSEA GU4860 SOC OF CHOSON KOREA 1392-1910. 4.00 points.

Major cultural, political, social, economic and literary issues in the history of this 500-year long period. Reading and discussion of primary texts (in translation) and major scholarly works. All readings will be in English

#### Fall 2024: HSEA GU4860

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4860	001/14221	T 2:10pm - 4:00pm 401 Hamilton Hall	Jungwon Kim	4.00	11/15

## SPRING 2025 HISTORY COURSES

### HIST UN1004 ANCIENT HISTORY OF EGYPT. 4.00 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

A survey of the history of ancient Egypt from the first appearance of the state to the conquest of the country by Alexander of Macedon, with emphasis of the political history, but also with attention to the cultural, social, and economic developments

**Spring 2025: HIST UN1004**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1004	001/13622	T Th 4:10pm - 5:25pm 301 Pupin Laboratories	Marc Van De Mieroop	4.00	190/225

**HIST UN1020 The Romans and Their World. 4 points.**

This course examines the history of the Roman Empire from the formation of the Roman monarchy in 753 BCE to the collapse of the Western Empire in 476 CE. At the heart of the class is a single question: how did the Roman Empire come to be, and why did it last for so long? We will trace the rise and fall of the Republic, the extension of its power beyond Italy, and the spread of Christianity. Epic poetry, annalistic accounts, coins, papyri, inscriptions, and sculpture will illuminate major figures like Cleopatra, and features of daily life like Roman law and religion. The destructive mechanics by which Rome sustained itself--war, slavery, and environmental degradation--will receive attention, too, with the aim of producing a holistic understanding this empire. Discussion Section Required.

**Spring 2025: HIST UN1020**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1020	001/13649	T Th 11:40am - 12:55pm 310 Fayerweather		4	49/70

**HIST UN1942 The Year 1000: A World History. 4.00 points.**

This course is designed to introduce students to the study of premodern history, with a substantive focus on the variety of cultures flourishing across the globe 1000 years ago. Methodologically, the course will emphasize the variety of primary sources historians use to reconstruct those cultures, the various approaches taken by the discipline of history (and neighboring disciplines) in analyzing those sources, and the particular challenges and pleasures of studying a generally "source poor" period. The course queries the concepts of "global history" and "world history" as applied to the "middle millennium" (corresponding to Europe's "medieval history"), by exploring approaches that privilege connection, comparison, combination, correlation, or coverage

**Spring 2025: HIST UN1942**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1942	001/13854	T Th 8:40am - 9:55am 142 Uris Hall	Adam Kosto	4.00	69/90
HIST 1942	AU1/19146	T Th 8:40am - 9:55am Othr Other	Adam Kosto	4.00	5/5

**HIST UN2088 The Historical Jesus and the Origin of Christianity. 4 points.**

The goal of this course will be to subject the source materials about Jesus and the very beginnings of Christianity (before about 150 CE) to a strictly historical-critical examination and analysis, to try to understand the historical underpinnings of what we can claim to know about Jesus, and how Christianity arose as a new religion from Jesus' life and teachings. In addition, since the search or quest for the "historical Jesus" has been the subject of numerous studies and books in recent times, we shall examine a selection of prominent "historical Jesus" works and theories to see how they stand up to critical scrutiny from a historical perspective.

**Spring 2025: HIST UN2088**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2088	001/13667	T Th 11:40am - 12:55pm 331 Uris Hall	Richard Billows	4	24/35

**HIST UN2100 EARLY MOD EUR: PRINT # SOCIETY. 4.00 points.**

This course will examine key cultural, political, and religious developments in early modern Western Europe (c. 1500-1800) using the lens of print technology and culture as entry point. From the Reformation of Luther, to the libelles of pre-revolutionary France, from unlocking the mysteries of the human body to those of the heavens, from humanist culture to the arrival of the novel, no important aspect of European culture in the early modern centuries can be understood without taking into account the role of print. Its material aspects, its marketing and distribution channels, and its creation of new readers and new "republics" form the contours of this course

**Spring 2025: HIST UN2100**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2100	001/11866	M W 10:10am - 11:25am 333 Uris Hall	Elisheva Carlebach	4.00	18/35

**HIST UN2215 MODERN RUSSIAN HISTORY. 4.00 points.**

An introductory survey of the history of Russia, the Russian Empire, and the Soviet Union over the last two centuries. Russia's role on the European continent, intellectual movements, unfree labor and emancipation, economic growth and social change, and finally the great revolutions of 1905 and 1917 define the "long nineteenth century." The second half of the course turns to the tumultuous twentieth century: cultural experiments of the 1920s, Stalinism, World War II, and the new society of the Khrushchev and Brezhnev years. Finally, a look at very recent history since the East European revolutions of 1989-91. This is primarily a course on the domestic history of Russia and the USSR, but with some attention to foreign policy and Russia's role in the world

**Spring 2025: HIST UN2215**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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HIST 2215 001/13715 M W 10:10am - Yana 4.00 66/70  
11:25am Skorobogatov  
310 Fayerweather

**HIST UN2353 Shadow of the Sun King: Early Modern France. 4.00 points.**

This course will offer a survey of French history from the Wars of Religion to the Revolution, when the kingdom was the predominant power in Europe. Topics to be addressed include the rise of the Bourbon monarchy, the crystallization of absolutism as a political theology, the spectacular rise and collapse of John Law's financial system, the emergence of the philosophe movement during the Enlightenment, and the gradual de-legitimation of royal power through its association with despotism. Thematically, the course will focus on shifting logics of representation—that is, the means by which political, economic, and religious power was not only reflected, but also generated and projected, through a range of interrelated practices that include Catholic liturgy, courtly protocols, aristocratic codes of honor, financial experimentation, and the critical styles of thinking and reading inculcated by the nascent public sphere

Spring 2025: HIST UN2353

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2353	001/13642	T Th 4:10pm - 5:25pm 310 Fayerweather	Charly Coleman	4.00	21/70

**HIST UN2438 POLITICAL HISTORY OF CONTEMPORARY AFRICA. 3.00 points.**

This course offers a survey of the political history of contemporary Africa, from independence to the present day, with a focus on the states and societies south of the Sahara. We will use the tools of historians to study African political life: who held political power; how they wielded it and to what ends; and what kinds of opposition they faced. An important sub-theme involves American policy and actions, including those of civil society organizations, vis-à-vis African nation-states

Spring 2025: HIST UN2438

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2438	001/17282	T Th 1:10pm - 2:25pm 307 Uris Hall	Gregory Mann	3.00	18/35
HIST 2438	AU1/20318	T Th 1:10pm - 2:25pm Othr Other	Gregory Mann	3.00	6/5

**HIST UN2444 THE VIETNAM WAR. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

April 30, 2025 marks the fiftieth anniversary of the end of the Vietnam War. Upon the semicentennial, this special edition lecture course will reflect on the half century of scholarship and art to examine war's history, including its origins, evolution, and conclusion, and assess its legacies today. Rather than just view the war as an event in American or Vietnamese history, this course will examine the war from a multitude of perspectives by inviting special lecturers, analyzing primary

documents, dissecting novels and memoirs, screening war films, and drawing from the rich historiography of that oft-studied war. Throughout this course, we will ask questions that continue to elicit fierce debate: What brought the United States and Vietnam to war? What impact did the war have on North Vietnamese, South Vietnamese, and American politics? How did decisions made in the corridors of power on both sides of the Pacific affect everyday people on the battlefronts and homefronts? Why did it end the way it did? What lessons can we draw from the Vietnam War? Attendance and participation in lectures and weekly discussion sections is mandatory. All the readings and episodes are available online through Butler Library (CLIO) or Canvas (C)

Spring 2025: HIST UN2444

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2444	001/14089	T Th 1:10pm - 2:25pm 501 Northwest Corner	Lien-Hang Nguyen	4.00	117/120

**HIST UN2478 US INTELLECTUAL HIST 1865-PRES. 4.00 points.**

This course examines major themes in U.S. intellectual history since the Civil War. Among other topics, we will examine the public role of intellectuals; the modern liberal-progressive tradition and its radical and conservative critics; the uneasy status of religion in a secular culture; cultural radicalism and feminism; critiques of corporate capitalism and consumer culture; the response of intellectuals to hot and cold wars, the Great Depression, and the upheavals of the 1960s. Fields(s): US

Spring 2025: HIST UN2478

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2478	001/11891	T Th 1:10pm - 2:25pm 310 Fayerweather	Casey Blake	4.00	59/70
HIST 2478	AU1/19150	T Th 1:10pm - 2:25pm Othr Other	Casey Blake	4.00	10/10

**HIST UN2540 HISTORY OF THE SOUTH. 4.00 points.**

A survey of the history of the American South from the colonial era to the present day, with two purposes: first, to afford students an understanding of the special historical characteristics of the South and of southerners; and second, to explore what the experience of the South may teach about America as a nation

Spring 2025: HIST UN2540

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2540	001/13925	T Th 11:40am - 12:55pm 614 Schermerhorn Hall	Barbara Fields	4.00	55/75

**HIST UN2565 American History at the Movies. 4.00 points.**

This lecture explores major topics in modern American history through an examination of the American film industry and some of its most popular films and stars. It begins with the emergence of "Hollywood" as an industry and a place in the

wake of WWI and ends with the rise of the so-called 'New Hollywood' in the 1970s and its treatment of the 1960s and the Vietnam War. For much of this period, Hollywood's films were not protected free speech, making movies and stars peculiarly reflective of, and vulnerable to, changes in broader cultural and political dynamics. Students will become familiar with Hollywood's institutional history over this half-century in order to understand the forces, both internal and external, that have shaped the presentation of what Americans do and don't see on screens and to become skilled interpreters of American history at the movies

**Spring 2025: HIST UN2565**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2565	001/13945	T Th 11:40am - 12:55pm 142 Uris Hall	Hilary-Anne Hallett	4.00	37/60

**HIST UN2663 MEXICO FROM REVOL TO DEMOCRACY. 4.00 points.**

This course will survey a century of Mexican history that oscillated between an authoritarian regime (Porfirio Díaz's presidency, 1876-1911), a massive revolutionary upheaval (1911-1920), the construction of a single-party, corporatist regime that became a model of stability and economic success (that of the Partido Revolucionario Institucional), and a complex transition to democracy (culminated in the July 2000 presidential elections but, one might argue, still ongoing). Politics will be defined in broad terms. Lectures and readings will consider social and cultural processes from diverse perspectives. Topics will include: migration and population growth; economic expansion and stagnation; urban history, crime and punishment; gender, women and families; elite and popular culture; labor, agrarian reform; the left, electoral and armed insurgency; relations with the United States and other countries of Latin America. Local and regional perspectives will be offered as an alternative against prevailing state-centered, national narratives. Combining thematic and chronological lectures and discussion of primary sources, the course will examine the most exciting recent literature on Mexican society, culture, and politics. Discussion of primary sources will be an important component of this course. Classes will combine lecture and discussion of historical contents with discussion of primary documents. These documents will include texts (political manifestos, essays, letters, testimonies, legislation, literature) as well as movies, music and visual records (mostly photography and painting). Discussions sections will also use those documents to expand on topics presented in the lectures and the required readings

**Spring 2025: HIST UN2663**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2663	001/13952	T Th 8:40am - 9:55am 313 Fayerweather	Pablo Piccato	4.00	21/60
HIST 2663	AU1/20321	T Th 8:40am - 9:55am Othr Other	Pablo Piccato	4.00	5/5

**HIST UN2717 The Ottoman Empire and the West in the 19th Century. 4.00 points.**

"The Ottoman Empire and the West" is a course designed to familiarize undergraduate students with the major developments concerning the Ottoman Empire's relations with the West throughout the 'long' nineteenth century, roughly from the end of the eighteenth century to the outbreak of World War I. The course will adopt a predominantly chronological structure but will address a wide range of themes, from politics and ideology to economics and diplomacy, and from religion and culture to gender and orientalism

**Spring 2025: HIST UN2717**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2717	001/17264	T Th 10:10am - 11:25am 227 Seeley W. Mudd Building	Edhem Eldem	4.00	13/35
HIST 2717	AU1/20319	T Th 10:10am - 11:25am Othr Other	Edhem Eldem	4.00	7/9

**HIST UN3049 Provinces of the Roman Empire. 4.00 points.**

Between the mid-third century BCE and mid-second century BCE, Rome rapidly acquired a Mediterranean empire consisting of territories that it divided into administrative units called provinces. Through the examination of documentary and literary sources, and art and archaeology, this seminar traces the formation and growing complexity of Roman provincial administration and life in the provinces during the Republic and imperial period. Topics of study include the responsibilities of the provincial governor and his staff; the creation of provincial landscapes through the destruction of cities and construction of long-distance roads; the emergence of new provincial identities; revolts against Rome; and provincial expressions of loyalty to the emperor

**Spring 2025: HIST UN3049**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3049	001/17165	T 2:10pm - 4:00pm 311 Fayerweather	Sailakshmi Ramgopal	4.00	7/13

**HIST UN3321 Solidarity in the Age of Decolonization. 4.00 points.**

The central demand in numerous contemporary emancipation movements is "decolonization," irrespective of the presence of a formal empire. This class addresses how we think about decolonization today. What does paying attention to the big picture view of decolonization reveal about the term's changing meaning? We will look at events, paying attention to how decolonization is perceived by different people, in different places, at different times—not only in the colony but in the metropole. How do "sympathetic" members of society react? What does it mean to sympathize? What kinds of solidarity were formed between metropolitan activists and anti-colonial leaders? What about solidarity-activists in the empire? What counts as solidarity? How does this fit into our understanding of decolonization? These are the questions that will be guiding our course. We will focus our topic by concentrating on liberation



from the maritime empires of Great Britain and France (though these are just a fraction of independence movements), starting with the independence of the American colonies and ending with contemporary debates on the notion of decolonization. We will also direct our attention to specific global issues connected to the process of decolonization: the world economy, human rights, apartheid, and transnational protest. The course will be organized like a seminar—there are no lectures, only discussions of the assigned texts

**Spring 2025: HIST UN3321**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3321	001/14153	M 10:10am - 12:00pm 301m Fayerweather	Roxanne Houman	4.00	8/12

**HIST UN3363 Feminist Histories of Gender and Sexuality in Modern Britain. 4.00 points.**

This undergraduate seminar offers students an introduction to the histories of gender and sexuality in Modern Britain since the early-nineteenth century. The advent of new nation states, industries, empires, and political ideologies transformed the place of gender and sexuality in British society. Yet the attempt to document those historical transformations changed the ways that feminist historians wrote that history too. This class thus introduces students to the major topics in the history of gender and sexuality in modern Britain: the relationship between industrialization and family labor, conceptions and categories of homosexuality and heterosexuality, the impact of imperialism on gender roles, queer histories of urbanization and the metropolis, and the place of gender, race, and sexuality in the development of the modern state. But it will also ask students to consider how historians like Sally Alexander, Catherine Hall, Judith Walkowitz, Durba Mitra, Samuel Rutherford, and Kennetta Hammond Perry have applied and engaged the major theorists of gender and sexuality, including Frederick Engels, Michel Foucault, Judith Butler, Carole Pateman, Henri Lefebvre, Eve Kosofsky Sedgwick, Stuart Hall, and Hazel Carby. In doing so, students will learn both the histories and the theories that comprise the feminist historical tradition of Modern Britain

**Spring 2025: HIST UN3363**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3363	001/17188	T 4:10pm - 6:00pm 224 Pupin Laboratories	Roslyn Dubler	4.00	8/15

**HIST UN3429 TELLING ABOUT THE SOUTH. 4.00 points.**

A remarkable array of Southern historians, novelists, and essayists have done what Shreve McCannon urges Quentin Compson to do in William Faulkner's *Absalom, Absalom!*--tell about the South--producing recognized masterpieces of American literature. Taking as examples certain writers of the 19th and 20th centuries, this course explores the issues they confronted, the relationship between time during which and about they wrote, and the art of the written word as exemplified in their work. Group(s): D Field(s): US Limited

enrollment. Priority given to senior history majors. After obtaining permission from the professor, please add yourself to the course wait list so the department can register you in the course

**Spring 2025: HIST UN3429**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3429	001/11700	Th 4:10pm - 6:00pm 311 Fayerweather	Barbara Fields	4.00	13/14

**HIST UN3562 The Seven Years' War (1754-1763), Global Perspective: Europe, Asia, Africa, and Americas. 4.00 points.**

Prerequisites: History Majors Preferred This research seminar explores the causes, course, and consequences of the Seven Years' War, arguably the first world war in modern history. Topics include the origins of the conflict in North America and in Europe, the relationship between imperial rivalry in the American colonies and the contest for supremacy in central Europe, the impact of the war on trade and settlement in South Asia, the West Indies, the Philippines, and West Africa, and the legacies of the conflict for British imperial expansion in India, North America, Senegal, and the southern Caribbean. During the second half of the semester, members of the seminar will devote the majority of their time to the research and writing of a substantial paper

**Spring 2025: HIST UN3562**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3562	001/13727	M 2:10pm - 4:00pm 301m Fayerweather	Christopher Brown	4.00	13/12

**HIST UN3591 One Person, One Vote?. 4.00 points.**

In recent years, the American public has ranked worries over the future of American democracy among its top concerns. American citizens consider free and fair elections to be the bedrock of U.S. representative democracy. However, for most of U.S. history, there has been a profound gap between the ideals of democratic representation and its reality, with many Americans being disenfranchised. This course will examine the history of efforts to secure voting rights for U.S. citizens, including women and people of color, as well as continuing attempts to curtail or suppress these rights. Further, we will survey how debates over voting rights intersected with conflicts over the nature of political representation, and how the ideal of "fair representation" has been construed and fought over during the 20th century. Topics will include: the nineteenth amendment, Jim Crow disenfranchisement in the U.S. South, the Voting Rights Act, histories of apportionment and redistricting, as well as fights over the electoral college

**Spring 2025: HIST UN3591**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3591	001/17280	W 4:10pm - 6:00pm 316 Hamilton Hall	Alma Steingart	4.00	15/15

**HIST UN3608 Women and Gender in Latin America and the Caribbean. 4.00 points.**

This course examines women's experiences in Latin America and the Caribbean from colonial times to current days. We will investigate debates on class, race, religion and ethnicity while looking at major historical events. We will rely on several primary and secondary sources such as archival documents, oral histories, arts and visual resources that will help us understand how gender shaped the political, social, and economic structures of Latin America and the Caribbean. We will also learn about important women, such as Sor Juana Inés de la Cruz and Chica da Silva, examine the role of women warriors and spies in the Wars of Independence and the Haitian Revolution, and discuss how multiple gender-based issues are deeply tied to the history of Latin America and the Caribbean, such as indigenous gender systems, Catholicism and education, female suffrage, feminism and populism, conservatism, the ideology of separate spheres, the politicization of motherhood, among others

Spring 2025: HIST UN3608

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3608	001/17250	T 10:10am - 12:00pm 411 Fayerweather	Daniela Traldi	4.00	13/13

**HIST UN3645 Jews in Early Modern Europe, 1492-1750. 4.00 points.**

A seminar on the historical, political, and cultural developments in the Jewish communities of early-modern Western Europe (1492-1789) with particular emphasis on the transition from medieval to modern patterns. We will study the resettlement of Jews in Western Europe, Jews in the Reformation-era German lands, Italian Jews during the late Renaissance, the rise of Kabbalah, and the beginnings of the quest for civil Emancipation. Field(s): JWS/EME

Spring 2025: HIST UN3645

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3645	001/11601	M 12:10pm - 2:00pm 311 Fayerweather	Elisheva Carlebach	4.00	13/13

**HIST UN3786 History of African Muslims: Timbuktu and Beyond. 4.00 points.**

This seminar uses the celebrated city of Timbuktu as a starting point from which to explore the history of West African Muslims and their scholarship from the age of the Sudanic empires (10th-17th centuries) through the troubled present in the Republic of Mali. Key questions include the relationship between scholars and rulers, the boundaries of the Muslim community, the entanglements of race, slavery, and religious practice, and the impact of secular governance on the Muslim scholarly tradition

Spring 2025: HIST UN3786

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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HIST 3786	001/17312	M 12:10pm - 2:00pm 302 Fayerweather	Gregory Mann	4.00	7/12
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**HIST GU4082 Medieval Religion: definitions and concepts. 4.00 points.**

In this course, the concept of religion stands at the heart of our exploration, as it shaped and was shaped by the medieval world. We will critically engage with definitions and interpretations of religion, both as a subject of scholarly debate in the study of religions and as a pivotal force in medieval history. The course will examine how Christianity, Judaism, and Islam were not only systems of belief but also comprehensive frameworks that structured medieval society, politics, and intellectual life. Through an analysis of religious texts, practices, and institutions, we will explore how religion was lived and understood in the Middle Ages, while also addressing broader theoretical debates in the history of religion. This approach invites us to reflect on the historical construction of "religion" as a category and its relevance in shaping our understanding of the medieval world

Spring 2025: HIST GU4082

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4082	001/17235	W 12:10pm - 2:00pm 516 Hamilton Hall	Benedicte Sere	4.00	12/15
HIST 4082	AU1/20424	W 12:10pm - 2:00pm Othr Other	Benedicte Sere	4.00	5/5

**HIST GU4110 FRENCH AMERICA 1534-1804. 4.00 points.**

A study of the French Atlantic World from the exploration of Canada to the Louisiana Purchase and Haitian Independence, with a focus on the relationship between war and trade, forms of intercultural negotiation, the economics of slavery, and the changing meaning of race. The demise of the First French Colonial Empire occurred in two stages: the British victory at the end of the Seven Years War in 1763, and the proclamation of Haitian Independence by insurgent slaves in 1804. The first French presence in the New World was the exploration of the Gulf of St. Lawrence by Jacques Cartier in 1534. At its peak the French Atlantic Empire included one-third of the North American continent, as well as the richest and most productive sugar and coffee plantations in the world. By following the history of French colonization in North America and the Caribbean, this class aims to provide students with a different perspective on the history of the Western hemisphere, and on US history itself. At the heart of the subject is the encounter between Europeans and Native Americans and between Europeans and Africans. We will focus the discussion on a few issues: the strengths and weaknesses of French imperial control as compared with the Spanish and the British; the social, political, military, and religious dimensions of relations with Native Americans; the extraordinary prosperity and fragility of the plantation system; evolving notions of race and citizenship; and how the French Atlantic Empire shaped the history of the emerging United States

**Spring 2025: HIST GU4110**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4110	001/11597	W 2:10pm - 4:00pm 311 Fayerweather	Pierre Force	4.00	11/15

**HIST GU4255 A Global History of East Central Europe Before the Modern Times. 4.00 points.**

Looking at Central and Eastern Europe through the systematic application of transnational methods and from a truly global perspective can offer original and valuable insights. Central and Eastern Europe has tended to be a semi-peripheral area in the global scheme of things, and it has thus been much closer to the global average than some of the parts of the world on which much of recent global historiography has focused. Central and Eastern European countries have also developed numerous and still underexplored intercontinental connections outside the Western core that should be of special interest in our age of multipolarity. At the same time, it can be assumed that this diverse area, as a peripheral part of Europe in a formerly largely Eurocentric world. The global history of the region is not intended to exaggerate the role Central and Eastern Europe played in transcontinental processes in the last millennia. It rather aims to show how the diverse people of the region have come to be interconnected with and shaped by phenomena originating in all the various parts of the globe, transnational and global trends that certainly have exerted a much greater impact on their country's multifaceted history than the other way round. The course does not intend to deconstruct national narratives as such. It attempts to substantially enrich such narratives and reconceptualize them for an age of manifold global interconnectedness. To put it differently, the words "East Central European" and "global" are equally significant parts of the course's title. It aims to re-contextualize medieval and early modern histories of Hungary, Bohemia, and Poland by looking at global processes in their regional context rather than looking at the region as an exceptional and distinct area. While the region has traditionally been described in scholarship as the periphery of Western Christianity, there has been little understanding of the region as an area with close ties towards the Eastern Mediterranean (Byzantium), towards Eastern Europe (towards the Rus) and how global processes such as climate change, trade connections, political representation or artistic changes reached (and spread from) the region

**Spring 2025: HIST GU4255**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4255	001/17274	M 10:10am - 12:00pm 1201 International Affairs Bldg	Andras Vadas	4.00	7/15
HIST 4255	AU1/20425	M 10:10am - 12:00pm Othr Other	Andras Vadas	4.00	3/3

**HIST GU4279 A Cultural History of the Soviet Century. 4.00 points.**

In the English-language literature, the history of the Soviet Union is often dominated by the Cold War. As a result, events central to the lives of Soviet citizens are viewed within a wider geopolitical context that often overlooks regional and ethnic specificity. Cultural products from music, film, dance, and literature provide insight into individual and collective responses to traumatic events. In this course, students study the history of the USSR through the lens of memory and trauma studies by analyzing cultural artifacts as a form of testimony and social history. This course engages with varied cultural products chronologically from the formation of the Union and Revolution through Soviet collapse and the kleptocratic rise of Putin. Materials include poetry and prose by Solzhenitsyn, Mandelstam, and Akhmatova, music by Shostakovich, Prokofiev, and Vysotski, primary sources and speeches, and historical analyses by Kotkin, Snyder, and Fitzpatrick. To present a de-Russified view of the USSR, materials also include those produced by marginalized Soviet populations like Indigenous and Eveny scholars, Holocaust and GULAG survivors, and veterans

**Spring 2025: HIST GU4279**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4279	001/17228	W 12:10pm - 2:00pm 963 Ext Schermerhorn Hall	Alexandra Birch	4.00	20/18

**HIST GU4379 Ever Closer Union?: Histories of European Integration since 1945. 4.00 points.**

This class offers an introduction to the history and the practice of European integration since 1945. In 1945, western Europe lay in ruins after one of the largest and most destructive wars in world history. By 1957, however, six European governments decided to come together in a European Economic Community and, some sixty years later, they had built a European Union that included twenty-seven countries and, by combined size, constituted the second largest economy in the world. Why would six states just ravaged by occupation and war so quickly volunteer to share sovereignty with one another and why did so many other governments decide to join up later? What kinds of European unification did they envisage, how did these visions of European integration change, and what kind of united Europe did they build? To answer these questions, this class explores the evolution of European integration from the end of the Second World War and the collapse of European empires to the end of the Cold War and the creation of the European Union. We will reconstruct various and evolving visions for the integration of Europe, studying the place of Europe in a world of empires to the place of Europe in a globalizing economy. We will examine the rise of the major policies and institutions of the European Community: from agricultural policy to environmental law, from demands for democratic representation to the regulation of international migration. All the while, we will assess how the European Community responded to the major events of the late twentieth century

– including decolonization, the oil crisis, neoliberalism, the end of the Cold War, the migrant crisis, and the rise of right-wing populism – and interrogate the impact of European institutions upon those events. To do so, we will read widely across history and political science and we will make extensive use of new primary source collections, especially those newly digitized by the Historical Archives of the European Union. This course thus doubles as a history of European integration and an examination of Europe’s changing place in the world  
**Spring 2025: HIST GU4379**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4379	001/17217	W 10:10am - 12:00pm 609 Hamilton Hall	Roslyn Dubler	4.00	19/18

### **HIST GU4385 Rousseau and the Modern Self. 4.00 points.**

This seminar is the third in a series on the history of modern conceptions of the self. Other figures in the series include Montaigne, Pascal, and Tocqueville. This seminar focuses on Rousseau, and in particular Emile, his treatise on education and psychology. We will pay particular attention to how he draws from both Montaigne and Pascal to develop a third conception of the self and its development. We also examine Reveries of a Solitary Walker to see how Rousseau’s general theory of the self relates to his understanding of himself at the end of his life  
**Spring 2025: HIST GU4385**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4385	001/11725	Th 2:10pm - 4:00pm 302 Fayerweather	Mark Lilla	4.00	15/16
HIST 4385	AU1/20426	Th 2:10pm - 4:00pm Othr Other	Mark Lilla	4.00	2/3

### **HIST GU4405 The Bible in Early America. 4.00 points.**

Anglo-American colonists enjoyed a relatively high degree of literacy, and what they mostly did with that literacy was read the Bible. This course shows how early American culture and the course of American history were shaped by extraordinarily widespread reading and oral transmission of the Bible. Each week will focus on the biblical texts, dilemmas, and crises of a different period in early American history. Topics include Puritan colonization, Native American conversion, Black Bible culture, American nationalism, religious mysticism, and the slavery debate. This course will have an immersive element: in order to better understand the intellectual and psychological effect of constant contemplation of the Bible, students will experiment with text exegesis, memorization, dream analysis, and the interpretation of contemporary events in the style of early Anglo-American Bible readers

**Spring 2025: HIST GU4405**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4405	001/17226	T 10:10am - 12:00pm 568 Alfred Lerner Hall	Hannah Farber	4.00	10/15

### **HIST GU4532 TOPICS IN AMERICAN CIVIL WAR AND RECONSTRUCTION. 4.00 points.**

Few events in American history can match the significance of the American Civil War and Reconstruction and few left a better cache of records for scholars seeking to understand its signal events, actors, and processes. Starting with the secession of eleven southern states, white southerners’ attempts to establish a proslavery republic (the Confederate States of America) unleashed an increasingly radical, even revolutionary war. Indeed, as the war assumed a massive scope it drove a process of state building and state-sponsored slave emancipation in the United States that ultimately reconfigured the nation and remade the terms of political membership in it  
**Spring 2025: HIST GU4532**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4532	001/11702	Th 2:10pm - 4:00pm 301m Fayerweather	Stephanie McCurry	4.00	14/15

### **HIST GU4601 JEWS-LATER ROMAN EMP,300-600CE. 4.00 points.**

This course will explore the background and examine some of the manifestations of the first Jewish cultural explosion after 70 CE. Among the topics discussed: the Late Roman state and the Jews, the rise of the synagogue, the redaction of the Palestinian Talmud and midrashim, the piyyut and the Hekhalot

### **HIST GU4632 Jews in the Ancient City: Politics and Materiality. 4.00 points.**

This course will examine the experience of Jews in the cities of the eastern Roman Empire, offering a challenge to modern hypotheses of Jewish corporate stability in that setting and contributing to modern discussions of the relations between the Roman state, Greek cities, and Jewish and Christian subjects

**Spring 2025: HIST GU4632**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4632	001/11593	Th 10:10am - 12:00pm 302 Fayerweather	Seth Schwartz	4.00	4/15

### **HIST GU4693 WRITERS ON HISTORY: THOMAS MANN. 4.00 points.**

This seminar is devoted to examining the work of writers who address the nature and course of history in their imaginative and non-fiction work. This semester we will be exploring the work of Thomas Mann in the context of the First and Second World Wars. This will include his relation to the German “conservative revolution,” the Weimar political experience, and the United States, where he spent several years in exile. We will pay particular attention to his conceptions of modern history as expressed in his novels

**Spring 2025: HIST GU4693**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4693	001/11724	Th 10:10am - 12:00pm 301m Fayerweather	Mark Lilla	4.00	10/13



HIST 4693 AU1/20427 Th 10:10am - Mark Lilla 4.00 3/3  
12:00pm  
Othr Other

**HIST GU4695 Urban Waters: ecologies, inequalities, and environmental justice in Latin American cities. 4.00 points.**

How does climate change transform how we read, write and tell urban histories? How can the so-called Anthropocene change how we do urban ethnography? How does it affect how we imagine viable, desirable urban futures? Finally, how do we reassess agency, social change, and collective life in the face of challenges brought about by the entanglement of human and non-human actions in phenomena like melting icebergs, air pollution, viruses and pandemics, floods and landslides, or rising sea levels? Addressing these questions requires expanding the temporal and spatial scopes and scales usually deployed in modern urban histories. With this end in mind, we will engage with readings that explore how ports, landfills, pollution, rivers, lakes, pipes and wells, wastewater, beaches and disasters constitute sites of city making in different cities and time periods, and therefore of instituting, reproducing or perpetuating inequalities. We will focus mostly but not exclusively on case studies of Latin American cities, drawing scholarly work in history, anthropology, social and environmental history, urban political ecology, geography, science and technology studies, architecture, urbanism and urban planning

Spring 2025: HIST GU4695

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4695	001/11706	W 10:10am - 12:00pm 802 International Affairs Bldg	Mariana Cavalcanti	4.00	15/15

**HIST GU4711 OCCULT IN THE MUSLIM PAST. 4.00 points.**

This seminar is designed to explore the rich but sorely understudied occult scientific lore in the pre-modern Islamic world. For over a millennium, from the seventh through even the twenty-first century, and spanning a broad geographical spectrum from the Nile to Oxus, different forms and praxis of occult scientific knowledge marked intellectual and political endeavors, everyday lives and customs, and faith-based matters of individuals constituting the so-called Islamicate world. However, despite the impressive array of textual, material, and visual sources coming down to us from the Muslim past, the topic has been severely marginalized under the post-Enlightenment definitions of scientific knowledge, which also shaped how the history of sciences in the Islamicate world was written in the last century. One of this seminar's main objectives is to rehabilitate such biased perspectives through a grand tour of occult knowledge and practice appealed in the pre-modern Muslim world. Over the semester, by relying on a set of secondary studies and translated primary sources, we will revisit the question of the marginalization of Islamicate occult sciences, explore the actors' definitions and discussions about the epistemic value of these sciences, trace their social and political implications in everyday life and imperial politics,

and examine the key textual, technical, and material aspects of the occult tradition. In several of our sessions, we will have hands-on practice to better familiarize ourselves with the instructed techniques and methods in different branches of occult sciences. We will also regularly visit the Columbia University Rare Book & Manuscript Library to view texts and materials available in our collection

Spring 2025: HIST GU4711

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4711	001/11630	M 2:10pm - 4:00pm	Tunc Sen	4.00	12/15
311 Fayerweather					

**HIST GU4716 Imag(in)ing the Ottoman Empire: A visual history, 18th-20th centuries. 4.00 points.**

"Imag(in)ing the Ottoman Empire: A visual history, 18th-20th centuries" is an undergraduate/graduate seminar focusing on visual representations of the Ottoman Empire during the last two centuries of its existence, from the early eighteenth to the early twentieth century. The objective is to study the development of visual representations both by and about the Empire, from Ottoman miniatures to early European paintings, and from the surge of Western illustrated magazines to the local uses of photography. The seminar's chronological thread will be complemented by a thematic structure designed to explore different aspects and influences concerning the production and diffusion of images: curiosity, documentation, exoticism, propaganda, orientalism, modernity, self-fashioning, eroticism, policing, to name just a few

Spring 2025: HIST GU4716

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4716	001/17266	T 4:10pm - 6:00pm 602 Northwest Corner	Edhem Eldem	4.00	10/18

**HIST GU4811 Encounters with Nature: The History and Politics of Environment, Health and Development in South Asia and Beyond. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

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 2025: HIST GU4811

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4811	001/13124	T 10:10am - 12:00pm 301m Fayerweather	Kavita Sivaramakrishnan	4.00	15/15

#### **HIST GU4842 The City # the Archive. 4.00 points.**

How to write the city? What is an archive for writing the city? What liminal and marginal perspectives are available for thinking about writing the city? What is the place of the city in the global south in our historical imagination? Our attempt in this seminar is to look at the global south city from the historical and analytical perspectives of those dispossessed and marginal. Instead of 'grand' summations about "the Islamic City" or "Global City," we will work meticulously to observe annotations on power that constructs cities, archives and their afterlives. The emphasis is on the city in South Asia as a particular referent though we will learn to see Cairo, New York, and Istanbul

Spring 2025: HIST GU4842

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4842	001/11618	T 10:10am - 12:00pm 302 Fayerweather	Amy Chazkel, Manan Ahmed	4.00	14/15

#### **HIST GU4872 North Korean History, Culture and Politics. 4.00 points.**

North Korea is widely regarded as a country without a history; as enigmatic as it is isolated. Dispensing with this cliché, this course invites students to engage with North Korean history using a variety of primary and secondary sources. We begin in the medieval period to trace the distinct features of the northern region that made it uniquely receptive to outside ideas. Understanding the north as a frontier zone of experimentation and adaption allows us to examine the attractive power of modernity in the north during the early twentieth century via the influence of Christianity, capitalism and communism. Utilizing texts and materials made in North Korea and internationally, including feature and documentary films, women's magazines,

graphic novels, literary fiction and testimony, the course investigates the conditions within which knowledge about North Korea has been produced, circulated and repressed. Key topics to be explored include the history of Christianity and capitalism in Pyongyang and the northern provinces, communist cadres in the 1930s, the allure of the North in the 1940s, the Korean War and the purges that followed, North Korea's relations with neighbors and the world, and the high cost its citizens pay for the country's brutal sanction economy

Spring 2025: HIST GU4872

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4872	001/17186	T 2:10pm - 4:00pm 602 Lewisohn Hall	Ruth Barraclough	4.00	13/15

#### **HIST GU4933 American Radicalism in the Archives. 4.00 points.**

"American Radicalism in the Archives" is a research seminar examining the multiple ways that radicals and their social movements have left traces in the historical record. Straddling the disciplines of social movement history, public humanities, and critical information studies, the seminar will use the archival collections at Columbia University's Rare Book # Manuscript Library to trace the history of social movements and to consider the intersections of radical theory and practice with the creation and preservation of archives

Spring 2025: HIST GU4933

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4933	001/11711	W 10:10am - 12:00pm 302 Fayerweather	Thai Jones	4.00	19/15

## **SPRING 2025 CROSS-LISTED COURSES**

**PLEASE READ:** The passage below lists *\*all\** sections being offered by a Columbia instructor for a given course, including sections which *\*do not\** count for History students. **NOT ALL** sections of the courses listed below count for History majors and concentrators. Particular sections **only** count towards the History degree if the section instructor is a History faculty member or an affiliate with the History Department. For additional information, please review the "Requirements" tab or consult Undergraduate Administrator at [undergraduate-history@columbia.edu](mailto:undergraduate-history@columbia.edu) ([sjm2206@columbia.edu](mailto:sjm2206@columbia.edu)). All courses from the Barnard History Department also count towards the History degree.

#### **HIST BC1302 EUROPEAN HISTORY SINCE 1789. 4.00 points.**

Emergence of revolutionary and counter-revolutionary mass political movements; European industrialization, nationalism, and imperialism; 20th-century world wars, the Great Depression, and Fascism

**Spring 2025: HIST BC1302**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1302	001/00128	M W 11:40am - 12:55pm 304 Barnard Hall	Lisa Tiersten	4.00	66/90
HIST 1302	AU1/20290	M W 11:40am - 12:55pm Othr Other	Lisa Tiersten	4.00	22/22

**ASCE UN1361 INTRO EAST ASIAN CIV: JPN. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: NOTE: Students must register for a discussion section ASCE UN1371 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

**Spring 2025: ASCE UN1361**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1361	001/11669	T Th 10:10am - 11:25am 331 Uris Hall	Paul Kreitman	4.00	30/35

**ASCE UN1363 INTRO TO EAST ASIAN CIV: KOREA. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: NOTE: Students must register for a discussion section, ASCE UN1366 The evolution of Korean society and culture, with special attention to Korean values as reflected in thought, literature, and the arts

**Spring 2025: ASCE UN1363**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1363	001/11663	M W 1:10pm - 2:25pm 717 Hamilton Hall	Jungwon Kim	4.00	59/55

**HIST BC1760 INTRO AFRICAN HIST:1700-PRESNT. 4.00 points.**

Survey of African history from the 18th century to the contemporary period. We will explore six major themes in African History: Africa and the Making of the Atlantic World, Colonialism in Africa, the 1940s, Nationalism and Independence Movements, Post-Colonialism in Africa, and Issues in the Making of Contemporary Africa

**Spring 2025: HIST BC1760**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1760	001/00130	M W 10:10am - 11:25am 504 Diana Center	Abosede George	4.00	32/70

**HIST BC2199 A History of Witchcraft and Magic in Europe. 3.00 points.**

This lecture course examines the social, cultural, and legal history of witchcraft, magic, and the occult throughout European history. We will examine the values and attitudes that have influenced beliefs about witchcraft and the supernatural,

both historically and in the present day, using both primary and secondary sources. This course will pay specific attention to the role of gender and sexuality in the history of witchcraft, as the vast majority of individuals charged in the witch hunts of the sixteenth and seventeenth centuries were indeed women. We will also study accusations of witchcraft, breaking down the power dynamics and assumptions at play behind the witch trials, and the impacts of these trials on gender relations in European society. This class will track the intersections of magic and science throughout the early-modern period, and the reconciliation of belief systems during the Enlightenment. We will carry our analysis into the modern period, touching on Victorian spiritualism and mysticism, McCarthyism in the United States, and contemporary goddess worship. We will conclude the semester with an investigation into the role of witchcraft in discussions of gender, race, and sexuality in popular culture

**Spring 2025: HIST BC2199**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2199	001/00783	M W 11:40am - 12:55pm 408 Zankel	Dale Booth	3.00	67/90

**HIST BC2375 Fascism in European History. 3.00 points.**

What was Fascism? What kind of appeal did authoritarianism and dictatorship have in interwar Europe? How did the Fascist "New Order" challenge liberal democracies and why did it fail in World War II? What was the common denominator of Fascist movements across Europe, and in particular in Mussolini's Italy, Salazar's Portugal, Franco's Spain, culminating in Nazi Germany? This class examines the history of Fascism as an ideology, constellation of political movements, and authoritarian regimes that aimed at controlling the modernization of European societies in the interwar period. Thus, the course focuses in particular on the relationship between politics, science and society to investigate how Fascism envisioned the modernity of new technologies, new social norms, and new political norms. The class will also explore Fascism's imperialist goals, such as the calls for national renewal, the engineering of a new race, and the creation of a new world order

**Spring 2025: HIST BC2375**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2375	001/00131	T Th 4:10pm - 5:25pm 304 Barnard Hall	Angelo Caglioti	3.00	58/70

**HIST BC2477 RACE, CLASS, AND POLITICS IN NEW YORK CITY. 3.00 points.**

The objectives of this course are: to gain familiarity with the major themes of New York History since 1898, to learn to think historically, and to learn to think and write critically about arguments that underlie historical interpretation. We will also examine and analyze the systems and structures--of race and class--that have shaped life in New York, while seeking to understand how social groups have pursued change inside and outside of such structures



**Spring 2025: HIST BC2477**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2477	001/00136	M W 6:10pm - 7:25pm 405 Milbank Hall	Matthew Vaz	3.00	67/69

**HIST BC2482 REVOLUTIONARY AMERICA, 1763-1. 3.00 points.**

How did thirteen diverse British colonies become a single boisterous but fragile new nation? Historians still disagree about the causes, motives, and meanings surrounding the founding of the United States of America. Major themes include the role of ideologies, material interests, global contexts, race, gender, and class

**Spring 2025: HIST BC2482**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2482	001/00138	M W 2:40pm - 3:55pm 504 Diana Center	Andrew Lipman	3.00	67/70

**HIST BC2664 FAMILIES LATIN AMERICA. 3.00 points.**

Explores changing structures and meanings of family in Latin America from colonial period to present. Particular focus on enduring tensions between prescription and reality in family forms as well as the articulation of family with hierarchies of class, caste, and color in diverse Latin American societies

**Spring 2025: HIST BC2664**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2664	001/00146	T Th 11:40am - 12:55pm 223 Milbank Hall	Nara Milanich	3.00	22/35

**HIST BC2676 LATIN AMERICA: MIGRATION, RACE, AND ETHNICITY. 3.00 points.**

**Not offered during 2023-2024 academic year.**

Examines immigrations to Latin America from Europe, Africa, and Asia and the resulting multiracial societies; and emigration from Latin America and the formation of Latino communities in the U.S., Europe, and elsewhere. Analyzes the socioeconomic and discursive-cognitive construction of ethno-racial identities and hierarchies, and current debates about immigration and citizenship

**Spring 2025: HIST BC2676**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2676	001/00841	T Th 8:40am - 9:55am 504 Diana Center	Jose Moya	3.00	19/70

**HIST UN2689 COLONIAL CITIES OF THE AMERICAS. 4.00 points.**

This course examines the history of cities in the Americas in the colonial era, c. 1500-1800, organized around three large themes. First, we study the precolonial origins of American urban systems, focusing especially on Mesoamerica and the Andes, and exploring questions of urban continuity, disruption and change, and the forms of indigenous cities. Second, we

study various patterns of city foundations and city types across the Americas, examining Spanish, Portuguese, British, Dutch and French colonial urban systems. Third, we focus on the cities more closely by looking at key issues such as urban form, built environment, social structure. Specific themes include a critical analysis of the Spanish colonial grid, the baroque city, and 18th-century urban reforms, as well as race and class, urban slavery, and urban disease environments.

**Spring 2025: HIST UN2689**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2689	001/00150	T Th 10:10am - 11:25am 405 Milbank Hall	Caterina Pizzigoni, Gergely Baics	4.00	34/70
HIST 2689	AU1/20574	T Th 10:10am - 11:25am Othr Other	Caterina Pizzigoni, Gergely Baics	4.00	6/6

**HIST BC2699 Latin American Civilization II. 4.00 points.**

This course is intended to offer a survey of the history of a complex and vast region through two centuries. In order to balance the specificity of particular histories and larger processes common to Latin America, units will often start with a general presentation of the main questions and will be followed by lectures devoted to specific countries, regions, or themes. We will look closely at the formation of class and ethnic identities, the struggle around state formation, and the links between Latin America and other regions of the world. We will stress the local dimension of these processes: the specific actors, institutions and experiences that shaped the diversity and commonalities of Latin American societies. The assignments, discussion sections, and lectures are intended to introduce students to the key conceptual problems and the most innovative historical research on the region and to encourage their own critical reading of Latin American history

**Spring 2025: HIST BC2699**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2699	001/00855	M W 4:10pm - 5:25pm L1002 Milstein Center	Alfonso Salgado	4.00	60/90

**HIST BC2859 South Asian Diasporas. 3.00 points.**

This course will familiarize students with major debates around questions in the study of diaspora and migration while providing a sense of their interlinkages with large scale socio-political processes such as the globalization of labor, the formation of social hierarchies, as well as movements for survival and belonging. Students who complete this course will learn how to: 1) Use and evaluate primary materials through critical reading and interpretation 2) Conduct close readings of key texts in multimedia formats (posters and ephemera, digital archives, art and cultural production, manifestos, etc.) 3) Evaluate divergent perspectives and representations by combining historical accounts with memory and personal narratives 4) Adopt methods of public outreach



and neighborhood ethnography to understand the imprint of the past on the present 5) Present arguments cogently and logically in writing and speaking, including through collaborative learning and presentation

**Spring 2025: HIST BC2859**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2859	001/00883	M W 2:40pm - 3:55pm LI003 Barnard Hall	Maia Ramnath-Christiansen	3.00	10/70

**HIST BC2963 History of Globalization. 3.00 points.**

Globalization emerged as a concept in the 1990s to describe the various supranational forces that shape the contemporary world. Its history, however, is much older, and it encompasses major historical developments such as the formation and global spread of empires, of trade and capitalism, slavery, and migratory movements, as well as environmental and ecological issues. Processes of globalization and deglobalization affect central categories with which to interpret social, political and economic dynamics such as sovereignty, hegemony, and inequality. This course will offer students the critical instruments to discuss globalizing dynamics and how they have affected human societies historically. We will proceed both thematically and chronologically, to develop the analytical instruments to understand how various dimensions of globalization emerged and transformed over time, as well as the different interpretations that scholars have offered to interpret them

**Spring 2025: HIST BC2963**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2963	001/00852	M W 10:10am - 11:25am 418 Barnard Hall	Michele Alacevich	3.00	25/60

**HIST BC2985 History of Global Economic Inequality. 3.00 points.**

Economic inequality characterizes virtually every human society, informing deep social dynamics. And yet scholars and lay people alike hold vastly differing opinions about the effects that inequality has on the social fabric, and the need to combat it. The question of how wealth and income are distributed among the members of a national community as well as among nations has acquired center stage in analyses about fundamental issues such as the causes of the progress and decline of societies and the dynamics of globalization. Inequality issues are at the heart of discussions about international economic relations, transnational phenomena such as migrations and the domestic economic platforms of political parties. This course will provide students with the critical instruments with which to analyze the main interpretations of economic inequality from the eighteenth century to the present. We will read and discuss authors who have addressed the question of inequality and distribution: how did they frame the issue? What visions of society emerged from their analyses? We will see how the concept of inequality has changed historically, how different dimensions (e.g., national and international) have appeared and disappeared, and how visions of national, international

and global inequality inform debates about the foundational elements of the social compact

**Spring 2025: HIST BC2985**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2985	001/00851	T Th 8:40am - 9:55am 405 Milbank Hall	Michele Alacevich	3.00	17/60

**HIST BC3370 Science, Environment and European Colonialism. 4.00 points.**

Science and colonialism were driving forces in the making of the global and interconnected world where we live today. The history of “Western science” is deeply intertwined with Europe’s encounter with the world, as colonialism provided the laboratory for disciplines such as geography, natural history, medicine, and anthropology. The challenges and opportunities of new natural environments shaped the way Europeans explored, analyzed, and studied nature and society. The circulation of specimens, data, and scientific expertise made colonial governance possible. This course will introduce students to major themes regarding the relationship between science, colonial environments and European empires. Students will develop reading skills and will explore key topics in early and late modern European history, the history of science, and environmental history

**Spring 2025: HIST BC3370**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3370	001/00152	W 6:10pm - 8:00pm 111 Milstein Center	Angelo Caglioti	4.00	9/15

**HIST BC3399 Urban Histories of Britain, 1600-1900. 4.00 points.**

In this course we will explore the social and cultural landscape of urban Britain throughout seventeenth, eighteenth, and nineteenth centuries. Specifically, we will look to the urban centers of London, Manchester, Edinburgh, and Glasgow. This period saw large-scale urbanization across Britain and with this urbanization came dramatic changes in the social, cultural, political, and economic spheres. We will map the socio-spatial intricacies of seventeenth-century London, question the notion of an “urban renaissance” in the eighteenth century, and trace the explosion of rapid industrialization in nineteenth-century Manchester. In doing so, we will examine how questions of class, race, gender, sexuality, and nationality played out within the urban landscape. A portion of the course will be dedicated to the development of student research projects

**Spring 2025: HIST BC3399**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3399	001/00784	M 2:10pm - 4:00pm 111 Milstein Center	Dale Booth	4.00	13/15

**HIST BC3698 Mass-Mediated Politics in Modern Latin America. 4.00 points.**

This undergraduate seminar offers an introduction to the study of mass media and politics in Latin America from the early 19th

to the early 21st century. Throughout the course, the students will get acquainted with some of the key concepts, problems, and methods through which historians and communication scholars have probed the relationship between mass media and political power in the region. We will define and understand media broadly, but we will focus largely on printed media and, to a lesser extent, radio, cinema, and television. We will discuss both breaks and continuities between different media technologies, journalistic cultures, and political regimes.

Knowledge of Spanish is welcome, but not mandatory

**Spring 2025: HIST BC3698**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3698	001/00856	T 4:10pm - 6:00pm 207 Milbank Hall	Alfonso Salgado	4.00	12/15

### **HIST BC3791 Lagos: From the Pepperfarm to the Megacity. 4.00 points.**

**Not offered during 2023-2024 academic year.**

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.

Lagos: The City Is... the unofficial capital of Nigeria the go-slow capital of the world Rem Koolhaas' planning mystery George Packer's mega-city nightmare Above all, as social scientist Margaret Peil once said, Lagos: The city is the people. At last count, over 15 million people to be (in)exact which makes Lagos the second most densely populated city in Africa. How does a city like Lagos come into being? What are its origins? What is its history in regional, continental, and global context? How does it 'work' and what work does it do for our understandings of cities, urbanization, urbanism, colonialism, globalization, trans-nationalism, and the spatial factor in Africanist historical analyses? This course examines the many Lagoses that have existed over time, in space, and in the imagination from the city's origins to the 21st century. This is a reading, writing, viewing, and listening intensive course. We will be reading scholarly, policy-oriented, and popular sources on Lagos as well as screening films and audio recordings that feature Lagos in order to learn about the social, cultural, and intellectual history of this West African mega-city

### **HIST BC3823 RACE/RACISM/ANTIRACISM: STUDIES IN GLOBAL THOUGHT. 4.00 points.**

**RACE/RACISM/ANTIRACISM: STUDIES IN GLOBAL THOUGHT** Recent protests against racial violence erupting across the United States have demanded that the United States address systemic injustice entrenched in its national history. The Black Lives Matter movement has extended still further, inciting communities across the globe to raise their voices against discrimination and inequality. Rather than viewing the United States— and the north Atlantic, more generally— through an exceptionalist lens, this seminar draws on the strong transnational resonance of the Black Lives Matter movement and the compelling responses of global communities across distinct demographics and colonial histories to decenter the historical origins of race thinking and provincialize its conceptual centrality as a first step in

understanding its reach and relevance as a global signifier of “difference” today. How might we develop critical studies of race and racism that are truly global and extend beyond the historical experience of the North Atlantic, and North America in particular? Might we consider the concept history of race, commonly associated with the Atlantic World and plantation slavery as a form of historical difference proximate to other practices of social hierarchy and distinction across the modern world? How can scholarship that addresses questions of black vitality, fugitivity and Afropessimism engage productively and rigorously with questions of colonial servitude and postcolonial sovereignty that emanates from anticaste thought, ideas of Islamic universality, Pan-Africanism, or heterodox Marxisms? An exercise in comparative thinking, this seminar will function as an interstitial home for intellectual engagements in both the Global South and North, excavating linkages between injustices perpetrated through divisions of race, caste, and minority status, as well as the conceptual innovations born from struggles against them. We are explicitly focused on the relationship between worldmaking and concept formation. Questions of historical comparison and conceptual convergence are important. So, too the forms of sociopolitical solidarity and political utopias that have arisen as a consequence of struggles against enslavement and imperialism. Every seminar session will open with a twenty-minute discussion about political and social historical contexts. However, this is a course focused on the close and careful reading of ideas and concepts in a manner similar to courses in the history of ideas and/or political thought

**Spring 2025: HIST BC3823**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3823	001/00850	M 4:10pm - 6:00pm 308 Diana Center	Maia Ramnath-Christiansen	4.00	8/15

### **HSEA UN3851 GODS, GHOSTS, AND ANCESTORS: RELIGION IN CHINESE CULTURE AND SOCIETY. 3.00 points.**

Examines the social and cultural place of Chinese religions through time, focusing on Chinese ideas of the relation between humans and spirits, and the expression of those ideas in practice. Problems will include the long-term displacement of ancestors by gods in Chinese history; the varying and changing social functions of rituals, and the different views of the same ritual taken by different participants; the growth of religious commerce from early modern times on. Topics will be organized roughly chronologically but the emphasis is on broad change rather than historical coverage

**Spring 2025: HSEA UN3851**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 3851	001/11682	W 4:10pm - 6:00pm 409 International Affairs Bldg	Robert Hymes	3.00	11/20

**HIST BC3864 Feast/Famine: Food Environment China. 4.00 points.**

Food has always been a central concern in Chinese politics, religion, medicine, and culture. This course takes an ecological approach to the provision, preparation, and consumption of food in Chinese history, from the Neolithic times to the post-socialist era today. In examining Chinese approaches to soil fertility, healthy diet, and culinary pleasures, we explore alternative food systems for a more sustainable future

**Spring 2025: HIST BC3864**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3864	001/00298	T 4:10pm - 6:00pm 912 Milstein Center	Dorothy Ko	4.00	15/15

**HIST BC3870 GENDER# MIGRATN:GLOBAL PERSPC. 4.00 points.**

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required. Sophomore Standing. Explores migration as a gendered process and what factors account for migratory differences by gender across place and time; including labor markets, education demographic and family structure, gender ideologies, religion, government regulations and legal status, and intrinsic aspects of the migratory flow itself

**Fall 2024: HIST BC3870**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3870	001/00255	T 10:10am - 12:00pm 214 Milbank Hall	Jose Moya	4.00	9/15

**Spring 2025: HIST BC3870**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3870	001/00842	W 9:00am - 10:50am 119 Milstein Center	Jose Moya	4.00	10/14

**HSEA GU4027 ISSUES IN EARLY CHINESE CIV. 4.00 points.**

The purpose of this course is to introduce students to the basic issues and problems in the study of early Chinese civilization, some theoretical and others methodological. Through the review of a long series of debates the course offers a quick entrance both to this early period of history and to these studies. Organized around problems, the course encourages critical thinking and contesting arguments and helps the students weigh different positions addressing the problems. By doing so, the course guides the students to search for frontline questions and to probe possible ways to solve the problems. The course deals with both the written records (inscriptional and textual) and the material evidence, and the student can well expect this course to serve as also updates of the most fascinating archaeological discoveries in China made in the past decades. The course is designed as an upper-level undergraduate and MA course; therefore, it is recommended that undergraduate students should take "ASCE V2359: Introduction to East Asian Civilizations: China" before participating in this course.

**Spring 2025: HSEA GU4027**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4027	001/11677	T 2:10pm - 4:00pm 405 Kent Hall	Feng Li	4.00	7/15

**FRHS GU4354 RACIAL HISTORIES OF EUROPE (15th-21st Centuries). 4.00 points.**

After being somewhat eclipsed after World War II, race has reemerged as a central preoccupation in Western European politics, making it more important than ever to understand how the concept and practices have developed and how they have shaped the history of Europe. In this class, we will focus on historiographical debates about race, including how and when it emerged as an ideology and how it has permeated the history of modern Europe. We will emphasize the histories of Spain, France, Britain and Germany. We will focus on a set of connected debates, starting with the relationship between race and modernity. Was race a product of internal European dynamics in the late middle-ages related to the status of Christians of Jewish and Muslim origin or of social relations in the Americas following the conquest and the Atlantic slave trade? How much does the history of race share with the history of capitalism and imperialism? What was the role of scientific and artistic representations in the production of race? How was race connected to class, gender and sex? How and when did it become a central dimension of historical narratives and especially of how Europeans told their history? How shall we understand the relationship between antisemitism and other forms of racism in the longue durée history of Europe? How have historians analyzed the role of racism in the final solution and, conversely, how has race been transformed after the holocaust and into the present?

**Spring 2025: FRHS GU4354**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FRHS 4354	001/17238	T 2:10pm - 4:00pm 308a Lewisohn Hall	Emmanuelle Saada	4.00	15/18

**HSEA GU4891 LAW IN CHINESE HISTORY. 4.00 points.**

An introduction to major issues of concern to legal historians as viewed through the lens of Chinese legal history. Issues covered include civil and criminal law, formal and informal justice, law and the family, law and the economy, the search for law beyond state-made law and legal codes, and the question of rule of law in China. Chinese codes and course case records and other primary materials in translation will be analyzed to develop a sense of the legal system in theory and in practice

**Spring 2025: HSEA GU4891**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4891	001/11683	Th 2:10pm - 4:00pm 405 Kent Hall	Madeleine Zelin	4.00	14/15

## SCIENCE AND SOCIETY

The Science and Society minor is an interdisciplinary collection of courses for students who wish to explore critical approaches to and societal implications of science, technology, health, and environment. The aim of the minor is to equip students in all fields, whether humanities, social sciences, or STEM disciplines, to critically interact with both new developments and long histories of science and technology, enabling them make sense of and intervene on societal grand challenges on individual, community, and global scales.

The Science and Society minor is informed by the existing field of Science and Technology Studies (STS), an established interdisciplinary field that leverages methods and theories from the social sciences and humanities to interrogate the impacts not only of science and technology on society and culture but also of society and culture on science and technology.

### FACULTY INFORMATION - TO BE UPDATED

### GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

#### Program Planning for all Students

The Science and Society minor is comprised of one required introductory course and additional courses offered by a variety of departments at Columbia and Barnard. For advising, consult with the Director of Undergraduate Studies, Dr. Madi Whitman.

## UNDERGRADUATE PROGRAMS OF STUDY

### Minor in Science and Society

- HIST/SCSO UN2972: Unsettling Science (1)
- Method or theory course (1)
  - Can be drawn from a number of departments, e.g., anthropology, sociology, history, the natural sciences
- Electives (3)
  - Students are encouraged to select electives according to chosen tracks (e.g., history of science, environmental health, race and technology) in consultation with the Director of Undergraduate Studies and affiliated Science and Society faculty. See the list of courses for the current semester for examples of elective courses.

## FALL 2024

### BC2385: Global Environmental History | A. Caglioti

Considers how the relationship between the environment and society in history led to the current climate crisis.

### BC3244: Environmental Sociology | M. Hernandez

Examines the social roots and impacts of environmental contamination and disaster

### BC3379: Water Histories | A. Caglioti

Explores the relationship between water and society in history.

### BC3956: Surveillance | R. Serhan

Explores the various ways we are monitored by state authorities and corporations.

### GU4425: Climate, Religion and Colonialism | R. Taylor-Seymour

Examines intersections between religion and climate through the lens of colonialism.

### GU4501: History of the Climate Crisis | L. Aronowsky

Considers the historical, social, ethical, and political life of global warming in an effort to better understand the present climate age.

### UN1203: The Social Animal in the Digital Age | S. Venkatesh

Considers the impact of modern technology on society.

### UN2103: Architectural Design | M. Schwartzman

Explores modes of visualization, technologies of mediation, and environmental transformations.

### UN2523: Health Inequality in the Modern US | S. Roberts

Explores historical and social science problems at the intersection of ethnic/racial/sexual formations, technological networks, and health politics.

### UN2530: Life Beyond Emergency | A. Siddiqi

Examines constructed environments and spatial practices in contexts of displacement.



**UN2972: Unsettling Science | M. Whitman**

A dive into the interplay between science, technology, health, environment, and society.

**UN2978: Science and Pseudoscience: Alchemy to AI | P. Smith, M. Whitman**

A historical account of how science and pseudoscience developed in tandem.

**UN3020: Science Saves | C. Martini**

Studies the various intersections of science, technology, society, and religion.

**UN3203: Power, Politics & Society | R. Serhan**

Introduces students to the field of political sociology.

**UN3712: African Climate and History | J. Smerdon, R. Stephens**

Examines how Africa's climate has changed and the consequences for the the continent's residents

**UN3811: Toxic | V. Agard-Jones**

Explores the conditions that give rise to local body burdens, plumbing the history of toxicity as a category.

**UN3976: Anthropology of Science | G. Jae**

Examines specific debates in the history and philosophy of science.

**W4308: Sexuality and Science | R. Jordan-Young**

Examines research on human sexuality, from early sexology through contemporary studies.

**UN3356: Earth Works | R. Morris**

An anthropological analysis of extractive economies.

**BC3959: How Race Gets Under Our Skin | D. Reed**

Examines how institutionalized racism and the structure of health care contributes to the neglect and sometimes abuse of racial and ethnic minorities.

**SPRING 2024****HSAM UN2901 DATA:PAST, PRESENT AND FUTURE. 3.00 points.**

Lect: 1.5. Lab: 1.5.

Data-empowered algorithms are reshaping our professional, personal, and political realities, for good--and for bad. Data: Past, Present, and Future moves from the birth of statistics in

the 18th century to the surveillance capitalism of the present day, covering racist eugenics, World War II cryptography, and creepy personalized advertising along the way. Rather than looking at ethics and history as separate from the science and engineering, the course integrates the teaching of algorithms and data manipulation with the political whirlwinds and ethical controversies from which those techniques emerged. We pair the introduction of technical developments with the shifting political and economic powers that encouraged and benefited from new capabilities. We couple primary and secondary readings on the history and ethics of data with computational work done largely with user-friendly Jupyter notebooks in Python

**HIST GU4588 RACE, DRUGS, AND INEQUALITY. 4.00 points.**

Priority given to majors and concentrators, seniors, and juniors.

Prerequisites: the instructor's permission.

Note: Admission to this course is by application only. Please use the form found in the SSOL course message. Through a series of secondary- and primary-source readings, digital archive research, and writing assignments, we will explore the history of harm reduction from its origins in syringe exchange, health education, and condom distribution, to the current moment of decriminalization, safe consumption politics, and medically assisted treatment (MAT). At the same time, we will think about how harm reduction perspectives challenge us to rethink the histories and historiography of substance use, sexuality, health, and research science. Along with harm reduction theory and philosophy, relevant concepts and themes include syndemic and other epidemiological concepts theory; structural inequities (structural violence, structural racism); medicalization; biomedicalization; racialization; gender theory and queer theory; mass incarceration, hyperpolicing, and the carceral state; the "housing first" approach; political and other subjectivities; and historical constructions of "addiction"/"addicts", rehabilitation/recovery, what are "drugs," and the "(brain) disease model"/NIDA paradigm of addiction. Readings are multidisciplinary and include works in history, epidemiology, anthropology, sociology, psychology, and other disciplines, and the syllabus will include at least one field trip to a harm reduction organization. Students will complete a short research project. There are no official prerequisites. However, students should have some academic or professional background in public health, African-American/ethnic studies history or social science, and/or some other work related to the course material. Admission to this course is by application only. Please use the form found in the SSOL course message. Students may not enroll in this course on a pass/fail basis or as an auditor without instructor permission. Student assessment will be based on various criteria: Class discussion participation - 35# Presentation of the readings - 15# Writing assignments - 50#

### **HIST UN3437 CORP BEHAVIOR # PUBLIC HEALTH. 4.00 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

## **HUMAN RIGHTS**

### **THE HUMAN RIGHTS DEPARTMENT**

Program Office: Institute for the Study of Human Rights; 61 Claremont Ave (Interchurch Center), 3rd floor; 646-745-8577; [uhrp@columbia.edu](mailto:uhrp@columbia.edu)

Departmental Website: <http://humanrightscolumbia.org/education/undergraduate>

Director of Undergraduate Studies: Prof. Glenn Mitoma, [gtm2136@columbia.edu](mailto:gtm2136@columbia.edu)

Deputy Director, ISHR: Gergana Halpern, [gh2410@columbia.edu](mailto:gh2410@columbia.edu)

Undergraduate Education Manager: Julia Mannes, [jmm2447@columbia.edu](mailto:jmm2447@columbia.edu)

### **THE STUDY OF HUMAN RIGHTS**

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 minor in human rights (and a concentration for students who entered Columbia prior to the 2024-25 academic year). It 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 [uhrp@columbia.edu](mailto:uhrp@columbia.edu).

## **STUDENT ADVISING**

### **Consulting Advisers**

Prior to each semester, students should submit a major, minor, or concentration worksheet. These worksheets are also available on the ISHR undergraduate program website. Students may also e-mail [uhrp@columbia.edu](mailto:uhrp@columbia.edu) to set up an advising appointment.

### **Enrolling in Classes**

Students are encouraged to take Introduction to Human Rights (HRTS UN 3001 ) early in their studies, if possible.

We offer a selection of human rights courses at the 3000- and 4000-level. Courses offered by other schools or departments, which are pre-approved for the degree can be found on our [undergraduate course list](#).

If you have questions about course approvals or enrollment in HRTS classes, please email [UHRP@columbia.edu](mailto:UHRP@columbia.edu).

### **Preparing for Graduate Study**

Students interested in pursuing graduate human rights studies may be interested in applying for the Human Rights Studies B.A./M.A. option. Applicants should apply the semester before the one in which they intend to begin taking courses that will count toward the M.A. For information on how to apply for the Human Rights Studies Master of Arts (HRSMA) program and relevant deadlines, please visit this [page](#). All students would complete the 30 credit points and 2 Residence Units required of the M.A. program, but the joint option allows students to receive an M.A. one semester earlier than would normally be possible. Please refer to the [B.A./M.A. page](#) of the website for additional information.

Students are also encouraged to review the information below pertaining to the Human Rights Research Award, the Senior Thesis Track, and other Professional Development resources, which may be of interest to those planning to pursue graduate studies.

## **DEPARTMENTAL HONORS AND SENIOR THESIS**

### **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 complete a two semester course sequence during their final year of study. In the fall, students take HRTS UN3994 Human Rights Senior Seminar: Research Methods, which introduces students to various research methods and guides them through the proposal development process. In the spring, students take HRTS UN3996 Human Rights Thesis Seminar. This 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. You can learn more about specific timelines for Thesis application at <https://www.humanrightscolumbia.org/education/undergraduate/human-rights-major>.

### Undergraduate Research Opportunities

#### Human Rights Research Award

In addition to the Senior Thesis Track, the ISHR Human Rights Research Award provides students with an opportunity to gain valuable research experience, while supporting the work of Columbia faculty conducting human rights-related research. Students who receive the Award are expected to complete approximately 80-120 hours of research assistance during the academic year. The research opportunities selected for each academic year are circulated to students in the Fall semester. ISHR will award one stipend per research opportunity in the amount of \$1,500. Priority will be given to HRSMA and UHRP students. Please visit our [financial resources page](#) for this and other opportunities.

### Academic Prizes and Professional Development

ISHR fosters undergraduate students' academic and professional development by awarding prizes and stipends, organizing events and activities with human rights practitioners and experts, and connecting students with resources related to the human rights field. Specifics are available on our [Professional Development and Financial Resources page](#).

Jo Becker (Adjunct Associate Professor of International and Public Affairs)

Louis Bickford (Adjunct Professor of Political Science)

Michael Bochenek (Adjunct Associate Professor)

Noah Chasin (Adjunct Associate Professor)

Belinda Cooper (Adjunct Assistant Professor)

Bruce Cronin (Adjunct Professor)

Paisley Currah (Adjunct Professor)

Jackie Dugard (Senior Lecturer in the Discipline of Human Rights)

Tracey Holland (Adjunct Assistant Professor)

Daniela Ikawa (Adjunct Assistant Professor)

Glenn Mitoma (Lecturer in the Discipline of Human Rights)

Shourideh Molavi (Senior Lecturer in the Discipline of Human Rights)

Andrew Nathan (Class of 1919 Professor of Political Science)

Julie Rajan (Adjunct Associate Professor)

Joseph Slaughter (Director, Institute for the Study of Human Rights; Associate Professor, Department of English and Comparative Literature)

Elsa Stamatopoulou (Director, Indigenous Peoples' Rights Program)

Tim Wyman-McCarthy (Lecturer in the Discipline of Human Rights)

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

Welcome to the Institute for the Study of Human Rights. You might want to join the [ISHR Newsletter](#) or contact [UHRP@columbia.edu](mailto:UHRP@columbia.edu) to begin receiving undergraduate announcements.

### Program Planning for all Students

Guidelines for all Human Rights Majors and Minors

Human Rights Concentrators who entered Columbia in or before the 2023-2024 academic year should consult the requirements at the bottom of this page regarding Concentrations. Students should also consult the general academic policies of their school.

#### Planning Forms

Prior to each semester that they take courses in the program, students should submit a [major](#), [minor](#), or [concentration](#) worksheet by emailing [uhrp@columbia.edu](mailto:uhrp@columbia.edu). Students may also email [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 minor. One course, with the exception of the three

core courses required for the major or the one core course for the minor, can be taken for Pass/D/Fail. The student must receive a grade of P for the course to count towards the requirements of the major. All other courses must be taken for a letter grade. All seminar courses must be taken for a letter grade.

### Double-Counting

In accordance with the academic policies of their school, students may double-count a maximum of two classes towards the Human Rights Major or Minor with another program's major or minor, provided that the classes are approved to fulfill a requirement for each program. Students should consult the academic policies of their school for specific information regarding the double-counting of courses taken to fulfill Global Core or other school requirements.

### Summer Courses and Courses Taken at Other Columbia Schools

Courses taken at Barnard College and summer courses taken through the School of Professional Studies may be counted for the major or minor requirements, with departmental approval.

## Course Numbering Structure

Courses 3999 and below are strictly undergraduate courses; 4000-level courses are for graduate and advanced undergraduate students, 6000-level and above are for graduate students with limited exceptions.

## Guidance for First-Year Students

If you are considering pursuing a Human Rights Major or Minor, we would be glad to meet with you and tell you more about the degree, share advising tips, and help you familiarize yourself with our programs and the work of the Institute for the Study of Human Rights (ISHR) more broadly. Please don't hesitate to contact us at [uhrp@columbia.edu](mailto:uhrp@columbia.edu), sign up for the [ISHR Newsletter](#), which disseminates information about human rights events, opportunities, and initiatives on campus, or visit our [website](#). Most ISHR events are open to the entire Columbia community and we look forward to welcoming all students interested in human rights (even if you have not declared your major/minor yet!).

## Guidance for Transfer Students

### Transfer Credit/Study Abroad Credit

Human rights students may transfer a maximum of three courses (nine Columbia-equivalent credits) towards the Major or one course (three Columbia-equivalent credits) towards the Minor for courses taken at another institution. This includes study abroad credit and Advanced Placement courses. No more than one AP course can be transferred towards the major or the minor. Typically no more than one transfer course can count toward the distributional, and the remainder would count for

the specialization. The application of transferred courses must be approved by the Director of Undergraduate Studies or the undergraduate adviser.

Students wishing to count transfer courses toward the major or the minor should email [uhrp@columbia.edu](mailto:uhrp@columbia.edu) with their Entrance/Transfer Credit Report or a transcript, 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.

## UNDERGRADUATE PROGRAMS OF STUDY

### Required Coursework for all Programs

All students in the program complete HRTS UN3001 INTRODUCTION TO HUMAN RIGHTS

### Major in Human Rights

The major in human rights requires 10 courses for a minimum of 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	INT'L 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 for a minimum of 12 credit points offered by a single department or institute.

\* Please see the ISHR [undergraduate course list](#) 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, fields of study listed as [academic programs](#) on the bulletin are approved for the specialization requirement if a free-standing major is offered. 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.

## Minor in Human Rights

The minor in human rights requires 5 courses for a minimum of 15 points as follows:

### HRTS UN3001 INTRODUCTION TO HUMAN RIGHTS

Four additional human rights courses.

Please see the ISHR [undergraduate course list](#) for the current list of courses that fulfill the Minor requirements.

## B.A. / M.A. Program

Applicants interested in the Human Rights Studies B.A./M.A. option should apply the semester before the one in which they intend to begin taking courses that will count toward the M.A. For information on how to apply for the Human Rights Studies Master of Arts (HRSMA) program and relevant deadlines, please visit this [page](#). All students would complete the 30 credit points and 2 Residence Units required of the M.A. program, but the joint option allows students to receive an M.A. one semester earlier than would normally be possible. Please refer to the [B.A./M.A. page](#) of the website for additional information.

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

As of Fall 2024, the University is phasing out Concentrations. Students who entered Columbia prior to the 2024-25 academic year may pursue a Concentration in Human Rights. Students who previously enrolled in the Concentration are also welcome to discuss switching to a Minor (details above). The policies outlined above regarding Grades and Double-Counting Courses also apply to students pursuing the Human Rights Concentration.

## Concentration in Human Rights

The concentration in human rights requires 8 courses for a minimum of 24 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](#) for the current list of courses that fulfill the concentration requirements.

### HRTS UN3001 INTRODUCTION TO HUMAN RIGHTS. 3.00 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 2024: HRTS UN3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3001	001/10538	M W 2:40pm - 3:55pm 501 Northwest Corner	Andrew Nathan	3.00	136/150

### HRTS UN3190 INT'L HUMAN RIGHTS LAW. 3.00 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 2024: HRTS UN3190

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3190	001/11500	T 6:10pm - 8:00pm 613 Hamilton Hall	Belinda Cooper	3.00	22/22

Spring 2025: HRTS UN3190

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3190	001/14152	W 6:10pm - 8:00pm 613 Hamilton Hall	Christian De Vos	3.00	23/22

### HRTS UN3960 Refugees, Rights, and Representation. 3.00 points.

Given that, according to the UNHCR, there are currently 108.4 million forcibly displaced people worldwide, over 35 million of whom are refugees, it is unsurprising that their predicament preoccupies international lawyers, academics from the social sciences to the humanities, engineers and economists, journalists, policy specialists at NGOs, government officials, artists, tech companies, philanthropists, and, most significantly, displaced persons themselves. This seminar asks how these different actors draw on specific discourses and arguments—technological, scientific, personal, moral, historical—as they construct the figure and the problem of ‘the refugee.’ We will

recognize refugee crises as an issue of urgent public concern as well as an occasion for interrogating how such crises are represented across academic, legal, and cultural conversations. Does displacement caused by personal persecution, natural disasters and climate change, armed conflict, or economic deprivation invite different kinds of international attention or sympathy? Where does the sanctuary promised the citizen end and the hospitality owed the stranger begin? How do contemporary developments in climate science, social media technologies, and big data intersect with discourses on refugees? And if 'the refugee' tells the lie to the nation state's capacity to account for the world's people, what other forms of political and social organization does the refugee live, inspire, create, or warn against? To consider such questions, we will examine political theory, history, anthropology, and philosophy; analyze international legal documents, policy proposals, investigative journalism, and NGO reports; and engage with novels, poetry, film, and photography, among other materials

**HRTS UN3970 Introduction to Genocide Studies. 3.00 points.**

This course provides students with an introduction to the study of genocide. In this class, we will take a critical approach to understanding genocide, meaning: we will try to avoid easy moralizing and distancing of genocide; we won't take existing legal and political definitions of genocide for granted; and we will think about power in relation to genocide perpetration and prevention. Our strategy will be interdisciplinary, meaning: we will explore the ways historians, psychologist, lawyers, political scientists, and others have tried to understand genocide; and we will reflect on the limits on what and how we can know about genocide as a human experience. This course aspires to be practical and applied, meaning this course fundamentally anti-genocidal in its purpose, and students will have the opportunity to contribute to and/or develop practical efforts commemorate, advocate against, or prevent the perpetration of genocide

**Fall 2024: HRTS UN3970**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3970	001/10539	W 10:10am - 12:00pm 306 Uris Hall	Glenn Mitoma	3.00	20/22

**HRTS UN3994 HUMAN RIGHTS SENIOR SEMINAR RSRCH METHOD. 4.00 points.**

This course aims to introduce students to human rights research methods, while providing them with practical research tools. The course will be tailored to students' interests, disciplinary backgrounds and research areas. The specific topics students will research and the methods they will employ will determine the substantive focus of readings. During the course we will ask the following questions: 'what is human rights research?', how do you carry out research in an interdisciplinary field?, what distinguishes academic research from applied research and advocacy? While answering these questions, you will become familiar with the literature on human rights methodologies, and you will engage in analysis and critical assessment of important

human rights research literature. In addition, the course gives a practical approach to research methodology. You will learn about a diverse set of methodologies, such as interviewing and focus groups, archival research, ethnographic and participant observation, interviewing focus groups, conducting online research; interpretive and non-empirical methods and basic quantitative methodologies to be employed in the study of human rights. As you learn about different methodological approaches, you will develop your own research project. Scholars and practitioners in the field of human rights research will present their work and engage in discussions with students about their own research, challenges, successes and publication venues. NB: This course is geared towards students who commit to writing a senior thesis. It is part of a two-course sequence: HRTS UN3994 Section 001 Human Rights Senior Seminar: Research Methods in the fall and HRTS UN3996 Human Rights Thesis Seminar in the spring. Students who do not intend to write a thesis should enroll in HRTS UN3995 section 001 Human Rights Senior Seminar, which is a one-semester course taught each semester focused on writing a seminar paper

**Fall 2024: HRTS UN3994**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3994	001/10643	W 2:10pm - 4:00pm 302 Alfred Lerner Hall	Tracey Holland	4.00	10/20

**HRTS UN3995 HUMAN RIGHTS SENIOR SEMINAR. 4.00 points.**

Prerequisites: *HRTS V3001*.

The senior seminar is a capstone course required for the human rights major. The seminar provides students the opportunity to discuss human rights from a variety of disciplinary perspectives and to explore various theoretical approaches and research methodologies. Students undertake individual research projects while collectively examining human rights through directed readings and discussion

**Fall 2024: HRTS UN3995**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3995	001/10540	Th 10:10am - 12:00pm 1102 International Affairs Bldg	Shourideh Molavi	4.00	15/20

**Spring 2025: HRTS UN3995**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3995	001/11536	T 2:10pm - 4:00pm 569 Alfred Lerner Hall	Felisa Tibbitts	4.00	19/20

**HRTS UN3996 HUMAN RIGHTS THESIS SEMINAR. 3.00 points.**

Priority given to human rights majors/concentrators.

Prerequisites: *HRTS W3995* Human Rights Senior Seminar. Additional information available at: <http://humanrightscolumbia.org/education/undergraduate>

Prerequisites: HRTS UN3994 Human Rights Senior Seminar: Research Methods. 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 2025: HRTS UN3996**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3996	001/11795	W 2:10pm - 4:00pm 301m Fayerweather	Tracey Holland	3.00	9/12

**HRTS GU4011 Indigenous Rights and Settler Colonialism in North America. 3.00 points.**

**Course Description** This interdisciplinary course explores both the rights of Indigenous people in settler colonies as well as the complex historical and theoretical relationship between human rights and settler colonialism. We will pursue three lines of inquiry. The first critically explores how central political concepts of the international state system—sovereignty, property, territory, self-determination—entwine the histories of settler colonialism and human rights. The second charts the rise and mechanisms of the international Indigenous rights movement, in particular its activity at the United Nations leading to the Declaration on the Rights of Indigenous Peoples in 2007, and its contributions to ongoing debates on environmental and climate justice, group rights, natural resources and territorial autonomy, and cultural rights. The third unit interrogates settler state responses to the movement for Indigenous human rights, such as cooptation, recognition, and apology. Through readings drawn from history, ethnography, political and critical theory, international relations, Native studies, law, and documents produced by intergovernmental organizations and NGOs, we will explore and deepen the tensions between human rights as a theory and practice and the political lives and aspirations of Indigenous peoples and activists. What technologies of rule—such as residential school systems and property law—do settler colonial states deploy to dispossess Indigenous peoples? How have Indigenous peoples used the international human rights regime to mobilize against such dispossession? How have these states resisted the global Indigenous rights movement? And can the human rights regime, rooted in the international state system, meaningfully contribute to anticolonial movements in liberal settler colonies? While we will touch on settler colonialism as it manifests around the globe, the course's geographical focus will be on North America. **Course objectives** Throughout this course, you will: Develop a historically-informed understanding of both international indigenous rights and settler colonialism as idea, practice, institution, and discourse; Place the literature on human rights and settler colonialism into critical conversation in order to deepen existing conceptual problems and generate new ones; Identify the main arguments in theoretical texts, legal and policy documents, and public debates; Read and

think across disciplines to develop arguments that speak to multiple scholarly communities; Produce an original argument in relation to other authors' arguments, and construct and organize an analytical, argumentative paper; Communicate ideas effectively in class discussions and presentations; Bring case studies and questions encountered outside the course into the classroom to challenge or nuance the assigned material

**Fall 2024: HRTS GU4011**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4011	001/13282	Th 12:10pm - 2:00pm 707 Hamilton Hall	Timothy Wyman-McCarthy	3.00	19/22

**HRTS GU4215 NGOs # THE HUMAN RIGHTS MOVEMENT. 3.00 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 2024: HRTS GU4215**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4215	001/10541	T 4:10pm - 6:00pm 302 Fayerweather	Louis Bickford	3.00	17/22

**HRTS GU4270 SOCIAL MEDIA AND HUMAN RIGHTS. 3.00 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 2025: HRTS GU4270**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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HRTS 4270 001/17676 M 4:10pm - 6:00pm Ted 3.00 7/22  
Perlmutter  
602 Lewisohn Hall

### **HRTS GU4380 Advocacy for Socio-Economic Rights. 3.00 points.**

This course will examine practical issues, opportunities, tactics and strategies to advocate for economic and social rights. The course will incorporate central debates about economic and social rights, such as how to identify violators and define state responsibility, whether these rights can be litigated, and how to make implementable recommendations for change, measure implementation and measure impact. The course will also look more in depth at the standards and fulfillment challenges on several of the key rights including health, housing, education, and labor. Throughout the course, you will focus on one economic and social rights topic of your choice. Through the lens of your chosen topic, you will review how organizations and social movements have engaged to affect change on similar issues, and use that research to explore many of the practical skills of advocacy and campaigning: framing recommendations and calls to action; drafting policy briefs; crafting media pitches and social media content; and designing and evaluating an overall advocacy strategy

Spring 2025: HRTS GU4380

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4380 001/11800		T 4:10pm - 6:00pm 201 80 Claremont	Mila Rosenthal	3.00	13/22

### **HRTS GU4400 SEXUAL ORIENT,GENDR ID,HUM RTS. 3.00 points.**

PRIORITY:HRSMA. GRAD & UNDERGRAD (3&4YR) ON 1ST DAY OF TERM

Debates over the rights of lesbian, gay, bisexual and transgender people have never been more visible in the international arena. Advocates are beginning to have some success in putting sexual orientation and gender identity on the agenda for inclusion in human rights instruments. But in many local and regional contexts, state-sanctioned homophobia is on the rise, from the official anti-gay stance of Russia featured during the Sochi Winter Games to the passage of Mississippi's anti-gay bill and Uganda's anti-homosexuality act. This course examines these trends in relation to strategies pursued by grassroots activists and NGOs and the legal issues they raise, including marriage and family rights, discrimination, violence, torture, sex classification, and asylum. We will also focus on current debates about the relation between sexual rights and gender justice, tensions between universalist constructions of gay/trans identity and local formations of sexual and gender non-conformity, and legacies of colonialism

### **HRTS GU4460 Climate Justice. 3.00 points.**

The unfolding climate emergency occurs at the confluence of three global systems of domination – capitalism, racialized imperialism, and patriarchy. Premised as they are on exploitation, competition, and inequality rather than consideration, cooperation and balance, these systems of

domination not only have caused the crisis but are seemingly unable to resolve it. Among the injustices of the contemporary impasse is the likelihood the people who have least benefited from the global (dis)order, and especially minorities in the global south, will be the worst affected casualties of climate change. Encompassing a focus on equity and frameworks for accountability and redress, the human rights paradigm is a useful lens through which to analyze the emergency, exert accountability, and imagine better futures. It is against this backdrop that this interdisciplinary (climate science, law, politics, social science, development studies and anthropology) course on Climate Justice has been introduced to the Human Rights Studies MA program. This 3-credit course addresses contemporary issues in the evolving discourse and epistemology of climate justice. How should we understand the climate emergency from a social justice perspective? What terminologies, discourses and paradigms are useful? How have individuals, non-government organizations and social movements sought to overcome climate change vulnerabilities and advance climate justice? What litigation, law and policy initiatives have been brought, and with what level of success? And what alternative models of living, working and being are conceivable for a more socially, ecologically, and existentially sustainable world?

Spring 2025: HRTS GU4460

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4460 001/11537		T 12:10pm - 2:00pm 507 Philosophy Hall	Jacqueline Dugard	3.00	7/22

### **HRTS GU4500 SOCIO-ECONOMIC RIGHTS. 3.00 points.**

The course addresses selected issues in the protection of socio-economic rights in an international and comparative perspective. Socio-economic rights have emerged from the margins into the mainstream of human rights. The course will take this status as its starting point and examine the human rights to housing, food, water, health and sanitation in depth. We will explore conceptual issues through the lens of specific rights which will help us ground these principles and ideas in concrete cases. We will discuss developments on socioeconomic rights and examine their relevance in the United States as well as selected other countries, particularly those with progressive legislation, policies and jurisprudence. What is the meaning and scope of the rights to housing, food, water, health and sanitation? What is the impact of discrimination and inequalities on the enjoyment of socio-economic rights? How can governments be held accountable for the realization of human 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? What is the role of different actors in the context of human rights, the role of States and individuals, but also (powerful) non-State actors and civil society? How have activists and policymakers responded to challenges? And



what lies ahead for the human rights movement in addressing economic and social rights in a multilateral, globalized world?

**Fall 2024: HRTS GU4500**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4500	001/10542	T 12:10pm - 2:00pm 707 Hamilton Hall	Jacqueline Dugard	3.00	13/22

**HRTS GU4600 HUMAN RIGHTS IN ANTHROPOCENE. 3.00 points.**

In August 2016, a working group of the International Geological Congress voted to acknowledge a new geological epoch, following 11,700 years of the Holocene, and that it would be called The Anthropocene. The announcement indicated a new era in the earth's chronology marked by the consequences of human activity on the planet's ecosystems. Closely related to discussions of sustainability, investigations into the Anthropocene tend to focus on environmental and ecological issues while ignoring its social justice dimensions. This course will investigate how Human Rights has and will be impacted by the Anthropocene, with special attention paid to the human dimensions and consequences of anthropogenic change. Do new and troubling revelations about anthropogenic mistreatment of the earth and its resources modify or amplify the kinds of responsibilities that govern activity between individuals and communities? How do we scale the human response from the urban, to the periurban, to the rural? How must the study of Human Rights evolve to address violence and mistreatment associated not just among humans but also amid human habitats? What sorts of juridical changes must occur to recognize and respond to new manifestations of social injustice that relate directly to consequences of anthropogenic changes to the Earth system? Topics will include discussions of the Environmental Justice movement, agribusiness, access to (and allocation of) natural resources, population growth; its global impact, advocacy for stronger and more accountability through environmental legal change, biodiversity in urban environments, and the growing category of environmental refugees

**Fall 2024: HRTS GU4600**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4600	001/10645	T 10:10am - 12:00pm 613 Hamilton Hall	Noah Chasin	3.00	14/22
HRTS 4600	AU1/18840	T 10:10am - 12:00pm Othr Other	Noah Chasin	3.00	4/4

**HRTS GU4650 CHILDREN'S RIGHTS ADVOCACY. 3.00 points.**

This course is designed to introduce contemporary children's rights issues and help students develop practical advocacy skills to protect and promote the rights of children. Students will explore case studies of advocacy campaigns addressing issues including juvenile justice, child labor, child marriage, the use of child soldiers, corporal punishment, migration and child refugees, female genital mutilation, and LGBT issues affecting

children. Over the course of the semester, students will become familiar with international children's rights standards, as well as a variety of advocacy strategies and avenues, including use of the media, litigation, and advocacy with UN, legislative bodies, and the private sector. Written assignments will focus on practical advocacy tools, including advocacy letters, op-eds, submissions to UN mechanisms or treaty bodies, and the development of an overarching advocacy strategy, including the identification of goals and objectives, and appropriate advocacy targets and tactics

**Fall 2024: HRTS GU4650**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4650	001/10543	F 2:10pm - 4:00pm 301 Hamilton Hall	Michael Bochenek, Jo Becker	3.00	14/22

**HRTS GU4915 HUMAN RIGHTS # URBAN PUB SPACE. 3.00 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

**Spring 2025: HRTS GU4915**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4915	011/14165	W 10:10am - 12:00pm 301m Fayerweather	Noah Chasin	3.00	13/22

**HRTS GU4930 INT'L HUMANITARIAN LAW/HUM RGTS. 4.00 points.**

Prerequisites: the instructor's permission. Please e-mail the instructor at [bc14@columbia.edu](mailto:bc14@columbia.edu).

This seminar will cover various issues, debates, and concepts in the international law of armed conflict (known as international humanitarian law), particularly as it relates to the protection of non-combatants (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 2025: HRTS GU4930

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4930	001/11807	W 10:10am - 12:00pm 201 80 Claremont	Bruce Cronin	4.00	14/22

### **HRTS GU4950 HUMAN RIGHTS # HUMAN WRONGS. 3.00 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](mailto:bc14@columbia.edu).

Prerequisites: the instructors permission. Please e-mail the instructor at [bc14@columbia.edu](mailto: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 2024: HRTS GU4950

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4950	001/10544	W 2:10pm - 4:00pm 477 Alfred Lerner Hall	Bruce Cronin	3.00	15/22

### **HRTS GU4965 Gender-Based Violence # Human Rights. 3.00 points.**

The term 'gendercide' highlights a range of distinct and specific forms of violence executed against human beings based on their own gender self-identification as well as patriarchal assumptions about their gender. In this course, we will

examine research discerning, movements challenging, and the adjudication, and/or lack thereof, of Gender Based Violence (GBV) in several major categories traversing spatial, temporal, and ideological contexts, including: reproductive rights and health; trafficking and migration; and disaster and pandemics. It is critical to: interrogate the ideologies that drive and sustain GBV; examine in detail the harm it presents to human beings; explore what can be done to protect the security of those experiencing GBV; and to think about measures of prevention to guard additional human beings from experiencing it. The heart of the course will involve an intersectional analysis of specific case studies; highlighting the GBV associated with each case; examining the impact of GBV on human rights; and how GBV has been addressed in society. The close study of each case will assist students in illuminating intricacies, complexities, and challenges to human security in specific contexts

Fall 2024: HRTS GU4965

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4965	001/10644	Th 2:10pm - 4:00pm 569 Alfred Lerner Hall	Julie Rajan	3.00	13/22

### **HRTS GU4970 Refugees, Citizenship, Migration. 3.00 points.**

This interdisciplinary course grapples with nation-states and cities at its margins, exploring the exclusions, oppositions, silences and, in particular, the 'Others' or 'in-betweens' of the nation-state as an organizing tool. 'Illegal migrants', 'refugees', 'asylum seekers', 'exiles', 'nomads', 'aliens', and other 'Others': these are all in-between figures, exceptions to a political order defined by membership in the city, borders, sovereignty and nation-states. In their very existence, they represent a challenge to this political order, as social and political theorists have long recognized. This seminar explores the dynamics, contradictions and politics surrounding nation-states and their Others with particular attention to the responses to them on the part of ostensibly liberal-democratic states. We examine the relationship between citizenship, statelessness, refugee-hood and migration as exceptions to a political order defined by membership in the city, borders, sovereignty and nation-states. Students will engage with film, fiction, visual animations and displacement maps to examine key theoretical and critical interventions by scholars who examine nation-states and cities at their margins. To this end, participants will examine key theoretical interventions by Hannah Arendt, Michel Foucault, Jacques Derrida, and Giorgio Agamben alongside scholars who have grappled with, contested, and developed their ideas, such as Étienne Balibar, Didier Bigo, Jacques Rancière, and Seyla Benhabib. With these texts, the participants will attempt to explore non-national or post-national alternatives to the nation-state and citizenship as a tool for planning and organization of people and space. Taken together, this course provides an alternative to conventional scholarship on this subject. It engages with and provides an alternative to the mainstream literature to take for granted

the inclusive and integrative character of nation-states and its respective memberships in the form of refugees, citizens and migrants. At first glance, the course may appear highly theoretical, but not to worry—we will move slowly through the texts and concepts together. The instructor will also ensure that we apply the ideas discussed in class to concrete and tangible case studies with examples given to enable easier access and collective learning

**Fall 2024: HRTS GU4970**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4970	001/10545	M 10:10am - 12:00pm 402 Hamilton Hall	Shourideh Molavi	3.00	23/22

## OF RELATED INTEREST

Please see the ISHR undergraduate [course list](#) for courses approved for the human rights major, minor, and concentration.

## ITALIAN

### THE DEPARTMENT OF ITALIAN:

Department website: <https://italian.columbia.edu/>

Office location: 502 Hamilton Hall

Office contact: 212-854-2308, [italian@columbia.edu](mailto:italian@columbia.edu)

Director of Undergraduate Studies: Konstantina Zanou, 212-853-8205 [kz2269@columbia.edu](mailto:kz2269@columbia.edu)

Directors of the Language Program (DLP):

Elementary: Felice Beneduce, [fb2321@columbia.edu](mailto:fb2321@columbia.edu)

Intermediate: Alessandra Saggin, [as2931@columbia.edu](mailto:as2931@columbia.edu)

## ITALIAN AND MEDITERRANEAN STUDIES

The Italian Department offers students in-depth knowledge of Italian language, literature, history, and culture from the Middle Ages to the present, by placing Italy within its Mediterranean culture in an intimate, seminar setting with the close supervision of the department's faculty.

The Major in Italian is designed to give students an advanced knowledge of the Italian language and to help them gain a deeper understanding of the literature, culture, history, and society of Italy in a globalized world.

The Minor in Italian is a smaller and more flexible course of study that allows students to develop an understanding of Italian literature, culture, history, and society.

## STUDENT ADVISING

Director of Undergraduate Studies: Konstantina Zanou, 212-853-8205 [kz2269@columbia.edu](mailto:kz2269@columbia.edu)

Directors of the Language Program (DLP):

Elementary: Felice Beneduce, [fb2321@columbia.edu](mailto:fb2321@columbia.edu)

Intermediate: Alessandra Saggin, [as2931@columbia.edu](mailto:as2931@columbia.edu)

## Consulting Advisers

- For questions regarding the major and the minors, students should contact the Director of Undergraduate Studies: Konstantina Zanou, 212-853-8205 [kz2269@columbia.edu](mailto:kz2269@columbia.edu)
- For questions regarding Italian language courses, students should contact the Directors of the Language Program (DLP):
  - Elementary: Felice Beneduce, [fb2321@columbia.edu](mailto:fb2321@columbia.edu)
  - Intermediate: Alessandra Saggin, [as2931@columbia.edu](mailto:as2931@columbia.edu)
- Students pursuing an Italian Major should download this worksheet.
- Students pursuing an Italian Minor should download this worksheet.
- Students pursuing a Minor in Mediterranean Studies should download this worksheet.

## Enrolling in Classes

1. For students pursuing an Italian Major or Minor, who have no prior knowledge of Italian, the required sequence is Elementary Italian I & II (UN1101-UN1102) or Intensive Elementary Italian (UN112) and Intermediate Italian I & II (UN2101-UN2102) or Intensive Intermediate Italian (UN2121).
2. Students with prior knowledge of Italian must take the Italian placement exam before declaring the Italian Major or Minor. Students may be exempted from the language requirement in Italian in one of three ways:
  - a. by presenting a score of 4 or 5 on the Advanced Placement Italian Exam
  - b. by presenting a score of 780 or above on the SAT Subject Test in Italian
  - c. by obtaining a satisfactory score on the department's placement examination

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

Coursework in fulfillment of the Italian Major, the Italian Minor, and the Minor in Mediterranean Studies must be taken at Columbia University unless expressly permitted by the Director of Undergraduate Studies. Exceptions or substitutions

permitted by the Director of Undergraduate Studies should be confirmed in writing by email to the student.

## 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.

## Barnard College Courses

All relevant Barnard courses are treated as part of the available curriculum and accepted in the Major and Minors. Students should consult with the Director of Undergraduate Studies on which Barnard courses are considered relevant.

## Transfer Courses

- When students transfer to Columbia from other institutions, their coursework at their previous institution must first be considered by their school in order to be evaluated for degree credit (e.g., to confirm that the courses will count toward the 124 points of credit that every student is required to complete for the B.A. degree). Only after that degree credit is confirmed, departments may consider whether those courses can also be used to fulfill specific degree requirements toward a major or minor.
- No more than three (3) courses toward the Italian Major may be fulfilled with transfer credit; no more than one (1) course toward the Minors.
- Students should contact the Director of Undergraduate Studies to request review of transfer credit and submit the syllabi of courses taken outside Columbia for consideration.

## Study Abroad Courses

- Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Undergraduate Global Engagement and taught by Columbia instructors) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus. If they are not explicitly listed by the department as fulfilling requirements in the major or minor, the Director of Graduate Studies will need to confirm that they can be used toward requirements in the Major/Minors.
- Classes taken abroad through other institutions and programs are treated as transfer credit to Columbia, and are subject to the same policies as other transfer courses. There will be a limit on the number of courses taken abroad

that can be applied to the Major/Minor, and they must be approved by the Director of Undergraduate Studies.

## Summer Courses

- Summer courses at Columbia are offered through the School of Professional Studies. Courses taken in a Summer Term may be used toward requirements for the Major/Minors only as articulated in Department guidelines or by permission of the Director of Undergraduate Studies. More general policies about Summer coursework can be found in the Academic Regulations section of this Bulletin.
- Beyond the [Columbia Summer in Venice Program](#), for students who stay in New York the Italian Department offers courses in Elementary and Intermediate Italian during the Summer.

## CORE CURRICULUM CONNECTIONS

- Students may be interested in course offerings in this department that can be taken in fulfillment of the Global Core requirement and the Language requirement of the Core Curriculum. See the list of approved courses for the requirement on this page of the Bulletin that lists all approved courses to see the list of courses in this department that have been approved for the requirement.
- For students who would like to build on their experience in Literature Humanities, the Italian Department offers courses on Dante, who has been on the Literature Humanities curriculum since its inception, and on Boccaccio. In addition, the Department offers Mediterranean Humanities I & II, a sequence of courses designed as the Global Core equivalent of Literature Humanities.

## UNDERGRADUATE RESEARCH AND SENIOR THESIS

### Undergraduate Research in Courses

The courses offered by the Italian Department introduce students to an array of methodologies in literary criticism, comparative literature, cultural studies, film studies, food studies, history of philology, intellectual and transnational history

### Senior Thesis Coursework and Requirements

Highly motivated Italian majors 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 UN3993 Senior Thesis/Tutorial) will count for 3 points.



## DEPARTMENT HONORS AND PRIZES

### Department Honors

Majors in Italian 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 UN3993. Normally, departmental honors are awarded to no more than one graduating senior.

### Academic Prizes

- The Italian Department awards through an internal selection process the following prizes:

For Columbia College students:

—Dino Bigongiari Prize: This prize was established by the former students and friends of Professor Bigongiari. It may be awarded annually to the Columbia College senior who has written an outstanding essay on Italian Civilization, or whose work in the regular Italian courses is judged most worthy of distinction.

—Helen and Howard R. Marraro Prize: This prize may be awarded annually to up to 2 Columbia College undergraduates 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. The prize was established in honor of Professor Marraro.

For General Studies students:

—The Medaglia D'Oro prize for excellence in Italian Studies. (The amount of this prize is \$300.)

—The Benedetto Marraro Prize for distinction in Italian Studies. (The amount of this prize is \$300.)

- The National Italian Honor Society (GKA)

Juniors and seniors (CC, GS, BC) who show superior scholastic performance in the field of Italian language, literature, and culture can be nominated as members of the National Italian Honor Society (GKA). The Honor Society “encourages college students to acquire a greater interest in, and a deeper understanding of, Italian culture, art and history.” Juniors and seniors with at least a B+ average in Italian who have taken courses in culture and/or literature are eligible for membership.

In addition, the Society offers a \$500 award to an essay (2000-2500 words) written in Italian. Students must be seniors completing an Italian Major or Minor in order to compete for the essay award.

## OTHER IMPORTANT INFORMATION

- A wide range of cultural programs are sponsored by the Italian Academy for Advanced Studies in America, including the activities of the Columbia Seminar on Modern Italian Studies. These programs enrich the learning experience of the students and offer opportunities to meet distinguished Italian and Italian-American visitors to the University.

The Columbia Summer in Venice Program, housed in the Casa Muraro, offers students the opportunity to immerse themselves in the culture, history, and language of Venice on a six-week summer program in the city. Students learn about the art, literature, music, culture and society of Venice and the Veneto region while also having the option to study and practice Italian. The program is not geared toward any particular major (although its courses count toward the Major and Minor in Italian, as well as the Minor in Mediterranean Studies), and students with no Italian language or art history background are eligible to apply.

## PROFESSORS

Teodolinda Barolini, Director of Graduate Studies (DGS - Fall 2024)

Jo Ann Cavallo, Chair

Elizabeth Leake

## ASSOCIATE PROFESSORS

### SENIOR LECTURERS

Felice Italo Beneduce, Elementary DLP

Federica Franze

Maria Luisa Gozzi

Patrizia Palumbo

Carol Rounds (Hungarian)

Alessandra Saggin, Intermediate DLP

Barbara Spinelli

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Program Planning for all Students

- Students who entered Columbia (as first-year students or as transfer students) in or after Fall 2024 may select from a curriculum of majors and minors. The requirements for the Bachelor of Arts degree, and role of majors and minors in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study.
- Students who entered Columbia in or before Fall 2023 may select from a curriculum of majors and minors and

concentrations. The requirements for the Bachelor of Arts degree, and the role of majors and minors in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study.

- 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.

## Course Numbering Structure

With the exception of conversation courses, Elementary language classes are UN1XXX, Intermediate language classes are UN2XXX, and Advanced language classes are UN3XXX.

(Conversation courses do not count toward the Major or the Minor and all start with UN1XXX, regardless of level.) Any literature, culture or history courses at the 4XXX level start with GU and are suitable for undergraduate students as well as graduate students. Undergraduate literature, culture or history courses start with UN3XXXX.

## Guidance for First-Year Students

- For students pursuing an Italian Major or Minor the prerequisite is Intermediate II or a demonstrated equivalent level of knowledge of the Italian language.
- For students who have no prior knowledge of Italian, the required sequence is Elementary Italian I & II (UN1101-UN1102) or Intensive Elementary Italian (UN1121) and Intermediate Italian I & II (UN2101-UN2102) or Intensive Intermediate Italian (UN2121).
- Students with prior knowledge of Italian must take the Italian placement exam before declaring the Italian Major or Minor. Students may be exempted from the language requirement in Italian in one of three ways: a) by presenting a score of 4 or 5 on the Advanced Placement Italian Exam; b) by presenting a score of 780 or above on the SAT Subject Test in Italian; c) by obtaining a satisfactory score on the department's placement examination

## Guidance for Transfer Students

Transfer students pursuing an Italian Major or Minor may need to enroll in Intensive Italian courses (ITAL UN1121 Intensive Elementary Italian; ITAL UN2121 Intensive Intermediate Italian) in order to fulfill the language prerequisite in time.

## Double-counting Guidelines for All Students

- If a student decides to pursue more than one program of study, the student's declared programs of study may not both be governed by the same department. For example, a

student may not declare a Major or a Minor in Italian and a Minor in Mediterranean Studies.

- Students may double-count courses taken to fulfill the Language requirement and the Global Core requirement toward programs of Study (Italian Major and Minor, and Minor in Mediterranean Studies). Note: The shared courses of the Core Curriculum—specifically, Art Humanities, Contemporary Civilization, Frontiers of Science, Literature Humanities, Music Humanities, and University Writing—may not be double-counted with any major or minor.
- In addition to double-counting any courses described above, students pursuing two programs of study may double-count a maximum of two classes of any type, if the classes are approved by the Director of Undergraduate Studies to fulfill a requirement for each program of study.

## UNDERGRADUATE PROGRAMS OF STUDY

### Major in Italian

The Major in Italian offers students in-depth knowledge of Italian language, literature, history, and culture from the Middle Ages to the present. Through a cluster of courses from the Italian Department, as well as other Humanities and Social Science departments and approved study abroad programs, the Major in Italian seeks to enhance students' knowledge of Italy in a globalized world.

The learning goals of the Major in Italian are therefore: 1) to give students an advanced knowledge of the Italian language; and 2) to help students gain a deeper understanding of the literature, culture and history of Italy.

### Design

The Major in Italian requires a minimum of 30 points (10 courses).

### Prerequisites

The 30 required points (10 courses) do not include the necessary prerequisites, i.e. Intermediate II or a demonstrated equivalent level of knowledge of the Italian language.

For students who have no prior knowledge of Italian, the required sequence to cover the prerequisite is Elementary Italian I & II (UN1101-UN1102) and Intermediate Italian I & II (UN2101-UN2102), or Intensive Elementary Italian (ITAL UN1121) and Intensive Intermediate Italian (ITAL UN2121), or a combination between a regular sequence and an intensive course. Therefore, for a student who must take all coursework at Columbia (i.e., who does not enter Columbia with advanced placement) the overall number of courses required to pursue an Italian Major is 14 (46 points, 16 of which count also toward the Language requirement).

However, the overall number of courses required to pursue an Italian Major becomes either 12 if the student chooses the Intensive Elementary & Intermediate Italian option (42 points, 12 of which count also toward the Language requirement), or 13 if the student chooses a combination between a regular sequence and an intensive course (44 points, 14 of which count also toward the Language requirement).

However, students with prior knowledge of Italian may be exempted from the prerequisites in one of three ways: a) by presenting a score of 4 or 5 on the Advanced Placement Italian Exam; b) by presenting a score of 780 or above on the SAT Subject Test in Italian; c) by obtaining a satisfactory score on the department's placement examination. Therefore, for them the overall number of courses required to pursue an Italian Major is 10 (30 points).

### Required Courses

Italian majors are required to take two sequences: a) a sequence of Advanced Italian Language courses and b) a sequence of courses in Italian Literature or Cultural Studies:

- Advanced Italian Language (this sequence should be taken in progressive order)
- Advanced Italian (ITAL UN3335). Advanced reading, writing, speaking with emphasis on authentic cultural materials. Topic and semester themes vary. Taught in Italian.
- Italian Language through Content. Course offerings under this category include courses such as: Italian through Cinema (ITAL UN3337); Italiana. Introduction to Italian Culture, the High, the Low, and the In-between (ITAL UN3338); Learning Italian in Class and Online: A Telecollaboration with Italy (ITAL UN3339); Art Itineraries: Italian through Art (ITAL UN3341); Business Italian and the Made in Italy Excellence: Learning Italian for trade and industry (ITAL UN3342); Advanced Italian: Comparative Stylistics & Translation (ITAL UN3343); Italy: Emigration-Immigration (ITAL UN3232); and Grand Tour in Italy (ITAL UN3645). These are all courses of Advanced Italian Language through a specific subject and with emphasis on cultural content. Taught in Italian.

and

- Italian Literature or Cultural Studies

Introduction to Italian Literature I and II (ITAL UN3333-4) provides an overview of major authors and works in the Italian literary tradition from the Middle Ages to the present. Taught in Italian. (This sequence does not need to be taken in progressive order.)

or

Italian Cultural Studies I and II (ITAL GU4502-3). An interdisciplinary investigation into Italian culture and society from national unification in 1860 to the present. Taught

in English. (This sequence does not need to be taken in progressive order.)

### Elective Courses

With the permission of the Director of Undergraduate Studies, Italian majors select six 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, society and history from the Middle Ages to the present (at least 50% of the material of courses offered outside of the Italian Department should focus on Italian topics). 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 UN3993 Senior Thesis/Tutorial) will count for 3 points.

Majors in Italian are required to take at least two of the six elective courses from the Italian Department's offerings, which are not Language Through Content courses. The remaining four elective courses can include Language Through Content courses or offerings from other Humanities and Social Science departments and study abroad Programs.

Students pursuing an Italian Major should download and use the relevant [worksheet](#).

### Minor in Italian

The Minor in Italian is a smaller and more flexible course of study aiming to introduce students to Italian language, literature, history, and culture from the Middle Ages to the present day. Through a cluster of courses from the Italian Department, as well as from other Humanities and Social Science departments and approved study abroad programs, the Minor in Italian seeks to enhance students' knowledge of Italy in a globalized world.

The learning goals of the Minor in Italian are therefore: 1) to give students an advanced-level knowledge of the Italian language; and 2) to help students gain a deeper understanding of the literature, culture, and history of Italy.

### Design

The Minor in Italian requires a minimum of 15 points (5 courses).

### Prerequisites

The 15 required points (5 courses) do not include the necessary prerequisites, i.e., Intermediate II or a demonstrated equivalent level of knowledge of the Italian language.

For students who have no prior knowledge of Italian, the required sequence to cover the prerequisite is Elementary Italian I & II (UN1101-UN1102) and Intermediate Italian I & II (UN2101-UN2102), or Intensive Elementary Italian (ITAL UN1121) and Intensive Intermediate Italian (ITAL UN2121), or a combination between a regular sequence and an intensive course. Therefore, for a student who must take all coursework at Columbia (i.e., who does not enter Columbia with advanced placement) the overall number of courses required to pursue an Italian Minor is 9 (31 points, 16 of which count also toward the Language requirement). However, the overall number of courses required to pursue an Italian Major becomes either 7 if the student chooses the Intensive Elementary & Intermediate Italian option (27 points, 12 of which count also toward the Language requirement), or 8 if the student chooses a combination between a regular sequence and an intensive course (29 points, 14 of which count also toward the Language requirement).

However, students with prior knowledge of Italian may be exempted from the prerequisites in one of three ways: a) by presenting a score of 4 or 5 on the Advanced Placement Italian Exam; b) by presenting a score of 780 or above on the SAT Subject Test in Italian; c) by obtaining a satisfactory score on the department's placement examination. Therefore, for them the overall number of courses required to pursue an Italian Minor is 5 (15 points).

### Required Courses

Italian minors are required to take one of the following course sequences: a) Advanced Italian Language; b) Italian Literature; c) Italian Cultural Studies:

- Advanced Italian Language (this sequence should be taken in progressive order)
- Advanced Italian (ITAL UN3335). Advanced reading, writing, speaking with emphasis on authentic cultural materials. Topic and semester themes vary. Taught in Italian.
- Italian Language through Content. Course offerings under this category include courses such as: Italian through Cinema (ITAL UN3337); Italiana. Introduction to Italian Culture, the High, the Low, and the In-between (ITAL UN3338); Learning Italian in Class and Online: A Telecollaboration with Italy (ITAL UN3339); Art Itineraries: Italian through Art (ITAL UN3341); Business Italian and the Made in Italy Excellence: Learning Italian for trade and industry (ITAL UN3342); Advanced Italian: Comparative Stylistics & Translation (ITAL UN3343); Italy: Emigration-Immigration (ITAL UN3232); and Grand Tour in Italy (ITAL UN3645). These are all courses of Advanced Italian Language through a specific subject and with emphasis on cultural content. Taught in Italian.

or

- Italian Literature

Introduction to Italian Literature I and II (ITAL UN3333-4) provides an overview of major authors and works in the Italian literary tradition from the Middle Ages to the present. Taught in Italian. (This sequence does not need to be taken in progressive order.)

or

- Italian Cultural Studies

Italian Cultural Studies I and II (ITAL GU4502-3). An interdisciplinary investigation into Italian culture and society from national unification in 1860 to the present. Taught in English. (This sequence does not need to be taken in progressive order.)

### Elective Courses

In addition to one of the above sequences, students pursuing the Minor in Italian will be asked to select three courses from the department's 3000- or 4000-level offerings or from other Humanities and Social Science departments with a focus on Italian culture, society and history from the Middle Ages to the present (at least 50% of the material of courses offered outside of the Italian Department should focus on Italian topics). Minors in Italian are required to take at least one of the three elective courses within the Italian Department's offerings which are not Language Through Content Courses, chosen in consultation with the Director of Undergraduate Studies.

Students pursuing an Italian Minor should download and use the relevant [worksheets](#).

### Minor in Mediterranean Studies

The Minor in Mediterranean Studies is a flexible course of study intended to introduce students to the various facets of the Mediterranean Sea from a cross-disciplinary perspective. Drawing on courses from within the Italian Department as well as departments and units across the university, the program seeks to enhance students' understanding of this culturally diverse and politically important region of the world. It offers them the opportunity to explore the connections among the peoples living in this geographic area over a broad chronological span—from prehistoric times to the present—and to focus on issues that go beyond specific nations, cultures, and states, such as migration, cultural transfers, diversity, multilingualism, translation, border crossing, empires and colonialism, circulation of goods and ideas, islands, the physical environment, and resource management. The learning goals of the Minor in Mediterranean Studies are therefore: 1) to give students vital tools for thinking about the world from the perspective of an interconnected sea space and through a comparative and transnational point of view; and 2) to help students gain a deeper understanding of the history, and culture of the Mediterranean through an interdisciplinary path of study. Upon completion of the Minor, students should be able to have a basic



knowledge of the ways in which the Mediterranean Sea has served over time as a medium of contact, exchange, and interaction among multiple societies, nations, religions, and languages, and use this knowledge to reconsider global relations in the world today.

### Design

The Minor in Mediterranean Studies requires a minimum of 15 points (5 courses).

### Prerequisites

There are no prerequisites.

### Required Courses

Minors in Mediterranean Studies are required to take the following two-semester sequence (not necessarily taken in progressive order). This sequence also **fulfills the Global Core requirement**:

- Mediterranean Humanities I (CLIA GU4499)

Course description: Mediterranean Humanities I explores the literatures of the Mediterranean from the late Middle Ages to the Early Nineteenth Century. We will read Boccaccio, and Cervantes, as well as Ottoman poetry, Iberian Muslim apocalyptic literature, and the Eurasian connected versions of the One Thousand and One Nights. We will dive into the travel of texts and people, stories and storytellers across the shores of the Middle Sea. Based on the reading of literary texts (love poetry, short stories, theater, and travel literature), as well as letters, biographies, memoirs, and other ego-documents produced and consumed in the Early Modern Mediterranean, we will discuss big themes such as Orientalism, estrangement, forced mobility, connectivity, multiculturalism and the clash of civilizations. Also, following in the footsteps of Fernand Braudel and Erich Auerbach, we will reflect on the Mediterranean in the age of the first globalization as a laboratory of the modern global world and world literature.

- Mediterranean Humanities II (CLIA GU4500)

Course description: What is the Mediterranean and how was it constructed and canonized as a space of civilization? A highly multicultural, multilingual area whose people represent a broad array of religious, ethnic, social and political differences, the Mediterranean has been seen as the cradle of western civilization, but also as a dividing border and a unifying confluence zone: as a sea of pleasure and a sea of death. The course aims to enhance students' understanding of the multiple ways this body of water has been imagined by the people who lived or traveled across its shores. By exploring major works of theory, literature and cinema since 1800, it encourages students to engage critically with a number of questions (nationalism vs cosmopolitanism, South/North and East/West divides, tourism, exile and migration, colonialism

and orientalism, borders and divided societies) and to 'read' the sea through different viewpoints. In the final analysis, Med Hum II is meant to engage the question of what it means to stand on watery grounds and to view the world through a constantly shifting lens.

### Elective Courses

In addition to these two Global Core courses, students pursuing the Minor in Mediterranean Studies will take **three elective courses**. **One** should be from the Mediterranean offerings of the Italian Department, while the other **two** can be from other departments and units across the university. The approved courses should adopt a Mediterranean transnational, comparative or regional perspective, engage with issues on a cross-Mediterranean scale (such as migration, cultural transfers, translation, borders, contacts and conflicts, empires and colonialism, islands, circulation of goods and ideas, common environmental and resource management questions), or place their particular topics within a Mediterranean framework (at least 50% of the course material should fulfill these requirements). Students pursuing a Minor in Mediterranean Studies should download and use the relevant [worksheet](#).

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

Concentrations are available to students who entered Columbia in or before Fall 2023. The requirements for the Bachelor of Arts degree, and the role of the concentration in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study. Concentrations are not available to students who entered Columbia in or after Fall 2024.

### Concentration in Italian

The Concentration in Italian requires a minimum of 24 points (8 courses).

### Prerequisites

The 24 required points (8 courses) do not include the necessary prerequisites, i.e., Intermediate II or a demonstrated equivalent level of knowledge of the Italian language.

For students who have no prior knowledge of Italian, the required sequence to cover the prerequisite is Elementary Italian I & II (UN1101-UN1102) and Intermediate Italian I & II (UN2101-UN2102), or Intensive Elementary Italian (ITAL UN1121) and Intensive Intermediate Italian (ITAL UN2121), or a combination between a regular sequence and an intensive course. Therefore, for a student who must take

all coursework at Columbia (i.e., who does not enter Columbia with advanced placement) the overall number of courses required to pursue an Italian Concentration is 12 (40 points, 16 of which count also toward the Language requirement). However, the overall number of courses required to pursue an Italian Major becomes either 10 if the student chooses the Intensive Elementary & Intermediate Italian option (36 points, 12 of which count also toward the Language requirement), or 11 if the student chooses a combination between a regular sequence and an intensive course (38 points, 14 of which count also toward the Language requirement).

However, students with prior knowledge of Italian may be exempted from the prerequisites in one of three ways: a) by presenting a score of 4 or 5 on the Advanced Placement Italian Exam; b) by presenting a score of 780 or above on the SAT Subject Test in Italian; c) by obtaining a satisfactory score on the department's placement examination. Therefore, for them the overall number of courses required to pursue an Italian Concentration is 6 (24 points).

### Required Courses

Italian concentrators are required to take two sequences: a) a sequence of Advanced Italian Language courses and b) a sequence of courses in Italian Literature or Cultural Studies:

- Advanced Italian Language (this sequence should be taken in progressive order)
- Advanced Italian (ITAL UN3335). Advanced reading, writing, speaking with emphasis on authentic cultural materials. Topic and semester themes vary. Taught in Italian.
- Italian Language through Content. Course offerings under this category include courses such as: Italian through Cinema (ITAL UN3337); Italiana. Introduction to Italian Culture, the High, the Low, and the In-between (ITAL UN3338); Learning Italian in Class and Online: A Telecollaboration with Italy (ITAL UN3339); Art Itineraries: Italian through Art (ITAL UN3341); Business Italian and the Made in Italy Excellence: Learning Italian for trade and industry (ITAL UN3342); Advanced Italian: Comparative Stylistics & Translation (ITAL UN3343); Italy: Emigration-Immigration (ITAL UN3232); and Grand Tour in Italy (ITAL UN3645). These are all courses of Advanced Italian Language through a specific subject and with emphasis on cultural content. Taught in Italian.

and

- Italian Literature or Cultural Studies

Introduction to Italian Literature I and II (ITAL UN3333-4) provides an overview of major authors and works in the Italian literary tradition from the Middle Ages to the present. Taught in Italian. (This sequence does not need to be taken in progressive order.)

or

Italian Cultural Studies I and II (ITAL GU4502-3). An interdisciplinary investigation into Italian culture and society from national unification in 1860 to the present. Taught in English. (This sequence does not need to be taken in progressive order.)

### Elective Courses

With the permission of the Director of Undergraduate Studies, Italian 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, society and history from the Middle Ages to the present (at least 50% of the material of courses offered outside of the Italian Department should focus on Italian topics). 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 Concentration.

## ITALIAN COURSES

**ITAL UN1101 ELEMENTARY ITALIAN I. 4.00 points.**  
Limited enrollment.

Elementary level of Italian

**Fall 2024: ITAL UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1101	001/10031	M T W Th 9:10am - 10:00am 509 Hamilton Hall	Kathleen Cannon	4.00	15/16
ITAL 1101	002/10032	M T W Th 10:10am - 11:00am 607 Hamilton Hall	Matteo Heilbrun	4.00	6/16
ITAL 1101	004/10034	T Th 12:10pm - 2:00pm 509 Hamilton Hall	Federica Franze	4.00	17/16
ITAL 1101	005/10035	M W Th 8:40am - 9:55am 507 Hamilton Hall	Felice Beneduce	4.00	17/16
ITAL 1101	006/10036	M W Th 10:10am - 11:25am 507 Hamilton Hall	Felice Beneduce	4.00	15/16
ITAL 1101	007/10052	M T W Th 12:10pm - 1:00pm 477 Alfred Lerner Hall	Maria Teresa De Luca	4.00	14/16

**Spring 2025: ITAL UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1101	001/13033	T Th 10:10am - 12:00pm 509 Hamilton Hall	Federica Franze	4.00	16/16
ITAL 1101	002/13034	T Th 12:10pm - 2:00pm 509 Hamilton Hall	Federica Franze	4.00	15/16

**ITAL UN1102 ELEMENTARY ITALIAN II. 4.00 points.**  
Limited enrollment.

Prerequisites: *ITAL V1101* or the equivalent.

Prerequisites: ITAL V1101 or the equivalent. Introduction to Italian grammar, with emphasis on reading, writing, listening and speaking skills

**Fall 2024: ITAL UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1102	001/10037	T Th 10:10am - 12:00pm 509 Hamilton Hall	Federica Franze	4.00	15/16
ITAL 1102	002/10038	T Th 4:10pm - 6:00pm 507 Hamilton Hall	Federica Franze	4.00	6/16

**Spring 2025: ITAL UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1102	001/13041	M T W Th 9:10am - 10:00am 509 Hamilton Hall	Kathleen Cannon	4.00	9/16
ITAL 1102	002/13037	M T W Th 10:10am - 11:00am 511 Hamilton Hall	Maria Teresa De Luca	4.00	4/16
ITAL 1102	004/13038	T Th 12:10pm - 2:00pm 507 Hamilton Hall	Maria Teresa De Luca	4.00	12/16
ITAL 1102	005/13039	M W Th 8:40am - 9:55am 507 Hamilton Hall	Felice Beneduce	4.00	14/16
ITAL 1102	006/13040	M W Th 10:10am - 11:25am 507 Hamilton Hall	Felice Beneduce	4.00	16/16
ITAL 1102	007/13036	M T W Th 12:10pm - 1:00pm 511 Hamilton Hall	Matteo Heilbrun	4.00	15/16

**ITAL UN1121 INTENSIVE ELEMENTARY ITALIAN. 6.00 points.**  
Limited enrollment.

An intensive course that covers two semesters of elementary Italian in one, and prepares students to move into Intermediate Italian. Students will develop their Italian communicative competence through listening, (interactive) speaking, reading and (interactive) writing. The Italian language will be used for real-world purposes and in meaningful contexts to promote intercultural understanding. This course is especially recommended for students who already know another Romance language. May be used toward fulfillment of the language requirement

**Fall 2024: ITAL UN1121**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1121	001/10040	T Th F 12:10pm - 2:00pm 511 Hamilton Hall	Barbara Spinelli	6.00	8/16

**Spring 2025: ITAL UN1121**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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ITAL 1121	001/13042	T Th F 12:10pm - 2:00pm 613 Hamilton Hall	Barbara Spinelli	6.00	9/16
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**ITAL UN2101 INTERMEDIATE ITALIAN I. 4.00 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.

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

**Fall 2024: ITAL UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 2101	001/10042	M W Th 10:10am - 11:25am 511 Hamilton Hall	Alessandra Saggini	4.00	10/16
ITAL 2101	002/10043	M W F 8:40am - 9:55am 511 Hamilton Hall	Lara Santoro	4.00	7/16
ITAL 2101	003/10044	M W F 11:40am - 12:55pm 507 Hamilton Hall	Lara Santoro	4.00	14/16

**Spring 2025: ITAL UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 2101	001/13044	T Th 12:10pm - 2:00pm 306 Hamilton Hall	Patrizia Palumbo	4.00	11/16
ITAL 2101	002/13045	T Th 4:10pm - 6:00pm 509 Hamilton Hall	Patrizia Palumbo	4.00	11/16

**ITAL UN2102 INTERMEDIATE ITALIAN II. 4.00 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.

Prerequisites: ITAL V1201 or W1201, or the equivalent. If you did not take Elementary Italian at Columbia in the semester preceding the current one, you must take the placement test, offered by the Italian Department at the beginning of each semester. A review of grammar, intensive reading, composition, and practice in conversation. Exploration of literary and cultural material. Lab: hours to be arranged. ITAL V1202 fulfills the basic foreign language requirement and prepares students for advanced study in Italian language and literature

**Fall 2024: ITAL UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 2102	001/10046	T Th 12:10pm - 2:00pm 316 Hamilton Hall	Patrizia Palumbo	4.00	13/16

ITAL 2102	002/10047	T Th 4:10pm - 6:00pm 509 Hamilton Hall	Patrizia Palumbo	4.00	5/16
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**Spring 2025: ITAL UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 2102	001/13046	M W Th 10:10am - 11:25am 318 Hamilton Hall	Alessandra Saggin	4.00	14/16
ITAL 2102	002/13048	M W F 8:40am - 9:55am 511 Hamilton Hall	Luca Abbattista	4.00	4/16
ITAL 2102	003/13049	M W F 11:40am - 12:55pm 509 Hamilton Hall	Lara Santoro	4.00	15/16

**ITAL UN2121 INTENSIVE INTERMEDIATE ITALIAN.****6.00 points.**

Limited enrollment.

Prerequisites: ITAL UN1102 or *ITAL V1102* or the equivalent, with a grade of B+ or higher.

Prerequisites: ITAL UN1102 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

**Fall 2024: ITAL UN2121**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 2121	001/10048	M T Th 12:10pm - 2:00pm 402 Hamilton Hall	Maria Luisa Gozzi	6.00	11/16

**Spring 2025: ITAL UN2121**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 2121	001/13050	M T Th 12:10pm - 2:00pm 329 Uris Hall	Maria Luisa Gozzi	6.00	3/16

**ITAL UN2221 Intermediate Conversation. 2 points.**

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.

**ITAL UN1222 INTERMEDIATE CONVERSTN ITAL II. 2.00 points.**

Prerequisites: *ITAL W1221* or sufficient fluency to satisfy the instructor.

Corequisites: Recommended: *ITAL V1201-V/W1202* or *ITAL W1201-W1202*.

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 2025: ITAL UN1222**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1222	001/13070	T Th 10:10am - 11:25am 406 Hamilton Hall	Barbara Spinelli	2.00	10/16

**ITAL UN3311 Advanced Conversation. 2 points.**

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.

**ITAL UN1312 ADVANCED CONVERSATION ITALIAN. 2.00 points.**

Prerequisites: ITAL UN2102 *ITAL W1311* or sufficient fluency to satisfy the instructor.

Prerequisites: ITAL UN2102 or sufficient fluency to satisfy the instructor. Conversation courses may not be used to satisfy the language requirement or fulfill major or concentration requirements. This course is designed for students who have attended four semesters of Italian language, mastered the grammatical structure of the language and are ready to expand and enlarge their language skills. A particular emphasis will be put on oral production, on listening and on reading: in class and at home the students will analyze various kinds of text and genres. In-class time is dedicated to speaking and practicing Italian through a combination of group-based and individual activities, focusing on a wide range of contemporary cultural themes through the use of varied materials such as newspaper articles, advertising material and short film clips. We will focus also on grammatical structures, language functions and activities to expand the vocabulary

**Spring 2025: ITAL UN1312**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1312	001/13043	T Th 6:10pm - 7:25pm 509 Hamilton Hall	Patrizia Palumbo	2.00	7/16

**ITAL UN3333 INTRO TO ITALIAN LITERATURE I. 3.00 points.**

Prerequisites: *ITAL V1202* or *W1202* or the equivalent.

Prerequisites: Intermediate Italian II ITAL UN2102 or the equivalent. UN3334x-UN3333y is the basic course in Italian literature. UN3333: This course, entirely taught in Italian, introduces you to Medieval and early modern Italian literature.

It will give you the opportunity to test your ability as a close-reader and discover unusual and fascinating texts that tell us about the polycentric richness of the Italian peninsula. We will read poems, tales, letters, fiction and non-fiction, travel writings and political pamphlets. The great "Three Crowns" - Dante, Petrarca and Boccaccio - as well as renowned Renaissance authors such as Ludovico Ariosto and Niccolò Machiavelli, will show us the main path to discover Italian masterpieces and understand the European Renaissance. But we will also explore China with Marco Polo and the secrets of the Medieval soul diving into the mystical poems by Jacopone da



Todi. We will study parody and laughter through the “poesia giocosa” (parodic poetry) by Cecco Angiolieri and the legacy of Humanism through the letters of Poggio Bracciolini. This first overview will allow you to explore Italian literature from its complex and multicultural beginnings to its diffusion across Europe during the Renaissance

**Fall 2024: ITAL UN3333**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 3333	001/10027	M W 11:40am - 12:55pm 316 Hamilton Hall	Steven Baker	3.00	4/25

**ITAL UN3334 INTRO TO ITALIAN LITERATURE II.**

**3.00 points.**

Prerequisites: *ITAL V1202* or *W1202* or the equivalent.

Prerequisites: ITAL UN2102 or the equivalent. UN3334-UN3333 is the basic course in Italian literature. UN3334:

Authors and works from the Cinquecento to the present. Taught in Italian

**Spring 2025: ITAL UN3334**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 3334	001/13069	M W 11:40am - 12:55pm 507 Hamilton Hall	Steven Baker	3.00	9/20

**ITAL UN3335 ADVANCED ITALIAN I. 3.00 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.

Prerequisites: ITALUN2102 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 2024: ITAL UN3335**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 3335	001/10050	M W 11:40am - 12:55pm 511 Hamilton Hall	Alessandra Saggin	3.00	5/16

**Spring 2025: ITAL UN3335**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 3335	001/13051	T Th 2:40pm - 3:55pm 509 Hamilton Hall	Federica Franze	3.00	7/16

**ITAL UN3336 ADVANCED ITALIAN II. 3.00 points.**

Prerequisites: ITAL V3335 *ITAL V3335*.

Prerequisites: ITAL V3335 Advanced reading, writing, speaking with emphasis on authentic cultural materials. Topic and semester theme varies

**ITAL UN3337 ITALIAN THROUGH CINEMA. 3.00 points.**

Prerequisites: *ITAL V3335*.

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 2024: ITAL UN3337**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 3337	001/10051	T Th 6:10pm - 7:25pm 509 Hamilton Hall	Patrizia Palumbo	3.00	4/16

**ITAL UN3339 Learning Italian in Class and Online: A Telecollaboration with Italy. . 3 points.**

Prerequisites: (ITAL UN2102)

The aim of the course is the intensive practice in the spoken and written language, through topics on current cultural issues assigned for in class and online discussions. Students will learn about current events through a varied selection of written and visual texts such as newspaper articles, authentic videos and in-person interviews. There will be an extensive work on vocabulary and grammar review. The course will be integrated by an online section, which will allow students to engage with the language and the topics selected, also outside of class. In particular, during the second half of the semester, we will partner with the students of a Master's program in "Teaching Italian to foreigners" at an Italian University, for an unique online exchange program.

At the end of the course, students will have acquired a deeper knowledge of Italian contemporary life and culture, and improved both their written and oral communication skills, within specific socio-pragmatic areas.

Italian is the language of instruction and the use of English is not permitted in class nor during the online lessons.

**ITAL UN3341 Art Itineraries: Italian through Art. 3.00 points.**

Prerequisites: (ITAL UN2102) or (ITAL UN2121)

Prerequisites: (ITAL UN2102) or (ITAL UN2121) Students must have completed Intermediate level Italian language proficiency. The course, designed for students who have mastered the grammatical structure of the language, will give the students the opportunity to improve their language skills and discover Italian art from Middle Ages to the second half of twentieth century. The works of the artists will be studied and discussed with the intent of developing knowledge of the main features of artistic and cultural movements and of the appropriate vocabulary and terminology to describe and talk about them. A particular emphasis will be put to oral and written productions: various kinds of texts and genres will be practiced (description, narration, critical analysis). Students will learn how to describe and interpret a work of art, examine

the main characteristics and the techniques used by the artists and will be able to look for themes recurring in the artistic productions. The artists covered during the course will be introduced along the lines of their unique artistic, historical and socio-cultural relevance through different sources: images, scholarly essays, literature, video and music. Two visits to the Metropolitan Museum of Art and to CIMA (Center for Modern Italian Art) will be organized. In Italian

**Spring 2025: ITAL UN3341**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 3341	001/13052	M W 1:10pm - 2:25pm 509 Hamilton Hall	Alessandra Saggin	3.00	7/16

**ITAL UN3342 Business Italian and the Made in Italy Excellence: Learning Italian for trade and industry. 3.00 points.**

Everywhere in the world, the expression ‘Made in Italy’ evokes the idea of quality, elegance and unique taste. From food to wine, from artisanal craftsmanship to fashion, from the automobile industry to the design, ‘Made in Italy’ means creativity, durability, and a guarantee of excellence. Today, Italy is the fourth largest economic power in Europe and many countries like the USA have long established economic relationships and partnership with it. While the English language has been increasingly used during these economic exchanges, a basic knowledge of Italian terminology within a context of commerce and trade is an important asset and a useful resource. Developing a strong understanding of the Italian business environment and its culture offers useful advantages for all those who want to create ties with or plan to work in the Italian business world in the future. The course is open to all students who have completed the Italian intermediate level and would like to have an introduction to Italian language used for work and business. The course will be conducted as an intensive practice in the spoken and written language through assigned topics focusing on Italian business and related cultural themes. It will provide an overview of the job market world and the business environment in Italy, giving students the main tools to explore and interact appropriately in a professional environment. During the second half of the semester, the course will introduce students to the Made in Italy excellence and the history responsible for Italian Style’s world-renowned fame and high-demand. Students will learn how the concept of Made in Italy originated, look at the history of Italian style and its international value. The lessons in the second half of the semester will be integrated with interviews of people in Italy and in New York City working in businesses that sell or advertise Italian products. The interviews (one per week) will provide a direct look into the areas that are being discussed in class, so that students will have the opportunity to learn firsthand what it means to work in a business in Italy or with Italy, and with Italian products

**ITAL UN3642 ROAD TRIPS:TRAVEL IN ITAL CIN. 3.00 points.**

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 UN3643 History of Italian Cinema. 3 points.**

This course explores the evolution of Italian Cinema from the pre-Fascist era to the millenium, and examines how films construct an image of Italy and the Italians. Special focus will be on the cinematic representations of gender. Films by major directors (Fellini, De Sica, Visconti) as well as by leading contemporaries (Moretti, Garrone, Rohrwacher) will be discussed.

**Spring 2025: ITAL UN3643**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 3643	001/13053	Th 2:10pm - 4:00pm 507 Hamilton Hall	Elizabeth Leake	3	14/25

**ITAL UN3645 Grand Tour in Italy. 3 points.  
Course Description**

This course proposes a virtual tour of the country’s most famous sites, looking at the ways in which what is local and peculiar, diverse and marginal, contributes its distinctive style and character to the overall unity and uniqueness of Italy.

Each week we consider a different aspect of Italy’s richness and variety: from the evolution of its language/s and dialects to its humor; its art and landscapes; the music from ancient times to current pop songs; its cinema and web serials, its cuisine, the contributions of migrants, and much more.

The course is highly interdisciplinary and will assist students in the development of their linguistic and cultural skills, while tracing the origins of most mainstream Italian cultural phenomena, and imparting an awareness of modern Italy's multiculturalism.

**CLIA GU3660 MAFIA MOVIES. 3.00 points.**

Examines representations of the mafia in American and Italian film and literature. Special attention to questions of ethnic identity and immigration. Comparison of the different histories and myths of the mafia in the U.S. and Italy. Readings includes novels, historical studies, and film criticism. Limit 35

**ITAL UN3661 New Perspectives on Machiavelli # Renaissance Florence. 3.00 points.**

What do we envision when we think about Renaissance Florence? A long-standing and influential narrative placing Florence at the heart of the Renaissance prompts us to imagine a civilization defined by the esthetic ideals of beauty,

grace, harmony, and balance. On the other hand, there are counter arguments that emphasize darker elements and suggest that the Italian Renaissance was a period marked by violence, immorality, and a cynicism famously attributed to the Florentine Niccolò Machiavelli. Since neither of these contrasting perspectives provides an exhaustive, accurate picture, it is useful—indeed, necessary—to explore the phenomenon that we call Renaissance with an openness to its full range of dimensions. In this process, our very present may both contribute to and complicate our endeavor to shape new paths of inquiry. This course will focus on Renaissance Florence from a variety of viewpoints. In the introductory section, we will use a diverse set of sources (including theoretical readings and examples from pop culture) to lay the foundations of our work. Then, building on recent trends in Renaissance scholarship, our exploration will foreground three perspectives in particular: (I) we will look at Renaissance Florence through the lens of queer and gender studies; (II) we will consider the role of orality and performance; and (III) we will focus on cultural and religious diversity. Special attention will be devoted to the figure and works of Niccolò Machiavelli. By looking at Machiavelli from the three perspectives mentioned above, we will be able to investigate neglected sides of his intellectual personality as well as to reappraise some aspects of his political thinking. Throughout the semester, we will interrogate a wide variety of primary sources, including literary texts, letters, paintings, and musical pieces. Moreover, we will read selected secondary sources that will facilitate our dialogue with the primary materials and enable us to take into account additional queries. In order to reach the learning objectives set for the course, students will have the possibility to engage in an array of oral, written, and multimodal assignments. There are no prerequisites for this course. Students are welcome to read sources in the original language if they wish to do so; however, no knowledge of Italian is required

### **ITAL UN3865 Introduction to Fashion Studies. 3.00 points.**

This seminar examines the many meanings of fashion, design, and style; how values underlying fashion are selected, preserved, denied, reinvented or rethought; how the symbolic meanings and ideological interpretations are connected to creation, production and consumption of fashion goods. Based on an anthropological perspective and framework, this interdisciplinary course will analyze ways in which we can understand fashion 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 society, and in relation to a globalized world. Short videos that can be watched on the computer will be assigned. There are no pre-requisites for this course. In English

Fall 2024: ITAL UN3865

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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ITAL 3865	001/10026	M 2:10pm - 4:00pm	Barbara Faedda	3.00	16/25
507 Hamilton Hall					

### **ITAL UN3993 SENIOR THESIS/TUTORIAL. 3.00 points.**

Prerequisites: the faculty advisers 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

Spring 2025: ITAL UN3993

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 3993	001/13055		Teodolinda Barolini	3.00	0/3
ITAL 3993	002/13056		Elizabeth Leake	3.00	0/3
ITAL 3993	003/00811			3.00	1/5
ITAL 3993	005/13058		Pier Mattia Tommasino	3.00	0/3
ITAL 3993	006/13059		Konstantia Zanou	3.00	0/3

### **ITAL GU4005 RAPID READ#TRANSLATION IN ITAL. 3.00 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

Spring 2025: ITAL GU4005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4005	001/13054	T 4:10pm - 6:00pm 507 Hamilton Hall	Maria Luisa Gozzi	3.00	6/16

### **ITAL GU4015 ITALIAN FOOD/GLOBALIZED WORLD. 3.00 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 GU4019 TOPICS in MICROHISTORY. 3 points.**

In the 1970s and 1980s a group of young Italian historians transformed the methods of historical inquiry and narrative. This class explores the origins, the diffusion, as well as the debate around Italian Microhistory across Europe and the United States. In particular, we will focus on “cultural” and “social” Microhistory and its evolution in Italy, France, and the US. We will read masterpieces such as Carlo Ginzburg’s *The Cheese and the Worms*, as well as Nathalie Zemon Davis’s *The Return of Martin Guerre*. Also, we will analyze the current application of microhistorical methods to contemporary global history and the genre of biography. Topics include pre-modern popular culture and literacy, minority and marginality, the Inquisition, individual and collective identities, and the relation between the pre-modern Mediterranean, Europe and the world. *In Italian*.

**Spring 2025: ITAL GU4019**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4019	001/13067	W 2:10pm - 4:00pm 501 Hamilton Hall	Pier Mattia Tommasino	3	4/20

**CLIA GU4021 The Age of Romanticism Across the Adriatic. 3 points.**

This interdisciplinary seminar will study Romanticism as a literary trend, as much as a historical phenomenon and a life attitude. Romanticism is viewed here as the sum of the different answers to the sense of insecurity, social alienation and loneliness, provoked by the changing and frail world of the end of the eighteenth and the beginning of the nineteenth century. We will investigate the Romantic ideology in relation to the trans-Adriatic world of Italy and Greece, an area that entered modernity with the particular lure and burden of antiquity, as well as through revolutionary upheaval. Students will be invited to read authors like Vittorio Alfieri, Ugo Foscolo, Silvio Pellico, Giacomo Leopardi, Alessandro Manzoni, Massimo d’Azeglio, and to reflect on themes such as Nostalgia and Nationalism, the Discovery of the Middle Ages, the Historical Novel, the Invention of Popular Tradition, the Fragmented Self, Autobiographical and Travel Writing, the Brigand Cult, Hellenism, Philhellenism, Orientalism and Balkanism, and others.

**CLIA GU4022 Diasporas in Italian and Transnational History. 3 points.**

Some years ago the word Diaspora referred to Jews and was spelled with a capital D. Today, almost every ethnic group, country, or separatist movement has its diaspora. Usually, these diasporas are presented as pieces of national life scattered here and there, in places far away from the national core. In this seminar, however, we will treat diasporas not as an emblem of national unity but as an expression of diversity, of a multiplicity of loyalties and belongings. By combining history, literature, film, and cultural studies, and by approaching the topic through

the lens of transnationalism, we will study topics such as Mobility and Nationalism, Diasporas in Intellectual History, The Mediterranean in Motion, Italian Migration, Mobile Italy and its Colonies, Displacements in the Eastern Mediterranean, Lost Cosmopolitanisms in the Middle East, Emigration from Eastern Europe, and Mediterranean Refugees and Memory. The aim is to turn our gaze away from the territorially defined countries, towards a view of the world in which countries are ship-like territories.

**ITAL GU4022 THE QUR'AN IN EUROPE. 3.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Is the Qur’an translatable? Was the Qur’an translated? Are non Arabic-speaking Muslims allowed to translate the Qur’an? And what about non-Muslims? Did Muslims and non-Muslims collaborate in translating the text of the Qur’an into Latin and European vernaculars? This course focuses on the long history of the diffusion of the Qur’an, the Scripture of the Muslims, and one of the most important texts in the history of humanity. We will focus on reading and translation practices of the Qur’an in Europe and the Mediterranean, from the Middle Ages to the contemporary world. We will explore how European Muslims, such as Iberian *moriscos*, European Jews, as well as Orthodox, Protestants and Catholics read, copied, collected, translated and printed the Qur’an. We will also explore why the Qur’an was confuted, forbidden, burned and even eaten, drunk and worn along eight centuries of the history of Europe. This long excursus, based on a close reading of the Qur’an and on the discussion of the major themes this close reading proposes, will help us to understand the role of Islam and its revelation in the formation of European societies and cultures.

**CLIA GU4023 Travel Literature in and from the Mediterranean, 18th-19th centuries. 3 points.**

This course will study various forms of travel writing within, from, and to the Mediterranean in the long nineteenth century. Throughout the semester, you will read a number of travel accounts to develop your understanding of these particular sources and reflect on the theoretical discussions and the themes framing them, namely orientalism, postcolonial studies, imaginative geographies, literature between fiction and reality, Romantic and autobiographical writing, gender, sexuality and the body, the rise of archeology, adventurism, mass migration and tourism. We will focus on Italian travel writers visiting the Ottoman Empire and the Americas (Cristina di Belgioioso, Gaetano Osculati, Edmondo de Amicis) and others visiting the Italian peninsula (Grand Tourists, Madame De Staël), and we will study the real or imaginary travels of French, British and American writers to the Eastern Mediterranean and to antique and holy lands (Jean-Jacques Barthélemy, Count Marcellus, Austen Henry Layard, Lord Byron, Mark Twain), as well as Arabic travel writers to the West (Rif al-Andalus).

**CLIA GU4024 Nationalism in Theory and History. 3.00 points.**

Were nations always there? Are they real or imagined? Do they come before or after nationalism and the state? How did



we pass from a world of empires, duchies, and city-states to a world of nation-states? Where does legitimacy reside if not in God and his endowed kings? Is the modern world really 'disenchanted'? How did we come to understand time, space, language, religion, gender, race, and even our very selves in the era of nations? Are we done with this era, living already in postnational times? This course will combine older theories of nationalism (Gellner, Anderson, Hobsbawm, Smith) with recent approaches of the phenomenon after the 'Imperial/Global/Transnational Turn' (Bayly, Conrad, Innes, Isabella, Reill, Stein etc.) and late studies in Gender, Race, Culture and Nationalism, in order to offer new answers to old questions. We will talk about many places around the world, but the main stage where we will try out our questions is Italy and the Mediterranean

### **CLIA GU4025 Italian Migrations. 3.00 points.**

This course will offer an account of the multiple migrations out, in and through Italy since 1800. By combining history, literature, and film, and by approaching the topic through the lens of transnationalism, we will study different topics of Italian mobility, such as Exile and the Risorgimento, The Mediterranean in Motion, Migrants' Experiences at Sea, The Great Italian "Exodus" to the Americas, Mobile Italy and its Colonies, The Lost Italian "Cosmopolitanisms" of the Middle East, Postwar Italian "National Refugees", and Contemporary Migration to Italy. We will read masterpieces of Italian literature both by Italian-American authors and by contemporary migrants to Italy. We will watch some of the most important films and documentaries on these topics. And we will think about how such phenomena as Italian mass emigration in the long nineteenth century, Fascist colonialism and resettlement of populations in the twentieth century, postwar refugees, and contemporary immigrants to Italy are all intrinsically interconnected and make part of the same story. Overall, the aim of this course is to turn our gaze away from the territorially defined Italy, towards a view of Italy as a space on the move

### **ITAL GU4043 Italian Renaissance Literature and Culture. 3 points.**

This course on Italian Renaissance literature and culture will pay special attention to the crossing of boundaries, whether socio-cultural, religious, linguistic, gendered, ethnic, or strictly geographical, in a range of fourteenth- to early seventeenth-century texts in a variety of genres, including travelogue, chivalric epic poetry, comedy, dialogues, and the novella, as well as political, philosophical, and scientific writing. Authors covered include Marco Polo, Leonardo Bruni, Pico della Mirandola, Boiardo, Ariosto, Machiavelli Castiglione, Beolco, Giraldi Cinzio, Tasso, Moderata Fonte, Tarabotti, and Galileo. *In English.*

### **ITAL GU4055 ANTHROPOLOGY OF CONTEMP ITALY. 3.00 points.**

This seminar examines ways in which Italy is understood and represented by Italians and non-Italians. It will analyze the formation of multiple discourses on Italy, how Italian culture and society are imagined, represented and/or distorted. Based

on an anthropological perspective, this course will examine ways in which we can understand Italy through the intersections of pluralism, ethnicity, gender, and religion. The course will study how Italy strives for political and economic unity, while there is a concurrent push toward inequality, exclusion, and marginalization. Moreover, the course will analyze the revitalization of nationalism on one hand of regionalism on the other, and will focus on the concepts of territory, identity, and tradition. Short videos that can be watched on computer and alternative readings for those fluent in Italian will be assigned. There are no pre-requisites for this course

#### **Spring 2025: ITAL GU4055**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4055	001/13062	M 2:10pm - 4:00pm 507 Hamilton Hall	Barbara Faedda	3.00	17/25

### **ITAL GU4057 ANTHROPOLOGY OF ITALIAN FOOD, FASHION, & DESIGN. 3 points.**

#### **ITAL GU4086 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 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.

### **ITAL GU4091 DANTE'S DIVINA COMMEDIA 1. 4.00 points.**

ITALIAN MAJORS AND ITALIAN DEPT GRADUATE STUDENTS MUST REGISTER FOR SECTION 001.

Prerequisites: SECTION 001: reading knowledge of Italian. SECTION 002: none.

#### **Fall 2024: ITAL GU4091**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4091	001/10023	T Th 4:10pm - 6:00pm 503 Hamilton Hall	Teodolinda Barolini	4.00	4/20

ITAL 4091 002/10024 T Th 4:10pm - Teodolinda 4.00 8/20  
6:00pm Barolini  
503 Hamilton Hall

### **ITAL GU4092 DANTE'S DIVINA COMEDIA 2. 4.00 points.**

Spring 2025: ITAL GU4092

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4092	001/13063	T Th 4:10pm - 6:00pm 503 Hamilton Hall	Teodolinda Barolini	4.00	3/20
ITAL 4092	002/13065	T Th 4:10pm - 6:00pm 503 Hamilton Hall	Teodolinda Barolini	4.00	6/20

### **ITAL GU4100 Narratives of Modernity. 3 points.**

In revisiting two major authors of the Italian modern novel, the course investigates the relation between fiction and the "conditions of modernity" (personal risk, anxiety and lack of control on reality, secularization, to name a few). Special attention will be paid to the response of the novelistic discourse to modernity, and to Italy's peculiarly peripheral position in the modern world. Primary texts will be read in Italian, while theoretical references will be in English.

### **ITAL GU4109 ITAL AUTOBIOGRAPHY 19-20TH CENT. 3.00 points.**

Against the backdrop of the heated critical debate on the boundaries and limitations of the autobiographical genre, this course addresses the modern and contemporary tradition of autobiographical writings, focusing in particular (but not exclusively) on exploring and positing the potential difference between male and female autobiographers. More specifically, we will question the adequacy of the traditional model of autobiographical selfhood based on the assumption of unified, universal, exemplary and transcendent self to arrive at an understanding of women's autobiography. Topics to be addressed include: the crisis of the subject, *je est un autre*, the man with a movie camera, strategies of concealment and disclosures. Authors to be studied include: D'Annunzio, Pirandello, Svevo, Fellini, Moretti, Ortese, Ginzburg, Manzini, Cialente, Ramondino. In Italian

### **ITAL GU4140 ITAL FASCISM # ITS REPRESENTATION IN FILM. 3.00 points.**

Spring 2025: ITAL GU4140

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4140	001/13068	W 4:10pm - 6:00pm 509 Hamilton Hall	Elizabeth Leake	3.00	15/25
ITAL 4140	AU1/18506	W 4:10pm - 6:00pm Othr Other	Elizabeth Leake	3.00	3/3

### **ITAL GU4185 The Making of Italy: The Risorgimento in Global Context. 3 points.**

This course will examine the history of the Italian Risorgimento by following the major historiographical trends of the recent decades. First, it will approach the Risorgimento through

the prism of cultural and intellectual history by investigating a series of topics, such as the discursive patterns of the 'Risorgimento canon', the gendered tropes of nationalism, the creation of a new public sphere through operas, festivals and plebiscites, the connection of nationalism with religion, and the relation of empire to nation and liberalism. Second, it will look at the Risorgimento through the eyes of local and regional history by examining local patriotisms, revolutions and civil wars and the division between North and South. Finally, it will offer a new topography of Italian history by placing the Risorgimento in its Mediterranean and global context and by exploring its international aspects: the global icons that it produced (i.e. Garibaldi, Mazzini); the networks of exiles in other Mediterranean and European countries; the war volunteers; and the connection of Italian patriots with the wave of liberalism and revolution that swept the globe from India to Latin America.

Fall 2024: ITAL GU4185

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4185	001/10028	T 12:10pm - 2:00pm 613 Hamilton Hall	Konstantia Zanou	3	6/20

### **ITAL GU4220 INTRO-HIST # THEORY-LIT INTERP. 3.00 points.**

#### **CLIA GU4300 Renaissance Orientalism. 3.00 points.**

This course offers an overview of the scholarly debate about the Renaissance during the last twenty years (2001-2021), with a particular focus on the relationship between early modern Italy, Europe, and Muslim Eurasia. This class intends to give students insight into and philological tools to engage the current debate about the revision of the concept—and the period—of the Renaissance (broadly 1350-1570). We will read both primary (Petrarch, Pico della Mirandola, Galateo, Leonardo Bruni, Leo Africanus) and secondary sources in order to understand the main trends of philological and historical research about early modern Eurasia in the last twenty years. We will read about how Petrarch's anti-Arabism has been analyzed and used by twentieth-century Medievalists. We will explore how Said's *Return to Philology* influenced the study of the transmission of texts in the Early Modern World. Also, we will try to understand the role of Islam, Muhammad, and the Ottoman Empire in the evolution of European political thought. Similarly, we will dive into Early Modern European representations of the Muslim Other, as well as into Arabic travel writing about Early Modern Europe. The main goal of this class is to discuss with the students about what happened in the field of Renaissance studies in the last two decades, roughly between September 11, 2001 and our current "post"-pandemic world, with a particular attention to the study of literary texts, intellectual and cultural history, the history and theory of translation. In English

**ITAL GU4395 Fifty Years of Impatience: The Italian Novel between 1950-2000. 3 points.**

The course examines some of the most important novels that belong to Italy's period of major social and economic transformations. Only after WWII Italy finally becomes a modern nation, i.e. a republic based on truly universal suffrage, and an industrialized country. Such accelerated progress, though, causes deep social instability and mobility which obviously results in heavy psychological pressures on the people: adaptation becomes crucial and inevitable. Fiction therefore resumes the task to represent such awkwardness of integration into a modern bourgeois society that, contrarily to its European and American counterpart, is extremely tentative and insecure per se, since it's political identity has extremely precarious grounds. Among other authors, primary readings include Giuseppe Tomasi di Lampedusa's *The Leopard* and Italo Calvino's *If on a Winter's Night a Traveler*. *Primary Readings in Italian.*

**ITAL GU4420 The Window On the World: Reassessing Italian Neorealism. 3 points.**

Roberto Rossellini, Vittorio De Sica, Luchino Visconti and other Italian filmmakers challenged modes of film production in vogue in the 1940s and 1950s, both in theoretical and practical terms. This course will analyze both the feature films and the theoretical writings of such directors as those mentioned and others, in order to investigate the modes of representation of reality in the immediate postwar years, their relation to the identity of the newborn Italian Republic, and their significance in post-WWII filmmaking. All readings and lectures in English; Films in Italian or French, with English subtitles.

**CLIA GU4499 Mediterranean Humanities I. 3.00 points.**

Mediterranean Humanities I explores the literatures of the Mediterranean from the late Middle Ages to the Early Nineteenth Century. We will read Boccaccio, and Cervantes, as well as Ottoman poetry, Iberian Muslim apocalyptic literature, and the Eurasian connected versions of the One Thousand and One Nights. We will dive into the travel of texts and people, stories and storytellers across the shores of the Middle Sea. Based on the reading of literary texts (love poetry, short stories, theater, and travel literature), as well as letters, biographies, memoirs, and other ego-documents produced and consumed in the Early Modern Mediterranean, we will discuss big themes as Orientalism, estrangement, forced mobility, connectivity, multiculturalism and the clash of civilizations. Also, following in the footsteps of Fernand Braudel and Erich Auerbach, we will reflect on the Mediterranean in the age of the first globalization as a laboratory of the modern global world and world literature

Fall 2024: CLIA GU4499

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLIA 4499	001/10022	W 2:10pm - 4:00pm 507 Hamilton Hall	Pier Mattia Tommasino	3.00	22/25

**CLIA GU4500 Mediterranean Humanities II. 3.00 points.**

What is the Mediterranean and how was it constructed and canonized as a space of civilization? A highly multicultural, multilingual area whose people represent a broad array of religious, ethnic, social and political difference, the Mediterranean has been seen as the cradle of western civilization, but also as a dividing border and a unifying confluence zone, as a sea of pleasure and a sea of death. The course aims to enhance students' understanding of the multiple ways this body of water has been imagined by the people who lived or traveled across its shores. By exploring major works of theory, literature and cinema since 1800, it encourages students to engage critically with a number of questions (nationalism vs cosmopolitanism, South/North and East/West divides, tourism, exile and migration, colonialism and orientalism, borders and divided societies) and to 'read' the sea through different viewpoints: through the eyes of a German Romantic thinker, a Sephardic Ottoman family, an Algerian feminist, a French historian, a Syrian refugee, an Italian anti-fascist, a Moroccan writer, an Egyptian exile, a Bosnian-Croat scholar, a Lebanese-French author, a Cypriot filmmaker, an Algerian-Italian journalist, and others. In the final analysis, Med Hum II is meant to arouse the question of what it means to stand on watery grounds and to view the world through a constantly shifting lens

Spring 2025: CLIA GU4500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLIA 4500	001/13030	T 10:10am - 12:00pm 201 80 Claremont	Konstantia Zanou	3.00	25/22
CLIA 4500	002/13031	T 12:10pm - 2:00pm 201 80 Claremont	Konstantia Zanou	3.00	25/22

**ITAL GU4502 ITALIAN CULTURAL STUDIES I. 3.00 points.**

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 2024: ITAL GU4502

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4502	001/00713	T Th 10:10am - 11:25am 113 Milstein Center	Steven Baker	3.00	5/15

**ITAL GU4503 ITL CULTRL ST II:WWI-PRESENT. 3.00 points.**

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 2025: ITAL GU4503

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4503	001/00030	T Th 10:10am - 11:25am 277 Barnard Hall	Nelson Moe	3.00	4/10

### CLIA GU4700 The Mediterranean in History and Anthropology. 3 points.

This course will offer an overview of historical and anthropological writing on the Mediterranean from the birth of the field through the pages of Fernand Braudel's celebrated book in the 1940s to the present day. It will trace the shifts in the ways we understand the Mediterranean by examining the sea as a malleable geographical space, which changes over time. It will explore topics such as the macro- and micro-histories of the Sea; the 'history in' and the 'history of' the Mediterranean; 'anti-Mediterraneanism'; the revolutionary Mediterraneans; the colonial Mediterranean; the Grand Tour; the migrants in the Mediterranean; Italy in the Mediterranean, and others. Looking at the sea can tell us a lot about human life on land and can change our perspective on how we view this and other parts of the world.

### ITAL GU4725 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.

### CLIA GU4725 PIRANDELLO # MOD ITALIAN DRAMA. 3.00 points.

## HUNGARIAN COURSES

### HNGR UN1101 ELEMENTARY HUNGARIAN I. 4.00 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 2024: HNGR UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HNGR 1101	001/10029	T Th 9:10am - 11:00am 351c International Affairs Bldg	Carol Rounds	4.00	3/20

### HNGR UN1102 ELEMENTARY HUNGARIAN II. 4.00 points.

Introduction to the basic structures of the Hungarian language. With the instructors 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 2025: HNGR UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HNGR 1102	001/13019	T Th 9:10am - 11:00am 351c International Affairs Bldg	Carol Rounds	4.00	2/16

### HNGR UN2101 INTERMEDIATE HUNGARIAN I. 4.00 points.

Prerequisites: HNGR UN1101-UN1102 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

#### Fall 2024: HNGR UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HNGR 2101	001/10030	T Th 11:35am - 1:25pm 351c International Affairs Bldg	Carol Rounds	4.00	4/20

### HNGR UN2102 INTERMEDIATE COURSE II. 4.00 points.

Prerequisites: *HNGR W1101-W1102* or the equivalent. Prerequisites: HNGR UN1101-UN1102 or the equivalent. Further develops a students knowledge of the Hungarian language. With the instructors 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 2025: HNGR UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HNGR 2102	001/13025	T Th 11:10am - 1:00pm 351c International Affairs Bldg	Carol Rounds	4.00	4/16

### HNGR UN3340 Advanced Hungarian Grammar. 3 points.

*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 READINGS IN HUNGARIAN. 3.00 points.

Prerequisites: *HNGR W1201-W1202* and *HNGR W3340*, or the equivalent.

This course has an emphasis on rapid and comprehensive reading of academic materials. In addition to weekly readings, oral presentations and written essays serve to improve fluency in all aspects of Hungarian.

### HNGR UN3343 DESCRIPTIVE GRAMMAR-HUNGARIAN. 3.00 points.

This course is designed for those curious about the structure of Hungarian - an unusual language with a complex grammar quite different from English, or, indeed, any Indo-European



language. The study of Hungarian, a language of the Finno-Ugric family, offers the opportunity to learn about the phonology of vowel harmony, the syntax of topic-comment discourse, verb agreement with subjects and objects, highly developed case systems and possessive nominal paradigms. In addition to its inflectional profile, Hungarian derivation possibilities are vast, combinatory, and playful. During the semester we will touch upon all the important grammatical aspects of Hungarian and discuss them in relation to general linguistic principles and discourse, and finally, through some text analysis, see them in action. Although the primary discussion will center on Hungarian, we will draw on comparisons to other Finno-Ugric languages, most notably Finnish and Komi; students are encouraged to draw on comparisons with their own languages of interest. No prerequisite. Counts as Core Linguistics

## JAZZ STUDIES

**The Center for Jazz Studies:** Prentis Hall, 4th floor (632 W. 125th Street); 212-851-9270  
<http://www.columbia.edu/cu/cjs>

### Jazz at Columbia:

Louis Armstrong Jazz Performance Program (LAJPP)

**Director of Center for Jazz Studies:** Prof. Kevin Fellezs, 806 Dodge Hall, 212-854-6689, [kf2362@columbia.edu](mailto:kf2362@columbia.edu)

**Director of Jazz Performance:** Prof. Ole Mathisen, 621 Dodge Hall; 212-854-3825; [om2141@columbia.edu](mailto:om2141@columbia.edu) ([cjw5@columbia.edu](mailto:cjw5@columbia.edu))

**Program Administrator:** Yulanda McKenzie, 602 Philosophy; 212-851-9270; [ym189@columbia.edu](mailto:ym189@columbia.edu)

*Starting in Fall '24, the Special Concentration in Jazz Studies is no longer available for students to declare. Students who declared the Special Concentration in Jazz Studies in Spring '24 or prior are allowed to complete this concentration.*

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 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.

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—students 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 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.

## INTERDEPARTMENTAL COMMITTEE ON JAZZ STUDIES

Ann Douglas (English and Comparative Literature)  
Brent Hayes Edwards (English and Comparative Literature)  
Kevin A. Fellezs (Music)  
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 Mathisen  
Tony Moreno  
Ugonna Okegwa  
Adriano Santos  
Don Sickler  
Leo Traversa  
Ben Waltzer

### Special Concentration in Jazz Studies (For students who declared the concentration on or before the 2023-2024 academic year)

Starting in Fall '24, the Special Concentration in Jazz Studies is no longer available for students to declare. Students who declared the Special Concentration in Jazz Studies in Spring '24 or prior are allowed to complete this concentration.

The special concentration in jazz studies requires a total of seven courses (21 points minimum), distributed as follows:

### Requirements for Non-Music Majors/Concentrators

MUSI UN1002	FUNDAMENTALS OF MUSIC
MUSI UN2016	JAZZ
MUSI UN3998	SUPERVISED INDEPENDENT STUDY
ENGL GU4612	JAZZ AND AMERICAN CULTURE

(3) interdisciplinary courses as approved by the director  
Private music lessons (strongly recommended but not required)

MPP UN1541 CU Jazz Ensembles (strongly recommended but not required)

### Requirements for Music Majors/Concentrators

MUSI UN2016	JAZZ
MUSI UN3998	SUPERVISED INDEPENDENT STUDY
MUSI GU4500	JAZZ TRANSCRIPTION # ANALYSIS
MUSI GU4505	JAZZ ARRANGING # COMPOSITION
ENGL GU4612	JAZZ AND AMERICAN CULTURE

(2) interdisciplinary courses as approved by the director

Private music lessons (strongly recommended but not required)

MPP UN1541 CU Jazz Ensembles (strongly recommended but not required)

### JAZZ GU4900 Jazz and the Literary Imagination. 3 points.

(Lecture). This course will focus on the ways that jazz has been a source of inspiration for a variety of twentieth-century literatures, from the blues poetry of the Harlem Renaissance to contemporary fiction. We will consider in detail the ways that writers have discovered or intuited formal models and political implications in black music. Rather than simply assume that influence only travels in one direction, we will also take up some literary efforts (including autobiography, poetry, historiography, and criticism) by musicians themselves. What are the links between musical form and literary innovation? How can terms of musical analysis (improvisation, rhythm, syncopation, harmony) be applied to the medium of writing? How does music suggest modes of social interaction or political potential to be articulated in language? How does one evaluate the performance of a poem (in an oral recitation or musical setting) in relation to its text? Materials may include writings and recordings by Jacques Attali, James Weldon Johnson, Langston Hughes, Louis Armstrong, Zora Neale Hurston, Sterling Brown, Kurt Schwitters, Ralph Ellison, Amiri Baraka, Ella Fitzgerald, William Melvin Kelley, Edward Kamau Brathwaite, Gayl Jones, Michael Ondaatje, Ed Pavlic, Joseph Jarman, Nathaniel Mackey, and Harryette Mullen, among others. Requirements: weekly response papers, a 5-7 pg. midterm paper and a 9-12 pg. final paper.

### JAZZ GU4920 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.

## OF RELATED INTEREST

### African American Studies

AFAS UN3030	AFRICAN-AMERICAN MUSIC
AFAS UN3930	TOPICS IN THE BLACK EXPERIENCE

### Dance (Barnard)

DNCE BC1247 & DNCE BC1248	JAZZ DANCE I and JAZZ DANCE I
DNCE BC1445 & DNCE BC1446	TAP I and TAP I
DNCE BC2248 & DNCE BC2249	JAZZ DANCE II and JAZZ DANCE II
DNCE BC2447 & BC2447	TAP II and TAP II

### English and Comparative Literature

ENGL GU4621	HARLEM RENAISSANCE
ENGL GU4612	JAZZ AND AMERICAN CULTURE

### Music

MPP UN1541	COLUMBIA UNIV JAZZ ENSEMBL
MUSI UN2016	JAZZ
MUSI UN2020	SALSA, SOCA # REGGAE
MUSI GU4500	JAZZ TRANSCRIPTION # ANALYSIS
MUSI GU4505	JAZZ ARRANGING # COMPOSITION
MUSI GU4507	The New Thing: Jazz 1955-1980
MUSI GU4540	Histories of Post-1960's Jazz

## JEWISH STUDIES

### THE INSTITUTE FOR ISRAEL AND JEWISH STUDIES:

Department website: <http://www.iijs.columbia.edu/>

Office location: 617 Kent Hall

Office contact: 212-854-2581, [iijs@columbia.edu](mailto:iijs@columbia.edu) (<http://www.iijs.columbia.edu/>)

**Program Director:** Dr. Isabelle Levy, [icl2001@columbia.edu](mailto:icl2001@columbia.edu) ([icl2001@columbia.edu](mailto:icl2001@columbia.edu))

## JEWISH STUDIES

The academic discipline of Jewish Studies is an interdisciplinary field centered on the analysis and investigation of Jewish history, religion, cultures, languages, and literatures. 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 also as a civilization and culture.

A minor in Jewish Studies is available for undergraduates and allows students to draw upon classes in a wide range of departments across the University, including, but not limited to, History; Sociology; Middle Eastern, South Asian, and African Studies; Germanic Languages; Music; Film; and Religion. The requirements for the minor are designed to provide students with the interdisciplinary knowledge necessary to pursue Jewish Studies 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 minor in Jewish Studies provides students with an opportunity to expand their knowledge according to their particular interests and can likewise complement an array of majors across academic disciplines.

Students wishing to complete a minor in Jewish Studies work with Program Director Dr. Isabelle Levy 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 minor.

## STUDENT ADVISING

### Consulting Advisers

Please reach out to our Program Director, Dr. Isabelle Levy, at [icl2001@columbia.edu](mailto:icl2001@columbia.edu) for any advising needs

### Enrolling in Classes

IIJS courses are available for registration through Vergil. Professors will often give enrollment priority to Jewish Studies minors if you contact them directly. If you have any questions about which classes apply towards the Minor in Jewish Studies, please contact our Program Director, Dr. Isabelle Levy, at [icl2001@columbia.edu](mailto:icl2001@columbia.edu).

### Preparing for Graduate Study

Jewish Studies students continue on to graduate study in a variety of fields. Please reach out to our Program Director, Dr. Isabelle Levy, at [icl2001@columbia.edu](mailto:icl2001@columbia.edu) for any advising needs.

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

### Advanced Placement

Students will not be able to apply advanced placement credit towards the minor.

### Barnard College Courses

Certain Barnard College courses may be applied towards the minor. Several Barnard courses are cross-listed with Jewish Studies. If you have any questions about which classes apply towards the Minor in Jewish Studies, please contact our Program Director, Dr. Isabelle Levy, at [icl2001@columbia.edu](mailto:icl2001@columbia.edu).

### Transfer Courses

Students may request permission on a case-by-case basis to apply one course each of transfer coursework and study abroad coursework to the minor. If you have any questions about which classes apply towards the Minor in Jewish Studies, please contact our Program Director, Dr. Isabelle Levy, at [icl2001@columbia.edu](mailto:icl2001@columbia.edu).

### Study Abroad Courses

Students may request permission on a case-by-case basis to apply one course each of transfer coursework and study abroad coursework. If you have any questions about which classes apply towards the Minor in Jewish Studies, please contact our Program Director, Dr. Isabelle Levy, at [icl2001@columbia.edu](mailto:icl2001@columbia.edu).

### Summer Courses

Some summer courses may be applied toward the minor. If you have any questions about which classes apply towards the Minor in Jewish Studies, please contact our Program Director, Dr. Isabelle Levy, at [icl2001@columbia.edu](mailto:icl2001@columbia.edu).

## CORE CURRICULUM CONNECTIONS

In addition to finding intellectual links among their coursework, Core Curriculum courses, and major study coursework, Jewish Studies students may choose to take Global Core courses that contain Jewish Studies content. As is College policy, two courses that fulfill either the Global Core or the science requirement can be double-counted toward the Core requirements and toward one of your programs of study.

## UNDERGRADUATE RESEARCH AND SENIOR THESIS

Jewish Studies students will have the opportunity to meet with Jewish Studies Librarian Michelle Margolis and to consult Columbia's Jewish Studies research collections, which exceeds 150,000 monographs; 1,000 periodical titles; 60,000 Hebrew and Yiddish titles; Jewish scholarly works in Western and Slavic languages; and 1,700 Hebrew and Jewish-language (e.g.,

Judeo-Arabic) manuscripts—the largest collection of Judaica manuscripts in any secular research university.

## Undergraduate Research in Courses

Most Jewish Studies courses, as well as cross-listed courses that count towards the Minor, include a research component. Instructors will support students in completing research projects.

The Jewish Studies curriculum includes for-credit faculty-advised independent research. Students may reach out to our Program Director, Dr. Isabelle Levy, at [icl2001@columbia.edu](mailto:icl2001@columbia.edu) with questions about undergraduate research.

## DEPARTMENT HONORS AND PRIZES

Students on track to complete the Jewish Studies minor may apply for limited summer research funding at the discretion of the IJIS faculty. Please reach out to our Program Director, Dr. Isabelle Levy, at [icl2001@columbia.edu](mailto:icl2001@columbia.edu) with questions.

## AFFILIATED FACULTY

Beth Berkowitz (Religion, Barnard)  
Clemence Boulouque (Religion)  
Elisheva Carlebach (History)  
Yinon Cohen (Sociology)  
Jeremy Dauber (Germanic Languages)  
Ofer Dynes (Slavic Languages and Literatures)  
Rebecca Kobrin (History)  
Agnieszka Legutko (Germanic Languages)  
Seth Schwartz (History)  
Michael Stanislawski (History)

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Program Planning for all Students

Please reach out to our Program Director, Dr. Isabelle Levy, at [icl2001@columbia.edu](mailto:icl2001@columbia.edu) for any advising needs.

### Course Numbering Structure

Undergraduate coursework is offered at the 2000, 3000, and 4000 levels. Undergraduate courses are worth 3 or 4 points. Many Jewish Studies courses are cross-listed in other departments, including History; Germanic Languages; Middle Eastern, South Asian, and African Studies; Religion; Slavic Languages; Music; and Sociology. Some 5000 or 6000 level courses may be available for undergraduate enrollment, at the discretion of the instructor.

### Guidance for First-Year Students

Please reach out to our Program Director, Dr. Isabelle Levy, at [icl2001@columbia.edu](mailto:icl2001@columbia.edu) for any advising needs.



## Guidance for Transfer Students

Please reach out to our Program Director, Dr. Isabelle Levy, at [icl2001@columbia.edu](mailto:icl2001@columbia.edu) for any advising needs.

## UNDERGRADUATE PROGRAMS OF STUDY

### Minor in Jewish Studies

In addition to the requirements of the minor, students must complete a major.

Students are required to complete five Jewish Studies courses comprising between 15 to 20 points, depending on the number of points of each course. Introductory language study that complements the student's Jewish Studies coursework may constitute one of these courses. Languages may include (but are not limited to) Arabic, Aramaic, French, Greek, Hebrew, Russian, and Yiddish and should be relevant to the student's other coursework in Jewish Studies. Language courses at the advanced level that are conducted in the language and that require reading and writing in the language may count as an additional course.

Jewish Studies students may choose to take Global Core courses that contain Jewish Studies content. As is College policy, two courses that fulfill either the Global Core or the science requirement can be double-counted toward the Core requirements and toward one of your programs of study.

### Jewish Studies Courses\*

(\*not all available in a given semester/year)

Music JWST UN2155 Music, Sound, and Antisemitism

Religion UN2306 INTRO TO JUDAISM

History UN2611 JEWS & JUDAISM IN ANTIQUITY

Sociology UN3285 ISRAELI SOC & ISR-PLS CONFLICT

Religion UN3301 INTRODUCTION TO HEBREW BIBLE

SPJS UN3303 Jewish Literature in Translation in the Medieval Mediterranean

Yiddish UN3500 SURVEY OF YIDDISH LIT (ENG)

CLYD UN3500 Human in Modern Jewish Literature

History UN3604 JEWS AND THE CITY

Music GU4113 Medieval Mediterranean Love Songs

Jewish Studies GU4145 Topics in Israeli Cinema

Jewish Studies GU4147 Between Tradition & Innovation: Readings

Jewish Studies GU4156 An Introduction to World Zionist Thought

Jewish Studies GU4157 Israeli Politics in Times of Turmoil

Jewish Studies GU4149 A History of Jewish-Muslim Encounters

Jewish Studies GU4153 U.S. Civil and Human Rights Lawyers

Jewish Studies GU4154 Magic in Jewish History and Culture

CLYD GU4250 Memory & Trauma in Yiddish Literature

Women's Studies GU4336 GENDER AND Sexuality in Yiddish Literature

GU4509 CRIME/PUNISHMENT-JEWISH CULTURE

History GU4525 Immigrant New York

Sociology GU4801 Israel and the Palestinians

English GU4938 HISTORY OF HORROR

Jewish Studies GU4990 Topics in Jewish Studies

Sociology GR6160 ISRAELI SOCIETY - SPEC TOPICS

Sociology GR6161 Dynamics of the Israeli-Palest

Religion GR6420 RELIGION & PUBLIC LIFE

History GR8132 THE JEWISH BOOK IN EARLY MOD WORLD

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

### 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 listed below are examples. 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****Medieval Judaism****Modern Judaism****Israeli Society****Gender and Judaism****Jewish History and Culture****Jewish Literature**

Jewish Studies courses are housed in a number of departments throughout the University. For a full list of courses for the 2024-2025 academic year please [visit the Institute website](#).

**FALL 2024 COURSES****Jewish Studies****JWST GU4145 Topics in Israeli Cinema. 3.00 points.**

Israel has a unique and constantly-evolving national cinema, the product of its diverse immigrant population, influences from neighboring nations, and dramatic national history. Beginning with artistic influences from abroad and culminating with native self-examinations, this course will provide a survey of Israeli film history, recurring foci of Israeli cinema, and introductions to influential filmmakers from early director Rama Burshtein. Each class meeting will include a complete screening of an Israeli feature film, as well as clips of related works. Readings will include critical essays and histories which elaborate on in-class screenings and cover additional topics and films. Written assignments will be three analytical essays which will encourage critical thinking, close analysis of films, and independent research beyond the materials presented in class. All readings are in English. All feature films and film clips are in Hebrew (some include Arabic), and will be presented with English subtitles. Students fluent in Hebrew and Arabic are encouraged to interpret the dialogue for additional meaning that may not be translated in the subtitles

Fall 2024: JWST GU4145

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JWST 4145	001/11261	T 10:00am - 1:45pm	Stuart Weinstock	3.00	17/25
		337 Seeley W. Mudd Building			

**JWST GU4990 Topics in Jewish Studies. 4.00 points.**

This course approaches Jewish Studies from theoretical and pedagogical standpoints. In addition to looking back at ancient, medieval and Early Modern approaches to the study of Jewish topics and examining the theoretical, historical and religious underpinnings of Jewish Studies as a modern discipline, we will also read theoretical writings from related disciplines. The course will balance these materials with pedagogical materials and exercises. Faculty from disciplines related to Jewish Studies will visit the seminar to offer perspectives on current approaches to the field, and the class will visit the Rare Book and Manuscript Library with Jewish Studies Librarian

Michelle Chesner. This course is required for students in the Jewish Studies MA program. It is open to graduate students, and advanced undergraduates may register with permission from the instructor. Please note that faculty visits will be added to the syllabus as they are scheduled

Fall 2024: JWST GU4990

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JWST 4990	001/10647	M 10:10am - 12:00pm Room TBA	Isabelle Levy	4.00	5/15

**JWST GU4147 Between Tradition # Innovation: Readings in Hasidic History and Literature. 3.00 points.**

The popular eighteenth-century mystical revivalist movement known as Hasidism transformed the religious and cultural life of Eastern European Jewry and remains a vibrant form of Judaism to this day. This seminar will introduce students to the history, ideology and major personalities of the Hasidic movement through a close reading of a broad selection of primary texts, including mystical tracts, collections of sermons, spiritual directives, hagiographical tales and polemical writings. We will explore the mystical ideas and practices taught by the founders of the movement, the new forms of leadership they developed and the fierce controversies they aroused. We will also consider the role played by Hasidic literature in the formation and spread of the movement and the tensions it embodied between tradition and innovation, elitism and populism, and oral and written modes of communication. This course is open to graduate students and advanced undergraduates may register with permission from the instructor

Fall 2024: JWST GU4147

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JWST 4147	001/14137	M 4:10pm - 6:00pm 201b Philosophy Hall	Elly Moseson	3.00	9/15

**JWST GU4156 An Introduction to World Zionist Thought. 4.00 points.**

In this course, students will be exposed to a range of different ideas and movements that, together, constitute(d) "Zionism." Although Israel is frequently in the news, the ideology that lies, in many ways, at the heart of Israeli politics and society is often represented in simplistic – even superficial or inaccurate – terms. Far more than a mere example of "nationalism," Zionism has variously been interwoven with struggles over land, labor, gender, religion, and identity in not only Palestine/Israel, but also North Africa, East Africa, Southwest Asia, Central Asia, Europe, the Americas, and beyond. Throughout the semester, students will read both primary and secondary sources in order to understand Zionism in its myriad meanings. Part I of the course will explore some of the basic tenets and debates of Zionism, with a focus on ideas prominent in the early twentieth century, such as socialism and Hebraism. Part II of the course will examine the ways in which Zionist ideas conceived in the Ottoman Empire and Europe diverged and took on new

and renewed meaning as the Zionist movement reached global dimensions

**Fall 2024: JWST GU4156**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JWST 4156	001/17030	W 12:10pm - 2:00pm 401 Hamilton Hall	Benjamin Berman-Gladstone	4.00	6/15

**JWST UN2155 Music, Sound, and Antisemitism. 3.00 points.**

From the Middle Ages to the present, individuals involved in making and writing about music, have engaged in behaviors, creations, and discourses steeped in hatred of Jews. This course examines the various ways in which these individuals have used music to perform and inscribe, symbolize, describe, and editorialize antisemitism. In so doing, it focuses on musicking—a term that encompasses all musical activity from composing to performing to listening—in the realms of art music, popular music, and non-Western traditions, as well as of genres that synthesize different styles. It also draws on sound, including language and speech as well as writings such as Wagner's *Judenthum in der Musik* (1848#50/69) and Carl Engel's *The Music of the Most Ancient Nations* (1864). All of these will serve as a window through which to address the types of Jew-hatred that have become known since the mid-nineteenth century as antisemitism—religious, national and ethnic, political, populist, economic, and institutional—as well as hate speech or “hate talk” and the Jewish responses to it. A basic familiarity with music is helpful for this course, but it is not required as long as there is an openness to listening to music and a commitment to basic aural analysis. You do not need to know Jewish history to take this class, nor do you need to be able to read music. Translations will be provided, and musical analysis will be well explained. Suggested prerequisites: Music Humanities (Columbia University) or An Introduction to Music (Barnard)

**Fall 2024: JWST UN2155**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JWST 2155	001/15082	M W 11:40am - 12:55pm 227 Seeley W. Mudd Building	Tina Fruehauf	3.00	5/20

## Hebrew

**MDES UN1501 1ST YR MOD HEBREW:ELEM I. 5.00 points.**

This is an introductory course for which no prior knowledge is required. Equal emphasis is given to listening, speaking, reading, writing and grammar. Daily homework includes grammar exercises, short answers, reading, or paragraph writing. Frequent vocabulary and grammar quizzes. No P/D/F or R credit is allowed for this class

**Fall 2024: MDES UN1501**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1501	001/13902	M T W Th 8:50am - 9:55am	Illan Gonen	5.00	10/12

C01 Knox Hall

MDES 1501	002/13908	M T W Th 10:10am - 11:15am	Illan Gonen	5.00	7/12
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C01 Knox Hall

**MDES UN2501 2ND YR MOD HEBREW:INTER I. 5.00 points.**

Prerequisites: *MDES W1511* or the equivalent.

Prerequisites: 1st Year Modern Hebrew II or the equivalent and instructor's permission. 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 2024: MDES UN2501**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 2501	001/13910	M T W Th 11:40am - 12:45pm 101 Knox Hall	Danielle Katz-Shenhar	5.00	9/15

**MDES UN2516 INT HEBREW:INTENSVE GRAMMAR REV. 4.00 points.**

This course focuses on Modern Hebrew grammar, and verb conjugation in particular. It is designed for students with substantial knowledge of Modern Hebrew. Over the semester, students will systematically review the grammatical patterns of regular verbs (shlemim), and learn the grammatical patterns of the irregular verbs (gzarot), as well as several other grammatical topics. After successful completion of this course, the foreign language requirement will be fulfilled (for students of Columbia College and other academic units that require a 4th-semester proficiency). Successful completion of this course also allows students to register in third-year Modern Hebrew

**Fall 2024: MDES UN2516**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 2516	001/13912	M Th 11:40am - 12:55pm C01 Knox Hall	Illan Gonen	4.00	12/12

**MDES UN2517 HEBREW FOR HERITAGE SPEAKERS I. 4.00 points.**

Fee: Language Resource Center Fee - 15.00

Prerequisites: Permission of instructor. 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 2024: MDES UN2517**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 2517	001/13913	M W Th 10:10am - 11:25am 101 Knox Hall	Danielle Katz-Shenhar	4.00	12/15

**MDES GU4501 READINGS IN HEBREW TEXTS I. 4.00 points.**

Prerequisites: (MDES GU4510) and (MDES GU4511) *MDES W4510*, *MDES W4511*, or the instructor's permission.

Prerequisites: (MDES GU4510) and (MDES GU4511) 3RD Year Modern Hebrew 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

**Spring 2025: MDES GU4501**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4501	001/11460	M W 12:10pm - 2:00pm 607 Martin Luther King Building	Naama Harel	4.00	13/12

**MDES GU4510 3RD YR MODERN HEBREW I. 4.00 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.

Prerequisites: 2nd Year Modern Hebrew II, Hebrew for Heritage Speakers II, or the instructor's permission. This course is designed to take students from the intermediate to advanced level. Students will further develop their reading, writing, speaking, and listening skills in Hebrew through an examination of a wide range of sources, including short stories, poems, visual arts, popular music, television shows and films. All readings, written assignments, and class discussions are in Hebrew. No P/D/F or R credit is allowed for this class

**Fall 2024: MDES GU4510**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4510	001/13920	M W 10:10am - 12:00pm 607 Martin Luther King Building	Naama Harel	4.00	10/12

## History

**HIST UN2611 JEWS # JUDAISM IN ANTIQUITY. 4.00 points.**

*Field(s): ANC*

**Fall 2024: HIST UN2611**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2611	001/10333	M W 8:40am - 9:55am 304 Hamilton Hall	Seth Schwartz	4.00	17/35
HIST 2611	AU1/18834	M W 8:40am - 9:55am Othr Other	Seth Schwartz	4.00	3/3

**HIST GR8132 THE JEWISH BOOK IN EARLY MOD WORLD. 4.00 points.**

This course will situate the Jewish book within the context of the theoretical and historical literature on the history of the book: notions of orality and literacy, text and material platform, authors and readers, print and manuscript, language and gender, the book trade and its role in the circulation of people and ideas in the early age of print

**HIST GU4641 HOLOCAUST GENOCIDE-AMER CULTRE. 4.00 points.**

When the Holocaust Museum in Washington, D.C. opened in 1993, some people asked why a "European" catastrophe was being memorialized alongside shrines to Washington, Jefferson, and Lincoln while there was still no museum documenting the experience of African slaves in the United States or the effort to exterminate the Native Americans on this continent. How American intellectuals have thought about the Nazi regime and the Holocaust in Europe since before the Second World War and in the latter half of the twentieth century is the focus on this course. The course will also compare the ways the United States narrates, conceptualizes and deals with the Holocaust as opposed to other genocidal events. This course is comparative at its core as it examines how intellectuals and institutions spanning from Hannah Arendt to the United Nations to the US Holocaust Museum have woven this event into American culture

**Fall 2024: HIST GU4641**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4641	001/18673	W 2:10pm - 4:00pm 301m Fayerweather	Rebecca Kobrin	4.00	5/15

## Comparative Literature

**CLGR UN3458 Netflix Culture. 3.00 points.**

Netflix Culture "Whether you are in Sydney or St. Petersburg, Singapore or Seoul, Santiago or Saskatoon, you now can be part of the internet TV revolution. No more waiting. No more watching on a schedule that's not your own. No more frustration. Just Netflix." (Netflix CEO Reed Hastings, 2016) The word "Netflix" refers not simply to the American online video store that became a streaming service in the twenty-first century's first decade and an international production



company in the second. It is a synecdoche for the widespread popularization of Internet TV seen in the success of SVODs (subscription video-on-demand services) like Amazon Prime Video, Disney , and Apple TV . The course will focus on the pioneering role of the Netflix streaming service and its dominant role in the creation and distribution of popular film and television content. In recent years, the success of internationally acclaimed productions has signaled a renewed interest in global histories and cultures, many of which were produced by Netflix and made available worldwide through its streaming service. The course discusses how processes of distribution and redistribution set in motion by the streaming service call for us to reconsider and reapproach ideas advanced by cultural studies that now seem unsuitable for delineating the full scope of Internet TV's proliferation. We analyze Netflix series in the global scene and examine how global contents are tied to the emergence of unique genres. How do recent Netflix productions change, modify, or reimagine the narratives of national histories and cultures globally? Has the international online platform and film market more generally changed national images and stereotypes? More specifically, which genre conventions emerge from global politics and these new modes of streaming services? How have the series assimilated to international market conditions and audiences? Has the serial dispositive of television (as opposed to film), as well as the different viewing venues (private space of one's home) and mode of consumption (binging), changed how global contents are presented? Each week will focus on a different genre and analyze central episodes from two different series

**Fall 2024: CLGR UN3458**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLGR 3458	001/14818	T 10:10am - 12:00pm 303 Hamilton Hall	Jeremy Dauber, Oliver Simons	3.00	19/30

**CLSL GU4029 Bible, Literature, Theory. 3.00 points.**

This class aims to introduce the students to the field of Bible and Literature, with special attention to the Hebrew Bible and to Literary Theory. We will read portions of Genesis, Numbers, Jonah, Hosea, Ezekiel, Esther, Mark, and Revelations, and discuss it in tandem with literary theory as well as 20th Century literary texts. Literary theory, this class will argue, is central for our understanding of the Bible, and, at the same time, the Biblical text is essential for the manner in which we theorize literature. Our discussion will be guided by four loosely interconnected questions: What insights can we gain about the theology of the Biblical text from a literary analysis? What happens to theological ideas once they are dramatized and narrativized? In what way can modern literary adaptations of the Bible contribute to our understanding of the Biblical text? How does the Bible challenge and trouble some of the perceived ideas of literary theory? The syllabus is divided into three units. The first unit —Bible and Literature in Theory, offers a survey of some of the scholarly approaches to the intersection of literature and theology. We will read theory that interrogates the intersection of theological and literary

concepts, focusing on omniscience, authorship, temporality, characterization, and plot. The second unit —Literature as Biblical Exegesis, shifts the focus to a reading of Biblical texts in tandem with their modern literary and cinematic interpretations, focusing on Job and Esther. What, we will ask, happen to the Biblical world once it is being refracted through a modern sensibility? How can we take literature seriously as Biblical hermeneutics? The third unit —Recent Directions, introduces some of the recent directions in the field, focusing on how literature imagines the relationship between Bible, archeology, and modernity, as well as on the intersection of Biblical literature, fantasy, and science fiction

**Fall 2024: CLSL GU4029**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLSL 4029	001/19494	M 4:10pm - 6:00pm 505 Lewisohn Hall	Offer Dynes	3.00	9/12

**CLSL GU4012 Holocaust Literature: Critical Thinking in Dark Times. 3.00 points.**

How do you write literature in the midst of catastrophe? To whom do you write if you don't know whether your readership will survive? Or that you yourself will survive? How do you theorize society when the social fabric is tearing apart? How do you develop a concept of human rights at a time when mass extermination is deemed legal? How do you write Jewish history when Jewish future seems uncertain? This course offers a survey of the literature and intellectual history written during World War II (1939-1945) both in Nazi occupied Europe and in the free world, written primarily, but not exclusively, by Jews. We will read novels, poems, science fiction, historical fiction, legal theory and social theory and explore how intellectuals around the world responded to the extermination of European Jewry as it happened and how they changed their understanding of what it means to be a public intellectual, what it means to be Jewish, and what it means to be human. The aim of the course is threefold. First, it offers a survey of the Jewish experience during WWII, in France, Russia, Poland, Latvia, Romania, Greece, Palestine, Morocco, Iraq, the USSR, Argentina, and the United States. Second, it introduces some of the major contemporary debates in holocaust studies. Finally, it provides a space for a methodological reflection on how literary analysis, cultural studies, and historical research intersect

**Fall 2024: CLSL GU4012**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLSL 4012	001/13510	W 10:10am - 12:00pm 616 Hamilton Hall	Offer Dynes	3.00	16/16

## Religion

**RELI UN2306 INTRO TO JUDAISM. 4.00 points.**

A historical overview of Jewish belief and practice as these have crystallized and changed over the centuries. Special attention to ritual and worship, the forms of religious literature, central concepts, religious leadership and institutions, Israel among the nations

**Fall 2024: RELI UN2306**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2306	001/00035	T Th 8:40am - 9:55am 263 Macy Hall	Beth Berkowitz	4.00	59/60

**RELI GU4509 CRIME/PUNISHMENT-JEWISH CULTRE. 4.00 points.**

Jews have stood on every imaginable side of criminal justice: accuser and accused; prosecutor, defendant, and defender; judge and judged; spectator; storyteller; journalist; critic; advocate. How did Jews approach these various roles, and what notions of crime, criminality, punishment, and justice did they bring with them? This course crosses chronological eras, geographical regions, and academic disciplines to explore configurations of crime and punishment in Jewish cultures. It strives to achieve a balance in its coverage of Ashkenaz vs. Sefarad; ancient, late ancient, medieval, modern, and contemporary Judaism; the specific and historical vs. the philosophical and theoretical; and varieties of sex, race, and gender. The role of classical Jewish texts, theology, and community in shaping Jewish approaches to criminal justice will all be considered

**Fall 2024: RELI GU4509**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4509	001/00356	T 2:10pm - 4:00pm 113 Milstein Center	Beth Berkowitz	4.00	19/20

**Sociology****SOCI UN3285 ISRAELI SOC # ISR-PLS CONFLICT. 3.00 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 2024: SOCI UN3285**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3285	001/10914	T Th 4:10pm - 5:25pm 520 Mathematics Building	Yinon Cohen	3.00	18/45

**SOCI GR6161 Dynamics of the Israeli-Palestinian Conflict. 4.00 points.**

The seminar will explore the Israeli-Palestinian (and Israeli-Arab) conflict from the beginning of the 20th century until today. The first part of the seminar will focus on the historical background informing the conflict and leading to the Palestinian refugee problem and the establishment of a Jewish, but not Palestinian, state in 1948. The second part of the seminar focuses on Palestinian-Arab citizens in Israel, Israel's occupation of the West Bank and Gaza, the settlement project,

and possible political solutions, as well as the USA's role and its impact on the conflict, the occupation, and the current Gaza war

**Women's Studies****WMST GU4336 GENDER AND SEXUALITY IN YIDDISH LITERATURE. 4.00 points.**

Early publications in Yiddish, a.k.a. the mame loshn, 'mother tongue,' were addressed to "women and men who are like women," while famous Yiddish writer, Sholem Aleichem, created a myth of "three founding fathers" of modern Yiddish literature, which eliminated the existence of Yiddish women writers. As these examples indicate, gender has played a significant role in Yiddish literary power dynamics. This course will explore representation of gender and sexuality in modern Yiddish literature and film in works created by Sholem Aleichem, Sholem Asch, Fradl Shtok, Sh. An-sky, Malka Lee, Anna Margolin, Celia Dropkin, Isaac Bashevis Singer, Kadya Molodowsky, Troim Katz Handler, and Irena Klepfisz. You will also acquire skills in academic research and digital presentation of the findings as part of the Mapping Yiddish New York project that is being created at Columbia. No knowledge of Yiddish required

**Fall 2024: WMST GU4336**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 4336	001/00556	T 4:10pm - 6:00pm 306 Milbank Hall	Agnieszka Legutko	4.00	9/20

**American Studies****AMST UN3931 Topics in American Studies. 4 points.**

Please refer to the Center for American Studies for section descriptions

**Fall 2024: AMST UN3931**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3931	001/12727	T 12:10pm - 2:00pm 317 Hamilton Hall	Jeremy Dauber	4	9/18
AMST 3931	002/12728	M 2:10pm - 4:00pm 317 Hamilton Hall	Casey Blake	4	12/18
AMST 3931	004/12730	T 2:10pm - 4:00pm 317 Hamilton Hall	Roosevelt Montas	4	10/18
AMST 3931	005/12732	T 4:10pm - 6:00pm 317 Hamilton Hall	Hilary-Anne Hallett	4	12/18
AMST 3931	006/12734	Th 10:10am - 12:00pm 317 Hamilton Hall	Mark Lilla	4	11/13

**Spring 2025: AMST UN3931**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3931	001/14443	W 10:10am - 12:00pm 317 Hamilton Hall	Roosevelt Montas	4	13/18
AMST 3931	002/14445	T 2:10pm - 4:00pm 317 Hamilton Hall	Andrew Delbanco, Roger Lehecka	4	12/18

AMST 3931	003/14446	W 12:10pm - 2:00pm 317 Hamilton Hall	Lynne Breslin	4	15/18
AMST 3931	004/14447	W 4:10pm - 6:00pm 317 Hamilton Hall	Valerie Paley	4	12/15
AMST 3931	005/17213	Th 4:10pm - 6:00pm 317 Hamilton Hall	Cathleen Price	4	10/18

## Yiddish

### YIDD UN1101 ELEMENTARY YIDDISH I. 4.00 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 2024: YIDD UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YIDD 1101	001/12835	M W 4:10pm - 6:00pm 316 Hamilton Hall	Joshua Beirich	4.00	8/15

### YIDD UN2101 INTERMEDIATE YIDDISH I. 4.00 points.

Prerequisites: *YIDD W1101-W1102* or the instructor's permission.

Prerequisites: YIDD UN1101-UN1102 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!

#### Fall 2024: YIDD UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YIDD 2101	001/12833	T Th 12:10pm - 2:00pm 313 Hamilton Hall	Agnieszka Legutko	4.00	4/15

### YIDD UN3333 ADVANCED YIDDISH. 3.00 points.

May be repeated for credit.

Prerequisites: *YIDD W1201-W1202* or the instructor's permission.

Prerequisites: YIDD UN2101-YIDD UN2102 or the instructor's permission. Reading of contemporary authors. Stress on word usage and idiomatic expression, discussion

#### Fall 2024: YIDD UN3333

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YIDD 3333	001/12832	M W 2:10pm - 3:25pm 315 Hamilton Hall	Eve Jochnowitz	3.00	4/15

### YIDD GU4113 Yiddish for Academic Purposes I. 3 points.

The course focuses on developing skills in reading and translating Yiddish texts for academic research. It starts with an accelerated review of Yiddish grammar, accompanied by short texts and grammar and translation exercises, and then continues with reading a variety of more advanced literary and scholarly texts. Some of the material listed on the syllabus may be substituted by texts suggested by the students. The objective of the class is to acquire solid grammar base as well as reading proficiency that goes beyond word-for-word translation, includes skills of making reasonable guesses based on the context, and develops reading strategies. The course is designed primarily for graduate students who need to conduct research in Yiddish but it is open to everyone. No knowledge of Yiddish required but some background is strongly recommended.

#### Fall 2024: YIDD GU4113

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YIDD 4113	001/12830	T 2:10pm - 4:00pm 313 Hamilton Hall	Agnieszka Legutko	3	2/15

## SPRING 2025 COURSES

### Jewish Studies

#### JWST GU4158 Zionist Thought: Center and Periphery. 4.00 points.

In this course, students will learn about some of the many manifestations of Zionist thought and organizing from the nineteenth century to the present day. The term "Zionism" is much-debated, but usually with little direct reference to its myriad meanings over time and space. The priorities, concerns, and ideas of Zionists in 1940s Algeria might differ greatly from contemporaneous Egyptian Zionist circles. On the other hand, twenty-first century American Zionists might have more in common with 1910s Ottomanists than one would expect. Each week, we will explore a different region of the world, examining Zionism in the Ottoman Empire, 'Iraq,

Iran, India, Yemen, 'Aden, Europe, North Africa (Algeria, Tunisia, Morocco, Libya, and Egypt), Sub-Saharan Africa (Ethiopia, Eritrea, Djibouti, and Nigeria), South America, the United States, and Israel. Doing so will allow us to develop an expansive understanding of Zionist thought, shedding light on critical debates and current events in Israel and around the world

**Spring 2025: JWST GU4158**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JWST 4158	001/10850	W 12:10pm - 2:00pm 302 Fayerweather	Benjamin Berman-Gladstone	4.00	26/25

**JWST GU4600 History of Modern Israel. 4.00 points.**

While Israel is perhaps one of the most discussed and debated state in the world – only few onlookers have a deep understanding of Israel's complex and fragmented society and politics. This course invites the students into a journey to the historical and current Israeli politics and society by introducing the creation of the Israeli Democracy, the main political debates, different ideological visions, and the main cleavages and demographic divisions that have driven Israeli society from 1948 through the present days. By presenting continuation and changes in Israel history and society the students will learn about the main events in Israel history with respect to military and diplomatic issues, different groups and parties – among them, Ultra-Orthodox (Haredim), Palestinian citizens of Israel, Ethiopian Jews, Religious Zionist, Jewish settlers, Ashkenazi vs Mizrahi/Sephardic Jews – which create the fabric of Israel politics and society from its formative years to the current era. With an eye open to current developments, the course will also discuss new trends in Israeli politics. In addition to the reading and primary sources, the students will watch and review films about Israeli politics and culture. At the end of the course the students will gain a better understanding of Israel and its complexities. Course Objectives By the end of the course students will, (1) Understand Israel's broad and diverse social and political spectrum, with an emphasis on historical events and core issues (the peace process, religion-state dynamics, etc.) 2. Be able to discuss and write intelligently about Israel's history, politics and culture

**Spring 2025: JWST GU4600**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JWST 4600	001/15623	T 12:10pm - 2:00pm 302 Fayerweather	Avraham Shilon	4.00	27/29

**JWST GU4601 The History of Mizrahi Jews. 4.00 points.**

The term "Mizrahi Jews" defines the Jews who lived under Islamic rule throughout the Middle East and North Africa since the Ottoman era. Most of the Jewish settlement in that area began before the Muslim conquest, and since then created a unique heritage that absorbed local Muslim customs and languages alongside the Jewish cultural and religious traditions of those areas. Jewish presence in these countries of Islam ended almost completely in the mid-20th century after most Jews emigrated to Israel and a minority migrated to other

countries. In 1948, the year Israel was founded, about a million Jews lived in the countries of Islam, while in 2024, about 30,000 remained, mostly in Turkey and Iran. Each of the communities in the region had its unique world of history, culture, and heritage, alongside common similarities shared by most of these communities. However, the research literature on them - referred to as Arab-Jews, Mizrahim, or Sephardi - is still lacking compared to the research on European Jews. In this course, we will learn about the history, sociology, culture, and intellectual horizons of those Jews who lived in Arab countries and later immigrated to Israel. The reading will pay special attention to the ways they were absorbed in Israel, to their difficulties and processes of integration - all against the backdrop of the current Israeli-Arab conflict and memories of past coexistence. By that, we will also examine broader questions concerning decolonization processes, nationalism, identities, secularization, and religion. The main part of the second stage of this course will outline the contours of Mizrahi culture in their homelands and later in Israel as it has developed in recent decades in various fields: music, literature, television, cinema, food, theater, art, and more. In addition to the articles, the students will watch and review films, music shows, speeches, and other primary sources At the course's end, the students will better understand the unique history, politics, and culture of Mizrahi Jews

**Spring 2025: JWST GU4601**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JWST 4601	001/15624	W 10:10am - 12:00pm 337 Seeley W. Mudd Building	Avraham Shilon	4.00	36/35

**JWST GU4155 Auteur Study: Steven Spielberg. 3.00 points.**

The world's most influential living film director and the most impactful creator of popular culture in the last quarter of the Twentieth Century is a Jewish-American. Steven Spielberg's uncanny grasp of visual storytelling and his auteurist signature can be found on every film he has directed, as well as many he has produced. This course will analyze the content and formal construction of Spielberg's films by following their thematic through-lines – family ties (strained and healthy), the implacable threat, humanity at war, man vs. the natural world, the child's perspective, Jewish identity and others – in films as disparate as *Jaws* and *The Color Purple*. Each class meeting will include a complete screening of a feature film directed by Steven Spielberg, as well as clips of related films by Spielberg. Readings will include critical essays, histories, and interviews which elaborate on in-class screenings and cover additional topics and films. Written assignments will be three analytical essays which will encourage critical thinking, close analysis of film texts, and independent research beyond the materials presented in class

**Spring 2025: JWST GU4155**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JWST 4155	001/15890	T 10:00am - 1:45pm	Stuart Weinstock	3.00	10/25



414 Pupin  
Laboratories

### **SPJS UN3303 JEWISH CULTURE IN TRANSL IN MED IBERIA. 3.00 points.**

The course explores both the practice of translation (the rendering of texts from one language into another) and the idea of translation (as a medium of cultural transmission) in medieval Iberia. Jews were not only the paradigmatic translators of texts from Arabic to Latin and Castilian but were also translators of literary phenomena into the Jewish literary cultures of Iberia. Further, Hebrew texts made their way into Romance languages, rendered by both Jewish and non-Jewish writers. Theoretical materials on translation and historical background on translation practices of the period will accompany readings. All readings are in English, but all texts will be made available in the original language, and students are encouraged to read in the original whenever possible. Sources in bold are primary sources. Students are expected to spend three hours preparing for each class session

#### **Spring 2025: SPJS UN3303**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPJS 3303	001/15625	T Th 10:10am - 11:25am 420 Pupin Laboratories	Isabelle Levy	3.00	19/22

## **Sociology**

### **SOCI GU4801 Israel and the Palestinians. 4.00 points.**

The seminar will examine the main political, economic, and social processes that have been shaping contemporary Israel. The underlying assumption in this seminar is that much of these processes have been shaped by the 100-year Israeli-Arab/Palestinian conflict. The first part of the course will accordingly focus on the historical background informing the conflict and leading to the Palestinian refugee problem and establishment of a Jewish, but not Palestinian, state in 1948. The second part of the seminar focuses on Israel's occupation of the West Bank (and Gaza) and the settlement project, as well as on USA's role and its impact on the conflict, the occupation, and Israel. These topics did not get much academic attention until recently, but as researchers began to realize that the Occupation and the West Bank settlements are among the most permanent institutions in Israel, they have come under the scrutiny of academic research. The third part the seminar will concentrate on the development of the conflict after the establishment of Israel and its effects on sociological processes and institutions in contemporary Israel. Analyzing patterns of continuity and change in the past seven decades, we will discuss immigration and emigration patterns, as well as issue relating to ethnicity, gender, religion and politics, and the Israeli military

#### **Spring 2025: SOCI GU4801**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 4801	001/11483	M 2:10pm - 4:00pm 317 Hamilton Hall	Yinon Cohen	4.00	20/20

## **Religion**

### **RELI UN3199 THEORY. 4.00 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 2024: RELI UN3199**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3199	001/10200	Th 12:10pm - 2:00pm 101 80 Claremont	Courtney Bender	4.00	9/25

#### **Spring 2025: RELI UN3199**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3199	001/00509	T 2:10pm - 4:00pm 111 Milstein Center	Beth Berkowitz	4.00	18/25

### **ENRE BC3145 Jews in Christian Narrative. 4.00 points.**

Since the beginning of the movement that would become Christianity, Jews have occupied a unique – and uniquely fraught – position in the Christian imagination. Why did so few of the very Jews to whom Jesus preached accept him as their messiah? Why, as the Church grew in wealth and influence, did Jews continue to live in Christian communities, and what was their proper place in Christian society? In our course, we will read early and medieval Christian narratives about Jews that are, in many ways, an attempt to answer these questions – dark imaginative visions of Jews as child-killers, cannibals, and devil worshippers. We will use narrative, psychological, and literary theory as tools to analyze these tales and to make sense of their complicated and continuing legacy

#### **Spring 2025: ENRE BC3145**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENRE 3145	001/00629	W 2:10pm - 4:00pm 502 Diana Center	Wendy Schor-Haim	4.00	16/16

### **RELI UN1452 Animals and Religion. 4.00 points.**

Religion features animals everywhere, from the lion lying with the lamb in biblical prophecy, to the beasts that populate many myths, to beliefs in the transmigration between human and animal souls, to legislations and rituals for animal slaughter, to religious responses to animal suffering, to a range of positions on meat-eating and vegetarianism, and the list keeps going. “Animals and Religion” introduces you to the many different ways that the world’s religious traditions approach nonhuman beings — the creatures we call “animals.” We will address animals in the big “world religions” such as Buddhism, Hinduism, and the “Abrahamic” traditions, as well as in local and indigenous traditions and in secular spiritualities, from antiquity to today. We will conduct our inquiry under the shadow of species extinction, factory farming, and other forms of species-based oppression. The course will explore how religious traditions are obstacles as well as rich resources in

contemporary thinking about the question of the animal and in the choices we make regarding fellow creatures

**Spring 2025: RELI UN1452**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 1452	001/00505	T Th 10:10am - 11:25am 325 Milbank Hall	Beth Berkowitz	4.00	24/30

**RELI UN1620 RELIGION # THE MOVIES. 4.00 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

**Spring 2025: RELI UN1620**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 1620	001/17299	T Th 2:40pm - 3:55pm 209 Havemeyer Hall	Clemence Boulouque	4.00	80/90

## Yiddish

**YIDD UN1102 ELEMENTARY YIDDISH II. 4.00 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!

**Spring 2025: YIDD UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YIDD 1102	001/13390	M W 4:10pm - 6:00pm 408 Hamilton Hall	Joshua Beirich	4.00	10/15

**YIDD UN2102 INTERMEDIATE YIDDISH II. 4.00 points.**

Prerequisites: *YIDD W1101-W1102* or the instructor's permission.

Prerequisites: YIDD UN1101-UN1102 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!

**Spring 2025: YIDD UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YIDD 2102	001/13391	M W 10:10am - 12:00pm 613 Hamilton Hall	Eve Jochnowitz	4.00	3/15

## Hebrew

**MDES UN2518 HEBREW FOR HERITAGE SPEAKERS. 4.00 points.**

Prerequisites: MDES W1517

Prerequisites: Hebrew for Heritage Speakers I Hebrew for Heritage Speakers II forms the second part of a year-long sequence with Hebrew for Heritage Speakers I. 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

**Spring 2025: MDES UN2518**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 2518	001/11459	M W Th 10:10am - 11:25am 116 Knox Hall	Danielle Katz-Shenhar	4.00	13/15

**MDES GU4501 READINGS IN HEBREW TEXTS I. 4.00 points.**

Prerequisites: (MDES GU4510) and (MDES GU4511) *MDES W4510*, *MDES W4511*, or the instructor's permission.

Prerequisites: (MDES GU4510) and (MDES GU4511) 3RD Year Modern Hebrew 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

**Spring 2025: MDES GU4501**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4501	001/11460	M W 12:10pm - 2:00pm 607 Martin Luther King Building	Naama Harel	4.00	13/12

**MDES GU4532 Beyond Human in Modern Hebrew Literature. 4.00 points.**

“The possibility of pogroms,” claims Theodor Adorno, “is decided in the moment when the gaze of a fatally-wounded animal falls on a human being. The defiance with which he repels this gaze—’after all it’s only an animal’—reappears irresistibly in cruelties done to human beings.” This course traces the development of Modern Hebrew literature, from its fin-de-siècle revival to contemporary Israeli fiction, through the prism of animality and animalization. We will focus on human-animal relations and animalization/dehumanization of humans in literary works by prominent Hebrew authors, including M.Y. Berdichevsky, Devorah Baron, S.Y. Agnon, Amos Oz, David Grossman, Orly Castel-Bloom, Almog Behar, Etgar Keret, and Sayed Kashua. Employing posthumanist and ecofeminist theoretical lenses, we will analyze the bio-political intersections of species and gender, as well as animalization as a process of otherization of marginalized ethnic groups. Throughout the course, we will ask questions, such as: why animals abound in Modern Hebrew literature? Are they merely metaphors for intra-human issues, or rather count as subjects? What literary devices are used to portray animals? How has the depiction of human-animal relations changed in Hebrew over the last 150 years? How do cultural and political frameworks inform representations of human-animal relations? No prior knowledge of Hebrew is required; all readings and class discussions will be in English. Course participants with reading knowledge of Hebrew are encouraged to consult the original literary texts, provided by the instructor upon request

**Spring 2025: MDES GU4532**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4532	001/11461	W 2:10pm - 4:00pm 607 Martin Luther King Building	Naama Harel	4.00	8/20

**MDES GU4511 3RD YR MODERN HEBREW II. 4.00 points.**

Prerequisites: *MDES W4510* or *MDES W1515* or the instructor's permission.

Prerequisites: Third Year Modern Hebrew I or Hebrew for Heritage Speakers II Focus on transition from basic language

towards authentic Hebrew, through reading of un-adapted literary and journalistic texts without vowels. Vocabulary building. Grammar is reviewed in context. A weekly hour is devoted to practice in conversation. Daily homework includes reading, short answers, short compositions, listening to web-casts, or giving short oral presentations via voice e-mail. Frequent vocabulary quizzes. No P/D/F or R credit is allowed for this class

**Spring 2025: MDES GU4511**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4511	001/11462	M W 2:10pm - 4:00pm C01 Knox Hall	Danielle Katz-Shenhar	4.00	16/15

**MDES UN2502 2ND YR MODERN HEBREW II. 5.00 points.**

Prerequisites: *MDES W1512*.

Prerequisites: Second Year Hebrew: Intermediate I or instructor permission. Equal emphasis is given to all language skills. Irregular categories of the Hebrew verb, prepositions and syntax are taught systematically. Vocabulary building. Daily homework includes grammar exercises, short answers, reading, or writing short compositions. Frequent vocabulary and grammar quizzes. (Students completing this course fulfill Columbia College and Barnard language requirement.) No P/D/F or R credit is allowed for this class

**Spring 2025: MDES UN2502**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 2502	001/11458	M T W Th 11:40am - 12:45pm 116 Knox Hall	Danielle Katz-Shenhar	5.00	4/12

**MDES UN1502 1ST YR MOD HEBREW:ELEM II. 5.00 points.**

Prerequisites: *MDES W1510*, or the equivalent, based on performance on the placement test.

Prerequisites: *MDES UN1501*, or the equivalent, based on performance on the placement test. Continued introduction to Hebrew, with equal emphasis on all languages skills. (See *MDES UN1501*.) No P/D/F or R credit is allowed for this class

**Spring 2025: MDES UN1502**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1502	001/11452	M T W Th 8:50am - 9:55am 104 Knox Hall	Illan Gonen	5.00	10/12
MDES 1502	002/11457	M T W Th 10:10am - 11:15am 104 Knox Hall	Illan Gonen	5.00	5/12

**MDES UN1502 1ST YR MOD HEBREW:ELEM II. 5.00 points.**

Prerequisites: *MDES W1510*, or the equivalent, based on performance on the placement test.

Prerequisites: *MDES UN1501*, or the equivalent, based on performance on the placement test. Continued introduction to Hebrew, with equal emphasis on all languages skills. (See *MDES UN1501*.) No P/D/F or R credit is allowed for this class

**Spring 2025: MDES UN1502**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1502	001/11452	M T W Th 8:50am - 9:55am 104 Knox Hall	Illan Gonen	5.00	10/12
MDES 1502	002/11457	M T W Th 10:10am - 11:15am 104 Knox Hall	Illan Gonen	5.00	5/12

**Comparative Literature****CLYD UN3500 READINGS IN JEWISH LITERATURE. 3.00 points.**

As an onset of an ongoing investigation into the history and development of Jewish literature, we will focus on its very beginnings, as culturally understood – the Book of Genesis – and read it in light of millennia of Jewish literary commentary as lenses through which to examine currents, traditions, and trajectories of Jewish literary interpretation and history. By focusing on several distinct episodes and then tracking those episodes' reception in the light of differing moments of interpretation, we will try to gain a sense of this seminal work's changing role in Jewish history and culture. Familiarity with Biblical and rabbinic Hebrew not absolutely required, but strongly recommended

**Spring 2025: CLYD UN3500**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLYD 3500	001/17221	T 2:10pm - 4:00pm 516 Hamilton Hall	Jeremy Dauber	3.00	11/25

**History****HIST UN2100 EARLY MOD EUR: PRINT # SOCIETY. 4.00 points.**

This course will examine key cultural, political, and religious developments in early modern Western Europe (c. 1500-1800) using the lens of print technology and culture as entry point. From the Reformation of Luther, to the libelles of pre-revolutionary France, from unlocking the mysteries of the human body to those of the heavens, from humanist culture to the arrival of the novel, no important aspect of European culture in the early modern centuries can be understood without taking into account the role of print. Its material aspects, its marketing and distribution channels, and its creation of new readers and new "republics" form the contours of this course

**Spring 2025: HIST UN2100**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2100	001/11866	M W 10:10am - 11:25am 333 Uris Hall	Elisheva Carlebach	4.00	18/35

**HIST GU4601 JEWS-LATER ROMAN EMP,300-600CE. 4.00 points.**

This course will explore the background and examine some of the manifestations of the first Jewish cultural explosion after 70 CE. Among the topics discussed: the Late Roman state and the

Jews, the rise of the synagogue, the redaction of the Palestinian Talmud and midrashim, the piyyut and the Hekhalot

**HIST GU4632 Jews in the Ancient City: Politics and Materiality. 4.00 points.**

This course will examine the experience of Jews in the cities of the eastern Roman Empire, offering a challenge to modern hypotheses of Jewish corporate stability in that setting and contributing to modern discussions of the relations between the Roman state, Greek cities, and Jewish and Christian subjects

**Spring 2025: HIST GU4632**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4632	001/11593	Th 10:10am - 12:00pm 302 Fayerweather	Seth Schwartz	4.00	4/15

**ADDITIONAL COURSES, INCLUDING THOSE NOT CURRENTLY OFFERED****Germanic Languages**

YIDD UN2102	INTERMEDIATE YIDDISH II
YIDD UN3333	ADVANCED YIDDISH
YIDD UN3520	MAGIC # MONSTERS IN YIDD LIT
YIDD W3550	Twentieth-Century Yiddish Literature and Film [In English]

**Music**

MUSI GU4113	Medieval Mediterranean Love Songs
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**History**

HIST UN3120	Censorship and Freedom of Expression in Early Modern Europe
HIST UN3604	Jews and the City
HIST UN2611	JEWS # JUDAISM IN ANTIQUITY
HIST UN2628	HIST STATE OF ISRAEL,1948-PRES
HIST UN2630	American Jewish History
HIST UN2657	Medieval Jewish Cultures
HIST UN3604	Jews and the City
HIST W4610	The Ancient Jews and the Mediterranean
HIST W4611	Jews and Muslims in the Middle Ages
HIST W4635	Ancient Jewish Texts: Leviticus Rabbah

**Middle Eastern, South Asian, and African Studies**

MDES UN1502	1ST YR MOD HEBREW:ELEM II
MDES UN2502	2ND YR MODERN HEBREW II
MDES W1516	Second Year Hebrew: Intensive Grammar Review
MDES UN3541	Zionism: A Cultural Perspective
CLME W3546	Intro to Hebrew Literature



MDES GU4510	3RD YR MODERN HEBREW I
<b>Religion (Barnard)</b>	
RELI W4501	Psalms Through the Commentary of the Baal Shem Tov
RELI W4505	The Beginnings of Jewish Mysticism
RELI W4508	Jewish Philosophy and Kabbalah
<b>Religion</b>	
RELI GR6420	RELIGION # PUBLIC LIFE
RELI UN3501	Introduction To the Hebrew Bible
RELI V3512	The Bible and Its Interpreters
RELI UN3315	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 GU4637	TALMUDIC NARRATIVE
RELI GU4515	Reincarnation and Technology
<b>Sociology</b>	
SOCI UN3285	ISRAELI SOC # ISR-PLS CONFLICT
SOCI W3930	Immigration and Ethnicity in Israel
<b>Jewish Studies</b>	
JWST GU4154	Magic in Jewish History and Culture
JWST GU4153	U.S. Civil and Human Rights Lawyers
JWST GU4145	Topics in Israeli Cinema
Comparative Literature	
CLYD W3500	
<b>English</b>	
ENGL GU4938	HISTORY OF HORROR
<b>Women's Studies</b>	
WMST BC3122	Contemporary American-Jewish Women Writers: 1990 to the Present
WMST GU4302	The Second Wave and Jewish Women's Artistic Responses: 1939-1990
WMST GU4310	CONTEM AMER JEWISH WOMEN'S LIT

## 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](mailto:sc758@columbia.edu)

**Associate Director:** Christopher Kaiser, 353 International Affairs Building; 212-854-3326; [ck2831@columbia.edu](mailto:ck2831@columbia.edu)

**Hours of Operation:** Monday-Friday, 9 a.m.–5 p.m.

The Language Resource Center supports students throughout the course of their language study at Columbia. The LRC provides flexible physical and virtual spaces for language learning, facilitates access to resources, and connects students to language-related opportunities at Columbia and beyond. The LRC is also home to the Shared Course Initiative, which uses specialized distance classrooms for sharing several languages between Columbia, Cornell, and Yale universities. For more information on language learning at Columbia, visit [lrc.columbia.edu](http://lrc.columbia.edu).

### AKKADIAN

All Akkadian courses are part of the language exchange program with New York University (NYU). Classes will be held at NYU.

**AKAD OC1101 ELEMENTARY AKKADIAN I. 3.00 points.**

**AKAD OC1102 ELEMENTARY AKKADIAN II. 3.00 points.**

Introduction to cuneiform script and to the Akkadian language, with emphasis on grammatical structure

**AKAD OC2101 INTERMEDIATE AKKADIAN I. 3.00 points.**

Prerequisites: AKAD UN1101 and AKAD UN1102 or the instructor's permission. Readings in Akkadian literature

**AKAD OC2102 INTERMEDIATE AKKADIAN II. 3.00 points.**

Further readings in Akkadian literature

### 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 OC1101 ELEMENTARY ANCIENT EGYPTIAN I: INTRO TO CLASSICAL HIEROGLYPHIC EGYPTIAN (MIDDLE EGYPTIAN). 4.00 points.**

Introduction to hieroglyphics; readings in ancient Egyptian texts

**EGYP OC1102 ELEMENTARY ANCIENT EGYPTIAN II: INTRO TO CLASSICAL HIEROGLYPHIC EGYPTIAN (MIDDLE EGYPTIAN). 4.00 points.**

This course, the second in a two-semester sequence, will introduce students to the Middle Egyptian (Classical) dialect of the ancient Egyptian language. Students will become familiar with the hieroglyphic writing system, as well as key elements of the grammar and vocabulary of Middle Egyptian

**EGYP OC2101 INTERMEDIATE ANCIENT EGYPTIAN I: ANCIENT EGYPTIAN TEXTS. 4.00 points.**

Advanced readings in ancient Egyptian texts

**Fall 2024: EGYPT OC2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EGYP 2101	001/11757	F 2:00pm - 5:00pm None None	Stephane Charitos, Marc LeBlanc, Christopher Kaiser	4.00	1/5

**EGYP OC2102 INTERMEDIATE ANCIENT EGYPTIAN II: ANCIENT EGYPTIAN TEXTS. 4.00 points.**

This course will focus on reading Middle Egyptian texts in a variety of genres. Special consideration will be given to the grammar of the texts, as well as the materiality and historical, cultural, and archaeological context

**ARAMAIC**

All Aramaic courses are part of the language exchange program with New York University (NYU). Classes will be held at NYU.

**ARAM OC1101 ELEMENTARY ARAMAIC I. 3.00 points.****ARAM OC1102 ELEMENTARY ARAMAIC II. 3.00 points.****ARAM OC2101 INTERMEDIATE ARAMAIC I. 3.00 points.****ARAM OC2102 INTERMEDIATE ARAMAIC II. 3.00 points.****BENGALI****BENG UN1101 ELEMENTARY BENGALI I. 4.00 points.**

Introductory courses to Bengali, a major language of northeast India and Bangladesh

**Fall 2024: BENG UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BENG 1101	001/11066	T Th 4:10pm - 6:00pm 352c International Affairs Bldg	Dwijen Bhattacharjya	4.00	9/18

**BENG UN1102 ELEMENTARY BENGALI II. 4.00 points.**

Introductory courses to Bengali, a major language of northeast India and Bangladesh

**Spring 2025: BENG UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BENG 1102	001/11721	T Th 4:10pm - 6:00pm 254 International Affairs Bldg	Dwijen Bhattacharjya	4.00	8/15

**BENG UN2101 INTERMEDIATE BENGALI I. 4.00 points.**

Prerequisites: BENG UN1101 and BENG UN1102 *BENG W1101-W1102* or the instructor's permission.

Prerequisites: BENG UN1101 and BENG UN1102 or the instructor's permission. Further develops a student's knowledge of Bengali, a major language of northeast India and Bangladesh

**Fall 2024: BENG UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BENG 2101	001/11067	T Th 6:10pm - 8:00pm 255 International Affairs Bldg	Dwijen Bhattacharjya	4.00	9/18

**BENG UN2102 INTERMEDIATE BENGALI II. 4.00 points.**

Prerequisites: (BENG UN1101 and BENG UN1102) *BENG W1101-W1102* or the instructor's permission.

Prerequisites: (BENG UN1101 and BENG UN1102) *BENG W1101-W1102* or the instructors permission. Further develops a students knowledge of Bengali, a major language of northeast India and Bangladesh

**Spring 2025: BENG UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BENG 2102	001/11723	T Th 6:10pm - 8:00pm 254 International Affairs Bldg	Dwijen Bhattacharjya	4.00	12/15

**BENG UN3101 ADVANCED BENGALI I. 3.00 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.

**Fall 2024: BENG UN3101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BENG 3101	001/11068		Stephane Charitos, Christopher Kaiser, Razima Chowdhury	3.00	1/5

**BENG UN3102 ADVANCED BENGALI II. 3.00 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.

**Spring 2025: BENG UN3102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BENG 3102	001/11739		Stephane Charitos, Razima Chowdhury	3.00	0/3

**BURMESE****BURM UN1101 ELEMENTARY BURMESE I. 4.00 points.**

This course aims to train students to achieve basic skills in Burmese. They will develop competency in reading and writing Burmese script. Students will also learn basic spoken Burmese

**BURM UN1102 ELEMENTARY BURMESE II. 4.00 points.**

This course is the second part of the Elementary Burmese level and aims to train students to achieve basic skills in Burmese. In

this course student will continue to develop their competency in reading and writing the Burmese script. Students will also continue to practice basic spoken Burmese

**BURM UN2101 Intermediate Burmese. 4.00 points.**

This course is for students who have taken first-year Burmese or learned some Burmese elsewhere and know how to read and write Burmese script. Students will continue learning all major aspects of the language at the intermediate level, including the reading and understanding of formal-style texts. In spoken Burmese, students will practice communicating at the increasingly complicated and practically useful level. Some of the assignments are completed online using interactive video and audio materials

**BURM UN2102 Intermediate Burmese II. 4.00 points.**

This course extends intermediate language study in the Burmese language, building on structures and concepts introduced in Intermediate Burmese I. Students will hone their competency in reading and writing Burmese script, including formal style. Students will also practice spoken Burmese using compound sentences

**BURM UN3101 ADVANCED BURMESE. 3.00 points.**  
ADVANCED BURMESE

**Fall 2024: BURM UN3101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BURM 3101	001/15457		Stephane Charitos, Yu Yu Khaing	3.00	0/5

**BURM UN3998 SUPERVISED READINGS I. 4 points.**  
N/A

## CANTONESE

**CANT OC1101 ELEMENTARY CANTONESE I. 4.00 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 2024: CANT OC1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CANT 1101	001/16965	T W Th 9:30am - 10:45am None None	Stephane Charitos, Fiona Hui, Christopher Kaiser	4.00	2/5

CANT 1101	002/17635	M T W 12:30pm - 1:45pm None None	Stephane Charitos, Fiona Hui, Christopher Kaiser	4.00	1/5
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**CANT OC1102 ELEMENTARY CANTONESE II. 4.00 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 2025: CANT OC1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CANT 1102	001/11769	T W Th 12:30pm - 1:45pm None None	Stephane Charitos, Fiona Hui	4.00	3/5

**CANT UN2101 INTERMEDIATE CANTONESE I. 4.00 points.**

Prerequisites: (CANT W1101 and CANT UN1102) *CANT W1101-W1102* or the instructor's permission.

Prerequisites: (CANT W1101 and CANT UN1102)

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 2024: CANT UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CANT 2101	001/14202	T W Th 11:00am - 12:15pm None None	Stephane Charitos, Fiona Hui, Christopher Kaiser	4.00	2/5

**CANT UN2102 INTERMEDIATE CANTONESE II. 4.00 points.**

Prerequisites: CANT W1101-W1102 or the instructors 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 2025: CANT UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CANT 2102	001/11771	T W Th 11:00am - 12:15pm None None	Stephane Charitos, Agnes Magtoto, Christopher Kaiser	4.00	1/5

## CHEROKEE

**CHRK UN1101 Elementary Cherokee I. 4.00 points.**

An introduction to the Cherokee language, with emphasis on Cherokee culture and history, grammar, vocabulary, and conversational and comprehension skills. The focus is on the use of visual and audio materials, communicative activities, and interaction with Cherokee speakers and community members

**Fall 2024: CHRK UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHRK 1101	001/11069	M T W Th F 1:30pm - 2:20pm 351a International Affairs Bldg	Patrick Del Percio, Christopher Kaiser, Stephane Charitos	4.00	1/3

**CHRK UN1102 Elementary Cherokee II. 4.00 points.**

A continuation of the study of the Cherokee language, with emphasis on Cherokee culture and history, grammar, vocabulary, and conversational and comprehension skills. The focus is on the use of visual and audio materials, communicative activities, and interaction with Cherokee speakers and community members

**Spring 2025: CHRK UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHRK 1102	001/11864	M T W Th F 2:30pm - 3:20pm 351a International Affairs Bldg	Stephane Charitos, Patrick Del Percio	4.00	1/5

**CHRK UN2101 Intermediate Cherokee I. 4.00 points.**

Students continue to expand their knowledge of the Cherokee language through the use of visual and audio materials, as well as various communicative activities. The goals and objectives of this course include transcribing from Cherokee syllabary to phonetics, conjugating simple verbs in the progressive past, present, habitual, and progressive future, and reading and comprehending levels of text written between novice low to intermediate low in the Cherokee syllabary and phonetics

## FILIPINO

**FILI OC1101 ELEMENTARY FILIPINO I. 4.00 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 2024: FILI OC1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILI 1101	001/11758	M W 2:00pm - 4:45pm None None	Stephane Charitos, Agnes Magtoto, Christopher Kaiser	4.00	3/5

**FILI OC1102 ELEMENTARY FILIPINO II. 4.00 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 2025: FILI OC1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILI 1102	001/11775	M W 2:00pm - 4:45pm None None	Stephane Charitos, Agnes Magtoto	4.00	5/5

**FILI OC2101 INTERMEDIATE FILIPINO I. 4.00 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 2024: FILI OC2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILI 2101	001/11759	T Th 2:00pm - 4:45pm None None	Stephane Charitos, Luis Francia, Christopher Kaiser	4.00	1/5

**FILI OC2102 INTERMEDIATE FILIPINO II. 4.00 points.**

Prerequisites: FILI W1101-W1102 or the instructors 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 2025: FILI OC2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILI 2102	001/11777	T Th 2:00pm - 4:45pm	Stephane Charitos,	4.00	3/5



None None

Agnes  
Magtoto

## HAITIAN KREYOL (KREYÒL)

### KREY OC1101 ELEMENTARY HAITIAN KREYOL I. 4.00 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 2024: KREY OC1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KREY 1101	001/11764	M W F 12:30pm - 1:45pm None None	Stephane Charitos, Wynnne Lamour, Christopher Kaiser	4.00	4/10

### KREY OC1102 ELEMENTARY HAITIAN KREYOL II. 4.00 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 2025: KREY OC1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KREY 1102	001/11779	M W F 12:30pm - 1:45pm None None	Stephane Charitos, Wynnne Lamour	4.00	3/5

### KREY OC2101 INTERMEDIATE HAITIAN KREYOL I. 4.00 points.

Intermediate Haitian Creole I is intended to continue the material covered in Elementary Haitian Creole I and II. It is intended for students who already have a strong comprehension of the grammar, sounds, and vocabulary of Haitian Creole. The course is taught primarily in Haitian Creole. Students are guided to a more advanced level of the Haitian Creole language to further develop speaking, reading, writing, and listening comprehension skills. A communicative approach is used and class materials are complemented by work with film, radio, and music (konpa, rasin, twoubadou, rap, raga, levanjil, vodou tradisyonèl, etc.), as well as with visits to city museums and other cultural institutions

Fall 2024: KREY OC2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KREY 2101	001/11765	M W F 11:00am - 12:15pm None None	Stephane Charitos, Wynnne Lamour, Christopher Kaiser	4.00	5/5

### KREY OC2102 INTERMEDIATE HAITIAN KREYOL II. 4.00 points.

Intermediate Haitian Creole II is intended to continue the material covered in Elementary Haitian Creole I and II. It is intended for students who already have a strong comprehension of the grammar, sounds, and vocabulary of Haitian Creole. The course is taught primarily in Haitian Creole. Students are guided to a more advanced level of the Haitian Creole language to further develop speaking, reading, writing, and listening comprehension skills. A communicative approach is used and class materials are complemented by work with film, radio, and music (konpa, rasin, twoubadou, rap, raga, levanjil, vodou tradisyonèl, etc.),

Spring 2025: KREY OC2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KREY 2102	001/11780	M W F 11:00am - 12:15pm None None	Stephane Charitos, Wynnne Lamour	4.00	5/5

## INDONESIAN

### INDO UN1101 ELEMENTARY INDONESIAN I. 4.00 points.

This course offers students an introduction to the basic structures of Bahasa Indonesia, a major language of Indonesia and South East Asia

Fall 2024: INDO UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
INDO 1101	001/11070	M W 9:00am - 10:50am 254 International Affairs Bldg	Stephane Charitos, Maria Rosari	4.00	8/10

**INDO UN1102 ELEMENTARY INDONESIAN II. 4.00 points.**

This course offers students an introduction to the basic structures of Bahasa Indonesia, a major language of Indonesia and South East Asia

**Spring 2025: INDO UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
INDO 1102	001/11746	M W 9:00am - 10:50am 424 Kent Hall	Maria Rosari	4.00	3/15

**INDO UN2101 INTERMEDIATE INDONESIAN I. 4.00 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 2024: INDO UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
INDO 2101	001/11071	T Th 9:00am - 10:50am 522a Kent Hall	Stephane Charitos, Maria Rosari	4.00	4/10

**INDO UN2102 INTERMED. INDONESIAN II. 4.00 points.**

Prerequisites: *INDO W1101-W1102* or the instructor's permission.

Prerequisites: INDO W1101-W1102 or the instructors permission. This course further develops a students knowledge of Bahasa Indonesia, a major language of Indonesia and South East Asia

**Spring 2025: INDO UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
INDO 2102	001/11749	T Th 9:00am - 10:50am 201a Philosophy Hall	Maria Rosari	4.00	8/15

**INDO UN3101 ADVANCED INDONESIAN I. 3.00 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 2024: INDO UN3101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
INDO 3101	001/11072		Stephane Charitos, Jolanda Pandin	3.00	0/5

**INDO UN3102 ADVANCED INDONESIAN II. 3.00 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 2025: INDO UN3102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
INDO 3102	001/11753		Stephane Charitos, Jolanda Pandin	3.00	0/3

**IRISH**

All Irish courses are part of the language exchange program with New York University (NYU). Classes will be held at NYU.

**IRSH OC1101 ELEMENTARY IRISH I. 4.00 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 2024: IRSH OC1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
IRSH 1101	001/11763	M W 11:00am - 12:15pm None None	Christopher Kaiser, Stephane Charitos	4.00	4/5

**IRSH OC1102 ELEMENTARY IRISH II. 4.00 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 2025: IRSH OC1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
IRSH 1102	001/11822	M W 11:00am - 12:15pm None None	Stephane Charitos	4.00	5/5

**IRSH OC2101 INTERMEDIATE IRISH I. 4.00 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

**IRSH OC2102 INTERMEDIATE IRISH II. 4.00 points.**

Prerequisites: (IRSH UN1101 and IRSH UN1102) IRSH UN1101-UN1102 or the instructors 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 2025: IRSH OC2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
IRSH 2102	001/11823	T Th 11:00am - 12:15pm None None	Stephane Charitos	4.00	1/5

**KHMER****KHMR UN1101 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 UN1102 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 UN2101 Intermediate Khmer I. 4 points.**

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.

**Fall 2024: KHMR UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KHMR 2101	001/11754	T Th 4:40pm - 5:55pm 352a International Affairs Bldg	Stephane Charitos, Hannah Phan,	4	2/5

Christopher  
Kaiser

**KHMR UN2102 Intermediate Khmer II. 4.00 points.**

This course focuses on learning Khmer (the national language of Cambodia) for students who have completed Intermediate Khmer I. Students will be able to communicate in every day conversation using complex questions/answers. The course focuses on reading, writing, speaking, and listening to Khmer words, long sentences, and texts. The course is also emphasized on grammar, sentence structure and their use in the right context. This course is applied to persons who want to continue to learn Khmer and want to pursue the language study in the future

**Spring 2025: KHMR UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KHMR 2102	001/11856	M W 4:50pm - 6:05pm 351a International Affairs Bldg	Stephane Charitos, Hannah Phan	4.00	2/5

**NEPALI****NEPA UN1101 Elementary Nepali I. 4.00 points.**

This course is intended for beginners of the Nepali language. The emphasis is given on basic grammar, speaking, and comprehension skills, using culturally appropriate materials and texts. Devanagari script for reading and writing is also introduced

**Fall 2024: NEPA UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
NEPA 1101	001/11074	M T W Th 9:05am - 9:55am 352a International Affairs Bldg	Stephane Charitos, Christopher Kaiser, Hom Acharya	4.00	1/5

**NEPA UN1102 Elementary Nepali II. 4.00 points.**

This course is a continuation of Nepali 110 and is intended for beginners of the Nepali language. The emphasis continues to be given on basic grammar, speaking, and comprehension skills, using culturally appropriate materials and texts. The study of the Devanagari script for reading and writing is continued

**Spring 2025: NEPA UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
NEPA 1102	001/11863	M T W Th 9:05am - 9:55am None None	Stephane Charitos, Hom Acharya	4.00	0/5

**NEPA UN2101 Intermediate Nepali I. 4.00 points.**

Intermediate instruction in spoken grammar and verbal comprehension skills, with special attention to developing technical vocabularies and other verbal skills appropriate to students' professional fields

**NEPA UN2102 Intermediate Nepali II. 4.00 points.**

Intermediate instruction in spoken grammar and verbal comprehension skills, with special attention to developing technical vocabularies and other verbal skills appropriate to students' professional fields

**PUNJABI****PUNJ UN1101 ELEMENTARY PUNJABI I. 4.00 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 2024: PUNJ UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PUNJ 1101	001/11075	M W 6:10pm - 8:00pm 352b International Affairs Bldg	Sandeep Singh	4.00	16/16

**PUNJ UN1102 ELEMENTARY PUNJABI II. 4.00 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 2025: PUNJ UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PUNJ 1102	001/11757	M W 6:10pm - 8:00pm 352c International Affairs Bldg	Sandeep Singh	4.00	12/15

**PUNJ UN2101 INTERMEDIATE PUNJABI I. 4.00 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 2024: PUNJ UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PUNJ 2101	001/11076	M W 4:10pm - 6:00pm 351c International Affairs Bldg	Sandeep Singh	4.00	7/12

**PUNJ UN2102 INTERMEDIATE PUNJABI II. 4.00 points.**

Prerequisites: *PUNJ W1101-W1102* or the instructor's permission.

Prerequisites: PUNJ W1101-W1102 or the instructors permission. Further develops a students writing, reading, and oral skills in Punjabi, a major language of northern India and Pakistan

**Spring 2025: PUNJ UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PUNJ 2102	001/11759	M W 4:10pm - 6:00pm	Sandeep Singh	4.00	5/15

351c International  
Affairs Bldg

**QUECHUA**

All Quechua courses are part of the language exchange program with New York University (NYU). Classes will be held at NYU.

**QUCH OC1101 ELEMENTARY QUECHUA I. 4.00 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 2024: QUCH OC1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
QUCH 1101	001/11761	M W F 9:30am - 10:45am None None	Stephane Charitos, Odi Gonzales, Christopher Kaiser	4.00	1/5

**Spring 2025: QUCH OC1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
QUCH 1101	001/11830	M W F 9:30am - 10:45am None None	Stephane Charitos, Odi Gonzales	4.00	2/5

**QUCH OC1102 ELEMENTARY QUECHUA II. 4.00 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 2025: QUCH OC1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
QUCH 1102	001/11834	M W F 11:00am - 12:15pm None None	Stephane Charitos, Odi Gonzales	4.00	2/5

#### QUCH OC2101 INTERMEDIATE QUECHUA I. 4.00 points.

Prerequisites: QUCH W1101-W1102 or the instructors 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 2024: QUCH OC2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
QUCH 2101	001/11762	M W F 2:00pm - 3:15pm None None	Stephane Charitos, Odi Gonzales	4.00	0/5

#### QUCH OC2102 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 2025: QUCH OC2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
QUCH 2102	001/11836	M W F 2:00pm - 3:15pm None None	Stephane Charitos, Odi Gonzales	4	1/5

## SINHALA

#### SINH UN1101 ELEMENTARY SINHALA I. 4.00 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 2024: SINH UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SINH 1101	001/11077	T W 8:10am - 10:00am 352b International Affairs Bldg	Christopher Kaiser, Stephane Charitos, Bandara Herath	4.00	1/5

#### 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.

#### SINH UN2101 INTERMEDIATE SINHALA I. 4.00 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 2024: SINH UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SINH 2101	001/11078	M W 2:00pm - 3:30pm 351c International Affairs Bldg	Stephane Charitos, Bandara Herath, Christopher Kaiser	4.00	1/5

**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.

**SINH UN3101 Literary Sinhala I. 3.00 points.**

This one-semester course introduces the distinctive grammatical forms and vocabulary used in Literary Sinhala. While focused particularly on the development of reading skills, the course also introduces students to Literary Sinhala composition, builds students' listening comprehension of semi-literary Sinhala forms (such as those used in radio and TV news), and guides students in incorporating elements of the literary register of Sinhala in their spoken production

**Fall 2024: SINH UN3101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SINH 3101	001/11079	M 11:00am - 12:30pm 352b International Affairs Bldg	Stephane Charitos, Bandara Herath, Christopher Kaiser	3.00	1/5
SINH 3101	001/11079	F 11:10am - 12:30pm 351c International Affairs Bldg	Stephane Charitos, Bandara Herath, Christopher Kaiser	3.00	1/5

**SINH UN3102 Literary Sinhala II. 3.00 points.**

This one-semester course further develops students' comprehension of written Literary Sinhala, using sample materials from a variety of genres prepared by the instructor, as well as excerpts from texts relevant to graduate student research (when appropriate)

**Spring 2025: SINH UN3102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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SINH 3102	001/17234	T 4:30pm - 6:00pm 351c International Affairs Bldg	Stephane Charitos, Bandara Herath	3.00	1/3
SINH 3102	001/17234	M 9:15am - 10:45am 351c International Affairs Bldg	Stephane Charitos, Bandara Herath	3.00	1/3

## SUMERIAN

**SUMR GU4101 BEGINNING SUMERIAN I. 3.00 points.**

**SUMR GU4102 BEGINNING SUMERIAN II. 3.00 points.**

## YORUBA

**YORU UN1101 ELEMENTARY YORUBA I. 4.00 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 2024: YORU UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YORU 1101	001/11080	M T W Th 10:10am - 11:00am 352b International Affairs Bldg	Stephane Charitos, Adeolu Ademoyo, Christopher Kaiser	4.00	7/8

**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.

**YORU UN2101 INTERMEDIATE YORUBA I. 4.00 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 2024: YORU UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YORU 2101	001/11081	M T W Th 9:05am - 9:55am 351a International Affairs Bldg	Stephane Charitos, Adeolu Ademoyo, Christopher Kaiser	4.00	6/7

**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.

**YORU UN3101 ADVANCED YORUBA I. 3.00 points.****Fall 2024: YORU UN3101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YORU 3101	001/12111	M W 7:30pm - 9:25pm 352a International Affairs Bldg	Stephane Charitos, Adeolu Ademoyo	3.00	0/3

**YORU UN3102 ADVANCED YORUBA II. 3.00 points.****YORU UN3997 SUPERVISED READINGS I. 2.00 points.****Spring 2025: YORU UN3997**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
YORU 3997	001/20766		Stephane Charitos, Adeolu Ademoyo	2.00	2/1

**ZULU**

All Zulu courses are offered by video-conferencing from Yale as part of the Shared Course Initiative.

**ZULU UN1101 ELEMENTARY ZULU I. 4.00 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 2024: ZULU UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ZULU 1101	001/11082	M T W Th F 11:35am - 12:25pm None None	Stephane Charitos, Nandipa Sipengane	4.00	0/5

**ZULU UN1102 ELEMENTARY ZULU II. 4.00 points.**

Prerequisites: *ZULU W1201-W1202* or the instructor's permission.

Prerequisites: *ZULU W1201-W1202* or the instructors 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

**Spring 2025: ZULU UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ZULU 1102	001/11847	M T W Th 11:35am - 12:25pm None None	Stephane Charitos, Nandipa Sipengane	4.00	0/5

**ZULU UN2101 INTERMEDIATE ZULU I. 4.00 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 2024: ZULU UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ZULU 2101	001/11083	M T W Th F 9:25am - 10:15am None None	Christopher Kaiser, Nandipa Sipengane, Stephane Charitos	4.00	1/5

**ZULU UN2102 INTERMEDIATE ZULU II. 4.00 points.**

Prerequisites: *ZULU W1201-W1202* or the instructor's permission.

Prerequisites: *ZULU W1201-W1202* or the instructors 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 2025: ZULU UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ZULU 2102	001/11849	M T W Th 10:30am - 11:20am None None	Stephane Charitos, Nandipa Sipengane	4.00	1/5

**ZULU UN3101 ADVANCED ZULU I. 3.00 points.**

Prerequisites: *ZULU W1201-W1202* or the instructor's permission.

Prerequisites: *ZULU W1201-W1202* or the instructor's permission. This course allows students to practice advanced structures of the Zulu language. Please note this course is offered by videoconference from Yale through the Shared Course Initiative

**Fall 2024: ZULU UN3101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ZULU 3101	001/11084		Stephane Charitos, Nandipa Sipengane	3.00	0/5

**ZULU UN3102 ADVANCED ZULU II. 3.00 points.**

Prerequisites: ZULU W1201-W1202 or the instructors 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 2025: ZULU UN3102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ZULU 3102	001/11851	M W 1:00pm - 2:15pm None None	Stephane Charitos, Nandipa Sipengane	3.00	0/3

**ZULU UN3998 SUPERVISED READINGS I. 1.00 point.**

Fall 2024: ZULU UN3998

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ZULU 3998	001/11085		Stephane Charitos, Nandipa Sipengane	1.00	0/5

## LATIN AMERICAN AND CARIBBEAN STUDIES

### THE INSTITUTE OF LATIN AMERICAN STUDIES:

Department website: <https://ilas.columbia.edu/>

Office location: 8th Floor International Affairs Building

Office contact: 212-854-4643; [ek2159@columbia.edu](mailto:ek2159@columbia.edu)

Director of Undergraduate Studies: M. Victoria Murillo,  
[mm2140@columbia.edu](mailto:mm2140@columbia.edu)

Senior Manager of Business & Students Affairs: Eliza Kwon-Ahn,  
[ek2159@columbia.edu](mailto:ek2159@columbia.edu)

### THE STUDY OF LATIN AMERICAN & CARIBBEAN STUDIES

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.

## STUDENT ADVISING

For general advising, please contact ILAS Senior Manager of Business & Student Affairs Eliza Kwon-Ahn  
[ek2159@columbia.edu](mailto:ek2159@columbia.edu)

### Preparing for Graduate Study

Please contact the DUS Prof. M. Victoria Murillo  
[mm2140@columbia.edu](mailto:mm2140@columbia.edu)

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

### Advanced Placement

Not applicable

### Barnard College Courses

Not applicable

### Transfer Courses

Students are allowed to receive course credit for study abroad only. To find out more, please see "Study Abroad Courses"

### Study Abroad Courses

Students are encouraged to study abroad during their Junior years. The program accepts up to 12 credits for the disciplinary of choice for the major and up to 3 credits for the minor.

Interested students should submit the syllabi and all the coursework related to each course prior to traveling for approval by the DUS.

### Summer Courses

Not applicable

## CORE CURRICULUM CONNECTIONS

Many of the interdisciplinary courses for the program may partially satisfy Global core requirements. Not all courses are offered every semester, but there are ample opportunities to take these courses:

HIST UN2618: The Modern Caribbean

HIST UN2660: Latin American Civilization I

HIST UN2661: Latin American Civilization II

LACV UN1020: Primary Texts of Latin American Civilization

HIST GU4301: Politics and Justice in Latin America through Crime Fiction

## UNDERGRADUATE RESEARCH AND SENIOR THESIS

### Undergraduate Research in Courses

Students in the major track will have opportunities to develop their own research as part of the required seminar course.



Students can work independently with a professor for one seminar or if accepted, take the graduate seminar courses for the MA students in Latin American & Caribbean Studies (LCRS G6400 and G6401).

For more information, please contact Eliza Kwon-Ahn at [ek2159@columbia.edu](mailto:ek2159@columbia.edu).

## Senior Thesis Coursework and Requirements

not applicable

## Undergraduate Research Outside of Courses

not applicable

## DEPARTMENT HONORS AND PRIZES

### Department Honors

Departmental Honors are awarded to no more than 10% of graduating majors (including October, February and May graduates); students should have a GPA of at least 3.6 in major courses in order to be considered for Departmental Honors; and students should have successfully completed an honors thesis, or an equivalent project of high quality.

Students may work independently with a professor or if accepted, take the graduate seminar courses for the MA students in Latin American & Caribbean Studies (LCRS G6400 and G6401).

### Academic Prizes

Not applicable

## OTHER IMPORTANT INFORMATION

ILAS website: <https://ilas.columbia.edu/>

ILAS Undergraduate Program: <https://ilas.columbia.edu/content/undergraduate>

ILAS Undergraduate Research and Internship Grants and Summer FLAS Fellowship:

<https://ilas.columbia.edu/content/funding-opportunities-students>

For language placement: <https://laic.columbia.edu/content/language-placement-examination>

## AFFILIATED FACULTY

Bruno Bosteels (Latin American and Iberian Cultures)

Amy Chazkel (History)

Alan Dye (Economics, Barnard)

Frank Guridy (History)

Maja Horn (Spanish and Latin American Cultures, Barnard)

Ana Paula Huback (Latin American and Iberian Cultures)

Ana Paulina Lee (Latin American and Iberian Cultures)

Natasha Lightfoot (History)

Claudio Lomnitz (Anthropology)

Nara Milanich (History, Barnard)

Eduardo Moncada (Political Science, Barnard)

Jose Moya (History, Barnard)

M. Victoria Murillo (Political Science)

Frances Negron-Muntaner (Comparative Literature)

Joao Nemi Neto (Latin American and Iberian Cultures)

Ana Maria Ochoa (Music)

Pablo Piccato (History)

Caterina Pizzigoni (History)

Michael T. Taussig (Anthropology)

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

For additional information on Latin American and Caribbean Studies, please visit the Institute's [website](#) or contact Eliza Kwon-Ahn, Senior Manager of Business & Student Affairs, at [ek2159@columbia.edu](mailto:ek2159@columbia.edu).

### Program Planning for all Students

Not applicable

### Course Numbering Structure

Not applicable

### Guidance for First-Year Students

Students interested in Latin American & Caribbean Studies are encouraged to take one of the following 3 history courses:

1. HIST UN2660: Latin American civilization, I
2. HIST UN2661: Latin American civilization, II
3. LACV CC1020: Primary Texts of Latin American Civilization

These above courses will fulfill the global core requirement and give students the historical foundation as Latin America as a whole.

### Guidance for Transfer Students

Students interested in Latin American & Caribbean Studies are encouraged to take one of the following 3 history courses:

1. HIST UN2660: Latin American civilization, I
2. HIST UN2661: Latin American civilization, II
3. LACV CC1020: Primary Texts of Latin American Civilization

These above courses will fulfill the global core requirement and give students the historical foundation as Latin America as a whole.

If a transfer student has taken a similar course in a previous institution, we encourage students to consult the DUS for course replacement.

## UNDERGRADUATE PROGRAMS OF STUDY

### Required Coursework for all Programs

Students interested in the major or the minor should start taking one of the following 3 courses:

1. HIST UN2660: Latin American civilization, I
2. HIST UN2661: Latin American civilization, II
3. LACV CC1020: Primary Texts of Latin American Civilization

### Major in Latin American and Caribbean Studies

The major requires a minimum of 31 points as follows:

Select five of the following fourteen courses. One of these courses must be Latin American Civilization I (HIST UN2660), Latin American Civilization II (HIST UN2661) or Primary Texts in Latin American Civilization (LACV UN1020):

CLEN GU4644	REVOLUTION IN/ON THE CARIBBEAN
HIST UN1786	History of the City in Latin America
HIST UN2618	THE MODERN CARIBBEAN
HIST UN2660	LATIN AMERICAN CIVILIZATION I
HIST UN2661	LATIN AMERICAN CIVILIZATION II
HIST BC2664	FAMILIES LATIN AMERICA
HIST BC2676	LATIN AMERICA: MIGRATION, RACE, AND ETHNICITY
HIST BC2681	WOMEN AND GENDER IN LATIN AMERICA
HIST GU4301	Politics and Justice in Latin America through Crime Fiction
LACV UN1020	PRIM TEXTS OF LATIN AMER CIV
POLS UN3560	PLCS URBAN DEV LATIN AMERICA
POLS UN3565	DRUGS # POLITICS IN AMERICAS
POLS GU4461	Latin American Politics
SPAN UN3300	ADV LANGUAGE THROUGH CONTENT

**\*\*\* The SPAN UN3300 section taken for the Major must focus on Latin America. Please contact the ILAS Student Affairs Coordinator for details.**

### Language Requirement

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 an area studies course.

### 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.

### Minor in Latin American & Caribbean Studies

The minimum number of credits is 15 (5 courses).

A. CORE COURSES: At least One (1) courses from the following Four (4) courses.

1. HIST UN2660: Latin American civilization, I
2. HIST UN2661: Latin American civilization, II
3. LACV CC1020: Primary Texts of Latin American Civilization
4. POLS GU4461: Latin American Politics

B. SPECIALIZED LECTURE/SEMINAR COURSES: At least Two (2) from the following Ten (10) courses.

1. ASFB GU4100: Slavery and Freedom in Latin America
2. CLEN GU4644: Revolution in/on the Caribbean
3. HIST UN1786: History of the City in Latin America
4. HIST UN2618: The Modern Caribbean
5. HIST BC2676: Reproducing Inequalities: Families in Latin America
6. HIST BC2681: Women and Gender in Latin America
7. HIST GU4301: Politics and Justice in Latin America through Crime Fiction
8. POLS UN3560: Political Urban Development in Latin America

9. POLS V3565: Drugs and Politics in the Americas

10. SPAN UN3300: Advanced Language through Content (with Latin American focus)

C. SEMINAR COURSE: Students will take one seminar course in any department with DUS approval to develop an in-depth topic in the region.

Up to 3 credits (1 course) can be earned through study abroad. Students are encouraged to explore study abroad options before their junior year. Prior to traveling, they should submit the syllabi and all coursework related to each course taken abroad for approval by the director of undergraduate studies.

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

### Concentration in Latin American and Caribbean Studies

The concentration requires a minimum of 18 points as follows:

Select three of the following fourteen courses. One of these courses must be in Latin American Civilization I (HIST UN2660), Latin American Civilization II (HIST UN2661) or Primary Texts in Latin America (LACV UN1020):

CLEN GU4644	REVOLUTION IN/ON THE CARIBBEAN
HIST UN1786	History of the City in Latin America
HIST UN2618	THE MODERN CARIBBEAN
HIST UN2660	LATIN AMERICAN CIVILIZATION I
HIST UN2661	LATIN AMERICAN CIVILIZATION II
HIST BC2664	FAMILIES LATIN AMERICA
HIST BC2676	LATIN AMERICA: MIGRATION, RACE, AND ETHNICITY
HIST BC2681	WOMEN AND GENDER IN LATIN AMERICA
HIST GU4301	Politics and Justice in Latin America through Crime Fiction
LACV UN1020	PRIM TEXTS OF LATIN AMER CIV
POLS UN3560	PLCS URBAN DEV LATIN AMERICA
POLS UN3565	DRUGS # POLITICS IN AMERICAS
POLS GU4461	Latin American Politics
SPAN UN3300	ADV LANGUAGE THROUGH CONTENT

**\*\*\* The SPAN UN3300 section taken for the Concentration must focus on Latin America. Please contact the ILAS Student Affairs Coordinator for details.**

#### Language Requirement

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 an area studies course.

#### 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 one course 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.

The concentration requires a minimum of 18 points as follows: Up to 6 credits for the Discipline of Choice requirement can be earned through study abroad. Students are encouraged to explore study abroad options before their junior year. Prior to traveling, they should submit the syllabi and all coursework related to each course taken abroad for approval by the director of undergraduate studies.

## OF RELATED INTEREST

#### Africana Studies (Barnard)

AFRS BC2005	CARIBBEAN CULTURE # SOCIETIES
AFRS BC3110	THE AFRICANA COLLOQUIUM
AFRS BC3150	RACE #PERFORMNCE IN CARIBBEAN
AFRS BC3562	Caribbean Sexualities

#### Anthropology

ANTH UN1008	THE RISE OF CIVILIZATION
ANTH V2009	Culture through Film and Media
ANTH V3120	Historical Rituals in Latin America
ANTH UN3921	Anticolonialism

#### Anthropology (Barnard)

ANTH UN1008	THE RISE OF CIVILIZATION
ANTH UN3921	Anticolonialism
ANTH V3922	The Emergence of State
ANTH G4390	Borders and Boundaries

#### Art History

AHIS W3898	Yoruba and the Diaspora
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#### Center for the Study of Ethnicity and Race

CSEB UN3923	LATINX & ASIAN AMER MEMOIR
CSEB UN3924	Latin American and Latina/o Social Movements
CSEB UN3926	LATIN MUSIC AND IDENTITY

CSER UN3928	COLONIZATION/ DECOLONIZATION
CSER UN3932	US Latinx History
CSER UN3964	Maya Guatemala-Neoliberalism # Resistance
CSER GU4482	INDIGENOUS PEOPLES:MOVEMNT/RTS
CSER GU4483	SUBCITIZENSHIP
<b>Economics</b>	
ECON GU4301	ECONOMIC GROWTH # DEVELOPMNT I
ECON GU4750	GLOBALIZATION # ITS RISKS (Film)
<b>Film</b>	
<b>History</b>	
HIST BC2321	COLONIAL ENCOUNTERS
HIST UN2660	LATIN AMERICAN CIVILIZATION I
HIST UN2689	COLONIAL CITIES OF THE AMERICAS
HIST UN2661	LATIN AMERICAN CIVILIZATION II
HIST UN2663	MEXICO FROM REVOL TO DEMOCRACY
HIST BC2664	FAMILIES LATIN AMERICA
HIST UN2618	THE MODERN CARIBBEAN
HIST BC2676	LATIN AMERICA: MIGRATION, RACE, AND ETHNICITY
HIST BC2682	Modern Latin American History
HIST UN3687	LAT AMER RIGHT IN THE COLD WAR
HIST BC3870	GENDER# MIGRATN:GLOBAL PERSPC
HIST UN3928	SLAVERY/ABOLITION- ATLANTC WRLD
HIST GU4012	HISTORY OF THE CITY IN LATIN AMERICA
HIST GU4301	Politics and Justice in Latin America through Crime Fiction
HIST GU4692	Violence in Mexico: A Historical Approach
HIST GU4696	The Social Question and State Building in Latin America
<b>Latin American and Caribbean Studies</b>	
LCRS W3999	Independent Research Seminar
LCRS UN3999	Independent Research Seminar
LCRS GU4415	PUERTO RICO UNDER U.S. RULE (1898-2016)
<b>Latin American and Iberian Cultures</b>	
PORT UN2120	COMPREHENSIVE INTERMED PORT
SPAN UN3300	ADV LANGUAGE THROUGH CONTENT
SPAN UN3349	HISPANIC CULTURES I (SP)

SPAN UN3350	HISPANIC CULTURES II (SP)
PORT UN3301	Advanced Writing and Composition in Portuguese
PORT UN3490	BRAZILIAN SOCIETY # CIV (ENG)
SPAN UN3490	Latin American Humanities I: From Pre-Columbian Civilizations to the Creation of New Nations
SPAN UN3998	Supervised Individual Research (Spring)
PORT GU4033	Language # Queer Brazil (ENG)
PORT GU4467	Race and Decolonial Dialogues in the Americas
<b>Latin American Civilization</b>	
LACV UN1020	PRIM TEXTS OF LATIN AMER CIV
<b>Music</b>	
MUSI UN2020	SALSA, SOCA # REGGAE
MUSI V2430	Listening and Sound in Cross- Cultural Perspective
POLS UN3002	HUMAN RIGHTS # IMMIGRATION
MUSI V3435	Music and Literature in Latin America
<b>Political Science</b>	
POLS BC3501	COLL: URBAN VIOLENCE
POLS BC3543	COLL:NON-STATE GOV CRIME/WAR
POLS UN3565	DRUGS # POLITICS IN AMERICAS
POLS GU4461	Latin American Politics
<b>Sociology</b>	
SOCI UN3324	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 UN2101	INTERMEDIATE SPANISH I
SPAN UN2102	INTERMEDIATE SPANISH II
SPAN UN2108	SPANISH FOR HERITAGE SPEAKERS
SPAN BC3099	INDEPENDENT STUDY
SPAN BC3264	The Boom: The Spanish American Novel, 1962-70
SPAN UN3265	LATIN AMER LIT (IN TRANSLATN)
SPAN UN3300	ADV LANGUAGE THROUGH CONTENT
SPAN UN3349	HISPANIC CULTURES I (SP)
SPAN UN3350	HISPANIC CULTURES II (SP)
SPAN BC3435	LANGUAGE # 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  
<http://www.laic.columbia.edu/>

## Interim Director of Undergraduate Studies:

Dr. Lee B. Abraham | [lba2133@columbia.edu](mailto:lba2133@columbia.edu)

## Director of Graduate Studies:

Prof. Alberto Medina | [am3149@columbia.edu](mailto:am3149@columbia.edu)

## Director of the Spanish Language Program:

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## Director of the Portuguese Language Program:

José Antonio Castellanos-Pazos | 501 Casa Hispánica | (212) 854-0277 | [jc846@columbia.edu](mailto:jc846@columbia.edu)

## Director of the Catalan Language Program:

Elsa Úbeda | [eu2130@columbia.edu](mailto:eu2130@columbia.edu)

The Department of Latin American and Iberian Cultures (LAIC) at Columbia, located in the 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 (SP) or SPAN UN3350 HISPANIC CULTURES II (SP) 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.

## 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 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 on the department's Spanish as a Second Language Placement Exam. If the score on the online exam qualifies a student for exemption from the language requirement, they are required to take a second in-person version of the online placement exam during orientation (for entering students) or during the semester (for continuing students). Please check our Department's website for information about scheduling the second in-person exam for possible exemption..

## DEPARTMENTAL HONORS

Beginning in Spring 2015, the department put in place a new timeline and training program for juniors, 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 a Supervised Individual Research section (SPAN UN3997 or SPAN UN3998) 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 the fall of the senior year, students enroll in a Senior Seminar.
- By April 15 of the senior year, students complete and submit a PDF of the Honors Thesis via email for consideration towards departmental honors and prizes.

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.

## PROFESSORS

Carlos J. Alonso  
Bruno Bosteels  
Patricia E. Grieve  
Alberto Medina  
Graciela R. Montaldo  
Alessandra Russo

## ASSOCIATE PROFESSORS

Seth Kimmel  
Ana Paulina Lee

## ASSISTANT PROFESSORS

Jerónimo Duarte-Riascos  
Ana M. Fernández-Cebrián

## SENIOR LECTURERS

Lee B. Abraham  
Guadalupe Ruiz-Fajardo  
José Antonio Castellanos-Pazos  
Angelina Craig-Flórez  
Reyes Llopis-García  
Ana Paula Huback  
João Nemi Neto  
Francisco Rosales-Varo  
José Plácido Ruiz-Campillo

## LECTURERS

Francisca Aguiló Mora  
Leyre Alejaldre Biel  
Irene Alonso-Aparicio  
Dolores Barbazán Capeáns  
Lorena García Barroso  
Juan Pablo Jiménez-Caicedo  
Diana P. Romero  
Elsa Úbeda

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### UNDERGRADUATE PROGRAMS OF STUDY

#### Major in Hispanic Studies

Students who declared this program before March 2016 (when requirements changed) should contact the Director of Undergraduate Studies to confirm their correct course of study.

Students may only register once in each of the Core Courses (SPAN UN3300, SPAN UN3349 and SPAN UN3350).

The major in Hispanic studies requires 11 courses (minimum of 33 points) as follows:

#### Core Courses

SPAN UN3300	ADV LANGUAGE THROUGH CONTENT
SPAN UN3349	HISPANIC CULTURES I (SP)
SPAN UN3350	HISPANIC CULTURES II (SP)

#### 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
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### Major in Hispanic Studies with Specialization

Students who declared this program before March 2016 (when requirements changed) should contact the Director of Undergraduate Studies to confirm their correct course of study.

Students may only register once in each of the Core Courses (SPAN UN3300, SPAN UN3349 and SPAN UN3350).

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	ADV LANGUAGE THROUGH CONTENT
SPAN UN3349	HISPANIC CULTURES I (SP)
SPAN UN3350	HISPANIC CULTURES II (SP)

#### 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

\* 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.

## **Minor in Hispanic Studies**

### **Prerequisite**

Students must either have progressed through the introductory level and first semester of the intermediate language sequence, or display the proficiency equivalent (to be demonstrated by a placement exam).

### **5 Total Courses:**

#### **Two Language Courses**

- SPAN UN2102 - Intermediate Spanish
- SPAN UN3300 - Advanced Language through Content

#### **Three 3000+ Courses**

- Hispanic Cultures I (SPAN UN3349) or Hispanic Cultures II (SPAN UN3350)
- Two elective courses in LAIC at 3000+ level or higher (SPAN, PORT, CAT). The extensive offering of classes varies from year to year.

### **Students with higher level of language proficiency have three options :**

- #1- Language classes in LAIC may be used as an elective

Students who test out of SPAN UN2102 may take the equivalent of two semesters of another language course at the introductory level OR one semester of an intermediate language course in another language taught in the Latin American or Iberian Department (ex: Catalan, Portuguese)

The goal is to achieve reading proficiency.

### **#2- Study Abroad / Course outside LAIC:**

Students who test out of SPAN UN2102 and have not chosen #1(Catalan or Portuguese language classes) can count one course related to Latin American and Iberian Cultures content outside of LAIC at the 3000+ level, subject to approval by the Director of Undergraduate Studies.

### **#3- Substitute UN 2102 and/or UN3300 for a LAIC elective**

Students who test out SPAN UN2102 and have not chosen options #1 or #2 can substitute it with an elective course in LAIC at the 3000+ level or higher, subject to approval by the Director of Undergraduate Studies. In addition, a student who has earned a 5 in Advanced Placement (AP)

Spanish or is a native speaker who has completed high school in a Spanish-speaking country may substitute UN3300 with an elective course in LAIC at the 3000+ level or higher, subject to approval by the Director of Undergraduate Studies.

## **Minor in Portuguese**

### **Prerequisite**

Students must have completed 3 semesters of Portuguese (PORT UN1101, PORT UN1102, and PORT UN2101), or the proficiency equivalent (to be demonstrated by a placement exam). Spanish speakers may fulfill the prerequisite with PORT 1320 Portuguese for Spanish Speakers.

### **5 Total Courses:**

#### **One Language Course**

- Either PORT UN2102 (Intermediate Portuguese II) or PORT UN2120 (Comprehensive Intermediate Portuguese)

#### **Four 3000+ Courses**

\*The following courses are offered on a rotating basis each semester so students have the chance to choose from a variety of topics each semester:

- PORT UN3300 - Advanced Language through Content
- PORT UN3101 - Conversations about the Lusophone World
- PORT UN3301 - Advanced Writing and Composition
- PORT UN3330 - Introduction to Portuguese Studies
- PORT UN3350 - Lusophone and Afro-Brazilian Cultures
- PORT UN3601 - Race, Medicine, and Literature in Brazil



-PORT UN4033 - Language and Queer Identities in Brazil?

**Students with higher level of language proficiency have three options :**

#1- Language classes in LAIC may be used as an elective

Students who test out of PORT UN2102 may take the equivalent of two semesters of another language course at the introductory level OR one semester of an intermediate language course in another language taught in the Latin American or Iberian Department (ex: Catalan, Spanish) The

goal is to achieve reading proficiency.

#2- Study Abroad / Course outside LAIC:

Students who test out of PORT UN2102 and have not chosen #1 (Catalan or Spanish language classes) can count one Columbia course related to Latin American and Iberian Cultures content outside of LAIC at the 3000+ level OR two study abroad courses, subject to approval by the

Director of Undergraduate Studies (classes should have a clear Portuguese focus). Note the opportunity to count two study abroad courses for Portuguese (vs. one for Spanish), which rewards students for studying abroad in Portuguese-speaking places

#3- Substitute PORT UN2102 for a LAIC elective

Students who test out PORT UN2102 and have not chosen options #1 or #2 can substitute it with an elective course in LAIC at the 3000+ level or higher, subject to approval by the Director of Undergraduate Studies.

## Minor in Catalan

The Catalan Minor follows the structure of the LAIC and Portuguese Minors but allows for more interdisciplinary and thematic courses since there is only one Catalan faculty member.

### Prerequisite

Students must have completed one year of Catalan (CAT UN1120 and CAT UN2101), or the proficiency equivalent (to be demonstrated by a placement exam).

### 5 Total Courses:

One Language Course

-CAT UN2102 - Intermediate Catalan II

Four 3000+ Courses

\*The following courses are offered on a rotating basis each semester so students have the chance to choose from a variety of topics each semester. Note below that the conditions for counting Catalan related classes from beyond LAIC (both at Columbia and during study abroad) are more

flexible than for Spanish and Portuguese, since we are cognizant of our reliance on a single Catalan faculty member in LAIC

-CAT UN 3300 - Advanced Catalan through Content

-CAT UN 3500 - Literature in Catalan Cinema

-SPAN3300 - Introduction to Catalan Cultures OR SPAN3300 - Exploring Barcelona

**Students with higher level of language proficiency have three options :**

#1- Language classes in LAIC may be used as an elective

Students who test out of CAT UN2102 may take the equivalent of two semesters of another language course at the introductory level OR one semester of an intermediate language course in another language taught in the Latin American or Iberian Department (ex: Portuguese, Spanish)

The goal is to achieve reading proficiency.

#2- Study Abroad / Course outside LAIC:

Students who test out of CAT UN2102 and have not chosen #1 (Catalan or Spanish language classes) can count two Columbia course related to Latin American and Iberian Cultures content outside of LAIC at the 3000+ level OR two study abroad courses, subject to approval by the

Director of Undergraduate Studies (classes should have a clear Catalan focus). Note the opportunity to count two non-LAIC (vs. one for Portuguese and Spanish) or two study abroad courses for Catalan (vs. two for Portuguese and one for Spanish), which rewards students for

studying abroad in Catalan-speaking places.

#3- Substitute CAT UN2102 for a LAIC elective

Students who test out CAT UN2102 and have not chosen options #1 or #2 can substitute it with an elective course in LAIC at the 3000+ level or higher, subject to approval by the Director of Undergraduate Studies.

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

### Concentration in Hispanic Studies

Students who declared this program before March 2016 (when requirements changed) should contact the Director of Undergraduate Studies to confirm their correct course of study.

Students may only register once in each of the Core Courses (SPAN UN3300, SPAN UN3349 and SPAN UN3350).

The concentration in Hispanic studies requires eight courses (minimum of 24 points) as follows:

#### Core Courses

SPAN UN3300	ADV LANGUAGE THROUGH CONTENT
SPAN UN3349	HISPANIC CULTURES I (SP)
SPAN UN3350	HISPANIC CULTURES II (SP)

#### 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. Students may only register once for SPAN UN3300.

## Concentration in Portuguese Studies

The concentration in Portuguese studies requires eight courses (minimum 24 points) as follows:

#### Core Courses

PORT UN3101	CONVERS ABOUT LUSOPHONE WORLD
PORT UN3300	ADV LANGUAGE THROUGH CONTENT
PORT UN3330	INTRO TO PORTUGUESE STUDIES
PORT UN3350	LUSOPHONE AFR/AFRO-BRAZ CULTRS

#### 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.

## FALL 2024 - SPRING 2025 SPANISH

### SPAN UN1101 ELEMENTARY SPANISH I. 4.00 points.

Prerequisites: a score of 0-279 in the department's Placement Examination.

Prerequisites: a score of 0-279 on the department's Spanish as a Second Language Placement exam. 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. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade

#### Fall 2024: SPAN UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1101	001/14896	M W F 8:40am - 9:55am 325 Pupin Laboratories	Nicholas Figueroa	4.00	14/15
SPAN 1101	002/14897	M W F 10:10am - 11:25am 325 Pupin Laboratories	Nicholas Figueroa	4.00	15/15
SPAN 1101	003/14898	M W F 11:40am - 12:55pm 325 Pupin Laboratories	Nicholas Figueroa	4.00	12/15
SPAN 1101	004/14899	T Th F 8:40am - 9:55am 328 Uris Hall	Irene Alonso-Aparicio	4.00	15/15
SPAN 1101	005/14900	T Th F 10:10am - 11:25am 328 Uris Hall	Irene Alonso-Aparicio	4.00	15/15
SPAN 1101	006/14901	T Th F 11:40am - 12:55pm 328 Uris Hall	Irene Alonso-Aparicio	4.00	15/15
SPAN 1101	007/14902	T Th F 10:10am - 11:25am 306 Uris Hall	Francisco Rosales-Varo	4.00	13/15
SPAN 1101	008/14903	T Th F 11:40am - 12:55pm 306 Uris Hall	Francisco Rosales-Varo	4.00	14/15
SPAN 1101	020/00361	T Th F 8:40am - 9:55am 225 Milbank Hall	Alex Pereira	4.00	13/15
SPAN 1101	021/00362	M W F 1:10pm - 2:25pm 225 Milbank Hall	Alexandra Mendez	4.00	14/15
SPAN 1101	022/00363	M W F 2:40pm - 3:55pm 225 Milbank Hall	Alexandra Mendez	4.00	15/15
SPAN 1101	023/00364	M W F 4:10pm - 5:25pm 325 Milbank Hall	Alexandra Mendez	4.00	14/15

#### Spring 2025: SPAN UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1101	001/14155	M W F 8:40am - 9:55am 307 Pupin Laboratories	Nicholas Figueroa	4.00	10/15
SPAN 1101	002/14156	M W F 10:10am - 11:25am 307 Pupin Laboratories	Nicholas Figueroa	4.00	13/15
SPAN 1101	003/14157	M W F 11:40am - 12:55pm 307 Pupin Laboratories	Nicholas Figueroa	4.00	13/15
SPAN 1101	004/14158	T Th F 8:40am - 9:55am 327 Uris Hall	Irene Alonso-Aparicio	4.00	10/15
SPAN 1101	005/14159	T Th F 10:10am - 11:25am 327 Uris Hall	Irene Alonso-Aparicio	4.00	15/15

SPAN 1101 006/14160	T Th F 11:40am - 12:55pm 602 Northwest Corner	Diana Romero	4.00	10/15	SPAN 1102 008/14891	T Th F 8:40am - 9:55am 327 Uris Hall	Leyre Alejaldre Biel	4.00	13/15
SPAN 1101 020/00518	M W F 8:40am - 9:55am 225 Milbank Hall	Alex Pereira	4.00	12/15	SPAN 1102 009/14892	T Th F 10:10am - 11:25am 327 Uris Hall	Leyre Alejaldre Biel	4.00	14/15
SPAN 1101 021/00519	M W Th 10:10am - 11:25am 225 Milbank Hall	Jesus Suarez-Garcia	4.00	15/15	SPAN 1102 010/14893	T Th F 8:40am - 9:55am 224 Pupin Laboratories	Cristian Romero	4.00	9/15
SPAN 1101 022/00520	M W Th 11:40am - 12:55pm 225 Milbank Hall	Jesus Suarez-Garcia	4.00	16/15	SPAN 1102 011/14894	T Th F 10:10am - 11:25am 224 Pupin Laboratories	Cristian Romero	4.00	10/15
SPAN 1101 023/00930	T Th F 8:40am - 9:55am 327 Milbank Hall	Antoni Fernandez Parera	4.00	7/15	SPAN 1102 012/14895	T Th F 11:40am - 12:55pm 224 Pupin Laboratories	Cristian Romero	4.00	11/15

### SPAN UN1102 ELEMENTARY SPANISH II. 4.00 points.

Prerequisites: SPAN UN1101 *SPAN W1101*, or a score of 280-379 in the department's Placement Examination.

Prerequisites: SPAN UN1101 or a score of 280-379 on the department's Spanish as a Second Language Placement exam. 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. The principal 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. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade

#### Fall 2024: SPAN UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1102	001/14885	M W Th 2:40pm - 3:55pm 328 Uris Hall	Jose Placido Ruiz-Campillo	4.00	15/15
SPAN 1102	002/14886	M W Th 4:10pm - 5:25pm 328 Uris Hall	Jose Placido Ruiz-Campillo	4.00	14/15
SPAN 1102	003/14888	M W Th 5:40pm - 6:55pm 328 Uris Hall	Jose Placido Ruiz-Campillo	4.00	15/15
SPAN 1102	004/14887	M W F 8:40am - 9:55am 424 Pupin Laboratories	Jana Soler Libran	4.00	14/15
SPAN 1102	005/14889	M W F 10:10am - 11:25am 424 Pupin Laboratories	Laura Berrios Figueroa	4.00	15/15
SPAN 1102	006/14890	M W F 11:40am - 12:55pm 424 Pupin Laboratories	Emily Oliveira	4.00	14/15
SPAN 1102	007/15316	M W F 11:40am - 12:55pm 509 Hamilton Hall	Leyre Alejaldre Biel	4.00	12/15

SPAN 1102 020/00365	T Th F 10:10am - 11:25am 225 Milbank Hall	Almudena Marín-Cobos	4.00	13/15
SPAN 1102 021/00366	T Th F 11:40am - 12:55pm 225 Milbank Hall	Almudena Marín-Cobos	4.00	13/15
SPAN 1102 022/00367	M W F 8:40am - 9:55am 302 Milbank Hall	Antoni Fernandez Parera	4.00	12/15
SPAN 1102 023/00844	T Th F 11:40am - 12:55pm 203 Diana Center	Alex Pereira	4.00	14/15
SPAN 1102 024/00853	T Th F 1:10pm - 2:25pm 223 Milbank Hall	Marisa Russo	4.00	13/15

#### Spring 2025: SPAN UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1102	001/14386	M W Th 2:40pm - 3:55pm 313 Hamilton Hall	Jose Placido Ruiz-Campillo	4.00	15/15
SPAN 1102	002/14387	M W Th 4:10pm - 5:25pm 313 Hamilton Hall	Jose Placido Ruiz-Campillo	4.00	15/15
SPAN 1102	003/14391	M W Th 5:40pm - 6:55pm 313 Hamilton Hall	Jose Placido Ruiz-Campillo	4.00	12/15
SPAN 1102	004/14388	M W F 8:40am - 9:55am 313 Pupin Laboratories	Cristian Romero	4.00	15/15
SPAN 1102	005/14389	M W F 10:10am - 11:25am 313 Pupin Laboratories	Cristian Romero	4.00	15/15
SPAN 1102	006/14390	M W F 11:40am - 12:55pm 313 Pupin Laboratories	Cristian Romero	4.00	14/15
SPAN 1102	007/14392	T Th F 8:40am - 9:55am 222 Pupin Laboratories	Aaron Boalick	4.00	11/15
SPAN 1102	008/14393	T Th F 10:10am - 11:25am	Aaron Boalick	4.00	15/15

	222 Pupin Laboratories				
SPAN 1102 009/14394	T Th F 11:40am - 12:55pm 222 Pupin Laboratories	Aaron Boalick	4.00	11/15	
SPAN 1102 010/14395	T Th F 8:40am - 9:55am 325 Pupin Laboratories	Juan Jimenez- Caicedo	4.00	7/15	
SPAN 1102 011/14396	T Th F 10:10am - 11:25am 325 Pupin Laboratories	Juan Jimenez- Caicedo	4.00	15/15	
SPAN 1102 012/14397	T Th F 11:40am - 12:55pm 325 Pupin Laboratories	Juan Jimenez- Caicedo	4.00	13/15	
SPAN 1102 020/00521	T Th F 8:40am - 9:55am 307 Milbank Hall	Maria Lozano	4.00	15/15	
SPAN 1102 021/00522	T Th F 10:10am - 11:25am 202 Milbank Hall	Almudena Marín- Cobos	4.00	15/15	
SPAN 1102 022/00523	T Th F 11:40am - 12:55pm 202 Milbank Hall	Almudena Marín- Cobos	4.00	14/15	
SPAN 1102 023/00524	T Th F 1:10pm - 2:25pm 327 Milbank Hall	Marisa Russo	4.00	12/12	

### 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.

#### Spring 2025: SPAN UN1113

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1113 001/13086	T 3:10pm - 5:00pm 412 Pupin Laboratories	Leyre Alejandre Biel	3	5/15	

### SPAN UN1120 COMPREHENSIVE BEGINNING SPAN. 4.00 points.

Prerequisites: This course is an intensive and fast-paced coverage of both *SPAN W1101* and *SPAN W1102*. Students MUST meet the following REQUIREMENTS: 1. A minimum of 3 years of high school Spanish (or the equivalent) AND a score of 330 or above in the Department's Placement Examination, OR 2. fluency in a language other than English (preferably another Romance language). If you fulfill the above requirements, you do not need instructor's permission to register. HOWEVER, the instructor will additionally assess

student proficiency during the Change of Program Period. Students who do not have the necessary proficiency level may not remain in this course.

Intensive, fast-paced elementary Spanish course for multilingual learners who have had little to no formal education in Spanish. Replaces the sequence SPAN UN1101-SPAN UN1102. Prerequisites: Take the Department's Language Placement Examination. (It is only for diagnostic purposes, to assess your language learning skills, not your knowledge of Spanish). If you score approximately 330 OR MORE, you may qualify for this course if: - you have had little to no formal education in Spanish, AND - you identify with ONE of the following language learner profiles: Learners of Spanish as a 3rd language: fluent in a language other than English Informal learners of Spanish: English speakers who have "picked up" Spanish by interacting with Spanish speakers in informal settings "Receptive" Spanish heritage learners: English dominant, but you understand Spanish spoken by family and community members (The exam is only an initial assessment for diagnostic purposes. Your score might be high, even if you have never studied Spanish in a formal setting). You do not need my permission to register\*. I will further assess your level during the Change of Program period. Feel free to contact me if you have any questions or if you are unsure about your placement in this course. \*Students who do not have the necessary proficiency level may not remain in this course. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade

### SPAN UN2101 INTERMEDIATE SPANISH I. 4.00 points.

Prerequisites: SPAN UN1102 or SPAN UN1120 or *SPAN W1102* or *SPAN W1120*, or a score of 380-449 in the department's Placement Examination.

Prerequisites: SPAN UN1102 or SPAN UN1120 or or a score of 380-449 in the departments 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. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade

#### Fall 2024: SPAN UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2101 001/14873	M W Th 1:10pm - 2:25pm 313 Pupin Laboratories	Sara Malagon Llano	4.00	13/15	
SPAN 2101 002/14874	M W Th 2:40pm - 3:55pm 325 Pupin Laboratories	Aaron Boalick	4.00	15/15	
SPAN 2101 003/14875	M W Th 4:10pm - 5:25pm 325 Pupin Laboratories	Aaron Boalick	4.00	14/15	
SPAN 2101 004/14876	M W F 10:10am - 11:25am 329 Uris Hall	Lee Abraham	4.00	15/15	



SPAN 2101 005/14877	T Th F 8:40am - 9:55am 255 International Affairs Bldg	Dolores Barbazan Capeans	4.00	15/15
SPAN 2101 006/14878	T Th F 10:10am - 11:25am 255 International Affairs Bldg	Dolores Barbazan Capeans	4.00	8/15
SPAN 2101 007/14879	T Th F 11:40am - 12:55pm 255 International Affairs Bldg	Dolores Barbazan Capeans	4.00	12/15
SPAN 2101 008/14880	T Th F 10:10am - 11:25am 313 Pupin Laboratories	Angelina Craig-Florez	4.00	11/15
SPAN 2101 009/14881	T Th F 11:40am - 12:55pm 313 Pupin Laboratories	Angelina Craig-Florez	4.00	11/15
SPAN 2101 010/14882	T Th F 10:10am - 11:25am 307 Pupin Laboratories	Reyes Llopis-Garcia	4.00	14/15
SPAN 2101 011/14883	T Th F 11:40am - 12:55pm 307 Pupin Laboratories	Reyes Llopis-Garcia	4.00	11/15
SPAN 2101 020/00368	T Th F 10:10am - 11:25am 237 Milbank Hall	Javier Perez Zapatero	4.00	11/15
SPAN 2101 021/00369	T Th F 11:40am - 12:55pm 237 Milbank Hall	Javier Perez Zapatero	4.00	11/15
SPAN 2101 022/00370	T Th F 11:40am - 12:55pm 302 Milbank Hall	Anna Shilova	4.00	9/15
SPAN 2101 023/00845	T Th F 2:40pm - 3:55pm 263 Macy Hall	Marisa Russo	4.00	12/15
SPAN 2101 024/00846	T Th F 5:40pm - 6:55pm 207 Milbank Hall	Laura Hydak	4.00	10/15

**Spring 2025: SPAN UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2101	001/14424	M W F 8:40am - 9:55am 424 Pupin Laboratories	Jana Soler Libran	4.00	15/15
SPAN 2101	002/14425	M W F 10:10am - 11:25am 411 Hamilton Hall	Laura Berrios Figueroa	4.00	15/15
SPAN 2101	003/14426	M W F 11:40am - 12:55pm 601b Fairchild Life Sciences Bldg	Emily Oliveira	4.00	15/15
SPAN 2101	004/14427	M W F 10:10am - 11:25am 224 Pupin Laboratories	Lee Abraham	4.00	10/15
SPAN 2101	005/14428	M W F 11:40am - 12:55pm 224 Pupin Laboratories	Lee Abraham	4.00	13/15

SPAN 2101 006/14429	M W F 1:10pm - 2:25pm 424 Pupin Laboratories	Sara Malagon Llano	4.00	8/15
SPAN 2101 007/14430	T Th F 8:40am - 9:55am 224 Pupin Laboratories	Leyre Alejaldre Biel	4.00	15/15
SPAN 2101 008/14431	T Th F 10:10am - 11:25am 412 Pupin Laboratories	Reyes Llopis-Garcia	4.00	14/15
SPAN 2101 009/14432	T Th F 11:40am - 12:55pm 412 Pupin Laboratories	Reyes Llopis-Garcia	4.00	14/15
SPAN 2101 010/14433	T Th 2:40pm - 3:55pm 424 Pupin Laboratories	Reyes Llopis-Garcia	4.00	11/15
SPAN 2101 010/14433	F 2:40pm - 3:55pm 425 Pupin Laboratories	Reyes Llopis-Garcia	4.00	11/15
SPAN 2101 011/14434	T Th F 10:10am - 11:25am 328 Uris Hall	Francisco Rosales-Varo	4.00	8/15
SPAN 2101 012/14435	T Th F 11:40am - 12:55pm 328 Uris Hall	Francisco Rosales-Varo	4.00	7/15
SPAN 2101 013/14436	T Th F 2:40pm - 3:55pm 313 Pupin Laboratories	Francisco Rosales-Varo	4.00	7/15
SPAN 2101 020/00529	T Th F 10:10am - 11:25am 307 Milbank Hall	Maria Lozano	4.00	15/15
SPAN 2101 021/00530	T Th F 11:40am - 12:55pm 207 Milbank Hall	Javier Perez Zapatero	4.00	10/15
SPAN 2101 022/00531	T Th F 1:10pm - 2:25pm 207 Milbank Hall	Javier Perez Zapatero	4.00	9/15
SPAN 2101 023/00749	T Th F 5:40pm - 6:55pm 327 Milbank Hall	Laura Hydak	4.00	5/15

**SPAN UN2102 INTERMEDIATE SPANISH II. 4.00 points.**

Prerequisites: SPAN UN2101 *SPAN W1201* or a score of 450-624 in the department's Placement Examination.

Prerequisites: SPAN UN2101 or a score of 450-625 in the departments 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. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade

**Fall 2024: SPAN UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2102	001/14863	M W Th 2:40pm - 3:55pm 313 Pupin Laboratories	Sara Malagon Llano	4.00	14/15
SPAN 2102	002/14872	M W Th 4:10pm - 5:25pm 313 Pupin Laboratories	Sara Malagon Llano	4.00	12/15

SPAN 2102 003/14865	M W F 10:10am - 11:25am 412 Pupin Laboratories	Ximena Gonzalez-Parada	4.00	12/15	SPAN 2102 008/14486	T Th F 10:10am - 11:25am 255 International Affairs Bldg	Dolores Barbazan Capeans	4.00	12/15
SPAN 2102 004/14864	M W F 11:40am - 12:55pm 412 Pupin Laboratories	Ximena Gonzalez-Parada	4.00	16/15	SPAN 2102 009/14487	T Th F 10:10am - 11:25am 425 Pupin Laboratories	Angelina Craig-Florez	4.00	13/15
SPAN 2102 005/14866	M W F 2:40pm - 3:55pm 425 Pupin Laboratories	Ximena Gonzalez-Parada	4.00	10/15	SPAN 2102 010/14488	T Th F 11:40am - 12:55pm 425 Pupin Laboratories	Angelina Craig-Florez	4.00	15/15
SPAN 2102 006/14867	T Th F 8:40am - 9:55am 222 Pupin Laboratories	Lorena Garcia Barroso	4.00	13/15	SPAN 2102 011/14489	T Th F 4:10pm - 5:25pm 255 International Affairs Bldg	Juan Pablo Cominguez	4.00	11/15
SPAN 2102 007/14868	T Th F 10:10am - 11:25am 222 Pupin Laboratories	Lorena Garcia Barroso	4.00	11/15	SPAN 2102 012/14490	T Th F 5:40pm - 6:55pm 255 International Affairs Bldg	Juan Pablo Cominguez	4.00	4/15
SPAN 2102 008/14869	T Th F 11:40am - 12:55pm 222 Pupin Laboratories	Lorena Garcia Barroso	4.00	13/15	SPAN 2102 020/00532	M W F 8:40am - 9:55am 325 Milbank Hall	Anna Shilova	4.00	13/15
SPAN 2102 009/14870	T Th F 8:40am - 9:55am 318 Hamilton Hall	Francisca Aguilo Mora	4.00	14/15	SPAN 2102 021/00533	M W F 1:10pm - 2:25pm 237 Milbank Hall	Alexandra Mendez	4.00	13/15
SPAN 2102 010/14871	T Th F 4:10pm - 5:25pm 254 International Affairs Bldg	Juan Pablo Cominguez	4.00	9/15	SPAN 2102 022/00534	M W F 2:40pm - 3:55pm 237 Milbank Hall	Alexandra Mendez	4.00	7/15
SPAN 2102 020/00371	M W F 10:10am - 11:25am 302 Milbank Hall	Antoni Fernandez Parera	4.00	11/15	SPAN 2102 023/00535	M W F 4:10pm - 5:25pm 237 Milbank Hall	Alexandra Mendez	4.00	7/15
SPAN 2102 021/00473	M W F 11:40am - 12:55pm 324 Milbank Hall	Antoni Fernandez Parera	4.00	15/15					

**Spring 2025: SPAN UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2102	001/14479	M W Th 11:40am - 12:55pm 327 Uris Hall	Ximena Gonzalez-Parada	4.00	12/15
SPAN 2102	002/14480	M W Th 4:10pm - 5:25pm 325 Pupin Laboratories	Ximena Gonzalez-Parada	4.00	15/15
SPAN 2102	003/14481	M W Th 2:40pm - 3:55pm 413 Hamilton Hall	Guadalupe Ruiz-Fajardo	4.00	16/15
SPAN 2102	004/14482	M W Th 4:10pm - 5:25pm 413 Hamilton Hall	Guadalupe Ruiz-Fajardo	4.00	14/15
SPAN 2102	005/14483	M W F 10:10am - 11:25am 424 Pupin Laboratories	Sara Malagon Llano	4.00	10/15
SPAN 2102	006/14484	M W F 11:40am - 12:55pm 424 Pupin Laboratories	Sara Malagon Llano	4.00	13/15
SPAN 2102	007/14485	T Th F 8:40am - 9:55am 255 International Affairs Bldg	Dolores Barbazan Capeans	4.00	11/15

**SPAN UN2103 INTERMED SPAN II - MEDICAL. 4.00 points.**

Prerequisites: SPAN UN2101

Prerequisites: SPAN UN2101 or a score of 380-449 on the Department's placement examination. This is an intensive course in Spanish language communicative competence with an emphasis on oral interaction, reading, writing, and culture at an Intermediate II level with focus on health-related topics in the Spanish-speaking world. In an increasingly interconnected world, and in multilingual global cities such as New York City, the study of a foreign language is fundamental not only in the field of the humanities but also in the natural sciences. This interdisciplinary course analyzes the intersection between these two disciplines through the study of health-related topics in Iberian and Latin American cultural expressions (literature, film, documentaries, among other sources) in order to explore new critical perspectives across both domains. Students will learn health-related vocabulary and usage-based grammar in Spanish. Students will develop a cultural understanding of medicine, illness, and treatment in the Spanish-speaking world. Finally, students will be able to carry out specific collaborative tasks in Spanish with the aim of integrating language, culture, and health. \* This course fulfills the last semester of the foreign language requirement. Therefore, students who have taken SPAN UN 2101 (Intermediate Spanish I), or have a score of 380-449 on the Department's placement exam, and are interested in health-related topics may proceed and enroll in SPAN UN 2103 (Intermediate Spanish II: Health-Related Topics in the Spanish-Speaking World). Pre-med

and pre-health students, as well as those students majoring in the natural sciences—including biology, general chemistry, organic chemistry, biochemistry, and physics—will be given registration priority. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade

#### Fall 2024: SPAN UN2103

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2103	001/14691	T Th F 2:40pm - 3:55pm 254 International Affairs Bldg	Juan Pablo Cominguez	4.00	10/15

#### Spring 2025: SPAN UN2103

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2103	001/14383	T Th F 2:40pm - 3:55pm 255 International Affairs Bldg	Juan Pablo Cominguez	4.00	8/15

### SPAN UN2108 SPANISH FOR HERITAGE SPEAKERS.

#### 4.00 points.

Prerequisites: SPAN UN1108 or scoring at this level on the department's Spanish as a Heritage Language Placement test (<https://columbia-barnard.vega-labs.com>). The principal aim of SPAN UN2108 is to build upon and further develop the knowledge of Spanish that heritage learners bring to the classroom – from SPAN UN1108 and/or from family and neighborhood exposure to the language. This course cultivates intermediate-level formal speaking, listening, reading, and writing abilities. Spanish heritage language courses at Columbia/Barnard focus on the development of communicative abilities and literacy from sociolinguistic and sociocultural approaches. Throughout the semester, students will be reviewing spelling patterns, building vocabulary, acquiring and effectively using learning strategies, and strengthening composition skills in Spanish. Cultural projects and readings reinforce learners' understanding of the multiple issues related to Hispanic cultures in the United States and in other Spanish-speaking societies

#### Fall 2024: SPAN UN2108

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2108	001/00379	T Th F 8:40am - 9:55am 327 Milbank Hall	Jesus Suarez-Garcia	4.00	15/15
SPAN 2108	002/00381	T Th F 10:10am - 11:25am 111 Milstein Center	Jesus Suarez-Garcia	4.00	15/15
SPAN 2108	003/00382	T Th F 11:40am - 12:55pm 327 Milbank Hall	Jesus Suarez-Garcia	4.00	16/15

#### Spring 2025: SPAN UN2108

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2108	001/13844	T Th F 8:40am - 9:55am 602 Northwest Corner	Diana Romero	4.00	13/15
SPAN 2108	002/13845	T Th F 10:10am - 11:25am	Diana Romero	4.00	15/15

602 Northwest  
Corner

SPAN 2108 003/13846

T Th F 11:40am - 12:55pm  
306 Uris Hall

Francisca Aguilero Mora 4.00 13/15

### SPAN UN2120 Comprehensive Intermediate Spanish. 4 points.

Prerequisites: This course is an intensive and fast-paced coverage of both *SPAN W1201* and *SPAN W1202*. Students MUST demonstrate a strong foundation in Spanish and meet the following REQUIREMENTS: a score ABOVE 480 in the Department's Placement Examination; or A- or higher in *SPAN W1120*. If you fulfill the above requirements, you do not need the instructor's permission to register. HOWEVER the instructor will additionally assess student proficiency during the Change of Program Period. Students who do not have the necessary proficiency level may not remain in this course.

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 on 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. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade.

#### Fall 2024: SPAN UN2120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2120	001/14692	T Th F 2:40pm - 3:55pm 307 Pupin Laboratories	Angelina Craig-Florez	4	9/15

### SPAN UN3300 ADV LANGUAGE THROUGH CONTENT.

#### 3.00 points.

Prerequisites: SPAN UN2102 fulfillment of the language requirement.

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 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 cannot take SPAN UN3300. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade

#### Fall 2024: SPAN UN3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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SPAN 3300 001/14687	M W 5:40pm - 6:55pm 325 Pupin Laboratories	Aaron Boalick	3.00	13/15
SPAN 3300 002/14688	T Th 11:40am - 12:55pm 318 Hamilton Hall	Francisca Aguilo Mora	3.00	15/15
SPAN 3300 003/14689	T Th 1:10pm - 2:25pm 306 Uris Hall	Francisco Rosales-Varo	3.00	13/15
SPAN 3300 004/14690	T Th 5:40pm - 6:55pm 254 International Affairs Bldg	Juan Pablo Cominguez	3.00	13/15
SPAN 3300 021/00387	T Th 10:10am - 11:25am 140 Horace Mann Hall	Elga Castro	3.00	10/15
SPAN 3300 022/00389	M W 11:40am - 12:55pm 225 Milbank Hall	Elga Castro	3.00	14/15

**Spring 2025: SPAN UN3300**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3300	001/14306	M W 1:10pm - 2:25pm 327 Uris Hall	Ximena Gonzalez-Parada	3.00	14/15
SPAN 3300	002/14307	T Th 10:10am - 11:25am 224 Pupin Laboratories	Leyre Alejaldre Biel	3.00	13/15
SPAN 3300	003/14309	T Th 2:40pm - 3:55pm 425 Pupin Laboratories	Angelina Craig-Florez	3.00	12/15
SPAN 3300	004/19087	T Th 10:10am - 11:25am 254 International Affairs Bldg	Elsa Ubeda	3.00	7/15
SPAN 3300	020/00536	T Th 10:10am - 11:25am 207 Milbank Hall	Javier Perez Zapatero	3.00	9/15
SPAN 3300	021/00537	M W 11:40am - 12:55pm 207 Milbank Hall	Elga Castro	3.00	18/15
SPAN 3300	022/00538	T Th 11:40am - 12:55pm 307 Milbank Hall	Maria Lozano	3.00	13/15

**SPAN UN3349 HISPANIC CULTURES I (SP). 3.00 points.**  
 CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: L" course: enrollment limited to 15 students. Completion of language requirement, third-year language sequence (W3300).

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 2024: SPAN UN3349**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3349 001/00391		T Th 2:40pm - 3:55pm 237 Milbank Hall	Orlando Bentancor	3.00	17/15
SPAN 3349 002/00392		T Th 1:10pm - 2:25pm 225 Milbank Hall	Almudena Marín-Cobos	3.00	6/15
SPAN 3349 003/11087		T Th 1:10pm - 2:25pm 325 Pupin Laboratories	Arnau Sala Sallent	3.00	14/17

**Spring 2025: SPAN UN3349**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3349 001/00539		T Th 1:10pm - 2:25pm 203 Diana Center	Almudena Marín-Cobos	3.00	10/15
SPAN 3349 002/00540		T Th 4:10pm - 5:25pm 202 Milbank Hall	Orlando Bentancor	3.00	14/15
SPAN 3349 003/17345		M W 11:40am - 12:55pm 201 Casa Hispanica	Arnau Sala Sallent	3.00	16/15

**SPAN UN3350 HISPANIC CULTURES II (SP). 3.00 points.**

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-siecle 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 2024: SPAN UN3350**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3350 001/00393		T Th 1:10pm - 2:25pm 327 Milbank Hall	Ronald Briggs	3.00	13/15
SPAN 3350 002/11089		M W 10:10am - 11:25am 313 Pupin Laboratories	Ramon Flores Pinedo	3.00	12/17
SPAN 3350 003/11090		T Th 10:10am - 11:25am 424 Pupin Laboratories	Miguel Angel Blanco Martinez	3.00	13/17
SPAN 3350 004/11091		T Th 11:40am - 12:55pm 424 Pupin Laboratories	Maria Agustina Battezzati	3.00	14/17



**Spring 2025: SPAN UN3350**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3350	001/00541	T Th 11:40am - 12:55pm 237 Milbank Hall	Ronald Briggs	3.00	17/15
SPAN 3350	002/17346	M W 1:10pm - 2:25pm 303 Hamilton Hall	Javiera Iribarren Ortiz	3.00	15/15
SPAN 3350	003/17347	T Th 2:40pm - 3:55pm 253 International Affairs Bldg	Maria Agustina Battezzati	3.00	10/15
SPAN 3350	004/17348	T Th 10:10am - 11:25am 413 Hamilton Hall	Miguel Angel Blanco Martinez	3.00	14/17

**SPAN UN3991 SENIOR SEMINAR. 4.00 points.**

Prerequisites: senior major or concentrator status.

The course is a requirement for all the LAIC majors. In this seminar, students develop an individual research project and write an essay under the guidance of the course's instructor and in dialogue with the other participants' projects. After an introductory theoretical and methodological section, and a research session at the library, the syllabus is entirely constructed on the students' projects. Every participant is in charge of a weekly session. Essay outlines and drafts are discussed with the group throughout the semester. The final session is a public symposium with external respondents.

**SPAN UN3315 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 UN3366 Unseen Things: Fantastic Narratives in Contemporary Spain. 3 points.**

This course is a survey of Spanish literature and cinema that offers a glimpse to the Spanish canon through the cultural topology of "Fantasy". By conceiving fantasy as a historically produced—and therefore historically changing—notation, we will travel across five centuries to examine

how phenomena associated with the supernatural and the paranormal were understood in their time and how they are understood today. Haunting memories and spaces, ghosts and imaginary representations, supernatural events, monsters, spiritistic practices, and phantasmagorias will parade before our eyes as we try to come up with a comprehensive account for what we could call the "Spanish uneven development". The discussions over differential temporalities, social and political imaginaries, collective memories, the role of fiction and symbolic representations, and the connection between fantasy and the economic, political, and ideological practices in a determinate social formation will be interrogated in our seminar from different historical vantage points. Readings (most of them by major authors) will be the center of the discussion, whereas visual materials, documentary, art and movies will do their part to illustrate the readings. Several questions will be raised (and hopefully answered) along this journey: How can we explain proliferation of fantastic narratives in Contemporary Spain? And, finally, how can we examine the recent boom and success of Spanish fantastic, supernatural and horror pieces, particularly in film and in the novel? Is there such thing as a "Spanish fantastic" genre?

**SPAN UN3731 ENV. # CITI: CULTRS OF IBERIAN PENINSULA. 3.00 points.**

This course examines the role of nature and the environment in both contemporary literature and the arts, and attempts to explore a conceptual framework for the definition of environment as a cultural and material production. Environmental peculiarities and historical discontinuities and continuities have created social and political conjunctures in the Iberian Peninsula in which questions concerning nature, space, landscape, and urban and rural experiences have become central to the cultural and the critical imagination in the 20th & 21st Centuries. From the debate over the privatization and erosion of communal rights and the environmental dispossession (and repossession) of the resources to the history of the constructions of nature(s) in literary and cinematic landscapes, the guiding question is how cultural and social practices interfere in the production of what Rob Nixon has called 'slow violence', that is, the incremental dynamics of environmental violence that intensify the vulnerability of populations and natural ecosystems. To address this issue, we will not only read a number of novels, essays, poems, short stories and theoretical production, but also engage in the study of artwork and new Iberian democratic experiences, and the development of the cultural environmental studies and ecocriticism in literature and the arts today. The class will be conducted in Spanish and all written assignments will also be in that language.

**SPAN GU4010 LANGUAGE CROSSING IN LATINX CARIBBEAN CULTURAL PRODUCTION. 3 points.****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.

#### **CPLS GU4810 Theories of the Subject. 4 points.**

This seminar will revisit some major texts and concerns in the theoretical humanities that develop genealogical, psychoanalytical or political theories of the subject, roughly from Marx until today. The goal is to come to a critical understanding of the centrality of this notion of the subject as one of the founding concepts of modernity, as well as to draw out all the consequences of its crisis in radical humanistic (or even so-called posthumanist) thought today. Thinkers to be discussed further include Freud, Foucault, Badiou, Butler, Althusser, Rozitchner, Žižek and Zupan#i#.

## **PORTUGUESE**

### **PORT UN1101 ELEMENTARY PORTUGUESE I. 4.00 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 2024: PORT UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1101	001/10704	T Th 12:10pm - 2:00pm 412 Pupin Laboratories	Joao Nemi Neto	4.00	18/18

#### **Spring 2025: PORT UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1101	001/14022	T Th 4:10pm - 6:00pm 505 Casa Hispanica	Jose Castellanos-Pazos	4.00	9/15

### **PORT UN1102 ELEMENTARY PORTUGUESE II. 4.00 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 2024: PORT UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1102	001/10705	M W 10:10am - 12:00pm 425 Pupin Laboratories	Ana Huback	4.00	9/15

#### **Spring 2025: PORT UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1102	001/14023	M W 2:10pm - 4:00pm 412 Pupin Laboratories	Ana Huback	4.00	12/15

### **PORT UN1320 COMP ELEM PORT I/II-SPAN SPKRS. 4.00 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 2024: PORT UN1320**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1320	001/10706	T Th 10:10am - 12:00pm 505 Casa Hispanica	Jose Castellanos-Pazos	4.00	5/15
PORT 1320	002/10707	M W 4:10pm - 6:00pm 505 Casa Hispanica	Jose Castellanos-Pazos	4.00	8/15

#### **Spring 2025: PORT UN1320**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 1320	001/14025	T Th 2:10pm - 4:00pm 505 Casa Hispanica	Jose Castellanos-Pazos	4.00	6/15

### **PORT UN2101 INTERMEDIATE PORTUGUESE I. 4.00 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 2024: PORT UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 2101	001/10708	M W 2:10pm - 4:00pm	Ana Huback	4.00	8/15

606 Martin Luther  
King Building

#### Spring 2025: PORT UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 2101	001/14026	M W 4:10pm - 6:00pm 412 Pupin Laboratories	Ana Huback	4.00	12/15

#### PORT UN2120 COMPREHENSIVE INTERMED PORT. 4.00 points.

Prerequisites: PORT UN1102 or PORT UN1320. Prerequisites: this course is an intensive and fast-paced coverage of both PORT UN2101 and PORT UN2102. Students MUST demonstrate a strong foundation in Portuguese and meet the following REQUIREMENT: A- or higher in PORT UN1102 or PORT UN1320. If you fulfill the above requirement, you do not need the instructors 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. This course replaces the sequence PORT UN2101-PORT UN2102

#### Fall 2024: PORT UN2120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 2120	001/10710	T Th 2:10pm - 4:00pm 412 Pupin Laboratories	Joao Nemi Neto	4.00	6/15

#### Spring 2025: PORT UN2120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 2120	001/14027	M W 10:10am - 12:00pm 412 Pupin Laboratories	Ana Huback	4.00	6/15

#### PORT UN3101 CONVERS ABOUT LUSOPHONE WORLD. 3.00 points.

Prerequisites: PORT W1220.

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

#### PORT UN3300 ADV LANGUAGE THROUGH CONTENT. 3.00 points.

Corequisites: PORT UN1220

Corequisites: PORT UN1220 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. This course is required for the concentration in Portuguese Studies. This course is intended to improve Portuguese language skills in grammar, comprehension, and critical thinking through an archive of texts from literature, film, music, newspapers, critical reception and more. To do so, we will work through Portuguese-speaking communities and cultures from Brazil,

to Portugal and Angola, during the twentieth and twenty-first century, to consider the mode in which genre, gender and sexuality materialize and are codified, disoriented, made, unmade and refigured through cultural productions, bodies, nation and resistant vernaculars of aesthetics and performance, always attentive to the intersections of gender with class and racism

#### Fall 2024: PORT UN3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 3300	001/10711	T Th 2:40pm - 3:55pm 505 Casa Hispanica	Jose Castellanos-Pazos	3.00	6/15

#### PORT UN3490 BRAZILIAN SOCIETY # CIV (ENG). 3.00 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

#### Fall 2024: PORT UN3490

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 3490	001/10828	T Th 4:10pm - 5:25pm 222 Pupin Laboratories	Joao Nemi Neto	3.00	26/24

#### PORT UN2102 Intermed. Portuguese II. 4.00 points.

Prerequisites: PORT UN1120 or PORT UN1320 or the equivalent. General review of grammar, with emphasis on self-expression through oral and written composition, reading, conversation, and discussion

#### Fall 2024: PORT UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 2102	001/10709	M W 4:10pm - 6:00pm 606 Martin Luther King Building	Ana Huback	4.00	10/15

#### Spring 2025: PORT UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PORT 2102	001/17187	T Th 10:10am - 12:00pm 505 Casa Hispanica	Jose Castellanos-Pazos	4.00	2/15

## CATALAN

#### CATL UN1120 COMPREHENSIVE BEG CATALAN. 4.00 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 2024: CATL UN1120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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CATL 1120 001/15061	T Th 12:10pm - 2:00pm 254 International Affairs Bldg	Elsa Ubeda	4.00	6/15
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**Spring 2025: CATL UN1120**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CATL 1120 001/14491		T Th 12:10pm - 2:00pm 254 International Affairs Bldg	Elsa Ubeda	4.00	3/15

**CATL UN2102 INTERMEDIATE CATALAN II. 4.00 points.**

Prerequisites: CATL UN2101

Prerequisites: CATL UN2101 or 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

**Fall 2024: CATL UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CATL 2102 001/15063		T Th 10:10am - 12:00pm 254 International Affairs Bldg	Elsa Ubeda	4.00	3/15

**CATL UN2101 INTERMEDIATE CATALAN I. 4.00 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 2024: CATL UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CATL 2101 001/15062		M W 12:10pm - 2:00pm 254 International Affairs Bldg	Elsa Ubeda	4.00	4/15

**Spring 2025: CATL UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CATL 2101 001/14492		M W 12:10pm - 2:00pm 254 International Affairs Bldg	Elsa Ubeda	4.00	3/15

**OF RELATED INTEREST****Africana Studies**

AFRS GU4001	Afro-Latin America in the Artistic Imagination
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**American Studies**

AMST UN3920	SENIOR PROJECT COLLOQUIUM
AMST UN3931	Topics in American Studies

**Anthropology**

ANTH UN3983	Ideas and Society in the Caribbean
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**Art History and Archaeology**

AHIS G4085	Andean Art and Architecture
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**Center for the Study of Ethnicity and Race**

CSER UN1601	INTRODUCTION TO LATINO STUDIES
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CSER UN3926	LATIN MUSIC AND IDENTITY
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**History**

HIST GU4012	HISTORY OF THE CITY IN LATIN AMERICA (History)
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HIST GU4277	History of Urban Crime and Policing in Latin America in Global Perspective
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**Institute for Comparative Literature and Society**

CPLS UN3900	INTRO TO COMP LIT # SOCIETY
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**Political Science**

POLS UN3245	RACIAL AND ETHNIC POLITICS
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POLS UN3260	LATINO POLITICAL EXPERIENCE
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POLS UN3560	PLCS URBAN DEV LATIN AMERICA
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POLS GU4461	Latin American Politics
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**Sociology**

SOCI V3247	The Immigrant Experience, Old and New
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**LINGUISTICS****THE LINGUISTICS PROGRAM:**Program website: <https://slavic.columbia.edu/content/linguistics>

**Director of Undergraduate Studies:** Meredith Landman (meredith.landman@columbia.edu)

**Undergraduate Administrator:** John Lacqua (jl808@columbia.edu)

**THE STUDY OF LINGUISTICS**

In any discussion of linguistics, in popular or academic contexts, the first question is always, what is linguistics, after all? This is remarkable. Language informs most of our mental and cultural activity, and linguistics is just the study of language.

The significance of linguistics in the context of the liberal arts education is twofold. On the one hand, linguistics is a highly developed field of knowledge whose achievements, challenges, and problems constitute an integral part of the modern world of ideas. On the other, understanding the inner properties of language as a complex mechanism and awareness of the extensive tools of its description developed by linguistics provides a crucial background for a variety of disciplines whose subject involves language, such as analytical philosophy, anthropology, folklore, sociology, psychology, computer science, archeology, classic philology, and literary theory.



Our programs of study are designed to acquaint students with the theoretical ideas, conceptual apparatus, and research techniques involved in the study of language in all its variety and uses.

## STUDENT ADVISING

### Consulting Advisers

Students with questions regarding the Linguistics Program should contact the Linguistics DUS, Meredith Landman (meredith.landman@columbia.edu).

Prospective majors or minors should contact the Linguistics DUS as early as possible for advice on progressing through our programs of study.

Students are encouraged to join the Linguistics undergraduate listserv, on which we advertise open houses, colloquia, and other events hosted by our program, as well as internship, summer school, and job opportunities. To join our listserv, please email Meredith Landman (meredith.landman@columbia.edu).

### Enrolling in Classes

Students who are waitlisted for a course should email the course instructor.

### Preparing for Graduate Study

Columbia's linguists have distinguished themselves with awards and plans after graduation, such as Fulbright Fellowships in Germany, Georgia, and Taiwan, graduate study at the University of Hawaii at Manoa, University of Michigan at Ann Arbor, and CUNY Graduate Center. Linguistics is also a natural background for studying law, and our students have entered such law schools as Harvard, UCLA, and NYU.

Students interested in pursuing a graduate program in linguistics should consult the Linguistics DUS for advice.

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

### Transfer Courses

Students may be awarded at most three transfer or study abroad courses toward the major and at most one toward the minor, on a case-by-case basis, with approval from the Linguistics DUS. A syllabus for the courses in question will be required for approval.

### Study Abroad Courses

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.

Students may be awarded at most three transfer or study abroad courses toward the major and at most one toward the minor, on a case-by-case basis, with approval from the Linguistics DUS. A syllabus for the courses in question will be required for approval.

## CORE CURRICULUM CONNECTIONS

The Linguistics Program offers the Global Core course *LING 3102: Endangered Languages in the Global City* each fall.

## UNDERGRADUATE RESEARCH AND SENIOR THESIS

### Senior Thesis Coursework and Requirements

A senior thesis is required for the linguistics major. Linguistics majors must complete two semesters of the senior thesis seminar in the fall and spring of their senior year.

## DEPARTMENT HONORS AND PRIZES

### Department Honors

Department honors are awarded to at most 10 percent of the graduating cohort. Students must be in good standing (a GPA of at least 3.6) to be considered for department honors.

## AFFILIATED FACULTY

May Ahmar (Arabic; MESAAS)  
Akeel Bilgrami (Philosophy)  
Guadalupe Ruiz Fajardo (Latin American and Iberian Cultures)

Aaron Fox (Music)  
Melissa Fusco (Philosophy)  
Haim Gaifman (Philosophy)  
Boris Gasparov (Slavic Languages)  
E. Mara Green, (Anthropolgy, Barnard)  
Julia Hirschberg (Computer Science)  
Ana Paula Huback (Latin American and Iberian Studies)  
Meredith Landman (Slavic Languages)  
Karen Lewis (Philosophy, Barnard)  
Lening Liu (Chinese; East Asian Languages and Cultures)  
Reyes Llopis-Garcia (Latin American and Iberian 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)  
John Phan (East Asian Languages and Cultures)

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)  
 Herbert Terrace (Psychology)  
 Alan Timberlake (Slavic Languages)  
 Zhirong Wang (Chinese; East Asian Languages and Cultures)

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Program Planning for all Students

Students with questions regarding the Linguistics Program should contact the Linguistics DUS, Meredith Landman ([meredith.landman@columbia.edu](mailto:meredith.landman@columbia.edu)).

Prospective majors or minors should contact the Linguistics DUS as early as possible for advice on progressing through our programs of study.

Students are encouraged to join the Linguistics undergraduate listserv, on which we advertise open houses, colloquia, and other events hosted by our program, as well as internship, summer school, and job opportunities. To join our listserv, please email Meredith Landman ([meredith.landman@columbia.edu](mailto:meredith.landman@columbia.edu)).

### Guidance for First-Year Students

First-year students should enroll in *LING 3101: Introduction to Linguistics* in the fall of their first year and contact the Linguistics DUS for further advice on progressing through our programs of study.

### Guidance for Transfer Students

Transfer students should contact the Linguistics DUS as early as possible for advice on progressing through our programs of study.

## UNDERGRADUATE PROGRAMS OF STUDY

### Major in Linguistics

Linguistics, especially since the 1960s, has become a highly multifarious and interdisciplinary field of inquiry. This requires that a major acquaint students with a number of subfields, all of which are crucial to understanding what modern linguistic analysis is about (and foster interdisciplinary inquiry as well). To wit, the person with a basic foundation in what constitutes linguistic study in our times, including training for graduate study if desired, understands:

- a) the basics of grammatical analysis in terms of sounds and sentence structure
- b) how languages change over time
- c) the mechanics of how languages express meaning and implication
- d) the details and nuances of how language is used in social space
- e) the ways and extent to which the world's 7000 languages differ from one another
- f) the relationship between language and cognition writ large

To this end, the major requirements – totaling 38 points – are as follows:

1. LING UN3101 INTRODUCTION TO LINGUISTICS (3pts.)
2. LING GU4376 PHONETICS # PHONOLOGY (3pts.)
3. LING GU4903 SYNTAX (3pts.)
4. One course from four out of five themes (12 pts. total):

- a) Language in time  
 Content: Historical linguistics, as in how grammars transform over time (such as the development of Modern from Old English) in terms of sounds, structures, and meaning

LING GU4108 LANGUAGE HISTORY  
ENGL GU4901 HISTORY OF THE ENGLISH LANGUAGE  
CHNS GU4019 HISTORY OF CHINESE LANGUAGE

- b) Language in context  
 Content: How language varies in structure and usage according to sociological factors such as gender, class, race, power and culture

LING GU4800 LANGUAGE # SOCIETY  
LING UN3102 Endangered Languages in the Global City: Lang, Culture, and Migration in Contemporary NYC  
ANTH UN1009 INTRO TO LANGUAGE # CULTURE  
ANTH GR6067 Language and Its Limits (graduate seminar open to undergraduates)  
AMST UN3931 Topics in American Studies (Languages of America)  
AMST UN3931 Topics in American Studies (Language Contact)  
SPAN GU4010 LANGUAGE CROSSING IN LATINX CARIBBEAN CULTURAL PRODUCTION  
SPAN BC3382 SOCIOLING ASPECTS  
U.S.SPANISH (taught in Spanish)  
PORT GU4033 Language # Queer Brazil (ENG)

- c) Language diversity  
 Content: How languages differ from one another and in which ways; especially valuable in this module are a) Field Methods, eliciting the vocabulary and structure of a lesser documented

language by questioning a native speaker, in the fashion of professional linguists, b) courses focusing on the structure of individual languages

LING GU4120 LANG DOCUMENTATION/FIELD MTHDS

LING GU4171 LANGUAGES OF AFRICA

HNGR UN3343 Descriptive Grammar Hungarian

d) Language and meaning

Content: semantics, philosophy of language, cognitive linguistics, natural language processing

LING GU4190 DISCOURSE ANALYSIS

PHIL UN2685 INTRO TO PHIL OF LANGUAGE

SPAN GU4011 CONVERSATION IN SPANISH:PRACTICE AND ANA

SPAN GR5450 A COGNITIVE LINGUISTICS ACCOUNT OF LANGUAGE

SPAN GU4030 Spanish Pragmatics (taught in Spanish)

e) Psychology and biology of language

Content: psycholinguistics, neurolinguistics, language genesis. This is especially important given the burgeoning research on the actual structural representation of language in the brain, as well as increasingly influential proposals that ground language in larger thought processes (as opposed to the Chomskyan proposal that language is, to a considerable extent, generated via exclusive cognitive mechanisms).

LING UN3103 Language, Brain and Mind

PSYC BC3164 PERCEPTION AND LANGUAGE

PSYC GU4232 Production and Perception of Language

PSYC BC3369 Language Development

PSYC GU4242 Evolution of Language (seminar) (graduate seminar open to undergraduates)

PSYC GU4244 LANGUAGE AND MIND

PSYC GU4272 Advanced Seminar in Language Development

PSYC GU4470 PSYCH # NEUROPSYCH OF LANGUAGE

5. One elective course (3 pts.) from a) one of the themes above or b) a linguistics-related course from another department subject to approval from the program. This allows students to either sample more widely or specialize somewhat in a subarea of linguistics that has come to interest them. Pre-approved (non-theme) elective courses for the major are as follows:

Anthropology

ANTH UN3947: Text, Magic, Performance

Cognitive Science

COGSCI UN1001: Introduction to Cognitive Science

Computer Science

COMS W1002: Computing in Context: Computing in Linguistics

COMS W4705: Natural Language Processing

COMS W4995: Topics in Computer Science (with approval)

COMS E6998: Topics in Computer Science (with approval)

East Asian Languages and Cultures

CPLS GU4111: World Philology

EAAS GU4412: History of Writing in a Cosmopolitan East Asia

Philosophy

PHIL UN3411: Symbolic Logic

6. Senior thesis (two semesters, 3 pts. per semester)

7. Language requirement: Two semesters of an intermediate-level language sequence (8 points). The language must differ from that used to fulfill the core foreign language requirement. The language taken can be ancient (e.g., Latin, Sanskrit, or Ancient Greek) or modern but should neither be the student's native or semi-native language nor belong to one of the major groups of modern European languages (i.e., neither Romance nor Germanic—thus, not French, Spanish, Italian, Portuguese, Catalan, German, or Dutch). Students must actually take the courses in question; testing out of the linguistics language requirement is not allowed.

## Minor in Linguistics

The linguistics minor is designed to acquaint students with a scientific approach to language in all of its variety and uses. The minor draws students from diverse disciplines and career paths who share a common interest in language. Linguistic training can be particularly valuable for students majoring in language-related fields such as those in the cognitive sciences (computer science, philosophy, anthropology, psychology, neuroscience, music), language studies, and human rights. A background in linguistics can also be an asset for students pursuing careers in law, language technologies, education, publishing, or speech and hearing sciences. Many of our students are drawn to the field because they are speakers—or advocates for speakers—of smaller or endangered languages, and they want to learn how to document and describe such languages or help develop and advance technologies for them.

Our program offers students the flexibility to tailor the minor to their specific needs and interests. Students may choose courses that will enhance their primary area of study, or they may explore linguistics as a secondary field of study independent of their major.

The minor in linguistics consists of five courses (16 points):

1) Three courses in linguistics (i.e., offered in the Linguistics Program). The choice of courses will depend on the student's interests. We strongly recommend—but do not require—that students begin the minor with *Ling UN3101: Introduction to Linguistics*.

Our current course offerings are as follows, organized by subarea:

a) Language structure: The basics of linguistic analysis

LING UN3101: Introduction to Linguistics

LING GU4376: Phonetics & Phonology

LING GU4903: Syntax

LING GU4XXX: Semantics & Pragmatics (new course to be offered in Spring 2025)

b) Language and society: How language is used in social space

AMST UN3990: Topics in American Studies: Language Contact OR Languages of America

LING UN3102: Endangered Languages in NYC

LING GU4800: Language & Society

c) Language and cognition: the role of language in cognition

LING UN3103: Language, Brain & Mind

d) Language diversity: the ways and extent to which the world's 7000 languages vary

HNGR UN3343: Hungarian Descriptive Grammar

LING GU4120: Language Documentation & Field Methods

LING GU4171: Languages of Africa

LING GU4174: Languages of Asia

LING GU4022: Word & Grammar

e) Language change: how languages change over time

ENGL GU4901: History of the English Language

LING GU4108: Language History

2) One elective course, either a) in linguistics from the list above or b) in a related field, chosen with approval from the Director of Undergraduate Studies. Pre-approved elective courses for the minor are as follows:

Anthropology

ANTH UN1009: Introduction to Language and Culture

ANTH UN3947: Text, Magic, Performance

ANTH GR6067: Language and Its Limits (graduate seminar open to undergraduates)

Cognitive Science

COGSCI UN1001: Introduction to Cognitive Science

Computer Science

COMS W1002: Computing in Context: Computing in Linguistics

COMS W4705: Natural Language Processing

COMS W4995: Topics in Computer Science (with approval)

COMS E6998: Topics in Computer Science (with approval)

East Asian Languages and Cultures

CHNS GU4019: History of Chinese Language

CPLS GU4111: World Philology

EAAS GU4412: History of Writing in a Cosmopolitan East Asia

Latin American and Iberian Cultures

SPAN BC3382: Sociolinguistic Aspects of US Spanish

SPAN GU4010: Language Crossing in Latinx Caribbean Cultural Production

SPAN GU4030: Spanish Pragmatics (taught in Spanish)

SPAN GF5450: Mind and Body in Space: A Cognitive Linguistics Account of Language

Philosophy

PHIL UN2685: Introduction to the Philosophy of Language

PHIL UN3685: Philosophy of Language

PHIL UN3411: Symbolic Logic

PHIL GR9525: Topics in the Philosophy of Language (graduate seminar open to undergraduates)

Psychology

PSYC BC3164: Perception & Language

PSYC BC3369: Language Development

PSYC UN3450: Evolution of Intelligence, Animal Communication & Language

PSYC GU4232: Production & Perception of Language

PSYC GU4244: Language & Mind

PSYC GU4272: Advanced Seminar in Language Development

PSYC GU4470: Psychology and Neuropsychology of Language

3) One language course at the intermediate level (i.e., equivalent to the third semester or beyond) (4 points). *The language may be the same as that used to fulfill the core foreign language requirement.* The language taken can be ancient (e.g., Latin, Sanskrit, or Ancient Greek) or modern but should neither be the student's native or semi-native language nor belong to one of the major groups of modern European languages (i.e., neither Romance nor Germanic—thus, not French, Spanish,



Italian, Portuguese, Catalan, German, or Dutch). Students must actually take the course in question; testing out of the linguistics language requirement is not allowed.

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE FALL 2023

### 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.

Please note: the requirements for the special concentration in Linguistics were modified in the Fall 2019 semester. Students who entered Columbia before the Fall 2019 semester have the option of following the new or the old requirements. If you have any questions, please contact the Director of Undergraduate Studies.

For the new requirements, students must take 23 points in the linguistics program as specified below.

For the old requirements, students must take 18 points; the requirements are specified below, with the exception that the language requirement is one language course at the intermediate level (4pts.), separate from the core curriculum foreign language requirement.

The requirements for the special concentration (23 points) are as follows:

1. Three core courses in linguistics chosen from:

LING UN3101 INTRODUCTION TO LINGUISTICS  
 LING UN3102 Endangered Languages in the Global City: Lang, Culture, and Migration in Contemporary NYC  
 LING UN3103 Language, Brain and Mind  
 HNGR UN3343 Descriptive Grammar Hungarian  
 LING GU4108 LANGUAGE HISTORY  
 LING GU4120 LANG DOCUMENTATION/FIELD MTHDS  
 LING GU4171 LANGUAGES OF AFRICA  
 LING GU4190 DISCOURSE ANALYSIS  
 LING GU4376 PHONETICS # PHONOLOGY  
 LING GU4800 LANGUAGE # SOCIETY  
 LING GU4903 SYNTAX

2. Two additional courses from either a) the core linguistics courses, or b) a linguistics-related course from another department subject to approval from the program. Courses previously approved include those listed below:

Anthropology:  
 ANTH UN1009 INTRO TO LANGUAGE # CULTURE  
 ANTH GU4042 Agent, Person, Subject, Self  
 ANTH GR6067 Language and Its Limits  
 ANTH GR6125 Language, Culture, and Power

Chinese:

CHNS GU4019 HISTORY OF CHINESE LANGUAGE

Computer Science:  
 COMS W1012 Computational Linguistics  
 COMS W4705 Natural Language Processing  
 COMS W4995 Topics in Computer Science (with approval)  
 COMS E6998 Topics in Computer Science (with approval)

Comparative Literature & Society:  
 CPLS GU4111 World Philology

French:  
 FREN BC3011 History of the French Language

Philosophy:  
 PHIL UN2685 INTRO TO PHIL OF LANGUAGE  
 PHIL UN3411 SYMBOLIC LOGIC  
 PHIL UN3685 PHILOSOPHY OF LANGUAGE  
 PHIL GU4490 LANGUAGE AND MIND

Psychology:

PSYC UN2215 Cognition and the Brain

PSYC UN2440: Language and the Brain

PSYC UN2450 BEHAVIORAL NEUROSCIENCE  
 PSYC BC3164 PERCEPTION AND LANGUAGE  
 PSYC UN3265 Auditory Perception (Seminar)  
 PSYC BC3369 LANGUAGE DEVELOPMENT  
 PSYC GU4232 Production and Perception of Language  
 PSYC GU4272 Advanced Seminar in Language Development

Spanish:  
 SPAN BC3382 SOCIOLING ASPECTS U.S.SPANISH  
 SPAN GU4010 LANGUAGE CROSSING IN LATINX CARIBBEAN CULTURAL PRODUCTION  
 SPAN GU4011 CONVERSATION IN SPANISH:PRACTICE AND ANA  
 SPAN GU4030 Spanish Pragmatics  
 SPAN GR5450 A COGNITIVE LINGUISTICS ACCOUNT OF LANGUAGE

Sociology:  
 SOCI GU4030 Sociology of Language

3. Language requirement: Two semesters of an intermediate-level language sequence (8 points). The language taken can be an ancient language (e.g., Latin, Ancient Greek, Sanskrit) or a modern one but should neither belong to one of the major groups of modern European languages (Germanic, Romance) nor be the student's native or semi-native language. In addition, the language cannot also be used to satisfy the core language requirement.

## LINGUISTICS

**LING UN3101 INTRODUCTION TO LINGUISTICS. 3.00 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 2024: LING UN3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 3101	001/11717	M W 11:40am - 12:55pm 417 International Affairs Bldg	William Foley	3.00	207/300

#### Spring 2025: LING UN3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 3101	001/00885	T Th 5:40pm - 6:55pm 323 Milbank Hall	Maya Barzilai	3.00	28/30

### LING UN3102 Endangered Languages in the Global City: Lang, Culture, and Migration in Contemporary NYC. 3.00 points.

Of the world's estimated 7,000 languages – representing migrations and historical developments thousands of years old – the majority are oral, little-documented, and increasingly endangered under the onslaught of global languages like English. This course will take the unprecedented, paradoxical linguistic capital of New York City as a lens for examining how immigrants form communities in a new land, how those communities are integrated into the wider society, and how they grapple with linguistic and cultural loss. Interdisciplinary with an experiential learning component, the course will focus on texts, materials, encounters, and fieldwork with three of the city's newest and least-studied indigenous immigrant communities (indigenous Latin Americans, Himalayans, and Central Asians). Indigeneity, though often invisible or perceived as marginal in global cities like New York, is in fact pervasive and fundamental. Cities now constitute a crucial site for understanding migration and cultural change, with language a vehicle for culture. Studying cultures only in situ (i.e. in their homelands) risks missing a crucial dimension. Students will be immersed in stateless, oral, immigrant cultures while also gaining a hands-on critical understanding of language endangerment and urban sociolinguistic research, first through field experiences and guest speakers (Endangered Language Alliance partners) and then by going out together into communities to work on projects in small teams. The Endangered Language Alliance (ELA), where the instructor is Co-Director, was formed as a non-profit research institute in 2010 as a forum for researchers, community members, activists, artists, and other New Yorkers to come together to support indigenous and minority languages. ELA's video recordings provide first-hand testimony of endangered languages in the global city – in indigenous languages with English translation – available in few other places. Those texts will be central to this course, supplemented by the new, first-ever, detailed language map of New York City being produced by ELA

#### Fall 2024: LING UN3102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 3102	001/13831	T Th 4:10pm - 5:25pm 303 Uris Hall	Ross Perlin	3.00	61/60

### LING UN3103 Language, Brain and Mind. 3.00 points.

The ability to speak distinguishes humans from all other animals, including our closest relatives, the chimpanzees. Why is this so? What makes this possible? This course seeks to answer these questions. We will look at the neurological and psychological foundations of the human faculty of language. How did our brains change to allow language to evolve? Where in our brains are the components of language found? Are our minds specialized for learning language or is it part of our general cognitive abilities to learn? How are words and sentences produced and their meanings recognized? The structure of languages around the world varies greatly; does this have psychological effects for their speakers?

#### Fall 2024: LING UN3103

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 3103	001/11718	M W 2:40pm - 3:55pm 140 Uris Hall	William Foley	3.00	37/52

### LING UN3997 Supervised Individual Research. 2-4 points.

#### Fall 2024: LING UN3997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 3997	001/14449		William Foley	2-4	1/5

### LING UN3998 Supervised Individual Research. 2-4 points.

Supervised Individual Research

### LING GU4023 Semantics. 3.00 points.

This course provides an introduction to semantics, the study of meaning in language. We will explore a range of semantic phenomena, and students will learn the tools and techniques of formal semantic analysis as well as core concepts, goals, and findings of the field

#### Spring 2025: LING GU4023

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 4023	001/17183	T Th 11:40am - 12:55pm 608 Schermerhorn Hall	Meredith Landman	3.00	25/30

### LING GU4108 LANGUAGE HISTORY. 3.00 points.

Prerequisites: LING UN3101 *LING W3101*.

Prerequisites: LING UN3101 Language, like all components of culture, is structured and conventional, yet can nevertheless change over time. This course examines how language changes, firstly as a self-contained system that changes organically and autonomously, and secondly as contextualized habits that change in time, in space, and in communities. Workload: readings # discussion, weekly problems, and final examination

### LING GU4120 LANG DOCUMENTATION/FIELD MTHDS. 3.00 points.

Prerequisites: LING UN3101 *LING W3101*.

Prerequisites: LING UN3101 In light of the predicted loss of up to 90% of the world languages by the end of this century, it has become urgent that linguists take a more active role in documenting and conserving endangered languages. In this course, we will learn the essential skills and technology of language documentation through work with speakers of an endangered language

Spring 2025: LING GU4120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 4120	001/13123	T Th 2:40pm - 3:55pm 707 Hamilton Hall	Meredith Landman	3.00	11/15

### LING GU4171 LANGUAGES OF AFRICA. 3.00 points.

The African continent is home not to simply a collection of similar "African dialects," but to at least 1000 distinct languages that belong to five language families, none of them any more closely related than English and its relatives are to Japanese. This includes the Semitic languages that emerged in the Middle East and are now most commonly associated with Arabic and Hebrew, the famous "click" languages of Southern Africa whose origins are still shrouded by mystery, and in the case of Malagasy on Madagascar, the Austronesian family of Southeast Asia and Oceania - the language traces to speakers who travelled over the ocean from Borneo to Africa. This course will examine languages in all of these families, with a focus on how they demonstrate a wide array of linguistic processes and how they interact with social history, anthropology, and geography.

### LING GU4172 The Structure of Cambodian. 3 points.

Like every other language, Cambodian is totally unique in some respects (these are of interest only to the language learner), and a representative human language in others (these are of interest to all students of language). Thus, for example, like every written language, Cambodian will exhibit diglossia: the grammar and the vocabulary of the written language will differ from that of the spoken language. It is also a member of a language family, known as Austroasiatic, whose members are spoken from NE India through Malaysia, Myanmar, and Indochina. In addition, Cambodian is a structural representative of a given type of language spoken throughout mainland Southeast Asia. That is, in many respects, the structure of Cambodian is similar to those of Lao, Thai, Vietnamese, as well as Hmong. In the "Far West" of SE Asia, are spoken other languages, among them Burmese, Mon, and Karen, which are still similar, but less so. All of these languages are isolating, monosyllabic languages. Of the languages just listed, only Vietnamese and Mon are genetically related to Cambodian. Finally, in its orthography and lexicon, Cambodian has borrowed so extensively from Indic languages, that all literate speakers have a considerable background in practical etymology, and recognize borrowings from, say, Pali, as English speakers generally do not recognize borrowings

from Norman French or Latin or Greek. Since the Indic languages belong to Indo-European, some unexpected words in Cambodian (e.g. *niam*, *smaeu*) will turn out to have English cognates (like *name*, *same*).

Your goal in this course is not to acquire a speaking knowledge of Khmer. (For that you would need a pedagogical grammar, a native-speaker instructor, and hours and hours of practice in the lab and in the classroom.) It is rather to understand from a linguist's point of view what it is that makes this language a typical language of this part of the world. We will be working through a reference grammar of the language together.

You are each also going to 'adopt' another mainland SE Asian language for purposes of comparison, to experience for yourself what it means for a language to be a member of a linguistic alliance or Sprachbund. You may select your own 'pet' language, and your assignment will then be to 'master' this language in the same way that you have 'mastered' Khmer.

### LING GU4190 DISCOURSE ANALYSIS. 3.00 points.

Prerequisites: LING UN3101 *LING W3101*.

Prerequisites: LING UN3101 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 GU4206 ADV GRAMMAR AND GRAMMARS. 3.00 points.

Prerequisites: LING UN3101 *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 in which grammatical descriptions are read with an eye to important notional concepts of grammar: reference and categorization, case and role of arguments with predicates (ergativity), tense/aspect/mood. Discussion of meaning is combined with attention to expression (that is, morphology), which yanks our attention towards language change (grammaticalization)

### LING GU4376 PHONETICS # PHONOLOGY. 3.00 points.

Prerequisites: LING UN3101 *LING W3101*.

Prerequisites: LING UN3101 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 2024: LING GU4376

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 4376	001/11715	T Th 11:40am - 12:55pm 330 Uris Hall	Meredith Landman	3.00	33/60

### LING GU4800 LANGUAGE # SOCIETY. 3.00 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

**Spring 2025: LING GU4800**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 4800	001/13115	M W 1:10pm - 2:25pm 330 Uris Hall	Ross Perlin	3.00	35/60

### **LING GU4903 SYNTAX. 3.00 points.**

Prerequisites: LING UN3101 *LING W3101*.

Prerequisites: LING UN3101 Syntax - the combination of words - has been at the center of the Chomskyan revolution in Linguistics. This is a technical course which examines modern formal theories of syntax, focusing on later versions of generative syntax (Government and Binding) with secondary attention to alternative models (HPSG, Categorical Grammar)

**Fall 2024: LING GU4903**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 4903	001/11716	T Th 2:40pm - 3:55pm 401 Chandler	Meredith Landman	3.00	16/30

## MATHEMATICS

### THE DEPARTMENT OF MATHEMATICS

**Department website:** <http://www.math.columbia.edu>

#### **Director of Undergraduate Studies**

Julien Dubedat, 601 Mathematics; 212-854-8806;  
[jd2653@columbia.edu](mailto:jd2653@columbia.edu)

**Undergraduate Academic Coordinator**  
TBD

## THE STUDY OF MATHEMATICS

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, in the Computer Science Department. A list of pre-approved cognate courses can be found under the [major requirements](#).

Another requirement for majors is participation in an undergraduate seminar, usually in the junior or senior year. Applied math majors must take the undergraduate applied math seminar sequence in both the junior and 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.

## Student Advising

#### **Director of Undergraduate Studies**

Prof. Julien Dubedat, 601 Mathematics; 212-854-8806;  
[jd2653@columbia.edu](mailto:jd2653@columbia.edu)

#### **Calculus Director**

Prof. George Dragomir, 525 Mathematics; 212-854-2849;  
[gd2572@columbia.edu](mailto:gd2572@columbia.edu)

#### **Computer Science-Mathematics Advisers**

*Computer Science:* Dr. Jae Woo Lee, 715 CEPSPR;  
212-939-7066; [jae@cs.columbia.edu](mailto:jae@cs.columbia.edu)

*Mathematics:* Prof. Chiu-Chu Melissa Liu, 623 Mathematics; 212-854-2499; [ccliu@math.columbia.edu](mailto:ccliu@math.columbia.edu)

#### **Economics-Mathematics Advisers**

*Economics:* Dr. Susan Elmes, 1006 International Affairs Building; 212-854-9124; [se5@columbia.edu](mailto:se5@columbia.edu)

*Mathematics:* Prof. Francesco Lin, 613 Mathematics; 212-854-2192; [fj2653@columbia.edu](mailto:fj2653@columbia.edu) [fl2550@columbia.edu](mailto:fl2550@columbia.edu)

#### **Mathematics-Statistics Advisers**

*Mathematics:* Prof. Andrew Blumberg, 607 Mathematics; 212-851-9307; [jd2653@columbia.edu](mailto:jd2653@columbia.edu) [ab4808@columbia.edu](mailto:ab4808@columbia.edu)

*Statistics:* Dr. Ronald Neath, 612 Watson; 212-853-1398; [rcn2112@columbia.edu](mailto:rcn2112@columbia.edu)

## Enrolling in Classes

Most undergraduate level courses in Mathematics can be taken once the prerequisite courses have been completed.



Any exceptions to waive a prerequisite requirement must be obtained by writing to the Director of Undergraduate Studies.

Students who wish to register for a section of either Supervised Readings and/or Senior Thesis must first identify a faculty sponsor, determine a suitable topic, and obtain written permission from the Director of Undergraduate Studies. Refer to the Undergraduate Research and Senior Thesis section, below.

## Preparing for Graduate Study

Departmental advisors can offer advice about and help with graduate school applications. The Mathematics department also runs a [Master's degree program in mathematical finance](#) and a [Ph.D. program in mathematics](#).

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

Comprehensive information on college level coursework taken outside Columbia University are described on the College's [Academic Regulation website](#) or the General Studies [Transfer Credit website](#).

## Advanced Placement

AP or IB calculus may count towards degree requirements, subject to completion of a higher level course:

- 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 UN1205 ACCELERATED MULTIVARIABLE CALC or MATH UN1207 HONORS MATHEMATICS A with a grade of C or better.

Students can receive credit for only one calculus sequence. Other college level courses taken during high school may substitute for course prerequisites pending the approval of the Director of Undergraduate Studies, but will not confer credits.

## Barnard College Courses

Any course offered by the Mathematics@Barnard department will count towards degree requirements.

## Transfer Courses

Courses taken at other colleges or universities may be evaluated for transfer credit. A maximum of 16 transfer credits may be

granted. A maximum of 6 transfer credits may be counted towards minor requirements.

- Course equivalency requests for any Calculus level course, Linear Algebra, or Ordinary Differential Equations must be submitted to the Calculus Director for evaluation.
- Course equivalency requests for any other mathematics course must be submitted to the Director of Undergraduate Studies for evaluation.

## Study Abroad Courses

Although study abroad is not an integral part of your studies in mathematics, it can provide you with exposure to a different culture and a different educational system, and, as such, can be very fulfilling. You may also want to participate in the Budapest Mathematical Seminar or similar programs in your junior year. Keep in mind, however, that study abroad requires careful planning. If you are seriously considering studying abroad, you should consult with the Director of Undergraduate Studies as early in your program as possible in order to plan your major accordingly and to incorporate study abroad courses that are compatible with your major in mathematics.

## Summer Courses

Any mathematics or approved cognate course offered during the summer session will count towards the degree, with the exception of online only courses, which *do not* count towards degree requirements.

## UNDERGRADUATE RESEARCH AND SENIOR THESIS

### Undergraduate Research in Courses

*MATH UN3901 Supervised Readings I* (fall term only)  
*MATH UN3902 Supervised Readings II* (spring term only)

Prerequisites: The written permission of the faculty member who agrees to act as sponsor (sponsorship limited to full-time instructors on the staff list), as well as the permission of the Director of Undergraduate Studies. The written permission must be deposited with the Director of Undergraduate Studies before registration is completed.

Guided reading and study in mathematics. A student who wishes to undertake individual study under this program must present a specific project to a member of the staff and secure his or her willingness to act as sponsor. Written reports and periodic conferences with the instructor. Supervising Readings do NOT count towards major requirements, with the exception of an advanced written approval by the Director of Undergraduate Studies.

### Senior Thesis Coursework and Requirements

A Senior Thesis in Mathematics is an original presentation of a subject in pure or applied mathematics from sources in the published literature. The thesis must demonstrate significant

independent work of the author. A thesis is expected to be between 20 and 50 pages with complete references and must have a substantial expository component to be well received.

A student who is interested in writing a senior thesis needs to identify a faculty member in the Department of Mathematics as an advisor, determine an appropriate topic, and receive the written approval from the faculty advisor and the Director of Undergraduate Studies. The research of the thesis is conducted primarily during the fall term and the final paper is submitted to the Director of Undergraduate Studies by the end of March.

Students must register for *MATH UN3994 SENIOR THESIS IN MATHEMATICS I* (4 credits) in the fall semester of their senior year. An optional continuation course *MATH UN3995 SENIOR THESIS IN MATHEMATICS II* (2 credits) is available during the spring. The second term of this sequence may not be taken without the first. Registration for the spring continuation course has no impact on the timeline or outcome of the final paper. Sections of Senior Thesis in Mathematics I and II do NOT count towards the major requirements, unless prior written approval is obtained from the Director of Undergraduate Studies.

## Undergraduate Research Outside of Courses

The department runs several undergraduate research programs aimed at math majors. Opportunities are available during the academic year and summer terms.

The Undergraduate Mathematics Society is the department's undergraduate club. Detailed information on membership, Society-sponsored seminars and activities, and archival resources are available on the Society's Web site. The department also sponsors workshops and weekly seminars in mathematics, and posts information about special lectures, conferences, and seminars at nearby schools.

In addition, the Association for Women in Mathematics Columbia Chapter connects students and professors interested in mathematics at Columbia University and Barnard College as part of a broader effort to encourage women and girls to study and to have active careers in the mathematical sciences, and to promote equal opportunity for and the equal treatment of women and girls in the STEM fields.

## DEPARTMENT HONORS AND PRIZES

### Department Honors

To be recommended to the College Committee on Honors, Awards, and Prizes, which makes the final decisions on all honors' recipients, you must have a GPA of 3.63 in the major and have completed a senior thesis of merit. For more information on researching and writing the senior thesis and on departmental honors, you should consult with the Director of Undergraduate Studies. Normally no more than 10% of

graduating majors receive departmental honors in a given academic year.

## Academic Prizes

### Putnam Exam

The Putnam exam is a nationwide competitive exam administered each year on the first Saturday in December. A faculty member conducts coaching sessions for students who are interested in competing.

### Columbia Prizes

Several prizes for excellence in mathematics are awarded each year to undergraduates, based on performance on a prize exam scheduled each spring. These include:

- Professor Van Amringe Mathematical Prize
  - This prize, established in 1910 by George G. Dewitt, Class of 1867, may be awarded to a first year, a sophomore, and a junior student in the College who are deemed most proficient in the mathematical subjects designated during the year of the award.
- John Dash Van Buren Jr. Prize in Mathematics
  - Established in 1906 by Mrs. Louis T. Hoyt in memory of her nephew, John Dash Van Buren, Jr., Class of 1905, this prize may be awarded to a Columbia College senior degree candidate who writes the best examination in subjects prescribed by the Mathematics Department.

## OTHER IMPORTANT INFORMATION

Other helpful information may be found on the Department of Mathematics website.

## PROFESSORS

- David A. Bayer (Barnard)
- Andrew Blumberg
- Simon Brendle
- Ivan Corwin
- Panagiotas Daskalopoulos
- Aise Johan de Jong (Department Chair)
- Daniela De Silva (Barnard Chair)
- Julien Dubedat
- Robert Friedman
- Dorian Goldfeld
- Brian Greene
- Richard Hamilton
- Michael Harris
- Ioannis Karatzas
- Alisa Knizel (Barnard)
- Chiu-Chu Liu
- Dusa McDuff (Barnard)
- Andrei Okounkov
- D. H. Phong

- Ovidiu Savin
- Michael Thaddeus
- Eric Urban
- Mu-Tao Wang

## ASSOCIATE PROFESSORS

- Amol Aggarwal
- Chao Li
- Francesco Lin
- Lindsay Piechnik (Barnard)

## ASSISTANT PROFESSORS

- Elena Giorgi
- Giulia Sacca
- Mehtaab Sawhney

## J.F. RITT ASSISTANT PROFESSORS

- Rostislav Akhmechet
- Amadou Bah
- Deeparaj Bhat
- Jeanne Boursier
- Marco Castronovo
- Brian Harvie
- Qiao He
- Sven Hirsch
- Andres Ibanez Nunez
- Yoonjoo Kim
- Siddhi Krishna
- Gyujin Oh
- Marco Sangiovanni Vincentelli
- Dawei Shen
- Xi Sisi Shen
- Evan Sorensen
- Roger Van Peski
- Lucy Yang

## SENIOR LECTURERS IN DISCIPLINE

- Mikhail Smirnov
- Peter Woit

## LECTURERS IN DISCIPLINE

- George Dragomir

## ON LEAVE

- Fall 2024: Profs. Aggarwal, Bayer, Giorgi, Li, Sawhney, Shen, Wang
- Spring 2025: Profs. Aggarwal, Bayer, Li, Liu, Sawhney, Urban, Wang

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN MATHEMATICS

### PROGRAM PLANNING FOR ALL STUDENTS

### 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.

#### Accelerated Multivariable Calculus

Students with a score of 5 on the AP BC exam or 7 on the IB HL exam may begin with MATH UN1205 ACCELERATED MULTIVARIABLE CALC. Upon completion of this course with a grade of C or higher, they may receive 6 points of AP credit.

#### 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.

### Transfer 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, minor, or concentration.

## Double Counting

Students who are doing a double major should review the College Bulletin's policy on [Double Counting Courses towards Requirements](#). In general, courses in the Calculus sequence may be counted towards both majors, with up to two additional MATH UN2xxx or higher level courses at the discretion of all approving departments. Students pursuing a minor may double count at most one additional MATH UN2xxx or higher level course.

## Planning Forms

[Planning forms](#) for all programs are available on our website. These forms should be completed and approved by a department adviser early in the semester of the expected graduation date.

## COURSE NUMBERING STRUCTURE

- 1000-2000 Level courses are intended to be introductory courses (such as the Calculus sequence and Linear Algebra).
- 3000-4000 Level courses cover more advanced mathematics, as well as supervised readings, undergraduate seminars, and senior theses.
- 5000 Level courses are Master's level courses.
- 6000 Level and above are PhD level courses.

## GUIDANCE FOR FIRST-YEAR STUDENTS

The systematic study of mathematics begins with one of the following three alternative calculus and linear algebra sequences:

MATH UN1101 & MATH UN1102 & MATH UN1201 & MATH UN1202 & MATH UN2010	CALCULUS I and CALCULUS II and CALCULUS III and CALCULUS IV and LINEAR ALGEBRA
---	--

OR

MATH UN1101 & MATH UN1102 & MATH UN1205 & MATH UN2010	CALCULUS I and CALCULUS II and ACCELERATED MULTIVARIABLE CALC and LINEAR ALGEBRA
--	--

OR

MATH UN1101 & MATH UN1102 & MATH UN1207 & MATH UN1208	CALCULUS I and CALCULUS II and HONORS MATHEMATICS A and HONORS MATHEMATICS B
--	---

Credit is allowed for only one calculus and linear algebra sequence.

*Calculus I, II* is a standard course in single-variable differential and integral calculus; *Calculus III, IV* is a standard course in multivariable differential and integral calculus; *Accelerated Multivariable Calculus* is an accelerated course in multivariable 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 *Calculus II* is a prerequisite for *Accelerated Multivariable Calculus*, and both *Calculus II* and *Calculus III* are prerequisites for *Calculus IV*.

The third 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.

## GUIDANCE FOR TRANSFER STUDENTS

Consideration for AP, IB and transfer credit is as follows:

Equivalent to *MATH UN1101 Calculus I*:

- A score of 4 on the Calculus BC Advanced Placement exam.
- A score of 4 or 5 on the Calculus AB Advanced Placement exam.
- A score of 6 on the IB Mathematics: analysis and approaches HL exam (2021 or later) or a score of 6 on the IB HL Mathematics or Further Mathematics exams (2020 or earlier).
- A score of 6 or 7 on the IB Mathematics: applications and interpretation HL exam (2021 or later) or a score of 6 or 7 on the IB SL Mathematics exam (2020 or earlier). This does not include the IB "Mathematical Studies SL" exam.
- An A on the A-Level Mathematics exam or a B in A-Level Further Mathematics exam in the U.K.
- A grade of A in a full year of high school calculus.

Equivalent to *MATH 1101 Calculus I* and *MATH 1102 Calculus II*:

- A score of 5 on the Calculus BC Advanced Placement.
- A score of 7 on the IB Mathematics: analysis and approaches HL exam (2021 or later) or a score of 7 on the IB HL Mathematics or Further Mathematics exams (2020 or earlier).
- An A on the A-Level Further Mathematics exam in the U.K.



## UNDERGRADUATE PROGRAMS OF STUDY

### MAJOR IN MATHEMATICS

The major requires 40-42 points as follows:

Select one of the following three calculus and linear algebra sequences (13-15 points including Advanced Placement Credit):

MATH UN1101 & MATH UN1102 & MATH UN1201 & MATH UN1202 & MATH UN2010	CALCULUS I and CALCULUS II and CALCULUS III and CALCULUS IV and LINEAR ALGEBRA <sup>1</sup>
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OR

MATH UN1101 & MATH UN1102 & MATH UN1205 & MATH UN2010	CALCULUS I and CALCULUS II and ACCELERATED MULTIVARIABLE CALC and LINEAR ALGEBRA <sup>1</sup>
--	---

OR

MATH UN1101 & MATH UN1102 & MATH UN1207 & MATH UN1208	CALCULUS I and CALCULUS II and HONORS MATHEMATICS A and HONORS MATHEMATICS B
--	---

12 points in the following courses:

MATH GU4041	INTRO MODERN ALGEBRA I
MATH GU4042	INTRO MODERN ALGEBRA II
MATH GU4061	INTRO MODERN ANALYSIS I <sup>2</sup>
MATH GU4062	INTRO MODERN ANALYSIS II <sup>2</sup>

3 points in the following:

MATH UN3951	UNDERGRADUATE SEMINARS I <sup>3</sup>
or MATH UN3952 UNDERGRADUATE SEMINARS II	

12 points from the following:

- 1) Courses offered by the department numbered 2000 or higher <sup>3</sup>
- 2) Courses from the list of approved cognate courses below. A maximum of 6 credits may be taken from courses outside the department. <sup>4</sup>

VARIABLES, MATH UN3028 PARTIAL DIFFERENTIAL EQUATIONS, or MATH GU4032 FOURIER ANALYSIS.

<sup>3</sup> Only one Undergraduate Seminar may count towards the major requirements.

<sup>4</sup> Additional courses may be selected only with prior written approval from the Director of Undergraduate Studies.

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 refer to the "Undergraduate Research and Senior Thesis" section on the Overview tab for additional information.

<sup>1</sup> MATH UN2015 Linear Algebra and Probability does NOT replace MATH UN2010 LINEAR ALGEBRA as prerequisite requirements of math courses. Students will not receive full credit for both courses UN2010 and UN2015. Students who have taken MATH UN2015 and consider taking higher level Math courses should contact a major advisor to discuss alternative pathways.

<sup>2</sup> Students who are not contemplating graduate study in mathematics may replace one or both of the two terms of MATH GU4061- MATH GU4062 by one or two of the following courses: MATH UN2500 ANALYSIS AND OPTIMIZATION, MATH UN3007 COMPLEX

Approved Cognate Courses 1	Approved Cognate Courses 2	Approved Cognate Courses 3	Functional Genomics	IEOR E4700 INTROSTAT GU4206 STAT TO FINANCIAL COMP # INTRO DATA SCIENCE
APMA E2101 INTRO TO APPLIED MATHEMATICS	ECON UN3025 FINANCIAL ECONOMICS	PHYS UN2601 PHYSICS III:CLASS/QUANTUM WAVE	COMS W4771 MACHINE LEARNING	IEOR E6613 Optimization STAT GU4207 ELEMENTARY STOCHASTIC PROCESSES
APMA E3102 APPLIED MATHEMATICS II: PDE'S	ECON BC3035 INTERMEDIATE MICROECONOMICS	PHYS UN2801 ACCELERATION	CSEE W3827 FUNDAMENTALS OF COMPUTER SYSTS	MSAE E3010 FOUNDATIONAL SCIENCES
APMA E4300 COMPUTATIONAL SCI	ECON BC3038 INTERMEDIATE MACROECONOMICS	PHYS UN2802 ACCELERATION	CSOR W4246 ALGORITHMS FOR DATA SCIENCE	MSAE E3111 THERMODYNAMIC THRY/STAT MECH
APMA E4302 METHODOLOGY IN COMPUTATIONAL SCI	ECON UN3211 INTERMEDIATE MICROECONOMICS	PHYS UN3007 ELECTROMAGNETIC WAVES # OPTICS	CSPH G4802 Math Logic II: Incompleteness	PHIL UN3411 SYMBOLIC LOGIC
APMA E6102 PLASMA PHYSICS II	ECON UN3265 MONEY AND BANKING	PHYS UN3008 ELECTROMAGNETIC WAVES # OPTICS	PHYS GU4011 PARTICLES	PHIL GU4424 MODAL LOGIC
CBMF W4761 COMPUTATIONAL GENOMICS	ECON UN3412 INTERMEDIATE MICROECONOMICS	PHYS UN3009 ELECTROMAGNETIC WAVES # OPTICS	PHYS GU4018 SOLID STATE PHYSICS	PHIL GU4431 INTRODUCTION TO SET THEORY
CHEM UN3079 PHYSICAL CHEMISTRY I- LECTURES	ECON UN3412 INTERMEDIATE MICROECONOMICS	PHYS UN3010 ELECTROMAGNETIC WAVES # OPTICS	PHYS GU4019 MATHEMATICAL METHODS OF PHYSICS	PHIL GU4561 PROBABILITY # DECISION THEORY
CHEM UN3080 PHYSICAL CHEMISTRY II- LECTURES	ECON GU4020 ECONOMETRICS	PHYS UN3011 ELECTROMAGNETIC WAVES # OPTICS	PHYS GU4021 QUANTUM MECHANICS I	PHIL GU4810 LATTICES AND BOOLEAN ALGEBRA
COMS W3134 Data Structures in Java	ECON GU4230 ECONOMETRICS OF NEW YORK	PHYS UN3012 ELECTROMAGNETIC WAVES # OPTICS	PHYS GU4022 QUANTUM MECHANICS II	
COMS W3157 ADVANCED PROGRAMMING	ECON GU4280 CORPORATE FINANCE	PHYS UN3013 ELECTROMAGNETIC WAVES # OPTICS	PHYS GU4023 THERMAL # STATISTICAL PHYSICS	
COMS W3203 DISCRETE MATHEMATICS	ECON GU4415 GAME THEORY	PHYS UN3014 ELECTROMAGNETIC WAVES # OPTICS	PHYS GU4040 INTRODUCTION TO GENERAL RELATIVITY	
COMS W3261 COMPUTATIONAL SCIENCE THEORY	ECON GU4710 FINANCIAL AND THE REAL ECONOMY	PHYS UN3015 ELECTROMAGNETIC WAVES # OPTICS	PHYS GR6047 QUANTUM FIELD THEORY I	
COMS W4111 INTRODUCTION TO DATABASES	IEOR E6616 CONVEX OPTIMIZATION	PHYS UN3016 ELECTROMAGNETIC WAVES # OPTICS	PHYS GR6080 SCIENTIFIC COMPUTATIONAL POLS GU4700 MATH METHODS FOR POLI SCI	
COMS W4160 COMPUTATIONAL GRAPHICS	EESC UN3400 COMPUTATIONAL SCIENCE	PHYS UN3017 ELECTROMAGNETIC WAVES # OPTICS	PHYS GR6080 SCIENTIFIC COMPUTATIONAL POLS GU4700 MATH METHODS FOR POLI SCI	
COMS W4162 Advanced Computer Graphics	EESC GU4008 Introduction to Atmospheric Science	PHYS UN3018 ELECTROMAGNETIC WAVES # OPTICS	PHYS GR6080 SCIENTIFIC COMPUTATIONAL POLS GU4700 MATH METHODS FOR POLI SCI	
COMS W4203 Graph Theory	EESC GU4090 INTRODUCTION TO GEOCHRONOLGY	PHYS UN3019 ELECTROMAGNETIC WAVES # OPTICS	PHYS GR6080 SCIENTIFIC COMPUTATIONAL POLS GU4700 MATH METHODS FOR POLI SCI	
COMS W4261 INTRODUCTION TO CRYPTOGRAPHY	EESC GU4924 INTRODUCTION TO ATMOSPHERIC SCIENCE	PHYS UN3020 ELECTROMAGNETIC WAVES # OPTICS	PHYS GR6080 SCIENTIFIC COMPUTATIONAL POLS GU4700 MATH METHODS FOR POLI SCI	
COMS W4460 PRINCIPLES OF INNOVATION/ENTREPRENEURSHIP	IEOR E3106 STOCHASTIC SYSTEMS AND APPLICATIONS	PHYS UN3021 ELECTROMAGNETIC WAVES # OPTICS	PHYS GR6080 SCIENTIFIC COMPUTATIONAL POLS GU4700 MATH METHODS FOR POLI SCI	
COMS W4701 ARTIFICIAL INTELLIGENCE	IEOR E3658 PROBABILITY FOR ENGINEERS	PHYS UN3022 ELECTROMAGNETIC WAVES # OPTICS	PHYS GR6080 SCIENTIFIC COMPUTATIONAL POLS GU4700 MATH METHODS FOR POLI SCI	
COMS W4705 NATURAL LANGUAGE PROCESSING		PHYS UN3023 ELECTROMAGNETIC WAVES # OPTICS	PHYS GR6080 SCIENTIFIC COMPUTATIONAL POLS GU4700 MATH METHODS FOR POLI SCI	
COMS W4762 Machine Learning for		PHYS UN3024 ELECTROMAGNETIC WAVES # OPTICS	PHYS GR6080 SCIENTIFIC COMPUTATIONAL POLS GU4700 MATH METHODS FOR POLI SCI	

## MAJOR IN APPLIED MATHEMATICS

The major requires 37-41 points as follows:

Select one of the following three calculus and linear algebra sequences (13-15 points including Advanced Placement Credit):

MATH UN1101 & MATH UN1102 & MATH UN1201 & MATH UN1202 & MATH UN2010	CALCULUS I and CALCULUS II and CALCULUS III and CALCULUS IV and LINEAR ALGEBRA <sup>1</sup>
MATH UN1101 & MATH UN1102 & MATH UN1205 & MATH UN2010	CALCULUS I and CALCULUS II and ACCELERATED MULTIVARIABLE CALC and LINEAR ALGEBRA <sup>1</sup>
MATH UN1101 & MATH UN1102 & MATH UN1207 & MATH UN1208	CALCULUS I and CALCULUS II and HONORS MATHEMATICS A and HONORS MATHEMATICS B
MATH UN2500	ANALYSIS AND OPTIMIZATION
MATH GU4032	FOURIER ANALYSIS
MATH GU4061	INTRO MODERN ANALYSIS I

Select one of the following three courses. The selected course may not count as an elective.

MATH UN2500	ANALYSIS AND OPTIMIZATION
MATH GU4032	FOURIER ANALYSIS
MATH GU4061	INTRO MODERN ANALYSIS I

Take each of the following two required courses:

APMA E4901	SEM-PROBLEMS IN APPLIED MATH (junior year)
APMA E4903	SEM-PROBLEMS IN APPLIED MATH (senior year)

18 points in electives, with at least 9 points in Track A electives, or at least 9 points in Track B electives. A maximum of 9 points may be selected from courses outside these tracks, with prior written approval from the Director of Undergraduate Studies.

#### TRACK A

MATH UN2500	ANALYSIS AND OPTIMIZATION
MATH UN2030	ORDINARY DIFFERENTIAL EQUATIONS
MATH UN3007 or MATH GU4065 or APMA E4204	COMPLEX VARIABLES HONORS COMPLEX VARIABLES FUNCTNS OF A COMPLEX VARIABLE
MATH UN3028  or APMA E3102 or APMA E4200	PARTIAL DIFFERENTIAL EQUATIONS  APPLIED MATHEMATICS II: PDE'S PARTIAL DIFFERENTIAL EQUATIONS
MATH GU4032	FOURIER ANALYSIS
MATH GU4061	INTRO MODERN ANALYSIS I
MATH GU4062	INTRO MODERN ANALYSIS II
APMA E4100	Applied Analysis
APMA E4101	APPL MATH III:DYNAMICAL SYSTMS
APMA E4150	APPLIED FUNCTIONAL ANALYSIS
APMA E4300	COMPUT MATH:INTRO-NUMERCL METH
APMA E4301	NUMERICAL METHODS/PDE'S
APMA E6301	ANALYTIC METHODS FOR PDE'S
APMA E6302	NUMERICAL ANALYSIS OF PDE'S

#### TRACK B

COMS W3203	DISCRETE MATHEMATICS
COMS W3261	COMPUTER SCIENCE THEORY
COMS W4231	ANALYSIS OF ALGORITHMS I
COMS W4261	INTRO TO CRYPTOGRAPHY
MATH UN3050	DISCRETE TIME MODELS IN FINANC
MATH GU4155 or IEOR E3658 or STAT GU4203	PROBABILITY THEORY PROBABILITY FOR ENGINEERS PROBABILITY THEORY
MATH GU4156	ADVANCED PROBABILITY THEORY
IEOR E3106  or STAT GU4207	STOCHASTIC SYSTEMS AND APPLICATIONS ELEMENTARY STOCHASTIC PROCESS
APMA E4008	Advanced and Applied Linear Algebra

APMA E4306	Applied Stochastic Analysis
ECON GU4415	GAME THEORY

<sup>1</sup> MATH UN2015 Linear Algebra and Probability does NOT replace MATH UN2010 LINEAR ALGEBRA as prerequisite requirements of math courses. Students will not receive full credit for both courses UN2010 and UN2015. Students who have taken MATH UN2015 and consider taking higher level Math courses should contact a major advisor to discuss alternative pathways.

## 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 20 points in computer science, 19-21 points in mathematics, and two 3-point electives in either computer science or mathematics.

#### Computer Science

COMS W1004  or COMS W1007	Introduction to Computer Science and Programming in Java
COMS W3134 or COMS W3137	Data Structures in Java HONORS DATA STRUCTURES # ALGOL
COMS W3157	ADVANCED PROGRAMMING
COMS W3203	DISCRETE MATHEMATICS
COMS W3261	COMPUTER SCIENCE THEORY
CSEE W3827	FUNDAMENTALS OF COMPUTER SYSTS

#### Mathematics

Select one of the following three calculus and linear algebra sequences (13-15 points including Advanced Placement Credit):

MATH UN1101 & MATH UN1102 & MATH UN1201 & MATH UN1202 & MATH UN2010	CALCULUS I and CALCULUS II and CALCULUS III and CALCULUS IV and LINEAR ALGEBRA <sup>1</sup>
OR	
MATH UN1101 & MATH UN1102 & MATH UN1205 & MATH UN2010	CALCULUS I and CALCULUS II and ACCELERATED MULTIVARIABLE CALC and LINEAR ALGEBRA <sup>1</sup>
OR	

MATH UN1101 & MATH UN1102 & MATH UN1207 & MATH UN1208	CALCULUS I and CALCULUS II and HONORS MATHEMATICS A and HONORS MATHEMATICS B
MATH UN3951  or MATH UN3952	UNDERGRADUATE SEMINARS I UNDERGRADUATE SEMINARS II
MATH GU4041	INTRO MODERN ALGEBRA I
<b>Electives</b>	
Select two of the following courses:	
MATH BC2006	COMBINATORICS
MATH UN2030	ORDINARY DIFFERENTIAL EQUATIONS
MATH UN2500	ANALYSIS AND OPTIMIZATION
MATH UN3007	COMPLEX VARIABLES
MATH UN3020	NUMBER THEORY AND CRYPTOGRAPHY
MATH UN3025	MAKING, BREAKING CODES
MATH UN3028	PARTIAL DIFFERENTIAL EQUATIONS
MATH UN3386	DIFFERENTIAL GEOMETRY
MATH GU4032	FOURIER ANALYSIS
MATH GU4042	INTRO MODERN ALGEBRA II
MATH GU4051	TOPOLOGY
MATH GU4053	INTRO TO ALGEBRAIC TOPOLOGY
MATH GU4061	INTRO MODERN ANALYSIS I
MATH GU4062	INTRO MODERN ANALYSIS II
COMS W4111	INTRODUCTION TO DATABASES
COMS W4113	FUND-LARGE-SCALE DIST SYSTEMS
COMS W4115	PROGRAMMING LANG # TRANSLATORS
COMS W4118	OPERATING SYSTEMS I
COMS W4119	COMPUTER NETWORKS
COMS W4152	Engineering Software-as-a-Service
COMS W4156	ADVANCED SOFTWARE ENGINEERING
COMS W4160	COMPUTER GRAPHICS
COMS W4167	COMPUTER ANIMATION
COMS W4170	USER INTERFACE DESIGN
COMS W4181	SECURITY I
CSOR E4231	ANALYSIS OF ALGORITHMS I
COMS W4236	INTRO-COMPUTATIONAL COMPLEXITY
COMS W4701	ARTIFICIAL INTELLIGENCE
COMS W4705	NATURAL LANGUAGE PROCESSING
COMS W4731	Computer Vision I: First Principles

COMS W4733	COMPUTATIONAL ASPECTS OF ROBOTICS
CBMF W4761	COMPUTATIONAL GENOMICS
COMS W4771	MACHINE LEARNING
CSEE W4824	COMPUTER ARCHITECTURE
CSEE W4868	SYSTEM-ON-CHIP PLATFORMS

<sup>1</sup> MATH UN2015 Linear Algebra and Probability does NOT replace MATH UN2010 LINEAR ALGEBRA as prerequisite requirements of math courses. Students will not receive full credit for both courses UN2010 and UN2015. Students who have taken MATH UN2015 and consider taking higher level Math courses should contact a major advisor to discuss alternative pathways.

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## MAJOR IN ECONOMICS- MATHEMATICS

For a description of the joint major in economics-mathematics, see the *Economics* section of this bulletin.

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## 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.

The major requires 38-43 points as follows:

### 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 <sup>1</sup>
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OR

MATH UN1101 & MATH UN1102 & MATH UN1205 & MATH UN2010 & MATH UN2500	CALCULUS I and CALCULUS II and ACCELERATED MULTIVARIABLE CALC and LINEAR ALGEBRA and ANALYSIS AND OPTIMIZATION <sup>1</sup>
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OR



MATH UN1207  
& MATH UN1208  
& MATH UN2500

HONORS MATHEMATICS A  
and HONORS MATHEMATICS  
B  
and ANALYSIS AND  
OPTIMIZATION (with approval  
from the adviser)

### Statistics

#### Introductory Course

STAT UN1201      CALC-BASED INTRO 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  
PROCESS  
STAT GU4262      Stochastic Processes for Finance  
STAT GU4264      STOCHASTIC PROCESSES-  
APPLIED I  
STAT GU4265      STOCHASTIC METHODS IN  
FINANCE

### Computer Science

Select one of the following courses:

COMS W1004      Introduction to Computer Science  
and Programming in Java  
COMS W1005      Introduction to Computer Science  
and Programming in MATLAB  
ENGI E1006      INTRO TO COMP FOR ENG/  
APP SCI  
COMS W1007  
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.

<sup>1</sup> MATH UN2015 Linear Algebra and Probability does NOT replace MATH UN2010 LINEAR ALGEBRA as prerequisite requirements of math courses. Students will not receive full credit for both courses UN2010 and UN2015. Students who have taken MATH UN2015 and consider taking higher level Math courses should contact a major advisor to discuss alternative pathways.

Students interested in modeling applications are recommended to take MATH UN2030 ORDINARY DIFFERENTIAL EQUATIONS and MATH UN3028 PARTIAL DIFFERENTIAL EQUATIONS.

Students interested in finance are recommended to take MATH GR5010 INTRO TO THE MATH 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 INTRO MODERN ANALYSIS I and MATH GU4062 INTRO 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 GU4281 Theory of Interest .

## MINOR IN MATHEMATICS

The Minor in Mathematics aims to provide students with a solid foundation of mathematical concepts. The program focuses on essential coursework, including multivariable calculus and linear algebra.

The minor functions as a complement to a number of closely related majors, including physics, economics, and computer science. Designed for accessibility, the minor emphasizes foundational understanding rather than proof-based courses, distinguishing it from the comprehensive Mathematics major.

Students in economics, computer science, statistics, physics, and similar natural science programs such as biology and climate science may be particularly interested in the minor. However, its versatile skillset extends beyond these disciplines. Students in language programs, art, and other humanities can also benefit from the minor's quantitative proficiency, enhancing their studies and future career prospects.

Students start with the minor requirements, e.g. with advanced placement sufficient to start the Multivariable Calculus/Linear Algebra component. Upon completion of the minor, students will have acquired the skills and knowledge to carry out basic and advanced computations, formulate and solve problems, both internal to mathematics and arising from real world applications.

The minor consists of 15-17 points, as follows:

1. Multivariable calculus
2. Linear Algebra
3. Three approved elective courses (at least 9 points), two of which must be 2000+ level courses offered by the Mathematics department. The third course may either be an additional course in Math, or selected from a list of approved cognate courses<sup>1</sup>. Only one Undergraduate Seminar in Mathematics (MATH UN3951 UNDERGRADUATE SEMINARS I or MATH UN3952 UNDERGRADUATE SEMINARS II) may count towards the minor requirements.

Multivariable Calculus & Linear Algebra

Select one of the following five multivariable and linear algebra sequences:

MATH UN1202 & MATH UN2010	CALCULUS IV and LINEAR ALGEBRA
OR	
MATH UN1202 & MATH UN2015	CALCULUS IV and Linear Algebra and Probability
OR	
MATH UN1205 & MATH UN2010	ACCELERATED MULTIVARIABLE CALC and LINEAR ALGEBRA
OR	
MATH UN1205 & MATH UN2015	ACCELERATED MULTIVARIABLE CALC and Linear Algebra and Probability
OR	
MATH UN1207 & MATH UN1208	HONORS MATHEMATICS A and HONORS MATHEMATICS B

Electives

Select three elective courses (at least 9 points), two of which must be 2000+ level courses offered by the Mathematics department. The third course may either be an additional course in Math, or selected from a list of approved cognate courses.<sup>1</sup>

Only one Undergraduate Seminar in Mathematics (MATH UN3951 UNDERGRADUATE SEMINARS I or MATH UN3952 UNDERGRADUATE SEMINARS II) may count towards the minor requirements.

<sup>1</sup> See the list of approved cognate courses under the Major in Mathematics

Prerequisites

Prerequisites for the courses in (1) Multivariable calculus and (2) Linear Algebra are as follows:

- MATH UN1202 CALCULUS IV: requires MATH UN1102 CALCULUS II and MATH UN1201 CALCULUS III
- MATH UN1205 ACCELERATED MULTIVARIABLE CALC: requires MATH UN1101 CALCULUS I and MATH UN1102 CALCULUS II
- MATH UN2010 LINEAR ALGEBRA: MATH UN1201 CALCULUS III (strongly recommended)
- MATH UN2015 Linear Algebra and Probability: MATH UN1101 CALCULUS I (strongly recommended)

MINOR IN MATHEMATICAL PROBABILITY

Probability Theory is a core mathematical subject with deep connections to a wide variety of disciplines. Many fundamental probabilistic concepts and problems stem from such fruitful interactions, from material sciences (e.g. percolation) to social sciences and computer science (e.g. random networks). The Minor in Mathematical Probability is a focused minor aiming at providing students majoring in these disciplines with a solid mathematical foundation organized around the probabilistic concepts pertinent to their main program of study. The transversal nature of probability both in science at large, and in terms of university structure, is underlined by the option of satisfying some core and elective requirements in other departments, such as Statistics and Industrial Engineering and Operation Research.

The minor naturally complements programs of study in natural and social sciences. As a focused minor, it also provides students with precise guidance on choices of coursework with direct relevance to and synergy with their major.

Students start with the minor requirements, e.g. with advanced placement sufficient to start the Multivariable Calculus/Linear Algebra component. Upon completion of the minor, students will have acquired core mathematical skillsets motivated and illustrated by interactions with other disciplines, organized around theoretical and applied probability. The specialized structure and designation of the minor may also benefit career and professional development.

The minor consists of 15-17 points, as follows:

1. Multivariable calculus
2. Linear Algebra
3. Probability Theory
4. Two approved elective courses (at least 6 points), at least one of which is an approved course offered by the Mathematics Department. The second course may either be an additional course in Math, or selected from the list of approved cognate courses.

Multivariable Calculus & Linear Algebra

MATH UN1201 & MATH UN2010	CALCULUS III and LINEAR ALGEBRA
OR	
MATH UN1201 & MATH UN2015	CALCULUS III and Linear Algebra and Probability
OR	
MATH UN1205 & MATH UN2010	ACCELERATED MULTIVARIABLE CALC and LINEAR ALGEBRA
OR	

MATH UN1205 & MATH UN2015  
ACCELERATED MULTIVARIABLE CALC and Linear Algebra and Probability

OR

MATH UN1207 & MATH UN1208  
HONORS MATHEMATICS A and HONORS MATHEMATICS B

#### Probability Theory

MATH GU4155 PROBABILITY THEORY  
or STAT GU4203 PROBABILITY THEORY  
or IEOR E3658 PROBABILITY FOR ENGINEERS

#### Electives

Select two elective courses (at least 6 points), at least one of which is an approved course offered by the Mathematics Department. The second course may either be an additional course in Math, or selected from the list of approved cognate courses below.

#### Approved Mathematics Electives

MATH UN2030 ORDINARY DIFFERENTIAL EQUATIONS

MATH UN2500 ANALYSIS AND OPTIMIZATION

MATH UN3028 PARTIAL DIFFERENTIAL EQUATIONS

MATH UN3050 DISCRETE TIME MODELS IN FINANC

MATH GU4061 INTRO MODERN ANALYSIS I

MATH GU4062 INTRO MODERN ANALYSIS II

MATH GU4156 ADVANCED PROBABILITY THEORY

#### Approved Cognate Electives

COMS W3203 DISCRETE MATHEMATICS

IEOR E3106 STOCHASTIC SYSTEMS AND APPLICATIONS

PHIL GU4561 PROBABILITY & DECISION THEORY

PHYS GU4023 THERMAL & STATISTICAL PHYSICS

STAT GU4204 STATISTICAL INFERENCE

STAT GU4207 ELEMENTARY STOCHASTIC PROCESS

STAT GU4262 Stochastic Processes for Finance

STAT GU4264 STOCHASTIC PROCESSES-APPLICTNS I

### Prerequisites

Prerequisites for the courses in (1) Multivariable calculus and (2) Linear Algebra are as follows:

- MATH UN1201 CALCULUS III: requires MATH UN1101 CALCULUS I
- MATH UN1205 ACCELERATED MULTIVARIABLE CALC: requires MATH UN1101 CALCULUS I and MATH UN1102 CALCULUS II

- MATH UN2010 LINEAR ALGEBRA: MATH UN1201 CALCULUS III (strongly recommended)
- MATH UN2015 Linear Algebra and Probability: MATH UN1101 CALCULUS I (strongly recommended)

Prerequisites for the courses in (3) Probability Theory are as follows:

- MATH GU4155 PROBABILITY THEORY: MATH GU4061 INTRO MODERN ANALYSIS I (approved elective)
- STAT GU4203 PROBABILITY THEORY: At least one semester, and preferably two, of calculus. An introductory course (STAT UN1201 CALC-BASED INTRO TO STATISTICS, preferably) is strongly recommended
- IEOR E3658 PROBABILITY FOR ENGINEERS: Solid knowledge of calculus, including multiple variable integration

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR CONCENTRATION IN MATHEMATICS

The concentration requires the following:

#### Mathematics

Select one of the following three multivariable calculus and linear algebra sequences:

MATH UN1201 & MATH UN1202 & MATH UN2010  
CALCULUS III and CALCULUS IV and LINEAR ALGEBRA <sup>1</sup>

OR

MATH UN1205 & MATH UN2010  
ACCELERATED MULTIVARIABLE CALC and LINEAR ALGEBRA <sup>1</sup>

OR

MATH UN1207 & MATH UN1208  
HONORS MATHEMATICS A 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. A maximum of 3 credits may be taken from courses outside the department. <sup>2</sup>

<sup>1</sup> MATH UN2015 Linear Algebra and Probability does NOT replace MATH UN2010 LINEAR ALGEBRA as prerequisite requirements of math courses. Students will not receive full credit for both courses UN2010 and UN2015. Students who have taken MATH UN2015 and consider taking higher

level Math courses should contact a major advisor to discuss alternative pathways.

<sup>2</sup> For mathematics courses taken in other departments, consult with the Director of Undergraduate Studies.

Any course given by the Mathematics department fulfills the General Studies quantitative reasoning requirement when passed with a satisfactory letter grade.

### **MATH UN1003 COLLEGE ALGEBRA-ANLYTC GEOMTRY. 3.00 points.**

Prerequisites: score of 550 on the mathematics portion of the SAT completed within the last year, or the appropriate grade on the General Studies Mathematics Placement Examination. For students who wish to study calculus but do not know analytic geometry. Algebra review, graphs and functions, polynomial functions, rational functions, conic sections, systems of equations in two variables, exponential and logarithmic functions, trigonometric functions and trigonometric identities, applications of trigonometry, sequences, series, and limits. This course may not be taken for credit after the successful completion of any course in the Calculus sequence

#### **Fall 2024: MATH UN1003**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1003	001/00010	M W 6:10pm - 7:25pm 323 Milbank Hall	Lindsay Piechnik	3.00	51/56

#### **Spring 2025: MATH UN1003**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1003	001/15269	M W 11:40am - 12:55pm 407 Mathematics Building	Jiahe Shen	3.00	10/30
MATH 1003	002/15270	T Th 6:10pm - 7:25pm 407 Mathematics Building	Xiaorun Wu	3.00	22/30

### **MATH UN1101 CALCULUS I. 3.00 points.**

Prerequisites: see Courses for First-Year Students. Functions, limits, derivatives, introduction to integrals.

Prerequisites: (see Courses for First-Year Students). Functions, limits, derivatives, introduction to integrals, or an understanding of pre-calculus will be assumed. (SC)

#### **Fall 2024: MATH UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1101	001/00081	T Th 1:10pm - 2:25pm 263 Macy Hall	Lindsay Piechnik	3.00	97/100
MATH 1101	002/00082	Th 2:40pm - 3:55pm 405 Milbank Hall	Lindsay Piechnik	3.00	98/100
MATH 1101	003/11833	M W 10:10am - 11:25am 203 Mathematics Building	Marco Castronovo	3.00	48/100
MATH 1101	004/11835	M W 11:40am - 12:55pm	Marco Castronovo	3.00	64/100

203 Mathematics Building

MATH 1101	005/11837	M W 2:40pm - 3:55pm 312 Mathematics Building	George Dragomir	3.00	92/106
MATH 1101	006/11838	M W 4:10pm - 5:25pm 703 Hamilton Hall	Alex Scheffelin	3.00	29/30
MATH 1101	007/11840	M W 6:10pm - 7:25pm 207 Mathematics Building	Marco Sangiovanni Vincentelli	3.00	19/100
MATH 1101	008/11841	T Th 10:10am - 11:25am 520 Mathematics Building	Soren Galatius	3.00	42/45
MATH 1101	009/11842	T Th 11:40am - 12:55pm 142 Uris Hall	George Dragomir	3.00	106/108
MATH 1101	010/11844	T Th 4:10pm - 5:25pm 142 Uris Hall	Marco Sangiovanni Vincentelli	3.00	23/100
MATH 1101	011/11845	T Th 6:10pm - 7:25pm 407 Mathematics Building	Matthew Hase-Liu	3.00	31/30
MATH 1101	012/00857	M W 1:10pm - 2:25pm 152 Horace Mann Hall	Wenjian Liu	3.00	37/60

#### **Spring 2025: MATH UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1101	001/00472	M W 1:10pm - 2:25pm 263 Macy Hall	Dusa McDuff	3.00	62/90
MATH 1101	002/15277	M W 4:10pm - 5:25pm 407 Mathematics Building	Qiyao Yu	3.00	23/30
MATH 1101	003/15278	M W 6:10pm - 7:25pm 312 Mathematics Building	Brian Harvie	3.00	102/100
MATH 1101	004/15280	T Th 10:10am - 11:25am 614 Schermerhorn Hall	Roger Van Peski	3.00	24/100
MATH 1101	005/15281	T Th 1:10pm - 2:25pm 207 Mathematics Building	Roger Van Peski	3.00	22/100
MATH 1101	006/15282	T Th 4:10pm - 5:25pm 407 Mathematics Building	Che Shen	3.00	20/30

### **MATH UN1102 CALCULUS II. 3.00 points.**

Prerequisites: MATH UN1101 *MATH V1101* or the equivalent.

Prerequisites: MATH UN1101 or the equivalent. Methods of integration, applications of the integral, Taylors theorem, infinite series. (SC)

#### **Fall 2024: MATH UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MATH 1102	001/11847	M W 1:10pm - 2:25pm 207 Mathematics Building	Andres Ibanez Nunez	3.00	85/100	MATH 1201	002/11853	M W 8:40am - 9:55am 312 Mathematics Building	Deeparaj Bhat	3.00	56/100
MATH 1102	002/11848	M W 2:40pm - 3:55pm 207 Mathematics Building	Andres Ibanez Nunez	3.00	53/100	MATH 1201	003/11854	M W 11:40am - 12:55pm 312 Mathematics Building	Brian Harvie	3.00	97/100
MATH 1102	004/11850	T Th 8:40am - 9:55am 203 Mathematics Building	Lucy Yang	3.00	48/100	MATH 1201	004/11855	M W 2:40pm - 3:55pm 203 Mathematics Building	Brian Harvie	3.00	89/100
MATH 1102	005/11851	T Th 10:10am - 11:25am 203 Mathematics Building	Lucy Yang	3.00	43/100	MATH 1201	005/11856	T Th 11:40am - 12:55pm 203 Mathematics Building	Gyujin Oh	3.00	97/100
MATH 1102	006/11852	T Th 6:10pm - 7:25pm 417 Mathematics Building	Elliott Stein	3.00	60/64	MATH 1201	006/11857	T Th 1:10pm - 2:25pm 207 Mathematics Building	Gyujin Oh	3.00	101/100

**Spring 2025: MATH UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1102	001/00477	T Th 2:40pm - 3:55pm L1002 Milstein Center	Lindsay Piechnik	3.00	88/90
MATH 1102	002/15285	M W 10:10am - 11:25am 312 Mathematics Building	Evan Sorensen	3.00	49/100
MATH 1102	003/00493	M W 11:40am - 12:55pm 323 Milbank Hall	Wenjian Liu	3.00	38/100
MATH 1102	004/15287	M W 4:10pm - 5:25pm 606 Martin Luther King Building	Jingbo Wan	3.00	27/30
MATH 1102	005/15289	T Th 10:10am - 11:25am 417 Mathematics Building	Peter Woit	3.00	20/64
MATH 1102	006/15291	T Th 11:40am - 12:55pm 203 Mathematics Building	Dawei Shen	3.00	23/100
MATH 1102	007/15294	T Th 1:10pm - 2:25pm 312 Mathematics Building	Andres Ibanez Nunez	3.00	8/100

**MATH UN1201 CALCULUS III. 3.00 points.**

Prerequisites: MATH UN1101 *MATH V1101* or the equivalent.

Prerequisites: MATH UN1101 or the equivalent Vectors in dimensions 2 and 3, complex numbers and the complex exponential function with applications to differential equations, Cramers rule, vector-valued functions of one variable, scalar-valued functions of several variables, partial derivatives, gradients, surfaces, optimization, the method of Lagrange multipliers. (SC)

**Fall 2024: MATH UN1201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1201	001/00011	M W 10:10am - 11:25am 504 Diana Center	Wenjian Liu	3.00	63/70

**Spring 2025: MATH UN1201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1201	001/00494	M W 10:10am - 11:25am 405 Milbank Hall	Cristian Iovanov	3.00	30/90
MATH 1201	002/00496	M W 11:40am - 12:55pm 405 Milbank Hall	Cristian Iovanov	3.00	56/90
MATH 1201	003/15298	M W 2:40pm - 3:55pm 312 Mathematics Building	Deeparaj Bhat	3.00	94/100
MATH 1201	004/15300	T Th 1:10pm - 2:25pm 203 Mathematics Building	Deeparaj Bhat	3.00	85/100
MATH 1201	005/15301	T Th 4:10pm - 5:25pm 203 Mathematics Building	Rostislav Akhmechet	3.00	90/100
MATH 1201	006/15302	T Th 6:10pm - 7:25pm 203 Mathematics Building	Rostislav Akhmechet	3.00	89/100

**MATH UN1202 CALCULUS IV. 3.00 points.**

Prerequisites: MATH UN1102 and MATH UN1201 *MATH V1102*, *MATH V1201*, or the equivalent.

Prerequisites: MATH UN1102 and 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 2024: MATH UN1202**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1202	001/00012	M W 10:10am - 11:25am	Daniela De Silva	3.00	38/50

MATH 1202	002/11863	LI001 Milstein Center M W 6:10pm - 7:25pm 203 Mathematics Building	Mikhail Smirnov	3.00	52/100
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**Spring 2025: MATH UN1202**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1202	001/15304	M W 1:10pm - 2:25pm 312 Mathematics Building	Ovidiu Savin	3.00	47/64
MATH 1202	002/15306	T Th 1:10pm - 2:25pm 417 Mathematics Building	Marco Sangiovanni Vincentelli	3.00	38/64

**MATH UN1205 ACCELERATED MULTIVARIABLE CALC. 4.00 points.**

Prerequisites: (MATH UN1101 and MATH UN1102)

Prerequisites: (MATH UN1101 and MATH UN1102). Vectors in dimensions 2 and 3, vector-valued functions of one variable, scalar-valued functions of several variables, partial derivatives, gradients, optimization, Lagrange multipliers, double and triple integrals, line and surface integrals, vector calculus. This course is an accelerated version of MATH UN1201 - MATH UN1202. Students taking this course may not receive credit for MATH UN1201 and MATH UN1202

**Fall 2024: MATH UN1205**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1205	001/11864	M W 1:10pm - 2:25pm 329 Pupin Laboratories	Dawei Shen	4.00	65/90

**Spring 2025: MATH UN1205**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1205	001/15308	T Th 11:40am - 12:55pm 520 Mathematics Building	Marco Castronovo	4.00	31/64

**MATH UN1207 HONORS MATHEMATICS A. 4.00 points.**

Prerequisites: (see Courses for First-Year Students).

Prerequisites: (see "Guidance for First-Year Students" in the Bulletin). 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 2024: MATH UN1207**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1207	001/11865	T Th 1:10pm - 2:25pm 140 Uris Hall	Giulia Sacca	4.00	43/52

**MATH UN1208 HONORS MATHEMATICS B. 4.00 points.**

Prerequisites: (see Courses for First-Year Students).

Prerequisites: (see "Guidance for First-Year Students" in the Bulletin). 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 2025: MATH UN1208**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1208	001/15314	T Th 1:10pm - 2:25pm 330 Uris Hall	Jeanne Boursier	4.00	30/64

**MATH UN2000 INTRO TO HIGHER MATHEMATICS. 3.00 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 2024: MATH UN2000**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2000	001/00013	M W 10:10am - 11:25am 328 Milbank Hall	Dusa McDuff	3.00	28/55

**Spring 2025: MATH UN2000**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2000	001/15319	T Th 1:10pm - 2:25pm 520 Mathematics Building	Giulia Sacca	3.00	34/49

**MATH BC2001 PERSPECTIVES IN MATHEMATICS. 1.00 point.**

Prerequisites: some calculus or the instructor's permission. Intended as an enrichment to the mathematics curriculum of the first years, this course introduces a variety of mathematical topics (such as three dimensional geometry, probability, number theory) that are often not discussed until later, and explains some current applications of mathematics in the sciences, technology and economics

**Spring 2025: MATH BC2001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2001	001/00904	W 2:40pm - 3:30pm 140 Horace Mann Hall	Dusa McDuff	1.00	17/30

**MATH UN2005 INTRODUCTION TO MATHEMATICS PROOFS. 0.00 points.**

This is a seminar course that covers the basics of mathematical proofs and in particular the epsilon-delta argument in single variable calculus. Students who have little experience with mathematical proofs are strongly encouraged to take this course concurrently with Honors Math, Into to Modern Algebra, or Intro to Modern Analysis

**Fall 2024: MATH UN2005**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2005	001/11866	F 1:00pm - 3:00pm 413 Kent Hall	Julien Dubedat	0.00	40/64

**Spring 2025: MATH UN2005**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2005	001/15321	F 1:00pm - 3:00pm 417 Mathematics Building	Julien Dubedat	0.00	38/50

**MATH BC2006 COMBINATORICS. 3.00 points.****Spring 2025: MATH BC2006**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2006	001/00860	T Th 10:10am - 11:25am 408 Zankel	Alisa Knizel	3.00	27/60

**MATH UN2010 LINEAR ALGEBRA. 3.00 points.**

Prerequisites: *MATH VI201*, or the equivalent.

Matrices, vector spaces, linear transformations, eigenvalues and eigenvectors, canonical forms, applications. (SC)

**Fall 2024: MATH UN2010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2010	001/00014	M W 10:10am - 11:25am LI002 Milstein Center	Cristian Iovanov	3.00	81/90
MATH 2010	002/00015	M W 11:40am - 12:55pm 405 Milbank Hall	Cristian Iovanov	3.00	95/110
MATH 2010	003/11867	M W 2:40pm - 3:55pm 142 Uris Hall	Siddhi Krishna	3.00	38/100
MATH 2010	004/11868	T Th 10:10am - 11:25am 312 Mathematics Building	Amadou Bah	3.00	80/100
MATH 2010	005/11869	T Th 1:10pm - 2:25pm 203 Mathematics Building	Amadou Bah	3.00	76/100

**Spring 2025: MATH UN2010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2010	001/00487	M W 8:40am - 9:55am 263 Macy Hall	Wenjian Liu	3.00	82/100
MATH 2010	002/00491	M W 2:40pm - 3:55pm LI002 Milstein Center	Lindsay Piechnik	3.00	79/90
MATH 2010	003/15325	T Th 10:10am - 11:25am 312 Mathematics Building	Qiao He	3.00	62/100
MATH 2010	004/15328	T Th 11:40am - 12:55pm 312 Mathematics Building	Qiao He	3.00	78/100
MATH 2010	005/15331	T Th 4:10pm - 5:25pm	Elliott Stein	3.00	55/64

312 Mathematics Building

**MATH UN2015 Linear Algebra and Probability. 3.00 points.**

Linear algebra with a focus on probability and statistics. The course covers the standard linear algebra topics: systems of linear equations, matrices, determinants, vector spaces, bases, dimension, eigenvalues and eigenvectors, the Spectral Theorem and singular value decompositions. It also teaches applications of linear algebra to probability, statistics and dynamical systems giving a background sufficient for higher level courses in probability and statistics. The topics covered in the probability theory part include conditional probability, discrete and continuous random variables, probability distributions and the limit theorems, as well as Markov chains, curve fitting, regression, and pattern analysis. The course contains applications to life sciences, chemistry, and environmental life sciences. No a priori background in the life sciences is assumed. This course is best suited for students who wish to focus on applications and practical approaches to problem solving. It is recommended to students majoring in engineering, technology, life sciences, social sciences, and economics. Math majors, joint majors, and math concentrators must take MATH UN2010 Linear Algebra or MATH UN1207 Honors Math A, which focus on linear algebra concepts and foundations that are needed for upper-level math courses. MATH UN2015 (Linear Algebra and Probability) does NOT replace MATH UN2010 (Linear Algebra) as prerequisite requirements of math courses. Students may not receive full credit for both courses MATH UN2010 and MATH UN2015. Students who have taken MATH UN2015 and consider taking higher level Math courses should contact a major advisor to discuss alternative pathways

**Fall 2024: MATH UN2015**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2015	001/11870	T Th 11:40am - 12:55pm 207 Mathematics Building	Evan Sorensen	3.00	99/110
MATH 2015	002/11871	T Th 1:10pm - 2:25pm 142 Uris Hall	Evan Sorensen	3.00	85/108

**Spring 2025: MATH UN2015**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2015	001/15339	M W 2:40pm - 3:55pm 207 Mathematics Building	George Dragomir	3.00	103/130

**MATH UN2030 ORDINARY DIFFERENTIAL EQUATIONS. 3.00 points.**

Prerequisites: MATH UN1102 and MATH UN1201 *MATH VI102-MATH VI201* or the equivalent.

Prerequisites: MATH UN1102 and 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 2024: MATH UN2030**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2030	001/11872	M W 1:10pm - 2:25pm 312 Mathematics Building	Panagiota Daskalopoulos	3.00	83/100
MATH 2030	002/11873	T Th 10:10am - 11:25am 142 Uris Hall	Jeanne Boursier	3.00	49/100
MATH 2030	003/11874	T Th 1:10pm - 2:25pm 520 Mathematics Building	Jeanne Boursier	3.00	30/49

**Spring 2025: MATH UN2030**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2030	001/15344	M W 10:10am - 11:25am 207 Mathematics Building	Dawei Shen	3.00	70/100
MATH 2030	002/15345	T Th 11:40am - 12:55pm 207 Mathematics Building	Panagiota Daskalopoulos	3.00	98/100

**MATH UN2500 ANALYSIS AND OPTIMIZATION. 3.00 points.**

Prerequisites: MATH UN1102 and MATH UN1201 *MATH V1102-MATH V1201* or the equivalent and *MATH V2010*.

Prerequisites: MATH UN1102 and 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 2024: MATH UN2500**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2500	001/11875	M W 4:10pm - 5:25pm 417 Mathematics Building	Qiao He	3.00	48/64
MATH 2500	002/11876	T Th 10:10am - 11:25am 517 Hamilton Hall	Roger Van Peski	3.00	50/75

**Spring 2025: MATH UN2500**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2500	001/15346	T Th 10:10am - 11:25am 203 Mathematics Building	Xi Shen	3.00	100/100

**MATH UN3007 COMPLEX VARIABLES. 3.00 points.**

Prerequisites: MATH UN1202 *MATH V1202*. 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)

**Fall 2024: MATH UN3007**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3007	001/11877	T Th 11:40am - 12:55pm 312 Mathematics Building	Ovidiu Savin	3.00	55/100

**MATH UN3020 NUMBER THEORY AND CRYPTOGRAPHY. 3.00 points.**

Prerequisites: one year of calculus.

Prerequisites: one year of calculus. Prerequisite: One year of Calculus. Congruences. Primitive roots. Quadratic residues.

Contemporary applications

**Spring 2025: MATH UN3020**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3020	001/15349	M W 10:10am - 11:25am 203 Mathematics Building	Siddhi Krishna	3.00	52/100

**MATH UN3025 MAKING, BREAKING CODES. 3.00 points.**

Prerequisites: (MATH UN1101 and MATH UN1102 and MATH UN1201) and *MATH V1101*, *MATH V1102*, *MATH V1201* and *MATH V2010*.

Prerequisites: (MATH UN1101 and MATH UN1102 and MATH UN1201) and and MATH UN2010. A concrete introduction to abstract algebra. Topics in abstract algebra used in cryptography and coding theory

**Fall 2024: MATH UN3025**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3025	001/11878	T Th 1:10pm - 2:25pm 312 Mathematics Building	Dorian Goldfeld	3.00	95/100

**MATH UN3028 PARTIAL DIFFERENTIAL EQUATIONS. 3.00 points.**

Prerequisites: MATH UN3027 and MATH UN2010 *MATH V3027* and *MATH V2010* or the equivalent

Prerequisites: (MATH UN2010 and MATH UN2030) 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 2025: MATH UN3028**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3028	001/15351	T Th 2:40pm - 3:55pm 417 Mathematics Building	Simon Brendle	3.00	60/64

**MATH UN3050 DISCRETE TIME MODELS IN FINANC. 3.00 points.**

Prerequisites: (MATH UN1102 and MATH UN1201) or (MATH UN1101 and MATH UN1102 and MATH UN1201) and MATH UN2010 *MATH V1102*, *MATH V1201* (or *MATH V1101*, *MATH V1102*, *MATH V1201*), *MATH V2010*.



Recommended: *MATH V3027* (or *MATH V2030*) and *SIEO W3600*.

Prerequisites: (MATH UN1102 and MATH UN1201) or (MATH UN1101 and MATH UN1102 and MATH UN1201) and 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 2025: MATH UN3050**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3050	001/15353	M W 6:10pm - 7:25pm 417 Mathematics Building	Mikhail Smirnov	3.00	57/64

**MATH UN3386 DIFFERENTIAL GEOMETRY. 3.00 points.**

Prerequisites: MATH UN1202 *MATH V1202* or the equivalent. Local and global differential geometry of submanifolds of Euclidean 3-space. Frenet formulas for curves. Various types of curvatures for curves and surfaces and their relations. The Gauss-Bonnet theorem.

**MATH UN3901 SUPERVISED READINGS I. 1.00-3.00 points.**

Prerequisites: the written permission of the staff member who agrees to act as sponsor (sponsorship limited to full-time instructors on the staff list), as well as the director of undergraduate studies' permission. *The written permission must be deposited with the director of undergraduate studies before registration is completed.*

Prerequisites: The written permission of the faculty member who agrees to act as sponsor (sponsorship limited to full-time instructors on the staff list), as well as the permission of the Director of Undergraduate Studies. The written permission must be deposited with the Director of Undergraduate Studies before registration is completed. Guided reading and study in mathematics. A student who wishes to undertake individual study under this program must present a specific project to a member of the staff and secure his or her willingness to act as sponsor. Written reports and periodic conferences with the instructor. Supervising Readings do NOT count towards major requirements, with the exception of an advanced written approval by the DUS

**Fall 2024: MATH UN3901**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3901	001/00790		Dusa McDuff	1.00-3.00/5	
MATH 3901	002/00791		Daniela De Silva	1.00-3.00/5	
MATH 3901	003/17561		Simon Brendle, Richard Hamilton	1.00-3.00/1	
MATH 3901	004/19472		Elena Giorgi	1.00-3.00/2	

MATH 3901	005/20931	Peter Woit	1.00-3.00/1
MATH 3901	006/21153	Chiu-Chu Liu	1.00-3.00/1
MATH 3901	007/21214	Robert Friedman	1.00-3.00/1
MATH 3901	008/21255	Dorian Goldfeld	1.00-3.00/1

**MATH UN3902 SUPERVISED READINGS II. 1.00-3.00 points.**

Prerequisites: the written permission of the staff member who agrees to act as sponsor (sponsorship limited to full-time instructors on the staff list), as well as the director of undergraduate studies' permission. *The written permission must be deposited with the director of undergraduate studies before registration is completed.*

Prerequisites: The written permission of the faculty member who agrees to act as sponsor (sponsorship limited to full-time instructors on the staff list), as well as the permission of the Director of Undergraduate Studies. The written permission must be deposited with the Director of Undergraduate Studies before registration is completed. Guided reading and study in mathematics. A student who wishes to undertake individual study under this program must present a specific project to a member of the staff and secure his or her willingness to act as sponsor. Written reports and periodic conferences with the instructor. Supervising Readings do NOT count towards major requirements, with the exception of an advanced written approval by the DUS

**Spring 2025: MATH UN3902**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3902	001/18893		Julien Dubedat	1.00-3.00/1	
MATH 3902	002/19180		Francesco Lin	1.00-3.00/1	
MATH 3902	003/20518		Ioannis Karatzas	1.00-3.00/1	
MATH 3902	004/20587		Andrei Okounkov	1.00-3.00/2	
MATH 3902	005/20764		Michael Thaddeus	1.00-3.00/1	

**MATH UN3951 UNDERGRADUATE SEMINARS I. 3.00 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 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

**Fall 2024: MATH UN3951**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MATH 001/00078 Cristian 3.00 49/64  
3951 Iovanov

### **MATH UN3952 UNDERGRADUATE SEMINARS II. 3.00 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 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 2025: MATH UN3952**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3952	001/00804	T Th 11:40am - 12:55pm LI002 Milstein Center	Alisa Knizel	3.00	48/80

### **MATH UN3994 SENIOR THESIS IN MATHEMATICS I. 4.00 points.**

Majors in Mathematics are offered the opportunity to write an honors senior thesis under the guidance of a faculty member. Interested students should contact a faculty member to determine an appropriate topic, and receive written approval from the faculty advisor and the Director of Undergraduate Studies (faculty sponsorship is limited to full-time instructors on the staff list). Research is conducted primarily during the fall term; the final paper is submitted to the Director of Undergraduate Studies during the subsequent spring term. MATH UN3994 SENIOR THESIS IN MATHEMATICS I must be taken in the fall term, during which period the student conducts primary research on the agreed topic. An optional continuation course MATH UN3995 SENIOR THESIS IN MATHEMATICS II is available during the spring. The second term of this sequence may not be taken without the first. Registration for the spring continuation course has no impact on the timeline or outcome of the final paper. Sections of SENIOR THESIS IN MATHEMATICS I and II do NOT count towards the major requirements, with the exception of an advanced written approval by the DUS

#### **Fall 2024: MATH UN3994**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3994	001/17621		Robert Friedman	4.00	1/1
MATH 3994	002/00914		Alisa Knizel	4.00	1/2
MATH 3994	003/21244		Yoonjoo Kim	4.00	1/1
MATH 3994	004/00930		Dusa McDuff	4.00	1/2
MATH 3994	005/21327		Mu-Tao Wang	4.00	1/1

MATH 3994	006/21328	Chiu-Chu Liu	4.00	1/1
MATH 3994	007/21352	Andrew Blumberg	4.00	1/1
MATH 3994	008/21369	Duong Phong	4.00	2/1
MATH 3994	009/21424	Ivan Corwin	4.00	1/1

### **MATH UN3995 SENIOR THESIS IN MATHEMATICS II. 2.00 points.**

Majors in Mathematics are offered the opportunity to write an honors senior thesis under the guidance of a faculty member. Interested students should contact a faculty member to determine an appropriate topic, and receive written approval from the faculty advisor and the Director of Undergraduate Studies (faculty sponsorship is limited to full-time instructors on the staff list). Research is conducted primarily during the fall term; the final paper is submitted to the Director of Undergraduate Studies during the subsequent spring term. MATH UN3994 SENIOR THESIS IN MATHEMATICS I must be taken in the fall term, during which period the student conducts primary research on the agreed topic. An optional continuation course MATH UN3995 SENIOR THESIS IN MATHEMATICS II is available during the spring. The second term of this sequence may not be taken without the first. Registration for the spring continuation course has no impact on the timeline or outcome of the final paper. Sections of SENIOR THESIS IN MATHEMATICS I and II do NOT count towards the major requirements, with the exception of an advanced written approval by the DUS

#### **Spring 2025: MATH UN3995**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3995	001/00919		Alisa Knizel	2.00	1/2
MATH 3995	002/00921		Dusa McDuff	2.00	1/2
MATH 3995	003/20593		Andrew Blumberg	2.00	0/1
MATH 3995	004/20594		Duong Phong	2.00	1/2
MATH 3995	005/20595		Ivan Corwin	2.00	1/1
MATH 3995	007/20715		Mu-Tao Wang	2.00	1/1

### **MATH GU4007 ANALYTIC NUMBER THEORY. 3.00 points.**

Prerequisites: MATH UN3007 *MATH V3007*.

Prerequisites: 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 2025: MATH GU4007**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4007	001/15355	T Th 2:40pm - 3:55pm 307 Mathematics Building	Amadou Bah	3.00	4/20

**MATH GU4032 FOURIER ANALYSIS. 3.00 points.**

Prerequisites: three terms of calculus and linear algebra or four terms of calculus.

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

**Fall 2024: MATH GU4032**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4032	001/11879	T Th 10:10am - 11:25am 603 Hamilton Hall	Simon Brendle	3.00	29/49

**MATH GU4041 INTRO MODERN ALGEBRA I. 3.00 points.**

Prerequisites: MATH UN1102 and MATH UN1202 and MATH UN2010 *MATH V1102-MATH V1202* and *MATH V2010*, or the equivalent.

Prerequisites: MATH UN1102 and MATH UN1202 and MATH UN2010 or the equivalent. The second term of this course may not be taken without the first. Groups, homomorphisms, normal subgroups, the isomorphism theorems, symmetric groups, group actions, the Sylow theorems, finitely generated abelian groups

**Fall 2024: MATH GU4041**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4041	001/11904	M W 1:10pm - 2:25pm 203 Mathematics Building	Robert Friedman	3.00	67/110

**Spring 2025: MATH GU4041**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4041	001/15358	M W 2:40pm - 3:55pm 417 Mathematics Building	Michael Thaddeus	3.00	58/64

**MATH GU4042 INTRO MODERN ALGEBRA II. 3.00 points.**

Prerequisites: MATH UN1102 and MATH UN1202 and MATH UN2010 *MATH V1102-MATH V1202* and *MATH V2010*, or the equivalent.

Prerequisites: MATH UN1102 and MATH UN1202 and MATH UN2010 or the equivalent. The second term of this course may not be taken without the first. Rings, homomorphisms, ideals, integral and Euclidean domains, the division algorithm, principal ideal and unique factorization

domains, fields, algebraic and transcendental extensions, splitting fields, finite fields, Galois theory

**Fall 2024: MATH GU4042**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4042	001/11846	M W 10:10am - 11:25am 417 Mathematics Building	Michael Thaddeus	3.00	17/49

**Spring 2025: MATH GU4042**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4042	001/15360	M W 2:40pm - 3:55pm 520 Mathematics Building	Robert Friedman	3.00	38/49

**MATH GU4043 ALGEBRAIC NUMBER THEORY. 3.00 points.**

Prerequisites: MATH GU4041 and MATH GU4042 *MATH W4041-MATH W4042* or the equivalent.

Prerequisites: MATH GU4041 and 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

**Spring 2025: MATH GU4043**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4043	001/15362	T Th 4:10pm - 5:25pm 307 Mathematics Building	Yujie Xu	3.00	2/20

**MATH GU4044 REPRESENTATIONS OF FINITE GROUPS. 3.00 points.**

Prerequisites: MATH UN2010 and MATH GU4041 *MATH V2010* and *MATH W4041* or the equivalent.

Prerequisites: MATH UN2010 and MATH GU4041 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

**Fall 2024: MATH GU4044**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4044	001/11880	T Th 1:10pm - 2:25pm 407 Mathematics Building	Andrei Okounkov	3.00	15/30

**MATH GU4045 ALGEBRAIC CURVES. 3.00 points.**

Prerequisites: (MATH GU4041 and MATH GU4042) and MATH UN3007 *MATH W4041*, *MATH W4042* and *MATH V3007*.

Prerequisites: (MATH GU4041 and MATH GU4042) and MATH UN3007 Plane curves, affine and projective varieties,

singularities, normalization, Riemann surfaces, divisors, linear systems, Riemann-Roch theorem

#### Spring 2025: MATH GU4045

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4045	001/15365	M W 11:40am - 12:55pm 307 Mathematics Building	Yoonjoo Kim	3.00	6/20

#### MATH GU4051 TOPOLOGY. 3.00 points.

Prerequisites: (MATH UN1202 and MATH UN2010) and *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 and MATH UN2010) and rudiments of group theory (e.g. MATH GU4041). MATH UN1208 or MATH 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 2024: MATH GU4051

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4051	001/11881	T Th 6:10pm - 7:25pm 520 Mathematics Building	Rostislav Akhmechet	3.00	17/49

#### MATH GU4052 INTRODUCTION TO KNOT THEORY. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: MATH GU4051 Topology and / or MATH GU4061 Introduction To Modern Analysis I (or equivalents). Recommended (can be taken concurrently): MATH UN2010 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 Reidemeisters 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

#### Fall 2024: MATH GU4052

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4052	001/11882	M W 11:40am - 12:55pm 307 Mathematics Building	Siddhi Krishna	3.00	10/20

#### MATH GU4053 INTRO TO ALGEBRAIC TOPOLOGY. 3.00 points.

Prerequisites: MATH UN2010 and MATH GU4041 and MATH GU4051 *MATH V2010*, *MATH W4041*, *MATH W4051*.

Prerequisites: MATH UN2010 and 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 2025: MATH GU4053

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4053	001/15367	T Th 11:40am - 12:55pm 307 Mathematics Building	Soren Galatius	3.00	12/20

#### MATH GU4061 INTRO MODERN ANALYSIS I. 3.00 points.

Prerequisites: MATH UN1202 *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, sequences and series, continuity, differentiation, integration, uniform convergence, Ascoli-Arzelà theorem, Stone-Weierstrass theorem

#### Fall 2024: MATH GU4061

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4061	001/11858	T Th 1:10pm - 2:25pm 417 Mathematics Building	Sven Hirsch	3.00	53/64
MATH 4061	002/11859	T Th 2:40pm - 3:55pm 417 Mathematics Building		3.00	61/64

#### Spring 2025: MATH GU4061

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4061	001/15369	M W 1:10pm - 2:25pm 614 Schermerhorn Hall	Julien Dubedat	3.00	49/100

#### MATH GU4062 INTRO MODERN ANALYSIS II. 3.00 points.

Prerequisites: MATH UN1202 *MATH V1202* or the equivalent, and *MATH V2010*. The second term of this course may not be taken without the first.

The second term of this course may not be taken without the first. Power series, analytic functions, Implicit function theorem, Fubini theorem, change of variables formula, Lebesgue measure and integration, function spaces

#### Fall 2024: MATH GU4062

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4062	001/11883	M W 11:40am - 12:55pm 520 Mathematics Building	Milind Hegde	3.00	12/49

#### Spring 2025: MATH GU4062

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4062	001/15370	T Th 4:10pm - 5:25pm 520 Mathematics Building	Francesco Lin	3.00	49/49



**MATH GU4065 HONORS COMPLEX VARIABLES. 3.00 points.**

Prerequisites: (MATH UN1207 and MATH UN1208) or MATH GU4061 *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 2024: MATH GU4065**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4065	001/11884	T Th 11:40am - 12:55pm 520 Mathematics Building	Francesco Lin	3.00	35/45

**MATH GU4081 INTRO-DIFFERENTIABLE MANIFOLDS. 3.00 points.**

Prerequisites: (MATH GU4051 or MATH GU4061) and MATH UN2010 *MATH W4051* or *MATH W4061* and *MATH V2010*.

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. Poincaré-Hopf theorem. Differential forms and Stokes theorem

**Spring 2025: MATH GU4081**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4081	001/15373	M W 10:10am - 11:25am 520 Mathematics Building	Sven Hirsch	3.00	20/49

**MATH GU4155 PROBABILITY THEORY. 3.00 points.**

Prerequisites: MATH GU4061 or MATH UN3007 *MATH W4061* or *MATH V3007*.

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

**Fall 2024: MATH GU4155**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4155	001/11860	T Th 2:40pm - 3:55pm 507 Mathematics Building	Ivan Corwin	3.00	12/26

**MATH GU4156 ADVANCED PROBABILITY THEORY. 3.00 points.**

This course will cover advance topics in probability, including: the theory of martingales in discrete and in continuous time; Brownian motion and its properties, stochastic integration, ordinary and partial stochastic differential equations; Applications to optimal filtering, stopping, control, and finance; Continuous-time Markov chains, systems of interacting particles, relative entropy dissipation, notions of information theory; Electrical networks, random walks on graphs and groups, percolation

**Spring 2025: MATH GU4156**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4156	001/15375	T Th 2:40pm - 3:55pm 332 Uris Hall	Ioannis Karatzas	3.00	25/49

**MATH GU4200 MATHEMATICS AND THE HUMANITIES. 4.00 points.**

This course is being taught by two senior faculty members who are theorists and practitioners in disciplines as different as mathematics and literary criticism. The instructors believe that in today's world, the different ways in which theoretical mathematics and literary criticism mold the imaginations of students and scholars, should be brought together, so that the robust ethical imagination that is needed to combat the disintegration of our world can be produced. Except for the length of novels, the reading is no more than 100 pages a week. Our general approach is to keep alive the disciplinary differences between literary/philosophical (humanities) reading and mathematical writing. Some preliminary questions we have considered are: the survival skills of the logicist school over against the Foundational Crisis of the early 20th century; by way of Wittgenstein and others, we ask, Are mathematical objects real? Or are they linguistic conventions? We will consider the literary/philosophical use of mathematics, often by imaginative analogy; and the role of the digital imagination in the humanities: Can so-called creative work as well as mathematics be written by machines? Guest faculty from other departments will teach with us to help students and instructors understand various topics. We will close with how a novel animates "science" in prose, stepping out of the silo of disciplinary mathematics to the arena where mathematics is considered a code-name for science: Christine Brooke-Rose's novel *Subscript*

**Spring 2025: MATH GU4200**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4200	001/15379	T 4:10pm - 6:00pm 301m Fayerweather	Michael Harris, Justin Clarke-Doane	4.00	18/20

**MATH GU4391 INTRO TO QUANTUM MECHANICS. 3.00 points.**

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 to be accessible to students with no previous formal training in quantum theory. The role of symmetry, groups and representations will be stressed

#### Fall 2024: MATH GU4391

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4391	001/11885	M W 2:40pm - 3:55pm 417 Mathematics Building	Peter Voit	3.00	15/64

#### MATH GU4392 INTRO TO QUANTUM MECHANICS II. 3.00 points.

Continuation of GU4391. 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 to be accessible to students with no previous formal training in quantum theory. The role of symmetry, groups and representations will be stressed.

## MEDIEVAL AND RENAISSANCE STUDIES

Department website: <http://www.medren.columbia.edu>

Office location: 653-A Ext. Schermerhorn Hall

Office contact: 212-853-4200, [medren@columbia.edu](mailto:medren@columbia.edu)  
([videogameugrad@columbia.edu](mailto:videogameugrad@columbia.edu))

**Program Director:** Dr. Susan Boynton, Professor of Music, 621 Dodge Hall, [slb184@columbia.edu](mailto:slb184@columbia.edu)

**Program Administrator:** Lauren Palmer, 653-A Ext. Schermerhorn Hall, [medren@columbia.edu](mailto:medren@columbia.edu)

Medieval and Renaissance studies is an interdisciplinary program in which a student combines a minor in medieval or Renaissance civilization with a major or concentration in one of the following departments:

- Art History and Archaeology
- Classics
- East Asian Languages and Cultures
- English and Comparative Literature
- French and Romance Philology
- Germanic Languages
- History
- Italian
- Latin American and Iberian Cultures
- Middle Eastern, South Asian, and African Studies
- Music
- Philosophy

- Religion
- Slavic Languages

For more information about the special concentration in medieval and Renaissance studies, visit <http://medren.columbia.edu/>.

## EXECUTIVE COMMITTEE OF THE INTERDEPARTMENTAL COMMITTEE ON MEDIEVAL AND RENAISSANCE STUDIES

Christopher Baswell (English and Comparative Literature)  
Susan Boynton (Music; Program Director, Medieval and Renaissance Studies)  
Emily Runde (Rare Book and Manuscript Library)  
Gregory Bryda (Art History and Archaeology)  
Seth Kimmel (Latin American and Iberian Cultures)  
Alan Stewart (English and Comparative Literature)  
Michael Waters (Art History and Archaeology)  
Jeffrey Wayno (Columbia University Libraries)  
Hannah Weaver (English and Comparative Literature)

**Full Faculty List:** <https://medren.columbia.edu/content/faculty>

## UNDERGRADUATE PROGRAMS OF STUDY

### Minor in Medieval and Renaissance Studies

Students can earn a minor in Medieval and Renaissance Studies by taking five (5) courses (15-20 points) offered by any of the following departments:

Art History and Archaeology; Classics; East Asian Languages and Cultures; English and Comparative Literature; French and Romance Philology; Germanic Languages; History; Italian; Latin American and Iberian Cultures; Middle Eastern, South Asian, and African Studies; Music; Philosophy; Religion; Slavic Languages.

Courses are to be chosen in consultation with the Director of Medieval and Renaissance Studies, and **courses choices must be approved** in order to count for the minor.

Approved courses usually have a primary focus on the period between 500 and 1700 CE.

### Language Requirement

Students must demonstrate an ability to work with original language sources (other than in Early Modern English) from the medieval and/or Early Modern periods, either through coursework focusing on the historical language (e.g., LATN UN3033 Medieval Latin; MDES GU4214 Fourth Year Classical Arabic I) or through research (e.g., a senior thesis or seminar paper with substantial use of original language sources).

Any courses used to demonstrate the language requirement may also count toward the course requirement for the minor. Students must gain approval of the Director of Medieval and Renaissance Studies before registering for courses to fulfill this language requirement.

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

### 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.

*Please note that requirements for the Special Concentration were revised November 2017.*

In addition to fulfilling the requirements for a departmental major or concentration, students with this special concentration should plan on taking an additional four (4) courses in other departments of the program, to be chosen in consultation with an appropriate member of the committee.

Students must also demonstrate an ability to work with original language sources (other than in Early Modern English) from the medieval and/or Early Modern periods, either through language coursework focusing on the historical language (e.g., LATN UN3033 MEDIEVAL LANGUAGE # LITERATURE, MDES GU4214 FOURTH YEAR CLASSICAL ARABIC I) or through research (e.g., a senior thesis or seminar paper with substantial use of original language sources). Any courses outside the major used to demonstrate the language requirement may also count toward the course requirement for the special concentration. Students should gain approval of the director of the program in advance for plans to fulfill this language requirement.

## MIDDLE EASTERN, SOUTH ASIAN, AND AFRICAN STUDIES

**Departmental Office:** 401 Knox; 212-854-2556  
<http://mesaas.columbia.edu>

**Director of Undergraduate Studies:** Hamid Dabashi, 416 Knox Hall, 212-854-7524; [av3096@columbia.edu](mailto:av3096@columbia.edu) ([hd14@columbia.edu](mailto:hd14@columbia.edu))

### Language Coordinators:

**African Languages:** Mariame Sy, 310 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, 311 Knox; 212-851-7083; [ck2444@columbia.edu](mailto:ck2444@columbia.edu)

**Hebrew:** Naama Harel, 413 Knox, 212-854-6519; [nh2508@columbia.edu](mailto:nh2508@columbia.edu)

**Hindi/Urdu:** Rakesh Ranjan, 411 Knox; 212-851-4107; [rr2574@columbia.edu](mailto:rr2574@columbia.edu)

**Persian:** Saeed Honarmand, 313 Knox; [sh3468@columbia.edu](mailto:sh3468@columbia.edu)

**Sanskrit:** Jay Ramesh, 311 Knox; 212-854-2893; [jr3203@columbia.edu](mailto:jr3203@columbia.edu)

**Tamil:** Jay Ramesh, 311 Knox; 212-854-2893; [jr3203@columbia.edu](mailto:jr3203@columbia.edu)

**Turkish:** Zuleyha Mary Fikret, 313 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, Ottoman, Turkish, Hebrew, Armenian, Sanskrit, Hindi/Urdu, Tamil, Swahili and Wolof.

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.

## PROFESSORS

Gil Anidjar  
Muhsin J. Ali al-Musawi  
Partha Chatterjee (*emeritus*)  
Hamid Dabashi  
Mamadou Diouf  
Laura Fair

Wael Hallaq  
 Gil Hochberg  
 Sudipta Kaviraj  
 Rashid Khalidi  
 Mahmood Mamdani  
 Joseph Massad  
 Brinkley Messick  
 Dan Miron (*emeritus*)  
 Timothy Mitchell  
 Sheldon Pollock (*emeritus*)  
 Frances Pritchett (*emerita*)  
 Anupama Rao  
 George Saliba (*emeritus*)  
 Jennifer Wenzel

## ASSOCIATE PROFESSORS

Mana Kia  
 Debashree Mukherjee  
 Alison Vacca

## ASSISTANT PROFESSORS

Isabel Huacuja Alonso  
 Jonathan Peterson  
 Sarah bin Tyer  
 Elaine van Dalen  
 Elleni Centime Zeleke

## SENIOR LECTURERS

Aftab Ahmad  
 May Ahmar  
 Taoufik Ben Amor  
 Zuleyha Fikret  
 Reem Faraj  
 Naama Harel  
 Saeed Honarmand  
 Charry Karamanoukian  
 Abdul Nanji  
 Youssef Nouhi  
 Rakesh Ranjan  
 Mariame Sy

## LECTURERS

Ouijdane Absi  
 Nasr Abdo  
 Rym Bettaieb  
 Illan Gonen  
 Christine Marrewa Karwoski  
 Daniel Katz Shenhar

## ADJUNCT FACULTY

Timsal Masud  
 Khatchig Mouradian

## VISITING FACULTY

Humeira Iqtidar

## 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 MDES UN1003 Premodern Islamic Worlds. Students keen on learning more about South Asia would take ASCM UN2357 INTRO TO INDIAN CIVILIZATION, HSME UN3810 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 UN2030 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 UN1399 COLLOQUIUM ON MAJOR TEXTS: MIDDLE EAST/INDIA (for those focusing on the Middle East and South Asia) or AFCV UN1020 AFRICAN CIVILIZATION (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](#) 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 HONORS THESIS SEMINAR PART 1, 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](#).

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](#) 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 UN1399	COLLOQUIUM ON MAJOR TEXTS: MIDDLE EAST/INDIA
MDES UN3000	THEORY AND CULTURE

Select two years of a language regularly taught in the department, or substitutional courses for students who test out of this requirement with the approval of the director of undergraduate studies

Select 15 points of coursework, which may include up to six points from other departments, selected in consultation with the director of undergraduate studies

### The MESAAS Major and its 'tracks'

Students majoring in MESAAS are studying the languages, and central cultural and political aspects of the societies of the Middle East, South Asia, and Africa, in past and present. This can be done either with a focus on one of these three regions, i.e. the 'African Studies', the 'South Asian Studies', or the 'Middle Eastern Studies' track, or a comparative perspective on them, the 'combined track'.

The coursework for each of those 'tracks' is composed of the same five elements: 1. an approved Introductory course; 2. a seminar on texts from the region; 3. 'Theory and Culture'; 4. five approved elective courses; 5. the regional language requirement.

Note that some MESAAS courses are already comparative by design and connect more than one region: for example, *Societies and Cultures Across the Indian Ocean*, or *Postcolonial Thought*, or courses on Persianate culture that include North

India, or Middle East courses that include North Africa. These may satisfy requirements for more than one track, subject to approval by the Director of Undergraduate Studies (DUS).

#### African Studies

1. MDES UN3130 Major Debates in the Study of Africa or another approved introductory lecture course.
2. CC1020 African Civilization
3. MDES UN3000 Theory and Culture
4. Five additional courses on Africa, such as: South African Literature and Culture: Apartheid and After; East Africa and the Swahili Coast; or Pan Africanism (see the Courses page for more options). You may include up to two courses from other departments, in fields such as African history, politics, and philosophy, the anthropology of Africa, and African art, subject to the approval of the Director of Undergraduate Studies. For a listing of courses in other departments, see [here](#).
5. Language: A minimum of two years of course work in Swahili, Wolof, Arabic, Pulaar, or another African language. See the MESAAS language programs [here](#). Those already fluent in an African language may substitute other courses—see [FAQ](#). Not required for the concentration.

#### Middle Eastern Studies

1. MDES UN1003 Premodern Islamic Worlds or another approved introductory lecture course.
2. Asian Humanities UN1399 Major Texts: Middle East/India
3. MDES UN3000 Theory and Culture
4. Five additional courses on the Middle East, such as: Arabic Self-Narratives; Central Questions in Islamic Law, Palestinian-Israeli Politics and Society, or Epics and Empires (see the Courses page for more options). You may include up to two courses from other departments, in fields such as Middle Eastern history, politics, and anthropology, or Islamic art, subject to the approval of the Director of Undergraduate Studies. Find a list of Middle East courses in other departments [here](#).
5. Language: A minimum of two years of coursework in Arabic, Hebrew, Persian, Turkish, or Armenian. See the MESAAS language programs [here](#). Those already fluent in a Middle Eastern language may substitute other courses—see [FAQ](#). Not required for the concentration.

#### South Asian Studies

1. MDES UN2357 Indian Civilization or another approved introductory lecture course.
2. Asian Humanities UN3399 Major Texts: Middle East/India
3. MDES UN3000 Theory and Culture
4. Five additional courses on South Asia, such as: Mughal India; Gandhi and his Interlocutors; or Cinemas of India (see the Courses page for more options). You may include up to six points of course work from other departments, in fields such as South Asian history, politics, and anthropology, or Indian art, subject to the approval of the Director of Undergraduate Studies. Find a list of South Asia courses in other departments [here](#).

5. Language: A minimum of two years of course work in Hindi/Urdu, Sanskrit, Persian, or other South Asian languages. See the MESAAS language programs [here](#). Those already fluent in a South Asian language may substitute other courses—see [FAQ](#). Not required for the concentration.

#### Combined

There is also a combined option. For this, you may satisfy the five requirements by choosing courses from any of the three tracks.

1. An approved introductory lecture course.
2. Asian Humanities UN1399 Major Texts: Middle East/India – OR: CC1020 African Civilization
3. MDES UN3000 Theory and Culture
4. Five additional courses, fitting one's course of study, to be approved by DUS
5. Language: A minimum of two years of course work in any of the regional MESAAS languages, to be approved by the DUS.

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## 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.

## LECTURES AND SEMINARS

### **MDES UN1001 CRITICAL THEORY: A GLOBAL PERSPECTIVE. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

The purpose of this foundational course is to introduce Columbia undergraduate students, in the context of their Global Core curriculum, to the seminal field of critical theory. The historical domain of this course is within the last century and its geographical spectrum is global. European critical thinkers are included in this course but not privileged. Thinkers from Asia, Africa, Europe, North, South, and Latin America, are examined here in chronological order and in equal democratic footing with each other. This course as a result is decidedly cross-cultural, one step forward towards de-alienating critical thinkers from around the globe and the issues they address without pigeonholing them as something “other” or “different.” The course is designed and offered in the true spirit of the “Global Core.” The purpose of the course is to reach for the common denominator of serious critical thinking about the fate of our humanity and the health of our social relations in an increasingly fragile world—where the false binaries

of “the West” and “the Rest” no longer hold. The roster of critical thinkers we will examine is by no means exhaustive but representative. Any number of other critical thinkers can be added to this roster but none of those we will examine can be excluded from them. The course is divided into thirteen successive weeks and for each week a number of seminal, original, and groundbreaking texts are identified. Each week we will examine selected passages from these texts. The course is designed as a lecture course, and my lectures are based on the totality of these texts but students will be assigned specific shorter passages to read

**MDES UN1030 “Game of Thrones”: On Epics and Empires. 4.00 points.**

This undergraduate course offered in the context of the Global Core component of the Core Curriculum is an examination of the globally popular HBO series “Game of Thrones” as a prototype for a comparative understanding of the larger question of epics and empires. In this course we expand the domains of our interests and inquiries far wider and divide our syllabus into four parts: (1) Westeros: The Mythic Empire; (2) Persia: The First Empire, (3) America: The Last Empire; and (4) On Epics and Empires. Our objective will be to examine the main themes and overall arch of “Game of Thrones” into wider mythic, heroic, and transhistorical dimensions of our contemporary history

**Fall 2024: MDES UN1030**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1030	001/10990	T Th 10:10am - 11:25am Cin Alfred Lerner Hall	Hamid Dabashi	4.00	172/180

**AHUM UN1399 COLLOQUIUM ON MAJOR TEXTS: MIDDLE EAST/INDIA. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This seminar is an exploration of some “great books” from the Middle East and South Asia. We will read books, plays, stories, and poems in English translation that were originally written in Arabic, Persian, Bangla, Sanskrit. From the Thousand and One Nights to an Arabic epic about a warrior princess to the Bhagavad Gita, we will examine themes of storytelling, gender, politics, and the nature of divinity. With the exception of one Sudanese novel, we will be focusing on texts from the premodern period, and our focus will be on how to interpret texts, develop arguments about those texts, and learning about cultures of reading and writing in the past

**Fall 2024: AHUM UN1399**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 1399	001/00628	T 9:00am - 10:50am 406 Barnard Hall	Nathanael Shelley	4.00	15/20
AHUM 1399	002/18846	W 2:10pm - 4:00pm 207 Knox Hall	Sourav Chatterjee	4.00	18/25

**Spring 2025: AHUM UN1399**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 1399	001/00249	T 9:00am - 10:50am 404 Milstein Center	Nathanael Shelley	4.00	18/20
AHUM 1399	002/00246	Th 4:10pm - 6:00pm 207 Milbank Hall	Rohini Shukla	4.00	25/30
AHUM 1399	003/11369	T 4:10pm - 6:00pm 103 Knox Hall	Wael Hallaq	4.00	23/22
AHUM 1399	004/15293	M 10:10am - 12:00pm 301 Hamilton Hall	Sarah bin Tyeer	4.00	19/22

**ASCM UN2003 INTRO TO ISLAMIC CIVILIZATION. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Lecture and recitation. Islamic civilization and its characteristic intellectual, political, social, and cultural traditions up through 1800. Note: Students must register for a discussion section, ASCM UN2113

**MDES UN2004 Conflicts: Race, Region, Religion. 4.00 points.**

Prior to “conflict resolution,” there is conflict. But what is conflict and how do we understand it? This introductory lecture course proposes to explore established objects in their presumed ties to the fact and concept of “conflict.” We will inquire into the nature of conflict as well as into the kinds of conflicts that operate, or seem to operate, perhaps even to structure, the understanding of race, of region, and of religion. We will attend to the solidity and fragility of geographic divisions (regional and trans regional conflicts), their history (modern / premodern, colonial / pre- and post-colonial), the emergence of race (racial and ethnic conflicts), the pertinence of religions (religious strife and violence), their relation to political associations (religion and politics, religion and nationalism) and to other social and/or economic divisions (class, gender). We will interrogate the analytic and descriptive value of keywords like war, enmity, dispute, division, partition. We will also reflect on disciplinary tensions and divisions toward an understanding and perpetuation of conflict. Finally, we will think about the possibility and impossibility of “speaking with the enemy.”

**ASCM UN2008 CONTEMP ISLAMIC CIVILIZATION. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Lecture and recitation. No previous study of Islam is required. The early modern, colonial, and post-colonial Islamic world studied through historical case studies, translated texts, and recent anthropological research. Topics include Sufism and society, political ideologies, colonialism, religious transformations, poetry, literature, gender, and sexuality

**MDES UN2012 Finding Happiness: Readings in Arab-Islamic Texts. 4.00 points.**

The quest for happiness predates writing itself. In this course, we read together some of the monumental and foundational texts that questioned, interrogated, but also defined and



redefined happiness from the premodern Arab-Islamic tradition. Is happiness an absence of something or the presence of something? Is it found or actively pursued? Is one happy being alone or in a society? Are friends necessary to our happiness? Is the perfection of the self, morals, and character happiness? Emphasis lies on the exploration of the themes of the assigned works through close reading and discussion. The course will pay additional attention to the contextualization of the texts. Emphasis lies on the active study of the assigned works through close reading, discussion, and creative assignments

**MDES UN2042 South Asia at the Crossroads of Empires. 3.00 points.**

In this course we will study the late colonial and early post-colonial periods of South Asian history together. Some of the events we will cover include: the climax of anti-colonial movements in South Asia, WWII as it developed in South and Southeast Asia, the partition of British India, the two Indo-Pakistan wars, and the 1971 Bangladesh War. While we will read selected secondary literature, we will focus on a range of primary sources, including original radio broadcasts and oral history interviews. We will also study artistic interpretations of historical developments, including short stories and films. In this course, we will strive to remain attentive to the important changes engendered by colonialism, while simultaneously recognizing the agency of South Asians in formulating their own modernities during this critical period. We will also seek to develop a narrative of modern South Asian history, which is attentive to parallel and/or connected events in other regions

Fall 2024: MDES UN2042

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 2042	001/12322	T Th 10:10am - 11:25am 330 Uris Hall	Isabel Huacuja Alonso	3.00	45/60

**MDES UN1003 Premodern Islamic Worlds. 4.00 points.**

This course introduces the Islamic world from the lifetime of the Prophet Muhammad (d. 632) to 1500 CE. The Islamic world stretches across a remarkable geographical expanse from modern Spain and Senegal in the west to the north of modern India in the east. Telling one cohesive story out of many histories is therefore challenging, even if we had a full lifetime to devote to it. We cannot include everything and, as with every complicated story worth knowing, what we choose to exclude is important. This semester, we bypass some of the traditional narratives of political and military history, which privilege the rise and fall of dynasties, the rule of great men, and the clashes of armies. We will still organize along political lines, but the focus of our conversations will be the incredible diversity of the various communities in the Islamic world. We approach these histories through primary sources— poems, coins, buildings, etc.—that we will read together in every class meeting. Our goal will be to situate each source in the political, cultural, and religious contexts of its production. This approach will allow us to appreciate premodern Islamic worlds through the centuries. Through the assignments and conversations in class and section, students will Explore the diversity of premodern

Islam; Analyze primary sources produced in the Islamic world before 1500, both individually and as a class; Engage with modern scholarship about Islam in India and Central Asia; the Middle East; North, West, and East Africa; and Southern Europe; Construct a source-based argument about the Islamic world before 1500

Fall 2024: MDES UN1003

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1003	001/10989	M W 10:10am - 11:25am 330 Uris Hall	Sarah bin Tyeer	4.00	24/35

**MDES UN2641 CINEMAS OF INDIA. 3.00 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

**MDES UN2650 GANDHI # HIS INTERLOCUTORS. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Gandhi is in two senses an extraordinary figure: he was the most important leader of anti-imperialist movements in the twentieth century; yet, his ideas about modernity, the state, the industrial economy, technology, humanity's place in nature, the presence of God - were all highly idiosyncratic, sometimes at odds with the main trends of modern civilization. How did a man with such views come to have such an immense effect on history? In some ways, Gandhi is an excellent entry into the complex history of modern India - its contradictions, achievements, failures, possibilities. This course will be primarily a course on social theory, focusing on texts and discursive exchanges between various perceptions of modernity in India. It will have two parts: the first part will be based on reading Gandhi's own writings; the second, on the writings of his main interlocutors. It is hoped that through these exchanges students will get a vivid picture of the intellectual ferment in modern India, and the main lines of social and political thought that define its intellectual culture. The study in this course can be followed up by taking related courses in Indian political thought, or Indian politics or modern history. This course may not be taken as Pass/D/Fail

Spring 2025: MDES UN2650

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 2650	001/11696	T Th 1:10pm - 2:25pm 326 Uris Hall	Sourav Chatterjee	4.00	61/60



**HSME UN2915 AFRICA BEFORE COLONIALISM. 3.00 points.**

This course is an interdisciplinary exploration of the precolonial history of the African continent. It investigates in-depth the political, social, cultural and economic developments of different Africa communities, covering various regions and periods, from prehistory to the formation of the Indian Ocean and Atlantic worlds. Its focus is the intersection of politics, economics, culture and society. Using world history and Africa's location in the production of history as key analytical frames, it pays special attention to social, political and cultural changes that shaped the various individual and collective experiences of African peoples and states and the historical discourses associated to them

Fall 2024: HSME UN2915

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSME 2915	001/10991	M W 11:40am - 12:55pm 606 Martin Luther King Building	Mamadou Diouf	3.00	22/30

**MDES UN3000 THEORY AND CULTURE. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

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

**MDES UN3042 PALESTINIAN-ISRAELI POLIT/SOC. 4.00 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 2025: MDES UN3042

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3042	001/11302	T Th 2:40pm - 3:55pm 330 Uris Hall	Joseph Massad	4.00	30/60

**MDES UN3048 Pandemics: A Global History. 3.00 points.**

With an interdisciplinary perspective, this course seeks to expand the understanding of past pandemic crises and recent, lived pandemics such as COVID-19. COVID-19 has brought up urgent questions about how we can understand and historicize pandemics and trace the changing relationship between disease and its vectors, humans and their environments. This course seeks to expand the understanding of past and recent pandemics through a historical lens that traces the deep seated racial and class disparities, social and cultural stigma, and political

responses and control that they were expressed and deployed during these historical crises. It seeks to understand and analyze pandemics as representing complex, disruptive and devastating crises that effect profound transformations in ideas, social and economic relations and challenge interdependent networks and cultures. Pandemics are balanced in a global-local flux between dramaturgic, proliferating, contagious outbreaks; and endemic, chronic infections that have prolonged periods of latency before again reemerging through new transmissions. They also serve as a crucial lens to analyze a range of historical connections, ensions and movements ranging from colonialism and the politics of borders, global capitalism and labor, migration and mobility, decolonization and development, and neoliberalism and global health politics

**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.

**CLME UN3221 ARABIC LITERATURE AS WORLD LITERATURE. 4.00 points.**

This seminar focuses on Arabic literature in the world, as World Literature. The focus will be on pre-modern and modern Arabic literary works that traveled and circulated and were adapted to and acquired individual meanings in different cultures. We will look at literary works that achieved 'worldliness' through either writing back to the center or through international literary prizes. We will consider how literary works travel and circulate through their fusion with regional concepts, or even take on new meanings at different times and places. Admittedly, also, we will look into the

strengths, weaknesses, and criticism surrounding World Literature

**MDES UN3260 RETHINKING MIDDLE EAST POLITICS. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

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 2025: MDES UN3260

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3260	001/11293	M W 10:10am - 11:25am Cin Alfred Lerner Hall	Timothy Mitchell	4.00	111/120

**MDES UN3331 URBAN SPACE # CONFLICT IN MIDDLE EAST. 3.00 points.**

This course explores how civil war, revolution, militarization, mass violence, refugee crises, and terrorism impact urban spaces, and how city dwellers engage in urban resilience, negotiate and attempt to reclaim their right to the city. Through case studies of Beirut (1975-present), Baghdad (2003-present), Cairo (2011-present), Diyarbakir (1914-present), Aleppo (1914-present), and Jerusalem (1914-present), this course traces how urban life adjusted to destruction (and post-conflict reconstruction), violence, and anarchy; how neighborhoods were reshaped; and how local ethnic, religious, and political dynamics played out in these cities and metropolises. Relying on multi-disciplinary and post-disciplinary scholarship, and employing a wealth of audiovisual material, literary works, and interviews conducted by the instructor, the course scrutinizes how conflicts have impacted urban life in the Middle East, and

how civilians react to, confront, and resist militarization in urban spaces

Spring 2025: MDES UN3331

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3331	001/11474	M 4:10pm - 6:00pm 332 Uris Hall	Khatchig Mouradian	3.00	46/52

**MDES UN3421 Islamic Central Asia. 3 points.**

Explores the cultural landscapes of Islamic Central Asia up to the 18th c. Russian conquests, introducing the wide and changing array of meanings that both Islam and Central Asia could take on in this context. Against the association of Central Asia with a periphery, this course restores the centrality of Central Asia to the spheres of exchange that held together a broader Islamic imaginary, including Persian literatures, Sufism, political thought, and the visual arts. Focuses on the empires of the Ghaznavids (977-1186), Mongols (1206-1370), Timurids (1370-1507), and early Mughals. Readings are English translations of primary sources, and modern scholarship to contextualize and theorize these sources. Central questions include: how these texts reflect and shape community, how they mark and make sense of difference, the ways in which they understand and relate to their past(s), and the values that they hold to be most central. No prerequisites.

**MDES UN3445 SOCIETIES/CULTRS: INDIAN OCEAN. 3.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course introduces 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 from the 10th to 20th centuries. 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 political, economic, and social cooperation, accommodation or conflict did different Indian Ocean encounters engender? We read some of the newest humanities and social science scholarship, as well as primary sources ranging from manuscript illustrations, sailor's stories, merchant letters, travelogues, pilgrimage accounts, colonial documents, memoirs, and diplomatic accounts

**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.

**MDES UN3915 A HISTORY OF AFRICAN CITIES. 3.00 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.

**Spring 2025: MDES UN3915**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3915	001/17796	M W 11:40am - 12:55pm 414 Pupin Laboratories	Mamadou Diouf	3.00	3/30

**MDES UN3920 CONTEMP CULTURE IN ARAB WORLD. 3.00 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 2024: MDES UN3920**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3920	001/11050	W 4:10pm - 6:00pm 208 Knox Hall	Joseph Massad	3.00	10/25

**MDES UN3923 CNTRL QUESTIONS IN ISLAMIC LAW. 3.00 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 2024: MDES UN3923**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3923	001/11055	T 4:10pm - 6:00pm 609 Martin Luther King Building	Wael Hallaq	3.00	12/20

**CLME UN3928 ARABIC PRISON WRITING. 3.00 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 2024: CLME UN3928**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLME 3928	001/11052	T 2:10pm - 4:00pm 208 Knox Hall	Muhsin Al-Musawi	3.00	29/25

**MDES UN3960 HONORS THESIS SEMINAR PART 1. 1.00 point.**

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 2024: MDES UN3960**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3960	001/14772	M 12:10pm - 2:00pm 403 Knox Hall	Hamid Dabashi	1.00	9/15

**MDES UN3961 Honors Thesis Seminar Part 2. 3.00 points.**

The MESAAS honors seminar offers the opportunity to undertake a sustained research project working closely with an individual faculty adviser. It also enables you, as part of a small group of MESAAS students working with the seminar instructor, to develop the skills of academic research and writing and learn how to collaborate with peers and create an engaged intellectual community. This 3-point seminar continues the work begun in the Fall semester of the senior year in MDES 3960 Honors Thesis Seminar Part 1



**Spring 2025: MDES UN3961**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3961	001/11252	M 12:10pm - 2:00pm 403 Knox Hall	Hamid Dabashi	3.00	8/20

**MDES GU4049 Climate and Empire. 4.00 points.**

Climate change destabilizes the ontic certainty of this world, time, and history. This course in MESAAS will introduce students to the literature on climate change and its relationship to ontology, religion, violence, politics, and gender. We will explore the resilience and limitations of various theoretical approaches as they relate to empirical cases. Students will become familiarized with important arguments that have been advanced to explain climate change in its more recent incarnations in the Middle East and Asia. How have different trajectories of understanding climate change led to different kinds of political cultures and governing institutions? Have some qualities of the “environment” or “climate” remained the same throughout history and across the globe? What is the role of colonialism in modern understandings of climate change? The core of this course will seek to develop a mode of conceptualizing the present by rendering relevant geological time in addition to historical time, earth’s history in addition to world’s history. The course begins with the question of how the “climate” has been historically and ethnographically conceptualized in various intellectual trajectories of human sciences. We consider how religion is connected to environmental change, how the “human” and “non human” are conceptualized in various ontologies, and how religious norms and ethics enact environmental practices. We interrogate the everyday sociality of climate adaption and how climate conflict informs social, political, and environmental citizenship. The course concludes by contemplating the creative ways of being in this new world. We study the innovative forms of cosmopolitan neo-humanism (post- humanism) that emerge from the specter of environmental change

**Fall 2024: MDES GU4049**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4049	001/11721	F 12:10pm - 2:00pm 610 Martin Luther King Building	Sonia Ahsan	4.00	15/20

**MDES GU4122 THE NOVEL IN AFRICA. 4.00 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

**Spring 2025: MDES GU4122**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4122	001/17785	M 2:10pm - 4:00pm 606 Martin Luther King Building	Jennifer Wenzel	4.00	6/20

**MDES GU4151 DEBATES ON CAPITALISM. 4.00 points.**

Within the literature on the history of capitalism there is a lively debate that seeks to explain the world-historical transition from feudal and tributary modes of production to the capitalist mode of production. Substantial issues raised in this debate include the question of whether capitalism can be characterized as a mode of production dominated by the exploitation of free labour; the role of international trade in the origin and development of capitalism; and the role of agriculture in promoting a transition to capitalism. Through the publication of two key texts in the late 1970s Robert Brenner's proposition that capitalism had its origins in English agriculture came to dominate the transition debate. More recently, however, there have been a number of publications that seek to challenge the Anglo-centric and Eurocentric tendencies of the entire transition debate. This course begins with the Brenner debates and then takes up revisions, critiques and challenges to that debate. Ultimately, the aim of the course is to more clearly understand the place of non-European politics and peoples in the history and development of capitalism

**HSME GU4154 PAN AFRICANISM. 4.00 points.**

“Pan Africanist” ideologies were very diverse from Garveyism, Negritude to the various African America, Caribbean and African discourses of “neo-pharaohism” and “Ethiopianism.” This seminar explores how Black leaders, intellectuals, and artists chose to imagine Black (Africans and people of African descent) as a global community from the late 19th century to the present. It examines their attempts to chart a course of race, modernity, and emancipation in unstable and changing geographies of empire, nation, and state. Particular attention will be given to manifestations identified as their common history and destiny and how such a distinctive historical experience has created a unique body of reflections on and cultural productions about modernity, religion, class, gender, and sexuality, in a context of domination and oppression

**Spring 2025: HSME GU4154**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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HSME 001/11408 Th 12:10pm - Mamadou 4.00 18/30  
4154 2:00pm Diouf  
608 Martin Luther  
King Building

**MDES GU4160 Major Debates in the Study of Africa. 4 points.**

This course will focus on key debates that have shaped the study of Africa in the post-colonial African academy.

We will cover six key debates: Historiography; Slavery: Premodern and Modern; State Formation; Colonialism and Difference; Nationalism; Political Identity and Political Violence

The approach will be multi-disciplinary. To the extent possible, readings will be illustrative of different sides in the debate.

**CLME GU4221 Literary Encounters and Reading across the Wor(l)ds. 4.00 points.**

The focus of this seminar will be exploring the conception of encounters, and contact zones, throughout a selection of Arabic literary works. The course will explore the history of translation in Arabic literary history, the introduction of prose and its development; the Arabic readerly culture; the colonial encounter and its effect on language and form of literature. We will not read encounter as one-way traffic only, but we will also read it as a two-way process. We will read non-Arabic works that were influenced by the texts we are reading and their literary reception in other literary traditions. We will also consider the institution of literary prizes as a form of encounter and analyze the power of celebrity culture on the readership of the contemporary Arabic novel

**CLME GU4231 COLD WAR ARAB CULTURE. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

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

**CLME GU4241 SUFISM: PRIMARY TEXTS/ CONTEXTS. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course studies Sufism as it has emerged, developed, and assumed its presence in Sufi autobiographies and religious and literary writings. The Sufi Path is traced in these writings that include poems like ibn al-Farid's Poem of the Way. Sufi States and Stations are analyzed to understand this Path that reaches its culmination in an ecstatic sense of Oneness. Sufism is also a social and political phenomenon that unsettles formal theologies and involves Sufis in controversies that often end with their imprisonment and death

**MDES GU4259 War Narrative: The Arab World. 4 points.**  
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course works along a number of axial structures that aim to let texts voice their informing theoretical, political, and poetic strategies. It draws on war narratives in other parts of the world, especially Vietnam, insofar as these find their way into Arabic writing. A poetics of prose gives these narratives the power of literary production that makes them more readable, appealing, and provocative than ordinary journalistic reporting.

Through close readings of a number of Arabic war novels and some long narrative poems, this course proposes to address war in its varieties not only as liberation movements in Algeria and Palestine, but also as an engagement with invasions, as in Iraqi narratives of war, or as conflict as was the case between Iran and Iraq, 1980-1988, as proxy wars in other parts of the region, or 'civil' wars generated and perpetuated by big powers. Although writers are no longer the leaders of thought as in the first half of the 20th century, they resume different roles of exposition, documentation, reinstatement of identities, and geographical and topographical orientation. Narrators and protagonists are not spectators but implicated individuals whose voices give vent to dreams, desires, intimations, and expectations. They are not utterly passive, however. Behind bewilderment and turbulence, there is a will to expose atrocity and brutality. Writing is an effort to regain humanity in an inhuman situation.

The course is planned under thematic and theoretical divisions: **one** that takes writing as a deliberate exposure of the censored and repressed; **another** as a counter shock and awe strategy [implemented under this name in the wars on Iraq] whereby brutalities are laid bare; and a **third** that claims reporting in order to explore its limits and complicity. On the geographical level, it takes Algeria, Palestine as locations for liberation movements; Iraq as a site of death; Egypt as the space for statist duplicity and camouflage; and Lebanon as an initial stage for a deliberate exercise in a seemingly civil war.

**A number of films will be shown as part of students' presentations.**

Spring 2025: MDES GU4259

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4259	001/11375	T 2:10pm - 4:00pm 208 Knox Hall	Muhsin Al-Musawi	4	26/25

**CLME GU4262 THEMES IN THE ARABIC NOVEL. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

The focus of this seminar will be novels by Arab writers. The course will explore the history of the Arabic novel: its rise, development, and evolution. We will read and analyze novels

belonging to various periods in Arab history and representing diverse points of views, including gender, identities, and different sub-cultures and sub-genres. We will look into the connections therein between the novel and the historical backdrops of colonialism, decolonization, globalization, war, rights and personal independence from several perspectives and writers across the Arab world. We will also consider the modern Arabic novel's engagement with the global, glocal, and local as well as its nod to the Arabic literary tradition; its engagement with technology, scientific progress, absurdity, loss, trauma, the human condition, as well as dystopic themes. No knowledge of Arabic is required

**MDES GU4265 Sufism, Sharia, and Politics. 4.00 points.**

This seminar is geared toward advanced undergraduate students. Arguably, Sufism and Sharia constituted the two central domains of premodern Islamic cultures. A central domain is recognized as one that defines other domains. If a domain becomes central, "then the problems of other domains are solved in terms of the central domain—they are considered secondary problems, whose solution follows as a matter of course only if the problems of the central domain are solved" (C. Schmitt). Within this understanding, the seminar aims to introduce the fundamental concepts and (briefly) histories of both Sufism and Sharia, with a focus on how the former overlapped with and was often integral to the latter; how Sufism produced traditions and institutions; and the role it played in the political landscapes of Islam. By necessity, then, the seminar moves from a coverage of Sufi thought and praxis, to community and institution building, to political activism (or inactivism, which is seen here as a move toward the political or ethical). The coverage, deliberately tilted toward Sufism, aims to be historical and considerably chronological, moving from the earliest Islamic period to late modernity, including the migration of Sufi entities to the West. In keeping with the claim of Sufism as a central domain, we will examine how this phenomenon, together with the Sharia, rendered the other domains subsidiary to their imperatives. The subordinate idea here is also to try to map out the strongly symbiotic relationship of the two domains, and isolate for analysis contestations and antagonisms. Although the sources – especially the Orientalist – are underdeveloped theoretically, class discussions will call upon the help of various relevant theories in philosophy, intellectual history, politics, and anthropology

**MDES GU4266 Decolonizing the Arabian Nights. 4.00 points.**

In a unique revival of interest, the Arabian Nights has made its way to the academy as the handiest and most approachable cultural commodity. Courses are given on its history, translation, media reproduction, Walt Disney's appropriation, and, occasionally, narratology. By the end of the 19th century, it was available in translation or abridgement in every written language. This course resituates its advent and vogue in specific cultural contexts that closely relate to the rise of the bourgeoisie and the colonial enterprise. It also explores popular and intellectual or critical responses in terms of the rise of literary theory and modes of literary production. Its massive presence

gives way in time to pantomime, parody, and pastiche, before engaging again the attention of prominent writers and theorists of 'prose poetics' and the fantastic. Its referential popular presence undergoes fluctuations to fit media stereotypes and hegemonic regimes of thought. This course attempts to dislodge originals from adaptations, highlight the nature of entry in terms of a commoditizing enterprise that reproduces the Arabian Nights as a 'western text', a point that in turn incites a counter search for manuscripts, and 'authentication' processes. Originals and translations will be compared and cinematic or theater productions will be studied, along with paintings, covers, and tourist guides that present the Nights as a commodity in a post-industrial society

**MDES GU4349 Concentration Camps from Cuba to East Asia. 3 points.**

Forcibly moving civilians to designated areas as a wartime measure has constituted a widely practiced military strategy for centuries. In the late 19th and early 20th centuries, colonial powers increasingly provided more structure and organization to these policies of relocation and internment in the Americas, Africa, and East Asia. This course provides a social history of civilian internment and mass murder from late-19th century colonial cases to World War II.

Through case studies of the Spanish-Cuban war, the South African War, the Philippines-American War, the genocide of the Herero and Nama in Southwest Africa, the Armenian Genocide, and the Holocaust, the course traces the evolution of the concentration camp from a counter-insurgency strategy in wartime to a weapon of mass murder. The course also examines the internment of Japanese Americans, and the Japanese "comfort stations" in comparative perspective.

**MDES GU4357 WAR, GENOCIDE, & AFTERMATH: A COMP PERSPECTIV. 4.00 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

Fall 2024: MDES GU4357

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4357	001/15447	M 4:10pm - 6:00pm 608 Martin Luther King Building	Khatchig Mouradian	4.00	28/35

**MDES GU4399 Literature of the Great War in the Middle East. 3.00 points.**

Some of the best-known literary texts of the previous century harken back to the Great War. And while works of fiction and non-fiction such as Remarque's *All Quiet on the Western Front*, Hemingway's *A Farewell to Arms*, and Woolf's *Mrs Dalloway* have become twentieth-century classics; and the poetry of Brooke, Graves, Gurney, Owen, and Sassoon widely celebrated; the Middle East's contribution to the literature of the Great War is little explored. This course takes us on a literary journey from the trenches of Gallipoli and Mesopotamia, to famine-struck towns of Mount Lebanon, to orphanages in Syria. We will examine poetry (including zajal—colloquial poetry), and memoirs and diaries by the women and men who withstood the ravages of war and helped shape the modern Middle East. Through close reading and content analysis of a diverse constellation of published and unpublished texts, and using secondary sources as guideposts, we will explore "post-Ottoman memoirs" and verse, including translations from the Arabic and Armenian by the instructor

**MDES GU4601 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.

**Spring 2025: MDES GU4601**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4601	001/11361	Th 2:10pm - 4:00pm 606 Martin Luther King Building	Sudipta Kaviraj	4	14/25

**MDES GU4629 Transregional. 4.00 points.**

History, Politics, Literature, Society -- all these are studied as within national, or, at best, regional frames. What other scales and approaches might be appropriate to the study of particular phenomena or categories in the past, as well as some of the challenges of the present? This course introduces advanced undergraduates and graduate students to transregional studies. We explore topics, approaches, methods, problems, and disciplines through which we can cross the regions, particularly the regions of MESAAS. Case studies will consider thinking through and with oceanic studies, circulation, diaspora, shared hermeneutical traditions, lingua francas and their stories (world literatures?), and connected histories to rethink concepts of societies, collective affiliations, cosmopolitanism, and world history. Undergraduates must have taken at least one of the

following: Intro to Islamic Civ (UN 2003), Intro to Indian Civ (UN 2357), African Before Colonialism (UN 2915), Societies and Cultures across the Indian Ocean (UN 3445), or some equivalent (check with me)

**Fall 2024: MDES GU4629**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4629	001/11521	W 12:10pm - 2:00pm 608 Martin Luther King Building	Mana Kia	4.00	16/20

**MDES GU4637 Cinema and Colonialism in South Asia. 4 points.**

What is the relation between cinema and colonialism? This seminar approaches cinema as a dynamic historical agent that aided, negotiated, refracted, and contested the mechanisms and meanings of colonialism in South Asia. We will study cinema as technology, as industry, and as cultural form, paying attention to questions of film finance, on-screen representation, production infrastructures, circuits of distribution, and sites of exhibition. We will watch films made by British ethnographers, Indian expats, Hollywood orientalist, and South Asian nationalists to

study how film served as a key weapon of imperial propaganda as well as anticolonial resistance. From orientalist films that constructed the colony as exotic and dangerous, to the spatial uses of Indian films to reinforce race inequalities in the diaspora (eg. East Africa), cinema is deeply imbricated with colonial strategies of racial, gendered, and caste-based othering. This is a history of cinema as a history of empire; where cinema is not just a text to be read but a cultural, industrial, and social network of power relations.

**Spring 2025: MDES GU4637**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4637	001/11405	W 4:10pm - 6:00pm 207 Knox Hall	Debashree Mukherjee	4	19/20

**MDES GU4721 Epics and Empires: 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.

**MDES GU4718 Persian Poetry (In Translation). 4 points.**

The purpose of this seminar is to introduce students to the long history and multiple genres of Persian poetry. The seminar will begin with the classical period and come down to the contemporary periods. The geographical span of the course extends from Central Asia to the Indian subcontinent to Iran.

**MDES GU4726 READINGS IN PERSIAN TEXTS. 4.00 points.**

May be repeated for credit; content varies.

Prerequisites: Must have completed *MDES 1713*, equivalent two years of Persian or the instructor's permission.

May be repeated for credit; content varies. Prerequisites: Must have completed *MDES 2702*, equivalent two years of Persian or the instructor's permission. This course provides experience reading and analyzing Persian language texts, as well as translating them into English. We will also spend some time learning how to read different kinds of paleography, and about various manuscript and print conventions and practices. Supplementary scholarly readings in English will situate the Persian texts. There will be a translation workshop at the end of the semester with related texts of the students choosing, in preparation for a final translation project. No P/D/F or R credit is allowed for this class

**MDES GU4733 IRAN:FILM,FICT,POETRY,HIS. 4 points.**

**MDES GU4760 SHI'ITES AND SHI'ISM. 4 points.**

This is a seminar devoted to a historical and comparative examination of the rise and spread of Shi'ism from its earliest stages in Islamic history to its contemporary conditions in various nation-states (in India, Iran, Iraq, and Lebanon in particular). In this seminar we will cover a range of issues, extended from historical, doctrinal, intellectual, and spiritual roots of Shi'ism to its contemporary political manifestations. The course is intended as a seminar, and students will be expected to conduct guided research in an aspect of Shi'ism that interests them most. The course will be conducted in a combination of weekly lectures, semester-long research, and seminar conversations. Knowledge of Arabic and Persian is not required for this course but would be highly beneficial in conducting research for the final paper.

**CLME GU4764 Modern and Medieval Islamic Political Thought. 4 points.**

This course is a comparative examination of modern and medieval Islamic political thoughts. The seminar begins with the roots of Islamic political thoughts in the early Islamic history, as well as Qur'anic revelations and Prophetic Hadith traditions. We will then divide the course into two major components: medieval and modern, with the rise of European colonialism in the late 18th century and early 19th century as the principal catalyst of groundbreaking changes in Islamic political thoughts.

## MIDDLE EASTERN LANGUAGE COURSES

### Arabic

MDES UN1210	FIRST YEAR ARABIC I
MDES UN1211	FIRST YEAR ARABIC II
MDES UN2208	ARABIC FOR HERITAGE SPEAKERS I
MDES UN2209	ARABIC HERITAGE SPEAKERS II
MDES GU4210	THIRD YEAR ARABIC I
MDES GU4211	THIRD YEAR ARABIC II

MDES GU4212	FOURTH YEAR MODERN ARABIC I
MDES GU4213	FOURTH YEAR MODERN ARABIC II
MDES GU4214	FOURTH YEAR CLASSICAL ARABIC I
MDES GU4216	ADVANCED ARABIC GRAMMAR REVIEW
MDES GU4218	SPOKEN ARABIC I
MDES GU4219	SPOKEN ARABIC II

### Armenian

MDES UN1301	ELEMENTARY ARMENIAN I
MDES UN1309	INTEN ARMENIAN/HERITAGE SPKRS
MDES UN2301	INTERMEDIATE ARMENIAN I
MDES GU4314	Readings in Armenian Texts

### Hebrew

MDES UN1501	1ST YR MOD HEBREW:ELEM I
MDES UN1502	1ST YR MOD HEBREW:ELEM II
MDES UN2501	2ND YR MOD HEBREW:INTER I
MDES UN2502	2ND YR MODERN HEBREW II
MDES UN2517	HEBREW FOR HERITAGE SPEAKERS I
MDES GU4501	READINGS IN HEBREW TEXTS I
MDES GU4510	3RD YR MODERN HEBREW I
MDES GU4511	3RD YR MODERN HEBREW II

### Persian

MDES UN1701	ELEMENTARY PERSIAN I
MDES UN2701	INTERMEDIATE PERSIAN I
MDES UN2702	INTERMEDIATE PERSIAN II
MDES GU4710	ADVANCED PERSIAN I
MDES GU4711	ADVANCED PERSIAN II
MDES GU4712	Reading and Grammar Review in Persian

### Turkish

MDES UN1901	ELEMENTARY MODERN TURKISH I
MDES UN1902	ELEMENTARY MODERN TURKISH II
MDES UN2901	INTERMEDIATE MODERN TURKISH I
MDES UN2902	INTERMEDIATE MODERN TURKISH II
MDES GU4910	ADVANCED TURKISH I
MDES GU4911	ADVANCED TURKISH II
MDES GU4921	Elementary Ottoman Turkish I
MDES GU4922	Elementary Ottoman Turkish II
MDES GU4926	READINGS IN OTTOMAN TEXTS I
MDES GU4927	READINGS IN OTTOMAN TEXTS II



## SOUTH ASIAN LANGUAGE COURSES (HINDI, URDU, SANSKRIT, TAMIL)

### MDES UN1601 ELEMENTARY HINDI-URDU I. 5.00

#### points.

An introduction to the most widely spoken language of South Asia. Along with an understanding of the grammar, the course offers practice in listening and speaking. The Hindi (Devanagari) script is used for reading and writing. No P/D/F or R credit is allowed for this class

#### Fall 2024: MDES UN1601

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1601	001/10263	M T W Th 4:10pm - 5:15pm 610 Martin Luther King Building	Aftab Ahmad	5.00	15/15

### MDES UN1608 HINDI FOR HERITAGE SPEAKERS I.

#### 5.00 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 2024: MDES UN1608

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1608	001/10270	M T W Th 2:40pm - 3:45pm 103 Knox Hall	Rakesh Ranjan	5.00	16/16

### MDES UN1614 URDU FOR HERITAGE SPEAKERS I.

#### 5.00 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 2024: MDES UN1614

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MDES 1614	001/10275	M T W Th 2:40pm - 3:45pm 610 Martin Luther King Building	Aftab Ahmad	5.00	15/15
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### MDES UN1615 URDU FOR HERITAGE SPEAKERS II.

#### 5.00 points.

Prerequisite: one semester of prior coursework in Urdu for Heritage Speakers I (UN1615) in the Fall semester, or the instructor's permission. This is an accelerated course for students of South Asian origin who already possess a knowledge of basic vocabulary and limited speaking, listening, reading and writing skills in Urdu. For instance, they should be able to converse, comprehend, read and write on familiar topics in Urdu such as: self, family, likes, dislikes and immediate surroundings. This course will focus on developing knowledge of the basic grammar of Urdu and vocabulary enrichment by exposing students to a variety of cultural and social topics related to aspects of daily life; and formal and informal registers. Students will be able to read and discuss simple Urdu texts and write about a variety of everyday topics by the end of the semester. No P/D/F or R credit is allowed for this class

#### Spring 2025: MDES UN1615

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1615	001/13324	M T W Th 2:40pm - 3:45pm 609 Martin Luther King Building	Aftab Ahmad	5.00	15/15

### MDES UN2601 INTERMEDIATE HINDI-URDU I. 5.00

#### points.

Prerequisites: (MDES UN1601) and (MDES UN1602) *MDES W1610-W1611* or the instructor's permission.

Prerequisites: (MDES UN1601) and (MDES UN1602) *MDES UN1601-UN1602* or the instructor's permission. Continuing practice in listening, speaking, and grammatical understanding. Along with the Hindi (Devanagari) script, the Urdu (Perso-Arabic) script is taught in the class; both scripts are used for reading and writing. No P/D/F or R credit is allowed for this class

#### Fall 2024: MDES UN2601

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 2601	001/10282	M T W Th 1:10pm - 2:15pm 114 Knox Hall	Rakesh Ranjan	5.00	9/15

### MDES UN2602 INTERMEDIATE HINDI-URDU II. 5.00

#### points.

Prerequisites: *MDES W1610-W1611* or the instructor's permission.

One year of prior coursework in Elementary Hindi-Urdu I# II or the instructor's permission. The course aims to continue consolidating and building upon the existing listening, speaking, reading, writing and cultural skills and will help students acquire higher level proficiency in Hindi language. Students will be introduced to new grammatical structures and a broad range of vocabulary through exposure to a variety of authentic materials including Hindi literature, newspapers, folk

tales, films, songs, and other kinds of written and audio-visual materials and through these materials. Students will expand their knowledge base of the society and culture of the target languages in this course. No P/D/F or R credit is allowed for this class

**Spring 2025: MDES UN2602**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 2602	001/13305	M T W Th 1:10pm - 2:15pm 104 Knox Hall	Rakesh Ranjan	5.00	8/15

**MDES GU4611 Readings In Hindi Literature II. 4 points.**

May be repeated for credit; content varies.

Prerequisites: *MDES W1613* or the instructor's permission.

This 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.

Eligibility: The class is open to undergraduate and graduate students with two or more years of Hindi- Urdu (or permission of the instructor).

**MDES GU4624 ADVANCED HINDI I. 5.00 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 2024: MDES GU4624**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4624	001/10293	T Th 10:10am - 12:00pm 112 Knox Hall	Rakesh Ranjan	5.00	5/10

**MDES GU4625 ADVANCED HINDI II. 5.00 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 2025: MDES GU4625**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4625	001/13297	T Th 10:10am - 12:00pm 609 Martin Luther King Building	Rakesh Ranjan	5.00	8/10

**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.

**MDES GU4636 READINGS IN URDU LIT. 4.00 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.

Two semesters of prior coursework in Urdu for Heritage Speakers (Urdu for Heritage Speakers I and II) or one semester of Advanced Urdu 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 poetry i.e. genres of ghazal and nazm. This course is open for both undergraduates and graduates. No P/D/F or R credit is allowed for this class

**Spring 2025: MDES GU4636**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4636	001/13296	T Th 6:10pm - 8:00pm 116 Knox Hall	Aftab Ahmad	4.00	10/15

**MDES GU4640 Advanced Urdu. 4.00 points.**

Prerequisites: Two years of prior study in Urdu or one year of Urdu for Heritage Speakers I#II courses at Columbia University, or approval of the professor. This is a one-semester course in advanced Urdu language. It will be taught in the

fall semester. The goal of the course is to develop students' linguistic skills i.e. listening, speaking, reading, writing and cultural skills in Urdu, and give students in-depth exposure to some of the finest works of classical and modern Urdu prose. Special emphasis will be given to developing a high-register vocabulary. Necessary grammar points will also be explained for developing an accurate and nuanced understanding of the Urdu language. After completing this course, students will be able to read and enjoy Urdu classics and critical academic texts related to various disciplines i.e. old tales, short stories, essays, history, satire, criticism, politics, current issues etc. along with effective speaking skills suited to active interaction in the speech community and a more advanced academic discussion for undergraduate and graduate students. Students will develop an in-depth understanding of South Asian society and culture as well. This course will prepare students to take MDES GU4635 Readings in Urdu Literature I

**Fall 2024: MDES GU4640**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4640	001/10294	T Th 6:10pm - 8:00pm 114 Knox Hall	Aftab Ahmad	4.00	4/15

**MDES UN1401 ELEMENTARY SANSKRIT I. 4.00 points.**

This course constitutes the first half of a year-long introduction to Classical Sanskrit, the translocal language of religious, intellectual, and literary life in South Asia for nearly two millennia. Assuming no prior experience with the language, this introductory sequence provides students with the grammar, reading strategies, and cultural context necessary to begin accessing the language's many rich textual traditions, including scripture (sruti), epic (itihasa), poetry (kavya), drama (naṭaka), systematic thought (śāstra), and more

**Fall 2024: MDES UN1401**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1401	001/10987	M T W Th 9:10am - 10:00am 608 Martin Luther King Building	Jay Ramesh	4.00	14/20

**MDES UN2401 Intermediate Sanskrit I. 4 points.**

Fee: Language Resource Center Fee - 15.00

This course constitutes the first half of a year-long reading course designed to give students the tools necessary for advanced study in Classical Sanskrit. Readings in epic (itihasa), poetry (kavya), systematic thought (śāstra), and commentary (vyākhyāna) will introduce students to a variety of important genres and their distinctive conventions. A focus upon the Sanskrit tradition's own categories of analysis—grammatical, commentarial, and prosodic—will enable students to begin to make sense of original Sanskrit texts as generations of the tradition's own readers have. No P/D/F or R credit is allowed for this class.

**Fall 2024: MDES UN2401**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 2401	001/10988	T Th 10:10am - 12:00pm 608 Martin Luther King Building	Jay Ramesh	4	9/20

**MDES GU4810 ADVANCED SANSKRIT I. 4.00 points.**

Prerequisites: Two years of Sanskrit or the instructor's permission.

This course constitutes the first half of a year-long advanced reading course in Classical Sanskrit. In 2021-2022, the focus of Advanced Sanskrit will be the genres of literary theory (ālaṅkāraśāstra) and belles-lettres (kāvyā). Lending equal attention to literary theory and literary practice, this course will introduce students to iconic works of Sanskrit literature along with the interpretive frameworks whereby they were analyzed, relished, and appraised. Literary excerpts may be drawn from an array of subgenres, including courtly epic (mahākāvya), epic drama (nāṭaka), literary prose (gadya), and individual verses (muktaka). Rigorous analysis of primary texts will be supplemented by occasional discussions about what implications the disciplined reading of kāvyā may hold for practices such as translation, comparative literature, and transdisciplinarity. Prerequisites: Intermediate Sanskrit II or instructor's permission

**Fall 2024: MDES GU4810**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4810	001/14832	M W 2:10pm - 4:00pm 116 Knox Hall	Jonathan Peterson	4.00	5/10

**MDES GU4812 ADVANCED SANSKRIT II. 4.00 points.**

Prerequisites: Two years of Sanskrit or the instructor's permission.

Prerequisites: Two years of Sanskrit or the instructors permission. Prerequisites: Two years of Sanskrit or the instructors permission. The two levels of advanced Sanskrit are given in alternate years. In 2017-2018 court literature (fall) and literary criticism (spring) will be offered; in 2018-2019, 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

**MDES UN1101 ELEMENTARY TAMIL I. 4.00 points.**

This course constitutes the first half of a year-long introduction to Tamil, the official language of the Indian state of Tamil Nadu as well as an official language of Sri Lanka and Singapore. In addition to being spoken by almost 80 million people worldwide, Tamil also has an impressive classical past, having served as a language of religious, intellectual, and literary life in South India for nearly two millennia. Assuming no prior experience with the language, this introductory sequence provides students with the grammar, language skills, and cultural context necessary for achieving their individual Tamil language goals, whether they be conducting fieldwork or scholarly research, chatting with relatives back home,



or simply waxing poetic over an artful dosai. In order to cultivate students' reading, writing, speaking, and listening comprehension skills, this course draws upon a wide variety of teaching materials, including the core textbook, oral drills, audio recordings, short films, music videos, memes, and more. No P/D/F or R credit is allowed for this class

**Fall 2024: MDES UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1101	001/10986	M T W Th 1:10pm - 2:00pm 352b International Affairs Bldg	Jay Ramesh	4.00	17/20

**MDES UN1102 ELEMENTARY TAMIL II. 4.00 points.**

Introduces students to the basic grammatical and syntactical skills required to function adequately in a Tamil-speaking environment. Of particular interest to students planning to conduct scholarly research or fieldwork in that region of the world. Introduces students to the rich culture of the Indian subcontinent where Tamil is spoken. No P/D/F or R credit is allowed for this class

**Spring 2025: MDES UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1102	001/11321	M T W Th 1:10pm - 2:00pm 352b International Affairs Bldg	Jay Ramesh	4.00	15/20

**MDES UN2101 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.

**MDES UN2102 INTERMEDIATE TAMIL II. 4.00 points.**

Prerequisites: *MDES W1101-W1102* or the instructor's permission.

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

**MDES UN3301 Advanced Tamil I. 3 points.**

This course aims at students improving further their language proficiency. It aims at students getting introduced to the long and continuous literary history of Tamil by reading non-contemporary Tamil writings, sometimes the ancient Tamil literary works.

**MDES UN3302 Advanced Tamil II. 3 points.**

This course aims at students improving further their language proficiency. It aims at students getting introduced to the long and continuous literary history of Tamil by reading non-contemporary Tamil writings, sometimes the ancient Tamil literary works.

## AFRICAN LANGUAGE COURSES (PULAAR, SWAHILI, WOLOF) \*FOR ARABIC LANGUAGE COURSES, SEE MIDDLE EASTERN LANGUAGES, ABOVE

**PULA UN1101 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 UN1102 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 UN2101 Intermediate Pulaar I. 3 points.**

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 UN2102 Intermediate Pulaar II. 4 points.**

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.

**SWHL UN1101 ELEMENTARY SWAHILI I. 4.00 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 2024: SWHL UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SWHL 1101	001/10340	M T W Th 9:10am - 10:00am 253 International Affairs Bldg	Abdul Nanji	4.00	20/25

**SWHL UN1102 ELEMENTARY SWAHILI II. 4.00 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 2025: SWHL UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SWHL 1102	001/11207	M T W Th 9:10am - 10:00am 253 International Affairs Bldg	Abdul Nanji	4.00	16/25

**SWHL UN2101 INTERMEDIATE SWAHILI I. 4.00 points.**

Prerequisites: *SWHL W1101-W1102* or the instructor's permission. A review of the essentials of Swahili grammar;



detailed analysis of Swahili texts; practice in conversation. No P/D/F or R credit is allowed for this class

**Fall 2024: SWHL UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SWHL 2101	001/10341	M T W Th 10:10am - 11:00am 253 International Affairs Bldg	Abdul Nanji	4.00	10/15

**SWHL UN3301 ADVANCED SWAHILI I. 4.00 points.**

Prerequisites: SWHL UN2101-UN2102 or the instructor's permission. An introduction to the advanced syntactical, morphological, and grammatical structures of Swahili grammar; detailed analysis of Swahili texts; practice in conversation. No P/D/F or R credit is allowed for this class

**Fall 2024: SWHL UN3301**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SWHL 3301	001/10342	M W 12:10pm - 2:00pm 253 International Affairs Bldg	Abdul Nanji	4.00	2/15

**SWHL UN3302 ADVANCED SWAHILI II. 4.00 points.**

Prerequisites: Advanced Swahili I or the instructor's permission. An introduction to the advanced syntactical, morphological, and grammatical structures of Swahili grammar; detailed analysis of Swahili texts; practice in conversation. No P/D/F or R credit is allowed for this class

**Spring 2025: SWHL UN3302**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SWHL 3302	001/11209	M W 12:10pm - 2:00pm 253 International Affairs Bldg	Abdul Nanji	4.00	2/15

**WLOF UN1101 ELEMENTARY WOLOF I. 4.00 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 2024: WLOF UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WLOF 1101	001/14746	M T W Th 12:10pm - 1:00pm 352a International Affairs Bldg	Mariame Sy	4.00	3/15

**WLOF UN2101 INTERMEDIATE WOLOF I. 4.00 points.**

Prerequisites: *WLOF W1101-W1102* or the instructor's permission.  
Prerequisites: *WLOF W1101-W1102* or the instructor's permission. Further develops a student's knowledge of Wolof, a major language of West Africa spoken primarily in Senegal and Gambia. No P/D/F or R credit is allowed for this class

**Fall 2024: WLOF UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WLOF 2101	001/14748	M W 2:10pm - 4:00pm	Mariame Sy	4.00	3/15

352a International  
Affairs Bldg

**WLOF UN3301 ADVANCED WOLOF I. 4.00 points.**

Prerequisites: Two years of Wolof or instructor permission. No P/D/F or R credit is allowed for this class

**Fall 2024: WLOF UN3301**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WLOF 3301	001/14752	T Th 2:10pm - 4:00pm C01 Knox Hall	Mariame Sy	4.00	1/15

**WLOF UN3302 ADVANCED WOLOF II. 4.00 points.**

Prerequisites: Advanced Wolof I or instructor permission. This course will further your awareness and understanding of the Wolof language and culture, as well as improve your mastery of grammar, writing skills, and oral expression. Course materials will incorporate various types of text including tales, poetry, literature as well as multimedia such as films, and videos, television and radio programs

**Spring 2025: WLOF UN3302**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WLOF 3302	001/13956	T Th 2:10pm - 4:00pm 607 Martin Luther King Building	Mariame Sy	4.00	2/15

## OF RELATED INTEREST

History (Barnard)

## MUSIC

### DEPARTMENT OF MUSIC:

Department Website: <https://music.columbia.edu/>

Office Location: 621 Dodge Hall

Office Phone: 212-854-3825

Contacts:

Director of Undergraduate Studies: Prof. Aaron Fox, 804 Dodge; 212-854-7185; [aaf19@columbia.edu](mailto:aaf19@columbia.edu)

Music Humanities Chair: Prof. Benjamin Steege, 609 Dodge; 212-851-1750; [benjamin.steege@columbia.edu](mailto:benjamin.steege@columbia.edu)

Music Performance Program Director: Magdalena Stern-Baczewska, 618A Dodge; 212-854-2348; [mb3713@columbia.edu](mailto:mb3713@columbia.edu)

## THE STUDY OF MUSIC

The music Major, Minor in Music and SEAS Music Minor provide aspiring music scholars and/or musicians with a wide range of ways to think about music (theoretical, historical, cultural, compositional and performance-related) and to concentrate on the aspects of music that most interest them

—from popular to 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 or minor in music.

## MUSIC MAJOR & MINORS

The Department of Music at Columbia University and Barnard College currently offers undergraduate courses and programs of study (Major in Music, Minor in Music and SEAS Music Minor) for the four following schools: Columbia College, Barnard College, General Studies and the School of Engineering and Applied Sciences. Starting in the 2024 - 2025 academic year, the Concentration in Music will begin to be phased out.

## MUSIC PERFORMANCE PROGRAM

The Music Performance Program (MPP) is a division of the Department of Music which supports music making of the highest caliber, by creating learning and performance opportunities for undergraduate students, regardless of their academic major. While we do not offer degrees in music performance, we provide a high-quality offering to student musicians from across Columbia University that includes a wide array of for-credit Classical, Jazz, Pop/Contemporary and World Music ensembles and lessons in addition to the Columbia University Orchestra. The Minor in Music, new in the 2024 - 2025 academic year, offers a Pathway in Performance.

For information on auditions, registration and other aspects of performance not included below, please contact contact Magdalena Stern-Baczewska, Director of the Music Performance Program or visit [mpp.music.columbia.edu](http://mpp.music.columbia.edu)

Students with questions about the Columbia-Juilliard programs should consult Special Programs in this Bulletin or [mpp.music.columbia.edu/content/columbia-juilliard-program](http://mpp.music.columbia.edu/content/columbia-juilliard-program)

### Lessons

Individual instrument lessons listed under Courses of Instruction are 6 hours per semester and are 1 credit courses.

Voice lessons at Barnard College are 12 hours per semester and are 2 credit courses. There is a \$300 lesson fee per semester for each instrumental lesson course (note that Columbia College, General Studies & SEAS students who receive institutional need based grants from Columbia will receive a credit for the music lesson fees as part of their financial aid package) and \$500 per semester for each Barnard voice lesson course. Auditions are only offered in the fall semester and courses are a one year commitment. Lessons are graded as pass/fail only.

## 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. Ensembles receive letter grades only.

See Music Performance Program [website](#) for audition and activity information about all of the below.

## MasterClass

Performance Seminar MasterClass (MPP UN1601) is open to classical musicians of any instrument(s) with the highest commitment to performance. Students are admitted via live audition during the first week of classes in the Fall. Each week, two students perform repertoire of their choice for the class and receive feedback from everyone present. The discussions, moderated by the director of the Music Performance Program, Dr. Magdalena Stern-Baczewska, are designed to provide constructive criticism to the performers and to pose questions related to performance from the perspectives of musical interpretation, career management, professional collaboration, and pedagogy.

## Practice Rooms

Please see [Practice Rooms and Policies](#) for the most up to date information.

## 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.

## PROFESSORS

Marcos Balter  
Susan Boynton  
Joseph Dubiel  
Walter Frisch  
Bradford Garton  
Giuseppe Gerbino  
Georg Friedrich Haas  
George Lewis  
Elaine Sisman  
Christopher Washburne

## ASSOCIATE PROFESSORS

Alessandra Ciucci  
Kevin A. Fellezs  
Aaron Fox  
Mariusz Kozak  
Benjamin Steege

## ASSISTANT PROFESSORS

Knar Abrahamyan  
Zosha Di Castri  
Julia Doe  
Ruth Opara

## LECTURERS & SR. LECTURERS

Audrey Amsellem  
Nandini Banerjee  
Seth Cluett  
Scott Douglass  
Gabrielle Ferrari  
Saad Haddad  
Velia Ivanova  
Hannah Kendall  
Cheng Wei Lim  
Anna Meadors  
Jeffrey Milarsky  
Russell O'Rourke  
Magdalena Stern-Baczewska  
Peter Susser  
Lucy Turner  
Thomas Wetmore

## ASSOCIATES IN MUSIC PERFORMANCE

Sarah Adams  
Dmitry Alexeev  
Gail Archer (Barnard)  
Amadi Azikiwe  
Eliot Bailen  
Cyrus S. Beroukhim  
Allen Blustine  
Vicki Bodner  
Paul Bollenback  
Maja Cerar  
Vince Cherico  
Christine Correa  
Brad Gemeinhardt  
John David Gibson  
June Han  
Patrick Jee  
Sue Ann Kahn  
James Kerr  
Lisa Kim  
Louis Kosma  
David Krauss  
Yumi Kurosawa  
Ingrid Laubrock  
Mirna Lekic  
Victor Lin  
Lish Lindsey  
Paul-Martin Maki

Ole Mathisen  
James Moore  
Ugonna Okegwo  
Muneko Otani  
Susan Palma-Nidel  
Adam Robinson  
Richard Rood  
Susan Rotholz  
Don Sickler  
Michael Skelly  
Ian Sullivan  
Helen Sung  
Kathleen Tagg  
Jessica Thompson  
Mark Timmerman  
Leo Traversa  
Reiko Uchida  
Jeffrey Warschauer  
James Wilson

## ON LEAVE

George Lewis (2024 - 2025)  
Peter Susser (Spring '25)

## MUSIC THEORY, EAR-TRAINING & LANGUAGE GUIDELINES FOR MUSIC MAJORS AND MINORS

A program of study should be planned with the Director of Undergraduate Studies (DUS) in the first semester of the sophomore year.

### Music Theory & Ear-Training

All music majors and existing concentrators are required to take the Music Theory sequence through Music Theory IV and the Ear-Training sequence through Ear-Training IV. These courses are optional for the new Minor in Music. Placement exams are given prior to your initial enrollment in both the Music Theory sequence and Ear-Training sequence, to determine at what level you will be placed in each. For students who do not place in Music Theory I and/or Ear Training I (or higher) on the placement exam, you must complete these pre-requisite course(s) before you can start the corresponding sequence(s). The pre-reqs do not count towards the points required for the major & concentration:

MUSI UN1002 FUNDAMENTALS OF MUSIC and MUSI UN1312 INTRODUCTORY EAR-TRAINING.

### Language Recommendations

For students who plan to do graduate work in music, studying German, French, Italian and/or Latin is recommended.

## MAJOR IN MUSIC

The major in music requires a minimum of 40 points, including the following courses:

Required to complete up to Music Theory IV; Fundamentals pre-req required if you don't test into Music Theory I or higher:

MUSI UN1002	FUNDAMENTALS OF MUSIC
MUSI UN2318	MUSIC THEORY I
MUSI UN2319	MUSIC THEORY II
MUSI UN3321	MUSIC THEORY III
MUSI UN3322	MUSIC THEORY IV

Required to complete up to Ear-Training IV; Intro Ear-Training pre-req required if you don't test into ET I or higher:

MUSI UN1312	INTRODUCTORY EAR-TRAINING
MUSI UN2314	EAR-TRAINING I
MUSI UN2315	EAR-TRAINING II
MUSI UN3316	EAR-TRAINING III
MUSI UN3317	EAR-TRAINING IV

Required to complete both History courses:

MUSI UN3128	HIST-WEST MUS: MID AGE-BAROQUE
MUSI UN3129	HIST-WEST MUS:CLASSICAL-20TH CENTURY

Required to complete Topics course:

MUSI UN3400	TOPICS IN MUSIC # SOCIETY
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Electives: At least two 3000- or 4000-level electives.

The remaining points are to be earned through 1000-level MPP courses, 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 1000-level MPP courses (list below):

### Performance Credit/MPP Courses

MPP UN1401	BASSOON INSTRUCTION
MPP UN1403	CELLO INSTRUCTION
MPP UN1405	CLARINET INSTRUCTION
MPP UN1407	CLASSICAL SAXOPHONE INSTRUCTION
MPP UN1409	FLUTE INSTRUCTION
MPP UN1411	FRENCH HORN INSTRUCTION
MPP UN1413	GUITAR (BLUEGRASS) INSTRUCTION
MPP UN1414	Guitar (Popular-Contemporary) Instruction
MPP UN1415	GUITAR (CLASSICAL) INSTRUCTION
MPP UN1417	HARP INSTRUCTION
MPP UN1419	OBOE INSTRUCTION
MPP UN1421	ORGAN INSTRUCTION
MPP UN1423	PERCUSSION INSTRUCTION
MPP UN1425	PIANO INSTRUCTION

MPP UN1427	STRING BASS INSTRUCTION
MPP UN1429	TROMBONE INSTRUCTION
MPP UN1431	TRUMPET INSTRUCTION
MPP UN1433	TUBA INSTRUCTION
MPP UN1435	VIOLA INSTRUCTION
MPP UN1437	VIOLIN INSTRUCTION
MPP UN1443	JAZZ BASS INSTRUCTION
MPP UN1445	JAZZ BASS (ELECTRIC) INSTRUCTION
MPP UN1447	JAZZ GUITAR (ELECTRIC) INSTRUCTION
MPP UN1449	JAZZ ORCHESTRATION
MPP UN1451	JAZZ PERCUSSION INSTRUCTION
MPP UN1453	JAZZ PIANO INSTRUCTION
MPP UN1455	JAZZ SAXOPHONE INSTRUCTION
MPP UN1457	JAZZ TROMBONE INSTRUCTION
MPP UN1459	JAZZ TRUMPET INSTRUCTION
MPP UN1461	JAZZ VOICE INSTRUCTION
MPP UN1511	COLLEGIUM MUSICUM
MPP UN1521	UNIVERSITY ORCHESTRA I
MPP UN1531	CHAMBER ENSEMBLE
MPP UN1541	COLUMBIA UNIV JAZZ ENSEMBL
MPP UN1551	WORLD MUSIC ENSEMBLE
MPP UN1601	Performance Seminar MasterClass

## MINOR IN MUSIC (NEW IN 2024)

The new Minor in Music is organized around pathways of personal interest, designed with the guidance of an advisor in the Department of Music. Any combination of 15 credits from the Music course list will fulfill the minor. Of those 15 credits, up to 6 maximum performance credits, consisting of lessons and/or ensembles, are allowed for any pathway (please note students must audition and be accepted into the Music Performance Program in order to register for lessons and/or ensembles).

Below are recommended pathways that students can use as a guide if they have interest in the areas of Music Studies, Music Production, Jazz, Performance or Composition. The courses listed in these pathways are not required and serve only as suggestions to students with interests in these areas.

All students interested in the Minor in Music should reach out to the Director of Undergraduate Studies, who will refer you to an advisor.

### Pathway: Music Studies

Required to complete one Theory course (determined by placement test):



MUSI UN1002 FUNDAMENTALS OF MUSIC

MUSI UN2318 MUSIC THEORY I

MUSI UN2319 MUSIC THEORY II

MUSI UN3321 MUSIC THEORY III

Required to complete one History course:

MUSI UN3128 HIST-WEST MUS: MID AGE-BAROQUE

MUSI UN3129 HIST-WEST  
MUS:CLASSICAL-20TH  
CENTURY

Required to complete Topics course:

MUSI UN3400 TOPICS IN MUSIC # SOCIETY

Electives: One 1000- or 2000- or 3000- or 4000-level elective.

Electives: One 1000- or 2000- or 3000- or 4000-level elective or three performance points from UN1401 - UN1461 and/or UN1511 - UN1551.

### Pathway: Music Production

Required to complete these three courses:

MUSI UN2205 INTRODUCTION TO DIGITAL MUSIC

MUSI UN2230 History and Practice of Electronic Music

MUSI GU4630 RECORDED SOUND

Required to complete three Ear-Training courses or one Music Theory course (determined by placement test):

MUSI UN1312 INTRODUCTORY EAR-TRAINING

MUSI UN2314 EAR-TRAINING I

MUSI UN2315 EAR-TRAINING II

MUSI UN3316 EAR-TRAINING III

MUSI UN3317 EAR-TRAINING IV

MUSI UN1002 FUNDAMENTALS OF MUSIC

MUSI UN2318 MUSIC THEORY I

MUSI UN2319 MUSIC THEORY II

MUSI UN3321 MUSIC THEORY III

Electives: One 1000- or 2000- or 3000- or 4000-level elective.

### Pathway: Jazz

Required to complete these four courses:

MUSI UN2016 JAZZ

MUSI UN2582 JAZZ  
IMPROVISTN:THRY,HIST,PRAC

MUSI GU4500 JAZZ TRANSCRIPTION #  
ANALYSIS

MUSI GU4505 JAZZ ARRANGING #  
COMPOSITION

Electives: Three performance points from UN1401 - UN1461 and/or UN1511 - UN1551.

### Pathway: Performance

Required: Six performance points from UN1401 - UN1461 and/or UN1511 - UN1551.

Required to complete three Ear-Training courses (determined by placement test):

MUSI UN1312 INTRODUCTORY EAR-TRAINING

MUSI UN2314 EAR-TRAINING I

MUSI UN2315 EAR-TRAINING II

MUSI UN3316 EAR-TRAINING III

MUSI UN3317 EAR-TRAINING IV

Required to complete one Theory course (determined by placement test):

MUSI UN1002 FUNDAMENTALS OF MUSIC

MUSI UN2318 MUSIC THEORY I

MUSI UN2319 MUSIC THEORY II

MUSI UN3321 MUSIC THEORY III

Electives: One 1000- or 2000- or 3000- or 4000-level elective.

### Pathway: Composition

Required to complete one Theory course (determined by placement test):

MUSI UN1002 FUNDAMENTALS OF MUSIC

MUSI UN2318 MUSIC THEORY I

MUSI UN2319 MUSIC THEORY II

MUSI UN3321 MUSIC THEORY III

Electives: Two from the following courses:

MUSI UN2240 The Song Within Us:  
Composition, Analysis,  
Performance

MUSI UN3239 Undergraduate Composition

MUSI UN3241 ADVANCED COMPOSITION I

Electives: One from the following courses:

MUSI UN2205 INTRODUCTION TO DIGITAL MUSIC

MUSI UN2230 History and Practice of Electronic Music

MUSI GU4630 RECORDED SOUND

MUSI GU4810 Sound: Foundations

Electives: One from the following courses:

MUSI GU4525 INSTRUMENTATION

MUSI GU4526 ORCHESTRATION

MUSI GU4515 CONDUCTING MUSIC

### Performance Credit/MPP Courses

MPP UN1401 BASSOON INSTRUCTION

MPP UN1403 CELLO INSTRUCTION

MPP UN1405 CLARINET INSTRUCTION

MPP UN1407 CLASSICAL SAXOPHONE  
INSTRUCTION

MPP UN1409 FLUTE INSTRUCTION

MPP UN1411 FRENCH HORN INSTRUCTION

MPP UN1413 GUITAR (BLUEGRASS)  
INSTRUCTION

MPP UN1414 Guitar (Popular-Contemporary)  
Instruction

MPP UN1415	GUITAR (CLASSICAL) INSTRUCTION
MPP UN1417	HARP INSTRUCTION
MPP UN1419	OBOE INSTRUCTION
MPP UN1421	ORGAN INSTRUCTION
MPP UN1423	PERCUSSION INSTRUCTION
MPP UN1425	PIANO INSTRUCTION
MPP UN1427	STRING BASS INSTRUCTION
MPP UN1429	TROMBONE INSTRUCTION
MPP UN1431	TRUMPET INSTRUCTION
MPP UN1433	TUBA INSTRUCTION
MPP UN1435	VIOLA INSTRUCTION
MPP UN1437	VIOLIN INSTRUCTION
MPP UN1443	JAZZ BASS INSTRUCTION
MPP UN1445	JAZZ BASS (ELECTRIC) INSTRUCTION
MPP UN1447	JAZZ GUITAR (ELECTRIC) INSTRUCTION
MPP UN1449	JAZZ ORCHESTRATION
MPP UN1451	JAZZ PERCUSSION INSTRUCTION
MPP UN1453	JAZZ PIANO INSTRUCTION
MPP UN1455	JAZZ SAXOPHONE INSTRUCTION
MPP UN1457	JAZZ TROMBONE INSTRUCTION
MPP UN1459	JAZZ TRUMPET INSTRUCTION
MPP UN1461	JAZZ VOICE INSTRUCTION
MPP UN1511	COLLEGIUM MUSICUM
MPP UN1521	UNIVERSITY ORCHESTRA I
MPP UN1531	CHAMBER ENSEMBLE
MPP UN1541	COLUMBIA UNIV JAZZ ENSEMBL
MPP UN1551	WORLD MUSIC ENSEMBLE
MPP UN1601	Performance Seminar MasterClass

## CONCENTRATION IN MUSIC ( FOR STUDENTS WHO DECLARED THE CONCENTRATION ON OR BEFORE THE 2023-24 ACADEMIC YEAR)

The concentration in music requires a minimum of 28 points, including the following courses:

Required to complete up to Music Theory IV; Fundamentals pre-req required if you don't test into Music Theory I or higher:

MUSI UN1002	FUNDAMENTALS OF MUSIC
MUSI UN2318	MUSIC THEORY I
MUSI UN2319	MUSIC THEORY II
MUSI UN3321	MUSIC THEORY III
MUSI UN3322	MUSIC THEORY IV

Required to complete up to Ear-Training IV; Intro Ear-Training pre-req required if you don't test into ET I or higher:

MUSI UN1312	INTRODUCTORY EAR-TRAINING
MUSI UN2314	EAR-TRAINING I
MUSI UN2315	EAR-TRAINING II
MUSI UN3316	EAR-TRAINING III
MUSI UN3317	EAR-TRAINING IV
MUSI GU4318	Ear Training, V
Required to complete both History courses:	
MUSI UN3128	HIST-WEST MUS: MID AGE-BAROQUE
MUSI UN3129	HIST-WEST MUS:CLASSICAL-20TH CENTURY
Required to complete Topics course:	
MUSI UN3400	TOPICS IN MUSIC # SOCIETY
Electives: At least one 3000- or 4000-level electives.	
The remaining points are to be earned through 1000-level MPP courses, 2000, 3000 or 4000-level courses subject to these constraints:	
No more than 6 points of 2000-level courses.	
No more than 4 points of 1000-level MPP courses (list below):	

### Performance Credit/MPP Courses

MPP UN1401	BASSOON INSTRUCTION
MPP UN1403	CELLO INSTRUCTION
MPP UN1405	CLARINET INSTRUCTION
MPP UN1407	CLASSICAL SAXOPHONE INSTRUCTION
MPP UN1409	FLUTE INSTRUCTION
MPP UN1411	FRENCH HORN INSTRUCTION
MPP UN1413	GUITAR (BLUEGRASS) INSTRUCTION
MPP UN1414	Guitar (Popular-Contemporary) Instruction
MPP UN1415	GUITAR (CLASSICAL) INSTRUCTION
MPP UN1417	HARP INSTRUCTION
MPP UN1419	OBOE INSTRUCTION
MPP UN1421	ORGAN INSTRUCTION
MPP UN1423	PERCUSSION INSTRUCTION
MPP UN1425	PIANO INSTRUCTION
MPP UN1427	STRING BASS INSTRUCTION
MPP UN1429	TROMBONE INSTRUCTION
MPP UN1431	TRUMPET INSTRUCTION
MPP UN1433	TUBA INSTRUCTION
MPP UN1435	VIOLA INSTRUCTION
MPP UN1437	VIOLIN INSTRUCTION
MPP UN1443	JAZZ BASS INSTRUCTION
MPP UN1445	JAZZ BASS (ELECTRIC) INSTRUCTION
MPP UN1447	JAZZ GUITAR (ELECTRIC) INSTRUCTION
MPP UN1449	JAZZ ORCHESTRATION

MPP UN1451	JAZZ PERCUSSION INSTRUCTION			404 Dodge Building			
MPP UN1453	JAZZ PIANO INSTRUCTION	HUMA 1123	005/10760	M W 10:10am - 11:25am	Gabrielle Ferrari	3.00	25/25
MPP UN1455	JAZZ SAXOPHONE INSTRUCTION			405 Dodge Building			
MPP UN1457	JAZZ TROMBONE INSTRUCTION	HUMA 1123	006/10761	M W 10:10am - 11:25am	Galen DeGraf	3.00	22/25
MPP UN1459	JAZZ TRUMPET INSTRUCTION			716 Hamilton Hall			
MPP UN1461	JAZZ VOICE INSTRUCTION						
MPP UN1511	COLLEGIUM MUSICUM						
MPP UN1521	UNIVERSITY ORCHESTRA I	HUMA 1123	008/10763	M W 1:10pm - 2:25pm	Audrey Amsellem	3.00	24/25
MPP UN1531	CHAMBER ENSEMBLE			716 Hamilton Hall			
MPP UN1541	COLUMBIA UNIV JAZZ ENSEMBL	HUMA 1123	009/10764	M W 2:40pm - 3:55pm	Hannah Kendall	3.00	25/25
MPP UN1551	WORLD MUSIC ENSEMBLE			404 Dodge Building			
MPP UN1601	Performance Seminar MasterClass	HUMA 1123	010/10765	M W 2:40pm - 3:55pm	Thomas Wetmore	3.00	23/25

## FALL 2024

### MUSI UN1002 FUNDAMENTALS OF MUSIC. 3.00 points.

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.

#### Fall 2024: MUSI UN1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment	Building					
MUSI 1002	001/10060	M W 1:10pm - 2:25pm 814 Dodge Building	Rebecca Zola	3.00	23/24	HUMA 1123	014/10769	M W 4:10pm - 5:25pm 716 Hamilton Hall	Diana Rodriguez	3.00	25/25
						HUMA 1123	015/10770	M W 5:40pm - 6:55pm	Ralph Whyte	3.00	23/25

#### Spring 2025: MUSI UN1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment						
MUSI 1002	001/10755	M W 1:10pm - 2:25pm 622 Dodge Building	Imogen Wilson	3.00	21/24	HUMA 1123	016/10771	M W 5:40pm - 6:55pm 405 Dodge Building	David Farrow	3.00	25/25
						HUMA 1123	017/10772	M W 5:40pm - 6:55pm 716 Hamilton Hall	Manuel Garcia Orozco	3.00	25/25

### HUMA UN1123 Music Humanities. 3.00 points.

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

#### Fall 2024: HUMA UN1123

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment						
HUMA 1123	001/10753	M W 8:40am - 9:55am 404 Dodge Building	Kristy Barbacane	3.00	25/25	HUMA 1123	019/10774	T Th 8:40am - 9:55am 405 Dodge Building	Madeleine Turner	3.00	25/25
HUMA 1123	002/10757	M W 8:40am - 9:55am 405 Dodge Building	Gabrielle Ferrari	3.00	24/25	HUMA 1123	020/10775	T Th 8:40am - 9:55am 716 Hamilton Hall	Benjamin Steege	3.00	25/25
HUMA 1123	003/10758	M W 8:40am - 9:55am 716 Hamilton Hall	Calder Hannan	3.00	25/25	HUMA 1123	021/10776	T Th 10:10am - 11:25am 404 Dodge Building	Scott Douglass	3.00	25/25
HUMA 1123	004/10759	M W 10:10am - 11:25am	Mariusz Kozak	3.00	25/25	HUMA 1123	022/10777	T Th 10:10am - 11:25am 405 Dodge Building	Madeleine Turner	3.00	25/25

HUMA 1123	023/10778	T Th 10:10am - 11:25am 716 Hamilton Hall	Joshua Navon	3.00	25/25	HUMA 1123	005/10723	M W 10:10am - 11:25am 405 Dodge Building	Julia Doe	3.00	25/25
HUMA 1123	024/10779	T Th 11:40am - 12:55pm 716 Hamilton Hall	Russell O'Rourke	3.00	24/25	HUMA 1123	006/10724	M W 10:10am - 11:25am 716 Hamilton Hall	Velia Ivanova	3.00	24/25
HUMA 1123	025/10780	T Th 1:10pm - 2:25pm 404 Dodge Building	Julia Doe	3.00	25/25	HUMA 1123	007/10725	M W 1:10pm - 2:25pm 404 Dodge Building	Mariusz Kozak	3.00	25/25
HUMA 1123	026/10781	T Th 1:10pm - 2:25pm 716 Hamilton Hall	Velia Ivanova	3.00	23/25	HUMA 1123	008/10726	M W 1:10pm - 2:25pm 716 Hamilton Hall	Justin Gregg	3.00	25/25
HUMA 1123	027/10782	T Th 2:40pm - 3:55pm 404 Dodge Building	Sasha Doster	3.00	25/25	HUMA 1123	009/10727	M W 2:40pm - 3:55pm 404 Dodge Building	Ruth Opara	3.00	24/25
HUMA 1123	028/10783	T Th 2:40pm - 3:55pm 405 Dodge Building	Saad Haddad	3.00	25/25	HUMA 1123	010/10728	M W 2:40pm - 3:55pm 405 Dodge Building	Audrey Amsellem	3.00	24/25
HUMA 1123	029/10784	T Th 2:40pm - 3:55pm 716 Hamilton Hall	Velia Ivanova	3.00	24/25	HUMA 1123	011/10729	M W 2:40pm - 3:55pm 716 Hamilton Hall	Justin Gregg	3.00	25/25
HUMA 1123	030/10785	T Th 4:10pm - 5:25pm 404 Dodge Building	Elaine Sisman	3.00	25/25	HUMA 1123	012/10730	M W 4:10pm - 5:25pm 404 Dodge Building	Giuseppe Gerbino	3.00	25/25
HUMA 1123	031/10786	T Th 4:10pm - 5:25pm 405 Dodge Building	Saad Haddad	3.00	25/25	HUMA 1123	013/10731	M W 4:10pm - 5:25pm 405 Dodge Building	Audrey Amsellem	3.00	25/25
HUMA 1123	032/10787	T Th 4:10pm - 5:25pm 716 Hamilton Hall	Ryan Pratt	3.00	25/25	HUMA 1123	014/10732	M W 4:10pm - 5:25pm 716 Hamilton Hall	Russell O'Rourke	3.00	24/25
HUMA 1123	033/10788	T Th 5:40pm - 6:55pm 404 Dodge Building	Marilyn McCoy	3.00	24/25	HUMA 1123	015/10733	M W 5:40pm - 6:55pm 404 Dodge Building	Cristina Gonzalez Rojo	3.00	25/25
HUMA 1123	034/10789	T Th 5:40pm - 6:55pm 405 Dodge Building	Ashkan Behzadi	3.00	23/25	HUMA 1123	016/10734	M W 5:40pm - 6:55pm 405 Dodge Building	Manuel Garcia Orozco	3.00	24/25
HUMA 1123	035/10790	T Th 5:40pm - 6:55pm 716 Hamilton Hall	Justin Gregg	3.00	24/25	HUMA 1123	017/10735	M W 5:40pm - 6:55pm 716 Hamilton Hall	Russell O'Rourke	3.00	25/25
HUMA 1123	JE1/21646	T 4:00pm - 6:00pm Othr Other	Audrey Amsellem	3.00	7/7	HUMA 1123	018/10736	T Th 8:40am - 9:55am 404 Dodge Building	Madeleine Turner	3.00	25/25
<b>Spring 2025: HUMA UN1123</b>											
<b>Course Number</b>	<b>Section/Call Number</b>	<b>Times/Location</b>	<b>Instructor</b>	<b>Points</b>	<b>Enrollment</b>						
HUMA 1123	001/10719	M W 8:40am - 9:55am 404 Dodge Building	Amanda Morrill	3.00	24/25	HUMA 1123	019/10737	T Th 8:40am - 9:55am 405 Dodge Building	Scott Douglass	3.00	25/25
HUMA 1123	002/10720	M W 8:40am - 9:55am 405 Dodge Building	Calder Hannan	3.00	24/25	HUMA 1123	020/10738	T Th 8:40am - 9:55am 716 Hamilton Hall	Nandini Banerjee-Datta	3.00	25/25
HUMA 1123	003/10721	M W 8:40am - 9:55am 716 Hamilton Hall	Velia Ivanova	3.00	25/25	HUMA 1123	021/10739	T Th 10:10am - 11:25am 404 Dodge Building	Madeleine Turner	3.00	25/25
HUMA 1123	004/10722	M W 10:10am - 11:25am 404 Dodge Building	Mariusz Kozak	3.00	25/25	HUMA 1123	022/10740	T Th 10:10am - 11:25am 405 Dodge Building	Walter Frisch	3.00	25/25



HUMA 1123	023/10741	T Th 10:10am - 11:25am 716 Hamilton Hall	Nandini Banerjee- Datta	3.00	25/25	404 Dodge Building
HUMA 1123	024/10742	T Th 11:40am - 12:55pm 405 Dodge Building	Knar Abrahamyan	3.00	25/25	
HUMA 1123	025/10743	T Th 1:10pm - 2:25pm 404 Dodge Building	Christopher Washburne	3.00	25/25	
HUMA 1123	026/10744	T Th 1:10pm - 2:25pm 716 Hamilton Hall	Gabrielle Ferrari	3.00	23/25	
HUMA 1123	027/10745	T Th 2:40pm - 3:55pm 404 Dodge Building	Joshua Navon	3.00	25/25	
HUMA 1123	028/10746	T Th 2:40pm - 3:55pm 405 Dodge Building	Hannah Kendall	3.00	24/25	
HUMA 1123	029/10747	T Th 2:40pm - 3:55pm 716 Hamilton Hall	Gabrielle Ferrari	3.00	25/25	
HUMA 1123	030/10748	T Th 4:10pm - 5:25pm 404 Dodge Building	Sasha Doster	3.00	25/25	
HUMA 1123	031/10749	T Th 4:10pm - 5:25pm 405 Dodge Building	Hannah Kendall	3.00	24/25	
HUMA 1123	032/10750	T Th 4:10pm - 5:25pm 716 Hamilton Hall	Phoenix Collins- Sadriyoun	3.00	24/25	
HUMA 1123	033/10751	T Th 5:40pm - 6:55pm 404 Dodge Building	Marilyn McCoy	3.00	24/25	
HUMA 1123	034/10752	T Th 5:40pm - 6:55pm 405 Dodge Building	David Farrow	3.00	24/25	
HUMA 1123	035/10753	T Th 5:40pm - 6:55pm 716 Hamilton Hall	Diana Rodriguez	3.00	25/25	

### **MUSI UN1312 INTRODUCTORY EAR-TRAINING. 1.00 point.**

This course is an introduction to basic skills in sight reading. Instruction includes reading rhythms in simple meter, solfege recitation, and sight-singing simple melodies

#### **Fall 2024: MUSI UN1312**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1312	001/10061	M W 12:10pm - 1:00pm 404 Dodge Building	Sadie Dawkins	1.00	12/14

#### **Spring 2025: MUSI UN1312**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1312	001/10827	M W 12:10pm - 1:00pm	Mary Asti	1.00	10/14

### **MUSI UN2010 ROCK. 3.00 points.**

How did Elvis become the “King of Rock’n’Roll” instead of, for example, Chuck Berry? Who are LaVern Baker, Sister Rosetta Tharpe, and Etta James and what do they have to do with rock and roll? Why and how did “rock and roll” become “rock”? What are the relationships among rock, rhythm and blues, soul, and funk? What do classical music composers such as J.S. Bach, Modest Mussorgsky, and Philip Glass have to do with rock? How many times has rock “died”? What is rock music’s relevance both historically and today? This course will introduce you to popular music studies, a field of inquiry that draws scholars from a number of different disciplines, including musicology, sociology, philosophy, anthropology and literature. Examining rock music in an interdisciplinary way has opened the genre to increasing attention beyond musicological methodologies and assumptions. First, however, we must ask some fundamental questions: for instance, what, exactly, is popular music as well as, importantly, what differentiates rock music from other genres? Our definitions will reveal some of the assumptions we bring to any discussion of popular music. Throughout this semester, we will question our assumptions about rock music culture through an investigation into a series of keywords. Each keyword will focus our attention on various aspects of rock music in order to think through the complexities of what might, on the surface, seem self-evident. Terms such as “genre” or “the everyday” will be examined to help us gain critical analytical tools with which to assess various rock music productions, artists, and processes

#### **Fall 2024: MUSI UN2010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2010	001/11802	M 4:10pm - 6:40pm  622 Dodge Building	Kevin Fellezs	3.00	31/40

### **MUSI UN2020 SALSA, SOCA # REGGAE. 3.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

A survey of the major syncretic urban popular music styles of the Caribbean, exploring their origins, development, and sociocultural context.

#### **Fall 2024: MUSI UN2020**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2020	001/10062	T Th 1:10pm - 2:25pm Cin Alfred Lerner Hall	Christopher Washburne	3.00	304/300

### **MUSI UN2021 MUSIC IN CONTEMP NATIVE AMER. 3.00 points.**

Music in Contemporary Native America is a historical, ethnographic, and topical examination of contemporary Native American musical practices and ideologies. The course emphasizes popular, vernacular, and mass mediated musics, and

calls into question the simple distinction between traditional and modern aspects of Native American cultures. Our readings and class guests (several of whom will be Native American scholars) emphasize the importance of understanding Native 2 American perspectives on these topics. Three short papers and one substantial final project are required. Approximately 100-150 pages of reading per week

#### Fall 2024: MUSI UN2021

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2021	001/10063	T Th 1:10pm - 2:25pm 701c Dodge Building	Aaron Fox	3.00	2/25
MUSI 2021	AU1/19417	T Th 1:10pm - 2:25pm Othr Other	Aaron Fox	3.00	3/3

### MUSI UN2205 INTRODUCTION TO DIGITAL MUSIC.

#### 3.00 points.

Prerequisites: *HUMA W1123* or the equivalent, and the instructor's permission.

An introduction to the potential of digital sound synthesis and signal processing. Teaches proficiency in elementary and advanced digital audio techniques. This course aims to challenge some of the tacet assumptions about music that are built into the design of various user interfaces and hardware and fosters a creative approach to using digital audio workstation software and equipment. Permission of Instructor required to enroll. Music Majors have priority for enrollment

#### Fall 2024: MUSI UN2205

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2205	001/10065	T Th 1:10pm - 2:25pm 320h Prentis Hall	Anna Meadors	3.00	17/18
MUSI 2205	002/10066	M W 11:40am - 12:55pm 320h Prentis Hall	Anna Meadors	3.00	17/18
MUSI 2205	003/17469	F 1:10pm - 4:00pm 320h Prentis Hall	Danielle Dobkin	3.00	9/18

#### Spring 2025: MUSI UN2205

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2205	001/11755	M W 10:10am - 11:25am 320h Prentis Hall	Anna Meadors	3.00	17/16
MUSI 2205	002/11758	T Th 1:10pm - 2:25pm 320h Prentis Hall	Nina Fukuoka	3.00	14/16
MUSI 2205	003/11750	F 1:10pm - 4:00pm 320h Prentis Hall	Danielle Dobkin	3.00	16/16

### MUSI UN2230 History and Practice of Electronic Music.

#### 3.00 points.

This course will provide a critical survey of the development of electronic and computer music and sound from around the globe. From early experiments and precursors in the late 19th century through to modern-day experimental and popular music practices, this course aims to trace the development of technologies used in the production of electronic and computer

derived sound and music alongside the economic, cultural, and social forces that contribute to the development of audiences. The course will focus intently on listening through a series of curated playlists in an effort to unpack style and genre distinctions. Readings and listening examples will be paired with small, hands-on assignments, that demonstrate the effect of music making tools on the process and structure of musical genres and styles ranging from the experimental practices of musique concrete, drone, and harsh noise to the mainstream practices of dub, techno, vaporwave, hyperpop, and hip hop and more

#### Fall 2024: MUSI UN2230

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2230	001/10067	T Th 2:40pm - 3:55pm 407 Mathematics Building	Seth Cluett	3.00	30/30

### MUSI UN2314 EAR-TRAINING I. 1.00 point.

Designed to improve the students basic skills in sight-singing, and rhythmic and melodic dictation with an introduction to four-part harmonic dictation

#### Fall 2024: MUSI UN2314

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2314	001/10068	T Th 12:10pm - 1:00pm 404 Dodge Building	Mary Asti	1.00	6/14
MUSI 2314	002/10069	M W 12:10pm - 1:00pm 405 Dodge Building	Ramin Amir Arjomand	1.00	6/14

#### Spring 2025: MUSI UN2314

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2314	001/10828	T Th 12:10pm - 1:00pm 404 Dodge Building	Mary Asti	1.00	9/14

### MUSI UN2315 EAR-TRAINING II. 1.00 point.

Techniques of sight-singing and dictation of diatonic melodies in simple and compound meter with strong emphasis on harmonic dictation

#### Fall 2024: MUSI UN2315

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2315	001/10070	T Th 12:10pm - 1:00pm 622 Dodge Building	Michael Joviala	1.00	10/14

#### Spring 2025: MUSI UN2315

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2315	001/10829	M W 12:10pm - 1:00pm 405 Dodge Building	Sadie Dawkins	1.00	7/14

MUSI 2315 002/10830	T Th 12:10pm - 1:00pm 716 Hamilton Hall	Sadie Dawkins	1.00	8/14
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### **MUSI UN2318 MUSIC THEORY I. 3.00 points.**

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.) Elementary analysis and composition in a variety of modal and tonal idioms

#### **Fall 2024: MUSI UN2318**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2318	001/10071	T Th 1:10pm - 2:25pm 405 Dodge Building	Peter Susser	3.00	11/20

#### **Spring 2025: MUSI UN2318**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2318	001/11316	M W 1:10pm - 2:25pm 405 Dodge Building	Cheng Lim	3.00	18/20

### **MUSI UN2319 MUSIC THEORY II. 3.00 points.**

Prerequisites: *MUSI V2318*.  
Elementary analysis and composition in a variety of tonal idioms

#### **Fall 2024: MUSI UN2319**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2319	001/10072	M W 1:10pm - 2:25pm 405 Dodge Building	Cheng Lim	3.00	16/20

#### **Spring 2025: MUSI UN2319**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2319	001/11317	T Th 1:10pm - 2:25pm 405 Dodge Building	Knar Abrahamyan	3.00	9/20

### **MUSI UN3036 SCHUBERT'S ROMANTIC CYCLES. 3.00 points.**

#### **Fall 2024: MUSI UN3036**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3036	001/10298	T Th 2:40pm - 3:55pm 620 Dodge Building	Elaine Sisman	3.00	2/25
MUSI 3036	AU1/19285	T Th 2:40pm - 3:55pm Othr Other	Elaine Sisman	3.00	8/8

### **MUSI UN3128 HIST-WEST MUS: MID AGE-BAROQUE. 3.00 points.**

Prerequisites: *MUSI V2318-V2319*. May be taken before or concurrently with this course.

Prerequisites: *MUSI UN2318 - MUSI UN2319*. 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 2024: MUSI UN3128**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3128	001/10073	T Th 2:40pm - 3:55pm 622 Dodge Building	Russell O'Rourke	3.00	22/35

### **MUSI UN3213 Bach Interpretation for Performers. 3.00 points.**

This course will explore the music of Johann Sebastian Bach from the perspective of performance. Attention will be given to Baroque dance forms and the social significance of dance in the 18th century, the art of rhetoric as a driving force for convincing delivery, an exploration of period instruments, and the study of elements of style such as articulation and ornamentation. The course consists of lectures, discussions, guided listening, score analysis, reading assignments, and performance projects. Aside from Bach's scores, we will examine three key 17th- and 18th-century vocal and instrumental treatises, and a wide array of literature on rhetorical style and performance practice. Upon successful completion of the course, students will gain a deeper understanding of interpreting the music of J.S. Bach and Baroque music in general, both as listeners and as performers

#### **Fall 2024: MUSI UN3213**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3213	001/10080	M W 2:40pm - 3:55pm 620 Dodge Building	Magdalena Baczkowska	3.00	9/14

### **MUSI UN3241 ADVANCED COMPOSITION I. 3.00 points.**

Composition Faculty

Prerequisites: *MUSI V3310* or the instructor's permission. Composition in more extended forms. Study of advanced techniques of contemporary composition. Readings of student works

#### **Fall 2024: MUSI UN3241**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3241	001/10058	M W 10:10am - 11:25am 620 Dodge Building	Zosha Di Castri	3.00	7/12

### **MUSI UN3316 EAR-TRAINING III. 1.00 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 2024: MUSI UN3316**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3316	001/10074	M W 12:10pm - 1:00pm 620 Dodge Building	Peter Susser	1.00	15/18

**Spring 2025: MUSI UN3316**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3316	001/10831	M W 12:10pm - 1:00pm 814 Dodge Building	Ramin Amir Arjomand	1.00	6/14

**MUSI UN3317 EAR-TRAINING IV. 1.00 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 2024: MUSI UN3317**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3317	001/10075	T Th 12:10pm - 1:00pm 405 Dodge Building	Peter Susser	1.00	10/14

**Spring 2025: MUSI UN3317**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3317	001/10832	T Th 12:10pm - 1:00pm 814 Dodge Building	Michael Joviala	1.00	4/14

**AHMM UN3321 MUSICS OF INDIA # WEST ASIA. 3.00 points.**

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 2024: AHMM UN3321**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHMM 3321	001/10053	M W 10:10am - 11:25am 622 Dodge Building	Thomas Wetmore	3.00	21/25
AHMM 3321	002/10054	M W 5:40pm - 6:55pm 620 Dodge Building	Nandini Banerjee-Datta	3.00	19/25
AHMM 3321	003/10055	T Th 10:10am - 11:25am 622 Dodge Building	Nandini Banerjee-Datta	3.00	22/25
AHMM 3321	004/10056	T Th 5:40pm - 6:55pm 622 Dodge Building	Alessandra Ciucci	3.00	22/25

**MUSI UN3321 MUSIC THEORY III. 3.00 points.**

A one-hour weekly lab is required, to be scheduled at the beginning of the term.

Prerequisites: *MUSI V2319*.

Intermediate analysis and composition in a variety of tonal idioms

**Fall 2024: MUSI UN3321**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3321	001/10076	M W 1:10pm - 2:25pm 620 Dodge Building	Joseph Dubiel	3.00	14/20

**Spring 2025: MUSI UN3321**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3321	001/11318	T Th 1:10pm - 2:25pm 622 Dodge Building	Cheng Lim	3.00	9/20

**MUSI UN3322 MUSIC THEORY IV. 3.00 points.**

Prerequisites: *MUSI V3321*.

Intermediate analysis and composition in a variety of tonal and extended tonal idioms

**Fall 2024: MUSI UN3322**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3322	001/10077	T Th 1:10pm - 2:25pm 622 Dodge Building	Cheng Lim	3.00	2/20

**Spring 2025: MUSI UN3322**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3322	001/11320	M W 1:10pm - 2:25pm 814 Dodge Building	Calder Hannan	3.00	9/20

**MUSI UN3326 Genre in Popular Music. 3.00 points.**

Genre greatly shapes the way music is created, produced, marketed, and consumed. And yet, genre is more than just a tool to categorize music: These groupings often reveal complex socio-cultural constructs that replicate cultural beliefs about identity and society. This course explores genre as a multifaceted concept within 20th- and 21st- century popular music in the U.S. by examining how these categories are socially and musically constructed, defined, and transformed throughout history. This course investigates how genre has changed from the time of vinyl records to streaming platforms through a blend of lectures, discussions, and listening sessions. We will explore how scholars across numerous disciplines conceive of genre in popular music through interdisciplinary readings and writing activities. This course promises to broaden your understanding of genre while enhancing your personal listening practice as we unravel the tapestry to reveal how genre shapes the musical world around us—all the while exploring if genre truly matters. There are no prerequisites, and a prior knowledge of music or ability to read Western music notation is not required

**MUSI UN3400 TOPICS IN MUSIC # SOCIETY. 3.00 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 2024: MUSI UN3400

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3400	001/10078	T Th 4:10pm - 5:25pm 622 Dodge Building	Ruth Opara	3.00	17/25

#### Spring 2025: MUSI UN3400

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3400	001/11772	Th 4:10pm - 6:40pm 620 Dodge Building	Kevin Fellezs	3.00	20/25

**MUSI UN3995 HONORS RESEARCH. 2.00-3.00 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.

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 2024: MUSI UN3995

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3995	001/10094		Susan Boynton	2.00-3.00/5	
MUSI 3995	002/10095		Alessandra Ciucci	2.00-3.00/5	
MUSI 3995	003/10096		Zosha Di Castri	2.00-3.00/5	
MUSI 3995	004/10097		Julia Doe	2.00-3.00/5	
MUSI 3995	006/10098		Kevin Fellezs	2.00-3.00/5	
MUSI 3995	007/10099		Aaron Fox	2.00-3.00/5	
MUSI 3995	008/10100		Walter Frisch	2.00-3.00/5	
MUSI 3995	009/10101		Bradford Garton	2.00-3.00/5	
MUSI 3995	010/10102		Giuseppe Gerbino	2.00-3.00/5	
MUSI 3995	011/10103		Georg Friedrich Haas	2.00-3.00/5	
MUSI 3995	012/10104		Marcos Balter	2.00-3.00/5	
MUSI 3995	013/10105		Mariusz Kozak	2.00-3.00/5	
MUSI 3995	015/10106		Jeffrey Milarsky	2.00-3.00/5	

MUSI 3995	016/10107	Seth Cluett	2.00-3.00/5
MUSI 3995	017/10108	Elaine Sisman	2.00-3.00/5
MUSI 3995	018/10109	Benjamin Steege	2.00-3.00/5
MUSI 3995	019/10110	Magdalena Baczkewska	2.00-3.00/5
MUSI 3995	020/10111	Peter Susser	2.00-3.00/5
MUSI 3995	021/10112	Christopher Washburne	2.00-3.00/5
MUSI 3995	022/10113	Knar Abrahamyan	2.00-3.00/5
MUSI 3995	023/10159	Ruth Opara	2.00-3.00/5

#### Spring 2025: MUSI UN3995

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3995	001/11418		Susan Boynton	2.00-3.00/5	
MUSI 3995	002/11419		Alessandra Ciucci	2.00-3.00/5	
MUSI 3995	003/11420		Zosha Di Castri	2.00-3.00/5	
MUSI 3995	004/11421		Julia Doe	2.00-3.00/5	
MUSI 3995	005/11422		Joseph Dubiel	2.00-3.00/5	
MUSI 3995	006/11423		Kevin Fellezs	2.00-3.00/5	
MUSI 3995	007/11424		Aaron Fox	2.00-3.00/5	
MUSI 3995	008/11425		Walter Frisch	2.00-3.00/5	
MUSI 3995	009/11426		Bradford Garton	2.00-3.00/5	
MUSI 3995	010/11427		Giuseppe Gerbino	2.00-3.00/5	
MUSI 3995	011/11428		Georg Friedrich Haas	2.00-3.00/5	
MUSI 3995	012/11429		Marcos Balter	2.00-3.00/5	
MUSI 3995	013/11430		Mariusz Kozak	2.00-3.00/5	
MUSI 3995	014/11431		George Lewis	2.00-3.00/5	
MUSI 3995	015/11432		Jeffrey Milarsky	2.00-3.00/5	
MUSI 3995	016/11433		Seth Cluett	2.00-3.00/5	
MUSI 3995	017/11434		Elaine Sisman	2.00-3.00/5	
MUSI 3995	018/11435		Benjamin Steege	2.00-3.00/5	
MUSI 3995	019/11436		Magdalena Baczkewska	2.00-3.00/5	
MUSI 3995	020/11437		Peter Susser	2.00-3.00/5	
MUSI 3995	021/11438		Christopher Washburne	2.00-3.00/5	
MUSI 3995	022/11439		Knar Abrahamyan	2.00-3.00/5	
MUSI 3995	023/11440		Ruth Opara	2.00-3.00/5	

**MUSI UN3998 SUPERVISED INDEPENDENT STUDY. 2.00-3.00 points.**

Prerequisites: approval prior to registration; see the director of undergraduate studies for details.

Prerequisites: approval prior to registration; see the director of undergraduate studies for details. A creative/scholarly project conducted under faculty supervision

**Fall 2024: MUSI UN3998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3998	001/10114		Susan Boynton	2.00-3.00/5	
MUSI 3998	002/10115		Alessandra Ciucci	2.00-3.00/5	
MUSI 3998	003/10116		Zosha Di Castri	2.00-3.00/5	
MUSI 3998	004/10117		Julia Doe	2.00-3.00/5	
MUSI 3998	006/10118		Aaron Fox	2.00-3.00/5	
MUSI 3998	007/10119		Kevin Fellezs	2.00-3.00/5	
MUSI 3998	008/10120		Walter Frisch	2.00-3.00/5	
MUSI 3998	009/10121		Bradford Garton	2.00-3.00/5	
MUSI 3998	010/10122		Giuseppe Gerbino	2.00-3.00/5	
MUSI 3998	011/10123		Georg Friedrich Haas	2.00-3.00/5	
MUSI 3998	012/10124		Marcos Balter	2.00-3.00/5	
MUSI 3998	013/10125		Mariusz Kozak	2.00-3.00/5	
MUSI 3998	015/10126		Jeffrey Milarsky	2.00-3.00/5	
MUSI 3998	016/10127		Seth Cluett	2.00-3.00/5	
MUSI 3998	017/10128		Elaine Sisman	2.00-3.00/5	
MUSI 3998	018/10129		Benjamin Steege	2.00-3.00/5	
MUSI 3998	019/10130		Magdalena Baczewska	2.00-3.00/5	
MUSI 3998	020/10131		Peter Susser	2.00-3.00/5	
MUSI 3998	021/10132		Christopher Washburne	2.00-3.00/5	
MUSI 3998	022/10133		Knar Abrahamyan	2.00-3.00/5	
MUSI 3998	023/10160		Ruth Opara	2.00-3.00/5	

**Spring 2025: MUSI UN3998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3998	001/11463		Susan Boynton	2.00-3.00/5	
MUSI 3998	002/11464		Alessandra Ciucci	2.00-3.00/5	
MUSI 3998	003/11465		Zosha Di Castri	2.00-3.00/5	
MUSI 3998	004/11466		Julia Doe	2.00-3.00/5	
MUSI 3998	005/11467		Joseph Dubiel	2.00-3.00/5	
MUSI 3998	006/11468		Aaron Fox	2.00-3.00/5	

MUSI 3998 007/11470

MUSI 3998 008/11471

MUSI 3998 009/11472

MUSI 3998 010/11473

MUSI 3998 011/11477

MUSI 3998 012/11478

MUSI 3998 013/11479

MUSI 3998 014/11480

MUSI 3998 015/11482

MUSI 3998 016/11484

MUSI 3998 017/11485

MUSI 3998 018/11486

MUSI 3998 019/11487

MUSI 3998 020/11488

MUSI 3998 021/11489

MUSI 3998 024/11492

MUSI 3998 025/11493

Kevin Fellezs 2.00-3.00/5

Walter Frisch 2.00-3.00/5

Bradford Garton 2.00-3.00/5

Giuseppe Gerbino 2.00-3.00/5

Georg Friedrich Haas 2.00-3.00/5

Marcos Balter 2.00-3.00/5

Mariusz Kozak 2.00-3.00/5

George Lewis 2.00-3.00/5

Jeffrey Milarsky 2.00-3.00/5

Seth Cluett 2.00-3.00/5

Elaine Sisman 2.00-3.00/5

Benjamin Steege 2.00-3.00/5

Magdalena Baczewska 2.00-3.00/5

Peter Susser 2.00-3.00/5

Christopher Washburne 2.00-3.00/5

Knar Abrahamyan 2.00-3.00/5

Ruth Opara 2.00-3.00/5

**MUSI GU4108 Critical Approaches to Opera Studies. 3.00 points.**

Why opera now? In what ways can a 400-year-old art form speak to the needs of contemporary society? This seminar provides an introduction to critical opera studies: we will analyze a broad range of lyric repertory (spanning from Monteverdi to Saariaho) while interrogating the debates these works have generated, both historically and in the present day. Topics to be considered include: operatic institutions and conventions; gender and voice; theories of “text” and liveness; modernist staging; the troubling legacies of Empire and exoticism; and the intersections of opera and multimedia (opera on/as film, opera in HD, site-specific opera). Wherever possible, this course will incorporate live performance in New York, engaging the Metropolitan Opera as well as institutions for “indie” opera and new music. While completion of Music Humanities is a suggested pre-requisite, this class welcomes interdisciplinary perspectives. Individual assignments may be tailored to accommodate student interests and backgrounds outside of the field of music

**Fall 2024: MUSI GU4108**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4108	001/10081	Th 4:10pm - 6:00pm	Julia Doe	3.00	13/15
		620 Dodge Building			

MUSI 4108 AU1/21421 Th 4:10pm - 6:00pm Julia Doe 3.00 1/2

Othr Other

**MUSI GU4122 SONGS OF THE TROUBADOURS. 4.00 points.**

This interdisciplinary seminar approaches the songs of the troubadours as poetic and musical traditions. Together we will develop methods for analysis and interpretation, situate the songs within literary and social history, and address broad issues such as the nature of performance, the interplay between oral transmission and writing, the origins of troubadour poetry, fin'amor, and gender. Students will learn to analyze the poetic and musical structure of the songs and to transcribe and edit them from medieval manuscripts. Weekly assignments in Paden's Introduction to Old Occitan will familiarize students with the language of the texts; one hour a week will be devoted to texts using Paden's book. Students from all departments are welcome.

**Fall 2024: MUSI GU4122**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4122	001/10083	F 1:00pm - 3:00pm 701a Dodge Building	Susan Boynton	4.00	7/12

**MUSI GU4308 Theory and Analysis of Jazz and Improvisation. 3.00 points.**

What are the traditional definitions of jazz and how do they apply to improvised music in the twenty-first century? This course aims to communicate reliable methods and processes useful when dissecting and evaluating jazz performances and jazz compositions. Students will engage with traditional and fundamental jazz improvisation theory, then extrapolate new modalities reflective of the music happening today; including categorizing music on gradations from minimally to fully improvisational, tonal to harmonically abstract, rhythmically rigid to free, and sonically acoustic to fully synthesized. The class will explore and differentiate between "new complexity" classical compositions and virtuosic free form improvisation, compare US jazz to versions happening in other countries, and to recognize how world music influences affect improvisational tonal systems and improvisational traits.

**Fall 2024: MUSI GU4308**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4308	001/10508	M W 4:10pm - 5:25pm 814 Dodge Building	Ole Mathisen	3.00	14/25

**MUSI GU4360 ANALYSIS OF TONAL MUSIC. 3.00 points.**

Detailed analysis of selected tonal compositions. This course, for advanced undergraduates and beginning graduates, is intended to develop understanding of tonal compositions and of theoretical concepts that apply to them, through study of specific works in various forms and styles.

**MUSI GU4418 Music and Fashion. 3.00 points.**

Fashion has been integral to musical performance practices, and music continues to influence fashion. As a result, specific music genres and practitioners are linked to particular fashion trends and movements that represent their persona and appearance. In various cultures around the world, music and fashion play a significant role in marking identity, as practitioners' cultural heritage impacts the choice of costumes they wear during performances in different spaces and times. Spread through live performances and mass-mediated technology, consumers and fans of these practitioners also adopt and integrate these fashion trends into their everyday styles. This class explores Some of the questions: How does fashion become a visual representation of specific music cultures, subcultures, genres, movements, and artists? How does fashion reflect, influence, inspire, evolve, spread, sustain, represent, affect, and communicate musical ideas? To answer these questions, musical fashion icons such as Beyoncé, Prince, Rihanna, Lady Gaga, and David Bowie, and genres like Hip Hop, rock, Opera, K-pop, Afrobeats, and other global genres are examined through written scholarships, analysis of music performances and costumes, and their appearances in events and everyday life. This class explores how fashion trends influence sounds and vice versa, how they mark identity through music, embody symbolic sounds, and attract music consumers and fans who perpetuate these trends.

**Fall 2024: MUSI GU4418**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4418	001/10189	T 12:10pm - 2:00pm 620 Dodge Building	Ruth Opara	3.00	22/25

**MUSI GU4525 INSTRUMENTATION. 3.00 points.**

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 2024: MUSI GU4525**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4525	001/10082	T Th 1:10pm - 2:25pm 814 Dodge Building	Jeffrey Milarsky	3.00	10/25

**MUSI GU4630 RECORDED SOUND. 3.00 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. But where does one go to learn how to do this – to learn not only the “how to” part of music production, but the historical underpinnings and the development of the music production industry as well? How does one develop a comprehensive framework within which they can place their own artistic efforts? How does one learn to understand what they hear, re-create what they like and develop their own style? This class, “Recorded Sound,” 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.

**Fall 2024: MUSI GU4630**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4630	001/10190	M 1:10pm - 4:00pm 317 Prentis Hall	David Adamczyk	3.00	11/15
MUSI 4630	002/17470	W 1:10pm - 4:00pm 317 Prentis Hall	Danielle Dobkin	3.00	8/15

**Spring 2025: MUSI GU4630**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4630	001/11781	T 10:10am - 1:00pm 317 Prentis Hall	Anna Meadors	3.00	12/12

**MUSI GU4810 Sound: Foundations. 3.00 points.**

This foundational course in sound will begin by exploring how listening happens as well the tools necessary capture and present that listening. Through hands-on experimentation and demonstration, this seminar will examine both the technical and semiotic use of sound as amaterial within creative practice. Fundamental studio techniques will be explored including soldering for building cables, microphones, and loudspeakers. We will also explore the building blocks of analog and digital processes for the creation of sound, including microphones (types, patterns, and placement), basic synthesis, and techniques for recording, mixing, editing, and mastering. Through creative projects that implement these skills we will learn by doing. We will study theories of sound and listening that determine or are determined by technology, from the physical and social dimensions of the sounds we use to create, language (sound as a symbol or object), acoustics (sound in space), acousmatics (sound without a visual reference), and psycho-acoustics (sound as cognitive process). This class assumes no prior knowledge or technical skill. Some reading will be assigned and we will look and listen to a lot of work, students are encouraged to participate actively in discussions

**Fall 2024: MUSI GU4810**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4810	001/10191	M 2:10pm - 4:00pm 320h Prentis Hall	Seth Cluett	3.00	18/18

**MUSI GU4998 SUPERVISED INDEPENDENT STUDY.****1.00-3.00 points.****Fall 2024: MUSI GU4998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4998	001/10093		Seth Cluett	1.00-3.00/5	

**Spring 2025: MUSI GU4998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4998	001/11469		Seth Cluett	1.00-3.00/5	

**MPP UN1401 BASSOON INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1401**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1401	001/10202		Mark Timmerman	1.00	0/5

**Spring 2025: MPP UN1401**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1401	001/11018		Mark Timmerman	1.00	0/5

**MPP UN1403 CELLO INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1403**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1403	001/10203		Eliot Bailen	1.00	5/5
MPP 1403	002/10204		Gwendolyn Krosnick	1.00	0/5
MPP 1403	003/19097		Patrick Jee	1.00	1/5
MPP 1403	004/21031		James Wilson	1.00	2/5

**Spring 2025: MPP UN1403**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1403	001/11019		Eliot Bailen	1.00	4/5
MPP 1403	002/13271		Gwendolyn Krosnick	1.00	0/5
MPP 1403	003/11608		Patrick Jee	1.00	1/5
MPP 1403	004/11619		James Wilson	1.00	2/5

**MPP UN1405 CLARINET INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.



**Fall 2024: MPP UN1405**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1405	001/10205		Allen Blustine	1.00	3/5

**Spring 2025: MPP UN1405**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1405	001/11622		Allen Blustine	1.00	3/5

### **MPP UN1407 CLASSICAL SAXOPHONE INSTRUCTION. 1 point.**

#### **CLASSICAL SAXOPHONE INSTRUCTION**

**Fall 2024: MPP UN1407**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1407	001/14965			1	0/5

**Spring 2025: MPP UN1407**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1407	001/13272			1	0/5

**MPP UN1409 FLUTE INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1409**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1409	001/10206		Sue Anne Kahn	1.00	0/5
MPP 1409	002/10207		Susan Palma-Nidel	1.00	2/5
MPP 1409	003/10208		Susan Rotholz	1.00	1/5

**Spring 2025: MPP UN1409**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1409	001/13274		Sue Anne Kahn	1.00	0/5
MPP 1409	002/11625		Susan Palma-Nidel	1.00	1/5
MPP 1409	003/11626		Susan Rotholz	1.00	1/5

**MPP UN1411 FRENCH HORN INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1411**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MPP 1411 001/10209

Brad Gemeinhardt 1.00 0/5

**MPP UN1413 GUITAR (BLUEGRASS) INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1413**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1413	001/10210		James Kerr	1.00	2/5

**Spring 2025: MPP UN1413**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1413	001/11672		James Kerr	1.00	2/5

**MPP UN1414 Guitar (Popular-Contemporary) Instruction. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar, pop guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1414**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1414	001/13990		James Moore	1.00	6/5

**Spring 2025: MPP UN1414**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1414	001/11793		James Moore	1.00	6/6

**MPP UN1415 GUITAR (CLASSICAL) INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1415**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1415	001/10211		James Kerr	1.00	3/5

**Spring 2025: MPP UN1415**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1415	001/11673		James Kerr	1.00	2/5

**MPP UN1417 HARP INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty

members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1417**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1417	001/10212		June Han	1.00	1/5

**Spring 2025: MPP UN1417**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1417	001/11674		June Han	1.00	3/5

**MPP UN1419 OBOE INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1419**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1419	001/10213		Vicki Bodner	1.00	3/5

**Spring 2025: MPP UN1419**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1419	001/11675		Vicki Bodner	1.00	3/5

**MPP UN1421 ORGAN INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1421**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1421	001/10214		Paul Martin Maki	1.00	2/5

**Spring 2025: MPP UN1421**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1421	001/11678		Paul Martin Maki	1.00	2/5

**MPP UN1423 PERCUSSION INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1423**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1423	001/10215		Ian Sullivan	1.00	0/5

**Spring 2025: MPP UN1423**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1423	001/13362		Ian Sullivan	1.00	0/5

**MPP UN1425 PIANO INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1425**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1425	001/10216		Michael Skelly	1.00	34/50
MPP 1425	002/10217		Dmitry Alexeev	1.00	10/40
MPP 1425	003/10218		Reiko Uchida	1.00	13/40
MPP 1425	004/10219		Mirna Lekic	1.00	10/40
MPP 1425	005/20905		Kathleen Tagg	1.00	14/40

**Spring 2025: MPP UN1425**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1425	001/11679		Michael Skelly	1.00	34/50
MPP 1425	002/11680		Dmitry Alexeev	1.00	10/40
MPP 1425	003/11688		Reiko Uchida	1.00	14/40
MPP 1425	004/11689		Mirna Lekic	1.00	10/40
MPP 1425	005/11690		Kathleen Tagg	1.00	16/40

**MPP UN1427 STRING BASS INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1427**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1427	001/10220		Lou Kosma	1.00	4/5

**Spring 2025: MPP UN1427**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1427	001/11695		Lou Kosma	1.00	4/5

**MPP UN1429 TROMBONE INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1429**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1429	001/10221			1.00	0/5

**MPP UN1431 TRUMPET INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1431**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1431	001/10222		David Krauss	1.00	1/5

**Spring 2025: MPP UN1431**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1431	001/11794		David Krauss	1.00	1/5

**MPP UN1433 TUBA INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1433**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1433	001/10223			1.00	0/5

**MPP UN1435 VIOLA INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1435**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1435	001/10224		Sarah Adams	1.00	3/5
MPP 1435	002/10226		Amadi Azikiwe	1.00	0/5
MPP 1435	003/10225		Jessica Thompson	1.00	0/5

**Spring 2025: MPP UN1435**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1435	001/11798		Sarah Adams	1.00	3/5
MPP 1435	002/13363		Amadi Azikiwe	1.00	0/5
MPP 1435	003/13364		Jessica Thompson	1.00	0/5

**MPP UN1437 VIOLIN INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1437**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1437	001/10227		Cyrus Beroukhim	1.00	2/5
MPP 1437	002/10228		Maja Cerar	1.00	5/5
MPP 1437	004/10229		Lisa Kim	1.00	1/5
MPP 1437	005/10230		Muneko Otani	1.00	3/5
MPP 1437	006/10231		Richard Rood	1.00	4/5

**Spring 2025: MPP UN1437**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1437	001/11808		Cyrus Beroukhim	1.00	2/5
MPP 1437	002/11811		Maja Cerar	1.00	5/5
MPP 1437	004/11813		Lisa Kim	1.00	1/5
MPP 1437	005/11815		Muneko Otani	1.00	2/5
MPP 1437	006/11820		Richard Rood	1.00	3/5

**MPP UN1443 JAZZ BASS INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1443**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1443	001/10232		Bradley Jones	1.00	0/5
MPP 1443	002/10233		Ugonna Okegwu	1.00	5/5

**Spring 2025: MPP UN1443**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1443	002/13269		Ugonna Okegwu	1.00	2/5

**MPP UN1445 JAZZ BASS (ELECTRIC) INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1445**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MPP 1445	001/10234	Leo Traversa	1.00	2/5
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**Spring 2025: MPP UN1445**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1445	001/11821		Leo Traversa	1.00	2/5

**MPP UN1447 JAZZ GUITAR (ELECTRIC)****INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1447**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1447	001/10235		Paul Bollenback	1.00	7/7
MPP 1447	002/10236		Leo Traversa	1.00	0/5

**Spring 2025: MPP UN1447**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1447	001/11867		Paul Bollenback	1.00	6/7
MPP 1447	002/13270		Leo Traversa	1.00	0/5

**MPP UN1449 JAZZ ORCHESTRATION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1449**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1449	001/10237		Ole Mathisen	1.00	0/5
MPP 1449	002/10238		Don Sickler	1.00	0/5

**Spring 2025: MPP UN1449**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1449	001/13368		Ole Mathisen	1.00	0/5
MPP 1449	002/13369		Don Sickler	1.00	0/5

**MPP UN1451 JAZZ PERCUSSION INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1451**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MPP 1451	001/10239	Anthony Moreno	1.00	0/5
MPP 1451	002/10240	Vince Cherico	1.00	7/6
MPP 1451	003/10241	Sylvia Cuenca	1.00	0/5

**Spring 2025: MPP UN1451**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1451	001/13370		Anthony Moreno	1.00	0/5
MPP 1451	002/11910		Vince Cherico	1.00	6/7

**MPP UN1453 JAZZ PIANO INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1453**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1453	001/10242		Gabriel Guerrero	1.00	6/7
MPP 1453	002/10243		Victor Lin	1.00	5/5
MPP 1453	004/10244		Helen Sung	1.00	3/5

**Spring 2025: MPP UN1453**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1453	001/11913		Gabriel Guerrero	1.00	4/7
MPP 1453	002/11915		Victor Lin	1.00	4/5
MPP 1453	004/11918		Helen Sung	1.00	2/5

**MPP UN1455 JAZZ SAXOPHONE INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1455**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1455	001/10245		Laubrock Ingrid	1.00	8/8

**Spring 2025: MPP UN1455**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1455	001/11919		Laubrock Ingrid	1.00	5/8

**MPP UN1457 JAZZ TROMBONE INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty



members. Lessons are 6 hours per semester. An audition is required.

#### Fall 2024: MPP UN1457

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1457	001/10246		John David Gibson	1.00	3/5

#### Spring 2025: MPP UN1457

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1457	001/11922		John David Gibson	1.00	2/5

#### MPP UN1459 JAZZ TRUMPET INSTRUCTION. 1.00 point.

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

#### Fall 2024: MPP UN1459

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1459	001/10247		Don Sickler	1.00	4/5
MPP 1459	002/10248			1.00	0/5

#### Spring 2025: MPP UN1459

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1459	001/11924		Don Sickler	1.00	4/5

#### MPP UN1461 JAZZ VOICE INSTRUCTION. 1.00 point.

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

#### Fall 2024: MPP UN1461

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1461	001/10249		Christine Correa	1.00	8/8

#### Spring 2025: MPP UN1461

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1461	001/11943		Christine Correa	1.00	9/8

#### MPP UN1511 COLLEGIUM MUSICUM. 1.00 point.

Collegium Musicum is a performing group dedicated primarily to the study and performance of early music, broadly defined.

#### Fall 2024: MPP UN1511

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1511	001/10059	M 7:30pm - 9:30pm 622 Dodge Building	Ramin Amir Arjomand	1.00	6/30

#### Spring 2025: MPP UN1511

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1511	001/10929	M 7:30pm - 9:30pm 622 Dodge Building	Ramin Amir Arjomand	1.00	1/30

#### MPP UN1521 UNIVERSITY ORCHESTRA I. 2.00 points.

Founded by composer Edward MacDowell in 1896, the Columbia University Orchestra is the oldest continually operating university orchestra in the United States. The principal mission of the Orchestra is to expose talented student musicians to the highest level of orchestral repertoire. An audition is required.

#### Fall 2024: MPP UN1521

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1521	001/10057	T 6:30pm - 9:30pm Room TBA	Jeffrey Milarsky	2.00	83/100

#### Spring 2025: MPP UN1521

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1521	001/10927	T 6:30pm - 9:30pm Room TBA	Jeffrey Milarsky	2.00	69/100

#### MPP UN1531 CHAMBER ENSEMBLE. 1.00 point.

The Music Performance Program (MPP) offers students the opportunity to participate in various classical ensembles and study with some of the most renowned chamber musicians in New York City. An audition is required.

#### Fall 2024: MPP UN1531

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1531	003/10252		Ian Sullivan	1.00	0/25
MPP 1531	005/10253		Reiko Uchida	1.00	0/25
MPP 1531	006/10254		Sarah Adams	1.00	8/25
MPP 1531	007/10255		Eliot Bailen	1.00	7/25
MPP 1531	008/10256		Allen Blustine	1.00	0/25
MPP 1531	009/10257		Vicki Bodner	1.00	0/25
MPP 1531	010/10262		Patrick Jee	1.00	3/25
MPP 1531	011/10258		Maja Cerar	1.00	3/25
MPP 1531	013/10260		June Han	1.00	0/25
MPP 1531	014/10261		Sue Anne Kahn	1.00	3/25
MPP 1531	015/10264		Amadi Azikiwe	1.00	2/25
MPP 1531	016/10265		Muneko Otani	1.00	21/25
MPP 1531	017/10266		Susan Palma-Nidel	1.00	3/25
MPP 1531	018/10267		Richard Rood	1.00	4/25
MPP 1531	019/10268		Susan Rotholz	1.00	2/25
MPP 1531	020/10269		Jessica Thompson	1.00	0/25

MPP 1531	021/10271	Brad Gemeinhardt	1.00	0/25
MPP 1531	022/10272	James Wilson	1.00	0/25
MPP 1531	023/18757	Gwendolyn Krosnick	1.00	0/25
MPP 1531	024/19098	Mirna Lekic	1.00	0/25

**Spring 2025: MPP UN1531**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1531	005/13373		Reiko Uchida	1.00	0/25
MPP 1531	006/12023		Sarah Adams	1.00	8/25
MPP 1531	007/12025		Eliot Bailen	1.00	6/25
MPP 1531	008/13374		Allen Blustine	1.00	0/25
MPP 1531	009/13375		Vicki Bodner	1.00	0/25
MPP 1531	010/12031		Patrick Jee	1.00	4/25
MPP 1531	011/12032		Maja Cerar	1.00	3/25
MPP 1531	013/13376		June Han	1.00	0/25
MPP 1531	014/12035		Sue Anne Kahn	1.00	2/25
MPP 1531	015/12037		Amadi Azikiwe	1.00	2/25
MPP 1531	016/12038		Muneko Otani	1.00	17/25
MPP 1531	017/12040		Susan Palma-Nidel	1.00	4/25
MPP 1531	018/12041		Richard Rood	1.00	6/25
MPP 1531	019/12042		Susan Rotholz	1.00	2/25
MPP 1531	023/13481		Gwendolyn Krosnick	1.00	0/25

**MPP UN1541 COLUMBIA UNIV JAZZ ENSEMBL. 1.00 point.**

The Louis Armstrong Jazz Performance Program in the Music Performance Program (MPP) offers students the opportunity to participate in various jazz ensembles, both large and small, instrumental and vocal, that cover a wide range of musical ensembles. All ensembles perform at an intermediate level or higher and require some past jazz experience.

**Fall 2024: MPP UN1541**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1541	001/10273		Christine Correa	1.00	14/25
MPP 1541	002/10274		Victor Lin	1.00	0/25
MPP 1541	003/10276		Leo Traversa	1.00	2/25
MPP 1541	004/10277		Vince Cherico	1.00	9/25
MPP 1541	005/10278		Victor Lin	1.00	10/25
MPP 1541	006/10279		Ole Mathisen	1.00	0/25
MPP 1541	007/10280		Ole Mathisen	1.00	2/25

MPP 1541	008/10281	Paul Bollenback	1.00	4/25
MPP 1541	009/10283	Don Sickler	1.00	13/25
MPP 1541	010/10284	Don Sickler	1.00	0/25
MPP 1541	011/10285	John David Gibson	1.00	5/10

**Spring 2025: MPP UN1541**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1541	001/12066		Christine Correa	1.00	15/25
MPP 1541	002/13482		Victor Lin	1.00	0/25
MPP 1541	003/12076		Leo Traversa	1.00	2/25
MPP 1541	004/12080		Vince Cherico	1.00	7/25
MPP 1541	005/12085		Victor Lin	1.00	7/25
MPP 1541	006/13483		Ole Mathisen	1.00	0/25
MPP 1541	007/12098		Ole Mathisen	1.00	4/25
MPP 1541	008/12102		Paul Bollenback	1.00	4/25
MPP 1541	009/12109		Don Sickler	1.00	11/25
MPP 1541	010/13484		Don Sickler	1.00	0/25
MPP 1541	011/12117		John David Gibson	1.00	6/25

**MPP UN1551 WORLD MUSIC ENSEMBLE. 1.00 point.**

In collaboration with the Center for Ethnomusicology, MESAAS, Institute for Medieval Japanese Studies and the Louis Armstrong Jazz Performance Program, the Music Performance Program (MPP) offers students the opportunity to participate in various world music ensembles: Arab Music, Bluegrass, Japanese Gagaku/Hogaku, Klezmer and Latin American Music. Each ensemble requires different levels of experience, so please refer to the World Music section of the Music Performance Program website for more info. Please note the Latin American Music Ensemble focuses on two different Latin music traditions: The Afro-Cuban Ensemble meets in the Fall and the Brazilian Ensemble meets in the Spring.

**Fall 2024: MPP UN1551**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1551	001/10286		James Kerr	1.00	7/25
MPP 1551	002/10287		Alicia Lindsey	1.00	6/25
MPP 1551	003/10288		Adam Robinson	1.00	4/25
MPP 1551	004/10289		Yumi Kurosawa	1.00	3/25
MPP 1551	005/10290		Jeff Warschauer	1.00	6/25
MPP 1551	006/10291		Vince Cherico, Leo Traversa	1.00	12/25
MPP 1551	007/10292	Th 5:00pm - 7:00pm 814 Dodge Building	Taoufik Ben-Amor	1.00	17/18

**Spring 2025: MPP UN1551**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1551	001/12134		James Kerr	1.00	6/25
MPP 1551	002/12137		Alicia Lindsey	1.00	7/25
MPP 1551	003/12140		Adam Robinson	1.00	2/25
MPP 1551	004/12143		Yumi Kurosawa	1.00	5/25
MPP 1551	005/12192		Jeff Warschauer	1.00	6/25
MPP 1551	006/12197		Leo Traversa, Vince Cherico	1.00	14/25
MPP 1551	007/12205	Th 5:00pm - 7:00pm 814 Dodge Building	Taoufik Ben-Amor	1.00	20/18

### **MPP UN1601 Performance Seminar MasterClass. 1.00 point.**

Performance Seminar Masterclass is open to classical musicians of any instrument(s) with the highest commitment to performance. Students are admitted via live audition during the first week of classes in the Fall. Each week, two students perform repertoire of their choice for the class and receive feedback from everyone present. The discussions, moderated by the director of the Music Performance Program, Dr. Magdalena Stern-Baczewska, are designed to provide constructive criticism to the performers and to pose questions related to performance from the perspectives of musical interpretation, career management, professional collaboration, and pedagogy

#### **Fall 2024: MPP UN1601**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1601	001/14795	W 4:10pm - 5:25pm 622 Dodge Building	Magdalena Baczewska	1.00	15/14

#### **Spring 2025: MPP UN1601**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1601	001/11747	W 4:10pm - 5:25pm 622 Dodge Building	Magdalena Baczewska	1.00	19/17

## **SPRING 2025**

### **MUSI UN1002 FUNDAMENTALS OF MUSIC. 3.00 points.**

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.

#### **Fall 2024: MUSI UN1002**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1002	001/10060	M W 1:10pm - 2:25pm	Rebecca Zola	3.00	23/24

814 Dodge Building

#### **Spring 2025: MUSI UN1002**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1002	001/10755	M W 1:10pm - 2:25pm 622 Dodge Building	Imogen Wilson	3.00	21/24

### **HUMA UN1123 Music Humanities. 3.00 points.**

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

#### **Fall 2024: HUMA UN1123**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HUMA 1123	001/10753	M W 8:40am - 9:55am 404 Dodge Building	Kristy Barbacane	3.00	25/25
HUMA 1123	002/10757	M W 8:40am - 9:55am 405 Dodge Building	Gabrielle Ferrari	3.00	24/25
HUMA 1123	003/10758	M W 8:40am - 9:55am 716 Hamilton Hall	Calder Hannan	3.00	25/25
HUMA 1123	004/10759	M W 10:10am - 11:25am 404 Dodge Building	Mariusz Kozak	3.00	25/25
HUMA 1123	005/10760	M W 10:10am - 11:25am 405 Dodge Building	Gabrielle Ferrari	3.00	25/25
HUMA 1123	006/10761	M W 10:10am - 11:25am 716 Hamilton Hall	Galen DeGraf	3.00	22/25
HUMA 1123	007/10762	M W 1:10pm - 2:25pm 404 Dodge Building	Mariusz Kozak	3.00	25/25
HUMA 1123	008/10763	M W 1:10pm - 2:25pm 716 Hamilton Hall	Audrey Amsellem	3.00	24/25
HUMA 1123	009/10764	M W 2:40pm - 3:55pm 404 Dodge Building	Hannah Kendall	3.00	25/25
HUMA 1123	010/10765	M W 2:40pm - 3:55pm 405 Dodge Building	Thomas Wetmore	3.00	23/25
HUMA 1123	011/10766	M W 2:40pm - 3:55pm 716 Hamilton Hall	Audrey Amsellem	3.00	25/25
HUMA 1123	012/10767	M W 4:10pm - 5:25pm 404 Dodge Building	Hannah Kendall	3.00	24/25
HUMA 1123	013/10768	M W 4:10pm - 5:25pm 405 Dodge Building	Kathryn Cooke	3.00	25/25
HUMA 1123	014/10769	M W 4:10pm - 5:25pm 716 Hamilton Hall	Diana Rodriguez	3.00	25/25

HUMA 1123	015/10770	M W 5:40pm - 6:55pm 404 Dodge Building	Ralph Whyte	3.00	23/25			404 Dodge Building			
						HUMA 1123	034/10789	T Th 5:40pm - 6:55pm 405 Dodge Building	Ashkan Behzadi	3.00	23/25
HUMA 1123	016/10771	M W 5:40pm - 6:55pm 405 Dodge Building	David Farrow	3.00	25/25						
						HUMA 1123	035/10790	T Th 5:40pm - 6:55pm 716 Hamilton Hall	Justin Gregg	3.00	24/25
HUMA 1123	017/10772	M W 5:40pm - 6:55pm 716 Hamilton Hall	Manuel Garcia Orozco	3.00	25/25						
						HUMA 1123	JE1/21646	T 4:00pm - 6:00pm Othr Other	Audrey Amsellem	3.00	7/7
HUMA 1123	018/10773	T Th 8:40am - 9:55am 404 Dodge Building	Knar Abrahamyan	3.00	24/25	<b>Spring 2025: HUMA UN1123</b>					
						<b>Course Number</b>	<b>Section/Call Number</b>	<b>Times/Location</b>	<b>Instructor</b>	<b>Points</b>	<b>Enrollment</b>
HUMA 1123	019/10774	T Th 8:40am - 9:55am 405 Dodge Building	Madeleine Turner	3.00	25/25	HUMA 1123	001/10719	M W 8:40am - 9:55am 404 Dodge Building	Amanda Morrill	3.00	24/25
HUMA 1123	020/10775	T Th 8:40am - 9:55am 716 Hamilton Hall	Benjamin Steege	3.00	25/25	HUMA 1123	002/10720	M W 8:40am - 9:55am 405 Dodge Building	Calder Hannan	3.00	24/25
HUMA 1123	021/10776	T Th 10:10am - 11:25am 404 Dodge Building	Scott Douglass	3.00	25/25	HUMA 1123	003/10721	M W 8:40am - 9:55am 716 Hamilton Hall	Velia Ivanova	3.00	25/25
HUMA 1123	022/10777	T Th 10:10am - 11:25am 405 Dodge Building	Madeleine Turner	3.00	25/25	HUMA 1123	004/10722	M W 10:10am - 11:25am 404 Dodge Building	Mariusz Kozak	3.00	25/25
HUMA 1123	023/10778	T Th 10:10am - 11:25am 716 Hamilton Hall	Joshua Navon	3.00	25/25	HUMA 1123	005/10723	M W 10:10am - 11:25am 405 Dodge Building	Julia Doe	3.00	25/25
HUMA 1123	024/10779	T Th 11:40am - 12:55pm 716 Hamilton Hall	Russell O'Rourke	3.00	24/25	HUMA 1123	006/10724	M W 10:10am - 11:25am 716 Hamilton Hall	Velia Ivanova	3.00	24/25
HUMA 1123	025/10780	T Th 1:10pm - 2:25pm 404 Dodge Building	Julia Doe	3.00	25/25	HUMA 1123	007/10725	M W 1:10pm - 2:25pm 404 Dodge Building	Mariusz Kozak	3.00	25/25
HUMA 1123	026/10781	T Th 1:10pm - 2:25pm 716 Hamilton Hall	Velia Ivanova	3.00	23/25	HUMA 1123	008/10726	M W 1:10pm - 2:25pm 716 Hamilton Hall	Justin Gregg	3.00	25/25
HUMA 1123	027/10782	T Th 2:40pm - 3:55pm 404 Dodge Building	Sasha Doster	3.00	25/25	HUMA 1123	009/10727	M W 2:40pm - 3:55pm 404 Dodge Building	Ruth Opara	3.00	24/25
HUMA 1123	028/10783	T Th 2:40pm - 3:55pm 405 Dodge Building	Saad Haddad	3.00	25/25	HUMA 1123	010/10728	M W 2:40pm - 3:55pm 405 Dodge Building	Audrey Amsellem	3.00	24/25
HUMA 1123	029/10784	T Th 2:40pm - 3:55pm 716 Hamilton Hall	Velia Ivanova	3.00	24/25	HUMA 1123	011/10729	M W 2:40pm - 3:55pm 716 Hamilton Hall	Justin Gregg	3.00	25/25
HUMA 1123	030/10785	T Th 4:10pm - 5:25pm 404 Dodge Building	Elaine Sisman	3.00	25/25	HUMA 1123	012/10730	M W 4:10pm - 5:25pm 404 Dodge Building	Giuseppe Gerbino	3.00	25/25
HUMA 1123	031/10786	T Th 4:10pm - 5:25pm 405 Dodge Building	Saad Haddad	3.00	25/25	HUMA 1123	013/10731	M W 4:10pm - 5:25pm 405 Dodge Building	Audrey Amsellem	3.00	25/25
HUMA 1123	032/10787	T Th 4:10pm - 5:25pm 716 Hamilton Hall	Ryan Pratt	3.00	25/25	HUMA 1123	014/10732	M W 4:10pm - 5:25pm 716 Hamilton Hall	Russell O'Rourke	3.00	24/25
HUMA 1123	033/10788	T Th 5:40pm - 6:55pm	Marilyn McCoy	3.00	24/25						



HUMA 1123	015/10733	M W 5:40pm - 6:55pm 404 Dodge Building	Cristina Gonzalez Rojo	3.00	25/25
HUMA 1123	016/10734	M W 5:40pm - 6:55pm 405 Dodge Building	Manuel Garcia Orozco	3.00	24/25
HUMA 1123	017/10735	M W 5:40pm - 6:55pm 716 Hamilton Hall	Russell O'Rourke	3.00	25/25
HUMA 1123	018/10736	T Th 8:40am - 9:55am 404 Dodge Building	Madeleine Turner	3.00	25/25
HUMA 1123	019/10737	T Th 8:40am - 9:55am 405 Dodge Building	Scott Douglass	3.00	25/25
HUMA 1123	020/10738	T Th 8:40am - 9:55am 716 Hamilton Hall	Nandini Banerjee-Datta	3.00	25/25
HUMA 1123	021/10739	T Th 10:10am - 11:25am 404 Dodge Building	Madeleine Turner	3.00	25/25
HUMA 1123	022/10740	T Th 10:10am - 11:25am 405 Dodge Building	Walter Frisch	3.00	25/25
HUMA 1123	023/10741	T Th 10:10am - 11:25am 716 Hamilton Hall	Nandini Banerjee-Datta	3.00	25/25
HUMA 1123	024/10742	T Th 11:40am - 12:55pm 405 Dodge Building	Knar Abrahamyan	3.00	25/25
HUMA 1123	025/10743	T Th 1:10pm - 2:25pm 404 Dodge Building	Christopher Washburne	3.00	25/25
HUMA 1123	026/10744	T Th 1:10pm - 2:25pm 716 Hamilton Hall	Gabrielle Ferrari	3.00	23/25
HUMA 1123	027/10745	T Th 2:40pm - 3:55pm 404 Dodge Building	Joshua Navon	3.00	25/25
HUMA 1123	028/10746	T Th 2:40pm - 3:55pm 405 Dodge Building	Hannah Kendall	3.00	24/25
HUMA 1123	029/10747	T Th 2:40pm - 3:55pm 716 Hamilton Hall	Gabrielle Ferrari	3.00	25/25
HUMA 1123	030/10748	T Th 4:10pm - 5:25pm 404 Dodge Building	Sasha Doster	3.00	25/25
HUMA 1123	031/10749	T Th 4:10pm - 5:25pm 405 Dodge Building	Hannah Kendall	3.00	24/25
HUMA 1123	032/10750	T Th 4:10pm - 5:25pm 716 Hamilton Hall	Phoenix Collins-Sadriyoun	3.00	24/25
HUMA 1123	033/10751	T Th 5:40pm - 6:55pm	Marilyn McCoy	3.00	24/25

HUMA 1123	034/10752	T Th 5:40pm - 6:55pm 405 Dodge Building	David Farrow	3.00	24/25
HUMA 1123	035/10753	T Th 5:40pm - 6:55pm 716 Hamilton Hall	Diana Rodriguez	3.00	25/25

### **MUSI UN1312 INTRODUCTORY EAR-TRAINING. 1.00 point.**

This course is an introduction to basic skills in sight reading. Instruction includes reading rhythms in simple meter, solfège recitation, and sight-singing simple melodies

#### **Fall 2024: MUSI UN1312**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1312	001/10061	M W 12:10pm - 1:00pm 404 Dodge Building	Sadie Dawkins	1.00	12/14

#### **Spring 2025: MUSI UN1312**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1312	001/10827	M W 12:10pm - 1:00pm 404 Dodge Building	Mary Asti	1.00	10/14

### **MUSI UN2014 POP MUSICS-AMER'S: COUNTRY MUS. 3.00 points.**

#### **Spring 2025: MUSI UN2014**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2014	001/11748	T Th 11:40am - 12:55pm 622 Dodge Building	Aaron Fox	3.00	32/25
MUSI 2014	AU1/19116	T Th 11:40am - 12:55pm Othr Other	Aaron Fox	3.00	3/3

### **MUSI UN2205 INTRODUCTION TO DIGITAL MUSIC. 3.00 points.**

Prerequisites: *HUMA W1123* or the equivalent, and the instructor's permission.

An introduction to the potential of digital sound synthesis and signal processing. Teaches proficiency in elementary and advanced digital audio techniques. This course aims to challenge some of the tacet assumptions about music that are built into the design of various user interfaces and hardware and fosters a creative approach to using digital audio workstation software and equipment. Permission of Instructor required to enroll. Music Majors have priority for enrollment

#### **Fall 2024: MUSI UN2205**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2205	001/10065	T Th 1:10pm - 2:25pm 320h Prentiss Hall	Anna Meadors	3.00	17/18
MUSI 2205	002/10066	M W 11:40am - 12:55pm	Anna Meadors	3.00	17/18

MUSI 2205 003/17469	320h Prentis Hall F 1:10pm - 4:00pm	Danielle Dobkin	3.00	9/18
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**Spring 2025: MUSI UN2205**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2205	001/11755	M W 10:10am - 11:25am 320h Prentis Hall	Anna Meadors	3.00	17/16
MUSI 2205	002/11758	T Th 1:10pm - 2:25pm 320h Prentis Hall	Nina Fukuoka	3.00	14/16
MUSI 2205	003/11750	F 1:10pm - 4:00pm 320h Prentis Hall	Danielle Dobkin	3.00	16/16

**MUSI UN2314 EAR-TRAINING I. 1.00 point.**

Designed to improve the students basic skills in sight-singing, and rhythmic and melodic dictation with an introduction to four-part harmonic dictation

**Fall 2024: MUSI UN2314**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2314	001/10068	T Th 12:10pm - 1:00pm 404 Dodge Building	Mary Asti	1.00	6/14
MUSI 2314	002/10069	M W 12:10pm - 1:00pm 405 Dodge Building	Ramin Amir Arjomand	1.00	6/14

**Spring 2025: MUSI UN2314**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2314	001/10828	T Th 12:10pm - 1:00pm 404 Dodge Building	Mary Asti	1.00	9/14

**MUSI UN2315 EAR-TRAINING II. 1.00 point.**

Techniques of sight-singing and dictation of diatonic melodies in simple and compound meter with strong emphasis on harmonic dictation

**Fall 2024: MUSI UN2315**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2315	001/10070	T Th 12:10pm - 1:00pm 622 Dodge Building	Michael Joviala	1.00	10/14

**Spring 2025: MUSI UN2315**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2315	001/10829	M W 12:10pm - 1:00pm 405 Dodge Building	Sadie Dawkins	1.00	7/14
MUSI 2315	002/10830	T Th 12:10pm - 1:00pm 716 Hamilton Hall	Sadie Dawkins	1.00	8/14

**MUSI UN2318 MUSIC THEORY I. 3.00 points.**

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.) Elementary analysis and composition in a variety of modal and tonal idioms

**Fall 2024: MUSI UN2318**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2318	001/10071	T Th 1:10pm - 2:25pm 405 Dodge Building	Peter Susser	3.00	11/20

**Spring 2025: MUSI UN2318**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2318	001/11316	M W 1:10pm - 2:25pm 405 Dodge Building	Cheng Lim	3.00	18/20

**MUSI UN2319 MUSIC THEORY II. 3.00 points.**

Prerequisites: *MUSI V2318*.

Elementary analysis and composition in a variety of tonal idioms

**Fall 2024: MUSI UN2319**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2319	001/10072	M W 1:10pm - 2:25pm 405 Dodge Building	Cheng Lim	3.00	16/20

**Spring 2025: MUSI UN2319**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2319	001/11317	T Th 1:10pm - 2:25pm 405 Dodge Building	Knar Abrahamyan	3.00	9/20

**MUSI UN2500 WOMEN AND MUSIC. 3.00 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 2025: MUSI UN2500**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2500	001/11761	M W 8:40am - 9:55am 622 Dodge Building	Alessandra Ciucci	3.00	10/24
MUSI 2500	AU1/20315	M W 8:40am - 9:55am Othr Other	Alessandra Ciucci	3.00	3/3

### **MUSI UN3129 HIST-WEST MUS:CLASSICAL-20TH CENTURY. 3.00 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 2025: MUSI UN3129**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3129	001/10946	T Th 2:40pm - 3:55pm 622 Dodge Building	Elaine Sisman	3.00	19/35

### **MUSI UN3171 PARIS FOR ROMANTICS. 3.00 points.**

Prerequisites: Completion of Music Humanities (or the consent of the instructor) is a pre-requisite for this course.

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.

#### **Spring 2025: MUSI UN3171**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3171	001/11762	M W 2:40pm - 3:55pm 622 Dodge Building	Julia Doe	3.00	11/15

### **MUSI UN3216 Piano Literature # Performance: 1900 - Present. 3.00 points.**

This course will explore the piano repertoire of the twentieth and twenty-first centuries, with a focus on performance. The course consists of four modules: European piano music prior to WWII, the American pioneers, multiplicity of directions and cultural identities in piano music 1945-present (prepared piano, indeterminacy, integrated serialism, minimalism), and the piano music of Columbia University composers (including electronic music at the Computer Music Center, spectral piano, Center for United States-China Arts Exchange, microtonal music). We will explore the constantly evolving musical notation and performance practices. Through lectures, discussions, reading, listening, analysis, and performance projects, students will gain an understanding of the aesthetic of a wide array of keyboard literature, notation, and performance techniques

#### **Spring 2025: MUSI UN3216**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MUSI 3216	001/11764	M W 11:40am - 12:55pm 620 Dodge Building	Magdalena Baczkewska	3.00	9/12
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MUSI 3216	AU1/19118	M W 11:40am - 12:55pm Othr Other	Magdalena Baczkewska	3.00	18/18
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### **MUSI UN3239 Undergraduate Composition. 3.00 points.**

This course provides an immersive experience in music composition, focusing on both practical and theoretical aspects within a given instrumentation. Please refer to the topic for the instrumentation for this semester's course. This class is open to students with no prior experience in composition. Students of varying music backgrounds are welcome. Permission of the instructor may be required for enrollment. The class will explore a variety of compositional approaches, including traditional, experimental, and interdisciplinary methods. During the semester, students will complete several creative and theoretical exercises ranging from short composition projects to analytical responses to diverse works. Students will also engage in individual and group feedback sessions as well as in-class readings of selected compositional projects by the performers. The final project will be an original work between 5 and 7 minutes, which will be workshopped, rehearsed, performed in a public concert, and recorded by professional musicians towards the end of the term

#### **Spring 2025: MUSI UN3239**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3239	001/10754	M W 10:10am - 11:25am 620 Dodge Building	Marcos Balter	3.00	11/12

### **MUSI UN3316 EAR-TRAINING III. 1.00 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 2024: MUSI UN3316**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3316	001/10074	M W 12:10pm - 1:00pm 620 Dodge Building	Peter Susser	1.00	15/18

#### **Spring 2025: MUSI UN3316**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3316	001/10831	M W 12:10pm - 1:00pm 814 Dodge Building	Ramin Amir Arjomand	1.00	6/14

### **MUSI UN3317 EAR-TRAINING IV. 1.00 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 2024: MUSI UN3317**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MUSI 3317 001/10075 T Th 12:10pm - 1:00pm  
405 Dodge Building  
Peter Susser 1.00 10/14

**Spring 2025: MUSI UN3317**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3317	001/10832	T Th 12:10pm - 1:00pm 814 Dodge Building	Michael Joviala	1.00	4/14

**AHMM UN3320 MUSIC IN EAST ASIA. 3.00 points.**

A topical approach to the concepts and practices of music in relation to other arts in the development of Asian civilizations

**Spring 2025: AHMM UN3320**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHMM 3320	001/10799	M W 10:10am - 11:25am 622 Dodge Building	Thomas Wetmore	3.00	27/25
AHMM 3320	002/10803	M W 5:40pm - 6:55pm 622 Dodge Building	George Murer	3.00	27/25
AHMM 3320	003/10804	T Th 10:10am - 11:25am 622 Dodge Building	Thomas Wetmore	3.00	29/25
AHMM 3320	004/10805	T Th 5:40pm - 6:55pm 622 Dodge Building	Kathryn Cooke	3.00	27/25

**MUSI UN3321 MUSIC THEORY III. 3.00 points.**

A one-hour weekly lab is required, to be scheduled at the beginning of the term.

Prerequisites: *MUSI V2319*.

Intermediate analysis and composition in a variety of tonal idioms

**Fall 2024: MUSI UN3321**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3321	001/10076	M W 1:10pm - 2:25pm 620 Dodge Building	Joseph Dubiel	3.00	14/20

**Spring 2025: MUSI UN3321**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3321	001/11318	T Th 1:10pm - 2:25pm 622 Dodge Building	Cheng Lim	3.00	9/20

**MUSI UN3322 MUSIC THEORY IV. 3.00 points.**

Prerequisites: *MUSI V3321*.

Intermediate analysis and composition in a variety of tonal and extended tonal idioms

**Fall 2024: MUSI UN3322**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MUSI 3322 001/10077 T Th 1:10pm - 2:25pm  
622 Dodge Building  
Cheng Lim 3.00 2/20

**Spring 2025: MUSI UN3322**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3322	001/11320	M W 1:10pm - 2:25pm 814 Dodge Building	Calder Hannan	3.00	9/20

**MUSI UN3400 TOPICS IN MUSIC # SOCIETY. 3.00 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 2024: MUSI UN3400**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3400	001/10078	T Th 4:10pm - 5:25pm 622 Dodge Building	Ruth Opara	3.00	17/25

**Spring 2025: MUSI UN3400**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3400	001/11772	Th 4:10pm - 6:40pm 620 Dodge Building	Kevin Fellezs	3.00	20/25

**MUSI UN3995 HONORS RESEARCH. 2.00-3.00 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.

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 2024: MUSI UN3995**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3995	001/10094		Susan Boynton	2.00-3.00/5	
MUSI 3995	002/10095		Alessandra Ciucci	2.00-3.00/5	
MUSI 3995	003/10096		Zosha Di Castri	2.00-3.00/5	
MUSI 3995	004/10097		Julia Doe	2.00-3.00/5	
MUSI 3995	006/10098		Kevin Fellezs	2.00-3.00/5	



MUSI 3995 007/10099	Aaron Fox	2.00-3.00/5
MUSI 3995 008/10100	Walter Frisch	2.00-3.00/5
MUSI 3995 009/10101	Bradford Garton	2.00-3.00/5
MUSI 3995 010/10102	Giuseppe Gerbino	2.00-3.00/5
MUSI 3995 011/10103	Georg Friedrich Haas	2.00-3.00/5
MUSI 3995 012/10104	Marcos Balter	2.00-3.00/5
MUSI 3995 013/10105	Mariusz Kozak	2.00-3.00/5
MUSI 3995 015/10106	Jeffrey Milarsky	2.00-3.00/5
MUSI 3995 016/10107	Seth Cluett	2.00-3.00/5
MUSI 3995 017/10108	Elaine Sisman	2.00-3.00/5
MUSI 3995 018/10109	Benjamin Steege	2.00-3.00/5
MUSI 3995 019/10110	Magdalena Baczevska	2.00-3.00/5
MUSI 3995 020/10111	Peter Susser	2.00-3.00/5
MUSI 3995 021/10112	Christopher Washburne	2.00-3.00/5
MUSI 3995 022/10113	Knar Abrahamyan	2.00-3.00/5
MUSI 3995 023/10159	Ruth Opara	2.00-3.00/5

**Spring 2025: MUSI UN3995**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3995 001/11418			Susan Boynton	2.00-3.00/5	
MUSI 3995 002/11419			Alessandra Ciucci	2.00-3.00/5	
MUSI 3995 003/11420			Zosha Di Castri	2.00-3.00/5	
MUSI 3995 004/11421			Julia Doe	2.00-3.00/5	
MUSI 3995 005/11422			Joseph Dubiel	2.00-3.00/5	
MUSI 3995 006/11423			Kevin Fellezs	2.00-3.00/5	
MUSI 3995 007/11424			Aaron Fox	2.00-3.00/5	
MUSI 3995 008/11425			Walter Frisch	2.00-3.00/5	
MUSI 3995 009/11426			Bradford Garton	2.00-3.00/5	
MUSI 3995 010/11427			Giuseppe Gerbino	2.00-3.00/5	
MUSI 3995 011/11428			Georg Friedrich Haas	2.00-3.00/5	
MUSI 3995 012/11429			Marcos Balter	2.00-3.00/5	
MUSI 3995 013/11430			Mariusz Kozak	2.00-3.00/5	
MUSI 3995 014/11431			George Lewis	2.00-3.00/5	
MUSI 3995 015/11432			Jeffrey Milarsky	2.00-3.00/5	
MUSI 3995 016/11433			Seth Cluett	2.00-3.00/5	

MUSI 3995 017/11434	Elaine Sisman	2.00-3.00/5
MUSI 3995 018/11435	Benjamin Steege	2.00-3.00/5
MUSI 3995 019/11436	Magdalena Baczevska	2.00-3.00/5
MUSI 3995 020/11437	Peter Susser	2.00-3.00/5
MUSI 3995 021/11438	Christopher Washburne	2.00-3.00/5
MUSI 3995 022/11439	Knar Abrahamyan	2.00-3.00/5
MUSI 3995 023/11440	Ruth Opara	2.00-3.00/5

**MUSI UN3998 SUPERVISED INDEPENDENT STUDY.**  
**2.00-3.00 points.**

Prerequisites: approval prior to registration; see the director of undergraduate studies for details.

Prerequisites: approval prior to registration; see the director of undergraduate studies for details. A creative/scholarly project conducted under faculty supervision

**Fall 2024: MUSI UN3998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3998 001/10114			Susan Boynton	2.00-3.00/5	
MUSI 3998 002/10115			Alessandra Ciucci	2.00-3.00/5	
MUSI 3998 003/10116			Zosha Di Castri	2.00-3.00/5	
MUSI 3998 004/10117			Julia Doe	2.00-3.00/5	
MUSI 3998 006/10118			Aaron Fox	2.00-3.00/5	
MUSI 3998 007/10119			Kevin Fellezs	2.00-3.00/5	
MUSI 3998 008/10120			Walter Frisch	2.00-3.00/5	
MUSI 3998 009/10121			Bradford Garton	2.00-3.00/5	
MUSI 3998 010/10122			Giuseppe Gerbino	2.00-3.00/5	
MUSI 3998 011/10123			Georg Friedrich Haas	2.00-3.00/5	
MUSI 3998 012/10124			Marcos Balter	2.00-3.00/5	
MUSI 3998 013/10125			Mariusz Kozak	2.00-3.00/5	
MUSI 3998 015/10126			Jeffrey Milarsky	2.00-3.00/5	
MUSI 3998 016/10127			Seth Cluett	2.00-3.00/5	
MUSI 3998 017/10128			Elaine Sisman	2.00-3.00/5	
MUSI 3998 018/10129			Benjamin Steege	2.00-3.00/5	
MUSI 3998 019/10130			Magdalena Baczevska	2.00-3.00/5	
MUSI 3998 020/10131			Peter Susser	2.00-3.00/5	
MUSI 3998 021/10132			Christopher Washburne	2.00-3.00/5	
MUSI 3998 022/10133			Knar Abrahamyan	2.00-3.00/5	
MUSI 3998 023/10160			Ruth Opara	2.00-3.00/5	

**Spring 2025: MUSI UN3998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3998	001/11463		Susan Boynton	2.00-3.00/5	
MUSI 3998	002/11464		Alessandra Ciucci	2.00-3.00/5	
MUSI 3998	003/11465		Zosha Di Castri	2.00-3.00/5	
MUSI 3998	004/11466		Julia Doe	2.00-3.00/5	
MUSI 3998	005/11467		Joseph Dubiel	2.00-3.00/5	
MUSI 3998	006/11468		Aaron Fox	2.00-3.00/5	
MUSI 3998	007/11470		Kevin Fellezs	2.00-3.00/5	
MUSI 3998	008/11471		Walter Frisch	2.00-3.00/5	
MUSI 3998	009/11472		Bradford Garton	2.00-3.00/5	
MUSI 3998	010/11473		Giuseppe Gerbino	2.00-3.00/5	
MUSI 3998	011/11477		Georg Friedrich Haas	2.00-3.00/5	
MUSI 3998	012/11478		Marcos Balter	2.00-3.00/5	
MUSI 3998	013/11479		Mariusz Kozak	2.00-3.00/5	
MUSI 3998	014/11480		George Lewis	2.00-3.00/5	
MUSI 3998	015/11482		Jeffrey Milarsky	2.00-3.00/5	
MUSI 3998	016/11484		Seth Cluett	2.00-3.00/5	
MUSI 3998	017/11485		Elaine Sisman	2.00-3.00/5	
MUSI 3998	018/11486		Benjamin Steege	2.00-3.00/5	
MUSI 3998	019/11487		Magdalena Baczevska	2.00-3.00/5	
MUSI 3998	020/11488		Peter Susser	2.00-3.00/5	
MUSI 3998	021/11489		Christopher Washburne	2.00-3.00/5	
MUSI 3998	024/11492		Knar Abrahamyan	2.00-3.00/5	
MUSI 3998	025/11493		Ruth Opara	2.00-3.00/5	

**MUSI GU4204 Composing for Dance. 3.00 points.**

The course presents tools, techniques, methodologies, and concepts for composing original music for dance (both acoustic and electronic). Composers will develop a work for dance collaborating with choreographers, culminating in a public showing at the end of the semester. Weekly meetings will be used to discuss the unique challenges (both practical and aesthetic) that this type of interdisciplinary collaboration raises, and to troubleshoot potential solutions. Students will examine case studies of collaborative composer/choreographer pairs (especially from the last 75 years), as potential models for working via the study of artist statements, interviews, articles, videos, and classroom discussions with invited guests. No prior experience writing for dance is necessary. Basic familiarity with a digital audio workspace is preferable. For participants

who don't write music or work in sound, a research project either analyzing a composer/choreographer pairing or looking at a topic relating to music and dance more broadly will serve as an equivalent final project (resulting in an academic paper, a podcast, or the production of an educational video)

**Spring 2025: MUSI GU4204**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4204	001/17273	T 12:10pm - 2:00pm 620 Dodge Building	Zosha Di Castri	3.00	10/12

**MUSI GU4215 Modular Sound Synthesis. 3.00 points.**

Modular Sound Synthesis is a hands-on studio class that explores contemporary techniques for synthesizers both in studio practice and performance while framing them in the historical context in which they developed. The class approaches the fundamentals of sound and synthesis through the perspective of Columbia's Computer Music Center: vintage function generators, suitcase reel-to-reel tape machines, prototype modules, custom devices; and the first programmable music synthesizer, the RCA Mark II. Students will learn to perform and compose on both hardware devices and software emulations, utilizing them as a creative tool for recording and live performance. Topics include oscillators, modulation, sequencers, voltage processing, wave shaping, filters, and LFOs. The course will engage in listening to both historical and contemporary examples to develop critical listening skills. This class is designed as a follow-up to Intro to Digital Music for undergraduates or graduate students interested in integrating modular synthesis within their artistic practice

**Spring 2025: MUSI GU4215**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4215	001/17276	Th 4:10pm - 7:10pm 324 Prentiss Hall	Danielle Dobkin	3.00	15/15

**MUSI GU4438 Music and Global Africa. 3.00 points.**

This course examines the transatlantic sounds of African music, including Afrobeat, Afrobeats, Amapiano, Chimurenga, Highlife, Kwaito, Makossa, Reggae, and more, to explore the rich cultural roots of African musical traditions and how they navigate and assimilate within the global popular culture sphere. From migration and collaborations to the rise of African artists in the era of advanced technology, the course uncovers how these genres transcend borders, inspire cross-cultural innovation, and influence the global music scene in contemporary times. Critical issues such as cultural appropriation, commodification, gender, health, and authenticity in the ever-evolving global music industry will be explored. By the end of the course, you will have a deep understanding of the complex dynamics driving the influence and dissemination of African music across the world

**Spring 2025: MUSI GU4438**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MUSI 4438 001/17279 M 4:10pm - 6:00pm Ruth Opara 3.00 28/27

620 Dodge  
Building

### **MUSI GU4505 JAZZ ARRANGING # COMPOSITION.**

#### **3.00 points.**

Course designed to train students to arrange and compose in a variety of historical jazz styles, including swing, bebop, hard bop, modal, fusion, Latin, and free jazz.

#### **Spring 2025: MUSI GU4505**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4505	001/10947	M W 4:10pm - 5:25pm 814 Dodge Building	Ole Mathisen	3.00	13/20

### **MUSI GU4515 CONDUCTING MUSIC. 3.00 points.**

Prerequisites: advanced music major and extensive contemporary music background.

Prerequisites: advanced music major and extensive contemporary music background. Analysis of the modern repertory of contemporary music with directional emphasis on actual conducting preparation, beating patterns, rhythmic notational problems, irregular meters, communication, and transference of musical ideas. Topics will include theoretical writing on 20th-century conducting, orchestration, and phrasing

#### **Spring 2025: MUSI GU4515**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4515	001/10928	T Th 1:10pm - 2:25pm 814 Dodge Building	Jeffrey Milarsky	3.00	14/15

### **MUSI GU4630 RECORDED SOUND. 3.00 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. But where does one go to learn how to do this – to learn not only the "how to" part of music production, but the historical underpinnings and the development of the music production industry as well? How does one develop a comprehensive framework within which they can place their own artistic efforts? How does one learn to understand what they hear, re-create what they like and develop their own style? This class, "Recorded Sound," 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.

#### **Fall 2024: MUSI GU4630**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4630	001/10190	M 1:10pm - 4:00pm 317 Prentiss Hall	David Adamczyk	3.00	11/15
MUSI 4630	002/17470	W 1:10pm - 4:00pm 317 Prentiss Hall	Danielle Dobkin	3.00	8/15

#### **Spring 2025: MUSI GU4630**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4630	001/11781	T 10:10am - 1:00pm 317 Prentiss Hall	Anna Meadors	3.00	12/12

### **FILM GU4048 Music, Sound and Image Theory. 3.00 points.**

Some of the most exciting theoretical moving image work in recent years has centered on the problem of the acoustic sign in cinema and especially around the relation between image track and sound "track." This course rethinks the history and theory of cinema from the point of view of sound: effects, dialogue, music. From cinematic sound recording and playback technologies through Dolby sound enhancement and contemporary digital audio experiments. Revisiting basic theoretical concepts from the pov of sound: realism (sound perspective, dubbing), anti-realism (contrapuntal and dissonant effects), genre (the leitmotiv), perception (the synaesthetic effect). The silent to sound divide considered relative to the \*19th\* century Romanticism of the classical Hollywood score associated with the Viennese-trained Max Steiner to the scores of John Williams

#### **Spring 2025: FILM GU4048**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 4048	001/17191	Th 10:10am - 11:25am Kob Lenfest Center For The Arts	Benjamin Steege, Jane Gaines	3.00	22/70
FILM 4048	001/17191	T 10:10am - 12:55pm Kob Lenfest Center For The Arts	Benjamin Steege, Jane Gaines	3.00	22/70
FILM 4048	AU1/19121	T 10:10am - 12:55pm Othr Other	Benjamin Steege, Jane Gaines	3.00	21/22

### **MUSI GU4998 SUPERVISED INDEPENDENT STUDY.**

#### **1.00-3.00 points.**

#### **Fall 2024: MUSI GU4998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4998	001/10093		Seth Cluett	1.00-3.00/5	

#### **Spring 2025: MUSI GU4998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4998	001/11469		Seth Cluett	1.00-3.00/5	

### **MPP UN1401 BASSOON INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and

jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1401**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1401	001/10202		Mark Timmerman	1.00	0/5

**Spring 2025: MPP UN1401**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1401	001/11018		Mark Timmerman	1.00	0/5

**MPP UN1403 CELLO INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1403**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1403	001/10203		Eliot Bailen	1.00	5/5
MPP 1403	002/10204		Gwendolyn Krosnick	1.00	0/5
MPP 1403	003/19097		Patrick Jee	1.00	1/5
MPP 1403	004/21031		James Wilson	1.00	2/5

**Spring 2025: MPP UN1403**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1403	001/11019		Eliot Bailen	1.00	4/5
MPP 1403	002/13271		Gwendolyn Krosnick	1.00	0/5
MPP 1403	003/11608		Patrick Jee	1.00	1/5
MPP 1403	004/11619		James Wilson	1.00	2/5

**MPP UN1405 CLARINET INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1405**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1405	001/10205		Allen Blustine	1.00	3/5

**Spring 2025: MPP UN1405**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1405	001/11622		Allen Blustine	1.00	3/5

**MPP UN1407 CLASSICAL SAXOPHONE INSTRUCTION. 1 point.**  
CLASSICAL SAXOPHONE INSTRUCTION

**Fall 2024: MPP UN1407**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1407	001/14965			1	0/5

**Spring 2025: MPP UN1407**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1407	001/13272			1	0/5

**MPP UN1409 FLUTE INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1409**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1409	001/10206		Sue Anne Kahn	1.00	0/5
MPP 1409	002/10207		Susan Palma-Nidel	1.00	2/5
MPP 1409	003/10208		Susan Rotholz	1.00	1/5

**Spring 2025: MPP UN1409**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1409	001/13274		Sue Anne Kahn	1.00	0/5
MPP 1409	002/11625		Susan Palma-Nidel	1.00	1/5
MPP 1409	003/11626		Susan Rotholz	1.00	1/5

**MPP UN1411 FRENCH HORN INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1411**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1411	001/10209		Brad Gemeinhardt	1.00	0/5

**MPP UN1413 GUITAR (BLUEGRASS) INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1413**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MPP 1413 001/10210 James Kerr 1.00 2/5

**Spring 2025: MPP UN1413**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MPP 1413	001/11672		James Kerr	1.00	2/5
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**MPP UN1414 Guitar (Popular-Contemporary) Instruction. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar, pop guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required

**Fall 2024: MPP UN1414**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MPP 1414	001/13990		James Moore	1.00	6/5
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**Spring 2025: MPP UN1414**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MPP 1414	001/11793		James Moore	1.00	6/6
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**MPP UN1415 GUITAR (CLASSICAL) INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1415**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MPP 1415	001/10211		James Kerr	1.00	3/5
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**Spring 2025: MPP UN1415**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MPP 1415	001/11673		James Kerr	1.00	2/5
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**MPP UN1417 HARP INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1417**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MPP 1417	001/10212		June Han	1.00	1/5
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**Spring 2025: MPP UN1417**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MPP 1417	001/11674		June Han	1.00	3/5
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**MPP UN1419 OBOE INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty

members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1419**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MPP 1419	001/10213		Vicki Bodner	1.00	3/5
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**Spring 2025: MPP UN1419**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MPP 1419	001/11675		Vicki Bodner	1.00	3/5
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**MPP UN1421 ORGAN INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1421**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MPP 1421	001/10214		Paul Martin Maki	1.00	2/5
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**Spring 2025: MPP UN1421**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MPP 1421	001/11678		Paul Martin Maki	1.00	2/5
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**MPP UN1423 PERCUSSION INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1423**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MPP 1423	001/10215		Ian Sullivan	1.00	0/5
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**Spring 2025: MPP UN1423**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MPP 1423	001/13362		Ian Sullivan	1.00	0/5
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**MPP UN1425 PIANO INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1425**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MPP 1425	001/10216		Michael Skelly	1.00	34/50
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MPP 1425	002/10217		Dmitry Alexeev	1.00	10/40
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MPP 1425	003/10218	Reiko Uchida	1.00	13/40
MPP 1425	004/10219	Mirna Lekic	1.00	10/40
MPP 1425	005/20905	Kathleen Tagg	1.00	14/40

**Spring 2025: MPP UN1425**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1425	001/11679		Michael Skelly	1.00	34/50
MPP 1425	002/11680		Dmitry Alexeev	1.00	10/40
MPP 1425	003/11688		Reiko Uchida	1.00	14/40
MPP 1425	004/11689		Mirna Lekic	1.00	10/40
MPP 1425	005/11690		Kathleen Tagg	1.00	16/40

**MPP UN1427 STRING BASS INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1427**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1427	001/10220		Lou Kosma	1.00	4/5

**Spring 2025: MPP UN1427**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1427	001/11695		Lou Kosma	1.00	4/5

**MPP UN1429 TROMBONE INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1429**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1429	001/10221			1.00	0/5

**MPP UN1431 TRUMPET INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1431**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1431	001/10222		David Krauss	1.00	1/5

**Spring 2025: MPP UN1431**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MPP 1431	001/11794		David Krauss	1.00	1/5
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**MPP UN1433 TUBA INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1433**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1433	001/10223			1.00	0/5

**MPP UN1435 VIOLA INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1435**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1435	001/10224		Sarah Adams	1.00	3/5
MPP 1435	002/10226		Amadi Azikiwe	1.00	0/5
MPP 1435	003/10225		Jessica Thompson	1.00	0/5

**Spring 2025: MPP UN1435**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1435	001/11798		Sarah Adams	1.00	3/5
MPP 1435	002/13363		Amadi Azikiwe	1.00	0/5
MPP 1435	003/13364		Jessica Thompson	1.00	0/5

**MPP UN1437 VIOLIN INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1437**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1437	001/10227		Cyrus Beroukhim	1.00	2/5
MPP 1437	002/10228		Maja Cerar	1.00	5/5
MPP 1437	004/10229		Lisa Kim	1.00	1/5
MPP 1437	005/10230		Muneko Otani	1.00	3/5
MPP 1437	006/10231		Richard Rood	1.00	4/5

**Spring 2025: MPP UN1437**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MPP 1437	001/11808	Cyrus Beroukhim	1.00	2/5
MPP 1437	002/11811	Maja Cerar	1.00	5/5
MPP 1437	004/11813	Lisa Kim	1.00	1/5
MPP 1437	005/11815	Muneko Otani	1.00	2/5
MPP 1437	006/11820	Richard Rood	1.00	3/5

### **MPP UN1439 EARLY INSTRUMENTS: HARPSICHORD. 1.00 point.**

Accepting NEW STUDENTS in FALL semester ONLY. \$300 MUSIC LESSON FEE FOR ALL STUDENTS. 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.

### **MPP UN1441 EARLY INSTRUMENTS: VIOLA DA GAMBA. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

### **MPP UN1443 JAZZ BASS INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

#### **Fall 2024: MPP UN1443**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1443	001/10232		Bradley Jones	1.00	0/5
MPP 1443	002/10233		Ugonna Okegwo	1.00	5/5

#### **Spring 2025: MPP UN1443**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1443	002/13269		Ugonna Okegwo	1.00	2/5

### **MPP UN1445 JAZZ BASS (ELECTRIC) INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

#### **Fall 2024: MPP UN1445**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1445	001/10234		Leo Traversa	1.00	2/5

#### **Spring 2025: MPP UN1445**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1445	001/11821		Leo Traversa	1.00	2/5

### **MPP UN1447 JAZZ GUITAR (ELECTRIC) INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

#### **Fall 2024: MPP UN1447**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1447	001/10235		Paul Bollenback	1.00	7/7
MPP 1447	002/10236		Leo Traversa	1.00	0/5

#### **Spring 2025: MPP UN1447**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1447	001/11867		Paul Bollenback	1.00	6/7
MPP 1447	002/13270		Leo Traversa	1.00	0/5

### **MPP UN1449 JAZZ ORCHESTRATION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

#### **Fall 2024: MPP UN1449**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1449	001/10237		Ole Mathisen	1.00	0/5
MPP 1449	002/10238		Don Sickler	1.00	0/5

#### **Spring 2025: MPP UN1449**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1449	001/13368		Ole Mathisen	1.00	0/5
MPP 1449	002/13369		Don Sickler	1.00	0/5

### **MPP UN1451 JAZZ PERCUSSION INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

#### **Fall 2024: MPP UN1451**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1451	001/10239		Anthony Moreno	1.00	0/5

MPP 1451	002/10240	Vince Cherico	1.00	7/6
MPP 1451	003/10241	Sylvia Cuenca	1.00	0/5

**Spring 2025: MPP UN1451**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1451	001/13370		Anthony Moreno	1.00	0/5
MPP 1451	002/11910		Vince Cherico	1.00	6/7

**MPP UN1453 JAZZ PIANO INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1453**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1453	001/10242		Gabriel Guerrero	1.00	6/7
MPP 1453	002/10243		Victor Lin	1.00	5/5
MPP 1453	004/10244		Helen Sung	1.00	3/5

**Spring 2025: MPP UN1453**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1453	001/11913		Gabriel Guerrero	1.00	4/7
MPP 1453	002/11915		Victor Lin	1.00	4/5
MPP 1453	004/11918		Helen Sung	1.00	2/5

**MPP UN1455 JAZZ SAXOPHONE INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1455**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1455	001/10245		Laubrock Ingrid	1.00	8/8

**Spring 2025: MPP UN1455**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1455	001/11919		Laubrock Ingrid	1.00	5/8

**MPP UN1457 JAZZ TROMBONE INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1457**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1457	001/10246		John David Gibson	1.00	3/5

**Spring 2025: MPP UN1457**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1457	001/11922		John David Gibson	1.00	2/5

**MPP UN1459 JAZZ TRUMPET INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1459**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1459	001/10247		Don Sickler	1.00	4/5
MPP 1459	002/10248			1.00	0/5

**Spring 2025: MPP UN1459**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1459	001/11924		Don Sickler	1.00	4/5

**MPP UN1461 JAZZ VOICE INSTRUCTION. 1.00 point.**

The Music Performance Program (MPP) offers music lessons in various classical and jazz instruments, bluegrass guitar and jazz voice, taught by distinguished MPP Associate Faculty members. Lessons are 6 hours per semester. An audition is required.

**Fall 2024: MPP UN1461**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1461	001/10249		Christine Correa	1.00	8/8

**Spring 2025: MPP UN1461**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1461	001/11943		Christine Correa	1.00	9/8

**MPP UN1511 COLLEGIUM MUSICUM. 1.00 point.**

Collegium Musicum is a performing group dedicated primarily to the study and performance of early music, broadly defined.

**Fall 2024: MPP UN1511**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1511	001/10059	M 7:30pm - 9:30pm 622 Dodge Building	Ramin Amir Arjomand	1.00	6/30

**Spring 2025: MPP UN1511**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MPP 1511	001/10929	M 7:30pm - 9:30pm	Ramin Amir Arjomand	1.00	1/30
		622 Dodge Building			

### **MPP UN1521 UNIVERSITY ORCHESTRA I. 2.00 points.**

Founded by composer Edward MacDowell in 1896, the Columbia University Orchestra is the oldest continually operating university orchestra in the United States. The principal mission of the Orchestra is to expose talented student musicians to the highest level of orchestral repertoire. An audition is required.

#### **Fall 2024: MPP UN1521**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1521	001/10057	T 6:30pm - 9:30pm Room TBA	Jeffrey Milarsky	2.00	83/100

#### **Spring 2025: MPP UN1521**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1521	001/10927	T 6:30pm - 9:30pm Room TBA	Jeffrey Milarsky	2.00	69/100

### **MPP UN1531 CHAMBER ENSEMBLE. 1.00 point.**

The Music Performance Program (MPP) offers students the opportunity to participate in various classical ensembles and study with some of the most renowned chamber musicians in New York City. An audition is required.

#### **Fall 2024: MPP UN1531**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1531	003/10252		Ian Sullivan	1.00	0/25
MPP 1531	005/10253		Reiko Uchida	1.00	0/25
MPP 1531	006/10254		Sarah Adams	1.00	8/25
MPP 1531	007/10255		Eliot Bailen	1.00	7/25
MPP 1531	008/10256		Allen Blustine	1.00	0/25
MPP 1531	009/10257		Vicki Bodner	1.00	0/25
MPP 1531	010/10262		Patrick Jee	1.00	3/25
MPP 1531	011/10258		Maja Cerar	1.00	3/25
MPP 1531	013/10260		June Han	1.00	0/25
MPP 1531	014/10261		Sue Anne Kahn	1.00	3/25
MPP 1531	015/10264		Amadi Azikiwe	1.00	2/25
MPP 1531	016/10265		Muneko Otani	1.00	21/25
MPP 1531	017/10266		Susan Palma-Nidel	1.00	3/25
MPP 1531	018/10267		Richard Rood	1.00	4/25
MPP 1531	019/10268		Susan Rotholz	1.00	2/25
MPP 1531	020/10269		Jessica Thompson	1.00	0/25
MPP 1531	021/10271		Brad Gemeinhardt	1.00	0/25

MPP 1531	022/10272		James Wilson	1.00	0/25
MPP 1531	023/18757		Gwendolyn Krosnick	1.00	0/25
MPP 1531	024/19098		Mirna Lekic	1.00	0/25

#### **Spring 2025: MPP UN1531**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1531	005/13373		Reiko Uchida	1.00	0/25
MPP 1531	006/12023		Sarah Adams	1.00	8/25
MPP 1531	007/12025		Eliot Bailen	1.00	6/25
MPP 1531	008/13374		Allen Blustine	1.00	0/25
MPP 1531	009/13375		Vicki Bodner	1.00	0/25
MPP 1531	010/12031		Patrick Jee	1.00	4/25
MPP 1531	011/12032		Maja Cerar	1.00	3/25
MPP 1531	013/13376		June Han	1.00	0/25
MPP 1531	014/12035		Sue Anne Kahn	1.00	2/25
MPP 1531	015/12037		Amadi Azikiwe	1.00	2/25
MPP 1531	016/12038		Muneko Otani	1.00	17/25
MPP 1531	017/12040		Susan Palma-Nidel	1.00	4/25
MPP 1531	018/12041		Richard Rood	1.00	6/25
MPP 1531	019/12042		Susan Rotholz	1.00	2/25
MPP 1531	023/13481		Gwendolyn Krosnick	1.00	0/25

### **MPP UN1541 COLUMBIA UNIV JAZZ ENSEMBL. 1.00 point.**

The Louis Armstrong Jazz Performance Program in the Music Performance Program (MPP) offers students the opportunity to participate in various jazz ensembles, both large and small, instrumental and vocal, that cover a wide range of musical ensembles. All ensembles perform at an intermediate level or higher and require some past jazz experience.

#### **Fall 2024: MPP UN1541**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1541	001/10273		Christine Correa	1.00	14/25
MPP 1541	002/10274		Victor Lin	1.00	0/25
MPP 1541	003/10276		Leo Traversa	1.00	2/25
MPP 1541	004/10277		Vince Cherico	1.00	9/25
MPP 1541	005/10278		Victor Lin	1.00	10/25
MPP 1541	006/10279		Ole Mathisen	1.00	0/25
MPP 1541	007/10280		Ole Mathisen	1.00	2/25
MPP 1541	008/10281		Paul Bollenback	1.00	4/25

MPP 1541	009/10283	Don Sickler	1.00	13/25
MPP 1541	010/10284	Don Sickler	1.00	0/25
MPP 1541	011/10285	John David Gibson	1.00	5/10

**Spring 2025: MPP UN1541**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1541	001/12066		Christine Correa	1.00	15/25
MPP 1541	002/13482		Victor Lin	1.00	0/25
MPP 1541	003/12076		Leo Traversa	1.00	2/25
MPP 1541	004/12080		Vince Cherico	1.00	7/25
MPP 1541	005/12085		Victor Lin	1.00	7/25
MPP 1541	006/13483		Ole Mathisen	1.00	0/25
MPP 1541	007/12098		Ole Mathisen	1.00	4/25
MPP 1541	008/12102		Paul Bollenback	1.00	4/25
MPP 1541	009/12109		Don Sickler	1.00	11/25
MPP 1541	010/13484		Don Sickler	1.00	0/25
MPP 1541	011/12117		John David Gibson	1.00	6/25

**MPP UN1551 WORLD MUSIC ENSEMBLE. 1.00 point.**

In collaboration with the Center for Ethnomusicology, MESAAS, Institute for Medieval Japanese Studies and the Louis Armstrong Jazz Performance Program, the Music Performance Program (MPP) offers students the opportunity to participate in various world music ensembles: Arab Music, Bluegrass, Japanese Gagaku/Hogaku, Klezmer and Latin American Music. Each ensemble requires different levels of experience, so please refer to the World Music section of the Music Performance Program website for more info. Please note the Latin American Music Ensemble focuses on two different Latin music traditions: The Afro-Cuban Ensemble meets in the Fall and the Brazilian Ensemble meets in the Spring.

**Fall 2024: MPP UN1551**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1551	001/10286		James Kerr	1.00	7/25
MPP 1551	002/10287		Alicia Lindsey	1.00	6/25
MPP 1551	003/10288		Adam Robinson	1.00	4/25
MPP 1551	004/10289		Yumi Kurosawa	1.00	3/25
MPP 1551	005/10290		Jeff Warschauer	1.00	6/25
MPP 1551	006/10291		Vince Cherico, Leo Traversa	1.00	12/25
MPP 1551	007/10292	Th 5:00pm - 7:00pm 814 Dodge Building	Taoufik Ben-Amor	1.00	17/18

**Spring 2025: MPP UN1551**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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MPP 1551	001/12134		James Kerr	1.00	6/25
MPP 1551	002/12137		Alicia Lindsey	1.00	7/25
MPP 1551	003/12140		Adam Robinson	1.00	2/25
MPP 1551	004/12143		Yumi Kurosawa	1.00	5/25
MPP 1551	005/12192		Jeff Warschauer	1.00	6/25
MPP 1551	006/12197		Leo Traversa, Vince Cherico	1.00	14/25
MPP 1551	007/12205	Th 5:00pm - 7:00pm 814 Dodge Building	Taoufik Ben-Amor	1.00	20/18

**MPP UN1601 Performance Seminar MasterClass. 1.00 point.**

Performance Seminar Masterclass is open to classical musicians of any instrument(s) with the highest commitment to performance. Students are admitted via live audition during the first week of classes in the Fall. Each week, two students perform repertoire of their choice for the class and receive feedback from everyone present. The discussions, moderated by the director of the Music Performance Program, Dr. Magdalena Stern-Baczewska, are designed to provide constructive criticism to the performers and to pose questions related to performance from the perspectives of musical interpretation, career management, professional collaboration, and pedagogy

**Fall 2024: MPP UN1601**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1601	001/14795	W 4:10pm - 5:25pm 622 Dodge Building	Magdalena Baczewska	1.00	15/14

**Spring 2025: MPP UN1601**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1601	001/11747	W 4:10pm - 5:25pm 622 Dodge Building	Magdalena Baczewska	1.00	19/17

**OF RELATED INTEREST****PHILOSOPHY****THE PHILOSOPHY DEPARTMENT:**

Department website: <https://philosophy.columbia.edu/>

Office location: 708 Philosophy Hall

Office contact: 212-854-3196, [hmd2151@columbia.edu](mailto:hmd2151@columbia.edu)

Director of Undergraduate Studies: Wolfgang Mann, 705 Philosophy Hall; 212-854-7887; [wrm4@columbia.edu](mailto:wrm4@columbia.edu)

Economics-Philosophy Adviser: Jessica Collins, 714  
Philosophy Hall; 212-854-3970; [jessica.collins@columbia.edu](mailto:jessica.collins@columbia.edu)

Undergraduate Administrator: Haley Donovan, 708 Philosophy  
Hall; 212-854-8507; [hmd2151@columbia.edu](mailto:hmd2151@columbia.edu)

## THE STUDY OF PHILOSOPHY

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 UN3912), 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.

## THE STUDY OF ECONOMICS-PHILOSOPHY

The Joint Major in Economics and Philosophy is an interdisciplinary one which, 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 well-being, freedom and collective choice, and the nature of empirical scientific theories.

There are two advisers for the Joint Major, one in the Department of Economics and one in the Department of Philosophy. Please note that the economics adviser can advise only on the economics requirements and the philosophy adviser can advise only on the philosophy requirements.

Prospective majors are strongly advised to discuss the major early in their sophomore year. Each major is expected to meet

with the departmental advisers in the middle of their junior year and at the beginning of their senior year.

## STUDENT ADVISING

Director of Undergraduate Studies: Wolfgang Mann, 705  
Philosophy Hall; 212-854-7887; [wrm4@columbia.edu](mailto:wrm4@columbia.edu)

Economics-Philosophy Adviser: Jessica Collins, 714  
Philosophy Hall; 212-854-3970; [jessica.collins@columbia.edu](mailto:jessica.collins@columbia.edu)

Undergraduate Administrator: Haley Donovan, 708 Philosophy  
Hall; 212-854-8507; [hmd2151@columbia.edu](mailto:hmd2151@columbia.edu)

## Consulting Advisers

- Students with questions regarding the Philosophy major or concentration should contact the DUS by email to set up an appointment.
- Students interested in joining the Philosophy Undergraduate listserv can email Haley Donovan at [hmd2151@columbia.edu](mailto:hmd2151@columbia.edu).
- Undergraduate Open Houses, Information Events, and Welcome Events will be advertised through our listserv and Department website.

## Enrolling in Classes

- Please note some courses require professor permission to join. If this is the case, students should email the professor as early as possible to join the course.

## Preparing for Graduate Study

- Students interested in pursuing graduate studies should consult with their advisers or the DUS.

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

- Coursework in fulfillment of a major or minor in Philosophy must be taken at Columbia University unless explicitly noted here and/or expressly permitted by the Director of Undergraduate Studies. Exceptions or substitutions permitted by the Director of Undergraduate Studies should be confirmed in writing by email to the student.

## Advanced Placement

- The Department of Philosophy does not accept any advanced placement credit toward courses in the curriculum.

## Barnard College Courses

- The Columbia and Barnard Philosophy Departments function together as a unit. The courses specifically designed for Barnard students (first-year and senior seminars) do not count towards the Columbia major or

concentration. But all other courses in the Columbia-Barnard joint curriculum do count for the major or concentration, regardless of whether the instructor is associated with Barnard or Columbia.

## Transfer Courses

- Courses taken at other institutions may count only after review and approval by the DUS (a written record of approval must be submitted to 708 Philosophy by the student or DUS). No more than 5 courses taken elsewhere may be applied to the major, and no more than 4 to the concentration.

## Study Abroad Courses

- Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Undergraduate Global Engagement and taught by Columbia instructors) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus. If they are not explicitly listed by the department as fulfilling requirements in the major or minor [or special program or concentration], the DUS will need to confirm that they can be used toward requirements in the major/minor.
- Classes taken abroad through other institutions and programs are treated as transfer credit to Columbia, and are subject to the same policies as other transfer courses. There will be a limit on the number of courses taken abroad that can be applied to the major/minor, and they must be approved by the DUS.

## Summer Courses

- Summer courses at Columbia are offered through the School of Professional Studies. Courses taken in a Summer Term may be used toward requirements for the major/minor only as articulated in the department/institute/center guidelines or by permission of the Director of Undergraduate Studies. More general policies about Summer coursework can be found in the Academic Regulations section of this Bulletin.
- Two courses taken in summer sessions can count towards the major.

## CORE CURRICULUM CONNECTIONS

- Students may be interested in course offerings in this department that can be taken in fulfillment of the [Global Core requirement / Language requirement / Science requirement] of the Core Curriculum. See the list of approved courses for the requirement on this page of the Bulletin that lists all approved courses to see the list of courses in this department that have been approved for the requirement.

- Core classes such as Contemporary Civilization may not count towards the major.

## UNDERGRADUATE RESEARCH AND SENIOR THESIS

### Senior Thesis Coursework and Requirements

- Undergraduates majoring in Philosophy or Economics-Philosophy may propose 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 a proposal early in the fall semester of their senior year. Proposals are due in early December, and will be reviewed by a committee which will include the Director of Undergraduate Studies; students will be notified of the committee's decision within two weeks. Students whose proposals are approved should register for their faculty advisor's section of Supervised Independent Research for the spring term of their senior year. Theses are due in early April.
- See the full policy and procedure concerning senior theses on the departmental webpage: <http://philosophy.columbia.edu/content/senior-thesis-philosophy>

## DEPARTMENT HONORS AND PRIZES

### Department Honors

- Departmental honors are highly competitive. Normally no more than 10% of the majors graduating in the department each year will receive departmental honors. In order to qualify for departmental honors in philosophy, a student must have a grade point average 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:
  - A student may complete a senior thesis; those students who complete senior theses will automatically be considered for honors without having to be nominated.
  - A student may be nominated by a faculty member early in the spring semester of their senior year; nominated students will be 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 thesis and writing samples are due in early April. The departmental honors committee will then review the submitted material and the academic records of the writers, and will report to the full faculty.



- The full faculty will then decide which students to recommend for the departmental honors to the Columbia College and General Studies administrations.

## Academic Prizes

- Columbia College Prizes
  - Adam Leroy Jones Prize
    - Established by Mrs. Leroy Jones in memory of her husband who was Associate Professor of Philosophy and Director of University Admissions from 1909 until 1934, the prize may be awarded to a student in the College for the best essay on a topic in the Philosophy of Science, or in the Foundations of Logic.
- James Gutmann Prize
  - Established in 1987 in honor of James Gutmann, CC'18 and Professor of Philosophy, by his family and friends on the occasion of his 90th birthday. It may be awarded each year to a graduating Columbia College senior in Philosophy who plans to pursue graduate work in the field.
- Lina Kahn Prize
  - Established in 1965 by the family of the late Lina Kahn, who received a Ph.D. in Philosophy in 1916. This annual competition, which is open to graduate students only, awards \$500 to the best paper in metaphysics.

## OTHER IMPORTANT INFORMATION

- Student Organizations
  - Meade Anderson Undergraduate Philosophy Forum
    - Wednesdays 8:00-9:00 pm in 716 Philosophy Hall
    - Join us each week to discuss a topic of philosophical interest! Discussions do not require any background knowledge or preparation. All undergraduates are welcome to attend, and we hope to see you there.
    - The Forum Leaders are Samantha Rosen ([skr2168@barnard.edu](mailto:skr2168@barnard.edu)) and Oscar Lloyd ([oal2113@columbia.edu](mailto:oal2113@columbia.edu)).
- Gadfly
  - The Gadfly is the undergraduate philosophy magazine of Columbia University, which publishes

academic papers, interviews, events, and free-form work.

- <https://www.thegadflymagazine.org>

## PROFESSORS

David Albert  
 Akeel Bilgrami  
 Taylor Carman (Barnard)  
 Haim Gaifman  
 Lydia Goehr  
 Axel Honneth  
 Wolfgang Mann  
 Christia Mercer  
 Michele Moody-Adams  
 John Morrison (Barnard)  
 Fred Neuhouser (Barnard)  
 Christopher Peacocke  
 Carol Rovane  
 Achille Varzi  
 Katja Vogt

## ASSOCIATE PROFESSORS

Justin Clarke-Doane  
 Jessica Collins  
 Melissa Fusco  
 Tamar Lando  
 Karen Lewis (Barnard)

## ASSISTANT PROFESSORS

Allison Aitken  
 Dhananjay Jagannathan  
 Francey Russell (Barnard)

### Affiliated Faculty

Souleymane Bachir Diagne (French and Romance Philology)  
 Jon Elster (Political Science)  
 Wayne Proudfoot (Religion)  
 Gayatri Spivak (University Professor)

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Program Planning for all Students

- PHIL UN1001 Intro to Philosophy & PHIL UN1401 Intro to Logic do not count towards the undergraduate major in Philosophy.
- Courses in which a grade of D has been received do not count toward the major or concentration.

## Course Numbering Structure

- 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.
- Students may choose courses prefixed with GR only with the instructor's permission. Additionally, because these seminars are capped, students should register early.

## Guidance for First-Year Students

- Refer to the coursework and majors requirements sections.

## Guidance for Transfer Students

- Courses taken at other institutions may count only after review and approval by the DUS (a written record of approval must be submitted to 708 Philosophy by the student or DUS). No more than 5 courses taken elsewhere may be applied to the major, and no more than 4 to the concentration.

## UNDERGRADUATE PROGRAMS OF STUDY

### Required Coursework for all Programs

- PHIL UN2101\* or another course in ancient or medieval philosophy
- PHIL UN2201\* or another course in the history of late medieval or early modern philosophy (e.g. PHIL UN3237 or UN3264)
- PHIL UN3411 or, in exceptional cases, a more advanced course in logic
- At least one course in either metaphysics or epistemology (e.g. PHIL GU4501, UN3601, or a related course to be chosen in consultation with the Director of Undergraduate Studies)
- At least one course in either systematic ethics or social and political philosophy (e.g. PHIL UN2702, UN3701, UN3751, or a related course to be chosen in consultation with the Director of Undergraduate Studies)
- At least one majors' seminar, i.e. UN3912

\* Substituted courses must be selected in consultation with the DUS.

## 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 METHDS/PROB OF PHILOS 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 UN3912.

*\*PLEASE NOTE\* PHILUN1401 INTRODUCTION TO LOGIC does not count for credit towards the undergraduate major in philosophy.* \* 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 *UN* or *GU*:

PHIL UN2101	HISTORY OF PHILOSOPHY I
PHIL UN2201	HISTORY OF PHILOSOPHY II
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	Contemporary Moral Problems
PHIL UN3701	ETHICS
PHIL UN3751	POLITICAL PHILOSOPHY

A related course to be chosen in consultation with the director of undergraduate studies.

PHIL UN3912	SEMINAR
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- Courses taken pass/fail only count towards the major in unusual circumstances.
- Two courses taken in summer sessions can count towards the major.
- In some instances, courses in other departments can count for credit towards the major. For example, the Religion Department offers courses in philosophy of religion, and the Political Science Department offers courses in political philosophy. Questions about whether courses in other departments will count towards the major should be directed to the DUS.
- The Columbia and Barnard Philosophy Departments function together as a unit. The courses specifically designed for Barnard students (first-year and senior seminars) do not count towards the Columbia major. But all other courses in the Columbia-Barnard joint curriculum do

count for the major, regardless of whether the instructor is associated with Barnard or Columbia.

- Core classes such as Contemporary Civilization may not count towards the major.

## Joint Major in Economics-Philosophy

- An Introductory course. Most often this will be PHIL UN1010 Methods and Problems of Philosophical Thought.
- PHIL UN3411 Symbolic Logic.
- One 3000-level course in moral, political, or social philosophy. (PHIL UN3701 Ethics satisfies this requirement, as do various other courses offered by the Department from time to time. Consult with the Philosophy adviser if you are in any doubt here.)
- One 3000-level course in epistemology, the philosophy of science, or in the philosophy of one of the particular sciences. (PHIL UN3551 Philosophy of Science and PHIL UN3960 Epistemology both satisfy this requirement, as do various other courses offered by the Department from time to time. Consult with the Philosophy adviser if you are in any doubt here.)
- PHIL GU4561 Probability and Decision Theory.
- ECPH UN4950 Senior Seminar in Economics and 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 minimum of 54 points: 25 points in Economics, 16 points in Philosophy, 6 points in Mathematics, 3 points in Statistics, and 4 points in the interdisciplinary seminar as follows:

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### Economics Core Courses

ECON UN1105	PRINCIPLES OF ECONOMICS
ECON UN3211	INTERMEDIATE MICROECONOMICS
ECON UN3213	INTERMEDIATE MACROECONOMICS
ECON UN3412	INTRODUCTION TO ECONOMETRICS

### Mathematics Sequence

Select a mathematics sequence

### Statistics

Select a statistics course

### Economics Electives

Three electives are required; refer to the Economics section of this bulletin.

### Philosophy Courses

PHIL UN1010	METHDS/PROB OF PHILOS THOUGHT
PHIL UN3411	SYMBOLIC LOGIC
PHIL UN3701	ETHICS (a social or political philosophy course may be substituted, please consult the Philosophy DUS)
PHIL UN3551 or PHIL UN3960	PHILOSOPHY OF SCIENCE EPISTEMOLOGY
PHIL GU4561	PROBABILITY & DECISION THEORY

### Seminar

ECPH GU4950	ECONOMICS & PHILOSOPHY (or another seminar in philosophy or economics approved by advisers in both department)
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## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

### 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 UN or GU. There are no specific courses required for the concentration.

Students may choose courses prefixed with *GR* only with the instructor's permission.

PHIL UN3912 is open to junior and senior concentrators who have taken at least four courses in philosophy.

## FALL 2024

### PHIL UN1001 INTRODUCTION TO PHILOSOPHY. 3.00 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 2024: PHIL UN1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 1001	001/00018	M W 11:40am - 12:55pm 304 Barnard Hall	Francey Russell	3.00	54/80
PHIL 1001	002/00215	T Th 2:40pm - 3:55pm 207 Milbank Hall	Christopher Prodoehl	3.00	16/20
PHIL 1001	003/00216	M W 4:10pm - 5:25pm 203 Diana Center	Caroline Bowman	3.00	19/20

#### Spring 2025: PHIL UN1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 1001	001/00220	M W 10:10am - 11:25am 302 Barnard Hall	Taylor Carman	3.00	12/20
PHIL 1001	002/00221	T Th 2:40pm - 3:55pm 237 Milbank Hall	Christopher Prodoehl	3.00	18/25

### PHIL UN1010 METHDS/PROB OF PHILOS THOUGHT. 3.00 points.

Critical introduction to philosophical problems, ideas and methods

### PHIL UN2101 HISTORY OF PHILOSOPHY I. 4.00 points.

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 2024: PHIL UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 2101	001/13513	T Th 4:10pm - 5:25pm 141 Uris Hall	Taylor Pincin	4.00	37/60

### PHIL UN2110 PHILOSOPHY # FEMINISM. 3.00 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

#### Fall 2024: PHIL UN2110

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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PHIL 2110	001/12274	T Th 2:40pm - 3:55pm 833 Seeley W. Mudd Building	Christia Mercer	3.00	59/90
PHIL 2110	AU1/18841	T Th 2:40pm - 3:55pm Othr Other	Christia Mercer	3.00	2/2

### PHIL UN2685 INTRO TO PHIL OF LANGUAGE. 4.00 points.

This course gives students an introduction to various topics in the Philosophy of Language

#### Fall 2024: PHIL UN2685

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 2685	001/00019	M W 2:40pm - 3:55pm 418 Barnard Hall	Karen Lewis	4.00	42/80

### PHIL UN3000 BUDDHIST PHILOSOPHY. 3.00 points.

Buddhist philosophers generally agree about what doesn't exist: an enduring, unitary, and independent self. But there is surprisingly little consensus across Buddhist traditions about what does exist and what it's like. In this course, we will examine several Buddhist theories about the nature and structure of reality and consider the epistemological and ethical implications of these radically different pictures of the world. We will analyze and evaluate arguments from some of the most influential Indian Buddhist philosophers from the second to the eleventh centuries, including Nāgārjuna, Vasubandhu, Dignāga, Candrakīrti, Śāntarakṣita, Śāntideva, and Ratnakīrti. Topics will include the existence and nature of the external world, the mind, and the self; practical and epistemological implications of the Buddhist no-self principle; personal identity; the problem of other minds; and causal determinism and moral responsibility

### PHIL UN3264 19TH CENTURY PHILOSOPHY: HEGEL. 3.00 points.

Prerequisites: Phil UN2201 or PHIL UN3251 Examines major themes of Hegels philosophy, with emphasis on social and political thought. Topics include Hegels critique of Kant, the possibility of metaphysics, the master-slave dialectic, and the role of freedom in a rational society. Readings from Kant's Third Critique help explain how Hegels project develops out of Kants transcendental idealism. Some knowledge of Kants moral theory and his Critique of Pure Reason is presupposed. Prerequisite: at least one of PHIL UN2201, PHIL UN2301, or PHIL UN3251

### PHIL UN3353 EUROPEAN SOCIAL PHILOSOPHY. 3.00 points.

Prerequisites: one philosophy course.

Prerequisites: one philosophy course. A survey of European social philosophy from the 18th to the 20th century, with special attention to theories of capitalism and the normative concepts (freedom, alienation, human flourishing) that inform them. Also: the relationship between civil society and the state

#### Fall 2024: PHIL UN3353

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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PHIL 3353	001/12275	T Th 10:10am - 11:25am 326 Uris Hall	Axel Honneth	3.00	43/60
PHIL 3353	AU1/18844	T Th 10:10am - 11:25am Othr Other	Axel Honneth	3.00	2/2

**PHIL UN3411 SYMBOLIC LOGIC. 4.00 points.**

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

**Fall 2024: PHIL UN3411**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3411	001/12277	M W 10:10am - 11:25am 417 International Affairs Bldg	Tamar Lando	4.00	73/100

**Spring 2025: PHIL UN3411**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3411	001/14173	M W 10:10am - 11:25am 402 Chandler	Achille Varzi	4.00	98/90

**PHIL UN3551 PHILOSOPHY OF SCIENCE. 3.00 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 2025: PHIL UN3551**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3551	001/14175	M W 4:10pm - 5:25pm 330 Uris Hall	David Albert	3.00	30/60

**PHIL UN3601 METAPHYSICS. 4.00 points.**

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 2024: PHIL UN3601**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3601	001/12278	M W 1:10pm - 2:25pm 702 Hamilton Hall	Achille Varzi	4.00	72/75

**PHIL UN3701 ETHICS. 4.00 points.**

Prerequisites: one course in philosophy.

Corequisites: *PHIL V3711* Required Discussion Section (0 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

**Fall 2024: PHIL UN3701**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3701	001/12279	M W 1:10pm - 2:25pm 517 Hamilton Hall	Michele Moody-Adams	4.00	41/80

**Spring 2025: PHIL UN3701**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3701	001/00163	M W 1:10pm - 2:25pm 405 Milbank Hall	Francey Russell	4.00	50/80

**PHIL UN3751 POLITICAL PHILOSOPHY. 3.00 points.**

Six major concepts of political philosophy including authority, rights, equality, justice, liberty and democracy are examined in three different ways. First the conceptual issues are analyzed through contemporary essays on these topics by authors like Peters, Hart, Williams, Berlin, Rawls and Schumpeter. Second the classical sources on these topics are discussed through readings from Hobbes, Locke, Hume, Marx, Plato, Mill and Rousseau. Third some attention is paid to relevant contexts of application of these concepts in political society, including such political movements as anarchism, international human rights, conservative, liberal, and Marxist economic policies as well as competing models of democracy

**Fall 2024: PHIL UN3751**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3751	001/00020	T Th 1:10pm - 2:25pm 405 Milbank Hall	Frederick Neuhouser	3.00	43/80
PHIL 3751	AU1/18843	T Th 1:10pm - 2:25pm Othr Other	Frederick Neuhouser	3.00	2/2

**PHIL UN3756 Critical Philosophy of Race: What is Race?. 3.00 points.**

This course is a philosophical examination of the meaning and significance of the concept of race. The course will chiefly aim to answer: What do we mean by the term "race"? And why is it often tied to the existence of racism? From where does the concept come? And what role did "race" play in the philosophical thought and the culture of Western modernity? Among the questions that can be asked are, How do concepts of race contribute to the formation and justification of various economic, political, and social institutions and practices, such as slavery, colonialism, and segregation? However, we will also inquire at the end of the course whether "race" is always a destructive concept, or whether it can be re-defined as part of

a liberation project centered on racial identity: the appreciation and celebration of racial difference and solidarity

**PHIL UN3858 CULTIVATING INDIVIDUALITY. 3.00 points.**

Talk about “individuality”, about being (or becoming) “yourself” is all around us. But what exactly does this mean? What is genuine individuality, and how can we develop it, in ourselves (though self-development) and in others (by designing appropriate educational institutions)? What is the relationship between being an individual and being a part of society? Is there a tension between the non-conformism often associated with genuine individuality on the one hand, and the demands of community and good citizenship, on the other? Can educational institutions be designed to fulfill both those demands (to the extent they are distinct)? And how might oppressive social institutions hinder the development of “individuality”? In this course, we will explore these and related questions by drawing on both the classics of philosophy of education (Plato, Rousseau, Nietzsche, Dewey, Du Bois), and on relevant literary material that is in conversation with the philosophical texts (Rilke, Tolstoy, Woolf)

**PHIL UN3768 ALLIES, ADVOCATES, ADVERSARIES. 3.00 points.**

This course will survey political and epistemological questions that are centered around living in a society with oppression, including: What is oppression? What does it mean to be an ally? When is it right to speak for others and advocate for their interests? Do we have a duty to dissent and protest under certain circumstances? What is solidarity and how can we act in solidarity with others?

**PHIL UN3863 HAPPINESS AND WELL-BEING. 3.00 points.**

“What is it to be happy?” Philosophers have passionately debated this question from antiquity until now. Especially in times when happiness seems difficult to find, we naturally want to know what happiness is and how best to secure it. In this course, we will consider happiness in relation to well-being, examining four major theories of well-being (hedonism, desire-fulfillment theories, objective list theories, and eudaimonism/perfectionism). We will gain a nuanced understanding of each view by juxtaposing their ancient and modern advocates and opponents

**PHIL UN3912 SEMINAR. 3.00 points.**

Required of senior majors, but also open to junior majors, and junior and senior concentrators who have taken at least four philosophy courses. This exploration will typically involve writing a substantial research paper. Capped at 20 students with preference to philosophy majors

**Fall 2024: PHIL UN3912**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3912	001/12280	W 10:10am - 12:00pm 716 Philosophy Hall	Dhananjay Jagannathan	3.00	11/20

PHIL 3912	002/13514	T 2:10pm - 4:00pm 716 Philosophy Hall	Michele Moody-Adams	3.00	15/20
PHIL 3912	003/12281	T 6:10pm - 8:00pm 201a Philosophy Hall	Melissa Fusco	3.00	3/20

**Spring 2025: PHIL UN3912**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3912	001/14184	M 6:10pm - 8:00pm 716 Philosophy Hall	Lydia Goehr	3.00	18/20
PHIL 3912	002/14185	M 10:10am - 12:00pm 716 Philosophy Hall	Wolfgang Mann	3.00	7/20

**PHIL UN3960 EPISTEMOLOGY. 4.00 points.**

Corequisites: PHIL UN3963

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 2025: PHIL UN3960**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3960	001/14186	T Th 8:40am - 9:55am 141 Uris Hall	Jessica Collins	4.00	33/60

**PHIL UN3996 SUPERVISED SENIOR RESEARCH. 3.00 points.**

**PHIL UN3997 SUPERVISED SENIOR**

**RESEARCH, Supervised Senior Research. 3.00, 3 points.**

Supervised research usually with the goal of writing a senior thesis, under the direction of individual members of the department. ,

Supervised research under the direction of individual members of the department.

**Fall 2024: PHIL UN3997**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3997	001/12282		Allison Aitken	3	0/5
PHIL 3997	002/12283		David Albert	3	0/5
PHIL 3997	003/12284		Akeel Bilgrami	3	0/5
PHIL 3997	004/12285		Justin Clarke-Doane	3	0/5
PHIL 3997	005/12286		Jessica Collins	3	0/5
PHIL 3997	006/12287		Melissa Fusco	3	0/5
PHIL 3997	007/12288		Haim Gaifman	3	0/5
PHIL 3997	008/12289		Lydia Goehr	3	0/5
PHIL 3997	009/12290		Axel Honneth	3	0/5

PHIL 3997 010/12291	Dhananjay Jagannathan	3	0/5
PHIL 3997 011/12292	Tamar Lando	3	0/5
PHIL 3997 012/12293	Michele Moody-Adams	3	0/5
PHIL 3997 013/12294	Christopher Peacocke	3	0/5
PHIL 3997 014/12295	Carol Rovane	3	0/5
PHIL 3997 015/12296	Wolfgang Mann	3	0/5
PHIL 3997 016/12297	Christia Mercer	3	0/5
PHIL 3997 017/12298	Achille Varzi	3	0/5
PHIL 3997 018/12299	Katja Vogt	3	0/5
PHIL 3997 019/00931	Taylor Carman	3	1/1
PHIL 3997 020/00935	Karen Lewis	3	0/1
PHIL 3997 021/00936	John Morrison	3	0/1
PHIL 3997 022/00937	Frederick Neuhaus	3	1/1
PHIL 3997 023/00938	Francey Russell	3	0/1

**Spring 2025: PHIL UN3997**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3997 001/14188			Allison Aitken	3	1/5
PHIL 3997 002/14189			David Albert	3	0/5
PHIL 3997 003/14191			Akeel Bilgrami	3	0/5
PHIL 3997 004/14192			Justin Clarke-Doane	3	0/5
PHIL 3997 005/14193			Jessica Collins	3	0/5
PHIL 3997 006/14194			Melissa Fusco	3	0/5
PHIL 3997 007/14196			Haim Gaifman	3	0/5
PHIL 3997 008/14197			Lydia Goehr	3	0/5
PHIL 3997 009/14198			Axel Honneth	3	0/5
PHIL 3997 010/14199			Dhananjay Jagannathan	3	2/5
PHIL 3997 011/14201			Tamar Lando	3	0/5
PHIL 3997 012/14202			Michele Moody-Adams	3	0/5
PHIL 3997 013/14203			Christopher Peacocke	3	0/5
PHIL 3997 014/14204			Carol Rovane	3	0/5
PHIL 3997 015/14205			Wolfgang Mann	3	0/5
PHIL 3997 016/14206			Christia Mercer	3	0/5

PHIL 3997 017/14207	Achille Varzi	3	1/5
PHIL 3997 018/14208	Katja Vogt	3	2/5
PHIL 3997 019/00738	Taylor Carman	3	1/5
PHIL 3997 020/00739	Karen Lewis	3	0/5
PHIL 3997 021/00740	John Morrison	3	0/5
PHIL 3997 022/00741	Frederick Neuhaus	3	0/5
PHIL 3997 023/00742	Francey Russell	3	0/5

**PHIL GU4424 MODAL LOGIC. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

**Fall 2024: PHIL GU4424**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 4424	001/12319	M W 1:10pm - 2:25pm 516 Hamilton Hall	Tamar Lando	3.00	15/20

**PHIL GU4495 PERCEPTION. 3.00 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

**PHIL GU4561 PROBABILITY # DECISION THEORY. 3.00 points.**

Examines interpretations and applications of the calculus of probability including applications as a measure of degree of belief, degree of confirmation, relative frequency, a theoretical property of systems, and other notions of objective probability or chance. Attention to epistemological questions such as Hume's problem of induction, Goodman's problem of projectibility, and the paradox of confirmation

**Fall 2024: PHIL GU4561**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 4561	001/12320	Th 12:10pm - 2:00pm 602 Northwest Corner	Jessica Collins	3.00	27/30

**PHIL GU4602 PHILOSOPHICAL TEXTS IN GREEK. 3.00 points.**

Careful reading and translation of a major philosophical text in ancient Greek to be chosen by the course participants in consultation with the instructor. Special attention is to be paid to the linguistic and conceptual problems of translating ancient Greek philosophical texts. Prerequisite: equivalent of at least two years of study of ancient Greek at university level

**Fall 2024: PHIL GU4602**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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PHIL 4602 001/13511 W 6:10pm - 8:00pm Wolfgang Mann 3.00 5/20  
317 Hamilton Hall

### PHIL GU4675 THE DIRECTION OF TIME. 3.00 points.

A survey of the various attempts to reconcile the macroscopic directionality of time with the time-reversibility of the fundamental laws of physics. The second law of thermodynamics and the concept of entropy, statistical mechanics, cosmological problems, the problems of memory, the possibility of multiple time direction

Spring 2025: PHIL GU4675

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 4675	001/14233	T 12:10pm - 2:00pm	David Albert	3.00	15/20
		716 Philosophy Hall			

## SPRING 2024

### PHIL UN1010 METHDS/PROB OF PHILOS THOUGHT. 3.00 points.

Critical introduction to philosophical problems, ideas and methods

### PHIL UN1401 INTRODUCTION TO LOGIC. 3.00 points.

Explicit criteria for recognizing valid and fallacious arguments, together with various methods for schematizing discourse for the purpose of logical analysis. Illustrative material taken from science and everyday life

Spring 2025: PHIL UN1401

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 1401	001/00207	T Th 11:40am - 12:55pm	Christopher Prodoehl	3.00	60/80
		408 Zankel			

### PHIL UN2201 HISTORY OF PHILOSOPHY II. 4.00 points.

Prerequisites: PHIL UN2211 Required Discussion Section (0 points). PHIL UN2101 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 2025: PHIL UN2201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 2201	001/00165	T Th 1:10pm - 2:25pm	Caroline Bowman	4.00	69/80
		405 Milbank Hall			

### PHIL UN3131 ARISTOTLE. 3.00 points.

Prerequisites: One philosophy course or permission of the instructor.

Introduction to Aristotle's philosophy through analysis of selected texts.

### PHIL UN3411 SYMBOLIC LOGIC. 4.00 points.

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

Fall 2024: PHIL UN3411

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3411	001/12277	M W 10:10am - 11:25am	Tamar Lando	4.00	73/100
		417 International Affairs Bldg			

Spring 2025: PHIL UN3411

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3411	001/14173	M W 10:10am - 11:25am	Achille Varzi	4.00	98/90
		402 Chandler			

### PHIL UN3685 PHILOSOPHY OF LANGUAGE. 3.00 points.

This course is a survey of analytic philosophy of language. It addresses central issues about the nature of meaning, including: sense and reference, speech acts, pragmatics, and the relationship between meaning and use, meaning and context, and meaning and truth

Spring 2025: PHIL UN3685

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3685	001/14176	T Th 11:40am - 12:55pm	Melissa Fusco	3.00	20/60
		330 Uris Hall			

### PHIL UN3912 SEMINAR. 3.00 points.

Required of senior majors, but also open to junior majors, and junior and senior concentrators who have taken at least four philosophy courses. This exploration will typically involve writing a substantial research paper. Capped at 20 students with preference to philosophy majors

Fall 2024: PHIL UN3912

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3912	001/12280	W 10:10am - 12:00pm	Dhananjay Jagannathan	3.00	11/20
		716 Philosophy Hall			
PHIL 3912	002/13514	T 2:10pm - 4:00pm	Michele Moody-Adams	3.00	15/20
		716 Philosophy Hall			
PHIL 3912	003/12281	T 6:10pm - 8:00pm	Melissa Fusco	3.00	3/20
		201a Philosophy Hall			

Spring 2025: PHIL UN3912

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3912	001/14184	M 6:10pm - 8:00pm	Lydia Goehr	3.00	18/20
		716 Philosophy Hall			
PHIL 3912	002/14185	M 10:10am - 12:00pm	Wolfgang Mann	3.00	7/20



716 Philosophy  
Hall

**PHIL UN3996 SUPERVISED SENIOR RESEARCH. 3.00 points.**

**PHIL UN3998 SUPERVISED INDIVIDUAL RESEARCH. 1.00-3.00 points.**

**Fall 2024: PHIL UN3998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3998	001/12300		Allison Aitken	1.00-3.00/5	
PHIL 3998	002/12301		David Albert	1.00-3.00/5	
PHIL 3998	003/12302		Akeel Bilgrami	1.00-3.00/5	
PHIL 3998	004/12303		Justin Clarke-Doane	1.00-3.00/5	
PHIL 3998	005/12304		Jessica Collins	1.00-3.00/5	
PHIL 3998	006/12305		Melissa Fusco	1.00-3.00/5	
PHIL 3998	007/12306		Haim Gaifman	1.00-3.00/5	
PHIL 3998	008/12307		Lydia Goehr	1.00-3.00/5	
PHIL 3998	009/12308		Axel Honneth	1.00-3.00/5	
PHIL 3998	010/12309		Dhananjay Jagannathan	1.00-3.00/5	
PHIL 3998	011/12310		Tamar Lando	1.00-3.00/5	
PHIL 3998	012/12311		Michele Moody-Adams	1.00-3.00/5	
PHIL 3998	013/12312		Christopher Peacocke	1.00-3.00/5	
PHIL 3998	014/12313		Carol Rovane	1.00-3.00/5	
PHIL 3998	015/12314		Wolfgang Mann	1.00-3.00/5	
PHIL 3998	016/12315		Christia Mercer	1.00-3.00/5	
PHIL 3998	017/12316		Achille Varzi	1.00-3.00/5	
PHIL 3998	018/12317		Katja Vogt	1.00-3.00/5	
PHIL 3998	JE1/21728	W 9:00am - 12:00pm Othr Other	Christia Mercer	1.00-3.00/7	

**Spring 2025: PHIL UN3998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3998	001/14209		Allison Aitken	1.00-3.00/5	
PHIL 3998	002/14210		David Albert	1.00-3.00/5	
PHIL 3998	003/14211		Akeel Bilgrami	1.00-3.00/5	
PHIL 3998	004/14212		Justin Clarke-Doane	1.00-3.00/5	
PHIL 3998	005/14213		Jessica Collins	1.00-3.00/5	

PHIL 3998	006/14214	Melissa Fusco	1.00-3.00/5
PHIL 3998	007/14215	Haim Gaifman	1.00-3.00/5
PHIL 3998	008/14216	Lydia Goehr	1.00-3.00/5
PHIL 3998	009/14217	Axel Honneth	1.00-3.00/5
PHIL 3998	010/14218	Dhananjay Jagannathan	1.00-3.00/5
PHIL 3998	011/14220	Tamar Lando	1.00-3.00/5
PHIL 3998	012/14221	Michele Moody-Adams	1.00-3.00/5
PHIL 3998	013/14222	Christopher Peacocke	1.00-3.00/5
PHIL 3998	014/14223	Carol Rovane	1.00-3.00/5
PHIL 3998	015/14225	Wolfgang Mann	1.00-3.00/5
PHIL 3998	016/14226	Christia Mercer	1.00-3.00/5
PHIL 3998	017/14227	Achille Varzi	1.00-3.00/5
PHIL 3998	018/14228	Katja Vogt	1.00-3.00/5

**PHIL GU4170 MEDIEVAL PHILOSOPHY. 3.00 points.**

**PHIL GU4431 INTRODUCTION TO SET THEORY. 3.00 points.**

Basic set-theoretic operations and constructions. The axiom of choice. Infinitary arithmetic, ordinal and cardinal. Russell's paradox, Cantor's paradoxes, and other set-theoretic paradoxes. The continuum hypothesis. Axiomatic set theory. Other topics as time permits.

**PHIL GU4337 EARLY TWENTIETH CENT PHILOS. 3.00 points.**

**PHIL GU4810 LATTICES AND BOOLEAN ALGEBRA. 3.00 points.**

Prerequisites: PHIL UN3411 or 4801

Prerequisites: PHIL UN3411 or 4801 This course is designed as an introduction to lattices and Boolean algebras. In the first part of the course, we study partial orders and view lattices both as partial orders and as algebraic structures. We study some basic constructions involving sublattices, products of lattices, and homomorphic images of lattices. In the second part of the course, we study Boolean algebras, with an aim to proving several representation theorems: first, a representation theorem for finite Boolean algebras, and toward the end of the course, the famous Stone Representation Theorem. We end the course with a look at the connection between classical mereology (or the theory of parthood) and complete Boolean algebras

**Spring 2025: PHIL GU4810**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 4810	001/17225	T 6:10pm - 8:00pm 507 Philosophy Hall	Tamar Lando	3.00	11/20

**PHIL GU4481 PHILOSOPHY OF LANGUAGE. 3.00 points.****PHIL GU4501 EPISTEMOLOGY. 3.00 points.****PHIL GU4900 TOPICS IN EARLY MODERN PHILOSOPHY. 3.00 points.**

Open to undergraduates with previous work in the history of philosophy and to graduate students. Focuses either on an important topic in the history of early modern philosophy (e.g. skepticism, causation, mind, body) or on the philosophy of a major figure in the period (e.g. Descartes, Leibniz, Spinoza, Gassendi, Conway)

**ECPH GU4950 ECONOMICS # PHILOSOPHY. 4.00 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.

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 2025: ECPH GU4950**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECPH 4950	002/17528	T 10:10am - 12:00pm 716 Philosophy Hall	Jessica Collins, Brendan O'Flaherty	4.00	4/16

## PHYSICAL EDUCATION AND INTERCOLLEGIATE ATHLETICS

**Departmental Office:** 336 Dodge Physical Fitness Center; 212-854-3439; [perec.columbia.edu](mailto:perec.columbia.edu)

**Director of Undergraduate Studies:** Director of Physical Education and Recreation, Jeffrey Ryder, 332 Dodge Physical Fitness Center; [phed@columbia.edu](mailto:phed@columbia.edu); 212-854-4001

**Departmental Administrative contact:** 212-854-3439

The Physical Education Department offers a variety of activities in the areas of aquatics, fitness, martial arts, individual/dual sports, team sports, and outdoor education. Most of the activities are designed for the beginner level. Intermediate/advanced courses are offered at selected times. All courses are designed to develop and/or improve skills and knowledge, increase physical activity, and promote well-being. Courses aim

to promote holistic, sustainable opportunities to engage with physical activity and physical well-being concepts. A major goal is to provide a positive, enjoyable experience for students, leading to the development of an active, healthy lifestyle.

The majority of the courses are offered in ten time preferences. However, there are early morning classes, Friday-only classes at Baker Athletics Complex, and specialty 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 [website](#).

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 online registration. Students may register for only one section of Physical Education each term.

## PHYSICAL EDUCATION REQUIREMENT

Successful completion of two Physical Education courses 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 the Director of Undergraduate Studies for 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 the Director of Physical Education, students may be instructed to contact Dr. Melanie Bernitz, Senior Vice President for Columbia Health, 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), UW (Unofficial Withdrawal), or F (Fail). Those who anticipate attendance problems should contact their instructors or the Director of Undergraduate Studies for Physical Education.

## SWIM TEST

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 the Director of Physical Education.

## 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 beginner 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).

## DIRECTOR OF PHYSICAL EDUCATION PROGRAMS

**Jeffrey Ryder**

## ASSOCIATES

Jack Abelson  
Colin Allison  
Zack Almonte  
Michael Aufrichtig  
Noah Axford  
Tracey Bartholomew  
Alexandra Bassetti  
Kayla Bautista  
James Bolster  
Brett Boretti  
Jake Brown  
Alex Canale  
Tobe Carberry  
Tom Carty  
Diana Caskey  
Demerae Christianson  
Stephen Conway  
Tyler Cordell  
Theodore Cowling  
Nicholas Cruz  
Emerson Curry  
Derek Davis  
Katie DeSandis  
Maggie DeVlieger  
Laki Djokovic  
Scott Donie  
Howard Endelman  
Jim Engles

Tobi Esche  
Aliza Feuerstein  
Chris Fernandez  
Jamie Franco  
Wilfred Frederic  
Liv Gardner  
Lea Georgatos  
Ralph Green  
Meg Griffith  
Matt Hall  
Jumpei Harada  
Ashleigh Herndon  
Andrew Hess  
Cole Hester  
Dan Ireland  
Brian Jines  
Olivia Kelly  
Amphone Keovongmanysar  
Anastasia Kirtiklis  
Laurel Korholz  
Nike Kukharchuk  
Canyon Kyle  
Eliana Laessig  
Andrew Laiosa  
Tierney Larson  
Gustavo Leal  
SeoungWoo Lee  
Frank Lisante  
Reanna Lizardo  
Madison Maida  
James McDermott  
Yuki Miyazawa  
Gess Mongelli  
Rich Mueller  
Anne Murray  
Shannon Nee  
Sara Negrette  
Meghan Negron  
Gina Orlando  
Kristen O'Rourke  
Nich Lee Parker  
Sophia Rouze  
Skyler Russo  
Chris Sachvie  
Tamara Sagadore  
Patrick Santiago  
Steve Shulman  
Akhnaten Spencer-El  
Zach Tanelli  
Jen Teague  
Tom Terhaar  
Selma Trevino  
David Troy  
Ian Van Cott  
Dave Vandercook  
Amanda Ventura  
Nayelly Walker

Chad Walsh  
Samantha Warren  
Amy Weeks  
Ilene Weintraub  
Thomas Wenk  
Sarah Welton

PHED 1001 122/14483      W 10:00am - 10:50am  
S12 Dodge Fitness Center      Jeffrey Ryder, Theodore Cowling, Diamond Stewart, William Hall      0      23/28

**PHED UN1001 PHYSICAL EDUCATION ACTIVITIES. 0 points.**

**Fall 2024: PHED UN1001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment			
PHED 1001 111/14476		M W 9:00am - 9:50am Urs Dodge Fitness Center	James Bolster, Jeffrey Ryder, Diamond Stewart, William Hall	0	20/22			
						PHED 1001 124/14701	M W 10:00am - 10:50am Urs Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall      0      20/22
PHED 1001 112/14477		M W 9:00am - 9:50am Urs Dodge Fitness Center	Jeffrey Ryder, Scott Donie, Diamond Stewart, William Hall	0	15/16			
						PHED 1001 125/14702	M W 10:00am - 10:50am Ar3 Dodge Fitness Center	Stephen Shulman, Jeffrey Ryder, Diamond Stewart, William Hall      0      21/20
PHED 1001 113/14478		W 9:00am - 9:50am S12 Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, David Pickett	0	21/26			
						PHED 1001 126/14703	W 10:30am - 12:00pm Lgl Dodge Fitness Center	William Hall, Diamond Stewart, Kayla Bautista, Jeffrey Ryder, Gina Orlando      0      21/26
PHED 1001 114/14479		W 9:00am - 9:50am Lgl Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Madison Maida, Andrea Bombace	0	26/26			
						PHED 1001 131/14704	M W 11:00am - 11:50am Ubg Dodge Fitness Center	Diamond Stewart, William Hall, Angel Agu, Jeffrey Ryder      0      21/22
PHED 1001 115/14480		M W 9:00am - 9:50am Ar3 Dodge Fitness Center	Stephen Shulman, Jeffrey Ryder, Diamond Stewart, William Hall	0	20/27			
						PHED 1001 132/14705	W 11:00am - 11:50am S12 Dodge Fitness Center	Jumpie Harada, Jeffrey Ryder, Diamond Stewart, William Hall      0      21/24
PHED 1001 116/14481		M W 9:00am - 9:50am Ubg Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Zack Almonte	0	16/16			
						PHED 1001 151/14706	M W 1:10pm - 2:00pm Fen Dodge Fitness Center	Michael Aufrichtig, SeoungWoo Lee, Jeffrey Ryder, Diamond Stewart, William Hall      0      23/22
PHED 1001 121/14482		M W 10:00am - 10:50am Ubg Dodge Fitness Center	Jeffrey Ryder, Jake Brown, Diamond Stewart, William Hall	0	24/22			
						PHED 1001 152/14707	M W 1:10pm - 2:00pm Ffs Dodge Fitness Center	William Hall, Diamond Stewart,      0      13/14



			Jeffrey Ryder, Samantha Warren				Ar3 Dodge Fitness Center	William Hall, Diamond Stewart, Jeffrey Ryder		
PHED 1001 153/14708	M W 1:10pm - 2:00pm Erg Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Laurel Korholz, Noah Axford	0	22/24		PHED 1001 201/15050	T 8:00am - 8:50am Lgl Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall	0	26/26
PHED 1001 154/21043	M W 1:10pm - 2:00pm Ar4 Dodge Fitness Center	Selma Trevino, William Hall, Diamond Stewart, Jeffrey Ryder	0	25/25		PHED 1001 211/15049	Th 9:00am - 9:50am Lgl Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Thomas Carty	0	30/30
PHED 1001 161/15060	M W 2:10pm - 3:00pm Ubg Dodge Fitness Center	William Hall, Diamond Stewart, Tyler Cordell, Jeffrey Ryder	0	21/22		PHED 1001 212/15048	T 9:00am - 9:50am Lgl Dodge Fitness Center	William Hall, Diamond Stewart, Jeffrey Ryder	0	26/26
PHED 1001 162/15059	M W 2:10pm - 3:00pm Mtl Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Thomas Wenk	0	24/22		PHED 1001 213/15047	T 9:00am - 9:50am S12 Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Delaney Rasmussen	0	21/26
PHED 1001 163/15058	M W 2:10pm - 3:00pm Ar4 Dodge Fitness Center	Diamond Stewart, Jeffrey Ryder, Selma Trevino, William Hall	0	23/25		PHED 1001 214/15046	T Th 9:00am - 9:50am Ffs Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Nayelly Walker	0	14/16
PHED 1001 164/15057	M W 2:10pm - 3:00pm Ar3 Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Ashleigh Herndon	0	23/24		PHED 1001 215/15045	T Th 9:00am - 9:50am Ubg Dodge Fitness Center	Jeffrey Ryder, John Kyle, Diamond Stewart, William Hall	0	19/18
PHED 1001 172/15055	M W 3:10pm - 4:00pm Ar3 Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Ashleigh Herndon	0	24/24		PHED 1001 221/15044	T Th 10:00am - 10:50am Urs Dodge Fitness Center	Gustavo Leal, Jeffrey Ryder, Diamond Stewart, William Hall	0	19/20
PHED 1001 173/15054	M W 3:10pm - 4:00pm Ubg Dodge Fitness Center	William Hall, Yuki Miyazawa, Jeffrey Ryder, Diamond Stewart	0	21/22		PHED 1001 222/15043	T Th 10:00am - 10:50am Urs Dodge Fitness Center	Jeffrey Ryder, Demerae Christianson, Diamond Stewart, William Hall	0	23/24
PHED 1001 181/15053	M W 4:10pm - 5:00pm	Ashleigh Herndon,	0	27/28		PHED 1001 223/15042	T Th 10:00am - 10:50am Room TBA	Jeffrey Ryder, Diamond Stewart, William	0	7/11

PHED 1001 224/15041	T 10:00am - 10:50am Lgl Dodge Fitness Center	Hall, Chris Fernandez William Hall, Diamond Stewart, Aliza Feuerstein, Jeffrey Ryder	0	21/25				Diamond Stewart, William Hall, Alex Canale			
PHED 1001 225/15040	T Th 10:00am - 10:50am Mtl Dodge Fitness Center	Olivia Kelly, William Hall, Diamond Stewart, Jeffrey Ryder, David Vandercook	0	26/26	PHED 1001 254/15031	T Th 1:10pm - 2:00pm Fen Dodge Fitness Center		William Hall, Diamond Stewart, Jeffrey Ryder, SeoungWoo Lee, Michael Aufrichtig	0	20/22	
PHED 1001 226/15039	Th 10:30am - 12:00pm Lgl Dodge Fitness Center	William Hall, Diamond Stewart, Colin Allison, Darlene DSouza, Jeffrey Ryder	0	16/16	PHED 1001 255/15030	T Th 1:10pm - 2:00pm Ar4 Dodge Fitness Center		Jeffrey Ryder, Diamond Stewart, William Hall, Selma Trevino	0	24/25	
PHED 1001 231/15038	T Th 11:00am - 11:50am Ubg Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, David Troy	0	15/22	PHED 1001 256/15029	T 1:10pm - 2:00pm Room TBA		Jeffrey Ryder, Diamond Stewart, William Hall, Lea Georgatos	0	25/26	
PHED 1001 232/15036	T Th 11:00am - 11:50am Ffs Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Amanda Ventura, Zack Almonte	0	14/14	PHED 1001 261/15028	T Th 2:10pm - 3:00pm Ubg Dodge Fitness Center		Jeffrey Ryder, Diamond Stewart, William Hall, Tierney Larson	0	13/16	
PHED 1001 251/15034	T Th 1:10pm - 2:00pm Ubg Dodge Fitness Center	Amphone Keovongmanysar, Jeffrey Ryder, Diamond Stewart, William Hall, Kevin Valdovinos	0	20/24	PHED 1001 262/15027	T Th 2:10pm - 3:00pm Mtl Dodge Fitness Center		David Lado, Jeffrey Ryder, Diamond Stewart, William Hall, Gess Mongelli	0	20/22	
PHED 1001 252/15033	T Th 1:10pm - 2:00pm Ffs Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Reanna Lizardo, Maxfield Lydum	0	13/14	PHED 1001 263/15026	T Th 2:10pm - 3:00pm Ar4 Dodge Fitness Center		Jeffrey Ryder, Latinka Djokovic, Diamond Stewart, William Hall	0	20/22	
PHED 1001 253/15032	T Th 1:10pm - 2:00pm Erg Dodge Fitness Center	Maggie DeVlieger, Jeffrey Ryder,	0	19/22	PHED 1001 264/15025	T Th 2:10pm - 3:00pm Ffs Dodge Fitness Center		Jeffrey Ryder, Diamond Stewart, William Hall, Cy Lippold	0	12/14	
					PHED 1001 271/15023	T Th 3:10pm - 4:00pm Ffs Dodge Fitness Center		Megan Negron, William Hall, Diamond Stewart, Jeffrey Ryder	0	11/14	

PHED 1001 272/15022	T Th 3:10pm - 4:00pm Ubg Dodge Fitness Center	Shannon Nee, William Hall, Diamond Stewart, Jeffrey Ryder	0	24/22	Off Dodge Fitness Center	Diamond Stewart, William Hall		
					PHED 1001 402/15010	Sa S 8:00am - 5:00pm Off Dodge Fitness Center	William Hall, Diamond Stewart, Jeffrey Ryder	0 27/24
PHED 1001 291/15021	Th 9:00pm - 11:30pm Urs Dodge Fitness Center	Andrew Laiosa, Jeffrey Ryder, Diamond Stewart, William Hall	0	12/14	PHED 1001 403/15009	Sa S 8:00am - 5:00pm Off Dodge Fitness Center	William Hall, Diamond Stewart, Jeffrey Ryder	0 27/24
PHED 1001 301/15014	F 8:00am - 12:00pm Off Dodge Fitness Center	Anastasia Kirtiklis, Jeffrey Ryder, Diamond Stewart, William Hall	0	15/16	PHED 1001 404/15008	Sa S 8:00am - 5:00pm Off Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall	0 26/24
PHED 1001 302/15015	F 12:00pm - 4:00pm Off Dodge Fitness Center	Anastasia Kirtiklis, Jeffrey Ryder, Diamond Stewart, William Hall	0	16/15				
PHED 1001 303/15016	F 10:00am - 2:00pm Off Dodge Fitness Center	Anastasia Kirtiklis, Jeffrey Ryder, Diamond Stewart, William Hall	0	18/15				
PHED 1001 304/15018	F 9:00am - 11:00am Bac Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Ian Van Cott, Nika Kukharchuk	0	10/11				
PHED 1001 305/15019	F 10:00am - 12:00pm Bac Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Jack Abelson	0	35/34				
PHED 1001 306/15013	F 10:00am - 4:00pm Off Dodge Fitness Center	William Hall, Diamond Stewart, Jeffrey Ryder	0	33/35	PHED 1002 112/14499	M W 9:00am - 9:50am Urs Dodge Fitness Center	Jeffrey Ryder, Ambert Sawaya, Diamond Stewart, William Hall	1.00 29/28
PHED 1001 307/15012	F 10:00am - 4:00pm Off Dodge Fitness Center	William Hall, Diamond Stewart, Jeffrey Ryder	0	4/5	PHED 1002 113/14500	M W 9:00am - 9:50am Ar4 Dodge Fitness Center	Stephen Shulman, Jeffrey Ryder, Diamond	1.00 21/20
PHED 1001 401/15011	Sa S 8:00am - 5:00pm	Jeffrey Ryder,	0	27/24				

**PHED UN1002 PHYSICAL EDUCATION ACTIVITIES.*****1.00 point.***

The required Physical Education program offers a variety of activities in the areas of strength training, dance, cardio fitness, martial arts, individual and dual sports, team sports, and outdoor education. It is our goal that the experiences provided by these activities will contribute to the development of an active, healthy lifestyle.

**Spring 2025: PHED UN1002**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHED 1002 101/14497		W 8:00am - 8:50am Lcl Dodge Fitness Center	David Vandercook, Jeffrey Ryder, Diamond Stewart, William Hall, Thomas Carty	1.00	32/30
PHED 1002 111/14498		W 9:00am - 9:50am Lcl Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Madison Maida, David Pickett	1.00	34/32
PHED 1002 112/14499		M W 9:00am - 9:50am Urs Dodge Fitness Center	Jeffrey Ryder, Ambert Sawaya, Diamond Stewart, William Hall	1.00	29/28
PHED 1002 113/14500		M W 9:00am - 9:50am Ar4 Dodge Fitness Center	Stephen Shulman, Jeffrey Ryder, Diamond	1.00	21/20

PHED 1002 114/14501	M W 9:00am - 9:50am Ubg Dodge Fitness Center	Stewart, William Hall Jeffrey Ryder, Richard Nisbett, Diamond Stewart, William Hall	1.00	23/22		Tvr Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall		
					PHED 1002 133/14509	M W 11:00am - 11:50am Ffs Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Christian Barrett	1.00	14/15
PHED 1002 121/14502	W 10:00am - 10:50am Tvr Dodge Fitness Center	Jeffrey Ryder, Theodore Cowling, Diamond Stewart, William Hall	1.00	27/28					
					PHED 1002 151/14514	M W 1:10pm - 2:00pm Ffs Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Nicholas Cruz	1.00	14/14
PHED 1002 122/14503	M W 10:00am - 10:50am Ubg Dodge Fitness Center	Jeffrey Ryder, Tobe Carberry, Diamond Stewart, William Hall	1.00	26/26					
					PHED 1002 152/14717	M W 1:10pm - 2:00pm Fen Dodge Fitness Center	Michael Aufrechtig, SeoungWoo Lee, Jeffrey Ryder, Diamond Stewart, William Hall	1.00	26/22
PHED 1002 123/14504	M W 10:00am - 10:50am Urs Dodge Fitness Center	Diana Caskey, Jeffrey Ryder, Diamond Stewart, William Hall	1.00	16/18					
					PHED 1002 153/14729	M W 1:10pm - 2:00pm Erg Dodge Fitness Center	Samantha Warren, Jeffrey Ryder, Diamond Stewart, William Hall, Thomas Wenk	1.00	26/26
PHED 1002 124/14505	M W 10:00am - 10:50am Ar4 Dodge Fitness Center	Stephen Shulman, Jeffrey Ryder, Diamond Stewart, William Hall	1.00	18/20					
					PHED 1002 154/14731	M W 1:10pm - 2:00pm Ubg Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Zack Almonte	1.00	23/23
PHED 1002 125/14506	W 10:30am - 12:00pm Lcl Dodge Fitness Center	Gina Orlando, Jeffrey Ryder, Kayla Bautista, Diamond Stewart, William Hall	1.00	22/18					
					PHED 1002 155/14732	M W 1:10pm - 2:00pm Ar4 Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Ashleigh Herndon	1.00	22/20
PHED 1002 126/20193	M W 10:00am - 10:50am Mtl Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Andrea Bombace	1.00	30/30					
					PHED 1002 161/14734	M W 2:10pm - 3:00pm Ubg Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Alexandra Bassetti	1.00	21/24
PHED 1002 131/14507	M W 11:00am - 11:50am Ubg Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Angel Agu	1.00	24/22					
					PHED 1002 162/14735	M W 2:10pm - 3:00pm Mtl Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Gess	1.00	24/30
PHED 1002 132/14508	W 11:00am - 11:50am	Jumpie Harada,	1.00	30/31					



		Mongelli, Noah Axford					William Hall		
PHED 1002 163/14736	M W 2:10pm - 3:00pm Ar4 Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Selma Trevino	1.00	24/22	PHED 1002 214/14742	T Th 9:00am - 9:50am Ubg Dodge Fitness Center	Jeffrey Ryder, John Kyle, Diamond Stewart, William Hall, Maxfield Lydum	1.00	17/16
PHED 1002 164/14737	M W 2:10pm - 3:00pm Ffs Dodge Fitness Center	Maggie DeVlieger, Jeffrey Ryder, Diamond Stewart, William Hall, Karissa Carty	1.00	13/14	PHED 1002 215/14743	T Th 9:00am - 9:50am Ffs Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Nayelly Walker	1.00	12/14
PHED 1002 165/14738	M W 2:10pm - 3:00pm S12 Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Ashleigh Herndon	1.00	20/20	PHED 1002 216/14744	Th 9:00am - 9:50am Tvr Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Lea Georgatos	1.00	29/33
PHED 1002 171/14739	M W 3:10pm - 4:00pm Ar4 Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Selma Trevino	1.00	25/22	PHED 1002 217/14746	T Th 9:00am - 9:50am Squ Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Chris Fernandez	1.00	10/11
PHED 1002 181/18848	M W 4:10pm - 5:00pm Cyl Dodge Fitness Center	Sarah Welton, Jeffrey Ryder, Arielle Robinson, Diamond Stewart, William Hall	1.00	18/20	PHED 1002 221/14748	T 10:00am - 10:50am Lgl Dodge Fitness Center	Jeffrey Ryder, Aliza Feuerstein, Diamond Stewart, William Hall	1.00	25/28
PHED 1002 211/14915	T 9:00am - 9:50am Lcl Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Sebastian Rivera, Jeff Buxton	1.00	25/30	PHED 1002 222/14749	T Th 10:00am - 10:50am Urs Dodge Fitness Center	Gustavo Leal, Jeffrey Ryder, Diamond Stewart, William Hall	1.00	20/24
PHED 1002 212/14927	T 9:00am - 9:50am Lcl Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Sebastian Rivera, Jeff Buxton	1.00	28/30	PHED 1002 223/14750	T Th 10:00am - 10:50am Ubg Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Shannon Nee, Tierney Larson	1.00	22/24
PHED 1002 213/14741	Th 9:00am - 9:50am Lgl Dodge Fitness Center	Delaney Rasmussen, Jeffrey Ryder, Diamond Stewart,	1.00	35/32	PHED 1002 224/14752	T Th 10:00am - 10:50am Mtl Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Reanna Lizardo	1.00	29/29
					PHED 1002 225/14753	T Th 10:00am - 10:50am	Jeffrey Ryder, Diamond	1.00	10/15

	Ffs Dodge Fitness Center	Stewart, William Hall, Megan Negron, Amanda Ventura							Hall, Selma Trevino		
						PHED 1002 261/14797	T Th 2:10pm - 3:00pm Ffs Dodge Fitness Center		Jeffrey Ryder, Diamond Stewart, William Hall, David Lado, Lawrence Johnson	1.00	10/14
PHED 1002 226/14754	T Th 10:00am - 10:50am Urs Dodge Fitness Center	Jeffrey Ryder, Demerae Christianson, Diamond Stewart, William Hall	1.00	20/19							
						PHED 1002 262/14807	T Th 2:10pm - 3:00pm Ubg Dodge Fitness Center		Amphone Keovongmanysar, Jeffrey Ryder, Diamond Stewart, William Hall, Kevin Valdovinos	1.00	20/23
PHED 1002 227/14755	Th 10:30am - 12:00pm Lgl Dodge Fitness Center	Jeffrey Ryder, Darlene DSouza, Colin Allison, Diamond Stewart, William Hall	1.00	19/20							
						PHED 1002 263/15665	T Th 2:10pm - 3:00pm Mtl Dodge Fitness Center		Jeffrey Ryder, Diamond Stewart, William Hall, Jack Gallucci	1.00	24/25
PHED 1002 228/15659	T Th 10:00am - 10:50am S12 Dodge Fitness Center	Diamond Stewart, William Hall, Mariah Clarkson	1.00	23/22							
						PHED 1002 274/14939	T Th 3:10pm - 4:00pm Ar4 Dodge Fitness Center		Jeffrey Ryder, Latinka Djokovic, Diamond Stewart, William Hall	1.00	20/22
PHED 1002 231/15712	T Th 11:00am - 11:50am Ubg Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Zack Almonte	1.00	18/22							
						PHED 1002 281/14956	T Th 4:10pm - 5:00pm Ar4 Dodge Fitness Center		Jeffrey Ryder, Latinka Djokovic, Diamond Stewart, William Hall	1.00	20/22
PHED 1002 251/14757	T Th 1:10pm - 2:00pm Erg Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Alex Canale, Laurel Korholz	1.00	24/26							
						PHED 1002 291/14970	Th 9:00pm - 11:30pm Urs Dodge Fitness Center		Andrew Laiosa, Jeffrey Ryder, Diamond Stewart, William Hall	1.00	16/16
PHED 1002 252/15660	T Th 1:10pm - 2:00pm S12 Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Mariah Clarkson	1.00	20/20							
						PHED 1002 301/14975	F 10:00am - 12:00pm Bac Dodge Fitness Center		Jeffrey Ryder, Diamond Stewart, William Hall, Jack Abelson, Tobi Esche	1.00	29/34
PHED 1002 253/14759	T Th 1:10pm - 2:00pm Ubg Dodge Fitness Center	Amphone Keovongmanysar, Jeffrey Ryder, Diamond Stewart, William Hall, Kevin Valdovinos	1.00	20/25							
						PHED 1002 302/14987	F 10:00am - 4:00pm Room TBA		Jeffrey Ryder, Diamond Stewart, William Hall	1.00	35/35
PHED 1002 254/14761	T Th 1:10pm - 2:00pm Ar4 Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William	1.00	24/22							
						PHED 1002 303/14993	F 10:00am - 4:00pm Room TBA		Jeffrey Ryder, Diamond Stewart,	1.00	5/5

PHED 1002 304/15004	F 10:00am - 6:00pm Off Dodge Fitness Center	William Hall Anastasia Kirtiklis, Jeffrey Ryder, Diamond Stewart, William Hall	1.00	14/15
PHED 1002 305/15099	F 8:00am - 2:00pm Off Dodge Fitness Center	Anastasia Kirtiklis, Jeffrey Ryder, Diamond Stewart, William Hall	1.00	16/15
PHED 1002 306/15116	F 12:00pm - 6:00pm Off Dodge Fitness Center	Anastasia Kirtiklis, Jeffrey Ryder, Diamond Stewart, William Hall	1.00	17/16
PHED 1002 307/15181	F 10:00am - 12:00pm Bac Dodge Fitness Center	Jeffrey Ryder, Wilfred Frederic, Diamond Stewart, William Hall, Stephen Conway	1.00	22/30
PHED 1002 308/15667	F 9:00am - 11:00am Bac Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall, Nika Kukharchuk	1.00	10/12
PHED 1002 401/15668	Sa S 8:00am - 4:00pm Off Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall	1.00	27/25
PHED 1002 403/15670	Sa S 8:00am - 4:00pm Off Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall	1.00	25/25
PHED 1002 404/15671	Sa S 8:00am - 4:00pm Off Dodge Fitness Center	Jeffrey Ryder, Diamond Stewart, William Hall	1.00	26/25

**PHED UN1005 INTERCOLLEGIATE ATHLETICS.**  
**0.00-1.00 points.**

Archery, Mens/Womens Golf, Baseball, Womens Lacrosse, Womens Basketball, Womens Soccer, Mens Basketball, Mens Soccer, Womens Rowing, Womens Softball, Mens Freshman Light Row, Womens Swimming, Mens Freshman Heavy Row,

Mens Swimming, Mens Varsity Light Row, Womens Tennis, Mens Varsity Heavy Row, Mens Tennis, Womens Fencing, Womens Track, Mens Fencing, Mens Track, Womens Field Hockey, Womens Volleyball, Football, Wrestling, Womens Squash, and Mens Squash

**Fall 2024: PHED UN1005**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHED 1005 001/14432			Derek Davis, Jeffrey Ryder, Diamond Stewart, William Hall	0.00-1.00	20
PHED 1005 002/14433			Brett Boretti, Jeffrey Ryder, Diamond Stewart, William Hall	0.00-1.00	50
PHED 1005 003/14434			Megan Griffith, Jeffrey Ryder, Diamond Stewart, William Hall	0.00-1.00	35
PHED 1005 004/14435			James Engles, Jeffrey Ryder, Diamond Stewart, William Hall	0.00-1.00	35
PHED 1005 005/14436			Michael Aufrechtig, Jeffrey Ryder, Diamond Stewart, William Hall	0.00-1.00	60
PHED 1005 006/14437			Michael Aufrechtig, Jeffrey Ryder, Diamond Stewart, William Hall	0.00-1.00	60
PHED 1005 007/14438			Katherine Desandis, Jeffrey Ryder, Diamond Stewart, William Hall	0.00-1.00	60
PHED 1005 008/14440			William Hall, Diamond Stewart,	0.00-1.00	150

	Jeffrey Ryder, Gregory Lamb			Stewart, Jeffrey Ryder, Tracey Bartholomew	
PHED 1005 009/14441	Amy Weeks, Jeffrey Ryder, Diamond Stewart, William Hall	0.00-1.00/25	PHED 1005 018/14456	William Hall, Diamond Stewart, Jeffrey Ryder	0.00-1.00/50
PHED 1005 010/14443	Richard Mueller, Jeffrey Ryder, Diamond Stewart, William Hall	0.00-1.00/25	PHED 1005 019/14457	Jeffrey Ryder, Jennifer Teague, Diamond Stewart, William Hall	0.00-1.00/50
PHED 1005 011/14444	Jeffrey Ryder, Diamond Stewart, William Hall, Anne Murray	0.00-1.00/3/50	PHED 1005 020/14458	Jeffrey Ryder, Christopher Sachvie, Diamond Stewart, William Hall	0.00-1.00/50
PHED 1005 012/14445	William Hall, Diamond Stewart, Jeffrey Ryder, Emerson Curry	0.00-1.00/2/75	PHED 1005 021/14459	William Hall, Diamond Stewart, Christopher Sachvie, Jeffrey Ryder	0.00-1.00/50
PHED 1005 013/14446	Nicholas Parker, Jeffrey Ryder, Diamond Stewart, William Hall	0.00-1.00/60	PHED 1005 022/14460	Diana Caskey, Jeffrey Ryder, Diamond Stewart, William Hall	0.00-1.00/9/50
PHED 1005 014/14447	Nicholas Parker, Jeffrey Ryder, Diamond Stewart, William Hall	0.00-1.00/60	PHED 1005 023/14461	William Hall, Diamond Stewart, Jeffrey Ryder, James Bolster	0.00-1.00/9/50
PHED 1005 015/14448	Jeffrey Ryder, Diamond Stewart, William Hall, Thomas Terhaar	0.00-1.00/60	PHED 1005 024/14462	Ilene Weintraub, Jeffrey Ryder, Diamond Stewart, William Hall	0.00-1.00/50
PHED 1005 016/14450	Jeffrey Ryder, Diamond Stewart, William Hall, Thomas Terhaar	0.00-1.00/60	PHED 1005 025/14463	Howard Endelman, Jeffrey Ryder, Diamond Stewart, William Hall	0.00-1.00/0/50
PHED 1005 017/14451	William Hall, Diamond	0.00-1.00/0/50	PHED 1005 026/14464	William Hall, Diamond	0.00-1.00/4/75



			Stewart, Jeffrey Ryder, Daniel Ireland		PHED 1005 005/14402	Michael Aufrichtig, Jeffrey Ryder, Diamond Stewart, William Hall	0.00-1.00/60
PHED 1005 027/14465			William Hall, Diamond Stewart, Jeffrey Ryder, Daniel Ireland	0.00-1.003/75			
			Jeffrey Ryder, Diamond Stewart, William Hall, Patric Santiago		PHED 1005 006/14403	Michael Aufrichtig, Jeffrey Ryder, Diamond Stewart, William Hall	0.00-1.00/60
PHED 1005 028/14466			Jeffrey Ryder, Diamond Stewart, William Hall, Patric Santiago	0.00-1.000/50			
			William Hall, Diamond Stewart, Zachary Tanelli, Jeffrey Ryder		PHED 1005 007/14404	Jeffrey Ryder, Diamond Stewart, William Hall, Niki Miller	0.00-1.00/60
PHED 1005 029/14467			William Hall, Diamond Stewart, Zachary Tanelli, Jeffrey Ryder	0.00-1.004/50			
			Jeffrey Ryder, Diamond Stewart, William Hall		PHED 1005 008/14406	William Hall, Diamond Stewart, Justin Woodley, Jeffrey Ryder	0.00-1.000/150
PHED 1005 030/14468			Jeffrey Ryder, Diamond Stewart, William Hall	0.00-1.004/50			
					PHED 1005 009/14407	Amy Weeks, Jeffrey Ryder, Diamond Stewart, William Hall	0.00-1.00/25
<b>Spring 2025: PHED UN1005</b>							
<b>Course Number</b>	<b>Section/Call Number</b>	<b>Times/Location</b>	<b>Instructor</b>	<b>Points</b>	<b>Enrollment</b>		
PHED 1005 001/14398			Derek Davis, Jeffrey Ryder, Diamond Stewart, William Hall	0.00-1.00/20			
					PHED 1005 010/14408	Richard Mueller, Jeffrey Ryder, Diamond Stewart, William Hall	0.00-1.00/25
PHED 1005 002/14399			Brett Boretti, Jeffrey Ryder, Diamond Stewart, William Hall	0.00-1.000/50			
					PHED 1005 011/14409	Jeffrey Ryder, Diamond Stewart, William Hall, Anne Murray	0.00-1.002/50
PHED 1005 003/14400			Megan Griffith, Jeffrey Ryder, Diamond Stewart, William Hall	0.00-1.00/35			
					PHED 1005 012/15672	William Hall, Diamond Stewart, Jeffrey Ryder, Emerson Curry	0.00-1.005/75
PHED 1005 004/14401			James Engles, Jeffrey Ryder, Diamond Stewart, William Hall	0.00-1.00/35			
					PHED 1005 013/15673	Nicholas Parker, Jeffrey Ryder, Diamond Stewart, William Hall	0.00-1.00/60



PHED 3998 002/21231	Negrette, Jeffrey Ryder				
	William Hall, Diamond Stewart, Sara Negrette, Jeffrey Ryder	1.00	0/8		
<b>Spring 2025: PHED UN3998</b>					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHED 3998 001/13935			Jeffrey Ryder, Sara Negrette, Diamond Stewart, William Hall	1.00	3/8
PHED 3998 002/13936			Jeffrey Ryder, Sara Negrette, Diamond Stewart, William Hall	1.00	0/8

## PHYSICS

### THE PHYSICS DEPARTMENT:

Department website: <https://www.physics.columbia.edu/>

Office location: 704 Pupin Hall

Office contact: 212-854-3366 (Ashley Delphia, Dir. of Academic Administration)

Director of Undergraduate Studies: Jeremy Dodd, [jrd4@columbia.edu](mailto:jrd4@columbia.edu), 212-854-3969

Undergraduate Administrator: Giuseppina (Joey) Cambareri, [gc2019@columbia.edu](mailto:gc2019@columbia.edu), 212-854-3348

### THE STUDY OF PHYSICS

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.

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.

Current programs of study include:

The Physics major

The Astrophysics major

The Biophysics major

The Chemical Physics major

As of Fall 2024, the Department does not offer a Minor in Physics, however a Minor will likely be introduced for the 2025-2026 academic year.

## STUDENT ADVISING

### Consulting Advisers

Students should contact the Director of Undergraduate Studies (DUS) for all advising questions and concerns, however please see the information below that describes appropriate advising contacts for the interdisciplinary majors in Astrophysics, Biophysics and Chemical Physics.

For the Physics major: Jeremy Dodd, [jrd4@columbia.edu](mailto:jrd4@columbia.edu).

For the Astrophysics major: Jeremy Dodd, [jrd4@columbia.edu](mailto:jrd4@columbia.edu), and students should also consult with the Director of Undergraduate Studies in the Astronomy Department. For the Biophysics major: students should consult with the Director of Undergraduate Studies for Biophysics in the Biological Sciences Department.

For the Chemical Physics major: students should consult with the Director of Undergraduate Studies in the Chemistry Department.

The Physics DUS typically holds walk-in office hours each week during the academic year (fall and spring semesters), and may be also be contacted by email. For new students, a Physics Department information session is held during NSOP each fall to help students determine which introductory physics sequence is most appropriate for their program of study. Each spring, the Department hosts an Open House, which focuses on the majors offered in the Department but also provides an opportunity to learn more about research opportunities.

For declared Physics and Astrophysics majors, it is recommended that students consult with the Physics DUS at least once per semester.

### Enrolling in Classes

The Physics Department offers four introductory physics sequences.

- PHYSUN1201, PHYSUN1202 primarily for premed students;
- PHYSUN1401, PHYSUN1402, PHYSUN1403 primarily for SEAS engineering students;

- PHYSUN1601, PHYSUN1602, PHYSUN2601 primarily for physics, applied physics and physical science majors;
- PHYSUN2801, PHYSUN2802 primarily for physics and applied physics majors who have advanced placement in physics and mathematics.

The department can provide more detailed information about these sequences. Note that there are calculus pre-requisites or co-requisites in most cases. Enrollment in the PHYSUN2801, PHYSUN2802 Accelerated Physics sequence is by placement only. Students who have a score of 5 on AP Calculus BC and a score of at least one 4 and one 5 on the two AP Physics C exams place automatically. Other students should take the placement exam during the NSOP Physics Information Session.

Please note that all of the above sequences start in the fall semester (only) each year, with the addition of just one “off-sequence” (spring, summer) offering of the PHYSUN1201, PHYSUN1202 General Physics sequence for premed students.

## Preparing for Graduate Study

A majority of graduating Physics majors pursue graduate study at either the PhD or Masters levels. The Physics major is designed to provide a strong foundation for students who may continue to pursue a PhD. Aside from all of the required courses for the major, students who will pursue graduate study are recommended to take the PHYSGU4003 Advanced Mechanics elective, and they may also choose to take some graduate level courses if they have sufficient preparation.

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

Coursework in fulfillment of a major or minor [or special program or concentration] must be taken at Columbia University unless explicitly noted here and/or expressly permitted by the Director of Undergraduate Studies of the program. Exceptions or substitutions permitted by the Director of Undergraduate Studies should be confirmed in writing by email to the student.

### Advanced Placement

The department grants 6 credits for a score of 4 or 5 on BOTH the AP Physics 1 and AP Physics 2 exams, but you are not entitled to any exemptions.

The department grants 3 credits for a score of 4 or 5 on the AP Physics C/MECH exam, but you are not entitled to any exemptions. The amount of credit is reduced to 0 if you take PHYSUN 1001, 1201, 1401 or 1601.

The department grants 3 credits for a score of 4 or 5 on the AP Physics C/E&M exam, but you are not entitled to any exemptions. The amount of credit is reduced to 0 if you take PHYSUN 1001, 1202, 1402 or 1602.

AP, IB or A-level Physics credits are not impacted if you take PHYSUN 2801 or 2802.

Students may earn a maximum of 6 credits in Physics.

## Barnard College Courses

No Barnard courses are accepted as requirements for the Physics major. For the Astrophysics major, see the requirements for that program in the Bulletin.

## Transfer Courses

When students transfer to Columbia from other institutions, their coursework at their previous institution must first be considered by their school in order to be evaluated for degree credit (e.g., to confirm that the courses will count toward the 124 points of credit that every student is required to complete for the B.A. degree). Only after that degree credit is confirmed, departments may consider whether those courses can also be used to fulfill specific degree requirements toward a major or minor [or special program or concentration].

All transfer courses proposed for consideration for the Physics major must be reviewed by the Physics DUS. Students should provide detailed syllabi for review.

## Study Abroad Courses

Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Undergraduate Global Engagement and taught by Columbia instructors) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus. If they are not explicitly listed by the department as fulfilling requirements in the major or minor [or special program or concentration], the DUS will need to confirm that they can be used toward requirements in the major/minor.

Classes taken abroad through other institutions and programs are treated as transfer credit to Columbia, and are subject to the same policies as other transfer courses. There will be a limit on the number of courses taken abroad that can be applied to the major/minor, and they must be approved by the DUS.

Physics and Astrophysics majors who are considering studying abroad should consult with the respective DUSes well in advance, since careful planning is required to make sure that students can complete all required courses.

## Summer Courses

Summer courses at Columbia are offered through the School of Professional Studies. Courses taken in a Summer Term may be used toward requirements for the major/minor only as articulated in department/institute/center guidelines or by permission of the Director(s) of Undergraduate Studies. More general policies about Summer coursework can be found in the Academic Regulations section of this Bulletin. No physics



courses currently offered in Summer Term are relevant for the Department's majors.

## CORE CURRICULUM CONNECTIONS

Students may be interested in course offerings in this department that can be taken in fulfillment of the Science requirement of the Core Curriculum. See the list of approved courses for the requirement in this *Bulletin*.

## UNDERGRADUATE RESEARCH AND SENIOR THESIS

Information to be added

## DEPARTMENT HONORS AND PRIZES

Information to be added

## OTHER IMPORTANT INFORMATION

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 INTRO TO MECHANICS # THERMO - PHYS UN1402 INTRO ELEC/MAGNETISM # OPTCS should take PHYS UN2601 PHYSICS III:CLASS/QUANTUM WAVE 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 I LAB  
& PHYS UN1292      and GENERAL PHYSICS II  
LABORATORY

### Engineering and Physical Science Majors:

Select one of the following sequences with accompanying laboratory course:

#### Sequence A:

PHYS UN1401      INTRO TO MECHANICS #  
& PHYS UN1402      THERMO  
& PHYS UN1403      and INTRO ELEC/MAGNETISM  
# OPTCS  
and INTRO-CLASSCL #  
QUANTUM WAVES

#### Sequence B:

PHYS UN1601  
& PHYS UN1602  
& PHYS UN2601

PHYSICS I:MECHANICS/  
RELATIVITY  
and PHYSICS II: THERMO,  
ELEC # MAG  
and PHYSICS III:CLASS/  
QUANTUM WAVE

#### 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.

## PROFESSORS

Igor Aleiner  
Boris Altshuler  
Elena Aprile  
Dmitri Bassov  
Andrei Beloborodov  
Allan Blaer (*emeritus*)  
Gustaaf Brooijmans  
Norman Christ  
Brian Cole  
Frederik Deneff  
Richard Friedberg (*Barnard emeritus*)  
Brian Greene (Mathematics)  
Miklos Gyulassy (*emeritus*)  
Charles J. Hailey  
Timothy Halpin-Healy (Barnard)  
Sven Hartmann (*emeritus*)  
Tony Heinz (*emeritus*)  
Emlyn Hughes  
Lam Hui  
Laura Kay (Barnard Astronomy)  
Tsung Dao Lee (*emeritus*)  
Yuri Levin  
Szabolcs Marka  
Robert Mawhinney (Chair)  
Andrew Millis  
Alfred H. Mueller  
Reshmi Mukherjee (Barnard)  
John Parsons  
Aron Pinczuk (Applied Physics)  
Malvin Ruderman  
Frank Sciulli (*emeritus*)  
Michael Shaevitz  
Michael Tuts  
Yasutomo Uemura  
Erick Weinberg  
William Zajc

## ASSOCIATE PROFESSORS

Brian Humensky  
Janna Levin (Barnard)

Brian Metzger  
 Alberto Nicolis  
 Abhay Pasupathy  
 Ozgur Sahin (Biology)  
 Tanya Zelevinsky

## ASSISTANT PROFESSORS

Cory Dean  
 Bradley Johnson  
 Georgia Karagiorgi  
 Rachel Rosen  
 Sebastian Will

## SENIOR LECTURER IN DISCIPLINE

Jeremy Dodd

## ADJUNCT PROFESSOR

Morgan May

## LECTURER

Burton Budick  
 Eric Raymer

## ON LEAVE

Amber Miller

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Program Planning for all Students

Students who entered Columbia (as first-year students or as transfer students) in or after Fall 2024 may select from a curriculum of majors and minors. The requirements for the Bachelor of Arts degree, and role of majors and minors in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study.

Students who entered Columbia in or before Fall 2023 may select from a curriculum of majors and minors and concentrations. The requirements for the Bachelor of Arts degree, and the role of majors and minors in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study.

As of Fall 2024, the Department does not offer a Minor in Physics, however a Minor will likely be introduced for the 2025-2026 academic year.

All students who are considering majoring in Physics or in Astrophysics are strongly encouraged to begin a relevant

introductory physics sequence in their first semester. In general, the Physics major may not be completed in fewer than six semesters; most students take seven or eight semesters to satisfy all requirements.

## Course Numbering Structure

Course numbers in the Physics Department broadly follow the standard undergraduate schema. Most introductory (first-year) courses are at the 1000- level, with the exception of the PHYSUN2801, PHYSUN2802 Accelerated Physics sequence. The Physics major in particular is rather well-defined in terms of requirements and when they should/could be taken, given necessary pre-requisites and so is rather “sequential”. Note that there are two required two-semester sequences: PHYSUN3007, PHYSUN3008 and PHYSGU4021, PHYSGU4022, which in general should be taken in the fall and spring of a given academic year.

## Guidance for First-Year Students

All students who are considering majoring in Physics or in Astrophysics are strongly encouraged to begin a relevant introductory physics sequence in their first semester.

The Physics Department offers four introductory physics sequences.

PHYSUN1201, PHYSUN1202 primarily for premed students;

PHYSUN1401, PHYSUN1402, PHYSUN1403 primarily for SEAS engineering students;

PHYSUN1601, PHYSUN1602, PHYSUN2601 primarily for physics, applied physics and physical science majors;

PHYSUN2801, PHYSUN2802 primarily for physics and applied physics majors who have advanced placement in physics and mathematics.

The department can provide more detailed information about these sequences. Note that there are calculus pre-requisites or co-requisites in most cases. Enrollment in the PHYSUN2801, PHYSUN2802 Accelerated Physics sequence is by placement only. Students who have a score of 5 on AP Calculus BC and a score of at least one 4 and one 5 on the two AP Physics C exams place automatically. Other students should take the placement exam during the NSOP Physics Information Session.

Please note that all of the above sequences start in the fall semester (only) each year, with the addition of just one “off-sequence” (spring, summer) offering of the PHYSUN1201, PHYSUN1202 General Physics sequence for premed students.

## Guidance for Transfer Students

Information to be added

## UNDERGRADUATE PROGRAMS OF STUDY

### Required Coursework for all Programs

All programs of study require completion of at least one of the introductory physics sequences (described elsewhere).

### 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 & PHYS UN1402 & PHYS UN2601	INTRO TO MECHANICS # THERMO and INTRO ELEC/MAGNETISM # OPTCS and PHYSICS III:CLASS/ QUANTUM WAVE
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Sequence B:

PHYS UN1601 & PHYS UN1602 & PHYS UN2601	PHYSICS I:MECHANICS/ RELATIVITY and PHYSICS II: THERMO, ELEC # MAG and PHYSICS III:CLASS/ QUANTUM WAVE
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Sequence C: Students with advanced preparation in both physics and mathematics may be eligible to take:

PHYS UN2801 & PHYS UN2802	ACCELERATED PHYSICS I and ACCELERATED PHYSICS II
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#### Core Physics Courses

PHYS UN3003	MECHANICS
PHYS UN3007	ELECTRICITY-MAGNETISM
PHYS UN3008	ELECTROMAGNETIC WAVES # OPTICS
PHYS GU4021	QUANTUM MECHANICS I
PHYS GU4022	QUANTUM MECHANICS II
PHYS GU4023	THERMAL # STATISTICAL PHYSICS

#### Elective Courses

Select at least six points of the following courses:

PHYS UN3002	From Quarks To the Cosmos: Applications of Modern Physics
PHYS GU4003	ADVANCED MECHANICS
PHYS GU4011	PARTICLE ASTROPHYS # COSMOLOGY
PHYS GU4018	SOLID STATE PHYSICS
PHYS GU4019	MATHEMATICAL METHODS OF PHYSICS
PHYS GU4040	INTRO TO GENERAL RELATIVITY

PHYS GU4050	Introduction to Particle Physics
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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)
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PHYS UN3083	ELECTRONICS LABORATORY
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Option 2:

PHYS UN3081	INTERMEDIATE LABORATORY WORK (three semesters)
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#### Senior Seminar

PHYS UN3072	SEM IN CURRENT RES. 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.

### Major in Astrophysics

For astrophysics requirements please see:

<http://bulletin.columbia.edu/columbia-college/departments-instruction/astrophysics/#requirementstext>

### Major in Biophysics

For biophysics requirements please see:

<http://bulletin.columbia.edu/columbia-college/departments-instruction/biological-sciences/#requirementstext>

### Major in Chemical Physics

For chemical physics requirements please see:

<http://bulletin.columbia.edu/columbia-college/departments-instruction/chemistry/#requirementstext>

### Minor in Physics

As of Fall 2024, the Department does not offer a Minor in Physics, however a Minor will likely be introduced for the 2025-2026 academic year.

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

Concentrations are available to students who entered Columbia in or before Fall 2023. The requirements for the Bachelor of Arts degree, and the role of the concentration in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study.

Concentrations are not available to students who entered Columbia in or after Fall 2024.

### Concentration in Physics

The concentration in physics requires a minimum of 24 points in physics, including one of the introductory sequences.

#### **PHYS UN1001 PHYSICS FOR POETS. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: high school algebra.

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

#### **PHYS UN1018 WEAPONS OF MASS DESTRUCTION.**

**3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: high school science and math.

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 UN1111 ORIGINS AND MEANING. 3.00 points.**

This course is a one-semester journey across cosmological history, from the beginning of time to something akin to its end. We will explore the origin of inanimate physical structures (the cosmos as a whole, as well as that of galaxies, stars, planets, particles, atoms and complex molecules), the origin of life (replicating molecules, the first cells, as well as more complex life forms), the origin of mind (self-reflective conscious awareness) and the origin of culture (language, myth, religion, art, and science). We will then consider what science in particular tells us about the very far future, where we will

encounter the likely demise of all complex matter, all life and all consciousness. In the face of such disintegration we will examine the nature of value and purpose. We will recognize that the deepest understanding of reality emerges from blending all of the accounts we discuss—from the reductionist to the humanist to the cosmological—and only through such amalgamation can we fully grasp the long-standing human search for meaning

#### **Fall 2024: PHYS UN1111**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1111	001/15432	F 2:10pm - 5:00pm 702 Hamilton Hall	Brian Greene	3.00	63/60

#### **PHYS UN1151 Origins and Meaning: Independent Study.**

**1.00 point.**

The proposed independent study is a one-semester course that is in dialogue with the Origins and Meaning, Physics UN1111. Students in the independent study will further explore various issues raised in Origins and Meaning by (a) meeting once per week with the instructor, (b) completing a selection of readings and viewings, and (c) completing an end-of-term writing assignment

#### **Fall 2024: PHYS UN1151**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1151	001/21613		Brian Greene	1.00	17/60

#### **PHYS UN1201 GENERAL PHYSICS I. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: some basic background in calculus or be concurrently taking *MATH V1101x* Calculus I.

Prerequisites: some basic background in calculus or be concurrently taking MATH UN1101 Calculus I. The accompanying laboratory is PHYS UN1291-UN1292 The course will use elementary concepts from calculus. The accompanying laboratory is PHYS UN1291 - UN1292. Basic introduction to the study of mechanics, fluids, thermodynamics, electricity, magnetism, optics, special relativity, quantum mechanics, atomic physics, and nuclear physics

#### **Fall 2024: PHYS UN1201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1201	001/14617	M W 11:40am - 12:55pm 301 Pupin Laboratories	John Parsons	3.00	166/180
PHYS 1201	002/14618	T Th 2:40pm - 3:55pm 301 Pupin Laboratories	Cory Dean	3.00	154/180

#### **Spring 2025: PHYS UN1201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1201	001/13441	M W 4:10pm - 5:25pm 428 Pupin Laboratories	Gabriel Perez-Giz	3.00	127/145



**PHYS UN1202 GENERAL PHYSICS II. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *PHYS W1201*, and some background in calculus or be concurrently taking *MATH V1101x* Calculus I.

Prerequisites: This course will use elementary concepts from calculus. Students should therefore have had some high school calculus, or be concurrently enrolled in MATH UN1101. Taken with accompanying lab PHYS UN1291- PHYS UN1292, the sequence PHYS UN1201- PHYS UN1202 satisfies requirements for medical school. Electricity, magnetism, optics, and modern physics

**Spring 2025: PHYS UN1202**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1202	001/13442	M W 11:40am - 12:55pm 301 Pupin Laboratories	P. Michael Tuts	3.00	173/170
PHYS 1202	003/13443	T Th 2:40pm - 3:55pm 301 Pupin Laboratories	Jeremy Dodd	3.00	138/170

**PHYS UN1203 GENERAL PHYSICS I - REC. 0.00 points.****Fall 2024: PHYS UN1203**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1203	001/15103	M 4:10pm - 5:00pm 424 Pupin Laboratories	John Parsons	0.00	24/24
PHYS 1203	002/15104	M 5:10pm - 6:00pm 424 Pupin Laboratories	John Parsons	0.00	23/24
PHYS 1203	003/15105	M 6:10pm - 7:00pm 424 Pupin Laboratories	John Parsons	0.00	22/24
PHYS 1203	004/15106	T 4:10pm - 5:00pm 308a Lewisohn Hall	John Parsons	0.00	22/24
PHYS 1203	005/15107	T 5:10pm - 6:00pm 308a Lewisohn Hall	John Parsons	0.00	20/24
PHYS 1203	006/15109	T 6:10pm - 7:00pm 424 Pupin Laboratories	John Parsons	0.00	19/24
PHYS 1203	007/15110	W 4:10pm - 5:00pm 222 Pupin Laboratories	John Parsons	0.00	22/24
PHYS 1203	008/15111	W 5:10pm - 6:00pm 644 Seeley W. Mudd Building	John Parsons	0.00	15/24
PHYS 1203	011/15112	M 4:10pm - 5:00pm 318 Hamilton Hall	Cory Dean	0.00	21/24
PHYS 1203	012/15114	M 5:10pm - 6:00pm 214 Pupin Laboratories	Cory Dean	0.00	21/24
PHYS 1203	013/15117	T 4:10pm - 5:00pm	Cory Dean	0.00	23/24

424 Pupin Laboratories

PHYS 1203 014/15118 T 5:10pm - 6:00pm Cory Dean 0.00 20/24

424 Pupin Laboratories

PHYS 1203 015/15120 W 4:10pm - 5:00pm Cory Dean 0.00 24/24

214 Pupin Laboratories

PHYS 1203 016/15122 W 5:10pm - 6:00pm Cory Dean 0.00 11/24

214 Pupin Laboratories

PHYS 1203 017/15123 Th 4:10pm - 5:00pm Cory Dean 0.00 23/24

C01 80 Claremont

PHYS 1203 018/15124 Th 5:10pm - 6:00pm Cory Dean 0.00 12/24

C01 80 Claremont

**Spring 2025: PHYS UN1203**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1203	001/13740	M 6:10pm - 7:00pm 302 Hamilton Hall	Gabriel Perez-Giz	0.00	24/22
PHYS 1203	002/13762	T 5:10pm - 6:00pm 329 Uris Hall	Gabriel Perez-Giz	0.00	20/22
PHYS 1203	003/13767	T 6:10pm - 7:00pm 302 Hamilton Hall	Gabriel Perez-Giz	0.00	17/22
PHYS 1203	004/13768	W 6:10pm - 7:00pm 101 Knox Hall	Gabriel Perez-Giz	0.00	23/22
PHYS 1203	006/13771	Th 4:10pm - 5:00pm 212d Lewisohn Hall	Gabriel Perez-Giz	0.00	19/22
PHYS 1203	007/20251	T 4:10pm - 5:00pm 414 Pupin Laboratories	Gabriel Perez-Giz	0.00	20/22

**PHYS UN1204 GENERAL PHYSICS II - REC. 0.00 points.****Spring 2025: PHYS UN1204**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1204	001/13772	M 4:10pm - 5:00pm C01 Knox Hall	P. Michael Tuts	0.00	28/22
PHYS 1204	002/13773	M 5:10pm - 6:00pm 304 Hamilton Hall	P. Michael Tuts	0.00	21/22
PHYS 1204	003/13774	M 6:10pm - 7:00pm 101 Knox Hall	P. Michael Tuts	0.00	21/22
PHYS 1204	005/13777	T 3:10pm - 4:00pm 318 Hamilton Hall	P. Michael Tuts	0.00	25/22
PHYS 1204	006/13778	T 4:10pm - 5:00pm 329 Uris Hall	P. Michael Tuts	0.00	22/22
PHYS 1204	007/13780	T 5:10pm - 6:00pm 703 Hamilton Hall	P. Michael Tuts	0.00	21/22
PHYS 1204	008/13782	T 6:10pm - 7:00pm 507 Hamilton Hall	P. Michael Tuts	0.00	19/22
PHYS 1204	009/13783	T 7:10pm - 8:00pm 302 Hamilton Hall	P. Michael Tuts	0.00	15/22
PHYS 1204	011/13785	W 3:10pm - 4:00pm 424 Kent Hall	Jeremy Dodd	0.00	22/22

PHYS 1204 012/13786	W 4:10pm - 5:00pm	Jeremy Dodd	0.00	22/22	
	201a Philosophy Hall				
PHYS 1204 013/13787	T 5:10pm - 6:00pm	Jeremy Dodd	0.00	22/22	
	332 Uris Hall				
PHYS 1204 014/13788	T 6:10pm - 7:00pm	Jeremy Dodd	0.00	13/22	
	318 Hamilton Hall				
PHYS 1204 016/13792	M 3:10pm - 4:00pm	Jeremy Dodd	0.00	22/22	
	302 Hamilton Hall				
PHYS 1204 017/13793	M 4:10pm - 5:00pm	Jeremy Dodd	0.00	15/22	
	303 Hamilton Hall				
PHYS 1204 019/13795	Th 4:10pm - 5:00pm	Jeremy Dodd	0.00	23/22	
	424 Pupin Laboratories				

**PHYS UN1291 GENERAL PHYSICS I LAB. 1.00 point.**Same course as *PHYS W1291x*, but given off-sequence.

Corequisites: PHYS UN1201

Corequisites: PHYS UN1201 This course is the laboratory for the corequisite lecture course and can be taken only during the same term as the corresponding lecture

**Fall 2024: PHYS UN1291**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1291 001/14619	M 1:00pm - 4:00pm	5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	13/15
PHYS 1291 002/14620	M 1:00pm - 4:00pm	5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	15/15
PHYS 1291 003/14621	M 4:10pm - 7:10pm	5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	14/15
PHYS 1291 004/14622	M 4:10pm - 7:10pm	5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	14/15
PHYS 1291 005/14623	M 7:30pm - 10:30pm	5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	9/15
PHYS 1291 007/14624	T 1:00pm - 4:00pm	5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	14/15
PHYS 1291 008/14625	T 1:00pm - 4:00pm	5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	12/15
PHYS 1291 009/14626	T 4:10pm - 7:10pm	5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	14/15
PHYS 1291 010/14627	T 4:10pm - 7:10pm	5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	13/15
PHYS 1291 011/14628	T 7:30pm - 10:30pm	5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	12/15

PHYS 1291 013/14629	W 1:00pm - 4:00pm	Giuseppina Cambareri	1.00	14/15	
	5th Flr Pupin Laboratories				
PHYS 1291 014/14630	W 1:00pm - 4:00pm	Giuseppina Cambareri	1.00	15/15	
	5th Flr Pupin Laboratories				
PHYS 1291 015/14631	W 4:10pm - 7:10pm	Giuseppina Cambareri	1.00	12/15	
	5th Flr Pupin Laboratories				
PHYS 1291 016/14632	W 4:10pm - 7:10pm	Giuseppina Cambareri	1.00	12/15	
	5th Flr Pupin Laboratories				
PHYS 1291 017/14633	W 7:30pm - 10:30pm	Giuseppina Cambareri	1.00	12/15	
	5th Flr Pupin Laboratories				

PHYS 1291 019/14634	Th 1:00pm - 4:00pm	Giuseppina Cambareri	1.00	9/15	
	5th Flr Pupin Laboratories				
PHYS 1291 021/14636	Th 4:10pm - 7:10pm	Giuseppina Cambareri	1.00	15/15	
	5th Flr Pupin Laboratories				
PHYS 1291 023/14637	Th 7:30pm - 10:30pm	Giuseppina Cambareri	1.00	15/15	
	5th Flr Pupin Laboratories				
PHYS 1291 025/14638	F 1:00pm - 4:00pm	Giuseppina Cambareri	1.00	13/15	
	5th Flr Pupin Laboratories				
PHYS 1291 026/14639	F 1:00pm - 4:00pm	Giuseppina Cambareri	1.00	11/15	
	5th Flr Pupin Laboratories				

**Spring 2025: PHYS UN1291**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1291 001/13628	M 1:00pm - 4:00pm	5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	15/15
PHYS 1291 002/13629	M 7:30pm - 10:30pm	5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	11/15
PHYS 1291 003/13631	T 1:00pm - 4:00pm	5th Flr Pupin Laboratories	Giuseppina Cambareri, Rebecca Grossman	1.00	14/15
PHYS 1291 004/13632	T 4:10pm - 7:10pm	5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	10/15
PHYS 1291 005/13634	W 1:00pm - 4:00pm	5th Flr Pupin Laboratories	Giuseppina Cambareri, Rebecca Grossman	1.00	15/15
PHYS 1291 006/13635	W 7:30pm - 10:30pm	5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	10/15
PHYS 1291 007/13636	Th 1:00pm - 4:00pm	5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	13/15

PHYS 1291 008/13637 Th 4:10pm - 7:10pm Giuseppina 1.00 11/15  
Cambareri  
5th Flr Pupin  
Laboratories

### PHYS UN1292 GENERAL PHYSICS II LABORATORY.

**1.00 point.**

Corequisites: PHYS UN1201,PHYS UN1202

Corequisites: PHYS UN1201,PHYS UN1202 This course is the laboratory for the corequisite lecture course (PHYS UN1201 - PHYS UN1202) and can be taken only during the same term as the corresponding lecture

**Spring 2025: PHYS UN1292**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1292 001/13650		M 1:00pm - 4:00pm	Giuseppina Cambareri	1.00	14/15
		5th Flr Pupin Laboratories			
PHYS 1292 002/13652		M 1:00pm - 4:00pm	Giuseppina Cambareri	1.00	14/15
		5th Flr Pupin Laboratories			
PHYS 1292 003/13653		M 4:10pm - 7:10pm	Giuseppina Cambareri	1.00	12/15
		5th Flr Pupin Laboratories			
PHYS 1292 004/13655		M 4:10pm - 7:10pm	Giuseppina Cambareri	1.00	12/15
		5th Flr Pupin Laboratories			
PHYS 1292 005/13656		M 7:30pm - 10:30pm	Giuseppina Cambareri	1.00	14/15
		5th Flr Pupin Laboratories			
PHYS 1292 007/13657		T 1:00pm - 4:00pm	Giuseppina Cambareri	1.00	15/15
		5th Flr Pupin Laboratories			
PHYS 1292 009/13659		T 4:10pm - 7:10pm	Giuseppina Cambareri	1.00	15/15
		5th Flr Pupin Laboratories			
PHYS 1292 010/13660		T 4:10pm - 7:10pm	Giuseppina Cambareri	1.00	12/15
		5th Flr Pupin Laboratories			
PHYS 1292 011/13661		T 7:30pm - 10:30pm	Giuseppina Cambareri	1.00	12/15
		5th Flr Pupin Laboratories			
PHYS 1292 013/13663		W 1:00pm - 4:00pm	Giuseppina Cambareri	1.00	15/15
		5th Flr Pupin Laboratories			
PHYS 1292 014/13664		W 1:00pm - 4:00pm	Giuseppina Cambareri	1.00	13/15
		5th Flr Pupin Laboratories			
PHYS 1292 015/13666		W 4:10pm - 7:10pm	Giuseppina Cambareri	1.00	14/15
		5th Flr Pupin Laboratories			
PHYS 1292 016/13668		W 4:10pm - 7:10pm	Giuseppina Cambareri	1.00	13/15
		5th Flr Pupin Laboratories			
PHYS 1292 017/13669		W 7:30pm - 10:30pm	Giuseppina Cambareri	1.00	14/15

5th Flr Pupin Laboratories

PHYS 1292 018/13670 Th 1:00pm - 4:00pm Giuseppina 1.00 13/15  
Cambareri

5th Flr Pupin Laboratories

PHYS 1292 020/13673 Th 4:10pm - 7:10pm Giuseppina 1.00 15/15  
Cambareri

5th Flr Pupin Laboratories

PHYS 1292 022/13674 Th 7:30pm - 10:30pm Giuseppina 1.00 14/15  
Cambareri

5th Flr Pupin Laboratories

PHYS 1292 025/13675 F 1:00pm - 4:00pm Giuseppina 1.00 12/15  
5th Flr Pupin Laboratories  
Cambareri

### PHYS UN1401 INTRO TO MECHANICS # THERMO.

**3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Corequisites: MATH UN1101

Corequisites: MATH UN1101 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. Corequisite: MATH UN1101 or the equivalent

**Fall 2024: PHYS UN1401**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1401 001/14640		M W 10:10am - 11:25am	Eric Raymer	3.00	141/140
		301 Pupin Laboratories			
PHYS 1401 002/14641		M W 2:40pm - 3:55pm	James Hill	3.00	116/130
		301 Pupin Laboratories			
PHYS 1401 003/14642		T Th 10:10am - 11:25am	Eric Raymer	3.00	154/140
		301 Pupin Laboratories			

### PHYS UN1402 INTRO ELEC/MAGNETISM # OPTICS. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: PHYS UN1401 *PHYS W1401*.

Corequisites: MATH UN1102

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

**Spring 2025: PHYS UN1402**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1402 001/13444		M W 10:10am - 11:25am	Georgia Karagiorgi	3.00	124/140
		301 Pupin Laboratories			
PHYS 1402 002/13445		M W 1:10pm - 2:25pm	Eric Raymer	3.00	139/140

	301 Pupin Laboratories				
PHYS 1402 003/13446	T Th 10:10am - 11:25am	Massimiliano Riva	0.00	125/130	
	301 Pupin Laboratories				

### PHYS UN1403 INTRO-CLASSCL # QUANTUM WAVES. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: PHYS UN1402 *PHYS W1402*.

Corequisites: *MATH V1201* or the equivalent.

Prerequisites: PHYS UN1402 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 2024: PHYS UN1403

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1403 001/14643		M W 1:10pm - 2:25pm	Gustaaf Brooijmans	3.00	134/150
		428 Pupin Laboratories			

### PHYS UN1404 INTRO TO MECH # THERMO - REC. 0.00 points.

Fall 2024: PHYS UN1404

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1404 001/15126		M 4:10pm - 5:00pm	Eric Raymer	0.00	24/22
		222 Pupin Laboratories			
PHYS 1404 002/15127		M 5:10pm - 6:00pm	Eric Raymer	0.00	24/22
		222 Pupin Laboratories			
PHYS 1404 003/15128		M 6:10pm - 7:00pm	Eric Raymer	0.00	24/22
		222 Pupin Laboratories			
PHYS 1404 004/15129		M 7:10pm - 8:00pm	Eric Raymer	0.00	18/22
		222 Pupin Laboratories			
PHYS 1404 005/15130		T 4:10pm - 5:00pm	Eric Raymer	0.00	23/22
		C01 80 Claremont			
PHYS 1404 006/15131		T 5:10pm - 6:00pm	Eric Raymer	0.00	23/22
		325 Pupin Laboratories			
PHYS 1404 007/15132		T 6:10pm - 7:00pm	Eric Raymer	0.00	21/22
		325 Pupin Laboratories			
PHYS 1404 011/15310		T 7:10pm - 8:00pm	Eric Raymer	0.00	21/22
		325 Pupin Laboratories			
PHYS 1404 012/15311		W 4:10pm - 5:00pm	Eric Raymer	0.00	24/22
		608 Martin Luther King Building			
PHYS 1404 013/15312		W 5:10pm - 6:00pm	Eric Raymer	0.00	23/22

PHYS 1404 014/15313	W 6:10pm - 7:00pm	Eric Raymer	0.00	24/22	608 Martin Luther King Building
					224 Pupin Laboratories
PHYS 1404 016/15315	Th 4:10pm - 5:00pm	Eric Raymer	0.00	24/22	
					1102 International Affairs Bldg
PHYS 1404 017/15543	Th 5:10pm - 6:00pm	Eric Raymer	0.00	22/22	
					1102 International Affairs Bldg
PHYS 1404 021/15133	T 4:10pm - 5:00pm	James Hill	0.00	22/22	
					313 Pupin Laboratories
PHYS 1404 022/15134	T 5:10pm - 6:00pm	James Hill	0.00	16/22	
					C01 80 Claremont
PHYS 1404 024/15136	W 4:10pm - 5:00pm	James Hill	0.00	23/22	
					467 Ext Schermerhorn Hall
PHYS 1404 025/15137	W 5:10pm - 6:00pm	James Hill	0.00	20/22	
					467 Ext Schermerhorn Hall
PHYS 1404 026/15138	W 6:10pm - 7:00pm	James Hill	0.00	12/22	
					313 Pupin Laboratories
PHYS 1404 027/15139	Th 4:10pm - 5:00pm	James Hill	0.00	22/22	
					101 Knox Hall

### PHYS UN1405 INTRO ELEC/MAGNETISM/OPT-REC. 0.00 points.

Spring 2025: PHYS UN1405

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1405 001/13796		M 5:10pm - 6:00pm	Georgia Karagiorgi	0.00	24/27
		C01 Knox Hall			
PHYS 1405 002/13797		M 6:10pm - 7:00pm	Georgia Karagiorgi	0.00	21/27
		C01 Knox Hall			
PHYS 1405 003/13798		T 5:10pm - 6:00pm	Georgia Karagiorgi	0.00	26/27
		603 Hamilton Hall			
PHYS 1405 004/13799		T 6:10pm - 7:00pm	Georgia Karagiorgi	0.00	27/27
		702 Hamilton Hall			
PHYS 1405 005/13800		T 7:10pm - 8:00pm	Georgia Karagiorgi	0.00	10/27
		C01 Knox Hall			
PHYS 1405 007/13802		W 6:10pm - 7:00pm	Georgia Karagiorgi	0.00	18/27
		214 Pupin Laboratories			
PHYS 1405 011/13806		T 4:10pm - 5:00pm	Eric Raymer	0.00	27/27
		307 Uris Hall			
PHYS 1405 012/13807		T 5:10pm - 6:00pm	Eric Raymer	0.00	27/27
		307 Uris Hall			
PHYS 1405 013/13808		T 6:10pm - 7:00pm	Eric Raymer	0.00	10/27
		402 Chandler			
PHYS 1405 015/13810		W 4:10pm - 5:00pm	Eric Raymer	0.00	28/27
		303 Hamilton Hall			



PHYS 1405 016/13811	W 5:10pm - 6:00pm	Eric Raymer	0.00	25/27
	303 Hamilton Hall			
PHYS 1405 017/13812	W 6:10pm - 7:00pm	Eric Raymer	0.00	24/27
	C01 Knox Hall			
PHYS 1405 021/13814	M 4:10pm - 5:00pm	Massimiliano Riva	0.00	23/27
	103 Knox Hall			
PHYS 1405 022/13815	M 5:10pm - 6:00pm	Massimiliano Riva	0.00	21/27
	303 Hamilton Hall			
PHYS 1405 023/13816	T 4:10pm - 5:00pm	Massimiliano Riva	0.00	28/27
	644 Seeley W. Mudd Building			
PHYS 1405 024/13817	T 5:10pm - 6:00pm	Massimiliano Riva	0.00	27/27
	644 Seeley W. Mudd Building			
PHYS 1405 025/13819	W 4:10pm - 5:00pm	Massimiliano Riva	0.00	27/27
	103 Knox Hall			

**PHYS UN1493 INTRO TO EXPERIMENTAL PHYS-LAB.**  
**3.00 points.**

**PHYS UN1494 INTRO TO EXPERIMENTAL PHYS-LAB.**  
**3.00 points.**

Prerequisites: PHYS UN1401 and PHYS UN1402 *PHYS W1401* and *W1402*.

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 2024: PHYS UN1494**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1494 001/14644		M 2:40pm - 3:40pm	Giuseppina Cambareri,	3.00	11/15
		428 Pupin Laboratories	Valerie Hsieh		
PHYS 1494 001/14644		M 4:10pm - 7:10pm	Giuseppina Cambareri,	3.00	11/15
		5th Flr Pupin Laboratories	Valerie Hsieh		
PHYS 1494 002/14645		M 2:40pm - 3:40pm	Giuseppina Cambareri,	3.00	11/15
		428 Pupin Laboratories	Valerie Hsieh		
PHYS 1494 002/14645		M 7:30pm - 10:30pm	Giuseppina Cambareri,	3.00	11/15
		5th Flr Pupin Laboratories	Valerie Hsieh		
PHYS 1494 003/14646		T 1:00pm - 4:00pm	Giuseppina Cambareri,	3.00	11/15
		5th Flr Pupin Laboratories	Valerie Hsieh		
PHYS 1494 003/14646		M 2:40pm - 3:40pm	Giuseppina Cambareri,	3.00	11/15
		428 Pupin Laboratories	Valerie Hsieh		
PHYS 1494 004/14647		M 2:40pm - 3:40pm	Valerie Hsieh,	3.00	9/15
		428 Pupin Laboratories	Giuseppina Cambareri		

PHYS 1494 004/14647	T 4:10pm - 7:10pm	Valerie Hsieh,	3.00	9/15
	5th Flr Pupin Laboratories	Giuseppina Cambareri		
PHYS 1494 005/14648	M 2:40pm - 3:40pm	Giuseppina Cambareri,	3.00	12/15
	428 Pupin Laboratories	Valerie Hsieh		
PHYS 1494 005/14648	T 7:30pm - 10:30pm	Giuseppina Cambareri,	3.00	12/15
	5th Flr Pupin Laboratories	Valerie Hsieh		
PHYS 1494 006/14649	W 1:00pm - 4:00pm	Valerie Hsieh,	3.00	11/15
	5th Flr Pupin Laboratories	Giuseppina Cambareri		
PHYS 1494 006/14649	M 2:40pm - 3:40pm	Valerie Hsieh,	3.00	11/15
	428 Pupin Laboratories	Giuseppina Cambareri		
PHYS 1494 007/14650	M 2:40pm - 3:40pm	Giuseppina Cambareri,	3.00	13/15
	428 Pupin Laboratories	Valerie Hsieh		
PHYS 1494 007/14650	W 4:10pm - 7:10pm	Giuseppina Cambareri,	3.00	13/15
	5th Flr Pupin Laboratories	Valerie Hsieh		
PHYS 1494 008/14651	M 2:40pm - 3:40pm	Valerie Hsieh,	3.00	13/15
	428 Pupin Laboratories	Giuseppina Cambareri		
PHYS 1494 008/14651	W 7:30pm - 10:30pm	Valerie Hsieh,	3.00	13/15
	5th Flr Pupin Laboratories	Giuseppina Cambareri		
PHYS 1494 009/14652	Th 1:00pm - 4:00pm	Giuseppina Cambareri,	3.00	7/15
	5th Flr Pupin Laboratories	Valerie Hsieh		
PHYS 1494 009/14652	M 2:40pm - 3:40pm	Giuseppina Cambareri,	3.00	7/15
	428 Pupin Laboratories	Valerie Hsieh		
PHYS 1494 010/14653	M 2:40pm - 3:40pm	Giuseppina Cambareri,	3.00	13/15
	428 Pupin Laboratories	Valerie Hsieh		
PHYS 1494 010/14653	Th 4:10pm - 7:10pm	Giuseppina Cambareri,	3.00	13/15
	5th Flr Pupin Laboratories	Valerie Hsieh		
PHYS 1494 012/14655	F 1:00pm - 4:00pm	Giuseppina Cambareri,	3.00	11/15
	5th Flr Pupin Laboratories	Valerie Hsieh		
PHYS 1494 012/14655	M 2:40pm - 3:40pm	Giuseppina Cambareri,	3.00	11/15
	428 Pupin Laboratories	Valerie Hsieh		

**Spring 2025: PHYS UN1494**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1494 001/13678		M 2:40pm - 3:40pm	Giuseppina Cambareri,	3.00	13/15
		428 Pupin Laboratories	Valerie Hsieh		

PHYS 1494 001/13678	M 4:10pm - 7:10pm	Giuseppina Cambareri, Valerie Hsieh	3.00	13/15
	5th Flr Pupin Laboratories			
PHYS 1494 002/13679	T 1:00pm - 4:00pm	Giuseppina Cambareri, Valerie Hsieh	3.00	8/15
	5th Flr Pupin Laboratories			
PHYS 1494 002/13679	M 2:40pm - 3:40pm	Giuseppina Cambareri, Valerie Hsieh	3.00	8/15
	428 Pupin Laboratories			
PHYS 1494 003/13680	M 2:40pm - 3:40pm	Giuseppina Cambareri, Valerie Hsieh	3.00	9/15
	428 Pupin Laboratories			
PHYS 1494 003/13680	T 4:10pm - 7:10pm	Giuseppina Cambareri, Valerie Hsieh	3.00	9/15
	5th Flr Pupin Laboratories			
PHYS 1494 004/13681	W 1:00pm - 4:00pm	Giuseppina Cambareri, Valerie Hsieh	3.00	14/15
	5th Flr Pupin Laboratories			
PHYS 1494 004/13681	M 2:40pm - 3:40pm	Giuseppina Cambareri, Valerie Hsieh	3.00	14/15
	428 Pupin Laboratories			
PHYS 1494 005/13682	M 2:40pm - 3:40pm	Giuseppina Cambareri, Valerie Hsieh	3.00	9/15
	428 Pupin Laboratories			
PHYS 1494 005/13682	W 4:10pm - 7:10pm	Giuseppina Cambareri, Valerie Hsieh	3.00	9/15
	5th Flr Pupin Laboratories			

### PHYS UN1601 PHYSICS I:MECHANICS/RELATIVITY. 3.50 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: Corequisite: MATH UN1102 Calculus II or 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 2024: PHYS UN1601

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1601 001/14656	T Th 10:10am - 11:25am	428 Pupin Laboratories	Jeremy Dodd	3.50	119/150

### PHYS UN1602 PHYSICS II: THERMO, ELEC # MAG. 3.50 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: PHYS UN1601 *PHYS W1601*.

Prerequisites: PHYS UN1601 Corequisite: MATH UN1201 or 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 2025: PHYS UN1602

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1602 001/13447	T Th 10:10am - 11:25am	428 Pupin Laboratories	Kerstin Perez	3.50	107/140

### PHYS UN1603 PHYSICS I:MECHANICS/RELATIVITY-REC. 0.00 points.

Fall 2024: PHYS UN1603

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1603 001/15140	T 4:10pm - 5:25pm	214 Pupin Laboratories	Jeremy Dodd	0.00	28/32
PHYS 1603 002/15141	T 5:40pm - 6:55pm	207 Mathematics Building	Jeremy Dodd	0.00	18/32
PHYS 1603 003/15142	W 4:10pm - 5:25pm	420 Pupin Laboratories	Jeremy Dodd	0.00	25/32
PHYS 1603 004/15143	W 5:40pm - 6:55pm	633 Seeley W. Mudd Building	Jeremy Dodd	0.00	23/32
PHYS 1603 005/15144	Th 4:10pm - 5:25pm	C01 Knox Hall	Jeremy Dodd	0.00	25/30

### PHYS UN1604 PHYSICS II:THERMO,ELEC/MAG-REC. 0.00 points.

Spring 2025: PHYS UN1604

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1604 001/13826	T 4:10pm - 5:25pm	C01 Knox Hall	Kerstin Perez	0.00	23/25
PHYS 1604 002/13827	T 5:40pm - 6:55pm	C01 Knox Hall	Kerstin Perez	0.00	17/25
PHYS 1604 003/13828	W 4:10pm - 5:25pm	C01 Knox Hall	Kerstin Perez	0.00	21/25
PHYS 1604 004/13829	W 5:40pm - 6:55pm	141 Uris Hall		0.00	25/25
PHYS 1604 005/13830	Th 4:10pm - 5:25pm	140 Uris Hall	Kerstin Perez	0.00	20/25

### PHYS UN2001 SPECIAL RELATIVITY. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: a working knowledge of high school algebra, trigonometry, and physics. Some familiarity with calculus is useful but not essential.

This course is a comprehensive, one-semester introduction to the essential ideas and mathematical structures underlying Einstein's Special Theory of Relativity. Among the topics covered will be: the relativity of simultaneity, time dilation, Lorentz contraction, velocity combination laws, time dilation over large distances, the Lorentz transformation, spacetime

diagrams, the basic (seeming) paradoxes of special relativity, relativistic equations of motion and  $E = mc^2$ .

**PHYS UN2601 PHYSICS III:CLASS/QUANTUM WAVE. 3.50 points.**

Prerequisites: PHYS UN1402 or PHYS UN1602 *PHYS W1402* or *W1602*.

Prerequisites: PHYS UN1402 or PHYS UN1602 Corequisite: MATH UN1202 or 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 2024: PHYS UN2601

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 2601	001/14657	T Th 2:40pm - 3:55pm 329 Pupin Laboratories	James McIver	3.50	94/120

**PHYS UN2603 Physics III: Class/Quantum Wave - Rec. 0.00 points.**

Fall 2024: PHYS UN2603

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 2603	001/15305	M 5:10pm - 6:00pm 103 Knox Hall	James McIver	0.00	20/25
PHYS 2603	002/15306	T 5:10pm - 6:00pm 313 Pupin Laboratories	James McIver	0.00	22/25
PHYS 2603	003/15307	T 6:10pm - 7:00pm 313 Pupin Laboratories	James McIver	0.00	12/25
PHYS 2603	004/15308	W 5:10pm - 6:00pm 222 Pupin Laboratories	James McIver	0.00	24/25
PHYS 2603	005/15309	W 6:10pm - 7:00pm 222 Pupin Laboratories	James McIver	0.00	15/25

**PHYS UN2699 Experiments in Classical and Modern Physics. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (PHYS UN1601 or PHYS UN1401) and (PHYS UN1602 or PHYS UN1402) and PHYS UN2601 *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. 4.50 points.**

Prerequisites: Advanced Placement in physics and mathematics, or the equivalent, and the instructor's permission. (A special placement meeting is held during Orientation.)

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 UN1601, PHYS UN1602 and PHYS UN2601, 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 UN3081, in the following year

Fall 2024: PHYS UN2801

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 2801	001/14658	T Th 10:10am - 12:00pm 329 Pupin Laboratories	Yury Levin	4.50	32/100

**PHYS UN2802 ACCELERATED PHYSICS II. 4.50 points.**

Prerequisites: PHYS UN2801 *PHYS W2801*.

Prerequisites: PHYS UN2801 This accelerated two-semester sequence covers the subject matter of PHYS UN1601, PHYS UN1602 and PHYS UN2601, 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 UN3081, in the following year

Spring 2025: PHYS UN2802

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 2802	001/13448	T Th 10:10am - 12:00pm 329 Pupin Laboratories	Yury Levin	4.50	27/50
PHYS 2802	AU1/20727	T Th 10:10am - 12:00pm Othr Other	Yury Levin	4.50	1/10

**PHYS UN2803 ACCELERATED PHYSICS I-REC. 0.00 points.**

**PHYS UN2804 ACCELERATED PHYSICS II-REC. 0.00 points.**

Required discussion section for PHYS UN2802 Accelerated Physics II

**PHYS UN3002 From Quarks To the Cosmos: Applications of Modern Physics. 3.5 points.**

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. 3.00 points.**

Prerequisites: general physics, and differential and integral calculus.

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 2025: PHYS UN3003**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3003	001/13449	T Th 1:10pm - 2:25pm 329 Pupin Laboratories	Cory Dean	3.00	67/75

**PHYS UN3007 ELECTRICITY-MAGNETISM. 3.00 points.**

Prerequisites: general physics, and differential and integral calculus.

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 2024: PHYS UN3007**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3007	001/14659	M W 10:10am - 11:25am 329 Pupin Laboratories	William Zajc	3.00	69/100

**PHYS UN3008 ELECTROMAGNETIC WAVES # OPTICS. 3.00 points.**

Prerequisites: PHYS UN3008 *PHYS W3007*.

Prerequisites: PHYS UN3008 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 2025: PHYS UN3008**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3008	001/13450	M W 10:10am - 11:25am 329 Pupin Laboratories	William Zajc	3.00	66/75

**PHYS UN3072 SEM IN CURRENT RES. PROBLEMS. 2.00 points.**

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

**Fall 2024: PHYS UN3072**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3072	001/14660	M 5:00pm - 6:30pm 414 Pupin Laboratories	Kerstin Perez	2.00	27/26

**PHYS UN3081 INTERMEDIATE LABORATORY WORK. 2.00 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 UN2601 or phys un2802 *PHYS W2601* or *PHYS W2802*. Primarily for junior and senior physics majors; other majors must obtain the instructor's permission.

Prerequisites: phys UN2601 or phys un2802 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 2024: PHYS UN3081**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3081	001/14661	W 1:10pm - 5:00pm 6th Flr Pupin Laboratories	Elena Aprile	2.00	10/14
PHYS 3081	002/14662	Th 1:10pm - 5:00pm 6th Flr Pupin Laboratories	Elena Aprile	2.00	14/14
PHYS 3081	003/14663	F 1:10pm - 5:00pm 6th Flr Pupin Laboratories	Morgan May	2.00	14/15

**Spring 2025: PHYS UN3081**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3081	003/13451	F 1:10pm - 5:00pm 6th Flr Pupin Laboratories	Morgan May	2.00	16/16

**PHYS UN3083 ELECTRONICS LABORATORY. 3.00 points.**

Enrollment limited to the capacity of the laboratory.

Prerequisites: PHYS UN3003 or PHYS UN3007 *PHYS W3003* or *W3007*. May be taken before or concurrently with this course.

Prerequisites: PHYS UN3003 or PHYS UN3007 May be taken before or concurrently with this course. A sequence of experiments in solid-state electronics, with introductory lectures

**Spring 2025: PHYS UN3083**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3083	001/13452	M W 1:10pm - 4:00pm 5th Flr Pupin Laboratories	John Parsons	3.00	13/14

**PHYS UN3084 Quantum Simulation and Computing Lab. 3.00 points.**

The "Quantum Simulation and Computing Lab" will give students hands-on experience in quantum optics, quantum simulation and quantum computing. The course combines lectures, tutorials, and two lab sections. In one lab section,



students will do experiments with entangled photons. In the second lab section, students will program quantum computers and run algorithms on them using the IBM Qiskit platform. The course starts with a recap of linear algebra and quantum mechanics, followed by an introduction to quantum optics and quantum information. Two-level systems, Bloch sphere, quantum gates, and elementary quantum algorithms will be discussed. Quantum teleportation and quantum key distribution will be introduced as applications of entanglement. The lecture content will be directly applied in experiments with entangled photons. In the following, state-of-the-art quantum algorithms will be discussed, related to cutting-edge research results in quantum computing. This includes quantum Fourier transform, quantum simulation of the Schroedinger equation, and the variational quantum eigensolver (VQE) algorithm. During the course students will do one experimental project with entangled photons and one quantum programming project. Students will be guided to implement a quantum algorithm of their choice and run it on a quantum computer (IBM, IonQ, QuEra)

#### Spring 2025: PHYS UN3084

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3084	001/13459	W F 1:10pm - 2:25pm 307 Uris Hall	Sebastian Will	3.00	17/24

### PHYS UN3500 SUPERVISED READINGS IN PHYSICS. 3.00 points.

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 2024: PHYS UN3500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3500	001/14664		Jeremy Dodd	3.00	1/5

#### Spring 2025: PHYS UN3500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3500	001/13453		Jeremy Dodd	3.00	1/10

### PHYS UN3900 SUPERVISED INDIVIDUAL RESEARCH. 3.00-5.00 points.

Prerequisites: Permission of the departmental representative required. For specially selected students, the opportunity to do a research problem in contemporary physics under the supervision of a faculty member. Each year several juniors are chosen in the spring to carry out such a project beginning in the autumn term. A detailed report on the research is presented by the student when the project is complete

#### Fall 2024: PHYS UN3900

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3900	001/14665		Jeremy Dodd	3.00-5.00/20	

#### Spring 2025: PHYS UN3900

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3900	001/13454		Jeremy Dodd	3.00-5.00/20	

### PHYS GU4003 ADVANCED MECHANICS. 3.00 points.

Prerequisites: differential and integral calculus, differential equations, and *PHYS W3003* or the equivalent.

Prerequisites: differential and integral calculus, differential equations, and *PHYS UN3003* or the equivalent. Lagranges formulation of mechanics, calculus of variations and the Action Principle, Hamiltons formulation of mechanics, rigid body motion, Euler angles, continuum mechanics, introduction to chaotic dynamics

#### Spring 2025: PHYS GU4003

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4003	001/13455	T Th 1:10pm - 2:25pm 420 Pupin Laboratories	Brian Cole	3.00	27/50

### PHYS GU4011 PARTICLE ASTROPHYS # COSMOLOGY. 3.00 points.

Prerequisites: (*PHYS UN1403* or *PHYS UN2601* or *PHYS UN2802*) and (*MATH UN1202* or *MATH UN1208*)

Prerequisites: (*PHYS UN1403* or *PHYS UN2601* or *PHYS UN2802*) and (*MATH UN1202* or *MATH UN1208*) students are recommended but not required to have taken *PHYS UN3003* and *PHYS UN3007*. 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. 3.00 points.

Prerequisites: *PHYS UN3003* and *PHYS UN3008* and *PHYS GU4021* *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.

**PHYS GU4018 SOLID STATE PHYSICS. 3.00 points.**

Prerequisites: PHYS GU4021 and PHYS GU4023 *PHYS W4021* and *W4023*, or the equivalent.

Prerequisites: PHYS GU4021 and PHYS GU4023 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 2025: PHYS GU4018

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4018	001/13456	T Th 2:40pm - 3:55pm 414 Pupin Laboratories	James McIver	3.00	22/30

**PHYS GU4019 MATHEMATICAL METHODS OF PHYSICS. 3.00 points.**

Prerequisites: PHYS UN3003 and PHYS UN3007 and differential and integral calculus; linear algebra; *PHYS W3003* and *PHYS W3007*; or the instructor's permission.

Prerequisites: PHYS UN3003 and PHYS UN3007 and differential and integral calculus; linear algebra; 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 2024: PHYS GU4019

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4019	001/14666	T Th 10:10am - 11:25am 414 Pupin Laboratories	Alberto Nicolis	3.00	23/40

**PHYS GU4021 QUANTUM MECHANICS I. 3.00 points.**

Prerequisites: PHYS UN3003 and PHYS UN3007 *W3003*, *W3007*, *BC3006*.

Prerequisites: PHYS UN3003 and PHYS UN3007 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 2024: PHYS GU4021

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4021	001/14667	M W 11:40am - 12:55pm 329 Pupin Laboratories	Alfred Mueller, Giuseppina Cambareri	3.00	60/100

**PHYS GU4022 QUANTUM MECHANICS II. 3.00 points.**

Prerequisites: PHYS GU4021. 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 2025: PHYS GU4022

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4022	001/13457	M W 11:40am - 12:55pm 329 Pupin Laboratories	Alfred Mueller, Giuseppina Cambareri	3.00	69/70

**PHYS GU4023 THERMAL & STATISTICAL PHYSICS. 3.00 points.**

Prerequisites: PHYS GU4021 *PHYS W4021* or the equivalent.

Prerequisites: PHYS GU4021 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 2024: PHYS GU4023

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4023	001/14668	M W 2:40pm - 3:55pm 420 Pupin Laboratories	Tanya Zelevinsky	3.00	47/50

**PHYS GU4024 Applied Quantum Mechanics. 3 points.**

Prerequisites: (PHYS GU4021 and PHYS GU4022)

In this course, we will learn how the concepts of quantum mechanics are applied to real physical systems, and how they enable novel applications in quantum optics and quantum information. We will start with microscopic, elementary quantum systems – electrons, atoms, and ions – and understand how light interacts with atoms. Equipped with these foundations, we will discuss fundamental quantum applications, such as atomic clocks, laser cooling and ultracold quantum gases – a synthetic form of matter, cooled down to just a sliver above absolute zero temperature. This leads us to manybody quantum systems. We will introduce the quantum physics of insulating and metallic behavior, superfluidity and quantum magnetism – and demonstrate how the corresponding concepts apply both to real condensed matter systems and ultracold quantum gases. The course will conclude with a discussion of the basics of quantum information science – bringing us to the forefront of today's quantum applications.

**PHYS GU4040 INTRO TO GENERAL RELATIVITY. 3.00 points.**

Prerequisites: PHYS UN3003 and PHYS UN3007 *PHYS W3003*, *PHYS W3007* or the equivalent.

Prerequisites: PHYS UN3003 and PHYS UN3007 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

Spring 2025: PHYS GU4040

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4040	001/13458	T Th 4:10pm - 5:25pm 214 Pupin Laboratories	James Hill	3.00	15/40

### PHYS GU4050 Introduction to Particle Physics. 3.00 points.

Prerequisites: PHYS UN2601 or PHYS UN2802

Prerequisites: PHYS UN2601 or PHYS UN2802 or the equivalent. This course covers the Standard Model of Particle Physics, including its conception, successes, and limitations, with the goal of introducing upper-level physics majors to the foundations and current status of particle physics as a field of research. Specific topics to be covered include: historical introduction and review of the Standard Model; particle interactions and particle dynamics; relativistic kinematics; Feynman calculus, quantum electrodynamics, quantum chromodynamics, and weak interactions; electroweak unification and the Higgs mechanism; neutrino oscillations; and beyond-standard model physics and evidence. Along the way, students will research special topics and familiarize themselves with particle physics research

Spring 2025: PHYS GU4050

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4050	001/13978	M W 1:10pm - 2:25pm 414 Pupin Laboratories	Brian Cole	3.00	15/20

### PHYS GU4051 ADVANCED LABORATORY WORK. 2.00 points.

Prerequisites: the instructors 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

### PHYS GU4998 SUPERVISED READINGS. 3.00 points.

## POLITICAL SCIENCE

### THE POLITICAL SCIENCE DEPARTMENT:

Department website: <http://www.polisci.columbia.edu>

Office location: 710 International Affairs Building

Office contact: 212-854-3707

**Director of Undergraduate Studies:** Prof. Shigeo Hirano, 740 International Affairs Building; 212-854-3955; [sh145@columbia.edu](mailto:sh145@columbia.edu)

**Academic Affairs Coordinator:** Owen Mefford, 710 International Affairs Building; 212-854-3707; [obm2106@columbia.edu](mailto:obm2106@columbia.edu)

## THE STUDY OF POLITICAL SCIENCE

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.

## STUDENT ADVISING

### Consulting Advisers

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, 718 International Affairs Building; 212-854-3977; [cp2928@columbia.edu](mailto:cp2928@columbia.edu)

Political Science-Statistics Advisers:

Political Science: Prof. Andrew Gelman, 1255 Amsterdam Ave., Room 1016; 212-851-2164; [gelman@stat.columbia.edu](mailto:gelman@stat.columbia.edu)  
Statistics: Prof. Ronald Neath, 612 West 115th Street, Room 612; 212-853-1398; [rcn2112@columbia.edu](mailto:rcn2112@columbia.edu)  
Statistics: Prof. Gabriel Young, 612 West 115th Street, Room 614; 212-853-1395; [gjy2107@columbia.edu](mailto:gjy2107@columbia.edu)

The Department of Political Science offers a variety of advising resources to provide undergraduate majors and minors with the information and support needed to successfully navigate through the program. These resources are described below.

## Undergraduate Advising

The department trains and employs political science Ph.D. candidates who advise undergraduate students regarding program requirements, course selection, and transfer and study-abroad credits. The advisers are also available to discuss research interests, internships, and post-college plans.

Students can reach the advisers by email at [polisciadvising@columbia.edu](mailto:polisciadvising@columbia.edu).

## Requesting a Faculty Adviser

Students may request a faculty adviser by completing the Faculty Adviser Request Form and submitting it during the first two weeks of the semester. The link to the current adviser request form may be found in the undergraduate forms library on the department website.

Students may consult with their faculty adviser for any substantive issue, but the graduate-student advisers must approve planning forms and confirm that requirements have been fulfilled.

## Director of Undergraduate Studies

The director of undergraduate studies oversees the department's undergraduate programs and is available during office hours. While a student's first stop for advising should be the graduate-student advisers, the director of undergraduate studies is available as an additional resource.

## Economics–Political Science Adviser

Economics–political science majors may consult with the economics–political science adviser during office hours. However, students should also see a graduate-student adviser to discuss major requirements and confirm that requirements have been fulfilled.

## Political Science–Statistics Adviser

Political science–statistics majors may consult with the political science–statistics adviser during office hours. However, students should also see a graduate-student adviser to discuss major requirements and confirm that requirements have been fulfilled.

## Enrolling in Classes

Most undergraduate level courses in political science can be registered for by students at any level. However, seminars, which are smaller, more intensive discussion-based courses centered around a unifying theme or topic, require students to join a waitlist and then receive instructor approval to enroll. This is done to ensure that students in the major most in need of these seminars to fulfill their graduation requirements have priority to access them. Further information on seminars can be found on their page on the department website.

Additionally, undergraduate students may not register directly in SSOL for courses offered in the Graduate School of Arts and

Sciences, which are designated by the prefix "GR." However, qualified students may cross-register for GSAS courses, with instructor permission, following steps outlined on the relevant page on the department website.

## Preparing for Graduate Study

Students interested in graduate study offered by the Department of Political Science should consult the department website's resources on graduate programs, which include M.A., B.A./M.A., and Ph.D. programs. Additionally, the graduate-student advisers can offer advice about and help with graduate school applications.

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

### 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 INTRO TO AMERICAN POLITICS or POLS UN1501 INTRO TO COMPARATIVE POLITICS for scores of 5 in the United States and Comparative Government and Politics AP Exams.

### Barnard College Courses

Barnard College courses may fulfill Columbia major requirements; however, Barnard courses do not follow the Columbia numbering system and cannot be used to determine the subfield within which a course falls. Barnard colloquia are open to students with the permission of the instructor; however, Barnard colloquia may not be used to fulfill the seminar requirement, though they may be used to fulfill subfield or elective requirements. 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.

### Transfer Courses

For the political science major, a maximum of three courses in political science may be transferred from other institutions, including study abroad and AP credit. For the economics–political science and political science–statistics interdisciplinary majors, a maximum of two courses in political science may be transferred from other institutions. For the political science minor, a maximum of one course in political science may be transferred from other institutions. All transfer credits must be approved in writing by the Director of Undergraduate Studies or the graduate-student advisers. Students wishing to count transfer credits toward the major or minor should send the graduate-student advisers 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.



## Study Abroad Courses

Study abroad programs are one way students can enrich their Columbia education by spending time immersed in other places and cultures. However, for counting study abroad courses for credit toward a political science major or minor, students should consult the above guidance on transfer courses.

## Summer Courses

Political Science (POLS) summer courses taken through the School of Professional Studies are eligible to count towards the major or minor.

## UNDERGRADUATE RESEARCH AND SENIOR THESIS

### Undergraduate Research in Courses

All majors write a research paper in two seminars or in the Honors Seminar. Seminars are small, discussion-based courses focused on a research topic in political science. Each semester the department offers a wide range of seminars in each subfield. Students are expected to attend and participate in these courses, as well as to write an original research paper. Some students will write a senior thesis in the Honors Seminar. Details about writing a senior thesis are below.

### Senior Thesis Coursework and Requirements

Students may elect to write a thesis for consideration for departmental honors as described below.

## DEPARTMENT HONORS AND PRIZES

### Department Honors

The department offers an 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 about 75 pages in length and of exceptional quality.

Honors students perform research as part of a full-year honors seminar (POLS UN3998-POLS UN3999, 8 points total) during their senior year, in place of the seminar requirement for majors. Honors students may, however, take additional 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 and 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 teaching assistant. 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 Seminar 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.

In addition, students are encouraged to find a faculty sponsor for their thesis proposal. Research areas for the political science department faculty are listed on the department's website.

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 POLS UN3901 Independent Research I and POLS UN3902 Independent Research II in order to write a thesis to submit for honors consideration. Any member of the department's full-time faculty may sponsor independent study courses. Part-time faculty are not obligated to sponsor these courses.

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.

### Academic Prizes

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 policymaking 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.

### **Arthur Ross Foundation Award for Excellence in Political Science**

A cash prize awarded to the GS senior with an outstanding record of accomplishment in the study of political science at Columbia.

### **Phyllis Stevens Sharp Fellowship in American Politics**

The Phyllis Stevens Sharp Endowment Fund provides stipends each year during the summer for one or more Columbia College or School of General Studies students majoring 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.

## **OTHER INFORMATION**

### **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.

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 <https://gsas.columbia.edu/degree-programs/ma-programs/political-science>.

## **PROFESSORS**

Jagdish Bhagwati (also Economics)  
 Allison Carnegie  
 Alessandra Casella (also Economics)  
 Jean L. Cohen  
 Michael Doyle (University Professor)  
 Robert Erikson  
 Virginia Page Fortna  
 Timothy Frye  
 Ester Fuchs (School of International and Public Affairs)  
 Andrew Gelman (also Statistics)  
 Donald P. Green  
 Bernard Harcourt (Law)  
 Fredrick Harris  
 Shigeo Hirano  
 John Huber  
 David C. Johnston  
 Ira Katznelson (also History)  
 Sudipta Kaviraj (Middle Eastern, South Asian, and African Studies)  
 Jeffrey Lax  
 Mahmood Mamdani (Anthropology)  
 Karuna Mantena  
 M. Victoria Murillo (also School of International and Public Affairs)  
 Andrew J. Nathan  
 Sharyn O'Halloran (also School of International and Public Affairs)  
 Justin Phillips (Chair)  
 Robert Y. Shapiro  
 Jack Snyder  
 Michael Ting (also School of International and Public Affairs)  
 Nadia Urbinati  
 Gregory Wawro  
 Andreas Wimmer (also Sociology)  
 Keren Yarhi-Milo (also School of International and Public Affairs)

## **ASSOCIATE PROFESSORS**

Sarah Daly  
 Alexander W. Hertel-Fernandez (also School of International and Public Affairs)  
 Turkuler Isiksel  
 Kimuli Kasara  
 John Marshall  
 Carlo Prato

## **ASSISTANT PROFESSORS**

Jonathan E. Collins (also Teachers College)  
 Naoki Egami  
 Nikhar Gaikwad

Junyan Jiang  
 Eunji Kim  
 Daniel Luban  
 Andrew McCall  
 Tamar Mitts (also School of International and Public Affairs)  
 Calvin Thrall  
 Yamil Velez

## VISITING PROFESSOR

Kenneth M. McElwain

## LECTURERS

Yujin Choi  
 Tenzin Dorjee  
 Jacqueline C. Dugard  
 Nathan Feldman  
 Kevin Funk  
 Elise Giuliano  
 Tsveta Petrova  
 Chiara Superti

## ON LEAVE

Prof. O'Halloran (2024-25)

Profs. Egami, Huber, Shapiro, Urbinati, and Dr. Funk (Fall 2024)

Profs. Frye, Luban, and Dr. Giuliano (Spring 2025)

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Program Planning for all Students (policies)

Major Planning forms are available on the [department website](#).

#### Policy on Double-Counting Courses

- Policies about double-counting courses to fulfill requirements in more than one major may be found here:
  - [Columbia College](#)
  - [School of General Studies](#)
- Courses in the Core Curriculum do not fulfill requirements for the Political Science major.

#### 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 minor 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

- Students may use the Pass/D/Fail grading option for only the first course taken in the Department of Political Science.
  - The course used to fulfill the research methods requirement cannot be taken Pass/D/Fail.
- 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 minor, 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](#) ([polisciadvise@columbia.edu](mailto:polisciadvise@columbia.edu)).

#### Transfer Credit Policy

- For the political science major, a maximum of three courses in political science may be transferred from other institutions, including study abroad and AP credit. For the economics-political science and political science-statistics interdisciplinary majors, a maximum of two courses in political science may be transferred from other institutions. For the political science minor, a maximum of one course in political science may be transferred from other institutions. All transfer credits must be approved in writing by the Director of Undergraduate Studies or the graduate-student advisers.
- Students wishing to count transfer credits toward the major or minor should send the graduate-student advisers 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 RESEARCH I in the fall or POLS UN3902 INDEPENDENT RESEARCH II in the spring) taken in fulfillment of course requirements for the major/minor must be taken for at least 3 points of credit.

## Program Planning for all Students

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 Numbering Structure

The department's course number scheme helps students identify at a glance the level, type, and subfield of a particular course.

### Prefixes and Course Levels

The prefix and first digit of the course number indicates the level of the course.

- UN: courses numbered 1000-3999 are for undergraduates only
- GU: mixed level courses numbered 4000-4999 are open to both undergraduates and graduate students
- GR: courses numbered 5000-9999 are for graduate students

Undergraduates may register for courses designated with a GR prefix by [following the instructions for cross-registration](#).

### Course Numbers and Subfields

Course distribution requirements for both undergraduate and graduate political science programs include depth and breadth with regard to subfields in the discipline. With the exception of undergraduate seminars, the second digit of course numbers indicates the subfield of the course content. Undergraduate seminars are numbered in the UN39xx series, with the third digit indicating subfield.

### Number Scheme for UN Lecture Courses

- X1XX: political theory
- X2XX: American politics
- X5XX: comparative politics
- X6XX: international relations
- X7XX: methodology

### Number Scheme for Undergraduate Seminars

Undergraduate seminars are numbered "UN 39xx." The third digit of the course number indicates subfield.

- All sections of 3911 are seminars in political theory.
- All sections of 3921 are seminars in American politics.
- All sections of 3951 3952 are seminars in comparative politics.
- All sections of 3961 3962 are seminars in international relations.

### Number Scheme for GU and GR Courses

For courses numbered GU4000-4999 and GR5000-9999, the second digit indicates subfield as follows:

- X1XX: political theory
- X2XX: American politics
- X4XX: comparative politics
- X7XX: methodology (see further detail about the scheme for methods courses below)
- X8XX: international relations

### Number Scheme for Graduate Field Survey Courses

All graduate field surveys are numbered at the 6000 level, and are the only 6000-level courses the department offers.

- GR 6101: Issues in Political Theory
- GR 6210-6211: Issues and Debates in American Politics
- GR 6411-6412: Comparative Politics Survey I and II
- GR 6801: Theories of International Relations

### Number Scheme for Methodology Courses

Methods courses may be offered as UN, GU, or GR courses at any level. Their second digit is 7. The third digit in the course number indicates the type of methodology covered in the course.

- X70X: basic tools (math and methods of inquiry)
- X71X: introductory statistics
- X73X: game theory
- X76X: applied empirical methods
- X78X: qualitative methods
- X79X: advanced statistics

## Guidance for First-Year Students

Our [Considering a Political Science Major](#) page has answers to common questions new students may have about the program. The department website also contains plenty of helpful information about advising, placement, course planning, opportunities in the department, and more. If you are interested in studying political science, then it is strongly recommended that you read through the information available there, as well as considering the different available [fields of study](#).

## Guidance for Transfer Students

Our [Considering a Political Science Major](#) page has answers to common questions transfer students may have about the program. The department website also contains plenty of helpful information about advising, placement, course planning, opportunities in the department, and more. If you are interested in studying political science, then it is strongly recommended



that you read through the information available there, as well as considering the different available fields of study.

After familiarizing themselves with the political science program, transfer students should consider submitting a transfer credit request for political science courses taken at their previous institution. Further information about counting transfer credits can be found in the requirements sections in this bulletin or on the department website.

## UNDERGRADUATE PROGRAMS OF STUDY

### Major in Political Science

#### 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	INTRO TO AMERICAN POLITICS
POLS UN1501	INTRO TO COMPARATIVE POLITICS
POLS UN1601	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 3000-level 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 UN3289	Media and Data in American Politics
POLS UN3704	RESEARCH DESIGN: DATA ANALYSIS

POLS UN3720	RESEARCH DESIGN: SCOPE AND METHODS
POLS UN3706	EMPIRICAL RESEARCH METHODS IN POLITICAL SCIENCE
POLS UN3768	Experimental Research
POLS GU4710	PRINC OF QUANT POL RESEARCH 1
POLS GU4712	PRINC OF QUANT POL RESEARCH 2
POLS GU4716	Data Science for Political Analytics
POLS GU4720	QUANT METH 1 APPL REG CAUS INF
POLS GU4722	QUANT METH 2 STAT THEO# CAUS INF
POLS GU4724	QUANT METH 3 EXPERIMENTAL METH
POLS GU4726	QUANT METH 4 TOPICS IN METHODS
POLS GU4762	Politics in the Lab
POLS GU4764	Design and Analysis of Sample Surveys
POLS GU4790	Advanced Topics in Quantitative Research
POLS GU4792	Quantitative Methods: Research Topics

#### Political Science Electives

Minimum one course (in any subfield).

\* Students must complete the methods requirement by the end of the junior year. A student may fulfill the research methods requirement with another course inside or outside the department only with the advance written permission of the Director of Graduate Studies or the department's undergraduate adviser. If a course outside the Department of Political Science is used to satisfy the research methods requirement, this same course cannot be used to fulfill requirements of another major, concentration or program.

#### Seminars

Students are expected to take two 3000-level 4-point seminars. 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 the instructor's permission.

For detailed seminar registration guidelines, see [the department website](#). 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 may **not** be used to fulfill the seminar requirement, though they may be used to fulfill subfield or elective requirements. 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.

## 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)
- Political Theory (PT)

The economics–political science major requires a total of 59 points: 22 points in economics, 17 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:

#### 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
or POLS GU4712	PRINC OF QUANT POL RESEARCH 2
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	CALC-BASED INTRO 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 ECONOMICS
POLS UN3911	SEMINAR IN POLITICAL THEORY
POLS UN3921	AMERICAN POLITICS SEMINAR
POLS UN3951	COMPARATIVE POLITICS SEMINAR
POLS UN3961	INTERNATIONAL POLITICS SEMINAR

and a Political Science Department seminar, in the student's Primary Subfield. Please select one of the following: \*

\* 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 may not be used to fulfill the seminar requirement. 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, and mathematics, 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	INTRO TO AMERICAN POLITICS
Comparative Politics:	
POLS UN1501	INTRO TO COMPARATIVE POLITICS
International Relations:	
POLS UN1601	INTERNATIONAL POLITICS
Political Theory:	
POLS UN1101	POLITICAL THEORY I
-Additionally, students must take one 4-point 3000-level seminar in their Primary Subfield.	
Research Methods	
-Students must take the following two research methods courses:	
POLS GU4710	PRINC OF QUANT POL RESEARCH 1
or POLS UN3704	RESEARCH DESIGN: DATA ANALYSIS
POLS GU4712	PRINC OF QUANT POL RESEARCH 2

## 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	CALC-BASED INTRO TO STATISTICS
STAT GU4203	PROBABILITY THEORY
STAT GU4204	STATISTICAL INFERENCE
STAT GU4205	LINEAR REGRESSION MODELS
STAT GU4206	STAT COMP # INTRO 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 REG ANALYSIS
STAT UN2104	APPL CATEGORICAL DATA ANALYSIS
STAT UN3105	APPLIED STATISTICAL METHODS
STAT UN3106	APPLIED MACHINE LEARNING

Statistics Elective

-Students must take an approved elective in a statistics or a quantitatively oriented course in a social science.

<sup>1</sup>. Students taking Statistics Sequence A may replace the mathematics requirements with both MATH UN1207 HONORS MATHEMATICS A and MATH UN1208 HONORS MATHEMATICS B.

## Minor in Political Science

### Course Requirements

The minor in political science requires a minimum of 5 courses in political science, to be distributed as follows:

#### Introductory Courses

Students must take two of the following introductory courses:

POLS UN1201	INTRO TO AMERICAN POLITICS
POLS UN1501	INTRO TO COMPARATIVE POLITICS
POLS UN1601	INTERNATIONAL POLITICS
POLS UN1101	POLITICAL THEORY I

Political Science Electives

Minimum three courses (in any subfield)

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

### 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	INTRO TO AMERICAN POLITICS
POLS UN1501	INTRO TO COMPARATIVE POLITICS

POLS UN1601 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 UN3289	Media and Data in American Politics
POLS UN3704	RESEARCH DESIGN: DATA ANALYSIS
POLS UN3706	EMPIRICAL RESEARCH METHODS IN POLITICAL SCIENCE
POLS UN3720	RESEARCH DESIGN: SCOPE AND METHODS
POLS UN3768	Experimental Research
POLS GU4710	PRINC OF QUANT POL RESEARCH 1
POLS GU4712	PRINC OF QUANT POL RESEARCH 2
POLS GU4720	QUANT METH 1 APPL REG CAUS INF
POLS GU4722	QUANT METH 2 STAT THEO# CAUS INF
POLS GU4724	QUANT METH 3 EXPERIMENTAL METH
POLS GU4726	QUANT METH 4 TOPICS IN METHODS
POLS GU4762	Politics in the Lab
POLS GU4764	Design and Analysis of Sample Surveys
POLS GU4790	Advanced Topics in Quantitative Research
POLS GU4790	Advanced Topics in Quantitative Research
POLS GU4792	Quantitative Methods: Research Topics

### Political Science Electives

Minimum two courses (in any subfield).

\* Students must complete the methods requirement by the end of the junior year. A student may fulfill the research methods requirement with another course inside or outside the department only with the advance written permission of the Director of Graduate Studies or the department's undergraduate adviser. If a course outside the Department of Political Science is used to satisfy the research methods

requirement, this same course cannot be used to fulfill requirements of another major, concentration or program.

## AMERICAN POLITICS

### POLS UN1201 INTRO TO AMERICAN POLITICS. 4.00 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 2024: POLS UN1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 1201	001/00036	T Th 5:40pm - 6:55pm 417 International Affairs Bldg	Michael Miller	4.00	315/400

#### Spring 2025: POLS UN1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 1201	001/13392	M W 8:40am - 9:55am 207 Mathematics Building	Michael Pomirchy	4.00	104/150

### POLS UN3210 JUDICIAL POLITICS. 3.00 points.

This political science course provides an introduction to the politics of judges, courts, and law in the United States. We will evaluate law and courts as political institutions and judges as political actors and policy-makers. The topics we will study include what courts do; how different legal systems function; the operation of legal norms; the U.S. judicial system; the power of courts; constraints on judicial power; judicial review; the origin of judicial institutions; how and why Supreme Court justices make the decisions they do; case selection; conflict between the Court and the other branches of government; decision making and conflict within the judicial hierarchy; the place of courts in American political history; and judicial appointments. We will explore some common but not necessarily true claims about how judges make decisions and the role of courts. One set of myths sees judges as unbiased appliers of neutral law, finding law and never making it, with ideology, biography, and politics left at the courthouse door. Another set of myths sees the judiciary as the "least dangerous branch," making law, not policy, without real power or influence. Our thematic questions will be: How much power and discretion do judges have in the U.S? What drives their decision-making?

#### Spring 2025: POLS UN3210

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3210	001/13393	T Th 10:10am - 11:25am 413 Kent Hall	Jeffrey Lax	3.00	54/70



**POLS UN3213 AMERICAN URBAN POLITICS. 3.00 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 as the theoretical understandings of politics in urban areas

Spring 2025: POLS UN3213

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3213	001/13394	M W 6:10pm - 7:25pm 329 Pupin Laboratories	Carlos Vargas-Ramos	3.00	55/90

**POLS UN3220 LOGIC OF COLLECTIVE CHOICE. 3.00 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 2024: POLS UN3220

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3220	001/14907	T Th 10:10am - 11:25am 413 Kent Hall	Jeffrey Lax	3.00	30/70

**POLS UN3222 THE AMERICAN CONGRESS. 3.00 points.**

Prerequisites: *POLS W1201* or the equivalent, or the instructor's permission.

Prerequisites: POLS W1201 or the equivalent, or the instructors 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

**POLS UN3225 AMERICAN CONSTITUTIONAL HISTOR. 4.00 points.**

This Course is intended to look at key developments of American History through the prism of Supreme Court decisions and their aftermath. In essence, this Course will address three questions: 1. How did the Supreme Court reflect, and affect, historic patterns of U.S. development, and how did it impact the legal and economic framework of the United States? 2. How did the Supreme Court respond to, or worsen, crises in U.S. history? 3. 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 2025: POLS UN3225

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3225	001/13395	T Th 1:10pm - 2:25pm 616 Hamilton Hall	Robert Tortoriello	4.00	11/20

**POLS UN3245 RACIAL AND ETHNIC POLITICS. 3.00 points.**

This course examines the role of race in American politics and the political behavior of racial and ethnic minorities in the United States. Topics will include, but are not limited to, minority political participation, segregation, gentrification, group identity, implicit bias, political representation, media effects, and the role of race in political campaigns

**POLS UN3250 VOTING # POLITICAL BEHAVIOR. 3.00 points.**

Spring 2025: POLS UN3250

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3250	001/00891	T Th 5:40pm - 6:55pm L1002 Milstein Center	Michael Miller	3.00	82/100

**POLS UN3255 RACE AND THE US CARCERAL SYSTEM. 3.00 points.**

This course will introduce students to research on the institutions of the US carceral system, including the police, courts, prisons, and immigration control. We will focus on two questions: how race relates to experiences with the institutions of the carceral state, and how those institutions in turn influence racial politics. The main objective is not the accumulation of factual knowledge about this system, but familiarity with theoretical frameworks with which to make and critically assess arguments about the functioning of carceral institutions as they relate to racialized people and the functioning of democracy

Fall 2024: POLS UN3255

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3255	001/14908	M W 4:10pm - 5:25pm 203 Mathematics Building	Andrew McCall	3.00	98/100

**POLS UN3260 LATINO POLITICAL EXPERIENCE. 3.00 points.**

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

**POLS UN3285 FREEDOM OF SPEECH # PRESS. 3.00 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

**POLS UN3290 VOTING AND AMERICAN POLITICS. 3.00 points.**

Elections and public opinion; history of U.S. electoral politics; the problem of voter participation; partisanship and voting; accounting for voting decisions; explaining and forecasting election outcomes; elections and divided government; money and elections; electoral politics and representative democracy.

**Fall 2024: POLS UN3290**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3290	001/14909	T Th 10:10am - 11:25am 402 Chandler	Robert Erikson	3.00	79/100

**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.

**Spring 2025: POLS GU4240**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4240	001/13415	T 12:10pm - 2:00pm 711 International Affairs Bldg	Fredrick Harris	4	11/20

**POLS GU4242 Political Economy of the Public Sector. 3.00 points.**

Virtually all government policies depend on organizations to execute and evaluate them. Effective public management therefore depends crucially on an understanding of how organizations work. This course provides a comprehensive introduction to the institutional basis of public policy and administration. A major theme throughout is that explaining organizational outcomes requires the understanding of the relevant political actors, and the institutions, or “rules of

the game” within which they function. Expanding on this theme will allow us to explain many features of political organizations, including some that may appear (at first glance) to be pathological. The study of organizations is multi-disciplinary in nature, and as a result the course draws upon a range of literature from economics, political science, and psychology. It will focus particularly on applications of behavioral economics and game theory. The course readings and the student assignments will provide ample opportunities for seeing how theoretical arguments are developed and tested. The objective is to give students not only a working knowledge of how public sector organizations work, but also the ability to utilize it across a broad range of settings. The course begins by considering different models of individual and collective behavior. With these tools in place, it then proceeds to study the internal structures of organizations and their management implications. Economic principal-agent theory will guide this discussion. Next, it will examine the impact of the external environment on organizations. Finally, it will consider some prospects for reform

**Spring 2025: POLS GU4242**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4242	001/17619	M W 4:10pm - 5:25pm 603 Hamilton Hall	Michael Ting	3.00	14/25

**AMERICAN POLITICS SEMINARS****POLS UN3921 AMERICAN POLITICS SEMINAR. 4.00 points.**

Priority given to senior majors, followed by junior majors, then all other students.

Prerequisites: the instructor's permission. Pre-registration is not permitted.

Prerequisites: the instructors permission. Pre-registration is not permitted. Seminar in American Politics Seminar. Students who would like to register should join the electronic wait list. For list of topics and descriptions see: <https://polisci.columbia.edu/content/undergraduate-seminars>

**Fall 2024: POLS UN3921**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3921	001/14917	T 6:10pm - 8:00pm 317 Hamilton Hall	Robert Amdur	4.00	19/20
POLS 3921	002/14918	W 6:10pm - 8:00pm 711 International Affairs Bldg	Carlos Vargas-Ramos	4.00	15/20
POLS 3921	003/14919	M 12:10pm - 2:00pm 711 International Affairs Bldg	Judith Russell	4.00	19/20
POLS 3921	004/14920	Th 10:10am - 12:00pm 308a Lewisohn Hall	Greg Bovitz	4.00	4/20
POLS 3921	005/14921	Th 4:10pm - 6:00pm 711 International Affairs Bldg	Michael Ting	4.00	9/20

POLS 3921	006/14922	W 10:10am - 12:00pm 328 Uris Hall	Yamil Velez	4.00	19/20	207 Mathematics Building
POLS 3921	007/14923	T 10:10am - 12:00pm 711 International Affairs Bldg	Shigeo Hirano	4.00	7/20	
POLS 3921	008/14924	T 12:10pm - 2:00pm 711 International Affairs Bldg	Fredrick Harris	4.00	15/20	

**Spring 2025: POLS UN3921**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3921	002/13511	T 6:10pm - 8:00pm 317 Hamilton Hall	Robert Amdur	4.00	20/21
POLS 3921	003/13512	M 10:10am - 12:00pm 317 Hamilton Hall	Lincoln Mitchell	4.00	19/20
POLS 3921	004/13513	M 12:10pm - 2:00pm 711 International Affairs Bldg	Judith Russell	4.00	19/20
POLS 3921	005/13514	W 6:10pm - 8:00pm 711 International Affairs Bldg	Gerrard Bushell	4.00	10/20
POLS 3921	006/13516	M 2:10pm - 4:00pm 711 International Affairs Bldg	Eunji Kim	4.00	18/20
POLS 3921	007/13519	T 4:10pm - 6:00pm 711 International Affairs Bldg	Justin Phillips	4.00	19/20
POLS 3921	008/13521	Th 12:10pm - 2:00pm 711 International Affairs Bldg	Fredrick Harris	4.00	18/20

## COMPARATIVE POLITICS

**POLS UN1501 INTRO TO COMPARATIVE POLITICS. 4.00 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?

**Fall 2024: POLS UN1501**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 1501	001/14905	T Th 8:40am - 9:55am 417 International Affairs Bldg	Benjamin McClelland	4.00	140/150

**Spring 2025: POLS UN1501**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 1501	001/13344	T Th 8:40am - 9:55am	Benjamin McClelland	4.00	149/150

**POLS UN3528 NEW/OLD FORMS OF POL PROTEST. 3.00 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

**Spring 2025: POLS UN3528**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3528	001/13398	T Th 8:40am - 9:55am 307 Uris Hall	Chiara Superti	3.00	42/40

**POLS UN3534 AUTOCRACY AND DEMOCRACY. 3.00 points.**

With longstanding democracies in Europe and the US faltering, autocratic regimes in Russia and China consolidating, and hybrid regimes that mix elements of democracy and autocracy on the rise, scholars, policymakers, and citizens are re-evaluating the causes and consequences of different forms of government. This course is designed to give students the tools to understand these trends in global politics. Among other topics, we will explore: How do democracies and autocracies differ in theory and in practice? Why are some countries autocratic? Why are some democratic? What are the roots of democratic erosion? How does economic inequality influence a country's form of government? Is the current period of institutional foment different past periods of global instability? This course will help students keep up with rapidly unfolding events, but is designed primarily to help them develop tools for interpreting and understanding the current condition of democracy and autocracy in the world

**POLS GU4423 POLITICAL ECONOMY ANALYSIS OF ELITES & INSTITUTIONS. 4.00 points.**

This course examines political institutions and elite behavior from a political economy perspective. This course has three core goals. First, the substantive goal is to familiarize students with foundational theoretical arguments and frontier empirical evidence pertaining to central questions in political economy relating to political elite and institutions. Second, the methodological goal is to empower students to implement research designs that can effectively address the substantive questions driving their research. Third, the professionalization goal is to expose students to the academic processes of writing reviews, replicating and extending others' studies, presenting research projects, and writing original research designs or academic papers

**Spring 2025: POLS GU4423**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4423	001/13416	T Th 2:40pm - 3:55pm 328 Uris Hall	John Marshall	4.00	7/20

**POLS GU4439 State and Society in Ukraine. 4.00 points.**

This course deals with the functioning of the state and society in post-Soviet Ukraine, from its peaceful establishment in 1991 to its affirmation and revision in the crucible of the war with neoimperial Russia since 2014. On the one hand, it examines the formation and subsequent transformation of the state, including the branches of government, the party system, elections, foreign policy, education and social welfare. On the other hand, it discusses various facets of society such as religion, media, language use, gender relations, poverty, racism, etc. In tracing the relations between the state and society on a rocky road from totalitarianism to democracy, particular attention is paid to two upsurges of popular protest against state abuse, namely the Orange and Euromaidan revolution and subsequent attempts to empower society and strengthen its control over the state. No less prominent will be discussions of two military interventions by Russia seeking to keep Ukraine in its sphere of influence, the annexation of Crimea and the instigation of a separatist conflict in the Donbas in 2014, and the full-blown invasion in 2022, and the Ukrainian state and society's responses to these interventions

**POLS GU4453 POLITICS IN RUSSIA. 3.00 points.**

This course begins by studying the late Soviet era—the 1970s through the collapse of the Soviet Union in 1991—in order to understand what kind of political system and political culture Russia inherited. We spend some time analyzing why and how the Soviet Union—a superpower for 75 years—disintegrated suddenly and for the most part, peacefully. Then, the bulk of the course focuses on state-building in the Russian Federation. Russia's effort to construct new political institutions, a functioning economy, and a healthy society represents one of the greatest political dramas of our time. Beginning with Yeltsin's presidency in 1991 and continuing through the current eras of Putin, Medvedev, and Putin again, we consider phenomena such as economic reform, nationalism, separatism, federalism, war, legal reform, civil society, and democratization. The third part of the course addresses Russia's foreign relations. Like its predecessor states, the Russian Empire and the Soviet Union, Russia is concerned with what kind of state it is (or should be) and where it stands in the international order. We will study how Russian elites make sense of Russia's identity, as well as Russia's policies toward the US, Europe, its "near abroad," the Middle East, and China

**POLS GU4455 Russian Politics: How Autocracy Works. 3.00 points.**

This course is designed to give students the tools to understand the politics of post-Soviet Russia through the lens of theories of modern autocracy and by putting Russia in comparative perspective. Among other topics, we will explore: Why did the Soviet Union collapse? Why was economic reform in Russian

in the 1990s so difficult? How does autocracy influence economic development? How does Russia's autocracy work? Why has Russia become increasingly repressive in the Putin era? Why did Russia invade Ukraine in 2022? What are the prospects for political change? How does economic inequality influence a country's form of government? In addition to answering these questions, we will also examine the many difficult challenges in identifying the causes and consequences of studying autocracy. The course not only hopes to use modern theories of autocracy to understand Russia, but also to use the Russian case to build theories of modern autocracy. This course will help students keep up with rapidly unfolding events but is designed primarily to help them develop tools for interpreting and understanding the politics of autocratic Russia

**POLS GU4457 Russian Propaganda Dom # Global Politics. 4.00 points.**

Propaganda is a key tool of contemporary authoritarian politics. Autocrats such as Russia's Vladimir Putin, China's Xi Jinping, or Hungary's Viktor Orbán use state-controlled media to manipulate citizens, and some of them extensively rely on propaganda to undermine democracy in other countries. This course encourages students to think about the specific roles that media and propaganda play in autocracies, focusing on Russia in particular. We will read and discuss cutting-edge empirical research in political science and media studies to understand how autocrats such as Putin manipulate public opinion, why their propaganda can be successful, what its limits are, and how we can spot authoritarian propaganda in practice

**POLS GU4461 Latin American Politics. 4 points.**

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 2024: POLS GU4461**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4461	001/15260	T Th 2:40pm - 3:55pm 310 Fayerweather	Maria Victoria Murillo	4	69/90



**POLS GU4471 CHINESE POLITICS. 3.00 points.**

This course offers a historical and thematic survey of Chinese politics and of salient issues in China's public policy and governance. The first half of the course reviews the patterns and dynamics of political development in China, focusing mainly on the last two hundred years, during which the country has been on a rugged yet fascinating path toward modernity. We will examine major political events including the collapse of the Imperial China, the rise of the Communist Party, the Cultural Revolution, and the post-Mao shift toward reform and opening. The second half of the course will look various special topics, including the structure of the party and the state, the relationship between state and society, the modes of economic development, and the governance of the media and the Internet. Throughout the course, special attention will be paid to how China's domestic political and economic processes intersected with major world events and transnational forces, such as imperialism, world wars, and economic globalization

**Fall 2024: POLS GU4471**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4471	001/15261	T Th 8:40am - 9:55am 413 Kent Hall	Junyan Jiang	3.00	17/70

**POLS GU4472 JAPANESE POLITICS. 4.00 points.**

This course surveys key features of the Japanese political system, with a focus on political institutions and processes. Themes include party politics, bureaucratic power, the role of the Diet, voting behavior, the role of the state in the economy, and the domestic politics of foreign policy

**Fall 2024: POLS GU4472**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4472	001/17644	M 4:10pm - 6:00pm 317 Hamilton Hall	Kenneth McElwain	4.00	17/20

**POLS GU4496 CONTEMPORARY AFRICAN POLITICS. 3.00 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?

**COMPARATIVE POLITICS SEMINARS****POLS UN3951 COMPARATIVE POLITICS SEMINAR.****4.00 points.**

Priority given to senior majors, followed by junior majors, then all other students.

Prerequisites: *POLS V1501* or the equivalent, and the instructor's permission. Pre-registration is not permitted.

Please see here for detailed seminar registration guidelines: <http://polisci.columbia.edu/undergraduate-programs/seminar-registration-guidelines>.

Prerequisites: *POLS V1501* or the equivalent, and the instructors 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. Students who would like to register should join the electronic wait list. For list of topics and descriptions see: <https://polisci.columbia.edu/content/undergraduate-seminars>

**Fall 2024: POLS UN3951**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3951	001/14925	T 2:10pm - 4:00pm 602 Northwest Corner	Junyan Jiang	4.00	12/20
POLS 3951	002/16950	W 2:10pm - 4:00pm 1219 International Affairs Bldg	Timothy Frye	4.00	8/20
POLS 3951	003/16951	W 4:10pm - 6:00pm 711 International Affairs Bldg	Zara Riaz	4.00	8/20

**Spring 2025: POLS UN3951**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3951	001/13404	T 10:10am - 12:00pm 711 International Affairs Bldg	Chiara Superti	4.00	18/20
POLS 3951	002/13405	W 10:10am - 12:00pm 711 International Affairs Bldg	John Marshall	4.00	17/20

**INTERNATIONAL RELATIONS****POLS UN1601 INTERNATIONAL POLITICS. 4.00 points.**

This introductory course surveys key topics in the study of international politics, including the causes of war and peace; the efficacy of international law and human rights; the origins of international development and underdevelopment; the politics of global environmental protection; and the future of US-China relations. Throughout the course, we will focus on the interests of the many actors of world politics, including states, politicians, firms, bureaucracies, international organizations, and nongovernmental organizations; the interactions between them; and the institutions in which they operate. By the end of the semester, students will be better equipped to systematically study international relations and make informed contributions to critical policy debates

**Fall 2024: POLS UN1601**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 1601	001/00746	T Th 2:40pm - 3:55pm 408 Zankel	Gideon Rose	4.00	204/213

**Spring 2025: POLS UN1601**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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POLS 1601 001/13377 T Th 6:10pm - Jayme 4.00 234/240  
7:25pm Schlesinger  
301 Uris Hall

**POLS UN3619 NAT'L # CONTEMP WORLD POLITICS. 3.00 points.**

The causes and consequences of nationalism. Nationalism as a cause of conflict in contemporary world politics. Strategies for mitigating nationalist and ethnic conflict

Spring 2025: POLS UN3619

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3619	001/13399	M W 10:10am - 11:25am 413 Kent Hall	Jack Snyder	3.00	54/70

**POLS UN3622 Ethnic Conflict. 3.00 points.**

This course explores the origins and dynamics of ethnic conflict through the lens of several different theoretical approaches. How and where does ethnic conflict emerge and why does it endure? Is it greed or grievance, identity or interest? Why do some cases of ethnic tension and racial hatred boil over into bloodshed and carnage, while other conflict situations simmer well below the level of violence? Why are some inter-group conflicts so explosive and intractable while others yield to compromise and resolution? How is ethnic conflict influenced by factors such as religious nationalism, regime type, economic inequality, demographic shifts, and climate change? Leveraging a range of theoretical frameworks, students will engage with historical case studies and grapple with contemporary issues to understand the causes and conditions involved in conflict emergence, continuation, and resolution

Spring 2025: POLS UN3622

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3622	001/17624	M W 1:10pm - 2:25pm 829 Seeley W. Mudd Building	Tenzin Dorjee	3.00	44/45

**POLS UN3623 ENDING WAR # BUILDING PEACE. 3.00 points.**

This course provides an introduction to the politics of war termination and peace consolidation. The course examines the challenges posed by ending wars and the process by which parties to a conflict arrive at victory, ceasefires, and peace negotiations. It explores how peace is sustained, why peace lasts in some cases and breaks down in others and what can be done to make peace more stable, focusing on the role of international interventions, power-sharing arrangements, reconciliation between adversaries, and reconstruction

**POLS UN3648 GOVERNING THE GLOBAL ECONOMY. 4.00 points.**

Who governs the world economy? Why do countries succeed or fail to cooperate in setting their economic policies? When and how do international institutions help countries cooperate? When and why do countries adopt good and bad economic policies? This course examines how domestic and international politics determine how the global economy is governed.

We will study the politics of trade, international investment, monetary, immigration, and environmental policies to answer these questions. The course will approach each topic by examining alternative theoretical approaches and evaluate these theories using historical and contemporary evidence. There will be an emphasis on applying concepts through the analysis of policy-relevant case studies designed specifically for this course

**POLS UN3674 China's Technological Rise. 3.00 points.**

This course examines the causes and consequences of China's rise as an economic and technological great power over the past four decades. It provides a theoretically-informed introduction to the political economy of contemporary China and to major debates surrounding China's relations with the United States and its allies and partners. Topics covered include Chinese industrial and innovation policies, China's capabilities in core technologies like semiconductors and artificial intelligence, the prospects for U.S.-China economic decoupling, the risk of conflict over Taiwan, the future trajectory of China's rise, and more. At the end of this course, students will have a strong understanding of the main features of modern Chinese political economy, how China's positions in the global economy and international system have changed in recent decades, and the implications of these transformations for U.S.-China strategic competition. They will also have learned to critically evaluate prominent theories in political science and international relations as they apply to China

**POLS UN3692 Business # Politics in Globalized World. 3.00 points.**

Companies (or, as we'll mostly refer to them, firms) play a number of important roles in both domestic and international politics; among other activities, they create jobs, engage in trade and investment, create social responsibility programs, lobby governments, and create much of the world's pollution. How should we think about firms as political actors? Why, when, and how do firms attempt to influence policymaking? And when do they succeed? In this course, we will study strategic collaboration, competition, and collusion between firms and governments in a range of settings and policy areas. To do so, we will draw on insights from international relations, economics, and business scholars, and we will frequently engage with current real-world examples of business-government relations. Topics will include (among others) lobbying, corporate social responsibility, taxation and tax avoidance, public-private governance, and corporate influence in foreign policy

Spring 2025: POLS UN3692

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3692	001/13400	T Th 10:10am - 11:25am 303 Uris Hall	Calvin Thrall	3.00	68/65

**POLS UN3871 CHINA'S FOREIGN RELATIONS. 4.00 points.**

This course will review and analyze the foreign policy of the People's Republic of China from 1949 to the present. It will examine Beijing's relations with the Soviet Union, the United

States, Northeast Asia, Southeast Asia, and the Third World during the Cold War, and will discuss Chinese foreign policy in light of the end of the Cold War, changes in the Chinese economy in the reform era, the post-Tiananmen legitimacy crisis in Beijing, and the continuing rise of Chinese power and influence in Asia and beyond. This lecture course will analyze the causes and consequences of Beijing's foreign policies from 1949 to the present. Students must register for a mandatory discussion section

**Spring 2025: POLS UN3871**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3871	001/17730	T Th 2:40pm - 3:55pm Cin Alfred Lerner Hall	Thomas Christensen	4.00	108/110

**POLS GU4814 GLOBAL ENERGY: SECURITY/GEOPOL. 3.00 points.**

The course focuses on the nexus between energy and security as it reveals in the policies and interaction of leading energy producers and consumers. Topics include: Hydrocarbons and search for stability and security in the Persian Gulf, Caspian basin, Eurasia, Africa and Latin America; Russia as a global energy player; Analysis of the impact of Russia's invasion of Ukraine on energy markets, global security, and the future of the energy transition; Role of natural gas in the world energy balance and European energy security; Transformation of the global energy governance structure; Role and evolution of the OPEC; Introduction into energy economics; Dynamics and fundamentals of the global energy markets; IOCs vs NOCs; Resource nationalism, cartels, sanctions and embargoes; Asia's growing energy needs and its geo-economic and strategic implications; Nuclear energy and challenges to non-proliferation regime; Alternative and renewable sources of energy; Climate change as one of the central challenges of the 21st century; Analysis of the policies, technologies, financial systems and markets needed to achieve climate goals. Climate change and attempts of environmental regulation; Decarbonization trends, international carbon regimes and search for optimal models of sustainable development. Special focus on implications of the shale revolution and technological innovations on U.S. energy security

**Fall 2024: POLS GU4814**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4814	001/16960	M W 10:10am - 11:25am 407 Mathematics Building	Albert Bininachvili	3.00	32/30

**POLS GU4845 NAT SECURITY STRAT OF MID EAST. 4.00 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 in conflict. Following the Arab Spring and subsequent upheaval in Egypt, Syria, Iraq, Yemen, Libya and more, the region is in a state of historic flux. The Sunni-Shia rivalry,

especially between Saudi Arabia and Iran, growing Iranian-Israeli conflict, population explosion, poverty and authoritarian control, Russian ascendance and US retrenchment, are the primary regional drivers today. Together, these factors have transformed the Middle Eastern landscape, with great consequence for the national security 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, Iraq, Syria, Lebanon, Jordan, Israel, the Palestinians and Turkey,) and how the convolutions of recent years have affected 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 the strategies they have adopted to deal with them. It thus provides an essential vantage point for 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

**Fall 2024: POLS GU4845**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4845	001/17463	T 12:10pm - 2:00pm 201 80 Claremont	Charles Freilich	4.00	17/20

**POLS GU4863 INTERNATIONAL POLITICAL ECONOMY OF DEVELOPING COUNTRIES. 4.00 points.**

This course examines how domestic and international politics influence the economic policies of developing countries. We will critically evaluate different theoretical debates related to foreign economic policymaking in emerging markets, and introduce chief methodological approaches used in contemporary analyses. We will focus attention on different types of cross-border flows: the flow of goods (trade policy), the flow of people (immigration policy), the flow and location of production (foreign investment policy), the flow of capital (financial and monetary policy), and the flow of pollution (environment policy). In the process, we will address several themes that are central to understanding the politics of economic policymaking in emerging economies, including, the legacies of colonialism, trade protectionism and liberalization, globalization and the race to the bottom, the relationship between economic policy and culture, and development and redistribution. There will be an emphasis on applying concepts through the analysis of policy-relevant case studies designed for this course

**Fall 2024: POLS GU4863**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4863	001/15264	Th 2:10pm - 4:00pm	Nikhar Gaikwad	4.00	18/20

1302 International  
Affairs Bldg

### **POLS GU4865 INTERNATIONAL POLITICAL ECONOMY. 4.00 points.**

This course explores key frameworks and issue areas within international political economy. It examines the history and key characteristics of (economic) globalization, the theories of international cooperation, as well as the nature and role of international organizations (such as the World Trade Organization) in fostering trade and international economic cooperation. Furthermore, the course discusses the pros and cons of globalization and its implications on domestic policies of nation-states, with a particular focus on the tensions globalization creates and the lines of cleavages between winners and losers from globalization. Finally, the course reflects on the future of globalization and international trade and the challenges faced by national and supranational policy makers

**Fall 2024: POLS GU4865**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4865	001/16958	T Th 2:40pm - 3:55pm 331 Uris Hall	Davit Sahakyan	4.00	38/40

## **INTERNATIONAL RELATIONS SEMINARS**

### **POLS UN3961 INTERNATIONAL POLITICS SEMINAR. 4.00 points.**

Prerequisites: POLS UN1601 or the equivalent, and the instructors permission. Seminar in International Politics. Students who would like to register should join the electronic wait list. For list of topics and descriptions see: <https://polisci.columbia.edu/content/undergraduate-seminars>

**Fall 2024: POLS UN3961**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3961	001/14926	Th 10:10am - 12:00pm 1302 International Affairs Bldg	Allison Carnegie	4.00	15/20
POLS 3961	002/14927	T 4:10pm - 6:00pm 1302 International Affairs Bldg	Virginia Page Fortna	4.00	19/20
POLS 3961	003/14928	W 10:10am - 12:00pm 1302 International Affairs Bldg	Jack Snyder	4.00	18/20
POLS 3961	004/14929	W 10:10am - 12:00pm 307 Pupin Laboratories	Calvin Thrall	4.00	19/20
POLS 3961	005/16953	F 12:10pm - 2:00pm 317 Hamilton Hall	Giulio Gallarotti	4.00	10/20
POLS 3961	006/16954	Th 4:10pm - 6:00pm 317 Hamilton Hall	Linda Kirschke	4.00	11/20
POLS 3961	007/16955	M 6:10pm - 8:00pm	Jayne Schlesinger	4.00	21/20

711 International  
Affairs Bldg

POLS 3961	008/16956	Th 10:10am - 12:00pm 602 Northwest Corner	David Spiro	4.00	6/20
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POLS 3961	009/17605	T 12:10pm - 2:00pm	Sarah Daly	4.00	11/20
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401 Hamilton Hall

POLS 3961	010/17663	W 12:10pm - 2:00pm 711 International Affairs Bldg	Tenzin Dorjee	4.00	6/20
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**Spring 2025: POLS UN3961**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3961	001/13406	Th 2:10pm - 4:00pm 1302 International Affairs Bldg	Nikhar Gaikwad	4.00	18/20
POLS 3961	002/13407	W 2:10pm - 4:00pm 1302 International Affairs Bldg	Elizabeth Saunders	4.00	17/20
POLS 3961	003/13408	Th 12:10pm - 2:00pm 301m Fayerweather	Davit Sahakyan	4.00	19/20
POLS 3961	004/13409	T 10:10am - 12:00pm 1302 International Affairs Bldg	Paola Solimena	4.00	15/20
POLS 3961	005/13410	Th 10:10am - 12:00pm 401 Hamilton Hall	David Spiro	4.00	15/20
POLS 3961	006/13411	M 8:10am - 10:00am 1102 International Affairs Bldg	Jeremiah Pam	4.00	19/20
POLS 3961	007/13412	T 12:10pm - 2:00pm 401 Hamilton Hall	Sarah Daly	4.00	12/20
POLS 3961	008/15063	W 12:10pm - 2:00pm 401 Hamilton Hall	Jean Krasno	4.00	12/20

## **POLITICAL THEORY**

### **POLS UN1101 POLITICAL THEORY I. 4.00 points.**

This course considers key questions at the foundation of political thought. What is justice? How do we justify the coercive power of states? Do we have an obligation to obey the government? Who should make and enforce the law? What basic rights and liberties should governments protect? How should our economic system produce and divide wealth and material resources? What are the claims of excluded or marginalized groups and how can these claims be addressed? We explore these questions through the works of several classical and contemporary political thinkers. A major goal of the course is to practice the skills needed to understand a political thinker's arguments and to construct one's own

**Fall 2024: POLS UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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POLS 1101 001/14904 M W 10:10am - Karuna 4.00 80/108  
 11:25am Mantena  
 Ren Kraft Center

### **POLS UN3100 JUSTICE. 3.00 points.**

An inquiry into the nature and implications of justice in areas ranging from criminal justice to social justice to the circumstances of war and peace, considering issues such as abortion, the criminalization of behavior, the death penalty, climate change, global poverty, civil disobedience, and international conflict

Spring 2025: POLS UN3100

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3100	001/13367	M W 2:40pm - 3:55pm Cin Alfred Lerner Hall	David Johnston	3.00	123/160

### **POLS UN3106 Democracy: Principles, Critics and Problems. 3.00 points.**

This course is about democracy: its theory, principles, critics and challenges. After centuries of vilification, democracy acquired the status of the "best" political order thanks also to the defeat of Nazism and fascism, in 1945. The end of the Cold War and the international order created by the victors of World War II caused some major changes in the perception and practice of democracy. The world has become a unified place for financial markets and a borderless space for the implementation of hegemonic projects. Openness and globalization put pressure on the ideal and practice of democracy, however. On the one hand, democracy seems to be the solution to all problems so much so that "democracy" now means everything on the right side of history. On the other hand, it seems instead to be a source of problems, and many (even democrats) criticize it for being inefficient in decision-making, subject to the prejudices of increasingly uninformed and ignorant voters, and finally a system that breeds corruption. The goal of this course is to understand this conundrum. What are the basic principles of democracy and the main objections raised against it? In what sense does democracy embody universal values? Is it desirable that democracy contains partisanship with competence? Is populism a fate of modern democracies? These questions will guide us in understanding the promises of democracy and the disappointments of democrats. We will begin our intellectual journey with the ancient vision of democracy and its early critics, then explore the modern trajectory of democratic theory and finally contemporary populist transformations

### **POLS UN3112 GANDHI, KING # POLS OF NONVIOLENCE. 4.00 points.**

Since Gandhi's experiments in mass satyagraha over a century ago, nonviolence has become a staple of protest politics across the globe. From the Occupy movements to the Arab Spring to Movement for Black Lives, it might even be entering a new phase of revitalization. At the same time, what exactly nonviolence is and what it can accomplish in politics is very much under debate. This course aims to understand the

politics of nonviolence by examining the political ideas and political careers of its most well-known twentieth-century advocates, M.K. Gandhi and Martin Luther King, Jr. Though still venerated as founding figures of nonviolent protest, Gandhi and King have come to be remembered in ways that can misconstrue how they understood and practiced nonviolent politics. To many, Gandhi is a saintly idealist, who wanted to imbue politics with the spirit of ahimsa, truth, and conscience. Likewise, King is taken to be a spokesman for interracial brotherhood and Christian love. While partly true, these images also downplay the political side of their nonviolence – the techniques of organizing and strategies of protest that made their movements successful. We will examine the evolution of Gandhi's and King's political thinking in relation to the movements they led – the Indian independence movement and the civil rights movement in the US. We will consider how the theory and practice of nonviolence evolved and changed as it moved from one context to another. We will be especially focused on understanding the dynamics of nonviolent protest

### **POLS UN3141 Humans, Nature and the Future: an Introduction to Environmental Political Theory. 3.00 points.**

This course is about how we understand humans and their relationship to nature – and about how these understandings influence the ways we design our societies, run our democracies, and make plans for the future. We'll focus on two central themes. First: how does introducing a concern for 'the environment' (or the Earth, or ecology) deepen, and often complicate, our understanding of key concepts in political theory? Second: given that 'the environment' is an interdisciplinary issue, how do we understand the relationship between the ideas and conversations we have in political theory, and the ideas and conversations people are having in other disciplines? (For example: climate science.) There is no single prerequisite course for this one, but we will be assuming that you are familiar with the field of political theory in general. This is important, because many of our discussions will aim to map concepts and conversations from environmental political theory onto broader political theory conversations (which requires you to be familiar with those conversations!). Ideally, you'll have taken a political theory survey before you take this course. If you haven't, but you still think you've got the background necessary to participate fully in the class, please get in touch

### **POLS GU4110 RECENT CONTINENTAL POL THOUGHT. 4.00 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 2024: POLS GU4110

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4110	001/17478	W 2:10pm - 4:00pm	Jean Cohen	4.00	15/20

1201 International  
Affairs Bldg

### **POLS GU4132 POLIT THOUGHT-CLASSICAL AND MEDIEVAL. 3.00 points.**

Prerequisites: Contemporary Civilization or a comparable introduction to political theory course. This course examines ancient political thought from its origins in the archaic Greek polis through the development of classical Greek political philosophy and the transmission and adaptation of Greek political ideas in the Hellenistic, Roman, and early Christian traditions. Our texts will include major ancient works of political theory by Plato, Aristotle, and Cicero as well as works of poetry, drama, history, and ethical and natural philosophy that offer insight into ancient thought on politics. We will approach these texts not only as reflections on the ancient democratic, oligarchic, monarchical, and republican political systems they address, but also as foundations for modern political discourse that still prompt us to consider the questions they raise—questions about the ideal form of government in theory, and the best form in practice; about the nature of law and justice, and the relationship between law and custom, science, or religion; about the rule of law, and the rights and obligations of an individual citizen living in a participatory state; and about the reach of empire, and the implications when a self-governing people attempts to direct the affairs of non-citizens or of other states

**Fall 2024: POLS GU4132**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4132	001/17431	T Th 11:40am - 12:55pm 424 Kent Hall	Diana Moser	3.00	17/15

### **POLS GU4134 MODERN POLITICAL THOUGHT. 4.00 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 2025: POLS GU4134**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4134	001/13414	M W 10:10am - 11:25am 304 Hamilton Hall	Nadia Urbinati	4.00	39/40

## **POLITICAL THEORY SEMINARS**

### **POLS UN3911 SEMINAR IN POLITICAL THEORY. 4.00 points.**

Seminar in Political Theory. Students who would like to register should join the electronic wait list. For list of topics and descriptions see: <https://polisci.columbia.edu/content/undergraduate-seminars>

**Fall 2024: POLS UN3911**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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POLS 3911	001/14915	W 10:10am - 12:00pm 711 International Affairs Bldg	David Johnston	4.00	8/20
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POLS 3911	002/14916	M 2:10pm - 4:00pm 711 International Affairs Bldg	Jean Cohen	4.00	9/20
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**Spring 2025: POLS UN3911**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3911	001/13402	M 4:10pm - 6:00pm 711 International Affairs Bldg	Karuna Mantena	4.00	15/20
POLS 3911	002/13403	T 2:10pm - 4:00pm 201 80 Claremont	Yujin Choi	4.00	18/20

## **RESEARCH METHODS**

### **POLS UN3704 RESEARCH DESIGN: DATA ANALYSIS. 3.00 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

**Fall 2024: POLS UN3704**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3704	001/14914	M W 8:40am - 9:55am 401 Chandler	Vincent Dorie	3.00	26/35

### **POLS UN3720 RESEARCH DESIGN: SCOPE AND METHODS. 4.00 points.**

This class aims to introduce students to the logic of social scientific inquiry and research design. Although it is a course in political science, our emphasis will be on the science part rather than the political part — we'll be reading about interesting substantive topics, but only insofar as they can teach us something about ways we can do systematic research. This class will introduce students to a medley of different methods to conduct social scientific research

**Fall 2024: POLS UN3720**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3720	001/17424	T Th 6:10pm - 7:25pm 413 Kent Hall	Michael Pomirchy	4.00	53/70

**Spring 2025: POLS UN3720**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3720	001/13401	T Th 4:10pm - 5:25pm 326 Uris Hall	Abdullah Aydogan	4.00	65/70

**POLS UN3768 Experimental Research. 4.00 points.**

Randomized experimentation is an important methodology in political science. 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 political phenomena. Students will learn how to interpret, design, and execute experiments

**PSAM UN3707 Persuasion at scale: causal inference, machine learning, and evidence-based understanding of the information environment. 3.00 points.**

By employing statistical and computational methods, including randomized controlled trials, natural experiments, and machine learning techniques, students will engage directly with real-world data to uncover the intricacies of persuasion across different sectors, including but not limited to quantifying the effects of partisan media, social media, and political campaigns. The course will also delve into the historical evolution of these persuasive techniques, providing students with a rich contextual background to better understand current trends and anticipate future developments. This course fulfills the quantitative methods requirement for the Political Science major

**Spring 2025: PSAM UN3707**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSAM 3707	001/17626	M W 11:40am - 12:55pm 313 Fayerweather	Chris Wiggins, Eunji Kim	3.00	62/70

**POLS GU4700 MATH # STATS FOR POLI SCI. 4.00 points.**

This course presents basic mathematical and statistical concepts that are essential for formal and quantitative analysis in political science research. It prepares students for the graduate-level sequence on formal models and quantitative political methodology offered in the department. The first half of the course will cover basic mathematics, such as calculus and linear algebra. The second half of the course will focus on probability theory and statistics. We will rigorously cover the topics that are directly relevant to formal and quantitative analysis in political science such that students can build both intuitions and technical skills. There is no prerequisite since this course is ordinarily taken by Ph.D. students in their first semester. The course is aimed for both students with little exposure to mathematics and those who have taken some courses but wish to gain a more solid foundation. NOTE: This course does not satisfy the Political Science Major/Concentration research methods requirement

**Fall 2024: POLS GU4700**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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POLS 4700	001/17464	M W 11:40am - 12:55pm 603 Hamilton Hall	Benjamin Goodrich	4.00	7/20
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**POLS GU4702 Qualitative and Mixed Methods of Research Design and Inquiry. 4.00 points.**

This course covers research methods and research design in political science. We cover concrete and practical issues of conducting research that are useful for all types of empirical political science research: picking a topic, generating hypotheses, case selection, measurement issues, and the ethics of research; with a focus on qualitative and mixed-methods tools such as: interviews, fieldwork, case studies, archival research, ethnographic work, designing and conducting experiments, coding data and working with data sets, combining quantitative and qualitative methods, etc. The course is designed for several audiences in Political Science, including: PhD students MA students undertaking a major research project or intending to continue on to the PhD Advanced undergraduates writing or contemplating an honors thesis, or another major research project

**POLS GU4710 PRINC OF QUANT POL RESEARCH 1. 4.00 points.**

This course examines the basic methods of data analysis and statistics, through multivariate regression analysis, 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

**Fall 2024: POLS GU4710**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4710	001/16962	T Th 4:10pm - 5:25pm 332 Uris Hall	Abdullah Aydogan	4.00	36/50

**POLS GU4712 PRINC OF QUANT POL RESEARCH 2. 4.00 points.**

Prerequisites: *POLS W4710* or the equivalent.

Prerequisites: *POLS W4710* or the equivalent. This course will intensively examine some of the data analysis methods which deal with problems occurring in the use of multiple regression analysis. It will stress computer applications and cover, as needed, data coding and data processing. Emphasis will also be placed on research design and writing research reports. The course assumes that students are familiar with basic statistics, inference, and multiple regression analysis and have analyzed data using computer software (e.g., any standard statistical programs on micro-computers or larger machines -- Stata, "R", SPSS, SAS, etc.). Students will be instructed on the use of the microcomputers and the R and Stata statistical software program(s) available as freeware (R) or in the CUIT computer labs (Stata; several campus locations) or through SIPA. The lectures and required discussion section will emphasize the use of "R." Students may use whatever computer programs



they prefer for all data analysis for the course. There may be an additional fee for classroom instructional materials

**Spring 2025: POLS GU4712**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4712	001/13417	T Th 10:10am - 11:25am 520 Mathematics Building	Benjamin Goodrich	4.00	20/30

**POLS GU4716 Data Science for Political Analytics. 3.00 points.**

Prerequisites: (POLS GU4714) or

The digital revolution has created previously unimaginable opportunities to learn about political behavior and institutions. It has also created new challenges for analyzing the massive amounts of data that are now easily accessible. Open source software has reduced barriers and inequities in coding, but it also requires different kinds of effort to employ optimally the latest innovations. Harnessing the power of political data is more critical than ever, given the threats that misinformation and alternative “facts” present to democratic forms of government. This course will teach students both essential tools and general strategies of data science within the domain of politics. Whether students’ goals are to analyze political behavior for academic or professional purposes, successful analysis requires skills for handling a wide array of issues that stand in the way of creating knowledge and insights from data. This course prioritizes breadth over depth in the sense that we will introduce a broad range of topics relevant for data science to develop basic skills and form a foundation that students can build on. More complete mastery of these skills will require additional engagement beyond this course

**Fall 2024: POLS GU4716**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4716	001/15862	T Th 2:40pm - 3:55pm 703 Hamilton Hall	Gregory Wawro	3.00	33/40
POLS 4716	AU1/20956	T Th 2:40pm - 3:55pm Othr Other	Gregory Wawro	3.00	2/2

**POLS GU4720 QUANT METH 1 APPL REG CAUS INF. 4.00 points.**

Fitting and understanding linear regression and generalized linear models, simulation, causal inference, and the basics of design of quantitative studies. Computation in R. Textbook: Regression and Other Stories by Gelman, Hill, and Vehtari

**Fall 2024: POLS GU4720**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4720	001/15418	M W 10:10am - 11:25am 603 Hamilton Hall	Andrew Gelman	4.00	23/40

**POLS GU4722 QUANT METH 2 STAT THEO#CAUS INF. 4.00 points.**

This course is the second course in the graduate-level sequence on quantitative political methodology offered in the Department

of Political Science. Students will learn (1) a framework and methodologies for making causal inferences from experimental and observational data, and (2) statistical theories essential for causal inference. Topics include randomized experiments, estimation under ignorability, instrumental variables, regression discontinuity, difference-indifferences, and causal inference with panel data. We also cover statistical theories, such as theories of ordinary least squares and maximum likelihood estimation, by connecting them to causal inference methods. This course builds on the materials covered in POLS 4700 and 4720 or their equivalent (i.e., probability, statistics, linear regression, and logistic regression)

**Spring 2025: POLS GU4722**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4722	001/13419	T Th 4:10pm - 5:25pm 304 Hamilton Hall	Naoki Egami	4.00	28/30

**POLS GU4724 QUANT METH 3 EXPERIMENTAL METH. 4.00 points.**

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. Special attention will be devoted to field experiments, or randomized trials conducted in real-world settings. Prerequisites: Students should have taken at least one or two semesters of statistics. Some understanding of probability, hypothesis testing, and regression are assumed. Familiarity with statistical software such as R is helpful. We will be working with data in class throughout the term. The examples used in the textbook and lectures are written in R, and R tutorials will be taught in special sessions early in the term

**Fall 2024: POLS GU4724**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4724	001/15263	T Th 4:10pm - 5:25pm 307 Uris Hall	Donald Green	4.00	18/40

**POLS GU4726 QUANT METH 4 TOPICS IN METHODS. 4.00 points.**

This course is the fourth course in the graduate-level sequence on quantitative political methodology offered in the Department of Political Science. Students will learn a variety of advanced topics in quantitative methods for descriptive and causal inference, such as simulated-data experimentation, statistical graphics, experimental design, Bayesian inference, multilevel modeling, ideal-point and measurement-error models, and time/spatial/network models. This course builds on the materials covered in POLS 4700, 4720, 4722, and 4724, or their equivalent courses (i.e., probability, statistics, linear regression, logistic regression, causal inference with observational and experimental data, and knowledge of the statistical computing environment R)



**Spring 2025: POLS GU4726**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4726	001/13421	M W 10:10am - 11:25am 903 School Of Social Work	Andrew Gelman	4.00	10/30

**POLS GU4730 GAME THEORY # POLIT THEORY. 4.00 points.**

Prerequisites: POLS W4760 or equivalent level of calculus.

Prerequisites: POLS GU4700 or equivalent level of calculus.

Introduction to noncooperative game theory and its application to strategic situations in politics. Topics include solution concepts, asymmetric information, and incomplete information. Students should have taken POLS GU4700 or have equivalent background in calculus. Permission of instructor required

**Spring 2025: POLS GU4730**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4730	001/13423	M W 4:10pm - 6:00pm 602 Northwest Corner	John Huber	4.00	15/30

**POLS GU4732 RESEARCH TOPICS IN GAME THEORY. 4.00 points.**

Prerequisites: POLS W4730 or the instructors 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 2024: POLS GU4732**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4732	001/17641	M W 10:10am - 11:25am 307 Uris Hall	Carlo Prato	4.00	8/15

**POLS GU4762 Politics in the Lab. 4 points.**

The purpose of this course is to give students the chance to write an original research paper applying the methodology of lab experiments to political science questions. Experiments have become a standard tool in testing and refining theories, but designing and interpreting economic experiments requires care and practice.

**Spring 2025: POLS GU4762**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4762	001/14557	T 10:10am - 12:00pm 407 Mathematics Building	Alessandra Casella	4	12/12

**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.

**SENIOR HONORS SEMINAR****POLS UN3998 HONORS SEMINAR. 4.00 points.**

Prerequisites: admission to the departmental honors program.

Prerequisites: admission to the departmental honors program.

A two-term seminar for students writing the senior honors thesis

**Fall 2024: POLS UN3998**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3998	001/14930	M 10:10am - 12:00pm 711 International Affairs Bldg	Kimuli Kasara	4.00	17/20

**POLS UN3999 HONORS SEMINAR. 4.00 points.**

A two-term seminar for students writing the senior honors thesis.

**Spring 2025: POLS UN3999**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3999	001/13413	M 10:10am - 12:00pm 711 International Affairs Bldg	John Huber	4.00	17/16

**INDEPENDENT READING AND RESEARCH****POLS UN3901 INDEPENDENT RESEARCH I. 1.00-6.00 points.****Fall 2024: POLS UN3901**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3901	001/21197		Carlos Vargas-Ramos	1.00-6.00/1	
POLS 3901	002/21410		David Johnston	1.00-6.00/2	
POLS 3901	003/21449		Andrew McCall	1.00-6.00/1	
POLS 3901	004/21450		Michael Ting	1.00-6.00/1	
POLS 3901	005/21578		Junyan Jiang	1.00-6.00/1	

**POLS UN3902 INDEPENDENT RESEARCH II. 1.00-6.00 points.****Spring 2025: POLS UN3902**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3902	001/18339		Andrew McCall	1.00-6.00/1	
POLS 3902	002/20210		Andrew Nathan	1.00-6.00/1	
POLS 3902	003/20212		Jack Snyder	1.00-6.00/2	
POLS 3902	004/20266		Jeffrey Frieden	1.00-6.00/1	
POLS 3902	005/20525		David Johnston	1.00-6.00/1	
POLS 3902	006/20646		Junyan Jiang	1.00-6.00/1	
POLS 3902	007/20775		Bernard Harcourt	1.00-6.00/1	
POLS 3902	008/20813		Xiaobo Lu	1.00-6.00/1	

**OF RELATED INTEREST****Economics**

ECPS GU4921	SEMINAR IN POLITICAL ECONOMICS
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**Human Rights**

HRTS UN3001	INTRODUCTION TO HUMAN RIGHTS
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HRTS W3930

**PSYCHOLOGY****THE PSYCHOLOGY DEPARTMENT:**Department website: <https://psychology.columbia.edu/>

Office location: 406 Schermerhorn Hall

Office contact: 212-854-3608; [info-psych@columbia.edu](mailto:info-psych@columbia.edu)

Department Chair: Nim Tottenham, Ph.D.

Psychology Major and Concentration Advisors:

- Prof. Patricia Lindemann; [pgl2@columbia.edu](mailto:pgl2@columbia.edu) (Students with last names beginning A-F)
- Prof. Nora Isacoff; [ni2237@columbia.edu](mailto:ni2237@columbia.edu) (Students with last names beginning G-K)
- Prof. Katherine Fox-Glassman; [kjt2111@columbia.edu](mailto:kjt2111@columbia.edu) (Students with last names beginning L-R)
- Prof. John Thorp; [jnt2136@columbia.edu](mailto:jnt2136@columbia.edu) (Students with last names beginning S-Z)

Neuroscience and Behavior Major Advisors:

Psychology:

- Prof. Alfredo Spagna; [as5559@columbia.edu](mailto:as5559@columbia.edu) (Students with last names beginning A-H);
- Prof. Sarah DeMoya; [sed2182@columbia.edu](mailto:sed2182@columbia.edu) (Students with last names beginning I-Q);
- Prof. Chris Baldassano; [cab2304@columbia.edu](mailto:cab2304@columbia.edu) (Students with last names beginning R-Z);

Biology:

- (CC): Dr. Erin Barnhart; [eb3305@columbia.edu](mailto:eb3305@columbia.edu)
- (GS): Prof. Deborah Mowshowitz; [dbm2@columbia.edu](mailto:dbm2@columbia.edu)

Co-Directors of Senior Thesis Advanced Research Program:

- Prof. Lila Davachi; [ld24@columbia.edu](mailto:ld24@columbia.edu)
- Prof. Alfredo Spagna; [as5559@columbia.edu](mailto:as5559@columbia.edu)

Preclinical Adviser: Prof. E'mett McCaskill;  
[e.mccaskill@columbia.edu](mailto:e.mccaskill@columbia.edu)Administrative Manager: Joanna Borchert-Kopczuk, 406 Schermerhorn Hall; 212-854-3940; [jb2330@columbia.edu](mailto:jb2330@columbia.edu)Undergraduate Curriculum Assistant: Erin Murphy, 406 Schermerhorn Hall; 212-854-8859; [psych-uca@columbia.edu](mailto:psych-uca@columbia.edu)**THE STUDY OF PSYCHOLOGY**

The Department of Psychology offers students a comprehensive 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 also 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.

**STUDENT 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.

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 (Director of Undergraduate Studies) or

the [Undergraduate Curriculum Assistant](#) in the departmental office. [Program Adviser assignments](#) 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](#).

## Enrolling in Classes

### Major Requirement Checklist

Prior to the start of their final semester, all seniors must submit a [Major Requirement Checklist](#) 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.

### Non-Psychology Courses

Some courses offered outside of the Psychology departments can count toward major requirements (e.g., courses taken in the Statistics Department; cognate courses offered through Philosophy, Business, Law, etc.). A maximum of 2 such non-PSYC courses may be applied toward the major. Courses offered in the Barnard Psychology or Neuroscience departments do not count toward this limit.

### Overlapping Courses

Students cannot receive credit for two courses—one completed at Columbia and one at another institution (including Barnard)—if those courses have largely overlapping content. For example, [PSYC UN1001 THE SCIENCE OF PSYCHOLOGY](#) is similar in content to 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](#) for a partial list of courses at Columbia and Barnard that are known to overlap.

## Preparing for Graduate Study

Most graduate programs in psychology, including those in clinical psychology, require:

An undergraduate course in introductory psychology:

PSYC UN1001	THE SCIENCE OF PSYCHOLOGY
A course in statistics such as one of the following:	
PSYC UN1610	STATISTICS-BEHAVIORAL SCIENTISTS
PSYC UN1660	Advanced Statistical Inference
STAT UN1001	INTRO TO STATISTICAL REASONING

STAT UN1101	INTRODUCTION TO STATISTICS
STAT UN1201	CALC-BASED INTRO TO STATISTICS
A laboratory course in research methods such as one of the following:	
PSYC UN1420	RESEARCH METHODS - HUMAN BEHAVIOR
PSYC UN1450	RESEARCH METHODS - SOCIAL COGNITION # EMOTION
PSYC UN1455	RESEARCH METHODS: SOCIAL/PERSONALITY
PSYC UN1490	RESEARCH METHODS - COGNITION/DECISION MAKING

Students should also take a variety of more advanced undergraduate courses and seminars. Students interested in PhD programs in any area of psychology are strongly encouraged to become involved in a research lab, and may wish to participate in the Senior Thesis Advanced Research program (STAR). To join STAR, students must apply by the early fall of their junior 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](#), 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](#). Students may also sign-up for the [preclinical advising listserv](#) to receive emails about events and relevant information.

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

### Advanced Placement

The Psychology Department accepts a score of 5 on the AP Psychology exam, or a score of 7 on the Higher Level IB Psychology exam, to meet the Science of Psychology requirement. The AP/IB Psychology exam does not count as a course towards their program; students placing out of the Science of Psychology requirement in this way will need to take an additional course to fulfill the required number of courses for their program.

The College Board Advanced Placement (AP) statistics scores do not satisfy the statistics requirement. Students who have completed AP statistics may opt to take a more advanced statistics course to fulfill this requirement with the approval of one of the Psychology Program Advisors.

## Barnard College Courses

A maximum of 5 courses counted toward the major may be from outside of the Columbia Psychology Department ("outside Columbia Psych" includes both Barnard and transfer courses, as well as courses in other departments including Statistics).

The table of [approved Barnard psychology courses](#) indicates which courses have been approved for specific requirements of the psychology major. To seek approval for a course not on the approved list to be applied to a specific requirement, students must contact their program advisor. All Barnard Psychology courses not on the approved list for a specific requirement may be applied as elective credit towards the 11 courses needed for the major requirements.

Barnard Lab courses do not count towards the Research Methods requirement of the Psychology Major or Concentration.

## Transfer Courses

For a course taken outside of Columbia or Barnard to be able to count toward the Psychology Major or the Neuroscience & Behavior Major, the following must be true:

- The course should be substantially similar in content and/or learning objectives to one offered at Columbia.
- The course must have been approved for at least 3 points of credit by GS or CC.
- The grade received must be a B- or better.
- The course must have been taken for a grade (no Pass/Fail).
- The course must have been taken within the past 7 years.

If a course taken at another institution overlaps with a course taken at Columbia, only one will be applied towards the major. Please consult your Program Advisor if you are considering registering for a Columbia or Barnard course that is similar to a transfer course you plan to count toward your major.

### Psychology Major

- Up to 3 transfer courses may be counted toward the Psychology Major. Approval of transfer credits on a student's Entrance Credit Report toward general requirements for the bachelor's degree does not grant approval of these credits toward the psychology major. Once your school has approved your transfer courses, you then need to confirm whether they can fulfill psychology requirements using the [Major Requirement Substitution Form](#).
- Online or hybrid transfer courses may only be applied towards elective credit for the major. All transfer courses applied to specific major requirements (e.g., Introductory

Psychology, Groups 1 – 3, etc.) must have been taken fully in person.

- Students who have completed an introductory psychology course at another institution should submit a Major Requirement Substitution Request (see procedure, below) to verify whether or not this course meets departmental standards to count towards the major. If transfer credit toward the major is not approved, the student must enroll in PSYC UN1001 or PSYC BC1001 to complete this major requirement.
- Statistics courses taken anywhere other than Columbia or Barnard may not count toward the major. Psychology majors will benefit from taking statistics here no matter how well they did in previous intro stats courses. If you are entering Columbia with extensive statistics coursework, your Program Advisor will help you find an appropriate advanced statistics course that can meet the Statistics Requirement of your major.
- The Psychology Department allows students to meet the Science of Psychology requirement with a score of 5 on the AP Psychology exam, or a score of 7 on the Higher Level IB Psychology exam. The AP/IB Psychology exam does not count as a course towards their program; students placing out of the Science of Psychology requirement in this way will need to take an additional course to fulfill the required number for their major.
- College Board Advanced Placement (AP) statistics exam scores may not be used to satisfy the statistics requirement of the Psychology Major.

### Psychology Concentration

- The same guidelines for transferring courses to count toward the Psychology Major apply to the concentration, except that the maximum number of transfer courses that may count toward the concentration is 2.

### Neuroscience & Behavior Major

- The Neuroscience & Behavior major is co-sponsored by the Department of Psychology and the Department of Biological Sciences. In addition to one year of college general chemistry, eleven courses are required to complete the Neuroscience & Behavior major: seven from the Department of Biological Sciences and five from the Department of Psychology (commonly referred to as P1-P5). Please, consult [this page](#) for additional information on the major requirements for the Neuroscience and Behavior Major.
- Students should consult their [Program Advisor](#) in the Psychology department before registering for psychology courses offered outside the department. With the Advisor's approval, a maximum of one psychology course from another institution, including Barnard, may be applied



toward the psychology portion of the Neuroscience & Behavior major.

- Transfer courses taken in any modality (in-person, online, or hybrid) may be eligible to count toward P1. Transfer courses must have been taken fully in-person to be eligible to count for P2-P5.
- Students who wish to obtain credit for a course taken at Barnard or at another institution should complete the [Major Requirement Substitution Form](#). 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.
- The Psychology Department allows students to meet the Science of Psychology requirement with a score of 5 on the AP Psychology exam, or a score of 7 on the Higher Level IB Psychology exam. The AP/IB Psychology exam does not count as a course for their program; students placing out of the Science of Psychology requirement in this way will need to take an additional course to fulfill the required number of courses for their major.
- Statistics courses taken anywhere other than Columbia or Barnard may not be counted toward the N&B major; AP Statistics also is not able to count toward the Statistics (i.e., P3) requirement. Students who have completed a statistics course elsewhere are encouraged to fulfill the P3 requirement either with an intermediate/advanced stats course offered at Columbia, or by taking a PSYC UN1400-level research methods course.

## Study Abroad Courses

Students planning to study abroad should consult with their Program Advisor (see above) prior to selecting their courses to see which ones are likely to be able to count toward major requirements. The official process of approving study-abroad courses to count toward your major can begin once you have completed your study abroad semester(s); however, your Program Advisor can give you their best guess for what can and cannot count.

**Psychology majors:** We recommend that you plan to meet most, if not all, of your major requirements while at Columbia. The Psychology Major is quite small in terms of course requirements, to allow for students to explore electives that complement their major coursework. This also allows for students studying abroad to spend that semester focusing on courses that you wouldn't have had the chance to take at Columbia.

**Neuroscience & Behavior majors:** It can be difficult to fit a study-abroad semester in to the N&B major because the Biology requirements include two year-long course sequences. N&B majors looking to study abroad should consult with

their advisors as early as possible to see if it will be feasible to complete all of your major requirements.

## Summer Courses

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 S1001](#) The Science of Psychology meets the same major requirements as does [PSYC UN1001](#) THE SCIENCE OF PSYCHOLOGY.

## CORE CURRICULUM CONNECTIONS

[PSYC UN1001](#) THE SCIENCE OF PSYCHOLOGY and any PSYC course in the 2200- or 2400-level may be used to partially fulfill the science requirement. 2600-level courses 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.

All 3- and 4-point courses numbered in the 32xx, 34xx, 42xx, and 44xx can partially 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.

## UNDERGRADUATE RESEARCH AND SENIOR THESIS

All qualified students are welcome to apply to join a research lab and contribute to ongoing projects. Students may volunteer to work in a lab, register for supervised individual research ([PSYC UN3950](#) Supervised Individual Research), or participate in the department's [Senior Thesis Advanced Research \(STAR\) Program](#). Information on [faculty research](#) is available on the departmental website. Students are advised to read about research laboratories on [faculty lab sites](#) 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.

## Undergraduate Research in Courses

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 2 courses' worth (8 points total) of research and field work courses may be applied toward the major. "Research and field work courses" include: [PSYC UN3950](#) SUPERVISED INDIVIDUAL RESEARCH, [PSYC BC3466](#) FIELD WORK # RESEARCH SEMINAR: TODDLER CENTER, [PSYC BC3473](#) CLINICAL FIELD PRACTICUM, [PSYC BC3592](#) Senior Research Seminar and [PSYC BC3599](#) Individual Projects. Research courses must be taken for 3 or 4 points in order to count toward the major.

(See above for further restrictions on applying Barnard courses toward the psychology major).

## Senior Thesis Coursework and Requirements

Students with strong interests in psychological/neuroscientific research are encouraged to apply for admission to the Psychology Department's Psych/Neuro Senior Thesis Advanced Research (STAR) program in the fall of their junior year or the equivalent, such that they will be able to participate in the three consecutive semesters (spring - fall - spring) that are required in the program.

Important: Students will need to confirm that a professor has agreed to mentor them before being admitted into the program. Therefore, interested applicants should reach out to potential mentors to find a lab placement before applying. Tip: The best way to ensure finding a mentor is to get involved in that mentor's research before asking if they can provide mentoring/supervision on your thesis. Please read through all the information below before submitting your application.

Students interested in engaging in a Psych/Neuro Senior Thesis:

The series includes:

1. Enrolling in a 3-semester Senior Thesis Advanced Research series, which includes a weekly seminar and research commitment, that must occur consecutively in your Junior year spring semester and Senior year (fall & spring), or equivalent [NOTE: this research course includes performing intensive, independent research with a lab mentor, writing a final thesis, and giving an oral presentation of the thesis at the end of the 3rd semester]
2. Enrolling in a one-semester methods course (PSYC UN1920, UN1420/21, UN1450/51, UN1455/56, UN1490/91) in any semester during undergrad (i.e., before or during the series). Students are strongly encouraged to complete this methods training during or before the spring of their junior year (or equivalent).

The application is due in mid fall, and decisions are communicated in time for admitted students to register to begin Psych/Neuro Senior Thesis Advanced Research-related classes in the spring.

The application process comprises the following steps:

1. Identifying a lab sponsor: If you think you might be interested in applying, you should start reaching out to labs that you're interested in well in advance of the application deadline to see if they might have openings for research assistants and if they'd be willing to mentor you in your research. Keep in mind that mentoring a student is a significant commitment on the part of a professor, and so it may be difficult to identify a professor who can provide mentorship. Successful applicants typically demonstrate how their own research interests fall in line with those of

their proposed sponsor and attest that their faculty member/PI has agreed to sponsor them. Once you have secured a position in a lab, you and your mentor will need to fill out the [mentor agreement form](#).

2. Complete the online application: The application will be made available on our psychology department [website](#), and comprises a few relatively short questions asking students to describe their previous coursework and research-related experiences and to write about their intended research interests.

## Undergraduate Research Outside of Courses

Most students who work in psychology labs do so either on a volunteer basis or as a paid Research Assistant. See [here](#) for more information on getting involved in a psychology lab.

## DEPARTMENT HONORS AND PRIZES

All students aspiring to graduate with Academic Honors must enroll in the Psychology Department's Psych/Neuro Senior Thesis Advanced Research (STAR) program. However, acceptance to and participation in this program does not automatically result in earning academic honors (see requirements for academic honors below).

Note the students majoring in Neuroscience & Behavior may earn academic honors through the Department of Biological Sciences instead. (Please check their website for more details on that process.)

## Department Honors

The Psych/Neuro Senior Thesis Advanced Research program is open to students majoring in Psychology or Neuroscience & Behavior and includes the following:

Senior Thesis Advanced Research Seminar ([UN3930](#)): This is a two-hour, 1-4 credit course that meets biweekly, during which students present and discuss their ongoing research. Students in the course also attend the [Psychology Department's Colloquium Series](#), which features researchers from outside the Department speaking on a variety of topics in Psychology/Neuroscience. The seminar and colloquia always take place on Wednesdays from 4:10 - 6:00 p.m. Students in the Psych/Neuro Senior Thesis Advanced Research program enroll in this course during the spring of their junior year and during the fall and spring of their senior years, or the equivalent.

Senior Thesis Research: Starting in the spring of their junior year and continuing through senior year, all students in the Psych/Neuro Senior Thesis Advanced Research program conduct research under the supervision of a Psychology Department faculty member or a faculty member/principal investigator in a psychology- or neuroscience-focused lab outside the department, including at Barnard College, the Zuckerman Mind Brain Behavior Institute, Columbia Business

School, Columbia University Irving Medical Center, and other research institutions in the area.

**Research Methods Course:** To fulfill this requirement, students should complete a methods course (PSYC UN1920 The How-To's of Research; PSYC UN1420/21 Research Methods: Human Behavior; PSYC UN1450/51 Research Methods: Social Cognition & Emotion; PSYC UN1455/56 Research Methods: Social & Personality Psychology; PSYC UN1490/91 Research Methods: Cognition & Decision-making).

**Senior Thesis:** Students in the Psych/Neuro Senior Thesis Advanced Research program complete an original research project under the supervision of their faculty advisor. Senior students present their research orally at the last colloquium of the Spring term, and also submit a written senior thesis.

**Eligibility for Departmental Honors:**

Students participating in the Psych/Neuro Senior Thesis Advanced Research program are also eligible to receive academic honors when they graduate, provided they 1) complete all components of the program, 2) earn a GPA in the major of 3.6 or higher at the time of graduation, and 3) are recommended by the Psychology department faculty. Please note that academic honors can be awarded to no more than 10% of the graduating class each year, so while only students who have participated in this senior thesis research intensive are eligible to receive academic honors, not everyone in the Senior Thesis Advanced Research program will receive academic honors.

## OTHER IMPORTANT INFORMATION

### Email 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 in the departmental office.

### Online Information

The Department of Psychology [website](#) 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 ([psych-uca@columbia.edu](mailto:psych-uca@columbia.edu)).

### Grade Requirements for the Major

A grade of C-, or higher, must be earned and revealed on your transcript in any Columbia or Barnard course — including

the first — that is used to satisfy the major or concentration requirements.

Courses taken 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. Students may petition to have their P/D/F grades uncovered after the registrar's deadline for the following courses only: PSYC UN1001 Science of Psychology, and PSYC UN1610 Introductory Statistics for Behavioral Scientists.

Courses taken for a P grade may not be used to satisfy the major or concentration requirements, except for P grades earned in the Spring 2020 semester, and during semesters when CC and GS enact exceptions allowing P grades to count for major requirements.

## PROFESSORS

Dima Amso  
Niall Bolger  
Lila Davachi  
Geraldine Downey  
William Fifer (Psychiatry, Pediatrics)  
Norma Graham  
Carl Hart  
Tory Higgins  
Donald C. Hood  
Nikolaus Kriegeskorte  
Janet Metcalfe  
Kevin Ochsner (Chair)  
Rae Silver (Barnard)  
Daphna Shohamy  
Herbert Terrace  
Nim Tottenham  
Sarah M.N. Woolley

## ASSOCIATE PROFESSORS

Jon Freeman  
Valerie Purdie-Greenaway  
Randy Auerbach (Psychiatry)

## ASSISTANT PROFESSORS

Mariam Aly  
Christopher Baldassano  
Larisa Heiphetz  
Bianca Marlin  
Sarah Canetta (Psychiatry)  
Yunglin Gazes (Neurology)

## LECTURERS IN DISCIPLINE

Katherine Fox-Glassman  
Patricia Lindemann  
Caroline Marvin  
Alfredo Spagna

## ADJUNCT FACULTY

Usha Barahmand  
 Jennifer Blaze  
 Helen Brew  
 Jeffrey Cohen  
 Irit Felsen  
 David Friedman  
 Hannah Hoch  
 Nora Isacoff  
 Trenton Jerde  
 Tina Kao  
 Svetlana Komissarouk  
 E'mett McCaskill  
 Michele Miozzo  
 Michael Naft  
 Jenna Reinen  
 Svetlana Rosis  
 Ayanna Sorett

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

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](#). All majors and concentrators in [Psychology](#) and majors in [Neuroscience and Behavior](#) should complete a [Major Requirement Checklist \(MRC\)](#) before consulting a program adviser to discuss program plans. At minimum, all students must submit a [Major Requirement Checklist](#) prior to the start of their final semester, so that graduation eligibility can be certified. Once the MRC is submitted, the Undergraduate Curriculum Assistant and the DUS's will review your curriculum plans and advise if changes need to be made.

### Program Planning for all Students

The department's [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](#) 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) research methods 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, courses in the 2200s, (2) psychobiology and neuroscience, courses in the 2400s, and (3) social, personality, and abnormal psychology, courses in the 2600s. 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.

## Course Numbering Structure

Course numbers reflect the structure of the Psychology curriculum:

- The 1000-level comprises introductions to psychology, introductory research methods courses, and statistics. [PSYC UN1001 THE SCIENCE OF PSYCHOLOGY](#) is an introductory course with no prerequisites, which can serve as the prerequisite for most of the 2000-level courses. [PSYC UN1021 Science of Psychology: Explorations and Applications](#) is an alternative version of [PSYC UN1001 THE SCIENCE OF PSYCHOLOGY](#) and fulfills the same requirements. The 1400s contain the research methods laboratory courses, and the 1600s contain statistics courses; these two course types are designed to prepare students to be able to understand, critique, and conduct the types of research found in many psychology and neuroscience labs.
- The 2000-level comprises lecture courses that are introductions to areas within psychology; most require [PSYC UN1001 THE SCIENCE OF PSYCHOLOGY](#) as a prerequisite.
- The 3000-level comprises 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 comprises advanced seminars suitable for both advanced undergraduates and graduate students, and require instructor permission.

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 psychology (2600s, 3600s, and 4600s).



Additionally, we designate Integrative and Applied courses using x800s (e.g., GU4880) and Advanced Topics in Psychology Research using the x900s (e.g., UN1910, UN1920, UN1930, UN1990, GU4930)

Note that Barnard psychology courses do not follow the same numbering scheme.

## Guidance for First-Year Students

Students with no prior psychology coursework should start by taking PSYC 1001 The Science of Psychology. PSYC 1001 or an equivalent introductory psychology course is a prerequisite to almost every other PSYC course, with the exception of PSYC 2630 Social Psychology.

Students who have taken an introductory psychology course may enroll in any PSYC course for which they meet the prerequisites. The best courses for students just starting out are a statistics course (PSYC 1610 is recommended) or any of the 2000-level PSYC lecture courses.

## Guidance for Transfer Students

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](#) and supporting documentation. This form, along with additional information about transfer credits can be found on the [Transfer Credit page of our website](#).

### Requirements for Transfer Courses

For a course taken outside of Columbia or Barnard to be able to count toward the Psychology Major or the Neuroscience & Behavior Major, the following must be true:

- The course should be substantially similar in content and/or learning objectives to one offered at Columbia.
- The course must have been approved for at least 3 points of credit by GS or CC.
- The grade received must be a B- or better.
- The course must have been taken for a grade (no P grades).
- The course must have been taken within the past 7 years.
- If a course taken at another institution overlaps with a course taken at Columbia, only one will be applied towards the major. Please consult your Program Advisor if you are considering registering for a Columbia or Barnard course that is similar to a transfer course you plan to count toward your major.

### Psychology Major

Up to 3 transfer courses may be applied toward the psychology major. Any transfer courses thus applied count toward the

limit of 5 courses from outside the Columbia Psychology Department.

Students who have completed an introductory psychology course at another institution should submit a Major Requirement Substitution Request (see procedure, below) to verify whether or not this course meets departmental standards to count towards the major. If transfer credit toward the major is not approved, the student must enroll in PSYC UN1001 or PSYC BC1001 to complete this major requirement.

Statistics courses taken anywhere other than Columbia or Barnard may not count toward the major. Psychology majors will benefit from taking statistics here no matter how well they did in previous intro stats courses. If you are entering Columbia with extensive statistics coursework, your Program Advisor will help you find an appropriate advanced statistics course that can meet the Statistics Requirement of your major.

To count transfer courses toward a specific requirement of the major (e.g., Science of Psych; one of the Distribution Requirements), courses must have been taken fully in-person. Transfer courses taken online (or in hybrid format) are only eligible to count toward the elective portion of the major.

The Psychology Department allows students to meet the Science of Psychology requirement with a score of 5 on the AP Psychology exam, or a score of 7 on the Higher Level IB Psychology exam. The AP/IB Psychology exam does not count as a course or towards their program; students placing out of the Science of Psychology requirement in this way will need to take an additional course to fulfill the required number of courses for their major.

College Board Advanced Placement (AP) statistics exam scores may not be used to satisfy the statistics requirement of the Psychology Major.

### Psychology Concentration

The same guidelines for transferring courses to count toward the Psychology Major apply to the concentration, except that the maximum number of transfer courses that may count toward the concentration is 2.

### Neuroscience & Behavior Major

The Neuroscience & Behavior major is co-sponsored by the Department of Psychology and the Department of Biological Sciences. In addition to one year of college general chemistry, eleven courses are required to complete the Neuroscience & Behavior major: seven from the Department of Biological Sciences and five from the Department of Psychology (commonly referred to as P1-P5). Please, consult [this page](#) for additional information on the major requirements for the Neuroscience and Behavior Major.

Students should consult their [Program Advisor](#) in the Psychology department before registering for psychology courses offered outside the department. With the Advisor's

approval, a maximum of one psychology course from another institution, including Barnard, may be applied toward the psychology portion of the Neuroscience & Behavior major. Transfer courses taken in any modality (in-person, online, or hybrid) may be eligible to count toward P1. Transfer courses must have been taken fully in-person to be eligible to count for P2-P5. Students who wish to obtain credit for a course taken at Barnard or at another institution should complete the [Major Requirement Substitution Form](#). 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.

The Psychology Department allows students to meet the Science of Psychology requirement with a score of 5 on the AP Psychology exam, or a score of 7 on the Higher Level IB Psychology exam. The AP/IB Psychology exam does not count as a course or toward a student's points total for their program; students placing out of the Science of Psychology requirement in this way will need to take an additional course to fulfill the required number for their major.

Statistics courses taken anywhere other than Columbia or Barnard may not be counted toward the N&B major; AP Statistics also is not able to count toward the Statistics (i.e., P3) requirement. Students who have completed a statistics course elsewhere are encouraged to fulfill the P3 requirement either with an intermediate/advanced stats course offered at Columbia, or by taking a PSYC UN1400-level research methods course.

## UNDERGRADUATE PROGRAMS OF STUDY

### 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 should consult the college rules for double counting of [courses](#).

#### Overlapping Courses

Students cannot receive credit for two courses—one completed at Columbia and one at another institution (including Barnard)—if those courses have largely overlapping content. For example, PSYC UN1001 THE SCIENCE OF PSYCHOLOGY is similar in content to 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](#) 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 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. Students may petition to have their P/D/F grades uncovered after the registrar's deadline for the following three courses only: PSYC UN1001 Science of Psychology, PSYC UN1010 Mind, Brain, & Behavior (no longer offered), and PSYC UN1610 Introductory Statistics for Behavioral Scientists. Courses taken for a P grade may not be used to satisfy the major or concentration requirements, except for P grades earned in the Spring 2020 semester.

### Major Requirement Checklist

Prior to the start of their final semester, all seniors must submit a [Major Requirement Checklist](#) 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.       ) above.

#### Major Requirements

Students must complete 11 courses in Psychology or an approved cognate discipline. To count toward the major, a course must be taken for 3 or more points. At least 6 of the 11 courses must be in the Columbia Psychology Department.

These 11 courses must include:

1. Introductory Psychology Course
2. One Statistics course
3. One Research Methods course
4. One Group I Course
5. One Group II Course
6. One Group III Course
7. One course meeting the Seminar requirement

8. One course meeting the integrative/applied Special Elective requirement
9. Enough PSYC electives to complete 11 courses

Each course may fulfill only one of these major requirements. See below for details on each of these requirements.

#### The Introductory Psychology Course

- [PSYC UN1001](#) THE SCIENCE OF PSYCHOLOGY

#### A Statistics Course

Select one of the following:

- [PSYC UN1610](#) STATISTICS-BEHAVIORAL SCIENTISTS
- [PSYC UN1660](#) Advanced Statistical Inference
- [STAT UN1001](#) INTRO TO STATISTICAL REASONING
- [STAT UN1101](#) INTRODUCTION TO STATISTICS (formerly STAT W1111)
- [STAT UN1201](#) CALC-BASED INTRO TO STATISTICS (formerly STAT W1211)

#### A Research Methods Course

Select one of the following:

- [PSYC UN1420](#) RESEARCH METHODS - HUMAN BEHAVIOR
- [PSYC UN1450](#) RESEARCH METHODS - SOCIAL COGNITION & EMOTION
- [PSYC UN1455](#) RESEARCH METHODS: SOCIAL/ PERSONALITY
- [PSYC UN1490](#) RESEARCH METHODS - COGNITION/ DECISION MAKING

Majors are strongly advised to complete the statistics and research methods requirements, in that order, by the end of their junior year. Students are advised to verify the specific prerequisites for research methods 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 research methods courses described above):

- Group I—Perception and cognition: courses numbered in the 2200s, 3200s, or 4200s.

- Group II—Psychobiology and neuroscience: courses numbered in the 2400s, 3400s, or 4400s. Also [PSYC UN1010](#) Mind, Brain and Behavior (no longer offered).
- Group III—Social, personality, and abnormal: courses numbered in the 2600s, 3600s, or 4600s.

Research Methods courses do not fulfill any of the Group distribution requirements.

#### Seminar Requirement

Students must complete one course meeting the Seminar requirement. A seminar course must be taken for 3 or more points.

All courses offered through the Columbia Psychology Department and numbered in the 3200s, 3400s, 3600s, 4200s, 4400s, and 4600s count toward the seminar requirement. Not all Barnard courses taught in a seminar format fulfill this requirement—see Barnard Courses, below, for more information.

Seminars are usually taken in the junior and senior year as a culmination of the major program, but any students who have met the prerequisites and gain the instructor's permission to join the course may enroll. Enrollment in all 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, senior thesis research intensive, and supervised individual research courses ([PSYC UN3910](#) HONORS SEMINAR, [PSYC UN3920](#) HONORS RESEARCH, [PSYC UN3930](#) Senior Thesis Advanced Research Seminar, and [PSYC UN3950](#) Supervised Individual Research) will not meet the seminar requirement.

For those completing the new major requirements, no course may be counted twice in fulfillment of the above major requirements: separate courses must be taken to fulfill the seminar requirement and each distribution group.

#### Special Elective

The Special Elective encompasses a wide range of courses: those that cut across and connect different sub-disciplines within psychology; those that integrate psychology with other disciplines; those that apply psychology to real-world problems; those that dig deeper into advanced statistics and methods topics; and those that offer hands-on experience with psychology research.

The courses listed [here](#) are pre-approved to count toward the Special Elective requirement. If you would like to count a course that does not appear on the list, please contact your [Program Advisor](#) prior to enrolling.

#### Electives

Additional psychology courses ("electives") must be taken for a total of 11 courses.

Once a student has met the specific requirements of the major, any other psychology or approved cognate courses that they take to complete the 11-course minimum are considered electives.

As described below, these may include a limited number of research courses, transfer courses, and Barnard psychology courses not approved for specific requirements.

No course may be counted twice in fulfillment of the above major requirements.

### **Old Major Requirements (for students who entered Columbia prior to Fall 2020)**

Students must complete 30 or more points to complete the Psychology Major. Those 30 points must include:

1. Introductory Psychology Course
2. One Statistics course
3. One Research Methods course
4. One Group I Course
5. One Group II Course
6. One Group III Course
7. One course meeting the Seminar requirement
8. Enough PSYC electives to complete 30 points

## **Major in Neuroscience and Behavior**

Please read [Guidelines for all Psychology Majors, Concentrators, and Interdepartmental Majors](#) 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](#) and use the appropriate [major requirement checklist](#).

No course may be counted twice in fulfillment of the biology or psychology requirements described below. Many 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 college general chemistry, eleven courses are required to complete the major—six 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](#).

\*NOTE: For students entering in Fall 2024 or later, two biology elective courses will be required. For students entering prior to Fall 2024, one biology elective course will be required.

### **Required Chemistry Courses**

One year of college chemistry is required prior to taking Introductory Biology.

### **Required Biology Courses**

1. [BIOL UN2005](#) INTRO BIO I: BIOCHEM, GEN, MOLEC
2. [BIOL UN2006](#) INTRO BIO II: CELL BIO, DEV/PHYS
3. [BIOL UN3004](#) NEUROBIO I: CELLULAR # MOLECULAR
4. [BIOL UN3005](#) NEUROBIO II: DEVPT # SYSTEMS
5. Two additional 3000- or 4000-level biology course from a [list approved by the biology adviser](#) to the program.  
\*NOTE: For students entering in Fall 2024 or later, two biology elective courses will be required. For students entering prior to Fall 2024, one biology elective course will be required.\*

### **Required Psychology Courses**

1. [PSYC UN1001](#) THE SCIENCE OF PSYCHOLOGY
2. [PSYC UN2430](#) COGNITIVE NEUROSCIENCE or [PSYC UN2450](#) BEHAVIORAL NEUROSCIENCE or [PSYC UN2470](#) Fundamentals of Human Neuropsychology
3. One statistics or research methods course from the following:
  - [PSYC UN1420](#) RESEARCH METHODS - HUMAN BEHAVIOR
  - [PSYC UN1450](#) RESEARCH METHODS - SOCIAL COGNITION # EMOTION
  - [PSYC UN1455](#) RESEARCH METHODS: SOCIAL/PERSONALITY
  - [PSYC UN1490](#) RESEARCH METHODS - COGNITION/DECISION MAKING
  - [PSYC UN1610](#) STATISTICS-BEHAVIORAL SCIENTISTS
  - [PSYC UN1660](#) Advanced Statistical Inference
  - [PSYC UN1920](#) The How-Tos of Research
  - [PSYC UN1950](#) Neuroscience Methods: Cells and Circuits
  - [STAT UN1101](#) INTRODUCTION TO STATISTICS (formerly STAT W1111)
  - [STAT UN1201](#) CALC-BASED INTRO TO STATISTICS (formerly STAT W1211)



- Please note, STAT UN1001 does not count towards the Neuroscience & Behavior major.

4. One additional 2000- or 3000-level psychology lecture course from the approved list [here](#).

\*Please make careful note of this list, as courses not listed here will not count towards the P4 requirement.

5. One advanced psychology seminar from the approved list [here](#)

Note: Students wishing to use a seminar course not listed above to meet the P5 seminar requirement must contact their psychology adviser before enrolling to request permission for an exception. Generally speaking, permission for such exceptions is only granted when there is a compelling case related to the student's research or area of study. Students requesting permission to use a course not on this list must ensure that their substantive coursework in the seminar (generally their final paper) is on a neuroscience-focused topic.

#### 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 a Biology Department adviser.

### A note on double counting and multiple programs

All students attempting to complete double majors, double concentrations, or a combination of a major and a concentration should consult the college rules for double counting of [courses](#).

The psychology department does not place additional restrictions on double counting. Students with questions about double counting should consult their academic advisor.

Psychology program advisors do not advise about double counting.

Students may not double-major in both Psychology and Neuroscience & Behavior, since both of these programs are housed in the same department.

Because of the overlap between the Cognitive Science major and both Psychology and Neuroscience & Behavior, students should not plan to pursue a double major in those two programs.

### Minor in Psychology

The Psychology Department does not currently offer any minors.

SEAS students pursuing a minor in Psychology should consult with their SEAS advisors; the Columbia Psychology Department does not administer that program.

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

### Concentration in Psychology

Please read [Guidelines for all Psychology Majors, Concentrators, and Interdepartmental Majors](#) above.

#### Concentration Requirements

Students must complete 7 courses in Psychology or an approved cognate discipline. To count toward the concentration, a course must be taken for 3 or more points. The following requirements must be met:

#### 1. [PSYC UN1001](#) THE SCIENCE OF PSYCHOLOGY

2. A Statistics or Research Methods course ([PSYC UN1610](#) STATISTICS-BEHAVIORAL SCIENTISTS, [STAT UN1001](#) INTRO TO STATISTICAL REASONING, [STAT UN1101](#) INTRODUCTION TO STATISTICS, [STAT UN1201](#) CALC-BASED INTRO TO STATISTICS, or a Research Methods course in the PSYC 14xx's)

3. Either 3 courses in one group, or 1 course in each of the 3 groups: Group I - Cognition & Perception; Group II - Psychobiology & Neuroscience; Group III - Social, Personality, & Abnormal

4. Additional elective courses in psychology to complete the 7-course requirement

Restrictions on research credits, Barnard credits, non-psychology courses, and transfer credits are modified from those of the psychology major as follows:

- No more than 2 transfer courses from other institutions can be applied toward the concentration.
- No more than 3 total courses from outside Columbia (Barnard and/or transfer) can be applied to the concentration.
- A maximum of 1 non-PSYC course can count toward concentration requirements (e.g., courses taken in the Statistics Department; cognate courses offered through Philosophy, Business, Law, etc.).
- No more than 1 semester of [PSYC UN3950](#) SUPERVISED INDIVIDUAL RESEARCH or other supervised research course (taken for 3 or 4 points) can count towards 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 Psychology Concentration.

Old Concentration Requirements (for students entering Columbia prior to Fall 2020)

A concentration in psychology requires a minimum of 18 points, including PSYC UN1001 THE SCIENCE OF PSYCHOLOGY or PSYC UN1021 Science of Psychology: Explorations and Applications 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 # RESEARCH SEMINAR: TODDLER CENTER, PSYC BC3473 CLINICAL FIELD PRACTICUM, 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 at other institutions may be applied toward the concentration

Barnard Lab courses do not count towards the Research Methods requirement of the Psychology Major or Concentration.

### **PSYC UN1001 THE SCIENCE OF PSYCHOLOGY. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement  
Enrollment may be limited. Attendance at the first two class periods is mandatory.

Prerequisites: **BLOCKED CLASS. EVERYONE MUST JOIN WAITLIST TO BE ADMITTED** 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 UN1001 serves as a prerequisite for further psychology courses and should be completed by the sophomore year

#### **Fall 2024: PSYC UN1001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1001	001/10689	T Th 1:10pm - 2:25pm 501 Schermerhorn Hall	Patricia Lindemann	3.00	176/200

PSYC 1001	002/13843	M W 11:40am - 12:55pm 501 Schermerhorn Hall	Sarah DeMoya	3.00	166/200
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PSYC 1001	003/10670	M W 10:10am - 11:25am 501 Schermerhorn Hall	Nora Isacoff	3.00	154/200
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#### **Spring 2025: PSYC UN1001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1001	001/11791	T Th 1:10pm - 2:25pm 501 Schermerhorn Hall	Patricia Lindemann	3.00	207/224
PSYC 1001	002/11792	T Th 10:10am - 11:25am 501 Schermerhorn Hall	John Thorp	3.00	198/225
PSYC 1001	AU1/18826	T Th 1:10pm - 2:25pm Othr Other	Patricia Lindemann	3.00	5/5
PSYC 1001	AU2/18827	T Th 10:10am - 11:25am Othr Other	John Thorp	3.00	4/5

### **PSYC UN1021 Science of Psychology: Explorations and Applications. 3.00 points.**

UN1021 offers a broad introductory survey of psychological science, discussing relations between the brain, behavior, and experience, with regard to topics including: sensation and perception; learning, memory, language, and cognition; emotions and motivation; development, personality, health and well-being, and social behavior. The course emphasizes science as a process of discovering both new ideas and new empirical results -- and the ways in which psychological research can be used to address real-world challenges

### **PSYC UN1420 RESEARCH METHODS - HUMAN BEHAVIOR. 4.00 points.**

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.

Prerequisites: PSYC UN1001 and a statistics course (PSYC UN1610 or the equivalent), or the instructor's permission.

Corequisites: PSYC UN1421 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

#### **Fall 2024: PSYC UN1420**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1420	001/14751	M 4:10pm - 6:00pm 200b Schermerhorn Hall	John Thorp	4.00	37/37

#### **Spring 2025: PSYC UN1420**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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PSYC 1420 001/11801	M 4:10pm - 6:00pm	Patricia Lindemann	4.00	46/52
	614 Schermerhorn Hall			

### PSYC UN1421 RESEARCH METHODS-HUM BEHAV LAB. 0.00 points.

Limited enrollment in each section.

Corequisites: PSYC UN1420

Corequisites: PSYC UN1420

#### Fall 2024: PSYC UN1421

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1421 001/14791		M 6:10pm - 8:00pm	John Thorp	0.00	19/19
		200b Schermerhorn Hall			
PSYC 1421 002/14792		T 6:10pm - 8:00pm	John Thorp	0.00	18/19
		200c Schermerhorn Hall			

#### Spring 2025: PSYC UN1421

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1421 001/11809		M 6:10pm - 8:00pm	Patricia Lindemann	0.00	16/20
		200b Schermerhorn Hall			
PSYC 1421 002/11810		M 6:10pm - 8:00pm	Patricia Lindemann	0.00	15/15
		200c Schermerhorn Hall			
PSYC 1421 003/11814		T 2:10pm - 4:00pm	Patricia Lindemann	0.00	15/15
		200c Schermerhorn Hall			

### PSYC UN1450 RESEARCH METHODS - SOCIAL COGNITION # EMOTION. 4.00 points.

Attendance at the first class is essential. Priority given to psychology majors. Fee: \$70.

Prerequisites: PSYC UN1001 or PSYC UN1010 *PSYC W1001* or *PSYC W1010*, and a statistics course (*PSYC W1610* or the equivalent), or the instructor's permission.

Corequisites: PSYC UN1451

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 2024: PSYC UN1450

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1450 001/14844		M 10:10am - 12:00pm	Kevin Ochsner	4.00	48/55
		332 Uris Hall			

### PSYC UN1451 RESEARCH METHODS - SOCIAL COGNITION # EMOTION - LAB. 0.00 points.

Limited enrollment in each section.

Corequisites: PSYC UN1450

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 2024: PSYC UN1451

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1451 001/14847		W 10:10am - 12:00pm	Kevin Ochsner	0.00	18/18
		467 Ext Schermerhorn Hall			
PSYC 1451 002/14850		W 10:10am - 12:00pm	Kevin Ochsner	0.00	17/15
		608 Lewisohn Hall			
PSYC 1451 003/14852		W 12:10pm - 2:00pm	Kevin Ochsner	0.00	14/18
		200c Schermerhorn Hall			

### PSYC UN1455 RESEARCH METHODS: SOCIAL/ PERSONALITY. 4.00 points.

Fee: \$70.

Prerequisites: PSYC UN1001 or PSYC UN1010 *PSYC W1001* or *PSYC W1010*, and a statistics course (*PSYC W1610* or the equivalent), or the instructor's permission.

Corequisites: PSYC UN1456

Prerequisites: PSYC UN1001 or PSYC UN1010 and a statistics course (*PSYC UN1610* or the equivalent), or the instructors permission. Corequisites: PSYC UN1456 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 2025: PSYC UN1455

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1455 001/11816		M 10:10am - 12:00pm	Niall Bolger	4.00	32/35
		200b Schermerhorn Hall			

### PSYC UN1456 RESEARCH METHODS:SOCIAL/ PERSONALITY. 0.00 points.

Limited enrollment in each section.

Corequisite: PSYC UN1455

#### Spring 2025: PSYC UN1456

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1456 001/11817		W 10:10am - 12:00pm	Niall Bolger	0.00	18/15
		200b Schermerhorn Hall			
PSYC 1456 002/11819		W 2:10pm - 4:00pm	Niall Bolger	0.00	14/15
		200b Schermerhorn Hall			

**PSYC UN1490 RESEARCH METHODS - COGNITION/DECISION MAKING. 4.00 points.**

Corequisites: PSYC UN1491

Corequisites: PSYC UN1491 Prerequisites: Science of Psychology (PSYC 1001) or Mind, Brain, - Behavior (PSYC 1010) or equivalent intro psych course, plus an introductory statistics course. Introduces research methods employed in the study of the cognitive and social determinants of thinking and decision making. Students gain experience in the conduct of research, including: design of simple experiments; observation and preference elicitation techniques; the analysis of behavioral data, considerations of validity, reliability, and research ethics; and preparation of written and oral reports. Note: Fee: \$70.

Attendance at the first class is essential

**PSYC UN1491 RESEARCH METHODS - COGNITION/DECISION LAB. 0.00 points.**

Prerequisites: (PSYC UN1001 or PSYC UN1010) and (PSYC UN1610 or STAT UN1001 or STAT UN1101 or STAT UN1201)

Corequisites: PSYC UN1490

Prerequisites: PSYC UN1001 and (PSYC UN1610 or STAT UN1001 or STAT UN1101 or STAT UN1201) Or equivalent introductory psychology and statistics courses. Corequisites: PSYC UN1490 Required lab for PSYC UN1490

**PSYC UN1610 STATISTICS-BEHAVIORAL SCIENTISTS. 4.00 points.**

Lecture and lab. Priority given to psychology majors. Fee \$70.

Prerequisites: PSYC UN1001 or PSYC UN1010 *PSYC W1001* or *PSYC W1010*. Recommended preparation: one course in behavioral science and knowledge of high school algebra.

Corequisites: PSYC UN1611

Prerequisites: PSYC UN1001 or PSYC UN1010

Recommended preparation: one course in behavioral science and knowledge of high school algebra. Corequisites: PSYC UN1611 Introduction to statistics that concentrates on problems from the behavioral sciences

**Fall 2024: PSYC UN1610**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1610	001/10692	T Th 11:40am - 12:55pm 200b Schermerhorn Hall	Katherine Fox-Glassman	4.00	39/40

**Spring 2025: PSYC UN1610**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1610	001/12985	T Th 10:10am - 11:25am 233 Seeley W. Mudd Building	Christopher Baldassano	4.00	49/45

**PSYC UN1611 STATISTICS-BEHAVIORAL SCIENTISTS-LAB. 0.00 points.**

Limited enrollment in each section.

Corequisites: PSYC UN1610

Corequisites: PSYC UN1610 Required lab section for PSYC UN1610

**Fall 2024: PSYC UN1611**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1611	001/10678	Th 4:10pm - 6:00pm 200b Schermerhorn Hall	Katherine Fox-Glassman	0.00	17/15
PSYC 1611	002/10681	Th 6:10pm - 8:00pm 200c Schermerhorn Hall	Katherine Fox-Glassman	0.00	16/15
PSYC 1611	003/18784	F 12:10pm - 2:00pm 200b Schermerhorn Hall	Katherine Fox-Glassman	0.00	6/15

**Spring 2025: PSYC UN1611**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1611	001/13859	Th 2:10pm - 4:00pm 200b Schermerhorn Hall	Christopher Baldassano	0.00	18/15
PSYC 1611	002/13860	Th 4:10pm - 6:00pm 200b Schermerhorn Hall	Christopher Baldassano	0.00	17/15
PSYC 1611	003/13862	Th 4:10pm - 6:00pm 200c Schermerhorn Hall	Christopher Baldassano	0.00	15/15

**PSYC UN1910 Research Ethics in Psychology. 4 points.**

Prerequisites: (PSYC UN1001) or

This course explores the ethical theory, principles, codes and standards applicable to research in psychology and the complexities inherent in ethical research practice.

**PSYC UN1930 Behavioral Data Science. 4 points.**

CC/GS: Partial Fulfillment of Science Requirement

This course covers the basic skills and knowledge needed to address psychological research questions using data science methods. Topics cover the full scope of a behavioral data science research project including data acquisition, data processing, and data analysis.

**PSYC UN1990 Global Behavioral Science. 4.00 points.**

This course builds on fundamentals of psychological and behavioral science by exploring reproducibility and replication on a global level. Students will learn from a wide range of studies and their real-world implications

**PSYC UN2215 Cognition and the Brain. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

**Not offered during 2023-2024 academic year.**

Prerequisites: *PSYC W1001* or *PSYC W1010* (recommended) or the instructor's permission.

How mental activities -- particularly human cognitive processes -- are implemented in the brain, with some emphasis on methods and findings of neuroscience. Topics include long term and working memory, attention and executive processes, concepts and categorization, decision making, and language.



**PSYC UN2220 COGNITION: MEMORY AND STRESS. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement  
Attendance at the first class is mandatory.

Prerequisites: PSYC UN1001 or PSYC UN1010 *PSYC W1001* or *PSYC W1010*, or the instructor's permission.

Prerequisites: PSYC UN1001 or PSYC UN1010 or the instructors permission. Memory, attention, and stress in human cognition

**Fall 2024: PSYC UN2220**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2220	001/10668	M W 1:10pm - 2:25pm 602 Hamilton Hall	Janet Metcalfe	3.00	49/75

**PSYC UN2235 THINKING AND DECISION MAKING. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: an introductory course in psychology.

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 2025: PSYC UN2235**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2235	001/11826	T Th 11:40am - 12:55pm 501 Schermerhorn Hall	Katherine Fox-Glassman	3.00	117/120

**PSYC UN2250 Evolution of Cognition. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: PSYC UN1001 or PSYC UN1010 or *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.

**PSYC UN2280 Developmental Psychology. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement  
Enrollment may be limited. Attendance at the first two classes is mandatory.

Prerequisites: PSYC UN1001 or PSYC UN1010 *PSYC W1001* or *PSYC W1010*, or the equivalent.

Prerequisites: PSYC UN1001 or PSYC UN1010 or the equivalent. Introduction to the scientific study of human

development, with an emphasis on psychobiological processes underlying perceptual, cognitive, and emotional development

**Fall 2024: PSYC UN2280**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2280	001/10695	T Th 4:10pm - 5:25pm 501 Schermerhorn Hall	Nim Tottenham	3.00	135/150

**PSYC UN2420 ANIMAL BEHAVIOR. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: PSYC UN1001 or PSYC UN1010 or *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.

**PSYC UN2430 COGNITIVE NEUROSCIENCE. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: PSYC UN1001 or

Prerequisites: PSYC UN1001 or equivalent introductory course in Psychology This course provides an in-depth survey of data and models of a wide variety of human cognitive functions.

Drawing on behavioral, neuropsychological, and neuroimaging research, the course explores the neural mechanisms underlying complex cognitive processes, such as perception, memory, and decision making. Importantly, the course examines the logic and assumptions that permit us to interpret brain activity in psychological terms

**Fall 2024: PSYC UN2430**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2430	001/10671	M W 2:40pm - 3:55pm 501 Schermerhorn Hall	Alfredo Spagna	3.00	104/130

**Spring 2025: PSYC UN2430**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2430	001/13711	T Th 1:10pm - 2:25pm 614 Schermerhorn Hall	Lila Davachi	3.00	97/120

**PSYC UN2440 Language and the Brain. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *PSYC W1001* or *PSYC W1010*, or the instructor's permission.

Introduction to psychological research on human language and communication and to brain mechanisms supporting language processing. Topics include comprehension and production of speech sounds, words and sentences; reading and writing; bilingualism; communication behavior.

**PSYC UN2450 BEHAVIORAL NEUROSCIENCE. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: PSYC UN1001 or PSYC UN1010 *PSYC W1001* or *PSYC W1010*, or the instructor's permission.

Prerequisites: PSYC UN1001 or PSYC UN1010 or the instructors 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 2025: PSYC UN2450**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2450	001/11829	M W 10:10am - 11:25am 614 Schermerhorn Hall	Sarah DeMoya	3.00	72/72

**PSYC UN2460 DRUGS AND BEHAVIOR. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *PSYC W1001* or *PSYC W1010*, or the equivalent.  
Prerequisites: PSYC W1001 or PSYC W1010, or the equivalent. The effects of psychoactive drugs on the brain and behavior**Fall 2024: PSYC UN2460**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2460	001/10698	T Th 8:40am - 9:55am 501 Schermerhorn Hall	Carl Hart	3.00	118/150

**PSYC UN2470 Fundamentals of Human Neuropsychology. 3.00 points.**

Fundamentals of Human Neuropsychology is an intermediate-level lecture course, which explores how the analysis of lesion patterns extended across brain networks has offered invaluable insights on the relationship between brain and behavior and deepened our understanding of the causal relationships between brain lesions and their clinical consequences

**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.

**PSYC UN2610 INTRODUCTION TO PERSONALITY. 3.00 points.**

Prerequisites: an introductory psychology course.

A survey of the important methods, findings, and theories in the field of personality research.

**Fall 2024: PSYC UN2610**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2610	001/10691	T Th 10:10am - 11:25am 141 Uris Hall	Usha Barahmand	3.00	40/60

**PSYC UN2620 ABNORMAL BEHAVIOR. 3.00 points.**

Prerequisites: An introductory psychology course. Examines definitions, theories, and treatments of abnormal behavior

**Fall 2024: PSYC UN2620**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2620	001/10697	T Th 4:10pm - 5:25pm 301 Uris Hall	E'mett McCaskill	3.00	198/210

**Spring 2025: PSYC UN2620**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2620	001/11831	F 1:10pm - 3:40pm 329 Pupin Laboratories	Jeffrey Cohen	3.00	76/100

**PSYC UN2630 SOCIAL PSYCHOLOGY. 3.00 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 2024: PSYC UN2630**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2630	001/10694	T Th 2:40pm - 3:55pm 501 Schermerhorn Hall	Tory Higgins	3.00	90/150

**PSYC UN2640 INTRO TO SOCIAL COGNITION. 3.00 points.**

Prerequisites: an introductory course in psychology or the instructor's permission.

Prerequisite: An introductory psychology course. An introduction to basic concepts in social cognition, an approach to understanding social judgment and behavior by investigating the underlying mental processes. Topics include attitudes, identity, and prejudice, among others

**PSYC UN2650 INTRO TO CULTURAL PSYCHOLOGY. 3.00 points.**

Prerequisites: none; some basic knowledge of social psychology is desirable.

A comprehensive examination of how culture and diversity shape psychological processes. The class will explore psychological and political underpinnings of culture and diversity, emphasizing social psychological approaches. Topics include culture and social cognition, group and identity formation, psychology of multiculturalism, stereotyping, prejudice, and gender. Applications to real-world phenomena discussed.

**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.

**PSYC UN2690 Frontiers of Justice. 4.00 points.**

Frontiers of Justice is designed to encourage students and equip them with the skills to become active and effective “Change Agents” within their academic institutions and larger communities. Oriented by the question, What does justice look like?, this course aims to raise political and social awareness and engagement with the challenges facing New York City and strengthen ties between Columbia University, disadvantaged communities, and city government agencies and community organizations. Through sharing ideas about how to make structural and systemic change in ways that integrate science, law, politics, history, narrative and community engagement, the course is intended to support students in working to break down racial and ethnic barriers and toward a more fair and just society

**PSYC UN3270 COMPUT APPROACHES-HUMAN VISION. 3.00 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.

Prerequisites: some background in psychology and/or neurophysiology (e.g. *PSYC UN1001*, *PSYC UN1010*, *PSYC UN2230*, *PSYC UN2450*; *BIOL UN3004* or *BIOL UN3005*) is desirable. See instructor if you have questions about your background. Some background in mathematics and computer science (e.g. calculus or linear algebra, a programming language) is highly recommended. Study of human vision--both behavioral and physiological data--within a framework of computational and mathematical descriptions. Please contact Prof. Graham by e-mail (nvg1@columbia.edu) if you are interested in this course

**PSYC UN3280 Seminar In Infant Development. 3 points.**

Prerequisites: a course in perception, cognition or developmental psychology, and the instructor's permission. Analysis of human development during the first year of life, with an emphasis on infant perceptual and cognitive development.

**PSYC UN3290 Self: A Cognitive Exploration (Seminar). 4 points.**

**Not offered during 2023-2024 academic year.**

Prerequisites: *PSYC W1001* or *PSYC W1010*, or the equivalent, plus the instructor's permission.

What does it mean to have a sense of self? Is it uniquely human? Taking a cognitive perspective, we will discuss these

questions as well as self-reflective and self-monitoring abilities, brain structures relevant to self-processing, and disorders of self. We will also consider the self from evolutionary, developmental, neuroscience, and psychopathological perspectives.

**PSYC UN3445 THE BRAIN AND MEMORY. 4.00 points.**

Prerequisites: (*PSYC UN1010*) or

Prerequisites: (*PSYC UN1010*) or Equivalent introductory course in neuroscience or cognitive psychology and the instructors permission This seminar will give a comprehensive overview of episodic memory research: what neuroimaging studies, patient studies, and animal models have taught us about how the brain creates, stores, and retrieves memories

**PSYC UN3450 Evolution of Intelligence, Animal Communication, # Language. 3.00 points.**

Prerequisites: *PSYC W1001* or *PSYC W1010*, and the instructor's permission.

Prerequisites: *PSYC UN1001*, and the instructors permission.

A systematic review of the evolution language covering the theory of evolution, conditioning theory, animal communication, ape language experiments, infant cognition, preverbal antecedents of language and contemporary theories of language

**Fall 2024: PSYC UN3450**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3450	001/10688	T 2:10pm - 4:00pm 405 Schermerhorn Hall	Herbert Terrace	3.00	3/15

**PSYC UN3481 CRITICAL PERIODS IN BRAIN. 4.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (*PSYC UN1010* or

The majority of our mental capacities—ranging from basic sensory functions to more advanced social, emotional and cognitive capabilities—take many years to develop and are highly influenced by environmental signals encountered during particular developmental ‘critical periods’. In this seminar we will explore examples of these periods across diverse brain systems and behaviors, ranging from vision and audition to social, emotional and cognitive development, by considering each example in the context of human brain function and behavior as well as at the level of more detailed neurobiological mechanisms underlying these changes elucidated by studies using non-human animal systems.

**PSYC UN3496 NEUROSCIENCE AND SOCIETY. 3.00 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

**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 2024: PSYC UN3615**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3615	001/10686	T 4:10pm - 6:00pm 200b Schermerhorn Hall	Geraldine Downey, Bianca Marlin	4	24/35
PSYC 3615	JE1/21729	Th 6:00pm - 8:30pm  Othr Other	Geraldine Downey	4	8/8

**PSYC UN3620 SEM-DEVELOPMNTL PSYCHOPATHOLGY. 4.00 points.**

Prerequisites: at least two of the following courses: (UN1001, UN1010, UN2280, UN2620, UN2680, UN3280) and the instructor's permission. Developmental psychopathology posits that it is development itself that has gone awry when there is psychopathology. As such, it seeks to understand the early and multiple factors contributing to psychopathology emerging in childhood and later in life. We will use several models (e.g. ones dominated by biological, genetic, and psychological foci) to understand the roots of mental illness

**Fall 2024: PSYC UN3620**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3620	001/10700	W 10:10am - 12:00pm 423 Kent Hall	Hannah Hoch	4.00	15/15

**Spring 2025: PSYC UN3620**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3620	001/11839	T 10:10am - 12:00pm 522b Kent Hall	Hannah Hoch	4.00	15/15

**PSYC UN3621 Creativity and the Good Life. 4 points.**

Prerequisites: PSYC UN1001 or

Is it possible to make sense of something as elusive as creativity? Yes, it is. This seminar will review the latest science of creativity, and how creativity is relevant to everyday life, society, and the good life. A wide variety of perspectives within the field will be highlighted, including different theories of the creative process and ways of assessing creativity.

**PSYC UN3623 TOPICS IN CLINICAL PSYCHOLOGY. 4.00 points.**

Prerequisites: (PSYC UN1001)

Prerequisites: (PSYC UN1001) Instructor permission required. A seminar for advanced undergraduate students exploring different areas of clinical psychology. This course will provide you with a broad overview of the endeavors of clinical

psychology, as well as discussion of its current social context, goals, and limitations

**Fall 2024: PSYC UN3623**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3623	001/10679	Th 4:10pm - 6:00pm 405 Schermerhorn Hall	Jeffrey Cohen	4.00	15/15
PSYC 3623	002/10701	W 12:10pm - 2:00pm 200b Schermerhorn Hall	Irit Felsen	4.00	17/18

**Spring 2025: PSYC UN3623**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3623	001/11843	Th 10:10am - 12:00pm 200b Schermerhorn Hall	Usha Barahmand	4.00	13/15
PSYC 3623	002/11844	W 12:10pm - 2:00pm 200b Schermerhorn Hall	Irit Felsen	4.00	13/15

**PSYC UN3624 Adolescent Mental Health: Causes, Correlates, Consequences. 4.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: PSYC UN1001 and

Prerequisites: PSYC UN1001 and Prior coursework in Abnormal Psychology and Research Methods strongly preferred. Adolescence is a peak period for the onset of mental disorders and suicidal behaviors. The seminar is designed to enhance understanding of topics including, prevalence, etiology, risk factors, mechanisms, prevention and treatment approaches, and ethical considerations related to clinical research

**Fall 2024: PSYC UN3624**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3624	001/10682	T 10:10am - 12:00pm 602 Northwest Corner	Randy Auerbach	4.00	16/15

**PSYC UN3625 CLINICAL NEUROPSYCHOLOGY. 3.00 points.**

Prerequisites: an introductory course in neuroscience, like *PSYC W1010* or *PSYC W2450*, and the instructor's permission.

Prerequisites: an introductory course in neuroscience, like PSYC UN1010 or PSYC UN2450, 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 2025: PSYC UN3625**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3625	001/11845	T 4:10pm - 6:00pm 200b Schermerhorn Hall	E'mett McCaskill	3.00	14/18



**PSYC UN3661 Happiness Studies Seminar. 3 points.**

The aim of the course is to introduce students to the field of happiness studies. Drawing on research from the field of psychology, systems thinking, psychology, neuroscience, and other disciplines, the course explores key components of personal, interpersonal, and societal happiness.

**PSYC UN3680 SOCIAL COGNITIVE NEUROSCIENCE. 3.00 points.**

**Not offered during 2023-2024 academic year.**

Prerequisites: at least two of the following courses: *PSYC W1001*, *PSYC W1010*, *PSYC W2630*, *PSYC W3410*, *PSYC W3480*, *PSYC W3485*; and the instructor's permission.

Social cognitive neuroscience seeks to integrate the theories and methods of its parent disciplines, social psychology and cognitive neuroscience. As such, it seeks to explain social and emotional behavior at three levels of analysis: The social level, which includes descriptions of experience, behavior, and context; the cognitive level, which specifies information processing (i.e. psychological) mechanisms; and the neural level, which specifies neural systems that instantiate these processes. The course begins with foundational concepts (multilevel analyses of behavior, converging evidence, the evolution of the human brain), which students use to analyze findings in number of core content domains (including emotional appraisal, emotion regulation, person perception, social affiliation and rejection, individual differences).

Prerequisites: Course equivalents of at least two of the following courses (*W1001*, *W1010*, *W2630*, *W3410*, *W3480*, *W3485*) and/or the instructor's permission

**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.

**PSYC UN3691 Interpersonal Cognition Seminar: Close Relationships, Identity, and Memory. 4 points.**

Prerequisites: *PSYC UN2630* or *PSYC UN2640*

What makes people 'click'? How does interpersonal closeness develop? How do close relationships influence our thought processes, behaviors, and identities? How do our conversations with relationship partners change our memories of events and our perceptions of reality? And finally, what are the implicit and explicit cognitive mechanisms underlying these processes?

The primary objective of this course will be to provide you with the relevant literature, theoretical background, methodological proficiency, and critical thinking and communication skills to articulate your own answers to these questions, and to propose future studies in the field.

**PSYC UN3910 HONORS SEMINAR. 1.00 point.**

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

**PSYC UN3920 HONORS RESEARCH. 1.00-4.00 points.**

May be repeated for additional credit.

Prerequisites: open to students in the honors program only.

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 UN3950* and *PSYC UN3920*. No more than 12 points of *PSYC UN3920* may be applied toward the honors program in psychology. Special research topics arranged with the instructors of the department leading toward a senior honors paper

**PSYC UN3950 SUPERVISED INDIVIDUAL RESEARCH. 0.00-4.00 points.**

1-4 points. May be repeated for credit. Prerequisites: the instructors 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 UN3950* and *PSYC UN3920*. No more than 8 points of *PSYC UN3950* 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 2024: PSYC UN3950**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3950	001/14944		Mariam Aly	0.00-4.00/5	
PSYC 3950	002/14945		Dima Amso	0.00-4.00/5	
PSYC 3950	003/14946		Christopher Baldassano	0.00-4.00/5	
PSYC 3950	004/14947		Niall Bolger	0.00-4.00/5	
PSYC 3950	005/14948		Lila Davachi	0.00-4.00/5	
PSYC 3950	006/14949		Sarah DeMoya	0.00-4.00/5	
PSYC 3950	007/14950		Geraldine Downey	0.00-4.00/5	
PSYC 3950	008/14951		Katherine Fox-Glassman	0.00-4.00/5	
PSYC 3950	009/14953		Jon Freeman	0.00-4.00/5	
PSYC 3950	010/14954		Carl Hart	0.00-4.00/5	
PSYC 3950	011/14955		Tory Higgins	0.00-4.00/5	

PSYC 3950 012/14956	Nora Isacoff	0.00-4.00/5
PSYC 3950 013/14957	Sheena Iyengar	0.00-4.00/5
PSYC 3950 014/14958	Nikolaus Kriegeskorte	0.00-4.00/5
PSYC 3950 015/14959	Patricia Lindemann	0.00-4.00/5
PSYC 3950 016/14961	Bianca Marlin	0.00-4.00/5
PSYC 3950 017/14962	Janet Metcalfe	0.00-4.00/5
PSYC 3950 018/14963	Meghan Meyer	0.00-4.00/5
PSYC 3950 019/14964	Michael Morris	0.00-4.00/5
PSYC 3950 020/14966	Kevin Ochsner	0.00-4.00/5
PSYC 3950 021/14967	Valerie Purdie-Greenaway	0.00-4.00/5
PSYC 3950 022/14969	Daphna Shohamy	0.00-4.00/5
PSYC 3950 023/14970	Rae Silver	0.00-4.00/5
PSYC 3950 024/14971	Larisa Solomon	0.00-4.00/5
PSYC 3950 025/14973	Alfredo Spagna	0.00-4.00/5
PSYC 3950 026/14974	Yaakov Stern	0.00-4.00/5
PSYC 3950 027/14975	Herbert Terrace	0.00-4.00/5
PSYC 3950 028/14976	John Thorp	0.00-4.00/5
PSYC 3950 029/14978	Nim Tottenham	0.00-4.00/5
PSYC 3950 030/14979	Sarah Woolley	0.00-4.00/5

**Spring 2025: PSYC UN3950**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3950 001/11886			Dima Amso	0.00-4.00/5	
PSYC 3950 002/11887			Christopher Baldassano	0.00-4.00/5	
PSYC 3950 003/11888			Niall Bolger	0.00-4.00/5	
PSYC 3950 004/11889			Lila Davachi	0.00-4.00/5	
PSYC 3950 005/11890			Geraldine Downey	0.00-4.00/5	
PSYC 3950 006/11894			Katherine Fox-Glassman	0.00-4.00/5	
PSYC 3950 007/11896			Jon Freeman	0.00-4.00/5	
PSYC 3950 008/11897			Carl Hart	0.00-4.00/5	
PSYC 3950 009/11898			Tory Higgins	0.00-4.00/5	
PSYC 3950 010/11899			Sheena Iyengar	0.00-4.00/5	
PSYC 3950 011/11900			Nikolaus Kriegeskorte	0.00-4.00/5	
PSYC 3950 012/11901			Patricia Lindemann	0.00-4.00/5	

PSYC 3950 013/11902	Bianca Marlin	0.00-4.00/5
PSYC 3950 014/11905	Janet Metcalfe	0.00-4.00/5
PSYC 3950 015/11907	Meghan Meyer	0.00-4.00/5
PSYC 3950 016/11909	Michael Morris	0.00-4.00/5
PSYC 3950 017/11911	Kevin Ochsner	0.00-4.00/5
PSYC 3950 018/11914	Valerie Purdie-Greenaway	0.00-4.00/5
PSYC 3950 019/11916	Daphna Shohamy	0.00-4.00/5
PSYC 3950 020/11917	Rae Silver	0.00-4.00/5
PSYC 3950 021/11920	Larisa Solomon	0.00-4.00/5
PSYC 3950 022/11921	Alfredo Spagna	0.00-4.00/5
PSYC 3950 023/11925	Yaakov Stern	0.00-4.00/5
PSYC 3950 024/11926	Herbert Terrace	0.00-4.00/5
PSYC 3950 025/11929	Nim Tottenham	0.00-4.00/5
PSYC 3950 026/11931	Sarah Woolley	0.00-4.00/5
PSYC 3950 027/11932		0.00-4.00/5
PSYC 3950 028/11934	John Thorp	0.00-4.00/5
PSYC 3950 029/11936	Nora Isacoff	0.00-4.00/5

**PSYC GU4202 Theories of Change in Human Development. 4.00 points.**

What are the agents of developmental change in human childhood? How has the scientific community graduated from nature versus nurture, to nature and nurture? This course offers students an in-depth analysis of the fundamental theories in the study of cognitive and social development

**Fall 2024: PSYC GU4202**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4202 001/10699		W 10:10am - 12:00pm 405 Schermerhorn Hall	Dima Amso	4.00	14/15

**Spring 2025: PSYC GU4202**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4202 001/11848		W 10:10am - 12:00pm 405 Schermerhorn Hall	Dima Amso	4.00	15/15

**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.

**PSYC GU4223 MEMORY # EXEC FUNCT:LIFESPAN. 4.00 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. Prerequisites: the instructors permission, plus *PSYC UN1001* or *PSYC UN1010*, 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

**PSYC GU4224 Consciousness and Cognitive Science. 4.00 points.**

Our human experience is rich: the thrill of falling in love, the spark of a new idea, the zing of table salt, the sharpness of pain. For thousands of years, philosophers, artists, and religious scholars have tried to explain our subjective experience. More recently, neuroscientists and artificial intelligence experts have contributed to this discussion, weighing in on whether we are “more than meat” (as Descartes famously put it), and whether computers can ever be sentient. In this class, we will begin with the big questions and an interdisciplinary overview of consciousness, then delve into psychology’s role. Using literature from perception, memory, emotion, metacognition, attention, and symbolic development, among other areas of psychology, we will see what empirical evidence can tell us about who we are, what we are able to know, and why we even have an experience of the world at all

Spring 2025: PSYC GU4224

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4224	001/11865	T 12:10pm - 2:00pm	Nora Isacoff	4.00	15/15
		200c Schermerhorn Hall			

**PSYC GU4225 CONSCIOUSNESS # ATTENTION. 4.00 points.**

Prerequisites: the instructor's permission; some basic knowledge of cognitive science and neuroanatomy is desirable, but not necessary.

Modern theories attempt to characterize the human mind in terms of information processing. But machines that process information do not seem to feel anything; a computer may for instance receive inputs from a video camera, yet it would

be hard to imagine that it sees or experiences the vividness of colors like we do. Nobody has yet provided a convincing theory as to how to explain the subjective nature of our mental lives in objective physical terms. This is called the problem of consciousness, and is generally considered to be one of the last unsolved puzzles in science. Philosophers even debate whether there could be a solution to this problem at all. Students in this course may be recruited for participation in a voluntary research study. Students who choose not to participate in the study will complete the same course requirements as those who do, and an individual's choice will not affect their grade or status as a student in the course

**PSYC GU4229 ATTENTION AND PERCEPTION. 4.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (PSYC UN1010) or

Prerequisites: (PSYC UN1010) or Equivalent introductory course in neuroscience or cognitive psychology This seminar aims to provide an in-depth overview of neuroscientific knowledge regarding two critical cognitive functions: attention and perception. For each topic, results from behavioral studies are combined with those from recent neurocognitive approaches – primarily neuropsychological and functional brain imaging studies – that reveal the underlying neural networks and brain mechanisms

**PSYC GU4232 Production and Perception of Language. 4 points.**

Prerequisites: two courses in Psychology and the instructor's permission.

Topics include phonetic expression, motoric and perceptual organization, speech codes and memory codes, spoken word recognition, phrase formation, and the effects of context in perception and production.

**PSYC G4230 Sensation and Perception (Seminar). 3 points. Not offered during 2023-2024 academic year.**

Prerequisites: the instructor's permission; some background in perception is required.

Topics on the perception of space. Discussions, reviews, and recent literature.

**PSYC GU4235 SPECIAL TOPICS IN VISION. 3.00 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](mailto:nvg1@columbia.edu)) if you are interested in this course.

Prerequisites: the instructors permission. Please contact Prof. Graham by e-mail ([nvg1@columbia.edu](mailto:nvg1@columbia.edu)) if you are interested in this course

**PSYC GU4236 Machine Intelligence. 4.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

This course will survey historical and modern developments in machine intelligence from fields such as psychology, neuroscience, and computer science, and from intellectual movements such as cybernetics, artificial intelligence, neural networks, connectionism, machine learning, and deep learning. The emphasis is on the conceptual understanding of topics. The course does not include, nor require background in, computer programming and statistics. A crucial aspect of the seminar is for students to become informed consumers of applications of artificial intelligence

**PSYC GU4239 COG NEURO NARRATIVE FILM. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (PSYC UN1010 or

Prerequisites: (PSYC UN1010 or Equivalent introductory course in neuroscience or cognitive psychology This seminar will provide a broad survey of how narrative stories, films, and performances have been used as tools to study cognition in psychology and neuroscience

**PSYC GU4242 Evolution of Language (seminar). 3.00 points.**

Prerequisites: PSYC UN1001 or

This seminar will consider the evolution of language at the levels of the word and grammar, in each instance, phylogenetically and ontogenetically. Since humans are the only species that use language, attention will be paid to how language differs from animal communication.

**PSYC GU4244 LANGUAGE AND MIND. 4.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: PSYC UN1001 and

Prerequisites: PSYC UN1001 and Preferably, an additional course in psychology, focusing on cognition, development, or research methods. Instructor permission required. This seminar explores the relationship between language and thought by investigating how language is mentally represented and processed; how various aspects of language interact with each other; and how language interacts with other aspects of cognition including perception, concepts, world knowledge, and memory. Students will examine how empirical data at the linguistic, psychological, and neuroscientific levels can bear on some of the biggest questions in the philosophy of mind and language and in psychology

Fall 2024: PSYC GU4244

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4244	001/10703	W 2:10pm - 4:00pm 200c Schermerhorn Hall	Nora Isacoff	4.00	14/15

**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.

**PSYC GU4265 AUDITORY PERCEPTION. 3.00 points.**

Prerequisites: PSYC UN1010

Prerequisites: PSYC UN1010 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 2025: PSYC GU4265

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4265	001/11871	Th 4:10pm - 6:00pm 405 Schermerhorn Hall	Sarah Woolley	3.00	13/15

**PSYC GU4270 COGNITIVE PROCESSES. 3.00 points.**

Prerequisites: For undergraduates: one course in cognitive psychology or cognitive neuroscience, or the equivalent, and the instructors 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 peoples self-determined learning, behavior, and their understanding of self

Spring 2025: PSYC GU4270

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4270	001/13508	T 12:10pm - 2:00pm 405 Schermerhorn Hall	Janet Metcalfe	3.00	9/15

**PSYC GU4280 CORE KNOWLEDGE. 4.00 points.**

Prerequisites: For undergraduates: courses in introductory psychology, cognitive or developmental psychology, and the instructor's permission.

Prerequisites: For undergraduates: courses in introductory psychology, cognitive or developmental psychology, and the instructors 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

**Spring 2025: PSYC GU4280**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4280	001/11872	W 2:10pm - 4:00pm	Koleen McCrink	4.00	14/15
		302 Fayerweather			

**PSYC GU4281 The Psychology of Curiosity. 4.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: PSYC UN1001 or

Prerequisites: PSYC UN1001 or equivalent introductory psychology course What is curiosity and how do we study it? How does curiosity facilitate learning? This course will explore the various conceptual and methodological approaches to studying curiosity and curiosity-driven learning, including animal and human studies of brain and behavior

**Spring 2025: PSYC GU4281**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4281	001/13509	W 2:10pm - 4:00pm	Janet Metcalfe	4.00	14/15
		405 Schermerhorn Hall			

**PSYC GU4282 The Neurobiology and Psychology of Play. 4 points.**

CC/GS: Partial Fulfillment of Science Requirement

Play is a highly rewarding activity that is considered critical to cognitive, social, and emotional development. How do we define play and how do we study it? How does play help humans and other animals learn about their world and prepare them for adulthood? This course will examine the latest developments in the field of play from various methodological approaches to understand the relationship between play, learning, and normative development.

**PSYC GU4287 DECISION ARCHITECTURE. 4.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (PSYC UN2235) or

Prerequisites: (PSYC UN2235) or an equivalent course on judgment and decision making ,AND the instructors permission This course reviews current research in the domain of decision architecture: the application of research in cognitive and social psychology to real-world situations with the aim of influencing behavior. This seminar will discuss recent and classic studies, both of decision theory and of applied decision research, to explore the effectiveness—as well as the limitations—of a selection of these behavioral “nudges.”

**PSYC GU4289 THE GAMES PEOPLE PLAY: PSYCH OF STRAT DEC. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (PSYC UN2235) or

Prerequisites: (PSYC UN2235) or equivalent course on judgment and decision-making A seminar course exploring strategic decision making (also known as behavioral game theory). This course examines the psychology underlying situations in which outcomes are determined by choices made by multiple decision makers. The prime objective will be to examine the use of experimental games to test psychological theories

**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.

**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.

**PSYC GU4435 NON-MNEMONIC FUNC OF MEMORY SYSTEMS. 4.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (PSYC UN1010) or

Prerequisites: (PSYC UN1010) or equivalent introductory course in neuroscience or cognitive psychology The past decade has produced an extraordinary amount of evidence that challenges the classic view of a “medial temporal lobe memory system”, namely, the idea that the medial temporal lobe plays a necessary role in long-term memory but not other cognitive functions. This course will introduce these challenges to the traditional perspective by exploring functions of the so-called memory system in domains outside of long-term memory

**PSYC GU4440 TOPICS-NEUROBIOLOGY # BEHAVIOR. 3.00 points.**

Prerequisites: the instructors permission. Examines current topics in neurobiology and behavior

**Fall 2024: PSYC GU4440**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4440	JE1/21730	M 6:00pm - 8:30pm	Shai Berman,	3.00	16/16
		Othr Other	Tessa Montague		

**Spring 2025: PSYC GU4440**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4440	001/11873	M 6:10pm - 8:00pm	Carl Hart	3.00	10/15

405 Schermerhorn  
Hall**PSYC GU4470 PSYCH # NEUROPSYCH OF LANGUAGE. 4.00 points.**

Prerequisites: the instructor's permission. A course in the psychology of language or linguistics is highly recommended. This seminar surveys current theories of language production. We will examine psycholinguistic and neuroimaging studies of word and sentence production conducted with monolingual and bilingual speakers, and individuals with acquired language impairments.

**Fall 2024: PSYC GU4470**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4470	001/10685	T 4:10pm - 6:00pm 405 Schermerhorn Hall	Michele Miozzo	4.00	6/15

**PSYC GU4480 PSYCHOBIOLOGY OF INFANT DEVPT. 4.00 points.**

Prerequisites: (PSYC UN1001 or PSYC UN1010) and *PSYC W1001* or *W1010*, a course in developmental psychology, and the instructor's permission.

Prerequisites: (PSYC UN1001 or PSYC UN1010) and a course in developmental psychology, and the instructors 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 2025: PSYC GU4480**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4480	001/12982	T 4:10pm - 6:00pm 200c Schermerhorn Hall	William Fifer, Morgan Firestein	4.00	15/15

**PSYC GU4482 Neural Plasticity. 4.00 points.**

This seminar provides an overview of the mechanisms and behaviors associated with neural plasticity. Students will obtain a basic working knowledge of the different types of neural plasticity, and how these affect cognition and behaviors

**Fall 2024: PSYC GU4482**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4482	001/10684	T 2:10pm - 4:00pm 516 Hamilton Hall	Tina Kao	4.00	12/15

**Spring 2025: PSYC GU4482**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4482	001/11875	T 10:10am - 12:00pm	Tina Kao	4.00	15/15

200c Schermerhorn  
Hall**PSYC GU4486 Emotional Brain Development. 4.00 points.**

Prerequisites: courses in developmental psychology, and either research methods or affective neuroscience, and the instructor's permission.

There is nothing more important to us than the feelings that we have. But where do our emotions come from and why do we sometimes feel differently from our peers? The reason usually involves an understanding of one's developmental history. This course uses a developmental approach to address emotional brain-behavior relationships. We will discuss theoretical papers and empirical work that covers typical and atypical behavior and the neurobiology that supports behavioral change across age. A translational approach is taken that uses animal models and human examples to illustrate these developmental trajectories. We will cover experimental approaches during discussion of each topic

**Spring 2025: PSYC GU4486**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4486	001/17232	T 2:10pm - 4:00pm 507 Hamilton Hall	Nim Tottenham	4.00	15/20

**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.

**PSYC GU4491 The Parental Brain. 4.00 points.**

This course will provide an overview of the field of parental and social biology, with an emphasis on changes in the adult rodent brain surrounding childbirth and caretaking behavior. We will explore how the experience of parenthood prepares the brain for survival of offspring. We will also discuss the dynamic between caregivers and parents in order to provide the structure necessary to rear young. This course will illustrate the fortitude of molecular, behavioral and circuit level investigations in concert to unveil mechanisms of social learning

**Fall 2024: PSYC GU4491**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4491	001/10683	T 12:10pm - 2:00pm 200c Schermerhorn Hall	Bianca Marlin	4.00	22/25
PSYC 4491	JE1/21808	Th 6:00pm - 8:30pm Othr Other	Rajyashree Sen, Thiago Arzua	4.00	15/15

**PSYC GU4493 Stress and the Brain. 4.00 points.**

This course will use clinical studies and experimental research on animals to understand the impact of stress during various periods of development on brain function and behavior. We will address the long- and short-term consequences of stress on

cognition, emotion, and ultimately psychopathology through investigating how various stressors can induce neurobiological and behavioral outcomes through genetic, epigenetic, and molecular mechanisms in the brain

**Spring 2025: PSYC GU4493**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4493	001/11876	F 2:10pm - 4:00pm 200c Schermerhorn Hall	Jennifer Blaze	4.00	11/15

**PSYC GU4498 BEHAVIORAL EPIGENETICS. 4.00 points.**

Prerequisites: basic background in neurobiology (for instance *PSYC W1010, W2450, W2460, W2480, and G4499*) and the instructor's permission.

Prerequisites: basic background in neurobiology (for instance *PSYC UN1010, UN2450, UN2460, UN2480, and GU4499*) and the instructors 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 2024: PSYC GU4498**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4498	001/10665	F 2:10pm - 4:00pm 200c Schermerhorn Hall	Jennifer Blaze	4.00	12/15

**PSYC GU4612 Frontiers of Justice. 4.00 points.**

Frontiers of Justice is designed to encourage students and equip them with the skills to become active and effective "Change Agents" within their academic institutions and larger communities.. Oriented by the question, What does justice look like?, this course aims to raise political and social awareness and engagement with the challenges facing New York City and strengthen ties between Columbia University, disadvantaged communities, and city government agencies and community organizations. Through sharing ideas about how to make structural and systemic change in ways that integrate science, law, politics, history, narrative and community engagement, the course is intended to support students in working to break down racial and ethnic barriers and toward a more fair and just society

**Spring 2025: PSYC GU4612**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4612	001/13351	T 6:10pm - 8:00pm 200b Schermerhorn Hall	Peter Dixon	4.00	18/20

**PSYC GU4615 PSYCH OF CULTURE & DIVERS. 4 points.**

**Spring 2025: PSYC GU4615**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4615	001/15713	Th 10:10am - 12:00pm 405 Schermerhorn Hall	Valerie Purdie-Greenaway	4	15/21

**PSYC GU4627 Seminar in Anxiety, Obsessive-Compulsive, and Related Disorders. 4.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: PSYC UN1001 or

This seminar course will focus on the etiology and phenomenology of anxiety disorders, obsessive-compulsive disorder (OCD), and OCD-related disorders, as well as their evidence-based treatments

**PSYC GU4630 ADV SEM CURRENT PERS THRY. 3.00 points.**

Open to psychology graduate students and advanced undergraduate psychology majors.

Prerequisites: the instructor's permission.

Critical review and analysis of basic and enduring issues in personality theory, assessment, and research.

**Spring 2025: PSYC GU4630**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4630	001/11878	M 10:10am - 12:00pm 405 Schermerhorn Hall	Svetlana Komissarouk	3.00	0/15

**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.

**PSYC GU4645 CULTR,MOTIVATN,PROSOCIAL BEHAV. 4.00 points.**

Prerequisites: Some knowledge of Research Methods, Statistics, and Social Psychology, plus Instructors 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 2024: PSYC GU4645**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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PSYC 4645 001/10666 M 10:10am - 12:00pm Svetlana Komissarouk 4.00 10/15  
405 Schermerhorn Hall

**PSYC GU4670 THRY-SOCIAL/PERSONALITY PSYCH. 3.00 points.**

Prerequisites: the instructor's permission.

Prerequisites: the instructors 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

**PSYC GU4672 MORAL PSYCHOLOGY. 4.00 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.

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)

**PSYC GU4673 Political Psychology. 4 points.**

This seminar will explore what psychology (mostly social and cognitive) can tell us about politics. The class aims to provide a broad introduction to ideas and methods in the field of political psychology, as well as a deep understanding of a few specific topics.

**PSYC GU4682 FAQs ABOUT LIFE:APPL OF PSYC RSCH TO EVE. 4.00 points.**

Prerequisites: Two courses in psychology, with at least one focusing on statistics and/or research methods in psychology, and permission of the instructor. Review of basic psychological research that is relevant to questions people frequently encounter during the course of everyday life. Potential topics for this seminar include research on decision-making, emotion, and/or interpersonal relationships

Fall 2024: PSYC GU4682

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4682	001/10712	W 2:10pm - 4:00pm 405 Schermerhorn Hall	Larisa Solomon	4.00	8/15

**PSYC GU4685 The science of me, you and us: understanding emotion, the self and social connections. 3.00 points.**

Prerequisite: Course equivalents of at least two of the following courses: UN1001, UN2430, UN2630, UN3410, UN3480,

UN3485; and/or instructor's permission. Why do we feel the way we do, how do we understand ourselves and others, and how does this relate to our social relationships? In this course, we tackle questions like these using an integrative approach that blends social psychology, affective science and neuroscience to uncover how our emotions and social interactions work. To do this, we will draw on multiple types of data to examine human behavior at multiple levels, connecting our social and emotional lives (what we experience and how we act) to cognitive processes (how our minds process information) and underlying neural mechanisms (what's happening in the brain). Across the semester, the course is split into three parts, each one building on insights from the prior section. Part 1 starts with the premise that emotions are at the root of everything we do, exploring where they come from and how we can understand and manage them. Part 2 turns the focus outwards, examining how we make sense of other people and form connections with them. With these two foundational building blocks in place, Part 3 uses what we have learned to understand what happens when things go awry and we end up with momentary - or long-lasting - bouts of anxiety, depression, or loneliness – and what we can do to overcome them and lead a happy and fulfilling life. The overarching goal is to build a nuanced understanding of how and why we think and feel the way we do – about ourselves, other people and our connections to them – that can inform both scientific and personal explorations of what it means to be human

Spring 2025: PSYC GU4685

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4685	001/11880	T 2:10pm - 4:00pm 405 Schermerhorn Hall	Kevin Ochsner	3.00	15/20
PSYC 4685	002/20381		Kevin Ochsner	3.00	7/15

**PSYC GU4686 Barriers and Levers for Behavior Change. 4 points.**

Prerequisites: (PSYC UN1001 or PSYC UN1010) and Seminar course exploring individual, social, and cultural barriers and levers for behavior change, with a focus on social issues, such as motivating pro-environmental action, encouraging positive health behavior change, and promoting charitable giving.

**PSYC GU4690 SOCIAL FACTORS # PSYCHOPATHLOGY. 3.00 points.**

Prerequisites: the instructor's permission.

Prerequisites: the instructors 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

Fall 2024: PSYC GU4690

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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PSYC 4690 JE1/21731      W 9:00am - 12:00pm      Marya Schock      3.00      4/4  
Othr Other

**PSYC GU4695 Psychology of Close Relationships (Seminar). 3 points.**

Prerequisites: Research Methods, statistics, social psychology, and the instructor's permission.

Introduction to leading theoretical perspectives employed by social psychologists in the study of close romantic relationships. Exploration of relationship-relevant constructs (e.g., love, commitment, intimacy, breakups) through the lenses offered by these different theories, and with a critical reading of recent research findings in this field.

**PSYC GU4880 In Service of Equity: Examining Developmental Science through the Lens of Policy. 4.00 points.**

Urie Bronfenbrenner (1974) wrote, "We have now come the full circle and returned to our starting point—issues of social policy as points of departure for the identification of significant theoretical and scientific questions concerning the development of the human organism as a function of interaction with its enduring environment—both actual and potential." This course is designed to examine emotional and cognitive development through the lens of existing financial, social, and educational policies. We will examine the influence - on child development - of inequities in education, household socioeconomic status and poverty, neighborhood socioeconomic status and poverty, access to prenatal care, parental incarceration rates, and systemic racism

**PSYC GU4930 Fundamentals of Human Brain Imaging: from theory to practice. 4.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Fundamentals of human brain imaging is a new advanced course open to undergraduates students from the Psychology, Neuroscience, Engineering, and Statistics Departments, that traces the key steps of the recent "neuroimaging revolution", and introduces the various methodologies and associated analytic approaches that are now available in the field of cognitive neuroscience. Specifically, the course develops around three main questions, currently under-represented in our undergraduate curriculum: 1) What is the advantage to study human cognition using correlational methodologies (e.g., EEG, MEG, fMRI)? 2) Which is the particular contribution of each method in the understanding of brain/behavior relationship? 3) Which are the most common ways to approach the analyze the neuroimaging data? By promoting an inclusive environment and implementing active learning strategies, this course stimulates critical thinking and fosters collaboration among students from different departments

## REGIONAL STUDIES

### EAST CENTRAL EUROPEAN CENTER

<http://ece.columbia.edu/>

**Director:** Prof. Jessica Merrill, [jem2159@columbia.edu](mailto:jem2159@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.

## 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.

A current list of courses available to students interested in East Central European studies can be obtained from the [Center](#), 1228 International Affairs Building.

## RELIGION

### THE RELIGION DEPARTMENT:

Department website: <https://religion.columbia.edu/>

Office location: 80 Claremont, Suite 103

Office contact: 212-854-4122

Director of Undergraduate Studies: Professor Yannik Thiem, 80 Claremont; 212-851-4128; [yannik.thiem@columbia.edu](mailto:yannik.thiem@columbia.edu)

Undergraduate Administrator: NA

## THE STUDY OF RELIGION

The Religion Department's curriculum is designed to engage students in critical, comparative, and interdisciplinary exploration of religious worlds and phenomena in a variety of contexts and at the intersection with various dimensions of culture (such as race, gender, sexuality, class, disability, politics, ethics, popular culture, museums, media, technology). The curriculum aims to prepare students to contribute actively to timely discussions about religion, religious difference, and its roles in a globally connected world.

Apart from preparing for graduate education in religion and adjacent fields, majors, concentrators, and minors also find the Study of Religion to provide them with relevant background and skills for careers in a variety of fields: Education, media, computer science, law, business, medicine, and social work. Religion course offerings are designed to meet the varying needs and interests of students, from those wishing to explore a few topics to complement their other studies or to fulfill global core requirements, to those interested in pursuing a minor or major in Religion.

## STUDENT ADVISING

### Consulting Advisers

Professor Yannik Thiem, 80 Claremont; 212-851-4128;  
yannik.thiem@columbia.edu

## UNDERGRADUATE RESEARCH AND SENIOR THESIS

### Undergraduate Research in Courses

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.

### Senior Thesis Coursework and Requirements

Students who write a senior thesis may include a term of individually supervised research as one of the courses for their major.

## DEPARTMENT HONORS AND PRIZES

### Department 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.

## Academic Prizes

The Peter Awn Undergraduate Prize is awarded annually to the most outstanding paper or substantial project submitted by an undergraduate in any course or seminar in Religion in the prior year.

## PROFESSORS

Gil Anidjar  
Courtney Bender  
Beth Berkowitz (Barnard)  
Elizabeth Castelli (Barnard)  
Matthew Engelke (Chair)  
Najam Haider (Barnard)  
John Hawley (Barnard)  
Rachel McDermott (Barnard)  
David (Max) Moerman (Barnard)  
Josef Sorett

### Associate Professors

Clémence Boulouque  
Michael Como  
Gale Kenny (Barnard)  
Dominique Townsend  
Yannik Thiem (DUS)

## ASSISTANT PROFESSORS

Tiffany Hale (Barnard)  
Aziza Shanazaraova  
Timothy Vasko (Barnard)  
Zhaohua Yang

## ADJUNCT FACULTY

Justine Esta Ellis (IRCPL)  
Obery Hendricks  
David Kittay  
Ebad Rahman  
Thomas Yarnall

## POSTDOCTORAL FELLOWS

Raffaella Taylor-Seymour (IRCPL)  
Andrew Jungclaus

## PROFESSORS EMERITI

Bernard Faure  
Katherine Pratt Ewing  
Wayne Proudfoot  
George Rupp  
Robert Somerville  
Mark Taylor  
Robert Thurman

Chun-fang Yu

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Course Numbering Structure

The numbering structure indicates primarily different orientations of the courses. Students pursuing a degree in Religion are not expected to take courses sequentially moving from lower number courses to higher number courses. Generally, only 4000-level-advanced seminar courses expect students to have completed some prior coursework in Religion or adjacent relevant fields.

Courses are numbered by level and type:

1000-level: Gateway lecture course on "How to think about and with 'religion' as a category of inquiry"

2000-level: Courses surveying strands of studying religious practice specified by

- Geography (e.g. China)
- Historical period (e.g. Colonial North America)
- Communities (e.g. Judaism)
- Thematics (e.g. magic, gender, capitalism)

3000-level: Intermediate courses focusing on a particular topic in a specific context

4000-level: Advanced seminar focusing on a particular topic, involving student research. (Typically students complete at least one other course in Religion and parts of the Core before taking a seminar. But if there is a seminar that is of special interest to you, contact the DUS and/or instructor and ask. You might be a good fit.)

### Guidance for First-Year Students

There will be an orientation meeting for prospective and new minors in the fall and spring and fall. At these meetings peers and faculty will be available for consultations. As the faculty member who is currently advising and certifying majors and concentrators, the DUS will also take on the ongoing advising and the certification for graduation of the students minoring in Religion.

The Columbia Minor in Religion follows a nodal curriculum, which makes it possible for students to enter the program at any point.

### Guidance for Transfer Students

Students may apply to count up to two courses of transfer credit toward fulfilling the Department of Religion requirements. Requests are reviewed and granted by the DUS.

## UNDERGRADUATE PROGRAMS OF STUDY

### Required Coursework for all Programs

- 1 gateway course (1000 level)

### 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)
- 2 seminars (4000 level)
- 1 additional course at any level
- RELI UN3199 Theory (Columbia students should to take Theory through the Columbia Religion Department offered every Fall Semester)

Students majoring in Religion at Columbia are expected to take their RELI UN3199 Theory requirement at Columbia (offered every fall). For the remaining eight courses, any course listed as RELI offered at Columbia or Barnard may be counted toward the Major in Religion. There is no limitation on how many courses taken at Barnard can be counted toward the Minor in Religion at Columbia.

Requests for counting courses taken outside of Religion to be counted toward fulfilling the Department of Religion requirements are reviewed and granted by the DUS on a case-by-case basis.

### Minor in Religion

All Minors in Religion are encouraged to pursue their interests in the Study of Religion as it best complements their other studies at Columbia by constructing a program of study in consultation with the Director of Undergraduate Studies.

#### Courses

The Minor in Religion consists of five (5) courses (min. 16 points) in Religion:

- One (1) course at the 1000-level (alternatively RELI UN3199 Theory can count toward this requirement)

- Four (4) courses of any level, it is strongly recommended that students include one seminar among these electives.

Any course listed as RELI offered at Columbia or Barnard may be counted toward the Minor in Religion. There is no limitation on how many courses may be taken at Barnard that can be counted toward the Minor in Religion at Columbia.

#### Transfer Credits

Students may apply to count up to one course of transfer credit toward fulfilling the Department of Religion requirements. Requests are reviewed and granted by the DUS.

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

### 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 Variety of topics and traditions in the study of religion.

#### Courses

For the concentration the following 7 courses are required:

- 1 Gateway Course at the 1000-level
- 2 Courses at the 2000-level
- 2 Courses at the 3000 level
- 1 Seminar at the 4000-level
- RELI UN3199 Theory

Students pursuing a Concentration in Religion at Columbia are expected to take their RELI UN3199 Theory requirement at Columbia (offered every fall). For the remaining six courses, any course listed as RELI offered at Columbia or Barnard may be counted toward the Concentration in Religion. There is no limitation on how many courses taken at Barnard can be counted toward the Concentration in Religion at Columbia.

Students may apply to count up to two courses taken outside of Religion toward fulfilling the Department of Religion requirements. Requests are reviewed and granted by the DUS on a case-by-case basis.

#### Transfer Credits

Students may apply to count up to one course of transfer credit toward fulfilling the Department of Religion requirements. Requests are reviewed and granted by the DUS.

## SPRING 2025

### **RELI UN1612 Religion and the History of Hip Hop. 4.00 points.**

This is an undergraduate lecture course introducing students to the study of religion through an engagement with the history of hip hop music. More specifically, this course is organized chronologically to narrate a history of religion in the United States (circa 1970 to the present day) by mapping the ways that a variety of religious ideas and practices have animated rap music's evolution and expansion during this time period. While there are no required prerequisites for the course, prior coursework in religious studies, African American studies, and/or popular music is helpful.

### **RELI UN2305 ISLAM. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

An introduction to the Islamic religion in its premodern and modern manifestations. The first half of the course concentrates on "classical" Islam, beginning with the life of the Prophet, and extending to ritual, jurisprudence, theology, and mysticism. The second half examines how Muslims have articulated Islam in light of colonization and the rise of a secular modernity. The course ends with a discussion of American and European Muslim attempts at carving out distinct spheres of identity in the larger global Muslim community.

### **RELI UN2312 Religion and Nasty Women. 4.00 points.**

Used in 2016 by then presidential candidate, Donald Trump, in reference to his female opponent, Hillary Clinton, the phrase "nasty woman" has become a badge of honor and a rallying cry for women's empowerment. The origin of the word "nasty," attested in the 14th century, indicates highly unpleasant qualities- nauseating or unclean, in a literal or figurative way. It also came to evoke indecency and obscenity- and religious traditions have a long history of such depiction of women. After introducing some key texts on the otherness and objectification of women (including by Aristotle, Beauvoir, Kristeva, Nussbaum, and Butler), we will examine a number of female characters- goddesses, prostitutes, and virgins - in the Mesopotamian, Greek, Jewish, Christian, Buddhist, Hindu, and Islamic corpus that fit the definition of nasty. We will also analyze some of the underlying tropes of impurity and danger that characterize nastiness involving bodily fluids, sexuality, and knowledge. Spanning theology, literature, movies, and popular culture the course aims to be a survey of religious-based misogyny as well as women's responses in their pursuit of agency.

### **RELI UN2406 Chinese Religious Traditions - Discussion. 0.00 points.**

This course provides a chronological and thematic introduction to Chinese religions from their beginnings until modern times. It examines distinctive concepts, practices and institutions in the religions of China. Emphasis will be placed on the diversity and unity of religious expressions in China, with readings drawn from a wide-range of texts: religious scriptures, philosophical texts, popular literature and modern historical and



ethnographic studies. Special attention will be given to those forms of religion common to both “elite” and “folk” culture: cosmology, family and communal rituals, afterlife, morality and mythology. The course also raises more general questions concerning gender, class, political patronage, and differing concepts of religion

**Fall 2024: RELI UN2406**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2406	001/21171	W 4:10pm - 5:00pm 101 80 Claremont	Saila Sri Kambhatla	0.00	11/15
RELI 2406	002/21172	W 5:10pm - 6:00pm 101 80 Claremont	Saila Sri Kambhatla	0.00	8/15

**RELI UN3312 “The Scientific Buddha”: Buddhism and Science in China and Beyond. 4.00 points.**

The relationship between religion and science, and by extension between Buddhism and science, have been long investigated by scholars and practitioners attempting to understand questions regarding the nature of reality, knowledge, and experience. While the meeting of Buddhism and Western science dates back to the nineteenth century, the discourse of “encounter” between these two systems of knowledge intensified with the Dalai Lama’s suggestion to institutionalize a dialogue between Buddhist practitioners and Western scientists in 1987. This seminar examines this on-going dialogue from its beginning in China about 200 years ago through today

**RELI UN3415 Climate, Religion, and the Anthropocene. 4.00 points.**

This course examines intersections between religious life and climate change in a comparative and global perspective. In recent years, the idea of the Anthropocene—the period of geological time during which human activity has become the primary force shaping the Earth’s climate—has abounded in both academic and popular literature. This focus on human agency over the climate raises questions about the extent to which humans share equally responsibility for and vulnerability to climate change, as well as differing understandings of human relationships and responsibilities toward the environment. This course uses religion as a lens to examine the role of humans in both creating ecological destruction and efforts to repair and rework relationships with the natural world. We will draw on primary texts from religious traditions around the world in a bid to unsettle human-centric and universalist narratives of the Anthropocene. By the end of the semester, students will have deepened and nuanced their understandings of the notoriously vexed categories of religion and the Anthropocene, and come away with new ways of thinking about the climate crisis

**RELI UN3500 BUDDHIST ETHICS. 3.00 points.**

**RELI GU4175 Queer Theory Meets Religion. 4.00 points.**

Within religious traditions there are lively discourses of queering these traditions and while religious studies had to catch up, by now there are sizable bodies of queer studies in religion. But theological and religious studies queer discourses rarely reach queer theory in general. Moreover, when queerness

and religion are studied together, we usually take queerness primarily as a quality of lives, bodies, and desires and then study how religious traditions and discourses succeed or fail in targeting or supporting queer lives or studies articulate how religious traditions can be recovered through queer readings. We will inquire into the shapes and logics animating queer theory’s religion trouble and wonder about what ways of thinking we preempt when queerness and religion are confined to pertaining to lived bodies and traditions respectively. What happens when we think with “queerness” and “religion” as dimensions irreducible to bodies or traditions? How is it that in the interdisciplinarity of queer theory, religion and religious studies remain largely unthought? To think through some of these questions, we will ask how religion and queerness might be understood as methodologies for examining how truth and affect converge and sediment in the sensibilities and infrastructures orienting how we experience the world around us. We will turn to both religious studies and queer theory to examine two interrelated sets of questions: 1) How are meaning-making and investments with value bound up with gender, race, sexual desires, ability, coloniality, class, age, climate and environmental factors? And 2) what potentials for knowing, acting, living differently are afforded by differing practices, rituals, architectures, and aesthetics of transmitting, refashioning, and institutionalizing knowledge systems?

**RELI GU4216 Religion and Capitalism: Faith and the American Market. 4.00 points.**

Is the market a religious system? Can we consider “capitalism” to be a key arena in which the relationship between the religious and the secular is both negotiated and performed? In this course, students will explore the complicated relationship between faith and the market, the religious and the secular, and the evolution of vice and virtue as they relate to economic thriving in the United States. While no hard and fast rules for thinking about the relationship between right conduct and material interests cut across all religious and philosophical traditions, human agents invest real faith into currency, into markets, and into the reigning economic order to bring about increased opportunities, wealth, and freedom to people across the globe. Throughout this semester, we will chart both the long shadows and the future trajectories of these beliefs from our American perspective

**Spring 2025: RELI GU4216**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4216	001/13966	M 10:10am - 12:00pm 201 80 Claremont	Andrew Jungclaus	4.00	12/15

**RELI GU4223 Dreams. 4.00 points.**

This seminar for advanced undergraduates and graduate students investigates the significance of dreams in multiple cultural and historical contexts with a focus on Tibetan Buddhism. Dreams and dreaming are vital aspects of Tibetan Buddhist meditative practice, visionary experience, poetry, narratives, as well as visual arts. Students in the seminar will explore a range of materials that 1) guide Buddhist practitioners

to cultivate certain types of dreams, and 2) narrate dream experiences that the dreamer has deemed worth recording, and 3) situate Tibetan Buddhist examples in broader contexts of religious and psychological perspectives, with an emphasis on Freud and Jung's treatment of dreams. According to Buddhist sources, a dream might be significant because the dreamer understands it to be revelatory, foretelling the future, or it might be recorded simply because the dreamer finds the dream in some way compelling, troubling, or funny. In life writing, dreams often highlight crucial moments in the writer's life experience. Just as psychoanalysts make use of dreams to engage with analysands, Tibetan medical texts instruct doctors to pay close attention to patients' dreams in the process of diagnosis. Tibetan ritual texts guide meditators in techniques for lucid dreaming. Visionary dreams are recorded in great aesthetic detail. Narratives of dreams and dreamscapes are an important part of biographies and life writing in general. We will also consider European and American treatments of dreams and lucid dreaming, including psychoanalytic, philosophical approaches to dreaming. A significant element of the course is a daily dream journal

**Fall 2024: RELI GU4223**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4223	001/20963	M 12:10pm - 2:00pm 101 80 Claremont	Dominique Townsend	4.00	15/15

**RELI GU4326 SUFISM IN SOUTH ASIA. 4.00 points.**

Sufism or tassawuf has misleadingly been described as the mystical side of Islam, implying that it is somehow detached from the material world. Throughout the history of Islam, Sufi ideas, practices, and institutions have borne a complex, intimate, and sometimes fraught relationship with other aspects of Islamic tradition and practice, a relationship that has also been profoundly impacted by Orientalist scholarship in the colonial period and by global reformist currents in the postcolonial period. This seminar for advanced undergraduates and graduate students is an interdisciplinary investigation of how Sufism has been affected by the historical, sociocultural, political, and everyday environments in which it is experienced and practiced, with a particular focus on South Asia. Eclectic in approach, we will begin by considering how Sufism has been construed and even constructed by scholars, considering how modern notions of the self, religion, and the political have shaped scholarly understandings of what Sufism is. Focusing on bodily practices and well known individual Sufis who lived in South Asia during different historical periods, we will use them as a vehicle for understanding Sufi experience within the context of the evolving Sufi orders within specific local spaces. We will consider why Sufism has become such a target of controversy and ambivalence among Muslims in the modern world and trace some of the changing controversies and tensions that Sufis have struggled with over time, focusing on their understandings of self, society and reality

**RELI GU4260 Time. 4.00 points.**

Concepts and sensibilities surrounding time and temporality are major aspects of people's sense of reality and "how the world works." Questions that we will explore in this course include such as the following: How are concepts and senses of time shaped in different contexts? How do they change? What role do ritual practices as well as distinctions such as between sacred and profane times play in shaping senses of time? In what ways are times and temporalities experienceable and in what ways do they elude perception? How are concepts of time and space connected? How is time political and how do its political valences become tangible or remain elusive? In our inquiries we will pay attention to where practices and concepts that seem obviously associated with religion make their appearance and what assumptions make that classification seem obvious. We will also examine how conceptual tools of religious studies might aid us in understanding how conceptions and sensibilities regarding time and temporality emerge, are transmitted, and transformed in and through communities of practice. While this seminar is open to interested students from all disciplines, our work in this course specifically falls into the "zone of inquiry" of "time and history" of the Religion Department's graduate programs. "Zones of inquiry" seek to introduce students to a particular cluster of key concepts and various theoretical elaborations of those concepts, in order to aid students in honing their ability to reflect critically on and develop further the central concepts that they derive from and bring to the specific traditions and phenomena that they study in their own research. A main goal of this course will therefore be to deepen our conceptual and analytical acumen and expand our theoretical resources at the intersection of religious studies and theories of time and temporality

**RELI GU4307 BUDDHISM # DAOISM IN CHINA. 4.00 points.**

Prerequisites: one course on Buddhism or Chinese religious traditions is recommended, but not required, as background. In recent decades, the study of the so-called "Buddho-Daoism" has become a burgeoning field that breaks down the traditional boundary lines drawn between the two Chinese religious traditions. In this course we will read secondary scholarship in English that probes the complex relationships between Buddhism and Daoism in the past two millennia. Students are required not only to be aware of the tensions and complementarity between them, but to be alert to the nature of claims to either religious purity or mixing and the ways those claims were put forward under specific religio-historical circumstances. The course is organized thematically rather than chronologically. We will address topics on terminology, doctrine, cosmology, eschatology, soteriology, exorcism, scriptural productions, ritual performance, miracle tales and visual representations that arose in the interactions of the two religions, with particular attention paid to critiquing terms such as "influence," "encounter," "dialogue," "hybridity," "syncretism," and "repertoire." The course is designed for both advanced undergraduate and graduate students in the fields of East Asian religion, literature, history, art history, sociology and

anthropology. One course on Buddhism or Chinese religious traditions is recommended, but not required, as background

**Spring 2025: RELI GU4307**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4307	001/17349	Th 4:10pm - 6:00pm 101 80 Claremont	Zhaohua Yang	4.00	14/22

**RELI GU4616 TECHNOLOGY,RELIGION,FUTURE. 4.00 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

**Spring 2025: RELI GU4616**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4616	001/13967	Th 4:10pm - 6:00pm 201 80 Claremont	David Kittay	4.00	22/25

**RELI GU4626 READING (IN THEORY). 3.00 points.**

This reading-intensive course will engage, over time with essential texts of the current critical canon. Offered over a series of semesters, it is aimed at developing a practice of reading: close or distant, and always attentive. Let us say: slow reading. What does it mean to read? Where and when does reading start? Where does it founder? What does reading this author (Freud, for example) or that author (say, Foucault) do to the practice of reading? Can we read without misreading? Can we read for content or information without missing the essential? Is there such a thing as essential reading? Favoring a demanding and strenuous exposure to the text at hand, this course promises just that: a demanding and strenuous exposure to reading. The course can be repeated for credit

## FALL 2024

**RELI UN1310 GOD. 3.00 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.

**Fall 2024: RELI UN1310**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 1310	001/10193	T Th 2:40pm - 3:55pm 616 Martin Luther King Building	Gil Anidjar	3.00	20/50

**RELI UN3199 THEORY. 4.00 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 2024: RELI UN3199**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3199	001/10200	Th 12:10pm - 2:00pm 101 80 Claremont	Courtney Bender	4.00	9/25

**Spring 2025: RELI UN3199**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3199	001/00509	T 2:10pm - 4:00pm 111 Milstein Center	Beth Berkowitz	4.00	18/25

**RELI UN3401 MUSLIMS IN DIASPORA-DISC. 0 points.**

Corequisites: RELI UN3407

Discussion section associated with RELI UN3407-MUSLIMS IN DIASPORA.

**RELI UN3517 Queer Theory, Religion, and Their Discontents. 3.00 points.**

For the most part queer studies and religious studies have met each other with great suspicion and little interest in the conceptual resources of the respectively other field. Our guiding questions will be: What does religion have to do with queerness? What does queerness have to do with religion? Queer theory and activists, unless they already identify as religious, often have little or little good to say about religion. Conversely, many religious traditions intensively regulate gender, sex, sexuality, and especially queerness. This course will explore how religious studies can enrich queer theory and how queer theory can reshape our thinking about religious studies. But beyond the mutual disinterest, anxieties, and animosities, queer studies and religious studies share actually a whole range of core interests and questions, such as embodiment, sexuality, gender-variability, coloniality, race appearing as religious identity and religious identity as gendered, as well as the role of catastrophe, utopia, and redemption in our experience of the world. We will examine questions about religion come to the fore when we paying especially attention to queerness, gender, sexuality, pleasure, pain, and desire. Equally, we will examine how queer discourses mobilize religious and theological images and ideas, especially where these images and ideas are no longer clearly recognizable as having religious origins.



Rather than trying to settle on definitive answers, this course will cultivate a process of open-ended collective inquiry in which students will be encouraged to think autonomously and challenge facile solutions. Students should come away from the course with an expanded sense of how we grapple with issues related to gender, sexuality, desire, and embodiment in our everyday lives and how religion and religious formations are entangled with these issues well beyond religious communities. Ideally, students should experience this course as enlarging the set of critical tools at their hands for creative and rigorous thinking

**Fall 2024: RELI UN3517**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3517	001/10195	M W 11:40am - 12:55pm C01 80 Claremont	Yannik Thiem	3.00	11/30

**RELI UN3519 Embodiment: (Re)Defining the Human. 4.00 points.**

Please note this course is for a GSAS Teaching Scholar. With the rise of climate change, technological advances, and an abundance of everyday existential crises, you might be wondering what it means to be human in 2023. In this course, we begin with the claim that in order to understand “human being” in a time of critical discourse regarding the Anthropocene, we must explore embodiment. Starting with Cartesian Dualism and its legacy, we will progress to contemporary critiques and move into speculative understandings of embodiment and its role in human being in religious studies, philosophy, literature, and anthropology. We will think about how we define what it means to be human, who exactly this “we” is who gets to do the defining, and what happens to us and our worlds when we forget about or attempt to overcome embodiment. This course has several interactive components and utilizes media such as podcasts, films, comics, and practical engagement in addition to a wide variety of academic reading assignments

**RELI UN3901 GUIDED READING AND RESEARCH. 1.00-4.00 points.**

Prerequisites: the instructors permission

**RELI GU4217 American Religions in extremis. 4.00 points.**

This seminar focuses on historical, sociological, and first-hand accounts of a diverse set of American non-conformist religious and spiritual groups (including MOVE, the Branch Davidians at Waco, Father Divine's International Peace Mission, the Oneida Perfectionists, and Occupy and others). Diverse in their historical origins, their activities, and their ends, each of the groups sought or seeks to offer radically new ways of living, subverting American gender, sexuality, racial, or economic norms. The title of this seminar highlights the ways that these groups explain their reasons for existing (to themselves or others) not as a choice but as a response to a system or society out of whack, at odds with the plans of the divine, or at odds with nature and survival. Likewise, it considers the numerous ways that these same groups have often found themselves the targets of state surveillance and violence

**Fall 2024: RELI GU4217**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4217	001/10525	W 4:10pm - 6:00pm 201 80 Claremont	Courtney Bender	4.00	16/20

**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

**RELI GU4376 A Political Introduction to the Christian Scriptures. 4.00 points.**

In this course we will examine the New Testament canon and the twenty-seven texts that comprise it in light of their respective literary genres, their Jewish antecedents and Greco-Roman influences, which will include their historical, social, cultural, political and economic contexts, and the ways these factors impinged upon their various dimensions of meaning. Various modes of biblical interpretation, both ancient and contemporary, will be explored. A major emphasis will be on the ways select texts are utilized, misconstrued and weaponized in the public sphere in this contemporary moment

**Fall 2024: RELI GU4376**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4376	001/10526	W 12:10pm - 2:00pm 101 80 Claremont	Obery Hendricks	4.00	14/20

**RELI GU4535 BUDDHIST CONTEMPLATIVE SCIENCES. 4.00 points.**

Prerequisites: the instructor's permission.

Buddhist arts and sciences traditionally are divided into the interconnected disciplines of ethics (##la), wisdom/philosophy (prajñ#), and “meditation” or experiential cultivation (sam#dhi/bh#van#). This seminar course introduces the latter discipline, thus complementing and completing Prof. Yarnall's Columbia seminars on Buddhist Ethics (RELI UN3500) and Indo-Tibetan Buddhist Philosophy (RELI GU4630), either of which—in addition to his introductory lecture course on Indo-Tibetan Buddhism (RELI UN2205)—are encouraged as prerequisites. This course will provide a detailed presentation of key Buddhist contemplative sciences, including: stabilizing meditation (#amatha); analytic insight meditation (vipa#yan#); cultivation of the four immeasurables, and form and formless trances; mind cultivation (lo jong); mindfulness meditation; Zen meditation; great perfection (dzogchen); and the subtle body-mind states activated and transformed through advanced tantric yoga techniques. These arts and sciences will be explored both



within their traditional interdisciplinary frameworks, as well as in dialog with related contemporary disciplines, including: cognitive sciences, neuroscience, psychology, psychiatry, philosophy, epistemology, and so forth. To be conducted in a mixed lecture/seminar format (active, prepared participation required)

**RELI GU4547 Sacrifice. 4.00 points.**

This seminar provides an overview of sacrifice in both theory and practice. The concept of sacrifice, and its contestation, allows us to explore a range of issues and institutions related to the (often violent) act of “giving up,” or exchange. What must a sacrifice be, and how do its instantiations—for God; for country; for kin; for love; for rain; etc.—take shape? Readings are drawn from a range of sources, including Biblical texts and commentaries, the anthropological record, critical theory, comparative literature, and work on race and gender. The seminar aims to provide students with a strong foundation for relating sacrifice to broader concerns with the body, media/mediation, religion, politics, and kinship

## ALL COURSES (INCLUDING THOSE NOT OFFERED IN THE CURRENT ACADEMIC YEAR)

**RELI UN1310 GOD. 3.00 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.

**Fall 2024: RELI UN1310**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 1310	001/10193	T Th 2:40pm - 3:55pm 616 Martin Luther King Building	Gil Anidjar	3.00	20/50

**RELI UN1312 Religion in Black America: An Introduction. 4 points.**

Religion has been a complicated and contested, yet central, organizing force in the making of black life in the America. At the same time, African American religious life has been the subject of much scrutiny throughout the history of the United States, serving arguments that advocated abolition, emancipation and full enfranchisement, but also functioning as evidence to justify enslavement and second-class citizenship. To better understand such phenomena, this course provides a chronological survey that introduces students to a range of ideas and practices, individuals and institutions, as well as important themes and topics in African American (thus

American) religious history. Primary attention is given to Afro-Protestantism in the United States; however, throughout the course attention is directed to religious diversity and varying religious traditions/practices in different diasporic locales. 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 UN1320 Losing My Religion. 3.00 points.**

The R.E.M. lead singer Michael Stipe explained that the phrase “losing my religion” in the song of the same title does not refer to what we might commonly understand by “religion.” Rather it cites the expression used in the Southern U.S. for losing one’s temper, feeling frustrated, exasperated, and desperate. The loss present in John Legend and Common’s song “Glory” from the movie *Selma* are the lives lost to the unattenuated history of racist violence and in the struggle against structural white supremacy. In this context, for Blacks “freedom is like religion.” Like religion. Even if the song does not shy away from Christian theological tropes, “religion” here too remains elusive. Living through a major global pandemic as we are (although arguably, racism and capitalism are also ongoing—albeit mostly unacknowledged—global pandemics), we are witnessing the losses attributable to Covid-19 precipitating changing practices and rituals of marking losses, mourning, and building community in the present. Apart from impacting practices that we generally term “religious,” loss and living with losses also reveal what may have been our individual and collective “religion” lost and what may emerge as the “religions” we hew to newly or nonetheless. In this course we will explore how various meanings of “religion” might offer us conceptual tools for thinking about loss, community, and damaged life. We will examine how religious practices change in relation to losses and reflect on losses of religion both personally (e.g., because one’s hitherto familiar value system breaks down) and collectively (e.g., the forced conversions and suppression of religious traditions by colonialism). We will track how loss and rituals surrounding loss can change how history, time, space, and meaning are experienced. We will ask what if anything comes after or alongside loss, especially given the perdurance of loss that is brought about by centuries of systemic violence. Given the circumstances of our moment, we will also take time to reflect on the (hopefully only temporary) loss of face-to-face communal learning in a shared classroom and what new rituals of virtual learning mean for building communities and relating to others and the world. Rather than trying to settle on definitive answers, this course will cultivate a process of open-ended collective inquiry in which students will be encouraged to think autonomously and to challenge facile solutions. Students should come away from the course with an expanded sense of how we grapple with issues related to loss, damaged life, community, complicated and violent pasts, the precarity of the present, vanishing futures and how religion and religious formations are entangled with these issues well beyond religious communities. Ideally, students should

experience this course as enlarging the set of critical tools at their disposal for creative and rigorous thinking

**RELI UN1452 Animals and Religion. 4.00 points.**

Religion features animals everywhere, from the lion lying with the lamb in biblical prophecy, to the beasts that populate many myths, to beliefs in the transmigration between human and animal souls, to legislations and rituals for animal slaughter, to religious responses to animal suffering, to a range of positions on meat-eating and vegetarianism, and the list keeps going. “Animals and Religion” introduces you to the many different ways that the world’s religious traditions approach nonhuman beings — the creatures we call “animals.” We will address animals in the big “world religions” such as Buddhism, Hinduism, and the “Abrahamic” traditions, as well as in local and indigenous traditions and in secular spiritualities, from antiquity to today. We will conduct our inquiry under the shadow of species extinction, factory farming, and other forms of species-based oppression. The course will explore how religious traditions are obstacles as well as rich resources in contemporary thinking about the question of the animal and in the choices we make regarding fellow creatures

Spring 2025: RELI UN1452

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 1452	001/00505	T Th 10:10am - 11:25am 325 Milbank Hall	Beth Berkowitz	4.00	24/30

**RELI UN1610 RELIGION AND POPULAR CULTURE. 3.00 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. The course will attempt to cover a diversity of voices and perspectives. It is important to understand how context plays a role in the interpretation and practice of faith, as well as to witness the tension between the theology and the manifestation of belief. We are not interested in determining if a particular understanding is right or wrong. Rather, we want to understand the role religion plays in society and for the individual. You will be expected to be critical and engaged. My hope is that you will also be creative and daring, and push us all into a better understanding of the material

**RELI UN1612 Religion and the History of Hip Hop. 4.00 points.**

This is an undergraduate lecture course introducing students to the study of religion through an engagement with the history of hip hop music. More specifically, this course is organized chronologically to narrate a history of religion in the United States (circa 1970 to the present day) by mapping the ways that a variety of religious ideas and practices have animated rap music’s evolution and expansion during this time period. While there are no required prerequisites for the course, prior

coursework in religious studies, African American studies, and/or popular music is helpful

**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.

**RELI UN1620 RELIGION # THE MOVIES. 4.00 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

Spring 2025: RELI UN1620

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 1620	001/17299	T Th 2:40pm - 3:55pm 209 Havemeyer Hall	Clemence Boulouque	4.00	80/90

**RELI UN1621 Religion and the Movies: Discussion. 0.00 points.**

Discussion section for Religion and the Movies

**RELI UN2101 Religion and the Climate Crisis. 3.00 points.**

This course examines the work of religious ideas—and ideas about religion—in creating, mediating, and responding to climate change. We will use religion as a lens for examining the role of humans in creating ecological destruction and efforts to repair and rework relationships with the natural world. The course draws on primary texts from and literature about a wide range of religious traditions in a bid to unsettle universalist narratives about both the environment and climate change. Students will encounter a variety of religious philosophies of the environment and interrogate the role that shifting ideas about religion have played in the emergence of the climate crisis. Throughout the course, questions of colonialism will be central in understanding how we think about religion and cultivating attitudes toward the environment. By the end of the semester, students will have deepened and nuanced their understandings of the notoriously vexed category of religion and come away with new ways of thinking about the climate crisis. Overall, this course will provide a strong grounding in both the study of religion and the environmental humanities

**Spring 2025: RELI UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2101	001/17300	T Th 10:10am - 11:25am 606 Martin Luther King Building	Raffaella Taylor-Seymour	3.00	14/20

**RELI UN2105 CHRISTIANITY. 3.00 points.****RELI UN2201 BUDDHISM: INDO-TIBETAN-DISC. 0.00 points.**

The course introduces the history of Indo-Tibetan Buddhism throughout India, South and Southeast Asia, Tibet, and Central Asia, its essential primary textual source materials translated from Pali, Sanskrit, and Tibetan, and the philosophical insights of some of the traditions' outstanding individuals

**Spring 2025: RELI UN2201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2201	001/17354	W 9:00am - 9:50am 608 Lewisohn Hall	Catherine Otachime	0.00	9/15
RELI 2201	002/17353	W 10:00am - 10:50am 608 Lewisohn Hall	Catherine Otachime	0.00	14/15
RELI 2201	003/17352	F 1:00pm - 1:50pm 511 Kent Hall	Jialin Cao	0.00	16/15
RELI 2201	004/17351	F 2:00pm - 2:50pm 511 Kent Hall	Jialin Cao	0.00	10/15

**RELI UN2205 BUDDHISM: INDO-TIBETAN. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Buddhist teachings came to Tibet relatively late in the history of Buddhism's travels through Asia. Tibetan emperors adopted Buddhism from India around the eighth century, which sounds like a long time ago now, but by that time Buddhism was already well established in parts of South, Southeast, Central, and East Asia. In addition to being known as a tradition of renunciants and forest dwelling philosophers, Buddhism was associated with cosmopolitanism—literacy, the arts, architecture, higher education and beyond. Tibetan rulers, like so many rulers before them, turned to Buddhism after amassing power through warfare and violence, and they became interested in Buddhism's methods for cultivating wisdom and compassion as antidotes to ignorance and selfishness. They were also curious about whether Buddhism could help justify and support their claims to power. Because Buddhism was already a complex system, Tibetans were able to uniquely integrate all three of the major traditions of Theravada, Mahayana, and Vajrayana Buddhism. Thanks to the hard work of Tibetan and Indian translators and artists with imperial support, monks and nuns followed the rules of the earliest disciples of Buddha, philosophers pored over Indian Buddhist treatises, and ritualists fine-tuned the tantric, esoteric, intensive path to liberation from dissatisfaction and suffering. The new expressions of Buddhism that emerged in Tibet have shaped religion, education, literary production, the arts, and language across a massive and diverse swath of Asia, from northern India to Nepal, Bhutan, Mongolia, and areas of Western China. More recently, Tibetan Buddhism has spread across

the globe. In this course, by analyzing primary textual sources in translation as well as visual and material culture, we will investigate the history and practice of Tibetan Buddhism in all its complexity, from its earliest origins to the present. There are no prerequisites for this introductory lecture

**Spring 2025: RELI UN2205**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2205	001/17292	M W 1:10pm - 2:25pm 303 Uris Hall	Dominique Townsend	4.00	51/60

**RELI UN2301 ISLAM-DISCUSSION. 0.00 points.****RELI UN2304 CHRISTIANITY. 3.00 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 UN2305 ISLAM. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

An introduction to the Islamic religion in its premodern and modern manifestations. The first half of the course concentrates on "classical" Islam, beginning with the life of the Prophet, and extending to ritual, jurisprudence, theology, and mysticism. The second half examines how Muslims have articulated Islam in light of colonization and the rise of a secular modernity. The course ends with a discussion of American and European Muslim attempts at carving out distinct spheres of identity in the larger global Muslim community

**RELI UN2306 INTRO TO JUDAISM. 4.00 points.**

A historical overview of Jewish belief and practice as these have crystallized and changed over the centuries. Special attention to ritual and worship, the forms of religious literature, central concepts, religious leadership and institutions, Israel among the nations

**Fall 2024: RELI UN2306**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2306	001/00035	T Th 8:40am - 9:55am 263 Macy Hall	Beth Berkowitz	4.00	59/60

**RELI UN2307 CHINESE RELIGIOUS TRADITIONS. 3.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

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

**RELI UN2308 BUDDHISM: EAST ASIAN. 4.00 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. There is a mandatory weekly discussion session

**Fall 2024: RELI UN2308**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2308	001/10528	M W 10:10am - 11:25am 501 Northwest Corner	Michael Como	4.00	155/160

**RELI UN2309 HINDUISM. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Considers efforts since 1900 to synthesize a coherent understanding of what Hinduism entails, sometimes under the heading of sanatana dharma. Using a rubric provided by the Bhagavad Gita, explores philosophical/theological (jnana), ritual (karma), and devotional (bhakti) aspects of Hindu life and thought

**Spring 2025: RELI UN2309**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2309	001/00508	M W 11:40am - 12:55pm 202 Milbank Hall	Meghan Hartman	4.00	32/35

**RELI UN2310 Intro to Judaism- Discussion. 0.00 points.**

A historical overview of Jewish belief and practice as these have crystallized and changed over the centuries. Special attention to ritual and worship, the forms of religious literature, central concepts, religious leadership and institutions, Israel among the nations

**Fall 2024: RELI UN2310**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2310	001/00622	Th 1:10pm - 2:00pm 406 Barnard Hall	Catherine Otachime	0.00	19/30
RELI 2310	002/00621	W 6:00pm - 7:00pm 327 Milbank Hall	Amelia Forman	0.00	37/30

**RELI UN2312 Religion and Nasty Women. 4.00 points.**

Used in 2016 by then presidential candidate, Donald Trump, in reference to his female opponent, Hillary Clinton, the phrase “nasty woman” has become a badge of honor and a rallying cry for women’s empowerment. The origin of the word “nasty,” attested in the 14th century, indicates highly unpleasant qualities- nauseating or unclean, in a literal or figurative way. It also came to evoke indecency and obscenity- and religious traditions have a long history of such depiction of women. After introducing some key texts on the otherness and objectification of women (including by Aristotle, Beauvoir, Kristeva, Nussbaum, and Butler), we will examine a number of female characters- goddesses, prostitutes, and virgins - in

the Mesopotamian, Greek, Jewish, Christian, Buddhist, Hindu, and Islamic corpus that fit the definition of nasty. We will also analyze some of the underlying tropes of impurity and danger that characterize nastiness involving bodily fluids, sexuality, and knowledge. Spanning theology, literature, movies, and popular culture the course aims to be a survey of religious-based misogyny as well as women’s responses in their pursuit of agency

**RELI UN2313 Religion and Nasty Women - Discussion. 0 points.**

Used in 2016 by then presidential candidate, Donald Trump, in reference to his female opponent, Hillary Clinton, the phrase “nasty woman” has become a badge of honor and a rallying cry for women’s empowerment.

The origin of the word “nasty,” attested in the 14th century, indicates highly unpleasant qualities- nauseating or unclean, in a literal or figurative way. It also came to evoke indecency and obscenity- and religious traditions have a long history of such depiction of women.

After introducing some key texts on the otherness and objectification of women (including by Aristotle, Beauvoir, Kristeva, Nussbaum, and Butler), we will examine a number of female characters- goddesses, prostitutes, and virgins - in the Mesopotamian, Greek, Jewish, Christian, Buddhist, Hindu, and Islamic corpus that fit the definition of nasty. We will also analyze some of the underlying tropes of impurity and danger that characterize nastiness involving bodily fluids, sexuality, and knowledge. Spanning theology, literature, movies, and popular culture the course aims to be a survey of religious-based misogyny as well as women’s responses in their pursuit of agency.

**RELI UN2315 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 UN2316 HINDUISM - DISCUSSION. 0.00 points.**

**RELI UN2322 Introduction to Islamic Law. 3.00 points.**

The platform of every modern “Islamist” political party calls for the implementation of “the shari’a.” 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 an introduction to the major concepts in Islamic law including its basic method and its interactions with modernity. 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 gender (marriage, divorce, and personhood) and crime/punishment. The course ends by directly engaging issues associated with modernity with a particular focus on science (evolution) and medicine (medical ethics). This class is designed as a broad introduction to the Islamic law with case studies scattered throughout the semester. The format of individual class sessions will vary from topic to topic but students should anticipate \*extensive\* participation

**RELI UN2335 RELI IN BLACK AMERICA:AN INTRO. 4.00 points.**

Religion has been a complicated and contested, yet central, organizing force in the making of black life in the America. At the same time, African American religious life has been the subject of much scrutiny throughout the history of the United States, serving arguments that advocated abolition, emancipation and full enfranchisement, but also functioning as evidence to justify enslavement and second-class citizenship. To better understand such phenomena, this course provides a chronological survey that introduces students to a range of ideas and practices, individuals and institutions, as well as important themes and topics in African American (thus American) religious history. Primary attention is given to Afro-Protestantism in the United States; however, throughout the course attention is directed to religious diversity and varying religious traditions/practices in different diasporic locales. 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 UN2336 Religion in Black America: An Introduction - Discussion. 0.00 points.**

Religion has been a complicated and contested, yet central, organizing force in the making of black life in the America. At the same time, African American religious life has been the subject of much scrutiny throughout the history of the United States, serving arguments that advocated abolition, emancipation and full enfranchisement, but also functioning as evidence to justify enslavement and second-class citizenship. To better understand such phenomena, this course provides a chronological survey that introduces students to a range of ideas and practices, individuals and institutions, as well as important themes and topics in African American (thus American) religious history. Primary attention is given to Afro-Protestantism in the United States; however, throughout the course attention is directed to religious diversity and varying religious traditions/practices in different diasporic locales. 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 UN2388 BUDDHISM: EAST ASIAN-DISC. 0.00 points.**

Fall 2024: RELI UN2388

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2388	001/21178	W 12:00pm - 1:00pm 141 Uris Hall	Mehreen Jiwan	0.00	19/17
RELI 2388	002/21179	W 1:00pm - 2:00pm 141 Uris Hall	Mehreen Jiwan	0.00	17/17
RELI 2388	003/21180	W 4:00pm - 5:00pm 254 International Affairs Bldg	Jordan DeSanto	0.00	12/17
RELI 2388	004/21181	W 5:00pm - 6:00pm 253 International Affairs Bldg	Jordan DeSanto	0.00	18/17
RELI 2388	005/21182	Th 9:00am - 10:00am 610 Martin Luther King Building	Lanxin Zhang	0.00	19/17
RELI 2388	006/21183	Th 10:00am - 11:00am 610 Martin Luther King Building	Lanxin Zhang	0.00	16/17
RELI 2388	007/21186	W 4:00pm - 5:00pm 614 Martin Luther King Building	Xiaoke Yang	0.00	10/17
RELI 2388	008/21187	W 12:00pm - 1:00pm 609 Martin Luther King Building	Xiaoke Yang	0.00	14/17
RELI 2388	009/21188	F 10:00am - 11:00am 610 Martin Luther King Building	Jialin Cao	0.00	15/17
RELI 2388	010/21189	F 11:00am - 12:00pm 610 Martin Luther King Building	Jialin Cao	0.00	15/17

**RELI UN2405 CHINESE RELIGIOUS TRADITIONS. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course provides a chronological and thematic introduction to Chinese religions from their beginnings until modern times. It examines distinctive concepts, practices and institutions in the religions of China. Emphasis will be placed on the diversity and unity of religious expressions in China, with readings drawn from a wide-range of texts: religious scriptures, philosophical texts, popular literature and modern historical and ethnographic studies. Special attention will be given to those forms of religion common to both “elite” and “folk” culture: cosmology, family and communal rituals, afterlife, morality and mythology. The course also raises more general questions concerning gender, class, political patronage, and differing concepts of religion

Fall 2024: RELI UN2405

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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RELI 2405 001/10198 M W 1:10pm - Ruifeng 4.00 20/35  
2:25pm Chen  
307 Uris Hall

**RELI UN2406 Chinese Religious Traditions - Discussion. 0.00 points.**

This course provides a chronological and thematic introduction to Chinese religions from their beginnings until modern times. It examines distinctive concepts, practices and institutions in the religions of China. Emphasis will be placed on the diversity and unity of religious expressions in China, with readings drawn from a wide-range of texts: religious scriptures, philosophical texts, popular literature and modern historical and ethnographic studies. Special attention will be given to those forms of religion common to both “elite” and “folk” culture: cosmology, family and communal rituals, afterlife, morality and mythology. The course also raises more general questions concerning gender, class, political patronage, and differing concepts of religion

**Fall 2024: RELI UN2406**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2406	001/21171	W 4:10pm - 5:00pm 101 80 Claremont	Saila Sri Kambhatla	0.00	11/15
RELI 2406	002/21172	W 5:10pm - 6:00pm 101 80 Claremont	Saila Sri Kambhatla	0.00	8/15

**RELI UN2415 Religions of Harlem. 3 points.**  
**Not offered during 2023-2024 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 UN2506 From Exodus to the Coronavirus: Scriptures and Narratives of Religious Responses to Epidemics. 4.00 points.**

The purpose of this course is to offer an overview of religious responses to epidemics and pandemics, mostly in a monotheistic tradition, and to engage with the questions of collective guilt, collective mourning, divine justice (or lack thereof), and the societal disruption that such illnesses create or expose as well as persecution and discrimination. The questions raised will help us find parallels with these times of pandemics and put our current times into perspective, but also contextualize and reflect on the nuances of past events and responses

**RELI UN2507 From Exodus to the Coronavirus: Scriptures and Narratives of Religious Responses to Epidemics - Discussion. 0.00 points.**

The purpose of this course is to offer an overview of religious responses to epidemics and pandemics, mostly in a monotheistic tradition, and to engage with the questions of collective guilt, collective mourning, divine justice (or lack thereof), and the societal disruption that such illnesses create or expose as well as persecution and discrimination. The

questions raised will help us find parallels with these times of pandemics and put our current times into perspective, but also contextualize and reflect on the nuances of past events and responses

**RELI UN2670 MAGIC AND MODERNITY. 3.00 points.**

This course introduces students to the cultural history of magic: as an idea, as a practice, and as a tool with which wield power and induce wonder. Magic, as we will explore, is a modern concept, the contours of which have been shaped by its relations with religion and science, always against larger backdrops—of the Enlightenment, Romanticism, (post) colonialism, and (post) secularism. Readings are drawn from philosophy, anthropology, religious studies, sociology, drama, literature, history, history of science, and political theory. Cases and readings focus on everything from medieval England to post-socialist Mozambique. Throughout the term, a recurring theme will be whether, and to what extent, magic is incompatible with modernity—or, actually, integral to its constitution. By the end of this course, students should be familiar with a variety of ways in which magic has been understood since the early modern era, in a wide range of settings and cultural contexts. By tracing understandings of magic, students should also come away with an appreciation of how the authority of being “modern” is constructed (and contested) in relation to contemporary valuations of reason, science, enchantment, and the imagination

**Fall 2024: RELI UN2670**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2670	001/10194	T Th 10:10am - 11:25am 307 Uris Hall	Matthew Engelke	3.00	23/40

**RELI UN2779 INTRODUCTION TO NATIVE AMERICAN RELIGIOUS TRADITIONS. 3.00 points.**

There are over 800 distinct Native American nations currently within the borders of the United States. This course offers a broad introduction to the diversity of American Indian religious systems and their larger functions in communities and in history. We will explore general themes in the study of Native American religious traditions as well as look at some specific examples of practices, ideas, and beliefs. Of particular importance are the history and effects of colonialism and missionization on Native peoples, their continuing struggles for religious freedom and cultural and linguistic survival, and the ways in which American Indians engage with religion and spirituality, both past and present, to respond to social, cultural, political, and geographical change

**RELI UN2780 INTRODUCTION TO NATIVE AMERICAN RELIGIOUS TRADITIONS- Discussion. 0.00 points.**

REQUIRED DISCUSSION SECTION FOR RELI UN2779

**RELI UN3020 Science Saves. 4.00 points.**

Some of the most significant and influential imaginings about the future have come out of religious movements. Today the scales of authoritative power to inform us about our collective futures seem to have shifted, many would say properly so, in

favor of the sciences. Promises about the future, however, are never just predictions which may or may not come to pass. They are claims to power and authority (who has the power to describe and create the future), expressions of values (what kinds of dispositions, attitudes, and behaviors are considered proper in this future), and producers of future social worlds (who is permitted to participate in this future). Whether or not science discourses are attuned to it, the sciences have learned a lot from religion when it comes to selling salvation. Therefore, we do well to study the various intersections of science, technology, society, and religion. In this course, we will examine the utopian claims of science and technology, both past and present, to explore and understand how that authority is produced and structured, the kinds of values encoded within these claims, and the people, things, entities, and institutions who are included in or excluded from these potential futures. This course specifically aims to equip students with the ability to discern claims about the future, understand what is lurking between the lines, critically examine its consequences and intentions, and contextualize such claims about the future within alternative or competing claims, all in the hope that such critical attention produces visions of the future, and assemblages of science and technology, which are more democratic, just, and equitable

**Fall 2024: RELI UN3020**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3020	001/10527	M 2:10pm - 4:00pm 201 80 Claremont	Connor Martini	4.00	15/20

**RELI UN3027 Muslims of New York. 3.00 points.**

Looking at both historical and lived realities of Muslims in NYC, moving from the African Burial Ground in lower Manhattan to Harlem as Mecca. The course would engage both with cultural production, such as music, plays, and street art, and living communities around the Barnard campus

**RELI UN3107 Psychoanalysis and the ‘Eew’ Factor. 3.00 points.**

Curious about ambivalences and how we might attend to what we would rather not know, the late psychoanalyst Muriel Dimen took an interest in what she called the “eew! factor,” the visceral reaction of disgust and revulsion that is usually far more ambivalent than we like to think. Laced with attraction and excitement, relegated often to the unconscious, the “eew! factor” will provide us a lens for thinking with psychoanalysis about desires, bodies, social and moral boundaries, power, violence, ethics, and their ambivalences. Conceptions of purity and pollution, taboo and transgression work to establish norms and boundaries, while also rendering the forbidden exceptional, threatening, alluring, and powerful. We will attend to the dynamics of transference and countertransference to think through the ambivalences of attraction, pleasure, embarrassment, revulsion, and shame that surround investments in and rejections of queerness, racialization, religion, and institutions. We will examine how value and power do and don’t accrue around taboos and transgressions and to secrecy

and revelations. In light of the affective intensities of the “eew! factor” that seems never far in our everyday negotiations of social, moral, and bodily boundaries, we will also ask what ordinariness and a lack of exceptionality in relation to the “eew!” might look like, if it is even possible

**Spring 2025: RELI UN3107**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3107	001/17350	M W 11:40am - 12:55pm 101 80 Claremont	Yannik Thiem	3.00	12/25

**RELI UN3199 THEORY. 4.00 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 2024: RELI UN3199**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3199	001/10200	Th 12:10pm - 2:00pm 101 80 Claremont	Courtney Bender	4.00	9/25

**Spring 2025: RELI UN3199**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3199	001/00509	T 2:10pm - 4:00pm 111 Milstein Center	Beth Berkowitz	4.00	18/25

**RELI UN3202 RELIGION IN EARLY AMERICA. 4.00 points.**

This course examines religion in North America from the 1500s through the early 1800s with a focus on colonial projects, race and slavery, and gender. We begin with comparing Spanish and French Catholic and English Protestant colonies, missionary efforts, and systems of enslavement as well as how religion factored into Native Americans and African people’s survival and resistance. The second part of the class turns to the 1700s and the emergence of religious revivals and evangelicalism alongside increasing religious variety in the British colonies of North America. Finally, we examine the early United States (1790s-1850s) and ask how disestablishment, imperial ambitions, new religious movement, and debates over the “slavery question” transformed the religious landscape. While focused on religious history (and primarily different Christian traditions), the category of “religion” itself and theoretical frameworks for studying religion are also integral to the class

**Fall 2024: RELI UN3202**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3202	001/00349	M W 2:40pm - 3:55pm 202 Milbank Hall	Gale Kenny	4.00	14/35

**RELI UN3203 RELIGION IN THE MODERN US. 4.00 points.**

This course examines the history of religion in the United States from the Civil War to the present through thematic units



focused on the legal structures of religious freedom; race, religion, and nationality; healing, aesthetics, and embodiment; and, finally, religion and politics. Over the course of the semester, students will explore various religious communities as well as the ways social, political, and economic factors have shaped those traditions – and how religious communities have in turn shaped US society, politics, and culture. Students will also be introduced to key themes and debates in the field of American religious studies

**Spring 2025: RELI UN3203**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3203	001/00510	M W 2:40pm - 3:55pm 207 Milbank Hall	Gale Kenny	4.00	27/40

**RELI UN3204 Religion, Sexuality, and Truth. 3 points.**

The extent of Michel Foucault engagement with Christianity has only recently come to light with the publication of his lectures from the early 1980s. These lectures constitute, in many ways, the culmination of Foucault's work on power, sexuality, subjectivity and the discursive operations whereby knowledge is produced. In this course, we will appreciate the depth and originality of Foucault's critical account of Christianity and examine the major role it occupied in his thought on subjects such as sexuality, governmentality, truth telling, confession, and judicial forms. We will understand Foucault's work along with the crucial role he ascribed to Christianity in forming the history of the present.

**RELI UN3206 RELIGION IN THE ARCHIVE. 4.00 points.**

Students must sign up for a discussion section on Fridays, 10:10-11:25. **Not offered during 2023-2024 academic year.**

In Religion in the Archive, students will conduct archival research and create digital humanities projects that “remix” and decolonize a missionary archive: the Papers of Matilda Calder Thurston (1875-1958), an American missionary who helped establish the first four-year women's college in China, Ginling College in Nanjing. Thurston's papers belong to the Missionary Research Library housed at Burke Library. The class will meet twice a week for lectures addressing the history of American and Chinese religions and focused on theoretical questions of imperialism, gender, conversion, and modernization. Students will also engage with debates about the archive/archiving, the digital humanities, and what it means to present scholarly research to a public audience. During the Friday recitation, students will conduct archival research and scan archival documents, to embed metadata, to work with a database program, and to design a website and/or produce a podcast.

**RELI UN3207 In the Margins of the Middle Ages: Religious Minorities in the Medieval Latin West. 4.00 points.**

This course investigates marginal religious groups, including apostates, heretics, Jews, magicians, Muslims, etc. against the backdrop of Christianity in medieval Western Europe. Through examining various types of primary textual and pictorial sources including papal letters, penitential handbooks, lawyers'

commentaries, autobiographies, manuscript illuminations, paintings, etc., the class will facilitate students to rethink the socio-historical situation of religious minorities, the defining of religious boundaries in history, and the echoes of such defining in the contemporary world. (No prerequisites)

**RELI UN3208 Aaahh Real Monsters: Critical Monster Studies. 3.00 points.**

This course examines the major issues and themes of critical monster studies. It explores questions about how we conceive and understand monsters theoretically, historically, socially, and culturally. Is there a quintessential monster category? Or are monsters constructed? How do social, cultural, and religious factors affect our perception of monsters and the idea of monstrosity? What roles do monsters fill in determining how people construct and deconstruct their communities? Are monsters members of the community? What does the idea of monstrosity imply about the limits of what is possible in nature? Are monsters just supernatural or are there natural monsters? And what do modern depictions of monsters in popular media have to say about how our perception of monsters is changing? Together, we explore all of these questions and orient students into the burgeoning field of critical monster studies

**RELI UN3210 MILLENNIUM: APOCALYPSE AND UTOPIA. 3.00 points.**

Study of apocalyptic thinking and practice in the western religious tradition, with a focus on American apocalyptic religious movements and their relation to contemporary cultural productions, as well as notions of history and politics

**RELI UN3213 Religion In Early America- Discussion. 0.00 points.**

This course accompanies RELI UN3203: Religion in the Modern US to examine the history of religion in the United States from the Civil War to the present through thematic units focused on the legal structures of religious freedom; race, religion, and nationality; healing, aesthetics, and embodiment; and, finally, religion and politics. Over the course of the semester, students will explore various religious communities as well as the ways social, political, and economic factors have shaped those traditions – and how religious communities have in turn shaped US society, politics, and culture. Students will also be introduced to key themes and debates in the field of American religious studies

**Fall 2024: RELI UN3213**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3213	001/00350	Th 10:10am - 11:00am 227 Milbank Hall	Francesca Masso-Rivetti	0.00	5/18
RELI 3213	002/00351	Th 4:10pm - 5:00pm 214 Milbank Hall	Francesca Masso-Rivetti	0.00	7/18

**RELI UN3225 Religion and Capitalism: Faith and the American Market. 3 points.**

Is the market a religious system? Can we consider "capitalism" to be a key arena in which the relationship between the religious and the secular is both negotiated and performed? In



this course, students will explore the complicated relationship between faith and the market, the religious and the secular, and the evolution of vice and virtue as they relate to economic thriving in the United States. While no hard and fast rules for thinking about the relationship between right conduct and material interests cut across all religious and philosophical traditions, human agents invest real faith into currency, into markets, and into the reigning economic order to bring about increased opportunities, wealth, and freedom to people across the globe. Throughout this semester, we will chart both the long shadows and the future trajectories of these beliefs from our American perspective.

In this course, students will develop a strong foundational knowledge of the key theorists who have defined these relationships for generations before applying a critical lens to a number of global themes (the construction of race, the power of class, and the policing of gender) in an American context. To this end, our syllabus will be split into three units, each anchored by a particular theorist central to the academic study of religion (Max Weber, Karl Marx, and Michel Foucault) and followed by a number of case study texts that will bring their constructs and lenses into more lively debate and discussion.

#### **RELI UN3230 PHILOSOPHY OF RELIGION. 3.00 points.**

This course in the Philosophy of Religion will consider the relationship between faith and reason, religion and morality, religion and art, and religion and technology. Attention will be devoted to an exploration of comparative interpretations of God or the divine in the western philosophical and theological traditions and Zen Buddhism as well as the interrelation of interpretations of God, self, and world. The course will conclude with a consideration of the question of life after death in philosophy, literature, and information technology

#### **RELI UN3232 Museums and Sacred Things. 4 points.**

This course invites students to consider how museums create, curate, collect, and engage with sacred things, including things that are recognizably religious, things that become “sacred” through the processes of museum collection and display, visitors to museums, and even museum spaces themselves. This course focuses on the American context, and American museums. We will first consider the particular social and political contexts in which museums and museum practices developed and responded to sacred things, and the contexts in which “religion” serves as a valuable if often implicit classification structure. We will then focus on the ways in which things deemed sacred are engaged by museums and encountered by museumgoers, with particular attention to the ways that museumgoers, museum architecture, and religious communities all interact in relation so object. In this class, students will learn to thoughtfully ask question and evaluate the role that museums as public institutions play in shaping public and private understandings and experiences of religion, the sacred, and spirituality.

#### **Spring 2025: RELI UN3232**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3232	001/13963	T Th 4:10pm - 5:25pm 307 Pupin Laboratories	Courtney Bender	4	27/30

#### **RELI UN3233 Museums and Sacred Things - Discussion. 0 points.**

This course invites students to consider how museums create, curate, collect, and engage with sacred things, including things that are recognizably religious, things that become “sacred” through the processes of museum collection and display, visitors to museums, and even museum spaces themselves. This course focuses on the American context, and American museums. We will first consider the particular social and political contexts in which museums and museum practices developed and responded to sacred things, and the contexts in which “religion” serves as a valuable if often implicit classification structure. We will then focus on the ways in which things deemed sacred are engaged by museums and encountered by museumgoers, with particular attention to the ways that museumgoers, museum architecture, and religious communities all interact in relation so object. In this class, students will learn to thoughtfully ask question and evaluate the role that museums as public institutions play in shaping public and private understandings and experiences of religion, the sacred, and spirituality.

#### **Spring 2025: RELI UN3233**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3233	001/13964	F 11:00am - 11:50am 201 80 Claremont	Francesca Masso-Rivetti	0	16/15
RELI 3233	002/13965	M 10:10am - 11:00am C01 80 Claremont	Francesca Masso-Rivetti	0	12/15

#### **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.

#### **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.

**RELI UN3304 Memory and Violence in Shi'i Islam. 4 points.****Not offered during 2023-2024 academic year.**

Why do humans insist on remembering and often memorializing violence? And how do they decide when violence is worth remembering or not? This course ponders these questions through a case study by examining the martyrdom of Husayn b. Ali (d. 680), grandson of the Prophet Muhammad and the third Imam in Shi'i Islam. We will explore the many ways in which this violent event has acquired meaning for people around the world from the seventh century until today using the lens of "collective memory" and its role in community formation. There are no prerequisites, but background knowledge of Middle Eastern history will be very helpful.

**RELI UN3309 Modern Islamic Thought. 4 points.**

Who speaks for Islam and Muslims today? Is an "Islamic Reformation" necessary? Is there a Muslim "clergy"?

What makes certain religious voices and institutions more authoritative than others? This course explores questions such as how can we conceptualize "authority" and the ways in which religious authorities are constructed in Islam in the modern and post-modern age. What sorts of shifts have occurred at centers of Islamic learning in the modern period? How may some of major influential orientations to Islamic thought today be characterized? How are American Muslims thinkers influenced by modern Islamic thought from Muslim majority countries and how are they developing their own body of thought? What are some of the major debates in contemporary American Muslim thought regarding violence, gender, race and economic justice?

**RELI UN3312 "The Scientific Buddha": Buddhism and Science in China and Beyond. 4.00 points.**

The relationship between religion and science, and by extension between Buddhism and science, have been long investigated by scholars and practitioners attempting to understand questions regarding the nature of reality, knowledge, and experience. While the meeting of Buddhism and Western science dates back to the nineteenth century, the discourse of "encounter" between these two systems of knowledge intensified with the Dalai Lama's suggestion to institutionalize a dialogue between Buddhist practitioners and Western scientists in 1987. This seminar examines this on-going dialogue from its beginning in China about 200 years ago through today

**RELI UN3313 Quran- Discussion. 0.00 points.**

This is the discussion section for RELI UN3314: QURAN

Spring 2025: RELI UN3313

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3313	001/00808	Th 6:10pm - 7:00pm		0.00	9/30
302 Milbank Hall					

**RELI UN3314 QURAN. 4.00 points.**

This course conceives of the Qur'ān as a living text in constant flux through interactions with other religious traditions. It

focuses on developing an understanding of the Qur'ān's form, style, and content through a close reading of comparable religious texts. Major topics covered include the Qur'ānic theory of prophecy, its treatment of the Biblical tradition (both that of the Hebrew Bible and the New Testament), and its perspective on pre-Islamic pagan religion. The central goals of the course include the ability to (a) analyze primary religious sources in a critical and objective manner and (b) construct coherent arguments based on concrete evidence. In a class of this nature, class members will naturally hold or develop a wide variety of opinions about the topics covered. The goal is not to adopt a single opinion concerning the interpretation of a particular text, but rather to support personal conclusions in a clear logical manner

Spring 2025: RELI UN3314

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3314	001/00511	M W 2:40pm - 3:55pm 203 Diana Center	Najam Haider	4.00	23/30

**RELI UN3315 Readings in Kabbalah. 3 points.**

This course will serve to provide a wide but detailed exploration of Jewish Mysticism, raising questions about its connection to other Jewish traditions, the kind of symbolism and hermeneutics at stake, and the conception of God, man and world we are dealing with, amongst other major ideas.

**RELI UN3317 Deep Tantra: Sex, Violence, Ritual. 4.00 points.**

This course is an introduction to the tantric traditions of premodern India (c. 300 - 1000 CE) with a particular emphasis on the history of #aivism (pronounced "Shaivism") – that is, religious currents associated with scriptures called tantras that were believed to have been revealed by the god #iva (pronounced "Shiva"). #aivism is generally considered to be one of the many strands that make up Hinduism, but we will explore, both historically and thematically, the aspects that made tantric #aivism unique, including its ritual use of sex and violence. Our exploration into the tantric world will seek to make sense of these and other types of practices within the broader religious context of traditional South Asia. We will also examine how aspects of tantric religion became an important religious context for a variety of communities and the ways in which tantric #aivism transformed other religious groups

**RELI UN3318 Humor, Joy, and Happiness in Judaism. 4.00 points.**

Jewish history is plagued with tragedies and suffering. It only makes sense, then, that scholars of Jewish Studies tend to focus on moments of hardship and pain. But do disasters and the despair tell the whole story? What gets missed when we prioritize despair and misery and cast aside allegedly "lighter" and more "positive" themes? Such questions are the engine that runs this seminar. Here, students are invited to rethink the cultural roles of joy in Judaism, take Jewish humor seriously, and ponder whether happiness in Judaism is distinct from what we find in other religious traditions. "Joy, Humor, and Happiness in Judaism" is not, however, a feel-good course.

Throughout the semester, through careful readings of primary sources (in translation) and contemporary theories, we will explore how so-called positive emotions, moods, and affects are inextricable from the most “serious” aspects of religion, politics, and the human experience, such as identity formation, violence, gender norms, and power

**RELI UN3321 Religion and Climate Crisis: India. 4.00 points.**

Connections between dramatic climate assaults and religious practices and perspectives, taking Hindu India as an example: glaciers and floods, extreme weather, overpopulation, air and water pollution, deforestation. Hindu contexts, causes, and responses

**RELI UN3322 Religion # Climate Crisis: India - Discussion. 0.00 points.**

This is the discussion section for RELI UN3321. You must register for that course before registering for this course

**RELI UN3323 Religion and Medicine in South Asia: Psychiatry # the Politics of Madness. 4.00 points.**

In this course, students will come to see the imbrication of religion, power, and mental illness across South Asia by examining experiences of suffering and its management; the history of psychiatry in the British colonial era and its afterlives; and the relationship of religion to concepts of mental and emotional disorder. Students will identify models for medical structures of care, healing, and treatments in the context of religion, ritual, and quotidian life. Topics include diagnostic processes and the creation of categories, stigma and models of clinical care, hysteria, spirit possession, pharmaceuticals, and the relationship of trauma to political structures. This course has three sections: 1) the first portion undertakes a brief historical survey of medical disciplines and institutions in South Asia (such as the development of Ayurveda, Yun#n# #ibb, and the rise of the b#m#rist#n); 2) the second portion of the course focuses on the rise of the asylum (sometimes called the p#gal kh#na) in tandem with psychiatry and its twinned consequence: the pathologization of asceticism by British colonial technologies of discipline; 3) the final portion examines the relationship between British colonialism and psychoanalysis with the introduction of this western discipline to the subcontinent. This course will take critical stock of historical structures throughout South Asia claiming to provide care (such as family, caste, healthcare, mental asylums, colonialism, educational systems, pensions, and much more). As a result, students come to consider concepts of social suffering, biopolitics, biosociality, political subjectivity, and postcolonial disorder. Primary source material will include the following: ##stra, ethnography, clinical studies, poetry, scripture, ritual texts across Islamic, Hindu, Buddhist, and Jain traditions

Spring 2025: RELI UN3323

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3323	001/00632	W 4:10pm - 6:00pm	Meghan Hartman	4.00	16/20
214 Milbank Hall					

**RELI UN3340 EARLY CHRISTIANITY. 3.00 points.**

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

**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.

**RELI UN3401 MUSLIMS IN DIASPORA-DISC. 0 points.**

Corequisites: RELI UN3407

Discussion section associated with RELI UN3407-MUSLIMS IN DIASPORA.

**RELI UN3406 Space, Narrative, and Religion in India. 3 points.**

**Not offered during 2023-2024 academic year.**

**Course Description:** This course is fundamentally about sacred places and the stories that people tell about and within them. We will explore the role that narratives – mythological, historical, personal, and academic – have played in the creation, maintenance and conceptualization of sacred spaces in South Asia. Each class in the first section of the course is devoted to a particular site or category of sites, and examines the roles that religious texts and iconography play in the traditions with which the sites are associated. In the second section of the course, we will consider ethnographic perspectives on religious journeys. Finally, in the third section, we will focus on the idealization of region or nation as a sacred space, and examines the manner in which narratives are invoked to formulate identities and to negotiate conflicts and differentials of power.

As we navigate these topics, we will explore answers to the following questions: How are spaces made “sacred”? What are the multiple types of narratives that come to be associated with sacred spaces, and what roles do they play in their production? How are such narratives transmitted, and for whom? How do religious practitioners utilize these spaces and their narratives in order to negotiate various facets of daily life, and in order to situate themselves within the religious landscape of South Asia?



**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

**RELI UN3413 Muslims in the West. 3.00 points.**

Contemporary Western Muslims around the world face a number of challenges today. What are some of the major issues that some Western Muslim communities are negotiating? What can we learn from particular narratives of Muslims in the West, including during slavery in the US and at the turn of the twentieth century? How did Islam spread among African Americans in the mid-twentieth century and what does contemporary Muslim American thought look like today? How do the histories, beliefs and practices vary among contemporary diasporic Muslims especially in relationship to their circumstances and their negotiations of questions relating to race, class, and gender? What do some of the major divisions in theology and politics look like among contemporary Muslims along conservative and progressive lines? Who are some of the major voices and movements contesting for authority today and what positions do they take? This course aims to explore these questions and more through close readings and discussions of primary sources coupled with secondary academic works

Fall 2024: RELI UN3413

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3413	001/11829	M 12:10pm - 2:00pm 103 Knox Hall	Ebadur Rahman	3.00	8/20

**RELI UN3414 Changing Places. 4.00 points.**

Globalization, climate, migration, surveillance, homelessness, and virtualization are changing the places where people live, work, love, pray, struggle, and die. This course explores the presuppositions and implications of intersecting vectors that are pushing society to the edge of collapse. The inquiry begins with a consideration of the contemporary status of the four ancient elements – earth, air, water, and fire, and proceeds to explore displacements in cities and the country and replacements in churches, temples, mosques, woods, gardens, and cemeteries. Have we passed the tipping point, or is recovery still possible?

**RELI UN3415 Climate, Religion, and the Anthropocene. 4.00 points.**

This course examines intersections between religious life and climate change in a comparative and global perspective. In recent years, the idea of the Anthropocene—the period of geological time during which human activity has become the primary force shaping the Earth’s climate—has abounded in both academic and popular literature. This focus on human agency over the climate raises questions about the extent to which humans share equally responsibility for and vulnerability to climate change, as well as differing understandings of human

relationships and responsibilities toward the environment. This course uses religion as a lens to examine the role of humans in both creating ecological destruction and efforts to repair and rework relationships with the natural world. We will draw on primary texts from religious traditions around the world in a bid to unsettle human-centric and universalist narratives of the Anthropocene. By the end of the semester, students will have deepened and nuanced their understandings of the notoriously vexed categories of religion and the Anthropocene, and come away with new ways of thinking about the climate crisis

**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.

**RELI UN3430 Indigenous Religious Histories. 4 points.**

Nomads, natives, peasants, hill people, aboriginals, hunter-gatherers, First Nations—these are just a handful of the terms in use to define indigenous peoples globally. The names these groups use to describe themselves, as well as the varying religious practices, attitudes, and beliefs among these populations are far more numerous and complex. For much of recorded history however, colonial centers of power have defined indigenous peoples racially and often in terms of *lacking* religion; as pagan, barbarian, non-modern, and without history or civilization.

Despite this conundrum of identity and classification, indigenous religious traditions often have well-documented and observable pasts. This course considers the challenges associated with studying indigenous religious history, as well as the changing social, political, and legal dimensions of religious practice among native groups over time and in relationship to the state. Organized thematically and geographically, we will engage with classic works of ethnohistory, environmental history, indigenous studies, the history of anthropology, and religious studies as well as primary sources that include legal documentation, military records, personal testimony, and oral narrative.



**RELI UN3500 BUDDHIST ETHICS. 3.00 points.****RELI UN3501 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 UN3511 Tantra in South Asia, East Asia & the West. 3 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

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 UN3517 Queer Theory, Religion, and Their Discontents. 3.00 points.**

For the most part queer studies and religious studies have met each other with great suspicion and little interest in the conceptual resources of the respectively other field. Our guiding questions will be: What does religion have to do with queerness? What does queerness have to do with religion? Queer theory and activists, unless they already identify as religious, often have little or little good to say about religion. Conversely, many religious traditions intensively regulate gender, sex, sexuality, and especially queerness. This course will explore how religious studies can enrich queer theory and how queer theory can reshape our thinking about religious studies. But beyond the mutual disinterest, anxieties, and animosities, queer studies and religious studies share actually a whole range of core interests and questions, such as embodiment, sexuality, gender-variability, coloniality, race appearing as religious identity and religious identity as gendered, as well as the role of catastrophe, utopia, and redemption in our experience of the world. We will examine questions about religion come to the fore when we paying especially attention to queerness, gender, sexuality, pleasure, pain, and desire. Equally, we will examine how queer discourses mobilize religious and theological images and ideas, especially where these images and ideas are no longer clearly recognizable as having religious origins. Rather than trying to settle on definitive answers, this course will cultivate a process of open-ended collective inquiry in which students will be encouraged to think autonomously and challenge facile solutions. Students should come away from the course with an expanded sense of how we grapple with issues related to gender, sexuality, desire, and embodiment in our everyday lives and how religion and religious formations are entangled with these issues well beyond religious communities. Ideally, students should experience this course as enlarging the set of critical tools at their hands for creative and rigorous thinking

**Fall 2024: RELI UN3517**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3517	001/10195	M W 11:40am - 12:55pm C01 80 Claremont	Yannik Thiem	3.00	11/30

**RELI UN3518 Buddhism in East Asian Medical Cultures. 3 points.**

This seminar introduces students to the intersections between Buddhism and medicine in East Asia in the premodern period. The course begins with Buddhist ideas and practices concerning health and disease in ancient India over two millennia ago, and follows the eastward transmission of these concerns and activities into China, Korea, and Japan until roughly the 16<sup>th</sup> century. In addition to secondary studies representing the latest research in this burgeoning field, this course gives special attention to critical readings of shorter selections of primary sources translated into English, including sutras, monastic regulations, recipe collections, liturgical documents, and longevity manuals. Reading these selections through multiple methodological frameworks—social history, history of the body, and material culture, students will gain an appreciation of the rich diversity that characterized Buddhist healthcare practices before the introduction of Western medicine. A fundamental premise of this course is that different currents of Buddhism constituted medical cultures in their own right, a perspective that will help us to complicate conventional notions of both “religion” and “medicine.” We will aim to achieve a nuanced understanding of the ways that healing concerns shaped how monks and nuns related to actors of other therapeutic communities, and therefore emphasis is placed on the social and cultural contexts in which Buddhist medical practices were embedded. Students will thereby acquire a basic grounding in East Asian Buddhism to complement our particular concern with the dynamics of medical history. Previous coursework in Buddhism or East Asian religion is thus recommended but not required.

**RELI UN3519 Embodiment: (Re)Defining the Human. 4.00 points.**

Please note this course is for a GSAS Teaching Scholar. With the rise of climate change, technological advances, and an abundance of everyday existential crises, you might be wondering what it means to be human in 2023. In this course, we begin with the claim that in order to understand “human being” in a time of critical discourse regarding the Anthropocene, we must explore embodiment. Starting with Cartesian Dualism and its legacy, we will progress to contemporary critiques and move into speculative understandings of embodiment and its role in human being in religious studies, philosophy, literature, and anthropology. We will think about how we define what it means to be human, who exactly this “we” is who gets to do the defining, and what happens to us and our worlds when we forget about or attempt to overcome embodiment. This course has several interactive components and utilizes media such as podcasts, films, comics,

and practical engagement in addition to a wide variety of academic reading assignments

**RELI UN3521 Muslim Masculinities. 4 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This interdisciplinary course explores a variety of Muslim modes of masculinity as they have developed over time and as they have varied across different regions of the Islamic World. Students examine and problematize the social and cultural construction of masculinity in various parts of the Islamic world, including in the Middle East, South Asia, Sub-Saharan Africa, and in the Muslim diasporas of Europe and the Americas. In trying to understand the complex ways in which men and manhood are made in Islamic societies we will center our attention on the perceptions of bodily and social differences in Muslims' larger articulations of gender and sexuality. A particular focus will be on the relationship between masculinity and violence against women and non-Muslims.

**RELI UN3522 MUSLIM MASCULINITIES-DISC. 0 points.**

Discussion section for RELI UN3521 - MUSLIM MASCULINITIES

**RELI UN3575 EVANGELICALISM. 3.00 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.

**RELI UN3606 Religion and Media in America. 3 points.**

This course examines the role of media in shaping religious identities, beliefs, practices, and institutions using case studies from American history and contemporary American culture. For the purpose of this course, the term media will be interpreted broadly to mean any technique or technology designed to communicate information such as verbal discourses, written texts, visual representations, ritual gestures, sacred objects, and telecommunication technologies. In foregrounding media, we will examine how religious beliefs and practices have been remembered, disseminated, translated, and contested in the American context. Just as important, we will examine how religious groups have negotiated their American identity through media practices and their narrative content.

As we will see, acts of transmission such as writing, mapping, broadcasting, and televising play essential parts in drawing and erasing communal boundaries from both within and without. With this in mind, we will not be attempting to identify what

religion is, so much as the ways in which historical actors understood themselves to be religious. We will find that what counts as religion varies, sometimes dramatically, across times, spaces, and cultures; "America" is similarly unstable and contested. Our job, then, will be to understand the role of media and mediation in constituting their contours.

**RELI UN3612 The Religious History of Hip Hop. 3 points.**

This is an undergraduate lecture course introducing students to the study of religion through an engagement with the history of hip hop music. More specifically, this course is organized chronologically to narrate a history of religion in the United States (from 1970 to the present day) by mapping the ways that a variety of religious ideas and practices have animated rap music's evolution and expansion during this time period. While there are no required prerequisites for the course, prior coursework in religious studies, African American studies, and/or popular music is helpful.

**RELI UN3625 Hippie Physics, Counterculture, Cyberculture. 3.00 points.**

The world inside your smartphone may not be all that it seems. Everything from your e-banking app to your TikTok algorithm can be traced back to the Woodstock-going, acid-taking, love (not war)-making attitude that permeated the youth (in spite of the generations before) in counterculture America. Today's technosphere grew out of the convergence of the post-World War II and Cold War military-industrial complex and the 1960s counterculture. Resistance to the war in Viet Nam, the Civil Rights movement, and the spread of Buddhist thought created social unrest and political disorder. (Almost) simultaneously, a counter counterculture emerged – conservative Christians joined forces with right wing and libertarian politicians to resist sex, drugs, and rock-and-roll, and promote a religiously, politically, and racially "purified" America. Sound familiar? In the midst of this turmoil, groups of physicists who had dropped out (but not necessarily tuned in) gathered in San Francisco and Palo Alto garages to create a technological revolution that continues to transform the world. This course will explore this seminal period through a consideration of music, films, and books of this era, as well as the technological and philosophical implications that quantum physics has on our society and culture today

**RELI UN3630 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 UN3671 Religion and Human Rights. 4.00 points.**

What is the relationship between religion and human rights? How have different religious traditions conceived of “the human” as a being worthy of inherent dignity and respect, particularly in moments of political, military, economic, and ecological crisis? How and why have modern regimes of human rights privileged some of these ideas and marginalized others? What can these complicated relationships between religion and human rights explain some of the key crises in human rights law and politics today, and what avenues can be charted for moving forward? In this class, we will attempt to answer these questions by first developing a theoretical understanding of some of the key debates about the origins, trajectories, and legacies of modern human rights’ religious entanglements. We will then move on to examine various examples of ideas about and institutions for protecting “humanity” from different regions and histories. Specifically, we will examine how different societies, organizations, and religious traditions have addressed questions of war and violence; freedom of belief and expression; gender and sexual orientation; economic inequality; ecology; and the appropriate ways to punish and remember wrongdoing. In doing so, we will develop a repertoire of theoretical and empirical tools that can help us address both specific crises of human rights in various contexts, as well as the general crisis of faith and observance of human rights as a universal norm and aspiration for peoples everywhere

Spring 2025: RELI UN3671

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3671	001/00512	M 12:10pm - 2:00pm 407 Barnard Hall	Timothy Vasko	4.00	14/15

**RELI UN3755 AFRICAN-AMERICAN RELIGION. 3.00 points.****RELI UN3881 Indigenous Peoples in International Law I. 4.00 points.**

How did European-Christians justify the colonization of the Americas? Did these justifications vary between different European empires, and between the Protestant and Catholic faiths, and if so, how? Do these justifications remain in effect in modern jurisprudence and ministries? This class explores these questions by introducing students to the Doctrine of Discovery. The Doctrine of Discovery is the defining legal rationale for European Colonization in the Western Hemisphere. The Doctrine has its origins in a body of ecclesiastic, legal, and philosophical texts dating to the late-fifteenth century, and was summarized by Chief Justice John Marshall of the United States Supreme Court, in the final, unanimous decision the judiciary issued on the 1823 case *Johnson v. M’Intosh*. Students will be introduced to the major, primary texts that make up the Doctrine, as well as contemporary critical studies of these texts and the Doctrine in general

Fall 2024: RELI UN3881

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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RELI 3881	001/00353	W 2:10pm - 4:00pm	Timothy Vasko	4.00	5/15
214 Milbank Hall					

**RELI UN3882 Doctrine of Discovery. 4.00 points.**

How did European-Christians justify the colonization of the Americas? Did these justifications vary between different European empires, and between the Protestant and Catholic faiths, and if so, how? Do these justifications remain in effect in modern jurisprudence and ministries? This class explores these questions by introducing students to the Doctrine of Discovery. The Doctrine of Discovery is the defining legal rationale for European Colonization in the Western Hemisphere. The Doctrine has its origins in a body of ecclesiastic, legal, and philosophical texts dating to the late- fifteenth century, and was summarized by Chief Justice John Marshall of the United States Supreme Court, in the final, unanimous decision the judiciary issued on the 1823 case *Johnson v. M’Intosh*. Students will be introduced to the major, primary texts that make up the Doctrine, as well as contemporary critical studies of these texts and the Doctrine in general

**RELI UN3901 GUIDED READING AND RESEARCH.**

1.00-4.00 points.

Prerequisites: the instructors permission

**RELI GU4001 Curating Islam in NYC. 4.00 points.**

This course focuses on the ways in which museums conceptualize, contextualize, curate and display Islamic art. In the process, it interrogates the degree to which the orientalist past and the secular present shapes our understanding of the Muslim world. Students will not just engage with material objects from Muslim societies but also consider the choices museums make about their display and presentation. These choices, in turn, speak to the role of museums in defining a specific understanding of the “sacred.” Finally, students will learn to thoughtfully and critically pose questions about the roles that museums as public institutions play in sharpening public and private understandings of Islam. The course begins with a general discussion of material objects in the study of religion. This is followed by a broad survey of Islamic Art which both describes and critiques the category as it has been framed in the Academy. Students then visit a number of museums to learn about the style and content of their Islamic collections. The course concludes by engaging a different kind of curation, namely oral histories in the Brooklyn Museum

**RELI GU4002 CURATING ISLAM IN NEW YORK CITY. 4.00 points.**

This course focuses on the ways in which museums conceptualize, contextualize, curate and display Islamic art. In the process, it interrogates the degree to which the orientalist past and the secular present shapes our understanding of the Muslim world. Students will not just engage with material objects from Muslim societies but also consider the choices museums make about their display and presentation. These choices, in turn, speak to the role of museums in defining a specific understanding of the “sacred.” Finally, students will learn to thoughtfully and critically pose questions about the



roles that museums as public institutions play in sharpening public and private understandings of Islam. The course begins with a general discussion of material objects in the study of religion. This is followed by a broad survey of Islamic Art which both describes and critiques the category as it has been framed in the Academy. Students then visit a number of museums to learn about the style and content of their Islamic collections. The course concludes by engaging a different kind of curation, namely oral histories in the Brooklyn Museum

**RELI GU4105 RELIGION LAB. 4.00 points.**

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 2024: RELI GU4105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4105	001/00355	W 12:10pm - 2:00pm 111 Milstein Center	Meghan Hartman	4.00	4/15

**RELI GU4120 GENDER IN ANC CHRISTIANITY. 4.00 points.**

This seminar considers the difference gender makes in interpreting ancient Christian texts, ideas, and practices. Topics will include gender hierarchy and homoeroticism, prophecy and authority, outsiders' views of Christianity, bodily pieties such as martyrdom and asceticism, and gender politics in the establishment of church offices. Emphasis will be placed on close readings of primary sources and selected scholarly framings of these sources

**RELI GU4160 GNOSIS. 4.00 points.**

**RELI GU4172 Confession. 4.00 points.**

This seminar explores the idea and practice of "confession" in a range of manifestations (in legal and judicial contexts, in religious practice, in memoir/autobiography, in political and personal reckoning with the past, in art and popular culture, among others) and from a variety of disciplinary perspectives (media studies, history, theology, literature, psychoanalysis, art history, and journalism). As the sacramental practice of confession recedes from significance within traditional religious contexts, the social practice of confession expands into new arenas. This seminar is devoted to theorizing this shifting terrain through the critical examination of a variety of primary sources and scholarly interventions

**RELI GU4175 Queer Theory Meets Religion. 4.00 points.**

Within religious traditions there are lively discourses of queering these traditions and while religious studies had to catch up, by now there are sizable bodies of queer studies in

religion. But theological and religious studies queer discourses rarely reach queer theory in general. Moreover, when queerness and religion are studied together, we usually take queerness primarily as a quality of lives, bodies, and desires and then study how religious traditions and discourses succeed or fail in targeting or supporting queer lives or studies articulate how religious traditions can be recovered through queer readings. We will inquire into the shapes and logics animating queer theory's religion trouble and wonder about what ways of thinking we preempt when queerness and religion are confined to pertaining to lived bodies and traditions respectively. What happens when we think with "queerness" and "religion" as dimensions irreducible to bodies or traditions? How is it that in the interdisciplinarity of queer theory, religion and religious studies remain largely unthought? To think through some of these questions, we will ask how religion and queerness might be understood as methodologies for examining how truth and affect converge and sediment in the sensibilities and infrastructures orienting how we experience the world around us. We will turn to both religious studies and queer theory to examine two interrelated sets of questions: 1) How are meaning-making and investments with value bound up with gender, race, sexual desires, ability, coloniality, class, age, climate and environmental factors? And 2) what potentials for knowing, acting, living differently are afforded by differing practices, rituals, architectures, and aesthetics of transmitting, refashioning, and institutionalizing knowledge systems?

**RELI GU4202 TIME,MODERNITY,DEATH. 4.00 points.**

The notion of modernity in the West implies a distinctive interpretation of temporality and subjectivity, which grows out of theological and philosophical traditions. Lutheran Protestantism, as developed by Hegel, Kierkegaard, and Heidegger, created the conditions for both the construction and the deconstruction of modernism and its extension in postmodernism. The course will examine these two trajectories by considering their contrasting interpretations of the relationship of human selfhood to time and death. On the one hand, the death of God leads to a radical immanence in which human subjectivity either is absolutized as the will to power or mastery that dominates or negates all difference and otherness, or is repressed by universal structures and infrastructures for which individual subjects are unknowing and unwitting vehicles. On the other hand, human subjectivity appears to be finite because its irreducible singularity is always given by an other that can be neither known nor controlled.

The course will conclude by considering the alternative psychological, political, and ethical implications of these two contrasting positions.

**RELI GU4204 Religions of the Iranian World. 4 points.**

This course is a seminar open to undergraduate and graduate students who wish to gain an understanding of the diverse religious traditions of the Iranian world from ancient to contemporary times. This subject has often been organized around the assumption that a continuous tradition of an Iranian national religious heritage can be identified and traced through



from ancient, Zoroastrian to medieval Islamic traditions, and then ultimately to contemporary Shi'ite and minority Zoroastrian and Baha'i traditions. This perspective has presumed that such a legacy has been constitutive and determinative for Iranians' sense of national identity and for their core religious world-view. From the outset, this course aims to problematize and ultimately overturn this approach, first of all, by historicizing the very idea of Iran and by challenging the assumption that an Iranian identity was even recognizable before the twentieth century, much less constitutive of some unbroken traditions of religious thought or practice. While there may be some persistent threads in language, mythic heritage, and religiosity that one can observe throughout the Iranian plateau and Central Asia across the centuries, it is more useful to examine these as part of a larger matrix of exchanges with adjacent cultural and religious systems. Students will examine a series of interrelated themes that are key to the studies of religion in the Iranian world. While the course does cover material that progresses roughly chronologically from the first millennium BCE to contemporary times, it is not a systematic historical survey. Each week will focus on a cluster of scholarly works and related primary sources on focused topics related to the successive religious traditions in Iran, the Mazdaen dualist traditions, Islam, and Baha'ism.

**RELI GU4205 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 GU4206 HISTORY, TIME, AND TRADITION. 4 points.**

In *Refashioning Futures*, David Scott asks if the accurate reconstruction of the past of an identity is the crucial point of a theoretical intervention. He ponders, instead, if such a historicist analysis should be followed by an emphatic "But so what?" The importance of asking "so what?" is that it allows us to begin to refuse, Scott writes, "history its subjectivity, its constancy, its eternity" and "interrupt its seemingly irrepressible succession, causality, its sovereign claim to determinacy" (105) The question "so what?" requires, in other words, we answer for history's prominence and providence as well as consider other possible formations of community, temporality, and inheritance not anchored by the weight of 'history'.

This seminar examines the overwhelming hold of "history" in the present by considering Scott's poignant "But so what?" We will begin by examining the problem-space of 'history' itself and how 'history' emerged as the foundation to understanding and ordering religious life globally. We will explore the wide-ranging effects of Enlightenment rationality and Orientalist knowledge production as well as consider the imbrication of history with theology and the secular. This section of the course

will help develop a shared set of concepts and problematics, which we will continuously encircle throughout. We will then examine how scholars have troubled this historical conscription, reorienting our understandings of temporality, tradition, and the past. The last half of the course, therefore, considers a range of different methods and theories that undo the importance of 'history' while remaining attuned to questions of the past, time, and inheritance

**RELI GU4207 Religion and the Afro-Native Experience. 4.00 points.**

African Americans and Native Americans have a shared history of racial oppression in America. However, the prevailing lenses through which scholars understand settler colonialism, religion, and black and indigenous histories focus overwhelmingly on the dynamics between Europeans and these respective groups. How might our understanding of these subjects change when viewed from a different point of departure, if we center the history of entanglements between black and native lives? How does religion structure the overlapping experiences of Afro-Native peoples in North America? From political movements in Minneapolis, Oakland, and New York City to enslavement from the Cotton Belt to the Rio Grande, this class will explore how Africans, Native Americans, and their descendants adapted to shifting contexts of race and religion in America. The course will proceed thematically by examining experiences of war, dislocation, survival, and diaspora

Spring 2025: RELI GU4207

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4207	001/00515	W 2:10pm - 4:00pm 223 Milbank Hall	Tiffany Hale	4.00	15/15

**RELI GU4209 Religion, Politics and Culture in Contemporary Black America. 4.00 points.**

This course examines the period commonly referred to as the "post-Civil Rights era"—that is, from the 1960s up through the current moment: a span of time also theorized through the related rhetorics of "postmodern," "postcolonial" and "post-Soul. We will explore the inter-workings of religion, politics and culture (as they converge and diverge) in contemporary black life. Attention will be given to formal religious traditions (i.e. Christianity, Islam, African-derived traditions), but also to a range of ideas about religion and/or spirituality as they are revealed in the artistic expression, politics and activism, and popular culture and media. Taking analytical cues from critical race theory, questions of agency, power and difference will be fore-grounded, as witnessed in how religious discourses and practices negotiate such categories as race, class, gender and sexuality. Ultimately, bringing together developments within the inter-disciplinary fields of black studies and the study of religion, ultimately this class will examine the ways in which various ideas about "religion" shape and circulate across various forms of black political organizing and cultural expression in our current moment. This seminar is open undergraduates and graduate students. While there are no require pre-requisites, students are expected have some prior

background in religious studies and/or African American Studies

**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 GU4213 Islam and the Secular: Rethinking Concepts of Religion in North-Western Africa and the Middle East. 4.00 points.**

The class offers a critical discussion of the conceptual apparatus of the anthropology of Islam and secularism and of the ways in which it shapes recent interventions in history and theory but also in Islamic studies with a particular focus on North-Western Africa and the Middle East. The questions that will be examined during the class read as follows: 1. What is Islam: a religion or a cultural formation, a discursive tradition or a way of life? How is one to construct a definition of Islam beyond orientalist legacies? Can one define Islam anthropologically outside the tradition itself? 2. How did French and British Empires transform or destroyed Islamic institutions while governing Muslims in the Middle East and North-West Africa? Are these colonial technologies Christian or secular and is there a significant difference between Christian slavery and secular colonialism? To what extent is secularism reducible to an imperial ideology or to Christianity itself? 3. How did Muslims respond to the challenge of modernity and to European imperial hegemony? How can one think philosophically within the Islamic tradition after the hegemony of Europe and colonialism?

**RELI GU4214 African and North African Philosophy: An Introduction. 3.00 points.**

What is African philosophy? Is a theory African simply because it is rooted in the political present of the continent? Is it African because it corresponds to an African cultural singularity or simply because his authors and inventors come from or live in Africa? This class will examine a) how religious traditions shape African theory b) how the influence of colonial anthropology on concepts of African culture and tradition can be challenged c) how African theory relates to African politics of decolonization, in North and "sub-Saharan" Africa. The major dialectical problem we will examine during the class is the ongoing contradiction between claims of authenticity and demands of liberation, traditionalism and modernity, religion and secularism, culturalism and Marxism

**RELI GU4215 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 GU4216 Religion and Capitalism: Faith and the American Market. 4.00 points.**

Is the market a religious system? Can we consider "capitalism" to be a key arena in which the relationship between the religious and the secular is both negotiated and performed? In this course, students will explore the complicated relationship between faith and the market, the religious and the secular, and the evolution of vice and virtue as they relate to economic thriving in the United States. While no hard and fast rules for thinking about the relationship between right conduct and material interests cut across all religious and philosophical traditions, human agents invest real faith into currency, into markets, and into the reigning economic order to bring about increased opportunities, wealth, and freedom to people across the globe. Throughout this semester, we will chart both the long shadows and the future trajectories of these beliefs from our American perspective

**Spring 2025: RELI GU4216**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4216	001/13966	M 10:10am - 12:00pm 201 80 Claremont	Andrew Jungclaus	4.00	12/15

**RELI GU4217 American Religions in extremis. 4.00 points.**

This seminar focuses on historical, sociological, and first-hand accounts of a diverse set of American non-conformist religious and spiritual groups (including MOVE, the Branch Davidians at Waco, Father Divine's International Peace Mission, the Oneida Perfectionists, and Occupy and others). Diverse in their historical origins, their activities, and their ends, each of the groups sought or seeks to offer radically new ways of living, subverting American gender, sexuality, racial, or economic norms. The title of this seminar highlights the ways that these groups explain their reasons for existing (to themselves or others) not as a choice but as a response to a system or society out of whack, at odds with the plans of the divine, or at odds with nature and survival. Likewise, it considers the numerous ways that these same groups have often found themselves the targets of state surveillance and violence

**Fall 2024: RELI GU4217**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4217	001/10525	W 4:10pm - 6:00pm 201 80 Claremont	Courtney Bender	4.00	16/20

**RELI GU4218 Heidegger and the Jews. 4 points.**

The conundrum of Martin Heidegger and the Jews continues. The recent publications of Heidegger's *Black-Notebooks* reignited the debate over his ties to the National Socialist party and his personal anti-Semitism. These notebooks reveal that

Heidegger establishes a *philosophical* case for his prejudices against Jews, one which arguably cuts to the very heart of his thinking. And yet, many of his closest and most brilliant students were Jewish, and it is becoming increasingly clear that his philosophy has left an indelible mark on twentieth century Jewish thought. This course is divided into two units: In the first unit we will become familiar with some central themes of Heidegger's thought and explore the question of the philosophical grounding of his political failing. In the second unit we will examine a variety of responses to Heidegger by Jewish thinkers who, in different ways and for different purposes, both profited greatly from his philosophical innovations and levelled profound criticism of his thought and actions. The animating question the course will attempt to answer is: Is it possible, as one student of Heidegger's had suggested, to think with and against Heidegger?

**RELI GU4219 Colonialism and religion in South Asia. 4 points.**

This course examines the conceptual trouble wrought by colonial rule in relation to boundaries, both of tradition and identity. We will begin by examining the category of 'religion' and how it emerged as an object of inquiry to understand and order life in the South Asian subcontinent. By exploring the wide-ranging effects of Orientalist knowledge production premised on secular historicity, this section of the course will help develop a shared set of concepts, which we will continuously encircle throughout. We will then question the role of this knowledge/power nexus in creating and reifying both notions of 'fluid' and 'communal' boundaries by studying the internal coherence and colonial inflection of several religious traditions in the subcontinent (Hinduism, Sikhism, Islam, and Buddhism). In concluding, we will consider how colonialism shifted the parameters of selfhood, creating new grounds, as well as reifying old ones, from which subjects came to contest the parameters of a given tradition.

**RELI GU4220 Political Theology. 4 points.**

This reading-intensive course will engage the notion of "political theology," a phrase 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 as our point of departure the key texts that have revived this notion (Schmitt, Kantorowicz), and 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.

The main part of the course will be dedicated to the question of religion as it informs our thinking of disciplinary divisions. Is religion a sphere than can be isolated? How did it become so? What are the effects of this isolation?

**RELI GU4222 Heidegger and Derrida. 4 points.**

This seminar will explore the relationship between Heidegger and Derrida through a close reading of texts in which they consider common questions and issues. Works from both early and late Heidegger will be considered. An examination of Derrida's writings on Heidegger reveals how he simultaneously appropriates and criticizes Heidegger in developing his critique of the western philosophical and theological tradition. Special attention will be paid to their contrasting interpretations of time and their alternative accounts of the work of art. This course is a sequel to Hegel and Kierkegaard, though the previous course is not a prerequisite for this seminar.

**RELI GU4223 Dreams. 4.00 points.**

This seminar for advanced undergraduates and graduate students investigates the significance of dreams in multiple cultural and historical contexts with a focus on Tibetan Buddhism. Dreams and dreaming are vital aspects of Tibetan Buddhist meditative practice, visionary experience, poetry, narratives, as well as visual arts. Students in the seminar will explore a range of materials that 1) guide Buddhist practitioners to cultivate certain types of dreams, and 2) narrate dream experiences that the dreamer has deemed worth recording, and 3) situate Tibetan Buddhist examples in broader contexts of religious and psychological perspectives, with an emphasis on Freud and Jung's treatment of dreams. According to Buddhist sources, a dream might be significant because the dreamer understands it to be revelatory, foretelling the future, or it might be recorded simply because the dreamer finds the dream in some way compelling, troubling, or funny. In life writing, dreams often highlight crucial moments in the writer's life experience. Just as psychoanalysts make use of dreams to engage with analysands, Tibetan medical texts instruct doctors to pay close attention to patients' dreams in the process of diagnosis. Tibetan ritual texts guide meditators in techniques for lucid dreaming. Visionary dreams are recorded in great aesthetic detail. Narratives of dreams and dreamscapes are an important part of biographies and life writing in general. We will also consider European and American treatments of dreams and lucid dreaming, including psychoanalytic, philosophical approaches to dreaming. A significant element of the course is a daily dream journal

**Fall 2024: RELI GU4223**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4223	001/20963	M 12:10pm - 2:00pm 101 80 Claremont	Dominique Townsend	4.00	15/15

**RELI GU4224 Dialectics: Theology and Philosophy between Europe and Africa. 4 points.**

What is dialectical reason? Is it still a mode of theological reasoning, as many critiques have argued, or a revolutionary form of secular critique? To what degree did it shape the language of revolutionary Marxism both in Europe and Africa, as the work of Fanon notably testifies? How does it still define the horizon of contemporary philosophy, French theory and postcolonial thinking? The class will address this question.



Beginning with Hegel, it will trace the becoming of his legacy in Marx, Fanon, Sartre and contemporary issues in French theory and African philosophy.

**RELI GU4227 Empire and Decolonization in North Africa: Race, Religion, Climate. 4.00 points.**

The course examines crucial debates in colonial and decolonial studies from a North African point of view, with a particular focus on Algeria. What does it mean to rethink conceptually and globally about empire and decoloniality from the point of view of North Africa ; a region which is often marginalized in both postcolonial and decolonial theory? The questions that will guide us throughout the class read as follows: 1) How is one to rethink the Maghreb without either reducing it to the history of French colonialism or downplaying the impact of colonialism on North Africa? How can binaries of direct rule and indirect rule, settler colonialism in Algeria and protectorates in Morocco and Tunisia be challenged in order to understand the postcolonial Maghreb as a unit? 2) Can one think about the historicity of the Maghreb without taking the destruction of Al-Andalus and its influence on the birth of race as a point of departure? Does the Christian racialization of Jews and Muslims through the notion of a purity of blood permeate the French colonization of the Maghreb? Is French colonialism in North Africa secular or Christian? How does secularity emerge in the midst of this history by reconfiguring the legacy of the Crusades? 3) How are Muslims and particularly Sufi orders involved in the practices of resistance against French colonial violence? How are traditional Islamic languages and practices of sainthood or the longing of the Mahdi redeployed in this situation? How do these practices and languages of resistance transform themselves with the construction of anticolonial nationalism? How can one rethink decolonization by analyzing how Algiers became the capital of Third World resistance at a global scale? 4) How do contemporary debates about Islam, tradition and modernity deploy themselves in the Maghreb and particularly in Morocco? How do these debates shape our understanding of decolonization?

**RELI GU4228 South Asia and the Secular. 4 points.**

This seminar explores different contestations and inflections of the secular in South Asia. We will begin by tracing a genealogy of the secular, which gave rise to a particular discursive grammar. Grounding ourselves in this formative space of the secular, we will study the constitutive nature of imperialism within the secular by examining the disciplining and conscripting role of Orientalism and the colonial state. Though noting these changes produced by colonial rule, this course also explores the arguments scholars of South Asia have made distinguishing between “secularisms” and the production of a tolerant and cosmopolitan South Asian orientation. In conjunction and against these possibilities, rather than consider the religious retrograde or communal, we will consider the continual striving toward political autonomy through disputation in the parameters of a given tradition—which resist incorporation into a broader pluralist or syncretic Indic model.

**RELI GU4255 Hegel, Information, “Artificial” Intelligence. 4.00 points.**

The development of high-speed computers, artificial neural networks, miniaturized sensors, mobile phones, and Big Data has created the conditions for the transformation of artificial intelligence. These changes are not only transforming the world but are also recasting long-standing distinctions like nature/culture, natural/artificial, body/mind, complexity/simplicity, and organism/machine that have shaped human thought and life for centuries. This refiguring of opposites as irreducibly interrelated was anticipated by Kant’s notion of self-organization and developed systematically by Hegel. This course will approach current forms of artificial intelligence through Kant’s interpretation of self-organization and Hegel’s dialectical logic and will reread Hegel’s system through “natural” and “artificial” neural networks, complex systems, and information theory. If nature and culture are inextricably interrelated, then is “artificial” intelligence really artificial, and is “nature” every merely natural? What are the implications of these developments for the understanding of human “nature” that has shaped the Anthropocene since the time of Galileo, Newton, and Descartes?

**RELI GU4260 Time. 4.00 points.**

Concepts and sensibilities surrounding time and temporality are major aspects of people’s sense of reality and “how the world works.” Questions that we will explore in this course include such as the following: How are concepts and senses of time shaped in different contexts? How do they change? What role do ritual practices as well as distinctions such as between sacred and profane times play in shaping senses of time? In what ways are times and temporalities experienceable and in what ways do they elude perception? How are concepts of time and space connected? How is time political and how do its political valences become tangible or remain elusive? In our inquiries we will pay attention to where practices and concepts that seem obviously associated with religion make their appearance and what assumptions make that classification seem obvious. We will also examine how conceptual tools of religious studies might aid us in understanding how conceptions and sensibilities regarding time and temporality emerge, are transmitted, and transformed in and through communities of practice. While this seminar is open to interested students from all disciplines, our work in this course specifically falls into the “zone of inquiry” of “time and history” of the Religion Department’s graduate programs. “Zones of inquiry” seek to introduce students to a particular cluster of key concepts and various theoretical elaborations of those concepts, in order to aid students in honing their ability to reflect critically on and develop further the central concepts that they derive from and bring to the specific traditions and phenomena that they study in their own research. A main goal of this course will therefore be to deepen our conceptual and analytical acumen and expand our theoretical resources at the intersection of religious studies and theories of time and temporality

**RELI GU4304 Krishna. 4 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement



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 GU4305 SECULAR # SPIRITUAL AMERICA. 4.00 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.

**RELI GU4307 BUDDHISM # DAOISM IN CHINA. 4.00 points.**

Prerequisites: one course on Buddhism or Chinese religious traditions is recommended, but not required, as background. In recent decades, the study of the so-called "Buddho-Daoism" has become a burgeoning field that breaks down the traditional boundary lines drawn between the two Chinese religious traditions. In this course we will read secondary scholarship in English that probes the complex relationships between Buddhism and Daoism in the past two millennia. Students are required not only to be aware of the tensions and complementarity between them, but to be alert to the nature of claims to either religious purity or mixing and the ways those claims were put forward under specific religio-historical circumstances. The course is organized thematically rather than chronologically. We will address topics on terminology, doctrine, cosmology, eschatology, soteriology, exorcism, scriptural productions, ritual performance, miracle tales and visual representations that arose in the interactions of the two religions, with particular attention paid to critiquing terms such as "influence," "encounter," "dialogue," "hybridity," "syncretism," and "repertoire." The course is designed for both advanced undergraduate and graduate students in the fields of East Asian religion, literature, history, art history, sociology and anthropology. One course on Buddhism or Chinese religious traditions is recommended, but not required, as background  
Spring 2025: RELI GU4307

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4307	001/17349	Th 4:10pm - 6:00pm 101 80 Claremont	Zhaohua Yang	4.00	14/22

**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.

**RELI GU4311 Fanon: Religion, Race, Philosophy in Africa and beyond. 4 points.**

This class will examine the work of Fanon through its sources, its context and its contemporary interpretations.

**RELI GU4314 Bhakti Poets. 4.00 points.**

Hindu poetry of radical religious participation—bhakti—in translation: poets of different regions, genders, and theological leanings. Knowledge of the original languages is not expected. Music, art, and performance play a role

**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....

**RELI GU4317 Islam in Southeast Asia. 4.00 points.**

Despite the fact that a fifth of the world's Muslim population lives in Southeast Asia, the region is often considered peripheral to or insignificant for the study of Islam more broadly. In this course, we will not only learn about Islamic thought and practice in the history and present of this important part of the Islamic world; we will also reflect on issues that, while grounded in the Southeast Asian context, illustrate a variety of key Islamic Studies issues. The first half of the course will provide a historical overview over the development of Islam in Southeast Asia while the second half will focus on contemporary issues. The Malay-Indonesian world, home to 90% of Southeast Asia's Muslims, will be our primary focus. Our approach will be interdisciplinary, incorporating anthropological, historical, and media studies approaches. Students in this class are expected to have some prior knowledge of Islam

**RELI GU4318 INTERPRETING BUDDHIST YOGA. 4.00 points.**

Students and scholars approaching a vast amount of primary and secondary literature, as well as accounts and anthropological and sociological studies of Buddhism as a lived religion, are faced with an array of stories, data, theories and practices, many of which appear to be inconsistent with others. We try to make sense of these by interpreting them. The art or science of interpretation – "hermeneutics" after Hermes – has a long history in Asia and in the West. Buddhism itself has a tradition of hermeneutics, as does each of the Western religious traditions and Western philosophy and law, starting with Plato and Aristotle, becoming "romantic" with Schleiermacher, and "modern" with Heidegger, Gadamer, and Ricoeur. Today's Western hermeneutics has become largely de-regionalized from specific subject areas, and has been extended to the interpretation of all human experience. After a grounding in traditional Buddhist and Western hermeneutic principles, we will focus on a number of aspects of Buddhism, including the central question of whether there is a "self" or not, and on

esoteric Buddhist yoga, Tantra, central to several of the better-known forms of Buddhism today, including Tibetan Buddhism. Here we will witness the confluence and, sometimes, collision of traditional Buddhist and Tantric hermeneutics focusing in large part on “spiritual” concerns, and the Western tradition, with its emphasis on economics, power, and gender. In thinking about which interpretations are “right” -- indeed, whether any interpretation can be “right,” and, if so, “how much?” -- we will consider the cultures in which these scriptures and practices originated, as well as ourselves and our own contemporary perspectives, insights, presuppositions and prejudices. A primary concern of hermeneutics is the interpretation of so-called “objective” physical and subjective mental realities. In thinking about the hermeneutics of outer and inner time and space, towards the end of the semester we will consider whether the “objective” and the “subjective” intersect, how much, and look at some descriptions of quantum mechanics and the role of observation of physical reality there, and analogize and contrast those to and with some Buddhist systems of philosophy and practice

**Fall 2024: RELI GU4318**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4318	001/10952	Th 12:10pm - 2:00pm 201 80 Claremont	David Kittay	4.00	17/25

**RELI GU4322 EXPLORING THE SHARIA: ISLAMIC LAW. 4.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

The platform of every modern “Islamist” political party calls for the implementation of “the shari’a.” 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 ends 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. This class is designed for students interested in a close examination of the Islamic legal system; it is not a broad introduction to the Islamic religion. The format of the class will vary from topic to topic but students should anticipate \*extensive\* participation through in-class debates

**RELI GU4324 American Scriptures. 4.00 points.**

What is scripture? How is cannon created? How do particular communities find meaning in varying works of literature? In this seminar, we will explore a number of influential American texts not simply in order to understand how they address questions of the holy and divine presence but also for how they provide creative ways of considering questions that have dogged Americans for centuries. In so doing, we will place literary works in conversation with contemporary theological trends and present-day scholarship on these connections. The course’s main thematic focus will be on government and collective rights; racial difference and questions of theodicy; children’s literature and disciplinary formation; the American libertarian streak; how best to care for the self; and humanity’s connection to nature. Students will examine a variety of texts – from the Declaration of Independence to Carl Sagan and Moby Dick – to better understand what matters to Americans and what do the literary artifacts we leave behind say about our current civilizational moment. This course will have succeeded in its goals if by its end your operative definition of religion has been significantly jumbled, challenged, and complicated. While many of our historical actors will use the term in different ways, this course is invested not in identifying what is or is not properly “religious,” but rather in examining how ideas operate in the world for the people to whom they’re important. To a certain extent, we must take seriously the claims made by religious actors of God acting in their lives. But in terms of analysis, religion for us will be a fluid concept, one that evades simple definition, and that is always “real” in terms of its effects on belief, action, and identity

**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

**RELI GU4326 SUFISM IN SOUTH ASIA. 4.00 points.**

Sufism or tassawuf has misleadingly been described as the mystical side of Islam, implying that it is somehow detached from the material world. Throughout the history of Islam, Sufi ideas, practices, and institutions have borne a complex, intimate, and sometimes fraught relationship with other aspects of Islamic tradition and practice, a relationship that has also been profoundly impacted by Orientalist scholarship in the colonial period and by global reformist currents in the postcolonial period. This seminar for advanced undergraduates and graduate students is an interdisciplinary investigation of how Sufism has been affected by the historical, sociocultural, political, and everyday environments in which it experienced

and practiced, with a particular focus on South Asia. Eclectic in approach, we will begin by considering how Sufism has been construed and even constructed by scholars, considering how modern notions of the self, religion, and the political have shaped scholarly understandings of what Sufism is. Focusing on bodily practices and well known individual Sufis who lived in South Asia during different historical periods, we will use them as a vehicle for understanding Sufi experience within the context of the evolving Sufi orders within specific local spaces. We will consider why Sufism has become such a target of controversy and ambivalence among Muslims in the modern world and trace some of the changing controversies and tensions that Sufis have struggled with over time, focusing on their understandings of self, society and reality

**RELI GU4334 Islam vs. Music: From Qawwali to Hip Hop. 4.00 points.**

This course interrogates seminal issues in the academic study of Islam through its representation in various forms of popular musical expression. The class is structured around key theoretical readings from a range of academic disciplines ranging from art history and anthropology to comparative literature and religion. The course begins with an exploration of the links between religion and popular culture (hooks). This is followed by an exploration of the connection between Muslim Sufi-inflected practices in South Asia and the ubiquity of Qawwali across Pakistan and India. The course then shifts to Orientalism frameworks (Said) through a case study involving the songs in two competing versions of Aladdin. These frameworks are then tied to the racial scaffolding that informed the conversion (to various forms of Islam) of a wave of mid 20th century American Jazz musicians. The second half of the course examines Hip Hop through the lens of race, immigration, and colonialism. Finally, the class examines the spread of Hip Hop to a global audience as a powerful means for expressing the marginalization of immigrant/colonized Muslim communities

**RELI GU4345 World Religions. 4.00 points.**

(1) We begin with a study for the Parliament of the World's Religions (PWR), held at the Columbian Exhibition at Chicago in 1893, because it is so often regarded as one of the great annunciatory moments for the field. A number of the 19th-century European "founding fathers" were invited or present, as was Swami Vivekananda, who has been at least as significant as any of them for the development of the field as a global idea. The PWR's American location broadens Tomoko Masuzawa's magisterial description of the "invention of world religions" by initially shifting attention away from its European base. It also introduces us to the element of display involved in announcing this idea and to one of its most important institutional partners: the University of Chicago. (2) In the second part of the course we investigate the consolidation/invention of the conceptual entities that comprise "world religions," as well as debates about just how many of them they are, and by what principle of accounting: To exemplify the production of "isms" that are said to comprise the world religions, we investigate the conceptual origins of Hinduism, Buddhism, Islam, the Judeo-Christian Tradition, and most recently The Indigenous. (3)

At the end we consider an institution founded around the idea of World Religions—Harvard's Center for the Study of World Religions—and wonder how it compares to what has been done at Columbia and its neighbor institutions in New York: the Interfaith Center of New York, the Jewish Theological Seminary, and Union Theological Seminary. (4) The course includes a workshop (2/21) in which we discuss various materials we might use if we ourselves were asked to teach a "world religions" course. We conclude with a mini-conference (4/24) in which you present your work and respond to that of others. There are two possibilities for the sort of work you might do, as listed below. Whichever you choose, please discuss your intentions with me by Friday, February 23. A two-page proposal and draft bibliography are due by midnight that day. OPTIONS: (a) You can do a research paper on some aspect of the course—possibly extending to areas about which we have not specifically read and talked. (b) Or, if you wish, you can design your own World Religions course, providing a syllabus with all its constituent parts and a 7-8 double-spaced paper explaining why you have structured the course as you have. Be sure to say how you envision the group of students you'll be working with. As part of your preparation, discuss the contents and approach of your course with members—or in some way affiliates (even apostates!)—of at least three of the religious groups or traditions involved

**RELI GU4355 AFR AM PROPHETIC POL TRADITION. 4.00 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 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.

**RELI GU4376 A Political Introduction to the Christian Scriptures. 4.00 points.**

In this course we will examine the New Testament canon and the twenty-seven texts that comprise it in light of their respective literary genres, their Jewish antecedents and Greco-Roman influences, which will include their historical, social, cultural, political and economic contexts, and the ways these factors impinged upon their various dimensions of meaning. Various modes of biblical interpretation, both ancient and contemporary, will be explored. A major emphasis will be on the ways select texts are utilized, misconstrued and weaponized in the public sphere in this contemporary moment

Fall 2024: RELI GU4376

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4376	001/10526	W 12:10pm - 2:00pm 101 80 Claremont	Obery Hendricks	4.00	14/20

**RELI GU4377 Islam in the Soviet Union and Successor States. 4.00 points.**

This seminar is designed for advanced undergraduate and graduate students seeking to develop an understanding of Islam in the Soviet Union and its successor states. The Soviet experience drastically altered the ways Central Asian Muslims practice Islam. This course explores the various ways in which Central Asian Muslims practiced Islam during the Soviet era and the lasting impacts of that period on contemporary Central Asia. Topics covered include the Soviet campaign against Islam, Soviet Islamic authorities, the growth of international Islamic networks in post-Soviet Central Asia, emerging Islamic movements, and common Islamic practices like pilgrimage and Islamic healing. Additionally, we will read theoretical and topical articles on comparable Islamic practices in various regions of the Muslim world to provide a broader perspective on Central Asia. All of the readings for this course will be in English. Prior course work related to Islam or the Soviet Union is recommended, but not required

Fall 2024: RELI GU4377

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4377	001/15067	T 6:10pm - 8:00pm 201 80 Claremont	Aziza Shanazarova	4.00	11/20

**RELI GU4407 Living Together: North American (Religious) Experiments. 3.00 points.**

The purpose of this seminar is to study historical communal religious experiments in the United States. It will engage with the questions of religious counter-cultures, and in particular the ways that communal religious groups challenge mainstream economic, political, gender, racial, and sexual norms through fashioning alternative modes of living together. The seminar will concentrate on study and analysis of texts, practices, and materials from two religious groups, the Shakers and Father

Divine’s International Peace Mission. The questions raised in considering these two historical groups will be refocused in a final unit that compares these communities to the comparatively short lived and “secular” Occupy movement, and brings the issues and challenges of alternative forms of living into the present moment

**RELI GU4411 RELIGION, MIND/SCIENCE FICTION. 4.00 points.**

While not yet fully recognized as a literary or philosophical genre, science fiction, through the “dislocation” it operates, raises (or amplifies) questions that have long been the preserve of religion, metaphysics, or philosophy, and it has brought some of these questions into the realm of popular culture. Science fiction is often perceived as hostile to religion, yet it often blurs the boundaries between science and religion. Recent SF, unlike the traditional “space opera,” revolves around the relations between the human mind and Artificial Intelligence — a challenge that our fast-evolving technoscientific society is confronting with a new sense of urgency. This course examines overlapping issues and questions shared by religion and SF

**RELI GU4412 RECOVERING PLACE. 4.00 points.**

**RELI GU4416 Empire and Secularization in Africa: Reform, Mission, Islam. 4 points.**

This course examines how Empires paved the way to a new form of domination in Africa. Secularizing processes will be analyzed in relation to imperial histories in Africa. From the Expedition in Egypt to the Berlin Conference, Empires in Africa were both secular and religious. We will examine the multiple ways in which Empires colonized Africa by encountering, regulating or transforming African religious traditions. The class will compare historical geographies of “North Western” and “North Eastern” Africa by focusing on the Maghreb and West Africa but also on Egypt and Sudan. We will examine the relations of Empires with Islam and Christian missions in Africa. We will also examine how African uprisings challenge and challenged Imperial and State powers both before and during the Panafrikan movement. We will eventually look at both Imperial and Anti-Imperial legacies in Africa today.

**RELI GU4417 Recovering Place. 4.00 points.**

During the late 20th and early 21st centuries, the intersection of multiple disruptions has led to the loss of a sense of place. This has resulted in pervasive alienation and disorientation, which has led to a desire a growing desire to recover place. This course will examine the interplay between Displacement (Migration, Virtualization, Surveillance, Climate, Globalization) and Replacement (City, Rivers, Forests, Country). Special attention will be given to Displacement and Replacement in New York City. Students will have the opportunity to write a term paper or to create a project in an alternative medium

**RELI GU4418 On African Theory: Religion, Philosophy, Anthropology. 4 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement



What is African Theory? Is a theory African simply because it is rooted in the political present of the continent? Is it African because it corresponds to an African cultural singularity or simply because its authors and inventors come from or live in Africa? This class will examine some central aspects of both African and African philosophy. We will study a) how religious traditions shape African theory b) how the influence of colonial anthropology on concepts of African culture and tradition can be challenged c) how African theory relates to African politics of decolonization, in North and "sub-Saharan" Africa. The major dialectical problem we will examine during the class is the ongoing contradiction between claims of authenticity and demands of liberation, traditionalism and modernism, religion and secularism, culturalism and Marxism.

**RELI GU4420 RELIGIOUS WORLDS OF NEW YORK. 4.00 points.**

**RELI GU4425 Climate, Religion and Colonialism. 4.00 points.**

This course examines intersections between religion and climate through the lens of colonialism. In recent years, scholars across the humanities, social sciences, and physical sciences have suggested that the climate crisis dates to the advent of European colonialism in the 16th and 17th centuries. This literature argues that colonial projects involved the remaking of landscapes via "terraforming," seeking to inscribe European imaginaries on the land and extract value from it, while violently suppressing and destroying local and Indigenous lifeworlds. At the same time, a longstanding body of literature has investigated the relationship between colonialism and religion, focusing on missionary efforts to remake religious subjects and subjectivities and draw boundaries between true religion and its opposites, "paganism" and "superstition." This course seeks to understand these two processes within the same frame, examining how colonial projects entailed simultaneous efforts to subjugate, extract value from, and transform people and landscapes. By the end of the semester, students will have deepened and nuanced their understandings of climate, religion, and colonialism, and come away with new ways of thinking about the climate crisis

Fall 2024: RELI GU4425

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4425	001/15078	W 12:10pm - 2:00pm 201 80 Claremont	Raffaella Taylor-Seymour	4.00	16/20

**RELI GU4509 CRIME/PUNISHMENT-JEWISH CULTRE. 4.00 points.**

Jews have stood on every imaginable side of criminal justice: accuser and accused; prosecutor, defendant, and defender; judge and judged; spectator; storyteller; journalist; critic; advocate. How did Jews approach these various roles, and what notions of crime, criminality, punishment, and justice did they bring with them? This course crosses chronological eras, geographical regions, and academic disciplines to explore configurations of crime and punishment in Jewish cultures. It strives to achieve a balance in its coverage of Ashkenaz

vs. Sefarad; ancient, late ancient, medieval, modern, and contemporary Judaism; the specific and historical vs. the philosophical and theoretical; and varieties of sex, race, and gender. The role of classical Jewish texts, theology, and community in shaping Jewish approaches to criminal justice will all be considered

Fall 2024: RELI GU4509

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4509	001/00356	T 2:10pm - 4:00pm 113 Milstein Center	Beth Berkowitz	4.00	19/20

**RELI GU4513 BUDDHISM AND NEUROSCIENCE. 4.00 points.**

With the Dalai Lamas 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 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.

**RELI GU4515 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 GU4516 The Politics of Freud in the Postcolony. 4 points.**

This seminar examines the legacies of psychoanalysis through a critical exploration of how its concepts, practices and institutes have operated in colonial and postcolonial contexts. Weekly discussions will look at how practicing therapists, activists, anthropologists and others have extended, subverted and displaced psychoanalytic thought within non-European histories and imaginaries. Topics include challenges to the universality of the Oedipus emerging from early 20<sup>th</sup> century anthropologist's studies of kinship in Papua New Guinea, legacies of a self-made South Asian psychoanalyst's challenges to Freudian orthodoxies, and the study of a psychoanalysis of racism forged out of a Martinican psychiatrist's encounters with colonial neuroses in Algeria. We will also explore how

psychoanalytic concepts have been deployed in debates about repression and sexuality in daily life during the Cultural Revolution and the psychic legacies of Maoism in contemporary China. In addition to reading the work of Freud and his critics, we will encounter primary materials—religious texts, movies, novels—that have been subjected to psychoanalytically-inflected interpretations. While attending to the cultural, racial and political assumptions suffusing psychoanalysis, our seminar will also show how variously situated authors have given this tradition new applications and meanings.

**RELI GU4517 After the Human. 4.00 points.**

The advent of high-speed computing, Big Data, new forms of Artificial Intelligence, and global networking is rapidly transforming all aspects of life. Implants, transplants, genetic engineering, cloning, nanotechnology, cyborgs, hybrids, prostheses, mobile phones, tracking devices and wearable devices. The Internet of Things and the Internet of Bodies are becoming interconnected to transform what once was known as human being. These developments raise fundamental questions about what comes after the human. This course considers the philosophical and theological implications of this question by addressing the following issues: Natural vs. Artificial, Treatment vs. Enhancement, the Artificial Intelligence Revolution, Ubiquitous Computing, the Internet of Things, the Singularity, Extended Mind and Superintelligence, Internet of Bodies and Superorganisms, Death and After Life. Students will have the option of writing a term paper or doing a project related to the course readings

**RELI GU4519 Gender, Islam and Society in North Africa. 4.00 points.**

This course provides a range of perspectives for the study of gender and Islam in North Africa, foregrounding the entangled genealogies of religious, political and feminist thought across the region. Through lectures, readings, documentaries, and class discussions, students will be introduced to important conceptual and empirical frameworks related to the construction of religion and gender in the region. A significant part of this course will explore gendered experiences within sacred texts, rituals, political praxis and social expression. The course will also explore the different women's rights movements, with particular focus on the emergence of female Muslim activism. We will examine how feminism is shaped and/or challenged by the encounter with Islam, and look at the strategies and activism(s) of Muslim feminists and how they contribute to the development of civil society, social justice and feminist re-interpretation of religious texts. Students will be encouraged to think broadly across social, political and embodied ideas of gender and Islam, and therefore develop new avenues for capturing and interpreting the complexities of gender and religious subjectivity

**RELI GU4524 UNCONSCIOUS AND JEWISH THOUGHT. 4.00 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 Salome, Scholem, Idel, Wolfson

**RELI GU4526 Food and Sex in Premodern Chinese Buddhism. 4 points.**

This course is an upper-level seminar on appetite and its management, designed for advanced undergraduates and graduate students. Our focus will be on the appetites of food hunger and sexual desire, and how Chinese Buddhist teachings propose to manage these. Food and sex are separate domains of experience, but as the primary objects of bodily appetites, they are analogous. Eating and sex both involve a direct and substantive interaction with the material world that is driven by powerful desires. In Buddhist teachings, these desires are said to bind us to the cycle of rebirth (*saṃsāra*) and to shape the actions (karma), both mental and corporeal, that constitute our moral engagement with the phenomenal world. Hence it is important to know how a Buddhist on the path out of suffering is to manage these activities. What do monastic codes stipulate? What disciplines did lay Buddhists undertake? How are transgressions identified and handled? How do ancient Chinese and Daoist ideas inform the development of Chinese Buddhist attitudes toward sex and diet? How did Chinese Buddhist monastics come to adopt a meatless diet? How do religions use food and sex as tools for determining one's ritual purity (i.e., moral worth)? We will explore these and related topics. Despite the common perception of Buddhism as a world-denying religion focused on transcending bodily needs, Chinese Buddhists (and their Indian or Central Asian counterparts) engaged in numerous body practices with worldly benefit, while at the same time mitigating the dangers of desire through various doctrinal and practical means. This course is an exploration of those means.

**RELI GU4528 Religion and the Sexed Body. 4.00 points.**

This seminar will examine how bodily practices associated with gender and sexualities are cultivated, regulated, and articulated within various religious traditions and how these practices have been influenced by global processes, including colonialism, the accelerating movement of people and technologies, and modern secularism and identity politics. Throughout the course we will tack back and forth between theoretical works and ethnographic/historical writing, in order to articulate what is probably the most difficult aspect of original research: how to bring together “high theory” and primary sources ranging from field research to data drawn from a variety of media

**RELI GU4535 BUDDHIST CONTEMPLATIVE SCIENCES. 4.00 points.**

Prerequisites: the instructor's permission.

Buddhist arts and sciences traditionally are divided into the interconnected disciplines of ethics (prajñā), wisdom/philosophy (samādhi/bhavanā). This seminar course introduces the latter discipline, thus complementing and completing Prof. Yarnall's Columbia seminars on Buddhist Ethics (RELI UN3500) and Indo-Tibetan Buddhist Philosophy (RELI GU4630), either of which—in addition to his introductory lecture course on Indo-Tibetan Buddhism (RELI UN2205)—are encouraged as prerequisites. This course will provide a detailed presentation of key Buddhist contemplative sciences, including: stabilizing meditation (śamatha); analytic insight meditation (vipaśyanā); cultivation of the four immeasurables, and form and formless trances; mind cultivation (lojong); mindfulness meditation; Zen meditation; great perfection (dzogchen); and the subtle body-mind states activated and transformed through advanced tantric yoga techniques. These arts and sciences will be explored both within their traditional interdisciplinary frameworks, as well as in dialog with related contemporary disciplines, including: cognitive sciences, neuroscience, psychology, psychiatry, philosophy, epistemology, and so forth. To be conducted in a mixed lecture/seminar format (active, prepared participation required)

**RELI GU4547 Sacrifice. 4.00 points.**

This seminar provides an overview of sacrifice in both theory and practice. The concept of sacrifice, and its contestation, allows us to explore a range of issues and institutions related to the (often violent) act of “giving up,” or exchange. What must a sacrifice be, and how do its instantiations—for God; for country; for kin; for love; for rain; etc.—take shape? Readings are drawn from a range of sources, including Biblical texts and commentaries, the anthropological record, critical theory, comparative literature, and work on race and gender. The seminar aims to provide students with a strong foundation for relating sacrifice to broader concerns with the body, media/mediation, religion, politics, and kinship

**RELI GU4562 Wittgenstein and Religion. 4 points.**

Ludwig Wittgenstein is one of the most important philosophers of the twentieth century, and probably one of the most widely read by non-philosophers. His influence on a number of intellectual disciplines (philosophy, politics, theology, social science, history, etc.) has been considerable. This course will focus on Wittgenstein's own writings and their reception, with a focus on the study of religion and anthropology.

**RELI GU4565 Women and Islam. 4.00 points.**

This course is a comprehensive engagement with Islamic perspectives on women with a specific focus on the debates about woman's role and status in Muslim societies. Students will learn how historical, religious, socio-economic and political factors influence the lives and experiences of Muslim women. A variety of source materials (the foundational texts of Islam, historical and ethnographic accounts, women's and gender studies scholarship) will serve as the framework for lectures. Students will be introduced to women's religious lives and a variety of women's issues as they are reported

and represented in the works written by women themselves and scholars chronicling women's religious experiences. We will begin with an overview of the history and context of the emergence of Islam from a gendered perspective. We will explore differing interpretations of the core Islamic texts concerning women, and the relationship between men and women: who speaks about and for women in Islam? In the second part of the course we will discuss women's religious experiences in different parts of the Muslim world. Students will examine the interrelationship between women and religion with special emphasis on the ways in which the practices of religion in women's daily lives impact contemporary societies. All readings will be in English. Prior course work in Islam or women's studies is recommended, but not required

**Fall 2024: RELI GU4565**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4565	001/10297	T 2:10pm - 4:00pm 201 80 Claremont	Aziza Shanazarova	4.00	9/20

**RELI GU4611 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 GU4613 Silence. 4 points.**

We live in a world of noise where incessant buzz and endless chatter are used as strategies of distraction deployed for political and economic purposes. Increasingly invasive technologies leave little time for quiet reflection and thoughtful deliberation. As the volume rises, silence becomes either a tactic for repression or a means of resistance.

This course will consider the question of silence from the perspectives of theology, philosophy, literature, politics, and art. Special attention will be paid to the role silence plays in different religious traditions. An effort will be made to create a dialogue among philosophical, theological literary, artistic, and film treatments of silence.

Questions to be considered include: How does the importance of silence change with time and place? What are the theological and metaphysical presuppositions of different interpretations of silence? What is the relation of changing technologies to the cultivation of, or resistance to silence? What are the psychological dimensions of different kinds of silence? What is the pedagogical value of silence? How can silence be expressed in music, the visual arts, and architecture? How does the importance of silence change in different social, political, and



economic circumstances? Do we need more or less silence today?

**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.

**RELI GU4616 TECHNOLOGY,RELIGION,FUTURE. 4.00 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

Spring 2025: RELI GU4616

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4616	001/13967	Th 4:10pm - 6:00pm 201 80 Claremont	David Kittay	4.00	22/25

**RELI GU4617 Image Theories in Chinese Religions. 4 points.**

What does "image" mean in Chinese intellectual traditions? How did proponents of different religious persuasions construe the relationship between images and their referents differently and how did such construal change over time? Why did the practice of fashioning images often give rise to controversies in Chinese history? What makes images the object of adoration as well as destruction? Throughout the course, we will tackle these questions from diverse perspectives. The first half of the course examines a variety of accounts from Chinese indigenous classics and treatises. The second half looks at how discourses of the image further diversified after the arrival of Buddhism in China.

**RELI GU4619 Islam in Popular Culture. 4.00 points.**

This course interrogates seminal issues in the academic study of Islam through its popular representation in various forms of

media from movies and television to novels and comic books. The class is structured around key theoretical readings from a range of academic disciplines ranging from art history and anthropology to comparative literature and religion. The course begins by placing the controversies surrounding the visual depiction of Muhammad in historical perspective (Gruber). This is followed by an examination of modern portrayals of Muslims in film that highlights both the vilification of the "other" (Shaheen) and the persistence of colonial discourses centered on the "native informant" (Mamdani). Particular emphasis is given to recent pop cultural works that challenge these simplistic discourses of Islam. The second half of the course revisits Muhammad, employing an anthropological framework (Asad) to understand the controversies surrounding Salman Rushdie's *Satanic Verses*. The obsession with a gendered depiction of Islam is then examined through an anthropological framework that sheds light on the problems of salvation narratives (Abu Lughod). The course ends with a look at the unique history of Islam in America, particularly the tension between immigrant and African-American communities

**RELI GU4620 RELIGIOUS WORLDS OF NEW YORK. 4.00 points.**

**RELI GU4621 Religion and Media. 4.00 points.**

This is a course designed for students interested in media and their connections to religious traditions and practices. This includes a consideration of specific mediums, including print, photography, radio, television, film, and the internet. But there is also an important manner in which media technologies have to be understood in relation to the more elementary senses they express (hearing, sight, etc). We therefore investigate media as both a broad conceptual category and as specific technologies of communication. So lots on books, TV, phones and the like, but also presence, auras, connection, distance, broadcasting, and immediacy. Course texts will include a combination of conceptual works as well as case studies drawn from major religious traditions. The learning goals of the course are: (1) to introduce seminal interpretive and methodological issues in the contemporary study of media/mediation; (2) to study some theoretical classics in the fields of media studies and religious studies, to provide a foundation for further reading; (3) to introduce new writing in the field; and (4) to encourage students to think of ways in which the issues and authors surveyed might provide models for their own interests and research. This course is geared toward graduate students and upper-level undergraduates. Some background in religious studies and/or media studies is helpful but not required

Fall 2024: RELI GU4621

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4621	001/15066	Th 2:10pm - 4:00pm 201 80 Claremont	Matthew Engelke	4.00	16/15

**RELI GU4626 READING (IN THEORY). 3.00 points.**

This reading-intensive course will engage, over time with essential texts of the current critical canon. Offered over a series of semesters, it is aimed at developing a practice of



reading: close or distant, and always attentive. Let us say: slow reading. What does it mean to read? Where and when does reading start? Where does it founder? What does reading this author (Freud, for example) or that author (say, Foucault) do to the practice of reading? Can we read without misreading? Can we read for content or information without missing the essential? Is there such a thing as essential reading? Favoring a demanding and strenuous exposure to the text at hand, this course promises just that: a demanding and strenuous exposure to reading. The course can be repeated for credit

### **RELI GU4630 INDO-TIBETAN BUDDHIST PHILOSOPHY. 4.00 points.**

Examination of topics in the religious philosophy of Tibet

Spring 2025: RELI GU4630

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4630	001/13968	Th 2:10pm - 4:00pm 201 80 Claremont	Thomas Yarnall	4.00	12/15
RELI 4630	002/20171		Thomas Yarnall	4.00	1/1

### **RELI GU4637 TALMUDIC NARRATIVE. 4.00 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?

### **RELI GU4807 DIVINE HUMAN ANIMAL. 4.00 points.**

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 GU4990 Directed Readings. 1.00-4.00 points.**

Topics chosen in consultation between members of the staff and students. It may be used for grad students to enroll for an additional credit for enrollment in a 3000 level course

Fall 2024: RELI GU4990

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4990	001/00945		Meghan Hartman	1.00-4.00/5	

### **RELI GU4996 Religion and the Indian Wars. 4.00 points.**

The frontier is central to the United States' conception of its history and place in the world. It is an abstract concept that reflects the American mythos of progress and is rooted in religious ideas about land, labor, identity, and ownership. Throughout the nineteenth century, these ideas became more than just abstractions. They were tested, hardened, and revised by US officials and the soldiers they commanded on American battlefields. This process took the form of the Civil War and the series of U.S. military encounters with Native Americans

known as the Indian Wars. These separate yet overlapping campaigns have had profound and lasting consequences for the North American landscape and its peoples. This course explores the relationship between religious ideology and state violence in the last half of nineteenth century. Organized chronologically and geographically, we will engage with both primary sources and classic works in the historiography of the Indian Wars to examine how religion shaped federal policy and race relations from the start of the Civil War through approximately 1910

### **RELI GU4997 Global Indigenous Religious Histories-Discussion. 0.00 points.**

Nomads, natives, peasants, hill people, aboriginals, hunter-gatherers, First Nations—these are just a handful of the terms in use to define indigenous peoples globally. The names these groups use to describe themselves, as well as the varying religious practices, attitudes, and beliefs among these populations are far more numerous and complex. For much of recorded history however, colonial centers of power have defined indigenous peoples racially and often in terms of lacking religion; as pagan, barbarian, non-modern, and without history or civilization. Despite this conundrum of identity and classification, indigenous religious traditions often have well-documented and observable pasts. This course considers the challenges associated with studying indigenous religious history, as well as the changing social, political, and legal dimensions of religious practice among native groups over time and in relationship to the state. Organized thematically and geographically, we will engage with classic works of ethnohistory, environmental history, indigenous studies, anthropology, and religious studies as well as primary sources that include legal documentation, military records, personal testimony, and oral narrative

### **RELI GU4998 RELIGION AND THE INDIAN WARS. 4.00 points.**

The frontier is central to the United States' conception of its history and place in the world. It is an abstract concept that reflects the American mythology of progress and is rooted in religious ideas about land, labor, and ownership. Throughout the nineteenth century, these ideas became more than just abstractions. They were tested, hardened, and revised by U.S. officials and the soldiers they commanded on American battlefields. This violence took the form of the Civil War as well as the series of U.S. military encounters with Native Americans known as the Indian Wars. These separate yet overlapping campaigns have had profound and lasting consequences for the North American landscape and its peoples. This course explores the relationship between religious ideology and violence in the last half of nineteenth century. Organized chronologically and geographically, we will engage with both primary sources and classic works in the historiography of the Indian Wars to examine how religion shaped U.S. policy and race relations from the start of the Civil War through approximately 1910

Spring 2025: RELI GU4998

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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RELI 4998 001/00516 Th 2:10pm - 4:00pm Tiffany Hale 4.00 10/15  
111 Milstein Center

### RELI GU4999 GLOBAL INDIGENOUS RELIGIOUS HISTORIES. 4.00 points.

Nomads, natives, peasants, hill people, aboriginals, hunter-gatherers, First Nations—these are just a handful of the terms in use to define indigenous peoples globally. The names these groups use to describe themselves, as well as the varying religious practices, attitudes, and beliefs among these populations are far more numerous and complex. For much of recorded history however, colonial centers of power have defined indigenous peoples racially and often in terms of lacking religion; as pagan, barbarian, non-modern, and without history or civilization. Despite this conundrum of identity and classification, indigenous religious traditions often have well-documented and observable pasts. This course considers the challenges associated with studying indigenous religious history, as well as the changing social, political, and legal dimensions of religious practice among native groups over time and in relationship to the state. Organized thematically and geographically, we will engage with classic works of ethnohistory, environmental history, indigenous studies, anthropology, and religious studies as well as primary sources that include legal documentation, military records, personal testimony, and oral narrative

Spring 2025: RELI GU4999

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4999	001/00517	T 10:10am - 12:00pm 407 Barnard Hall	Tiffany Hale	4.00	14/15

## SLAVIC LANGUAGES

### THE DEPARTMENT OF SLAVIC LANGUAGES

Department website: <http://www.columbia.edu/cu/slavic/>

Office location: 708 Hamilton Hall

Office contact: 212-854-3941

**Director of Undergraduate Studies:** Prof. Adam Leeds, 715 Hamilton Hall; [al3604@columbia.edu](mailto:al3604@columbia.edu)

#### Language Program Directors:

**Bosnian, Serbian, and Croatian:** Aleksandar Boskovic; [ab3865@columbia.edu](mailto:ab3865@columbia.edu)

**Czech:** Christopher W. Harwood; [cwh4@columbia.edu](mailto:cwh4@columbia.edu)

**Polish:** Christopher J. Caes; [cc4038@columbia.edu](mailto:cc4038@columbia.edu)

**Russian:** Marina N. Tsylyna; [mt3750@columbia.edu](mailto:mt3750@columbia.edu)

**Ukrainian:** Yuri I. Shevchuk; [sy2165@columbia.edu](mailto:sy2165@columbia.edu)

## THE STUDY OF SLAVIC AND EASTERN EUROPEAN LANGUAGES AND CULTURES

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.

## UNDERGRADUATE RESEARCH AND SENIOR THESIS

### Senior Thesis Coursework and Requirements

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

## Undergraduate Research Outside of Courses

The Harriman Institute provides financial support towards research projects and travel for undergraduate students from Barnard College, Columbia College, and the School of General Studies through a variety of grants and fellowship awards. Please consult the Harriman website for more information.

## DEPARTMENT HONORS AND PRIZES

### Department Honors

Students who have a grade point average of at least 3.6 in courses taken for the major and who have submitted a senior thesis of outstanding quality will be considered for departmental honors. Normally no more than 10 percent of the graduating majors may be awarded departmental honors in any given year. For more information, consult the Director of Undergraduate Studies no later than the change-of-program period in the fall term of your senior year.

### Academic Prizes

#### Robert A. Maguire Prize in Slavic Studies

A cash prize awarded annually to an undergraduate of high academic distinction and promise in an area of study concerned with Russian or another Slavic culture, including literature, music, art, religion, or cultural history. Established in honor of Professor Robert A. Maguire.

The award is meant to perpetuate Professor Maguire's legacy and to ensure that his name remains a prominent feature in the landscape of Slavic Studies at Columbia.

That Robert Maguire's legacy should be associated with excellence seems more than appropriate. Robert Maguire's standards were the highest, and he held himself to them above all. Extraordinary language proficiency, scrupulous analysis of both the words on the page and the culture behind each word, inspired interpretation, and luminous writing were the hallmarks of his work. The Maguire Prize identifies these qualities with Robert Maguire and honors the remarkable students who attain them not only with a tangible award but by linking their names with his. Robert Maguire made the Columbia department one of the top Slavic departments in the country. By awarding a prize bearing his name to the top

student in that department, we recognize both the student's achievements and Robert Maguire's.

Importantly, the Robert A. Maguire Prize will be available to students not only in Russian literature and not only in Slavic literatures more broadly, but also in the other disciplines that address those cultures. Robert Maguire himself was as accomplished in Polish as he was in Russian, and his commitment to music was as profound as his love of language and literature. Even beyond his own breadth, though, lies Robert Maguire's conviction that no single aspect of a culture exists in isolation; he team-taught courses with historians, he educated himself in Slavic religious culture, and he worked for years on the relationship between word and visual image. It is reasonable to assume that he would want a prize bearing his name to include rather than exclude the fields adjacent to his own.

#### Pushkin Poetry Prize

The Pushkin Poetry Prize, which is funded by a 1958 bequest of Dr. John Paul Mihaly, is awarded for the best translation of a Russian poem into English. Both graduate and undergraduate students are eligible. You may submit one or two short poems or one extended poem. (Collaborative translations are allowed if both translators are Columbia students.)

The amount of the award is \$250. A panel of two judges will review the translations, and the winner will be announced at the end of the academic year.

#### Dobro Slovo

Dobro Slovo was established at UC Berkeley on October 29, 1926, to recognize academic achievements of Slavic students. In 1963 the National Slavic Honor Society – Dobro Slovo – was founded with the help and encouragement of the American Association of Teachers of Slavic and East European Languages (AATSEEL). The present-day Society recognizes the academic excellence of students studying Slavic languages and literatures and helps to foster scholarly interest in Slavic life and culture.

There are now over 130 local chapters with a total membership of 6,200. Dobro Slovo serves as a means for the recognition of academic excellence in the study of Slavic languages, literature, history, and culture. The Society serves as an incentive for scholarly interest in Slavic life and culture. The National Slavic Honor Society has been patterned after other existing honorary organizations. The Key of the Society is as representative of academic excellence in Slavic studies as the Phi Beta Kappa is for academic studies as a whole.

Qualifications for student membership are:

1. The student must have completed two years (or equivalent) of study of Slavic languages, literature, culture, or related subjects with a minimum average grade of 85% (B) or its letter or point equivalent.
2. The minimum overall academic average should be 80% (B) or its letter or point equivalent

3. The student must indicate an active and continuing interest in Slavic languages, literature, culture or related fields of Slavic studies.

The Chapter Faculty Advisor is responsible for determining the eligibility of all candidates.

Members receive:

National recognition for academic excellence  
Personalized Membership Card  
8 ½ x 11 Membership Certificate (suitable for framing)  
A Society Pin

## OTHER IMPORTANT INFORMATION

### 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 Slavic Department strongly encourages all students to spend a semester, summer, or year abroad if at all possible. A summer or a semester studying in an academic institution in your target country can be extraordinarily rewarding, not only for your language proficiency but for learning firsthand about the country's culture and intellectual life. If Russian is your focus, you can now choose from a vast array of programs in cities ranging from the highly Westernized Moscow and St. Petersburg to more "off the beaten track" locations such as Vladimir or Irkutsk. If you are interested in another Slavic language, opportunities abound for studying in Eastern and Central European countries such as the Czech Republic, Poland, Hungary, or the Baltics.

Various possibilities for study abroad exist, and any of our faculty are happy to provide you with information about these programs and to advise you about which one best fits your academic interests. If you think that you might wish to study abroad, you should plan your academic program carefully to make sure that you will be able to fit in all your major requirements. To talk over your plans, and to determine which courses in the study abroad program may be approved for major credit on your Columbia College transcript, you should meet with the Director of Undergraduate Studies (Columbia students) or your academic adviser (Barnard students).

## PROFESSORS

Valentina Izmirlieva  
Liza Knapp  
Mark Lipovetsky (Leiderman) (Chair)  
Irina Reyfman

## ASSOCIATE PROFESSORS

Jessica Merrill

## ASSISTANT PROFESSORS

Ofer Dynes  
Adam Leeds

## TERM ASSISTANT PROFESSORS

John Wright (Barnard)

## SENIOR LECTURERS

Aleksandar Boskovic  
Christopher Caes  
Christopher Harwood  
Yuri Shevchuk  
Alla Smyslova

## LECTURERS

Marina Grineva  
Tatiana Mikhailova  
Marina Tsylyna

## ON LEAVE

Liza Knapp (Fall 2024)

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## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Consulting Advisors

For questions regarding the major and the minors, students should contact the Director of Undergraduate Studies: Adam E. Leeds, [al3604@columbia.edu](mailto:al3604@columbia.edu)

For questions regarding language courses, students should contact:

Bosnian, Serbian, and Croatian: Aleksandar Boskovic, [ab3865@columbia.edu](mailto:ab3865@columbia.edu)

Czech: Christopher W. Harwood, [cwh4@columbia.edu](mailto:cwh4@columbia.edu)

Polish: Christopher J. Caes, [cc4038@columbia.edu](mailto:cc4038@columbia.edu)

Russian: Marina N. Tsylyna, [mt3750@columbia.edu](mailto:mt3750@columbia.edu)



Ukrainian: Yuri I. Shevchuk, sy2165@columbia.edu

## Guidance for First-Year Students

The Department offers the Russian placement test twice a year: in August and early December. The Placement test consists of two parts – written (grammar and essay—about two hours) and oral (a 20-minute individual interview). Students who need a reading proficiency exam, or who have particular questions about placing into/out of Russian language courses including heritage courses, should contact the Director of the Russian Language Program Subject with the subject line: “Placement Test”.

The written part of the Russian Placement Test must be completed between the second and first week before classes begin. The test will be administered online and will be accessible starting from two weeks before class begin. See the department website for exact dates.

To take the test, you must be added to the Canvas course and access the course page using CU UNI. Please, contact the Director of the Russian Language Program in advance to be added to the course.

The oral part will be held in person the week before class. The interviews will be conducted remotely via Zoom and in-person at Hamilton Hall, room 709.

For placement in other languages, please contact the appropriate language instructor.

For AP credit policy, see below.

## Coursework Taken Outside of Columbia

Barnard students should consult the Barnard Bulletin, and the Barnard Director of Undergraduate Studies, as requirements differ between Barnard and Columbia departments.

Transfer students or students with prior study of a language taught by the department should take the language placement exam and/or consult with the appropriate language instructor, as detailed above.

For other questions regarding credits for transferring students, for coursework performed while studying abroad, or summer courses, please contact the Director of Undergraduate Studies.

A score of 5 on the AP/NEWL Russian exam satisfies the foreign language requirement. Upon successful completion of a 3-point 3000 level (or higher) course at Columbia, the Department of Slavic Languages will award 3 points of AP credit, provided the grade in the course is a B or better. Courses taught in English may not be used to earn AP credit. No credit or placement is given for the SAT II Subject test. If you wish to continue with Russian at Columbia, you should take the departmental placement test and speak with the Russian program director prior to registration to ensure proper placement.

## Preparing for Graduate Study

Students who intend to pursue graduate study in Slavic and Eastern European languages and/or literatures should consult with the Director of Graduate Studies. They are strongly encouraged to take four years of language study, and avail themselves of any other opportunities for advanced language study, including study abroad and summer courses, as well as to consider writing a senior thesis.

## UNDERGRADUATE PROGRAMS OF STUDY

### Survey Courses for All Programs

The Department requires students to take one or more survey courses for most of its programs of study (i.e., majors, minors, and formerly concentrations), as detailed below. The following list are courses that are recognized as surveys.

**RUSS UN3220** Literature and Empire (19<sup>th</sup>-century literature)

**RUSS UN3221** Literature and Revolution (20<sup>th</sup>-century literature)

**RUSS UN3223** Magical Mystery Tour: The Legacy of Old Rus'

**SLCL UN3001** Slavic Cultures

**RUSS GU4006** Russian Religious Thought, Praxis, and Literature

**CLSL GU4011** Experimental Cultures

**CLRS GU4022** Russia and Asia: Orientalism, Eurasianism, Internationalism

**CLSL GU4075** Soviet and Post-Soviet, Colonial Post-Colonial Film

**RUSS GU4107** Russian Literature and Culture in the New Millennium

**HSSL GU4280** Religion in Russia: Culture, History and Institution.

This list is subject to change. Students may petition the DUS to have some other appropriate course counted as a “survey” in special circumstances.

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## MAJOR IN RUSSIAN LANGUAGE AND CULTURE

The program consists of 15 courses, 8 of which meet language requirements. Of the remaining 7 courses, 2 are introductory surveys, and the other 5 are electives, chosen in consultation with the director of undergraduate studies. The course requirements are distributed as follows:

### Course List

- Eight semesters of coursework in Russian language (from First- through Fourth-year Russian) or the equivalent
- Two survey courses, one of which two of which must be in Russian literature (RUSS UN3220 and RUSS UN3221)
- Five additional courses in Russian culture, history, literature, art, film, music, or in linguistics. At least one of the selected courses should be taught in Russian.

*To complement these courses, students are urged to spend a semester, year, or summer, studying abroad. The Russian Language Coordinator is available to help you choose a suitable program.*

## 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:

### Course List

- Six semesters of coursework in Russian language (from first- through third-year Russian) or the equivalent.
- Three surveys, two of which must be in Russian literature (RUSS UN3220 and RUSS UN3221). (See list above.)
- 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.

## MINOR IN SLAVIC AND EASTERN EUROPEAN LANGUAGE AND CULTURE

The minor in Slavic and Eastern European Language and Culture provides a foundation for future engagement with the languages, literatures, and cultures of Eastern Europe.

The minor requires a total of **seven** courses, including two as prerequisites, or between twenty-one and twenty-four points.

- The minor requires **as a prerequisite** two semesters of language at the introductory level (or demonstration of equivalent proficiency via departmental placement examination or prior coursework), either

RUSS UN1101x – UN1102y, First Year Russian I and II, or

RUSS UN3430x-UN3431y: Russian for Heritage Speakers I and II, or

BCRS UN1101x-UN1102y: Elementary Bosnian/Croatian/Serbian, I and II, or

CZCH UN1101x-UN1102y: Elementary Czech, I and II, or

POLI UN1101x-UN1102y: Elementary Polish, I and II, or

UKRN UN1101x-UN1102y: Elementary Ukrainian, I and II.

- Two further semesters of language, either

RUSS UN2101x-UN2102y: Second-year Russian, I and II, or

BCRS UN2101x-UN2102y: Intermediate Bosnian/Croatian/Serbian, I and II, or

CZCH UN2101x-UN2102y: Intermediate Czech, I and II, or

POLI UN2101x-UN2102y: Intermediate Polish, I and II, or

UKRN UN2101x-UN2102y: Intermediate Ukrainian, I and II

*If a student places out of the intermediate level of the language, they are expected to take either two further courses in the language or two further electives of their choice.*

Students must take one course that the department considers a “survey.” (See list above.)

Finally, students must take two other elective courses from our department, which may be language courses. (Extra-departmental courses are discouraged and subject to approval by the DUS).

## MINOR IN SLAVIC AND EASTERN EUROPEAN CULTURE

The minor in Slavic and Eastern European Culture provides a foundation for future engagement with the literatures and cultures of Eastern Europe.

The minor requires a total of five courses, with no prerequisites, or between fifteen and twenty points.

Students must take two courses that the department considers a “survey.” (See list above.)

Students must take three other elective courses from our department. (Extra-departmental courses are discouraged and subject to approval by the DUS).

## CONCENTRATIONS FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

### 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 surveys. (See list above.)

### 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 surveys; one of which must be a literature survey (RUSS UN3220 or RUSS UN3221). (See list above.)

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 course in Russian, East/Central European or Eurasian history.

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:

The two literature surveys RUSS UN3220 and RUSS UN3221. (See list above.)

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.

## SENIOR THESIS COURSEWORK AND REQUIREMENTS

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.

## BOSNIAN/CROATIAN/SERBIAN LANGUAGE AND LITERATURE

### BCRS UN1101 ELEM BOSNIAN/CROATIAN/SERBIAN. 4.00 points.

Essentials of the spoken and written language. Prepares students to read texts of moderate difficulty by the end of the first year

Fall 2024: BCRS UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BCRS 1101	001/10751	W 10:10am - 11:25am 351a International Affairs Bldg	Aleksandar Boskovic	4.00	4/12
BCRS 1101	001/10751	T F 10:10am - 11:25am 352c International Affairs Bldg	Aleksandar Boskovic	4.00	4/12

### BCRS UN1102 ELEM BOSNIAN/CROATIAN/SERBIAN. 4.00 points.

Essentials of the spoken and written language. Prepares students to read texts of moderate difficulty by the end of the first year

Spring 2025: BCRS UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BCRS 1102	001/13728	W 10:10am - 11:25am 352b International Affairs Bldg	Aleksandar Boskovic	4.00	8/12
BCRS 1102	001/13728	T F 10:10am - 11:25am 352c International Affairs Bldg	Aleksandar Boskovic	4.00	8/12

### BCRS UN2101 INTER BOSNIAN/CROATIAN/SERBIAN. 4.00 points.

Prerequisites: BCRS UN1102 *BCRS W1102* or the equivalent.

Prerequisites: BCRS UN1102 or the equivalent. Readings in Serbian/Croatian/Bosnian literature in the original, with emphasis depending upon the needs of individual students

Fall 2024: BCRS UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BCRS 2101	001/10752	T W F 11:40am - 12:55pm 352b International Affairs Bldg	Aleksandar Boskovic	4.00	6/12

### BCRS UN2102 INTER BOSNIAN/CROATIAN/SERBIAN. 4.00 points.

Prerequisites: BCRS UN1102 *BCRS W1102* or the equivalent.

Prerequisites: BCRS UN1102 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 2025: BCRS UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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BCRS 2102 001/13722	W 11:40am - 12:55pm 352b International Affairs Bldg	Aleksandar Boskovic	4.00	7/12
BCRS 2102 001/13722	T F 11:40am - 12:55pm 352c International Affairs Bldg	Aleksandar Boskovic	4.00	7/12

### **BCRS GU4002 YUGOSLAV#POST-YUGOSLAV CINEMA. 3.00 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 ADV BOSNIAN/CROATIAN/SERBIAN. 3.00 points.**

Prerequisites: BCRS UN2102 *BCRS W2102*.

Prerequisites: BCRS UN2102 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

### **BCRS GU4332 ADV BOSNIAN/CROATIAN/SERBIAN. 3.00 points.**

Prerequisites: BCRS UN2102 *BCRS W2102*.

Prerequisites: BCRS UN2102 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 2025: BCRS GU4332

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BCRS 4332	001/13735	T W 1:10pm - 2:25pm 406 Hamilton Hall	Aleksandar Boskovic	3.00	1/12

## **COMPARATIVE LITERATURE - CZECH**

### **CLCZ GU4020 Czech Culture Before Czechoslovakia. 3 points.**

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 GU4030 POSTWAR CZECH LITERATURE. 3.00 points.**

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. 3.00 points.**

After providing an overview of the history of Prague and the Czech lands from earliest times, the course will focus on works by Prague writers from the years 1895-1938, when the city was a truly multicultural urban center. Special attention will be given to each of the groups that contributed to Prague's cultural diversity in this period: the Austro-German minority, which held disproportionate social, political and economic influence until 1918; the Czech majority, which made Prague the capital of the democratic First Czechoslovak Republic (1918-1938); the German- and Czech-speaking Jewish communities, which were almost entirely wiped out between 1938 and 1945; and the Russian and Ukrainian émigré community, which—thanks in large part to support from the Czechoslovak government—maintained a robust, independent cultural presence through the 1920s and early 1930s. Through close reading and analysis of works of poetry, drama, prose fiction, reportage, literary correspondence and essays, the course will trace common themes that preoccupied more than one Prague writer of this period. In compiling and comparing different versions of cultural myth, it will consider the applicability of various possible definitions of the literary genius loci of Prague

Spring 2025: CLCZ GU4035

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLCZ 4035	001/11535	T Th 2:40pm - 3:55pm 609 Hamilton Hall	Christopher Harwood	3.00	7/18

### **CLCZ GU4038 PRAGUE-SPRING 1968-FILM # LIT. 3.00 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

## **COMPARATIVE LITERATURE - POLISH**

### **CLPL GU4042 Bestsellers of Polish Literature. 3 points.**

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 GU4040 Mickiewicz. 3 points.**

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 GU4300 The Polish Novel After 1989. 3 points.**

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.

**CLPL GU4301 Survey of Polish Literature and Culture. 3 points.**

This course introduces and explores key works, traditions, and tendencies in Polish literature and culture from the Middle Ages to the present. Focusing in particular on the monuments of Polish literature, the course embeds them in historical context and places them in dialog with important ideas and trends in both Polish and European culture of their time. The aim is to engender and establish an understanding of Poland's position on the literary and cultural map of Europe. In addition to literature, works of history, political science, film, and the performing arts will be drawn on for course lecture and discussion. No prerequisites. Readings in English.

## COMPARATIVE LITERATURE - SLAVIC

**CLSL UN3304 How To Read Violence: The Literature of Power, Force and Brutality from 20th Century Russia and America. 3 points.**

This course seeks to understand how authors and filmmakers in the 20th century communicate the experience of violence to their audiences. We will discuss how fragmentation, montage, language breakdown and other techniques not only depict violence, but reflect that violence in artistic forms. We will also ask what representing violence does to the artistic work. Can the attempt to convey violence become an act of violence in itself? We will consider texts from Vladimir

Mayakovsky, John Dos Passos, Andrei Platonov, Vasiliy Grossman, Allen Ginsberg, Anna Akhmatova, Richard Wright, Cormac McCarthy, Vladimir Sorokin, as well as films from Sergei Eisenstein, Alexei Balabanov and Quentin Tarantino. Full course description and syllabus available at [readingviolence.weebly.com](http://readingviolence.weebly.com).

**CLSL GU4000 Hebrew: History, Politics, Culture, Literature. 3.00 points.**

This class offers an introduction to Hebrew culture from a historical and literary perspective, focusing on the intersection of linguistic ideology, and literary and cultural creativity. What, we will ask, is the relationship between what people think about Hebrew and what they write in Hebrew? We will investigate the manners in which Hebrew was imagined – as the language of God, the language of the Jews, the language of the patriarchy, the language of secularism, the language of Messianism, the language of nationalism, a dead language, a diasporic Eastern European language, a local Middle Eastern Language, ext., and how these conflicting imaginaries informed Hebrew creativity. This class does not require prior knowledge of Hebrew. Students proficient in Hebrew, Yiddish, Arabic, Ladino, and/or European languages are encouraged to contact the instructor in advance for supplementary material in these languages

**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.

**CLSL GU4004 Introduction to Twentieth-Century Central European Fiction. 3 points.**

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 GU4008 Slavic Avant-Garde Surfaces. 3 points.**

This lecture course will provide a punctual survey of the major trends and figures in the interwar visual culture and avant-garde poetry of the Soviet Russia and East Central Europe (Poland, Czechoslovakia, Hungary, and Yugoslavia), including the opulent field of their intersection. Topics include various interfaces of visual culture and graphic arts, such as public spaces, walls, propaganda trains, windows, postcards, posters, books, and screens. The course will address the innovative use of typography and photography, typophoto and photomontage, as well as the short written and hybrid genres such as manifesto, cinépoetry, photo essay, and photo frescoes. We will discuss poets and artists such as Mayakovsky, Lissitsky, Rodchenko, Klutis, Vertov, Teige, Nezval, Sutnar, Štirsky, Szczuka, Stern, Themersons, Kassák, Kertész, Moholy-Nagy, Goll, Micińska, Vučko, Matijević. Each session will include a lecture followed by discussion.

**CLSL GU4010 What We Do in the Shadows: A History of the Night in Eastern Europe. 3.00 points.**

This course looks at nighttime as an object of inquiry from an experiential, historical, religious, literary, and cultural perspectives, introducing the students with the growing field of night studies. It covers the Early Modern and the Modern Periods and centers primarily on Eastern Europe and East Central Europe, with a secondary focus on Jewish Literature and Culture in these regions. The course caters for students who are interested in night studies, in the history and culture of Eastern Europe, students who are interested in Jewish (Hebrew and Yiddish) Studies, as well as students who are interested in the intersection of history and literature

**CLSL GU4011 Experimental Cultures. 3.00 points.**

This seminar course will provide a punctual survey of trends and figures in the experimental cultures of East Central Europe. Formations include the avant-gardes (first, postwar, and postcommunist); experimental Modernisms and Postmodernisms; alternative film, media, and visual culture; and formally inventive responses to exceptional historical circumstances. Proceeding roughly chronologically from early twentieth to early twenty-first centuries, we will examine expressionist/surrealistic painting and drama; zenithist hybrid genres such as cinépoetry and proto-conceptualist writing; mixed-media relief sculpture; post-conceptual art; experimental and animated film; and avant-garde classical music. In terms of theory, we will draw on regional and global approaches to artistic experimentation ranging from Marxist and other theories of value through discourses of the body and sexuality in culture to contemporary affect theory. The course will be taught in English with material drawn primarily from Poland, Yugoslavia, Czechoslovakia, and Hungary. Each session will include a lecture followed by discussion

Fall 2024: CLSL GU4011

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLSL 4011	001/10754	T 4:10pm - 6:00pm 709 Hamilton Hall	Christopher Caes,	3.00	11/18

Aleksandar  
Boskovic

**CLSL GU4012 Holocaust Literature: Critical Thinking in Dark Times. 3.00 points.**

How do you write literature in the midst of catastrophe? To whom do you write if you don't know whether your readership will survive? Or that you yourself will survive? How do you theorize society when the social fabric is tearing apart? How do you develop a concept of human rights at a time when mass extermination is deemed legal? How do you write Jewish history when Jewish future seems uncertain? This course offers a survey of the literature and intellectual history written during World War II (1939-1945) both in Nazi occupied Europe and in the free world, written primarily, but not exclusively, by Jews. We will read novels, poems, science fiction, historical fiction, legal theory and social theory and explore how intellectuals around the world responded to the extermination of European Jewry as it happened and how they changed their understanding of what it means to be a public intellectual, what it means to be Jewish, and what it means to be human. The aim of the course is threefold. First, it offers a survey of the Jewish experience during WWII, in France, Russia, Poland, Latvia, Romania, Greece, Palestine, Morocco, Iraq, the USSR, Argentina, and the United States. Second, it introduces some of the major contemporary debates in holocaust studies. Finally, it provides a space for a methodological reflection on how literary analysis, cultural studies, and historical research intersect

Fall 2024: CLSL GU4012

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLSL 4012	001/13510	W 10:10am - 12:00pm 616 Hamilton Hall	Offer Dynes	3.00	16/16

**CLSL GU4016 Socialist World Literature. 3.00 points.**

This course researches the potentiality and development of a Socialist World Literature. Students will learn about the more contemporary constructions of World Literature in the West, and then look at how the Soviet Union and its satellites potentially crafted an alternative to the contemporary construction. The class will then examine whether the Soviet version addressed some of the criticism of the contemporary definitions of World Literature, particularly through addressing the colonialism and nationalism. Students will learn about the complex history of World Literature and its definitions, reading the major theorists of the concept as well as the major critics. They will also create their own arguments about World Literature in a highly-scaffolded major project due at the end of the term. All readings will be provided online

**CLSL GU4017 The Central European Grotesque. 3.00 points.**

Central Europe is home to large number of authors, artists, and directors who made use of the critical power of the grotesque. Beginning from the fin-de-siècle and moving to the contemporary moment, students will get to know a wide range of grotesque art from Central Europe as well as several of the critical approaches to the subject. The course should be of



interest to anyone studying Central European culture, as well as students interested in cultural studies more generally. Students will learn to identify and analyze examples of the grotesque through a variety of theoretical lenses. They will also enrich their knowledge of Central European literature and culture

### **CLSL GU4075 POST COLONIAL/POST SOV CINEMA.**

**3.00 points.**

The course will discuss how filmmaking has been used as an instrument of power and imperial domination in the Soviet Union as well as on post-Soviet space since 1991. A body of selected films by Soviet and post-Soviet directors which exemplify the function of filmmaking as a tool of appropriation of the colonized, their cultural and political subordination by the Soviet center will be examined in terms of postcolonial theories. The course will focus both on Russian cinema and often overlooked work of Ukrainian, Georgian, Belarusian, Armenian, etc. national film schools and how they participated in the communist project of fostering a «new historic community of the Soviet people» as well as resisted it by generating, in hidden and, since 1991, overt and increasingly assertive ways their own counter-narratives. Close attention will be paid to the new Russian film as it re-invents itself within the post-Soviet imperial momentum projected on the former Soviet colonies

**Fall 2024: CLSL GU4075**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLSL 4075	001/10737	T 6:10pm - 10:00pm 507 Hamilton Hall	Yuri Shevchuk	3.00	8/25

### **CLSS GU4101 Balkan as a Metaphor. 3 points.**

This seminar for graduate and advanced undergraduate students has two main objectives. First, it is to critically assess competing and conflicting conceptions of the Balkans, Balkanism, and Balkanization. Second, it engages with border studies, a vast and thriving field that makes sense of widely different and constantly changing definitions of the border. The course's case studies focus on the region of the former Yugoslavia across the disciplines currently recognized as the humanities and social sciences. We will examine what those disciplinary borders do to the different types of borders we have chosen to analyze. We will discuss the concepts of copy and imitation in relation to Balkan arts and politics in the contemporary globalized world. We will explore documentary film and performance art representations of how refugees, migrant minorities, and borderline populations counter marginalizations and trauma.

### **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.

## **COMPARATIVE LITERATURE - RUSSIAN**

### **CLRS UN3314 The Story, She Told: Women's Autofiction # Life Writing in Russian. 3.00 points.**

In her 1975 essay *The Laughter of Medusa*, Hélène Cixous compared women's writing—in French, “écriture féminine”—to the unexplored African continent. To date, literary criticism has been grappling with the distinct qualities of literary works, crafted by women. This course offers a survey of main autofictional works and memoirs, written originally in the Russian language within the last 100 years. We will start our journey with the tumults of the WW1 and the Bolshevik Revolution, the Civil War, through the WW2, the Soviet dissident movement, the emigration waves into Israel and the United States, the advent of a post-socialist Russia in 1991—in order to arrive at the two plus decades of Vladimir Putin's presidency. We will consider the ways in which each author transposes and conveys her own—and others' memories—through the medium of autofiction, defined by Serge Doubrovsky, who coined the term in French, as “the adventure of the language, outside of wisdom and the syntax of the novel.” All selected works, with very few exceptions, are available in English; no reading knowledge of Russian is required. No prerequisites

### **CLRS UN3316 Queer and Loathing: Literature, Homophobia, and Russian Identity. 3.00 points.**

Over the past decade, official Russian rhetoric has posed queerness as the product of cultural and moral degradation in Western countries, framing Russia's domestic legal homophobia and revanchist foreign policy as heroic resistance to a deformed and despotic Western sociopolitical order. According to this narrative, queer identity is a recent and unwelcome Western import to Russia, something fundamentally alien to Russianness. Our course draws together a wide array of cultural artifacts, accrued from the 19th-century up to now, which tell a starkly different story. A story of lives that defied expectation—and of the pains and pleasures that such defiance entailed. There is heroism in this story, but its ‘heroes’ often don't fit the moniker, flouting our expectations much as they did those of their contemporaries. Spanning three centuries, and media of every kind, we will work to uncover the history of gender and sexual difference that the present Russian regime seeks to obscure and erase. What were these lives, and who were these people? How did they understand themselves, and how can we understand them today? What did they endure, what were their joys, and what did they create? In attempting to answer these questions, we will trace the cultural roots of Russia's present-day anti-queer ideology, and consider the structures of power that have shaped its national identity. Existing scholarship will provide us with context for our readings, while critical tools drawn from feminist philosophy



and queer theory help us to deepen our reflections. There are no prerequisites for this course. No knowledge of Russian is required

**Spring 2025: CLRS UN3316**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLRS 3316	001/17182	M W 11:40am - 12:55pm 614 Martin Luther King Building	Uma Payne	3.00	6/11

**CLRS UN3309 Fact and Fiction: The Document in Russian and American Literature. 3 points.**

"Truth is stranger than fiction," wrote Mark Twain in 1897. It is an axiom more relevant today than ever before, as more and more writers draw on "true events" for their literary works. Svetlana Alexievich, 2015 winner of the Nobel Prize for Literature, goes so far as to insist that "there are no borders between fact and fabrication, one flows into the other" in contemporary literature. In this course we read works from Russian and American literature that dance along this line between fact and fiction. Sometimes called "creative non-fiction," "literary journalism," or "documentary prose," these works (Sergei Tretiakov, Viktor Shklovsky, Truman Capote, Tom Wolfe, John McPhee, Artem Borovik, and others) blur the boundaries between documentary evidence and literary art. No prerequisites.

**CLRS GU4011 DOSTOEVSKY, TOLSTOY # ENG NOVEL. 3.00 points.**

A close reading of works by Dostoevsky (Netochka Nezvanova; The Idiot; A Gentle Creature) and Tolstoy (Childhood, Boyhood, Youth; Family Happiness; Anna Karenina; The Kreutzer Sonata) in conjunction with related English novels (Bronte's Jane Eyre, Eliot's Middlemarch, Woolf's Mrs. Dalloway). No knowledge of Russian is required

**CLRS GU4017 Chekhov [English]. 3 points.**

A close reading of Chekhov's best work in the genres on which he left an indelible mark (the short story and the drama) on the subjects that left an indelible imprint on him (medical science, the human body, identity, topography, the nature of news, the problem of knowledge, the access to pain, the necessity of dying, the structure of time, the self and the world, the part and the whole) via the modes of inquiry (diagnosis and deposition, expedition and exegesis, library and laboratory, microscopy and materialism, intimacy and invasion) and forms of documentation (the itinerary, the map, the calendar, the photograph, the icon, the Gospel, the Koan, the lie, the love letter, the case history, the obituary, the pseudonym, the script) that marked his era (and ours). No knowledge of Russian required.

**CLRS GU4022 Russia and Asia: Orientalism, Eurasianism, Internationalism. 3 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course explores the formation of Russian national and imperial identity through ideologies of geography, focusing on

a series of historical engagements with the concept of "Asia." How has the Mongol conquest shaped a sense of Russian identity as something distinct from Europe? How has Russian culture participated in Orientalist portrayals of conquered Asian lands, while simultaneously being Orientalized by Europe and, indeed, Orientalizing itself? How do concepts of Eurasianism and socialist internationalism, both arising in the early 20th century, seek to redraw the geography of Russia's relations with East and West? We will explore these questions through a range of materials, including: literary texts by Russian and non-Russian writers (Pushkin, Lermontov, Tolstoy, Solovyov, Bely, Blok, Pilnyak, Khlebnikov, Planotov, Xiao Hong, Kurban Said, 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 GU4036 Nabokov and Global Culture. 3 points.**

In 1955, an American writer of Russian descent published in Paris a thin book that forever shaped English language, American culture, and the international literary scene. That book, of course, was Vladimir Nabokov's *Lolita*.

We will speak of exile, memory and nostalgia, of hybrid cultural identities and cosmopolitan elites, of language, translation and multilingualism. All readings will be in English.

**CLRS GU4037 Poets, Rebels, Exiles: 100 Years of Russians and Russian Jews in America. 3.00 points.**

Poets, Rebels, Exiles examines the successive generations of the most provocative and influential Russian and Russian Jewish writers and artists who brought the cataclysm of the Soviet and post-Soviet century to North America. From Joseph Brodsky—the bad boy bard of Soviet Russia and a protégé of Anna Akhmatova, who served 18 months of hard labor near the North Pole for social parasitism before being exiled—to the most recent artistic descendants, this course will interrogate diaspora, memory, and nostalgia in the cultural production of immigrants and exiles

**Fall 2024: CLRS GU4037**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLRS 4037	001/11476	Th 2:10pm - 4:00pm 707 Hamilton Hall	Anna Katsnelson	3.00	5/25

**CLRS GU4038 DOSTOEVSKY, DEMONS, DICKENS. 3.00 points.**

A study of Dostoevsky and Dickens as two writers whose engagement in the here and now was vital to their work and to their practice of the novel. Readings from Dostoevsky cluster in the 1870s and include two novels, Demons (1872) and The Adolescent (1876), and selections from his Diary of a Writer. Readings from Dickens span his career and include, in addition to David Copperfield (1850), sketches and later essays.

**CLRS GU4039 Chekhov and Others. 3.00 points.**

We will explore Anton Chekhov's work on its own terms, in its cultural context, and in relation to the work of others, especially Anglophone writers who responded, directly or indirectly, to Chekhov and his work. Readings by Chekhov include selected stories (short and long), his four major plays, and Sakhalin Island, his study of the Russian penal colony. There are no prerequisites. Knowledge of Russian is not required; all readings in English. Students who know Russian are encouraged to read Chekhov's work in Russian. The course will be comparative as it addresses Chekhov on his own and in relation to anglophone writers. The course is open to undergraduates (CC, GS, BC) and graduates in GSAS and other schools. The attention to how Chekhov writes may interest students in the School of the Arts

Spring 2025: CLRS GU4039

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLRS 4039	001/11540	M W 2:40pm - 3:55pm 717 Hamilton Hall	Liza Knapp	3.00	28/50

**CLRS GU4040 The Future is Red (White and Blue): Modernity and Social Justice in U.S. and U.S.S.R.. 4 points.**

In the 1920s, the Soviet Union and the U.S. emerged as growing world powers, offering each other two compelling, if often opposed, versions of modernity. At the same time, each country saw its intercontinental rival as an attractive, but dangerous "other": a counterexample of the road not taken, and a foil for its own ideology and identity. From the 1920s to the heat of the Cold War, Some of the USSR's most prominent public figures came to the U.S. and several American intellectuals, progressive activists, and officials traveled to the Soviet experiment. This course examines the cultural images of the American and Soviet "other" in the texts that resulted from these exchanges. We will read works about America from Sergei Esenin, Vladimir Mayakovsky, Ilya Il'f and Evgeny Petrov, and poems, essays, and novels about Russia by Langston Hughes, Claude McKay, Louise Bryant, W.E.B. Du Bois, John Steinbeck, and others. Each of these texts attempts to grapple with what it means to be modern—both technologically advanced and socially liberated—in different national contexts and under different proclaimed ideologies.

**CLRS GU4111 Narrative and Repetition: Circling in Time and Space. 3.00 points.**

An introduction to central concepts in narrative theory: plot, archetype, myth, story vs. discourse, Freudian analysis, history and narrative, chronotype and personal narrative. These are explored in the context of sustained investigation of a particular plot device: the time loop. Examples come from Russian modernist fiction, Soviet and American science fiction, and film. We compare being stuck in a time loop with being lost in space - a theme found in personal narratives shared orally and online, as well as in literary fiction. Students develop a final paper topic on time loop narrative of their choice

**CLRS GU4113 Impossible Worlds in Russian and English Ficiton. 3.00 points.**

It is often remarked that narratives constrain. The pressure to fit knowledge to a plot structure can limit understanding. This course explores the problem of narrative structure by focusing on the storyworld. We ask, can distorting the time and space of a fictional world enable new knowledge? We consider fictions set in other places (heterotopias), stories without endings, genre hybrids, time travel, 4D space. In addition to texts, units focus on oral storytelling, and image and game based narrative. The syllabus is historical and comparative, contrasting (primarily) Russophone and Anglophone works drawn from the 19th-20th centuries. Our investigation of impossible worlds is supported throughout by readings in narrative theory. The course thus also provides an introduction to Bakhtinian, structuralist, and cognitive narrative studies. No prerequisites. All assigned reading is provided in English

**CLRS GU4213 Cold War Reason: Cybernetics and the Systems Sciences. 3.00 points.**

The Cold War epoch saw broad transformations in science, technology, and politics. At their nexus a new knowledge was proclaimed, cybernetics, a putative universal science of communication and control. It has disappeared so completely that most have forgotten that it ever existed. Its failure seems complete and final. Yet in another sense, cybernetics was so powerful and successful that the concepts, habits, and institutions born with it have become intrinsic parts of our world and how we make sense of it. Key cybernetic concepts of information, system, and feedback are now fundamental to our basic ways of understanding the mind, brain and computer, of grasping the economy and ecology, and finally of imagining the nature of human life itself. This course will trace the echoes of the cybernetic explosion from the wake of World War II to the onset of Silicon Valley euphoria

Fall 2024: CLRS GU4213

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLRS 4213	001/11518	M 2:10pm - 4:00pm 613 Hamilton Hall	Adam Leeds	3.00	9/15

**CLRS GU4214 The Road to Power: Marxism in Germany and Russia. 3.00 points.**

Before Marxism was an academic theory, it was a political movement, but it was not led by Marx. This course examines the years in between, when a new generation began the task of building the organizations, practices, and animating theories that came to define "Marxism" for the twentieth century. Two of the most important such organizations were the German and Russian Social Democratic Parties. Responding to dramatically different contexts, and coming to equally different ends, they nevertheless developed organically interconnected. This course selects key episodes from the road to power of both parties, from their founding to the Russian Revolution— what might be called the "Golden Age" of Marxism. This course is open to all undergraduates who have completed Contemporary Civilization

**Spring 2025: CLRS GU4214**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLRS 4214	001/13134	M 2:10pm - 4:00pm 609 Hamilton Hall	Adam Leeds	3.00	13/24

**CLRS GU4215 Thinking Socialism: The Soviet Intelligentsia After Stalin. 3.00 points.**

While Soviet Union after the second World War is often figured as a country of “stagnation,” in contrast to the avant garde 1920s and the tumult of Stalin’s 1930s, this figure is currently being re-evaluated. Political calm belied a rapidly changing society. The period developed a Soviet culture that was indubitably educated, modern, and mass. Despite, or within, or against the ever changing and ambiguous boundaries, censors, and dogmas, Soviet intellectuals generated cultural productions that reflected upon, processed, and critiqued the reality in which they lived and created. This course examines the development of this late Soviet “intelligentsia,” the first that was fully a product of Soviet society itself. Against a background of social history, we will select developments in various realms of cultural production for further examination, which from year to year may include philosophy, literature, political culture and ideology, art, and science

**CZECH LANGUAGE AND LITERATURE****CZCH UN1101 ELEMENTARY CZECH I. 4.00 points.**

Essentials of the spoken and written language. Prepare students to read texts of moderate difficulty by the end of the first year

**Fall 2024: CZCH UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CZCH 1101	001/10748	T Th F 11:40am - 12:55pm 352c International Affairs Bldg	Christopher Harwood	4.00	3/12

**CZCH UN1102 ELEMENTARY CZECH II. 4.00 points.**

Essentials of the spoken and written language. Prepare students to read texts of moderate difficulty by the end of the first year

**Spring 2025: CZCH UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CZCH 1102	001/11569	T Th F 11:40am - 12:55pm 352b International Affairs Bldg	Christopher Harwood	4.00	1/12

**CZCH UN2101 INTERMEDIATE CZECH I. 4.00 points.**

Prerequisites: CZCH UN1102 *CZCH W1102* or the equivalent. Prerequisites: CZCH UN1102 or the equivalent Rapid review of grammar. Readings in contemporary fiction and nonfiction, depending upon the interests of individual students

**Fall 2024: CZCH UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CZCH 2101	001/10749	T Th F 10:10am - 11:25am	Christopher Harwood	4.00	3/12

351a International Affairs Bldg

**CZCH UN2102 INTERMEDIATE CZECH II. 4.00 points.**

Prerequisites: CZCH UN1102

Prerequisites: CZCH UN1102 or the equivalent. Rapid review of grammar. Readings in contemporary fiction and nonfiction, depending upon the interests of individual students

**Spring 2025: CZCH UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CZCH 2102	001/11557	T Th F 10:10am - 11:25am 522a Kent Hall	Christopher Harwood	4.00	2/12

**CZCH GU4333 READINGS IN CZECH LITERATURE I. 3.00 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

**Fall 2024: CZCH GU4333**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CZCH 4333	001/10750	M W 10:10am - 11:25am 404 Hamilton Hall	Christopher Harwood	3.00	2/12

**CZCH GU4334 READINGS IN CZECH LITERATURE II. 3.00 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 2025: CZCH GU4334**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CZCH 4334	001/11529	M W 10:10am - 11:25am 408 Hamilton Hall	Christopher Harwood	3.00	2/12

**POLISH LANGUAGE AND LITERATURE****POLI UN1101 ELEMENTARY POLISH I. 4.00 points.**

Essentials of the spoken and written language. Prepares students to read texts of moderate difficulty by the end of the first year

**Fall 2024: POLI UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLI 1101	001/11064	M W Th 11:40am - 12:55pm 507 Lewisohn Hall	Madeleine Pulman-Jones	4.00	1/12

**POLI UN1102 ELEMENTARY POLISH II. 4.00 points.**

Essentials of the spoken and written language. Prepares students to read texts of moderate difficulty by the end of the first year

**Spring 2025: POLI UN1102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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POLI 1102 001/13744 M W Th 11:40am - William 4.00 2/12  
12:55pm Debnam  
607 Hamilton Hall

### **POLI UN2101 INTERMEDIATE POLISH I. 4.00 points.**

Prerequisites: POLI UN1102 *POLI W1102* or the equivalent.  
Prerequisites: POLI UN1102 or the equivalent. Rapid review of grammar; readings in contemporary nonfiction or fiction, depending on the interests of individual students

#### **Fall 2024: POLI UN2101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLI 2101	001/10755	T Th F 11:40am - 12:55pm 522a Kent Hall	Christopher Caes	4.00	5/12

### **POLI UN2102 INTERMEDIATE POLISH II. 4.00 points.**

Prerequisites: POLI UN1102

Prerequisites: POLI UN1102 or the equivalent. Rapid review of grammar; readings in contemporary nonfiction or fiction, depending on the interests of individual students

#### **Spring 2025: POLI UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLI 2102	001/13751	T Th F 11:40am - 12:55pm 614 Martin Luther King Building	Christopher Caes	4.00	4/12

### **POLI GU4051 Movements in Polish Cinema. 3 points.**

This course introduces and explores three separate movements in Polish post-World War II cinema – the “Polish School” of 1955–1965, the “Cinema of Moral Concern” of 1976–1981, and the “New Naïveté,” of 1999–2009. Each of these currents adopted a loosely conceived, historically specific aesthetic and ideological platform, which they sought to put into practice artistically in order to exert a therapeutic and a didactic influence on the culture and society of their time.

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- The “Polish School,” which was characterized by a blend of Italian neorealist and Polish Romantic or absurdist/existentialist styles, sought to represent and work through the national trauma of World War II in a context in which political censorship prevented the direct address of such issues. It includes the early work of world-renowned director Andrzej Wajda, as well as works by prominent filmmakers such as Andrzej Munk, Jerzy Kawalerowicz, and Wojciech Has.
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- The “Cinema of Moral Concern,” which drew on and combined the techniques of West European “cinemas of truth” with those of the New Hollywood, was in the forefront of the cultural ferment of the late 70s, which was devoted to the establishment of an underground civil society outside the institutions of the communist state and led up to the founding of the trade union Solidarity. It includes early

work by internationally recognized filmmakers Krzysztof Kieślowski, Krzysztof Zanussi, and Agnieszka Holland.

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- The “New Naïveté” drew on a broad variety of Hollywood and international styles, seeking to transform the legacy of Solidarity’s anti-communist “revolution of the spirit” into contemporary forms of cultural capital in order to lay the foundations for “capitalism with a human face.” Among filmmakers active in this movement are Krzysztof Krauze, Robert Gliński, and Piotr Trzaskalski.
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Screening approximately one film a week, we will view at least five works from each movement, examining and discussing their individual formal and aesthetic principles and ideological investments, their relation to their respective movement as a whole, and their impact on the culture of their day.

### **POLI GU4101 ADVANCED POLISH. 3.00 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 2024: POLI GU4101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLI 4101	001/10756	T Th 1:10pm - 2:25pm 522a Kent Hall	Christopher Caes	3.00	2/12

### **POLI GU4102 ADVANCED POLISH II. 3.00 points.**

Prerequisites: two years of college Polish or the instructors’ 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 2025: POLI GU4102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLI 4102	001/13756	T Th 8:40am - 9:55am 305 Uris Hall	Christopher Caes	3.00	4/12

## **RUSSIAN LANGUAGE**

### **RUSS UN1101 FIRST-YEAR RUSSIAN I. 5.00 points.**

Grammar, reading, composition, and conversation

#### **Fall 2024: RUSS UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 1101	001/12493	M T W Th 8:50am - 9:55am 709 Hamilton Hall	Myles Garbarini	5.00	11/12
RUSS 1101	002/12498	M T W Th 10:10am - 11:15am 709 Hamilton Hall	Marina Tsykina	5.00	8/12
RUSS 1101	004/12508	M T W Th 6:10pm - 7:15pm 709 Hamilton Hall	Tatiana Krasilnikova	5.00	4/12



**RUSS UN1102 FIRST-YEAR RUSSIAN II. 5.00 points.**

Grammar, reading, composition, and conversation

Spring 2025: RUSS UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 1102	001/17166	M T W Th 8:50am - 9:55am 709 Hamilton Hall	Myles Garbarini	5.00	10/12
RUSS 1102	002/17167	M T W Th 10:10am - 11:15am 709 Hamilton Hall	Marina Tsykina	5.00	6/12
RUSS 1102	003/17168	M T W Th 2:40pm - 3:45pm 709 Hamilton Hall	Tatiana Krasilnikova	5.00	7/12

**RUSS UN2101 SECOND-YEAR RUSSIAN I. 5.00 points.**

Prerequisites: RUSS UN1102 Prerequisites: For V1201: RUSS V1102 or the equivalent. For V1202: RUSS V1201 or the equivalent Drill practice in small groups.

Prerequisites: RUSS UN1102 or the equivalent. Drill practice in small groups. Reading, composition, and grammar review. Off-sequence

Fall 2024: RUSS UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 2101	001/12521	M T W Th 10:10am - 11:15am 507 Lewisohn Hall	Marina Grineva	5.00	4/12
RUSS 2101	002/12525	M T W Th 1:10pm - 2:15pm 709 Hamilton Hall	Marina Grineva	5.00	9/12

**RUSS UN2102 SECOND-YEAR RUSSIAN II. 5.00 points.**Prerequisites: RUSS UN2101 *RUSS V1102* or the equivalent.

Prerequisites: RUSS UN2101 or the equivalent. Drill practice in small groups. Reading, composition, and grammar review

Spring 2025: RUSS UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 2102	001/17171	M T W Th 10:10am - 11:15am 404 Hamilton Hall	Marina Grineva	5.00	2/10
RUSS 2102	002/17172	M T W Th 1:10pm - 2:15pm 709 Hamilton Hall	Marina Grineva	5.00	9/12

**RUSS UN3101 THIRD-YEAR RUSSIAN I. 4.00 points.**

Limited enrollment.

Prerequisites: RUSS UN2102 *RUSS 2102* or the equivalent, and the instructor's permission.

Prerequisites: RUSS UN2102 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 2024: RUSS UN3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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RUSS 3101	001/12529	M W F 10:10am - 11:25am 509 Hamilton Hall	Tatiana Mikhailova	4.00	7/15
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**RUSS UN3102 THIRD-YEAR RUSSIAN II. 4.00 points.**Prerequisites: RUSS UN2102 *RUSS V3101* or the equivalent.

Prerequisites: RUSS UN2102 or the equivalent and the instructors permission. 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 2025: RUSS UN3102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3102	001/17174	M W F 10:10am - 11:25am 707 Hamilton Hall	Tatiana Mikhailova	4.00	7/15

**RUSS UN3105 Real World Russian. 3 points.**

Prerequisites: (RUSS UN2102)

This content-based course has three focal points: 1) communicative skills 1) idiomatic language; 3) cross-cultural awareness.

The course is designed to help students further develop all of their language skills with particular focus on communicative and information processing skills, as well as natural student collaboration in the target language. The materials and assignments that will be used in class allow to explore a broad range of social, cultural, and behavioral contexts and familiarize students with idiomatic language, popular phrases and internet memes, developments of the colloquial language, and the use of slang in everyday life.

On each class students will be offered a variety of content-based activities and assignments, including, information gap filling, role-play and creative skits, internet search, making presentations, and problem-solving discussions. Listening comprehension assignments will help students expand their active and passive vocabulary and develop confidence using natural syntactic models and idiomatic structures.

Students will be exposed to cultural texts of different registers, which will help them enhance their stylistic competence. Students will learn appropriate ways to handle linguo-social situations, routines, and challenges similar to those they come across when traveling to Russia. They will explore various speech acts of daily communication, such as agreement/disagreement, getting and giving help, asking for a favor, expressing emotions, and so forth. Part of class time will be devoted to nonverbal communication, the language of gestures, emotional phonetics and intonation.

**RUSS UN3107 Russian Through Theater. 2.00 points.**

Russian Through Theater is a content-based language course designed for students who already have the equivalent of

two semesters of college-level Russian and want to continue exploring their path as Russian language learners. This course is experimental in that it combines elements of traditional language learning with theatricality and creativity. A stress-free learning environment will stimulate language skills and fluency. Staging skits, theatrical pieces, short at first and longer by the end of the semester, will encourage students to focus on phonetics, intonation contour, and idiomatic expressions. In addition to performing skits and short plays, the course includes various forms of improvisation. Reading, listening and speaking - these three essential skills of language learning are constantly practiced. Incorporating theater into language learning not only makes the process enjoyable but also creates a rich, immersive environment that supports language development holistically. Various performative and ludic models, offered by the theater productions -- rehearsed and improvised alike -- will help students with shaping a language persona, a skill that students may use in life situations. This skill adds confidence to their conduct of language and allows to communicate effectively with limited linguistic knowledge. Classes will be conducted primarily in Russian, with sporadic instruction in English when necessary for clarification of assignments or for better understanding of terminology used during mini-lectures

**Spring 2025: RUSS UN3107**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3107	001/17176	W 5:10pm - 6:50pm 315 Hamilton Hall	Tatiana Mikhailova	2.00	7/15

### **RUSS UN3430 RUSSIAN FOR HERITAGE SPEAKERS. 3.00 points.**

Prerequisites: *RUSS V3430* or the instructor's permission.  
Prerequisites: *RUSS V3430* or the instructor's permission. This course is designed to help students who speak Russian at home, but have no or limited reading and writing skills to develop literary skills in Russian. THIS COURSE, TAKEN WITH *RUSS V3431*, MEET A TWO YEAR FOREIGN LANGUAGE REQUIREMENT. Conducted in Russian

**Fall 2024: RUSS UN3430**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3430	001/12535	M W 1:10pm - 2:25pm 327 Milbank Hall	Alla Smyslova	3.00	17/15

### **RUSS UN3431 RUSSIAN FOR HERITAGE SPKRS II. 3.00 points.**

Prerequisites: *RUSS V3430* or the instructors permission. This course is designed to help students who speak Russian at home, but have no or limited reading and writing skills to develop literary skills in Russian. THIS COURSE, TAKEN WITH *RUSS V3430*, MEET A TWO YEAR FOREIGN LANGUAGE REQUIREMENT. Conducted in Russian

**Spring 2025: RUSS UN3431**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3431	001/17178	M W 1:10pm - 2:25pm	Marina Tsylyna	3.00	10/15

407 Mathematics Building

### **RUSS GU4342 FOURTH-YEAR RUSSIAN I. 4.00 points.**

Prerequisites: *RUSS UN3101* and *RUSS UN3102*

Prerequisites: *RUSS UN3101* and *RUSS UN3102* Third-Year Russian I and II, or placement test. Systematic study of problems in Russian syntax; written exercises, translations into Russian, and compositions. Conducted entirely in Russian

**Fall 2024: RUSS GU4342**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 4342	001/12551	M W F 2:40pm - 3:55pm 616 Hamilton Hall	Tatiana Mikhailova	4.00	7/15

### **RUSS GU4343 FOURTH-YEAR RUSSIAN II. 4.00 points. FOURTH-YEAR RUSSIAN II**

**Spring 2025: RUSS GU4343**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 4343	001/17180	M W F 2:40pm - 3:55pm 503 Hamilton Hall	Tatiana Mikhailova	4.00	3/15

### **RUSS GU4350 Moving to Advanced-Plus: Language, Culture, Society in Russian Today. 3 points.**

Prerequisites: Six 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 GU4351 Moving to Advanced-Plus: Language, Culture, Society in Russian Today. 3 points.**

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 GU4434 PRACTICAL STYLISTICS-RUSS LANG. 3.00 points.**

Prerequisites: *RUSS W4334* or the equivalent or the instructor's permission.

Prerequisites: *RUSS W4334* or the equivalent or the instructor's permission. Prerequisite: four years of college Russian or instructor's permission. The course will focus on theoretical matters of language and style and on the practical aspect of improving students' writing skills. Theoretical aspects of Russian style and specific Russian stylistic conventions will

be combined with the analysis of student papers and translation assignments, as well as exercises focusing on reviewing certain specific difficulties in mastering written Russian

**Spring 2025: RUSS GU4434**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 4434	001/11531	T Th 1:10pm - 2:25pm 607 Hamilton Hall	Irina Reyfman	3.00	7/15

**RUSS GU4910 LITERARY TRANSLATION. 4.00 points.**

Prerequisites: four years of college Russian or the equivalent.

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 is to produce translations of publishable quality

**Spring 2025: RUSS GU4910**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 4910	001/13953	M 4:10pm - 6:00pm 709 Hamilton Hall	Ronald Meyer	4.00	6/12

## RUSSIAN LITERATURE (IN ENGLISH)

**RUSS UN3220 LITERATURE # EMPIRE (19C LIT). 3.00 points.**

Explores the aesthetic and formal developments in Russian prose, especially the rise of the monumental 19th-century novel, as one manifestation of a complex array of national and cultural aspirations, humanistic and imperialist ones alike. Works by Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, and Chekhov. Knowledge of Russian not required

**Fall 2024: RUSS UN3220**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3220	001/00652	T Th 10:10am - 11:25am 202 Milbank Hall	John Wright	3.00	25/30

**RUSS UN3221 LIT # REVOLUTION (20TH C LIT). 3.00 points.**

The revolutionary period (1905-1938) in Russia was not only one of extreme social upheaval but also of exceptional creativity. Established ideas about individuality and collectivity, about how to depict reality, about language, gender, authority, and violence, were all thrown open to radical questioning. Out of this chaos came ideas about literature and film (just for example) which have shaped Western thought on these subjects to this day. In this course we will study a variety of media and genres (poetry, manifestos, film, painting, photomontage, the novel, theoretical essays) in an effort to gain a deep understanding of this complex and fascinating period in Russian cultural history

**Spring 2025: RUSS UN3221**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3221	001/11530	M W 1:10pm - 2:25pm	Jessica Merrill	3.00	13/30

307 Pupin  
Laboratories

**RUSS UN3222 TOLSTOY AND DOSTOEVSKY. 3.00 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 2025: RUSS UN3222**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3222	001/11528	M W 10:10am - 11:25am 303 Hamilton Hall	Liza Knapp	3.00	32/40

**RUSS UN3223 Magical Mystery Tour: The Legacy of Old Rus'. 3 points.**

Winston Churchill famously defined Russia as "a riddle wrapped in a mystery inside an enigma." This course aims at demystifying Russia by focusing on the core of its "otherness" in the eyes of the West: its religious culture. We will explore an array of texts, practices and pragmatic sites of Russian religious life across such traditional divides as medieval and modern, popular and elite, orthodox and heretical. Icons, liturgical rituals, illuminated manuscripts, magic amulets, religious sects, feasting and fasting, traveling practices from pilgrimages to tourism, political myths and literary mystification, decadent projects of life-creation, and fervent anticipation of the End are all part of the tour that is as illuminating as it is fun. No knowledge of Russian required.

**RUSS UN3230 Tricksters in World Culture: Mockery, Subversion, Rebellion. 3.00 points.**

Tricksters constitute one of the universal themes or tropes in mythology and folklore of many cultures. Through the discussions of ancient Greek, Native-American, African, Paleo-Asiatic, Scandinavian, African-American, Muslim and Jewish myths and folklore about tricksters, the course will telescope the cultural functions of the comedic transgression as a form of social critique; it will also highlight cynicism, its productive and dangerous aspects. Then we'll introduce different historical subtypes of tricksters, such as a fool, jester, holy fool, kynik, picaro, con artist, female and queer tricksters, thus moving through premodern and early modern periods. Each type of the trickster is illustrated by literary examples from different



world cultures (European and non-European alike) as well as theoretical works of Mikhail Bakhtin, Michel Foucault, Giorgio Agamben, and Peter Sloterdijk. Finally, the role of the trickster in modernity will be discussed through the case of Soviet tricksters, who had become true superstars manifesting the resistance to repressive political ideology by the means of “cynical reason”. **FORMAT** The class consists of lectures and group discussions. On a typical week, the first class will be a lecture for all students; for the second class of the week, you will be divided into 3 sections and have separate sessions (all three at the same time in different rooms) led by Teaching Assistants. Assignments for group discussions are listed on the syllabus along with others. We will not break the class in discussion sections before Week 3. The distribution of students between discussion sections will be announced in class after the beginning of the semester. This course is a co-requisite of RUSS UN3232

**Fall 2024: RUSS UN3230**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3230	001/13890	M 4:10pm - 5:25pm 614 Schermerhorn Hall	Mark Lipovetsky	3.00	70/80

### **RUSS GU4006 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.

### **RUSS GU4046 The Trickster in the Modern Russian Lit. 3.00 points.**

“Trickster” does not simply mean “deceiver” or “rogue” (the definition of trickster according to the Oxford Encyclopedic English Dictionary), but rather “creative idiot”, to use Lewis Hyde’s expression. This hero unites the qualities of characters who at first sight have little in common — the “selfish buffoon” and the “culture hero”; someone whose subversions and

transgressions paradoxically amplify the culture-constructing effects of his (and most often it is a “he”) tricks. The trickster is a typical comic protagonist – it is enough to recollect Renard the Fox from the medieval *Roman de Renard*, Panurge from François Rabelais’ *The Life of Gargantua and of Pantagruel*, Cervantes’ *Sanch# Panza*, Beaumarchais’s *Figaro*, Gogol’s *Khlestakov*, Mark Twain’s *Tom Sawyer* and *Huckleberry Finn*, Yaroslav Hašek’s *Švejk*, Charlie Chaplin’s *Tramp*, Max Bialystock in *Mel Brooks’ Producers*, *Bart Simpson* and *Borat* (Sacha Baron Cohen), as well as *Jon Stewart* and *Stephen Colbert* along with many other comical characters of the same genre – to confirm this self-evident thesis

### **RUSS GU4107 RUSS LIT/CULTR-NEW MILLENNIUM. 3.00 points.**

This course examines most representative works of Russian literature and culture since the 1990s and until the present moment. While discussing recent novels, short stories, dramas, poems, and films, we will address the issues of politics, re-assessment of history, gender, family, national identity, violence and terrorism. No knowledge of Russian is expected

### **RUSS GU4126 Remediating Protest: Transgressive Aesthetics in Soviet # Post-Soviet Culture. 3.00 points.**

In the past ten years the authoritarian regime in Russia has rendered political protest exceedingly dangerous but it has not immobilized the cultural forms of dissent shaping contemporary anti-war resistance. From a feminist performance in a church to satirical documentary and whimsical trial speeches, contemporary artists, journalists, and activists have been creating the language of protest essential to understanding post-Soviet space. Why has protest in the post-Soviet region been taking these specific aesthetic forms? Taking our point of departure from Rancière’s idea of resistance – signifying both firm persistence and a practice yielding change – we will explore how contemporary post-Soviet protest genres rely on the communication strategies that return to Soviet parody, poetic form, underground art, and dissident practices of cultural distribution. Looking at laughter as a transgressive communicative device, we will search for the reverberations of Soviet satire in Russian and Belorussian stand-up, as well as in less obvious genres, such as the recent documentary work by Alexey Navalny. We will focus on mimesis as a tool of resistance in Soviet underground art and contemporary performative practices. Exploring the aesthetics of testimony rooted in Soviet show trials, we will examine how Soviet journalistic prose and, later, contemporary theater reclaimed its devices. We will study the persistence of bodily tropes and language of violence in women’s prose, drama, contemporary feminist poetry and feminist performance from Russia and Belarus. Finally, we will discuss how dissident practices of samizdat and tamizdat helped create cultural networks in Soviet Russia and beyond as we reflect on the use of new media platforms and technologies of digital activism in post-Soviet space. Rather than searching for instances of direct influence between cultural producers, we will examine how protest strategies are shaped and remediated while activating multiple layers of cultural memory. Students will learn to annotate



images and videos online, write blog posts and carry out an independent research project in consultation with the instructor. At the end of the course they have a choice of presenting the project in the form of a paper or a multimedia digital piece. Enrollment is open to upper level undergraduate and graduate students. All primary and secondary readings are in English or have subtitles

### **RUSS GU4453 Women and Resistance in Russia. 3 points.**

Cultural and political history of women and resistance in Russia, from the Putin era to medieval saints. Explores forms and specificity of female resistance in Russia across history. Addresses questions of historical narrative in light of missing sources. Material includes: prose by Svetlana Alexievich, Lydia Chukovskaya, Lidiya Ginzburg, Alexandra Kollontai, Masha Gessen, Anna Politkovskaia, and Pussy Riot's Nadezhda Tolokonnikova; poetry by Anna Akhmatova, Marina Tsvetaeva and Sophia Parnok; films by Kira Muratova; visual art by Natalia Goncharova and fellow "amazons" of the Russia Avant Garde, together with memoirs, saint's lives, letters, diaries, and urban legend. Final project: curating a museum exhibit.

**Prerequisites:** Open to undergraduate and graduate students. No Russian required for the undergraduate students. Graduate students are expected to do the readings in Russian.

## **RUSSIAN LITERATURE**

### **RUSS UN3332 Vvedenie v russkuiu literaturu: Scary Stories. 3 points.**

For non-native speakers of Russian.

**Prerequisites:** two years of college Russian or the instructor's permission. The course is devoted to the reading, analysis, and discussion of a number of Russian prose fiction works from the eighteenth to twentieth century. Its purpose is to give students an opportunity to apply their language skills to literature. It will teach students to read Russian literary texts as well as to talk and write about them. Its goal is, thus, twofold: to improve the students' linguistic skills and to introduce them to Russian literature and literary history. A close study in the original of the "scary stories" in Russian literature from the late eighteenth century. Conducted in Russian.

### **RUSS UN3333 VVEDENIE V RUSSKUIU LITERATURU. 3.00 points.**

For non-native speakers of Russian.

**Prerequisites:** two years of college Russian or the instructor's permission. **Prerequisites:** two years of college Russian or the instructor's permission. The course is devoted to the reading, analysis, and discussion of a number of Russian prose fiction works from the eighteenth to twentieth century. Its purpose is to give students an opportunity to apply their language skills to literature. It will teach students to read Russian literary texts as well as to talk and write about them. Its goal is, thus, twofold: to improve

the students' linguistic skills and to introduce them to Russian literature and literary history. In 2007-2008: A close study in the original of the "fallen woman" plot in Russian literature from the late eighteenth century. Conducted in Russian

### **Fall 2024: RUSS UN3333**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3333	001/10730	M W 11:40am - 12:55pm 411 Hamilton Hall	Irina Reyfman	3.00	3/18

### **RUSS GU4332 CHTENIIA PO RUSSKOI LITERATURE. 3.00 points.**

**Prerequisites:** Three years of college Russian and the instructors permission. The course is devoted to reading shorter works by Nikolai Gogol. The syllabus includes a selection of stories from Evenings at a Farm near Dikanka and Mirgorod, "Nevsky Prospect," "The Overcoat," "Nose," and "Petersburg Tales," and The Inspector General

### **RUSS GU4338 CHTENIIA PO RUSSKOI LITERATURE. 3.00 points.**

The course is devoted to reading and discussing of Tolstoy's masterpiece. Classes are conducted entirely in Russian.

### **Spring 2025: RUSS GU4338**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 4338	001/11538	T Th 2:40pm - 3:55pm 607 Hamilton Hall	Irina Reyfman	3.00	6/18

### **RUSS GU4340 Chteniia po russkoi literature: Bulgakov. 3.00 points.**

The course is devoted to reading and discussing of Mikhail Bulgakov's masterpiece Master i Margarita. Classes are conducted entirely in Russian

### **RUSS GU4344 ADV RUSSIAN THROUGH HISTORY. 3.00 points.**

**Prerequisites:** RUSS UN3101 and RUSS UN3102 three years of college Russian or the equivalent.

**Prerequisites:** RUSS UN3101 and RUSS UN3102 Third-Year Russian I and II, or placement test. A language course designed to meet the needs of those foreign learners of Russian as well as heritage speakers who want to develop further their reading, speaking, and writing skills and be introduced to the history of Russia

### **RUSS GU4345 ADV RUSSIAN THROUGH HISTORY. 3.00 points.**

**Prerequisites:** three years of Russian.

**Prerequisites:** three years of Russian. This is a language course designed to meet the needs of those foreign learners of Russian as well as heritage speakers who want to further develop their reading, listening, speaking, and writing skills and be introduced to the history of Russia

## **SLAVIC CULTURE**

### **SLCL UN3001 SLAVIC CULTURES. 3.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

The history of Slavic peoples - Russians, Czechs, Poles, Serbs, Croats, Ukrainians, Bulgarians - is rife with transformations, some voluntary, some imposed. Against the background of a schematic external history, this course examines how Slavic peoples have responded to and have represented these transformations in various modes: historical writing, hagiography, polemics, drama and fiction, folk poetry, music, visual art, and film. Activity ranges over lecture (for historical background) and discussion (of primary sources)

**Fall 2024: SLCL UN3001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SLCL 3001	001/10732	T Th 2:40pm - 3:55pm 330 Uris Hall	Jessica Merrill, Christopher Harwood	3.00	39/60

**SLCL UN3100 FOLKLORE PAST # PRESENT. 3.00 points.**

An introduction to the concept of folklore as an evolving, historical concept, and to primary source materials which have been framed as such. These are translated from Bosnian, Chukchi, Czech, Finnish, German, Polish, Russian, Serbian, Tuvan, Ukrainian, Yiddish, Yupik languages, and others. Geographical range is from South-Eastern Europe to the Russian Far East. We learn about particular oral traditions, their social mechanisms of transmission and performance, their central themes and poetics. Attention is paid to the broader sociopolitical factors (Romantic nationalism, colonization) which have informed the transcription, collection and publication of these traditions. For the final project, students learn how to conduct an ethnographic interview, and to analyze the folklore of a contemporary social group. Our goal is to experientially understand—as folklorists and as members of folk groups ourselves—the choices entailed in transcribing and analyzing folklore

**SLCL GU4002 Folklore Past and Present. 3.00 points.**

This course moves from Serbia and Bosnia, to Ukraine and the Czech lands, through Poland to Russia and Finland and then on to the southern Siberian steppes and finally the Russian Far East. Along the way, the course is divided into three major thematic and theoretical units. *Epics and Ballads: History, Performance, Identity* Our first focus is on historical songs in the context of Romantic nationalism. We will explore why people (philologists) began to write these down, and how they were they edited and organized into print books. We discuss what these publications meant in the context of Romantic nationalist movements for political autonomy from the Ottoman or Hapsburg Empires. Given the stakes, some scholars were (maybe too) creative with their material. We will ask: What makes an epic text authentic, as opposed to an invented tradition, or even a fake? Throughout, we will pay attention to how traditions of oral performance were learned and transmitted within specific communities of artists, such as Ramadan performers, upper-class Bosnian women, and Ukrainian minstrels. *Words in Context: Poetry, Power, Positioning* Our second unit begins with the theoretical

redefinition of folklore in the 20th c. Folklore is no longer defined by who performs it (e.g. peasants), but by its characteristics of variation and localization. We begin with a genre that anyone can perform—the proverb. To understand the power of small forms we need place them in their real-world context. We learn about ethnographic interviewing methods aimed at eliciting the local meanings of folklore. We consider relationship between the body and verbal folklore in south Siberian shamanism and in the performance of charms by folk healers in Russia and Finland. In order to bring the study of folklore home, to us at Columbia, we consider campus legends and folklore of the COVID-19 pandemic. This unit provides students with the tools needed to design and carry out their own mini-ethnography, which serves as the final project for the course. *Oral Narrative: Legends, Fairytales, Cross-Cultural Motifs* Our last major unit is dedicated to folk narrative—the memorate (personal narrative), the legend and the fairytale. We begin with Russian memorates about nature and house spirits. Narratives told as true events (memorates, legends) are contrasted with the genre of the fairy tale. We learn about how fairy tales were typically performed and collected in Russia in the 19th c., and then turn to 20th c. theoretical lenses for understanding them—structuralism and psychoanalysis (delving into the meaning of Baba Yaga, the witch living in a hut on chicken legs). In the last two weeks we consider the global spread of tales and legends. We compare variants of a tale which has been found across Eurasia, consider the role of globalization in contemporary children's folklore, as well as the internet as a medium for sharing scary stories

**Spring 2025: SLCL GU4002**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SLCL 4002	001/17181	T 6:10pm - 8:00pm 609 Hamilton Hall	Jessica Merrill	3.00	22/24

**HNGR GU4028 Modern Hungarian Prose in Translation: Exposing Naked Reality. 3 points.**

This course introduces students to representative examples of an essentially robust, reality-bound, socially aware literature. In modern Hungarian prose fiction, the tradition of nineteenth-century "anecdotal realism" remained strong and was further enlivened by various forms of naturalism. Even turn-of-the century and early twentieth-century modernist fiction is characterized by strong narrative focus, psychological realism, and an emphasis on social conditions and local color. During the tumultuous decades of the century, social, political, national issues preoccupied even aesthetics-conscious experimenters and ivory-tower dwellers. Among the topics discussed will be "populist" and "urban" literature in the interwar years, post-1945 reality in fiction, literary memoirs and reportage, as well as late-century minimalist and postmodern trends.

**HNGR GU4050 The Hungarian New Wave: Cinema in Kadarist Hungary [In English]. 3 points.**

**Not offered during 2023-2024 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.

## 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.

## UKRAINIAN LANGUAGE AND LITERATURE

### UKRN UN1101 ELEMENTARY UKRAINIAN I. 4.00

#### *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 2024: UKRN UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
UKRN 1101	001/10733	M W Th 11:40am - 12:55pm 326 International Affairs Bldg	Yuri Shevchuk	4.00	4/12

### UKRN UN1102 ELEMENTARY UKRAINIAN II. 4.00

#### *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 2025: UKRN UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
UKRN 1102	001/11563	M W Th 11:40am - 12:55pm 707 Hamilton Hall	Yuri Shevchuk	4.00	2/12

### UKRN UN2101 INTERMEDIATE UKRAINIAN I. 4.00

#### *points.*

Prerequisites: UKRN UN1102 *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 2024: UKRN UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
UKRN 2101	001/10735	M W 10:10am - 11:25am 351c International Affairs Bldg	Yuri Shevchuk	4.00	5/12
UKRN 2101	001/10735	Th 10:10am - 11:25am 352c International Affairs Bldg	Yuri Shevchuk	4.00	5/12

### UKRN UN2102 INTERMEDIATE UKRAINIAN II. 4.00

#### *points.*

Prerequisites: UKRN UN1102 *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 2025: UKRN UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
UKRN 2102	001/11550	M W 10:10am - 11:25am 352a International Affairs Bldg	Yuri Shevchuk	4.00	5/12
UKRN 2102	001/11550	Th 10:10am - 11:25am 352c International Affairs Bldg	Yuri Shevchuk	4.00	5/12



**UKRN GU4001 Advanced Ukrainian I. 3 points.**

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.

**UKRN GU4002 Advanced Ukrainian II. 3 points.**

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.

**UKRN GU4006 Advanced Ukrainian Through Literature, Media, and Politics. 3.00 points.**

This course is organized around a number of thematic centers or modules. Each is focused on stylistic peculiarities typical of a given functional style of the Ukrainian language. Each is designed to assist the student in acquiring an active command of lexical, grammatical, discourse, and stylistic traits that distinguish one style from the others and actively using them in real-life communicative settings in contemporary Ukraine. The styles include literary fiction, scholarly prose, and journalism, both printed and broadcast

**Fall 2024: UKRN GU4006**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
UKRN 4006	001/10736	M W 1:10pm - 2:25pm 614 Martin Luther King Building	Yuri Shevchuk	3.00	1/12

**UKRN GU4007 Advanced Ukrainian Through Literature, Media and Politics II. 3.00 points.**

This course is organized around a number of thematic centers or modules. Each is focused on stylistic peculiarities typical of a given functional style of the Ukrainian language. Each is designed to assist the student in acquiring an active command of lexical, grammatical, discourse, and stylistic traits that distinguish one style from the others and actively using them in real-life communicative settings in contemporary Ukraine. The styles include literary fiction, scholarly prose, and journalism, both printed and broadcast

**Spring 2025: UKRN GU4007**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
UKRN 4007	001/11574	M W 1:10pm - 2:25pm 352c International Affairs Bldg	Yuri Shevchuk	3.00	4/12

**UKRN GU4033 FIN DE SIECLE UKRAINIAN LIT. 3.00 points.**

The course focuses on the emergence 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 Muza, Olha Kobylianska, Lesia Ukrainka, and Volodymyr Vynnychenko among others. The course will trace the introduction of feminism, urban motifs and settings, as well as decadence, into Ukrainian literature and will analyze the conflict that ensued among Ukrainian intellectuals as they shaped 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

**Spring 2025: UKRN GU4033**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
UKRN 4033	001/11868	T Th 1:10pm - 2:25pm 609 Hamilton Hall	Mark Andryczyk	3.00	6/18

**UKRN GU4037 SOV UKRAINIAN MODERNISM: REV, REB, EXPER. 3.00 points.**

This course studies the renaissance in Ukrainian culture of the 1920s - a period of revolution, experimentation, vibrant expression and polemics. Focusing on the most important developments in literature, as well as on the intellectual debates they inspired, the course will also examine the major achievements in Ukrainian theater, visual art and film as integral components of the cultural spirit that defined the era. Additionally, the course also looks at the subsequent implementation of the socialist realism and its impact on Ukrainian culture and on the cultural leaders of the renaissance. The course treats one of the most important periods of Ukrainian culture and examines its lasting impact on today's Ukraine. This period produced several world-renowned cultural figures, whose connections with the 1920s Ukraine have only recently begun to be discussed. The course will be complemented by film screenings, presentations of visual art and rare publications from this period. Entirely in English with a parallel reading list for those who read Ukrainian

**UKRN GU4054 CREATING ID-CONTEMP UKRN CULT. 3.00 points.**

This course presents and examines post-Soviet Ukrainian literature. Students will learn about the significant achievements, names, events, scandals and polemics in contemporary Ukrainian literature and will see how they have contributed to Ukraine's post-Soviet identity. Students will examine how Ukrainian literature became an important site for experimentation with language, for providing feminist perspectives, for engaging previously-banned taboos and for deconstructing Soviet and Ukrainian national myths. Among the writers to be focused on in the course are Serhiy Zhadan, Yuri Andrukhovych, Oksana Zabuzhko and Taras Prokhasko. Centered on the most important successes in literature, the course will also explore key developments in music and visual art of this period. Special focus will be given to how



the 2013/2014 Euromaidan revolution and war are treated in today's literature. By also studying Ukrainian literature with regards to its relationship with Ukraine's changing political life, students will obtain a good understanding of the dynamics of today's Ukraine and the development of Ukrainians as a nation in the 21st century. The course will be complemented by audio and video presentations. Entirely in English with a parallel reading list for those who read Ukrainian

## SOCIOLOGY

### THE SOCIOLOGY DEPARTMENT:

Department website: <https://sociology.columbia.edu/>

Office location: 501 Knox Hall

Office contact: 501 Knox Hall; 212-853-1909

<http://www.sociology.columbia.edu>

Director of Undergraduate Studies: Teresa Sharpe, 501 Knox;  
[ts2785@columbia.edu](mailto:ts2785@columbia.edu)

Undergraduate Administrator: Winston Gordon, 501 Knox;  
[wg2339@columbia.edu](mailto:wg2339@columbia.edu)

### THE DEPARTMENT OF SOCIOLOGY

Sociology is the study of society. 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 from 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.

### DEPARTMENT HONORS AND PRIZES

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.

### PROFESSORS

Peter Bearman  
Courtney Bender (Religion)  
Elizabeth Bernstein (Barnard)  
Yinon Cohen  
Jonathan R. Cole  
Thomas A. DiPrete  
Gil Eyal  
Todd Gitlin (Journalism)  
Jennifer Hirsch (Sociomedical Sciences)  
Bruce Kogut (Business)  
Jennifer Lee  
Yao Lu  
Bruce Link (School of Public Health)  
Debra C. Minkoff (Barnard, Chair)  
Mignon Moore (Barnard)  
Aaron Pallas (Teachers College)  
Adam Reich  
Jonathan Rieder (Barnard)  
Saskia Sassen  
Mario Small (Chair)  
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)  
Bruce Western  
Andreas Wimmer

### ASSOCIATE PROFESSORS

Mark Hatzenbuehler (Sociomedical)  
Jennifer Lena (Teachers College)  
Tey Meadow  
Emmanuelle Saada (French and Romance Philology)

Marissa Thompson  
Josh Whitford

## ASSISTANT PROFESSORS

Maria Abascal  
Debbie Becher (Barnard)  
Maricarmen Hernandez (Barnard)  
Christel Kesler (Barnard)  
Angela M. Simms (Barnard)  
Gerard Torrats-Espinoso  
Dan Wang (Business School)  
Amy Yuan Zhou (Barnard)

## LECTURERS

Denise Milstein  
Teresa Sharpe  
Kristin Murphy

## 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
SOCI UN3490	MISTAKE, MISCONDUCT, DISASTER
SOCI UN3285	ISRAELI SOC # ISR-PLS CONFLICT
SOCI UN3264	The Changing American Family
SOCI UN3900	Societal Adaptations to Terrorism
SOCI UN3914	INEQUALITY, POVERTY # MOBILITY
SOCI UN3931	Sociology of the Body
SOCI UN3974	SOCI OF SCHOOLS,TEACH,LEARNING
SOCI UN3995	Senior Seminar
SOCI UN3996	SENIOR SEMINAR

\* These may include the two-semester *Senior Seminar* (SOCI UN3995-SOCI UN3996).

## MINOR IN SOCIOLOGY

The minor in sociology requires the Social World, Social Theory, and 3 elective courses (the elective courses must be 3 or 4 units):

### Core Courses

The following courses are required for the minor in Sociology

SOCI UN1000	THE SOCIAL WORLD
SOCI UN3000	SOCIAL THEORY

### Electives

Select three courses (10 points) in the Department of Sociology. Some examples of electives include:

SOCI UN3020	Social Statistics
SOCI UN3212	Methods of Social Research
SOCI UN3235	SOCIAL MOVEMENTS
SOCI UN1203	The Social Animal in the Digital Age
SOCI UN3285	ISRAELI SOC # ISR-PLS CONFLICT
SOCI UN3675	ORGANIZING INNOVATION
SOCI UN3914	INEQUALITY, POVERTY # MOBILITY

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

### 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	INEQUALITY, POVERTY # MOBILITY
SOCI UN3915	Stigma and Discrimination
SOCI UN3931	Sociology of the Body
SOCI UN3974	SOCI OF SCHOOLS,TEACH,LEARNING
SOCI UN3985	Queer Practice

SOCI UN3995	Senior Seminar
SOCI UN3996	SENIOR SEMINAR

## FALL 2024

### **SOCI UN3000 SOCIAL THEORY. 4.00 points.**

Prerequisites: Sophomore standing.

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 2024: SOCI UN3000**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3000	001/10913	M W 2:40pm - 3:55pm 330 Uris Hall	Ryan Hagen	4.00	50/60

#### **Spring 2025: SOCI UN3000**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3000	001/00080	T Th 11:40am - 12:55pm L1003 Barnard Hall	Andrew Anastasi	4.00	50/60

### **SOCI UN1000 THE SOCIAL WORLD. 4.00 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. Please note you must also register for a discussion section to take this course

#### **Fall 2024: SOCI UN1000**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 1000	001/10902	M W 10:10am - 11:25am Cin Alfred Lerner Hall	David Knight	4.00	135/180

#### **Spring 2025: SOCI UN1000**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 1000	001/10949	T Th 2:40pm - 3:55pm 417 International Affairs Bldg	Adam Reich	4.00	253/270

### **SOCI UN3010 METHODS FOR SOCIAL RESEARCH. 4.00 points.**

Prerequisites: SOCI W1000 The Social World or Instructor Permission

Prerequisites: SOCI UN1000 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 2024: SOCI UN3010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3010	001/00016	T Th 6:10pm - 7:25pm 504 Diana Center	Amy Zhou	4.00	42/55

#### **Spring 2025: SOCI UN3010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3010	001/00078	M W 2:40pm - 3:55pm 408 Zankel	Randa Serhan	4.00	52/60

### **SOCI UN3011 METHODS SOCIAL RESEARCH-DISC. 0.00 points.**

Prerequisites: SOCI UN1000

Prerequisites: SOCI UN1000 Discussion section for SOCI UN3010: METHODS FOR SOCIAL RESEARCH

#### **Fall 2024: SOCI UN3011**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3011	001/00162	M 12:10pm - 1:00pm L1001 Milstein Center	Katy Habr	0.00	27/27
SOCI 3011	002/00163	F 10:10am - 11:00am 207 Milbank Hall	Eva Chen	0.00	14/28

#### **Spring 2025: SOCI UN3011**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3011	001/00083	W 5:10pm - 6:00pm 323 Milbank Hall	Katy Habr	0.00	33/30
SOCI 3011	002/00084	Th 5:10pm - 6:00pm 222 Milbank Hall	Eva Chen	0.00	16/30

### **SOCI UN3265 SOCIOLOGY OF WORK # GENDER. 3.00 points.**

This course examines gender as a flexible but persistent boundary that continues to organize our work lives and our home lives, as well as the relationship between the two spheres. We will explore the ways in which gender affects how work is structured; the relationship between work and home; the household as a place of paid (and unpaid) labor; and how changes in the global economy affect gender and work identities

#### **Spring 2025: SOCI UN3265**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3265	001/10950	T Th 10:10am - 11:25am Ren Kraft Center	Teresa Sharpe	3.00	84/100

### **SOCI UN3921 HIGHER EDUCATION AND INEQUALITY. 4 points.**

Prerequisites: (SOCI UN1000)

Higher education in the U.S. is going through a period of rapid change. State support is shrinking, student debt is increasing,

full-time faculty are being replaced by adjuncts, and learning outcomes are difficult to measure, at best. This class will try to make sense of these changes. Among other questions, it will ask whether higher education is a source of social mobility or a means of class reproduction; how the college experience differs by race, class, and type of college attended; how the economics of higher education have led to more expensive college and more student loans; and how we might make college better. We will consider several different points of view on the current state of U.S. higher education: that of students who apply to and attend college, that of colleges and universities, and that of society at large. As part of this course, students will conduct research on their own universities: Columbia College or Barnard College.

#### Fall 2024: SOCI UN3921

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3921	001/10919	M 10:10am - 12:00pm 119 Milstein Center	Teresa Sharpe	4	18/19

#### **SOCI UN3960 SEMINAR - PROBLEMS OF LAW # SOCIETY. 4.00 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

#### **SOCI UN3996 SENIOR SEMINAR. 3.00-4.00 points.**

Prerequisites: required methods and theory courses for the major, and the instructor's permission.

Prerequisites: required methods and theory courses for the major, and the instructors 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 2024: SOCI UN3996

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3996	001/10922	Th 2:10pm - 4:00pm 501d Knox Hall	James Chu	3.00-4.00	2/15

#### Spring 2025: SOCI UN3996

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3996	001/12993	Th 2:10pm - 4:00pm 501d Knox Hall	James Chu	3.00-4.00	1/15

## SPRING 2025

#### **SOCI UN1000 THE SOCIAL WORLD. 4.00 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. Please note you must also register for a discussion section to take this course

#### Fall 2024: SOCI UN1000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 1000	001/10902	M W 10:10am - 11:25am Cin Alfred Lerner Hall	David Knight	4.00	135/180

#### Spring 2025: SOCI UN1000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 1000	001/10949	T Th 2:40pm - 3:55pm 417 International Affairs Bldg	Adam Reich	4.00	253/270

#### **CSER UN1040 CRIT APPRO-STUDY OF ETH # RACE.**

#### **3.00 points.**

This course provides an introduction to central approaches and concepts animating the investigation of race and ethnicity. We will not treat either of these categories of difference as a given, nor as separable from other axes of social difference. Rather, we will apply an interdisciplinary and intersectional framework to illuminate how these concepts have come to emerge and cohere within a number of familiar and less familiar socio-cultural and historical contexts. We will consider how racial and ethnic differentiation as fraught but powerful processes have bolstered global labor regimes and imperial expansion projects; parsed, managed, and regulated populations; governed sexed and gendered logics of subject and social formation; and finally, opened and constrained axes of self-understanding, political organization, and social belonging. Special attention will be given to broadening students understanding of racial and ethnic differentiation beyond examinations of identity. Taken together, theoretical and empirical readings, discussions, and outside film screenings will prepare students for further coursework in race and ethnic studies, as well as fields such as literary studies, women's studies, history, sociology, and anthropology

#### **SOCI UN2208 CULTURE IN AMERICA. 3.00 points.**

An examination of the diverse values, meanings and identities that comprise American pluralism, the moral and political clashes and communities that emerge from them, and the sociological concepts that make sense of them. Part One explores larger macro-themes (American exceptionalism; individualism and community; religion and secularism; pleasure and restraint in post-Puritan America; race, immigration and identity). Part Two explores the interplay between these large themes and cultural polarization in post-Trump America, with special focus on the cultural forces at play in the 2024 presidential election: red states, blues states and cultural sorting; changing conceptions of liberalism and conservatism; class divisions and the global rise of cultural populism; the concept of "epistemic tribes" and media silos; fights over religion and race, sexuality and family; the current war on "wokeness" and the debate on free expression



**Fall 2024: SOCI UN2208**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 2208	001/00077	T Th 10:10am - 11:25am 418 Barnard Hall	Jonathan Rieder	3.00	33/45

**SOCI UN2235 Sexuality in Social Context. 4.00 points.**

Despite the ubiquity of sexual imagery in contemporary Western popular culture, most people regard sexuality to be an intimate topic that concerns the drives, experiences and pleasures of individuals. In this course, we will examine the social and pluralistic character of sexual desires, meanings, practices and politics, their variations, cultural locations, institutional determinants and even geopolitical dimensions. We will begin by surveying some of the most influential theoretical works from psychoanalysis, sexology and early sociological writings on sexualities, paying particular attention to how they undergird more contemporary social thought. We then move on to examine the influence of queer theoretical critique on sociological thinking about heterosexuality, whiteness, sexual diversity, and cross-national differences in the interrelationships between gender and sexuality. We will end the course by looking at three discrete topics within the larger sociological subfield of sexuality studies: global sex work, the ethics of participants observation in sexual; communities and contemporary discourses of sexual consent (the last with a particular focus on campus sexual cultures)

**SOCI UN3000 SOCIAL THEORY. 4.00 points.**

Prerequisites: Sophomore standing.

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 2024: SOCI UN3000**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3000	001/10913	M W 2:40pm - 3:55pm 330 Uris Hall	Ryan Hagen	4.00	50/60

**Spring 2025: SOCI UN3000**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3000	001/00080	T Th 11:40am - 12:55pm LI003 Barnard Hall	Andrew Anastasi	4.00	50/60

**SOCI UN3001 Social Theory- DISC. 0.00 points.**

Discussion section for Social Theory (SOCI UN3000)

**Fall 2024: SOCI UN3001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3001	001/18875	Th 8:10am - 9:00am 302 Fayerweather	Elizaveta Sheremet	0.00	20/30

SOCI 3001	002/18876	W 4:10pm - 5:00pm 644 Seeley W. Mudd Building	Xue Lian Wang	0.00	30/30
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**Spring 2025: SOCI UN3001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3001	001/00081	Th 3:10pm - 4:00pm 306 Milbank Hall	Rose Porter	0.00	18/30
SOCI 3001	002/00082	Th 1:10pm - 2:00pm 225 Milbank Hall	Elizaveta Sheremet	0.00	32/30

**SOCI UN3010 METHODS FOR SOCIAL RESEARCH.**

**4.00 points.**

Prerequisites: SOCI W1000 The Social World or Instructor Permission

Prerequisites: SOCI UN1000 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 2024: SOCI UN3010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3010	001/00016	T Th 6:10pm - 7:25pm 504 Diana Center	Amy Zhou	4.00	42/55

**Spring 2025: SOCI UN3010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3010	001/00078	M W 2:40pm - 3:55pm 408 Zankel	Randa Serhan	4.00	52/60

**SOCI UN3011 METHODS SOCIAL RESEARCH-DISC.**

**0.00 points.**

Prerequisites: SOCI UN1000

Prerequisites: SOCI UN1000 Discussion section for SOCI UN3010: METHODS FOR SOCIAL RESEARCH

**Fall 2024: SOCI UN3011**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3011	001/00162	M 12:10pm - 1:00pm LI001 Milstein Center	Katy Habr	0.00	27/27
SOCI 3011	002/00163	F 10:10am - 11:00am 207 Milbank Hall	Eva Chen	0.00	14/28

**Spring 2025: SOCI UN3011**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3011	001/00083	W 5:10pm - 6:00pm 323 Milbank Hall	Katy Habr	0.00	33/30
SOCI 3011	002/00084	Th 5:10pm - 6:00pm 222 Milbank Hall	Eva Chen	0.00	16/30

**SOCI UN3120 Trust and Mistrust in Science and Expertise. 4 points.**

Skepticism about science and expertise is evident today in multiple arenas and clearly can no longer be considered a passing phenomenon. From climate change to vaccines; from mammograms to Coronavirus testing; from opposition to rules regulating acceptable levels of carcinogens to AI algorithms purporting to yield better decisions than human experts; the challenges to the authority of experts come from both sides of the political spectrum and take multiple forms. Most discussions of the challenges to expertise start from the question of mistrust. They ask why do people mistrust science and experts given their obvious and well-documented successes and their contribution to immense improvements in collective well-being? This way of posing the question inevitably leads to the conclusion that people mistrusting experts are irrational, uninformed or duped. This, however, may not be the most productive way to pose the question. For the social scientist, mistrust is not the puzzle, trust is. It is not surprising that people would tend to mistrust decisions taken in locales far removed from their daily lives, that are supported by forms of knowledge and technical arrangements that can be relatively opaque and difficult to grasp. It is not surprising especially since these decisions impact some individuals and groups adversely, while benefitting others. Finally, every now and then, but predictably so, it becomes obvious in hindsight that the wrong decisions were taken. Under these circumstances it is far more puzzling, counter-intuitive and difficult to understand why, how, and under what conditions people do trust science and experts. If we want to understand mistrust, and ultimately arrive at a more balanced arrangement of the relations between experts and laypeople, we need to begin by asking what is trust? How is it typically organized and secured? What sustains trust in experts and scientists? Only after we have some grasp of the mechanisms by which trust is cultivated, can we hope to have an explanation of the contemporary atmosphere of mistrust, that does not deteriorate into mere name-calling ("climate denial," "anti-vaxxers," etc.) This course will be organized, accordingly, in two parts. In the first part, we will consider different approaches to trust, and specifically for how trust in science and experts is elicited and secured. The second half of the course will be dedicated to examining contemporary case studies of mistrust in science and experts, while exploring different "engines of crisis": the demand for parity between doctors and patients/parents, especially in the case of vaccinations; the emergence of "risk" as the central topic of the politics of expertise, especially as regarding environmental pollution; the strategic manufacturing of ignorance ("agnotology") by tobacco manufacturers and by opponents of climate change research; the replacement of expert judgment with "black-boxed" algorithms in forensics and risk assessment; the legitimization crisis of regulatory science; and the rejection of dependence on experts in the name of an ethics of "care of self."

**SOCI UN3121 Trust and Mistrust in Science and Expertise - DISC. 0.00 points.**

Discussion Section for SOCI 3120UN - TRUST AND MISTRUST IN SCIENCE AND EXPERTISE. Skepticism about science and expertise is evident today in multiple arenas and clearly can no longer be considered a passing phenomenon. From climate change to vaccines; from mammograms to Coronavirus testing; from opposition to rules regulating acceptable levels of carcinogens to AI algorithms purporting to yield better decisions than human experts; the challenges to the authority of experts come from both sides of the political spectrum and take multiple forms. Most discussions of the challenges to expertise start from the question of mistrust. They ask why do people mistrust science and experts given their obvious and well-documented successes and their contribution to immense improvements in collective well-being? This way of posing the question inevitably leads to the conclusion that people mistrusting experts are irrational, uninformed or duped. This, however, may not be the most productive way to pose the question. For the social scientist, mistrust is not the puzzle, trust is. It is not surprising that people would tend to mistrust decisions taken in locales far removed from their daily lives, that are supported by forms of knowledge and technical arrangements that can be relatively opaque and difficult to grasp. It is not surprising especially since these decisions impact some individuals and groups adversely, while benefitting others. Finally, every now and then, but predictably so, it becomes obvious in hindsight that the wrong decisions were taken. Under these circumstances it is far more puzzling, counter-intuitive and difficult to understand why, how, and under what conditions people do trust science and experts

**SOCI BC3219 RACE, ETHNICITY # SOCIETY. 3.00 points.**

Examines the social construction of race and ethnicity in the United States from colonial period to present. Analyzes how capitalist interests, class differences, gender, immigration, and who "deserves" the full rights and privileges of citizenship, shape boundaries between and within racial and ethnic groups. Also considers how racism affects resource access inequities between racial groups in education, criminal justice, media, and other domains. Explores factors underpinning major social change with an eye toward discerning social conditions necessary to create and sustain just social systems

Fall 2024: SOCI BC3219

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3219	001/00144	T Th 1:10pm - 2:25pm 328 Milbank Hall	Angela Simms	3.00	31/45

**SOCI UN3324 Global Urbanism. 3 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Using classical texts about cities (do they still work for us?) and on the diverse new literatures on cities and larger subjects with direct urban implications, we will use a variety of data sets to get a detailed empirical information, and draw on two large ongoing research projects involving major and minor

global cities around the world (a total of over 60 cities are covered in detail as of 2008). Students will need to register for a discussion section as well; details to be announced.

**SOCI UN3235 SOCIAL MOVEMENTS. 4.00 points.**

Prerequisites: One introductory course in Sociology suggested.

Prerequisites: One introductory course in Sociology suggested.

Social movements and the theories social scientists use to explain them, with emphasis on contemporary American activism. Cases include the Southern civil rights movement, Black Lives Matter, contemporary feminist mobilizations, LGBTQ activism, immigrant rights and more recent forms of grassroots politics

Fall 2024: SOCI UN3235

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3235	001/00733	T Th 8:40am - 9:55am 328 Milbank Hall	Debra Minkoff	4.00	19/45

**SOCI UN3321 Global Urbanism Discussion Section. 0 points.**

Discussion Section for "Global Urbanism" SOCI UN3324

**SOCI UN3675 ORGANIZING INNOVATION. 4.00 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 2024: SOCI UN3675

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3675	001/10915	T Th 10:10am - 11:25am Ren Kraft Center	David Stark	4.00	49/75

**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.

**SOCI UN3914 INEQUALITY, POVERTY # MOBILITY. 4.00 points.**

This is an undergraduate 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 2024: SOCI UN3914

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3914	001/10918	T 2:10pm - 4:00pm 509 Knox Hall	Thomas DiPrete	4.00	15/20

**SOCI BC3916 CROSSOVER CULTURE. 4.00 points.**

The rise of crossover culture: racially segregated markets and genres; organizational environments and the rise of independent labels; the creative process and black-white conflict and connection; the emergence of rock as a white genre; civil rights, Black Power, and the politics of soul; cultural borrowing and the postracial ethos

Fall 2024: SOCI BC3916

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3916	001/00142	T 2:10pm - 4:00pm 407 Barnard Hall	Jonathan Rieder	4.00	15/15

**SOCI BC3920 ADV TOPICS GENDER # SEXUALITY. 4.00 points.**

This research and writing-intensive seminar is designed for senior majors with a background and interest in the sociology of gender and sexuality. The goal of the seminar is to facilitate completion of the senior requirement (a 25-30 page paper) based on ;hands on; research with original qualitative data. Since the seminar will be restricted to students with prior academic training in the subfield, students will be able to receive intensive research training and guidance through every step of the research process, from choosing a research question to conducting original ethnographic and interview-based research, to analyzing and interpreting ones findings. The final goal of the course will be the production of an original paper of standard journal-article length. Students who choose to pursue their projects over the course of a second semester will have the option of revisiting their articles further for submission and publications

Fall 2024: SOCI BC3920

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3920	001/00140	W 4:10pm - 6:00pm 318 Milbank Hall	Elizabeth Bernstein	4.00	7/12

**SOCI BC3925 Adv Topics Law # Society. 4.00 points.**

The course will focus on a single topic within US law-and-society scholarship: either the profession of lawyering

or the criminalization of immigration. We will critically examine existing research, and then create our own. With the support of their peers and instructor, students will design and complete substantial independent research projects. Limited to sociology majors with senior standing (except in exceptional circumstances), and having taken SOCI UN3217 Law and Society is strongly preferred. Fulfills the Research Paper Option for the senior requirement in sociology at Barnard

**Spring 2025: SOCI BC3925**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3925	001/00910	Th 2:10pm - 4:00pm 912 Milstein Center	Deborah Becher	4.00	0/16

**SOCI UN3926 Race, Place, and the United States. 4.00 points.**

The course analyzes the relationship between race/ethnicity and spatial inequality, emphasizing the institutions, processes, and mechanisms that shape the lives of urban dwellers. It surveys major theoretical approaches and empirical investigations of racial and ethnic stratification in several urban cities, and their concomitant policy considerations

**SOCI UN3937 Sociology of Human Rights. 4.00 points.**

Sociology came to the study of human rights much later than law, philosophy, or political science. In this course, you'll learn (1) what constitutes a sociology of human rights and (2) what sociology, its classics, and its diverse methods bring to the empirical study and theory of human rights. We'll explore the history, social institutions and laws, ideas, practices, and theories of human rights. We'll become familiar with the social actors, social structures, and relationships involved in practices such as violation, claims-making, advocacy, and protection. We'll consider how social, cultural, political, and economic forces affect human rights issues. We'll learn about the questions sociologists ask, starting with the most basic (but far from simple) question, "what is a human right?" We'll tackle key debates in the field, considering – for instance – whether human rights are universal and how human rights relate to cultural norms/values, national sovereignty, and national security. Finally, we'll apply the concepts we've learned to a wide range of issues (ex: how racial, ethnic, gender, and other social inequalities relate to human rights), rights (ex: LGBTQ rights, the rights of laborers, the rights of refugees), and cases (ex: enslavement, the separation of children from their families, circumcision, sterilization, the use of torture). We'll consider human rights cases in the United States and across the globe, and how events and actions in one place relate to human rights violations in another

**SOCI BC3946 GLOBAL HEALTH, POLITICS, AND SOCIETY. 4.00 points.**

What is global health? Where do global health disease priorities come from, and how do the ways that we understand disease shape how we respond to it? What happens when good ideas and good intentions go wrong? This course critically examines the politics of global health and its impact on local institutions and people. Drawing on social science research, the course will

address three main themes: 1) how global health priorities are defined and constructed, 2) how our understandings of disease influence our response to that disease, and 3) how efforts to respond to disease intersect with people on the ground, sometimes in unexpected ways. We will examine the global health industry from the vantage point of different institutions and actors – international organizations, governments, local healthcare institutions, healthcare workers, and people living with or at risk of various illnesses like HIV/AIDS, malaria, cancer, and Ebola. A primary goal of this course is to help you to develop skills in critical thinking in relation to global health issues and their impact on society. Students will demonstrate their knowledge through individual writing, class discussion, presentations, and a final research project

**Fall 2024: SOCI BC3946**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3946	001/00743	Th 4:10pm - 6:00pm 501 Diana Center	Amy Zhou	4.00	13/15

**SOCI UN3974 SOCI OF SCHOOLS,TEACH,LEARNING. 4.00 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

**SOCI UN3996 SENIOR SEMINAR. 3.00-4.00 points.**

Prerequisites: required methods and theory courses for the major, and the instructor's permission.

Prerequisites: required methods and theory courses for the major, and the instructors 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 2024: SOCI UN3996**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3996	001/10922	Th 2:10pm - 4:00pm	James Chu	3.00-4.00	2/15
501d Knox Hall					

**Spring 2025: SOCI UN3996**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3996	001/12993	Th 2:10pm - 4:00pm	James Chu	3.00-4.00	1/15
501d Knox Hall					

**SOCI GU4043 WORKSHOP ON WEALTH & INEQUALITY. 1.00 point.**

This Workshop is linked to the Workshop on Wealth - Inequality Meetings. This is meant for graduate students, however, if you are an advanced undergraduate student you can email the professor for permission to enroll

**Fall 2024: SOCI GU4043**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 4043	001/17538	Th 2:10pm - 4:00pm	Thomas DiPrete	1.00	6/25
509 Knox Hall					

**SOCI GU4801 Israel and the Palestinians. 4.00 points.**

The seminar will examine the main political, economic, and social processes that have been shaping contemporary Israel. The underlying assumption in this seminar is that much of these processes have been shaped by the 100-year Israeli-Arab/Palestinian conflict. The first part of the course will accordingly focus on the historical background informing the conflict and leading to the Palestinian refugee problem and establishment of a Jewish, but not Palestinian, state in 1948. The second part of the seminar focuses on Israel's occupation of the West Bank (and Gaza) and the settlement project, as well as on USA's role and its impact on the conflict, the occupation, and Israel. These topics did not get much academic attention until recently, but as researchers began to realize that the Occupation and the West Bank settlements are among the most permanent institutions in Israel, they have come under the scrutiny of academic research. The third part the seminar will concentrate on the development of the conflict after the establishment of Israel and its effects on sociological processes and institutions in contemporary Israel. Analyzing patterns of continuity and change in the past seven decades, we will discuss immigration and emigration patterns, as well as issue relating to ethnicity, gender, religion and politics, and the Israeli military

**Spring 2025: SOCI GU4801**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 4801	001/11483	M 2:10pm - 4:00pm	Yinon Cohen	4.00	20/20
317 Hamilton Hall					

**OF RELATED INTEREST****African American Studies****Colloquia, Interdepartmental Seminars, and Professional School Offerings**

INSM W3950	Friendship in Asian and Western Civilization
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**Journalism****Sociology (Barnard)**

SOCI BC3087	INDIVIDUAL SENIOR PROJECTS
SOCI BC3207	Music, Race and Identity
SOCI BC3214	SOC OF AFRICAN AMERICAN LIFE
SOCI BC3911	The Social Contexts of U.S. Immigration Law and Policy
SOCI BC3920	ADV TOPICS GENDER & 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	INTRO-WOMEN & GENDER STUDIES
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**STATISTICS****DEPARTMENT OF STATISTICS:**

Department website: <https://stat.columbia.edu/>

Office location: 1005 SSW (1255 Amsterdam Avenue);

Office contact: 212-851-2132

Director of Undergraduate Studies:

Ronald Neath, 615 Watson (612 West 115th Street), 212-853-1398;

[rcn2112@columbia.edu](mailto:rcn2112@columbia.edu)

Director of Academic Administration:

Dood Kalicharan, 1003 SSW (1255 Amsterdam), 212-853-1398; [dk@stat.columbia.edu](mailto:dk@stat.columbia.edu)

**THE STUDY OF STATISTICS**

Statistics is the art and science of study design and data analysis. Probability theory is the mathematical foundation for the study of statistical methods and for the modeling of random phenomena. The Statistics major builds on a foundation in probability and statistical theory to provide practical training in statistical methods, study design, and data analysis. The Statistics major is an appropriate background for graduate study in statistics, social science, epidemiology and public health, genetics, and economics; or for professional work in such areas as drug development, health policy, marketing, opinion polling, insurance, banking and finance, and government.

The Department offers several introductory courses.

- Students interested in learning statistical concepts, with a goal of being educated consumers of statistics, should take **STAT UN1001 INTRO TO STATISTICAL REASONING**. This course is designed for students who have taken a pre-calculus course, and the focus is on general principles.
- Students seeking an introduction to applied statistics should take **STAT UN1101 INTRODUCTION TO STATISTICS**. This course is designed for students who wish to learn to conduct statistical analyses, but do not have a background in calculus; the focus is on the implementation of statistical methods, rather than the underlying theory. It is recommended for pre-med students, and students considering the applied track of the statistics minor.
- Students seeking a more mathematically rigorous treatment of the subject should take **STAT UN1201 CALC-BASED INTRO TO STATISTICS**. This course is designed for students who have taken a semester of college calculus or the equivalent, and the focus is on preparation for further study in probability and statistical theory and methods. It is recommended for students considering the statistics major, or the theoretical track of the minor.
- Students seeking a one-semester calculus-based survey of probability and statistical theory 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 an abridged version of the material covered in the two-semester sequence **STAT GU4203 PROBABILITY THEORY** and **STAT GU4204 STATISTICAL INFERENCE**. While some mathematically mature students may take the 4203--4204 sequence as an introduction to the field, it is generally recommended that students prepare for it by taking **STAT UN1201 CALC-BASED INTRO TO STATISTICS**.

The Department offers a Major in Statistics, a Minor in Statistics, and interdisciplinary majors with Computer Science, Economics, Mathematics, and Political Science. The major consists of mathematical and computational prerequisites, an introductory course, five core courses in probability and theoretical and applied statistics, plus three electives. The training provided by the undergraduate major is comparable to a master's degree in statistics. The applied track of the minor is suitable for students preparing for academic or professional work in fields where data analysis skills are valued; it can be completed without the mathematical prerequisite required for the major. Students who are more mathematically inclined can opt for the theoretical track, and complete a minor by taking courses from the core sequence of the statistics major.

## STUDENT ADVISING

Statistics Major and Minor Advising:

Ronald Neath, 615 Watson (612 West 115th Street);  
212-853-1398; [rcn2112@columbia.edu](mailto:rcn2112@columbia.edu)

Data Science Major Advising:

Computer Science: Tim Roughgarden, 410 Mudd;  
212-853-8474; [tr@cs.columbia.edu](mailto:tr@cs.columbia.edu) ([cannon@cs.columbia.edu](mailto:cannon@cs.columbia.edu))

Statistics: Ronald Neath, 615 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: Ronald Neath, 615 Watson;  
212-853-1398; [rcn2112@columbia.edu](mailto:rcn2112@columbia.edu)

Mathematics - Statistics Major Advising:

Mathematics: Julien Dubedat, 601 Mathematics;  
212-854-8806; [jd2653@columbia.edu](mailto:jd2653@columbia.edu)

Statistics: Ronald Neath, 615 Watson;  
212-853-1398; [rcn2112@columbia.edu](mailto:rcn2112@columbia.edu)

Political Science - Statistic Major Advising:

Political Science: Andrew Gelman, 1016 SSW (1255  
Amsterdam); [gelman@stat.columbia.edu](mailto:gelman@stat.columbia.edu)

Statistics: Ronald Neath, 615 Watson;  
212-853-1398; [rcn2112@columbia.edu](mailto:rcn2112@columbia.edu)

## Enrolling in Classes

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 minor courses: **STAT UN2103 APPLIED LINEAR REG ANALYSIS**, **STAT UN2104 APPL CATEGORICAL DATA ANALYSIS**, **STAT UN3104 Applied Bayesian Analysis**, **STAT UN3105 APPLIED STATISTICAL METHODS**, and **STAT UN3106 APPLIED MACHINE LEARNING**.
- It is advisable to take **STAT UN1201 CALC-BASED INTRO 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 PROCESS** before embarking on **STAT GU4262 Stochastic Processes for Finance**, **STAT GU4264 STOCHASTIC PROCESSES-APPLICTNS I**, or **STAT GU4265 STOCHASTIC METHODS 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 STAT COMP # INTRO DATA SCIENCE](#), [STAT GU4241 STATISTICAL MACHINE LEARNING](#), and [STAT GU4242 Advanced Machine Learning](#) should be taken in sequence.

## Preparing for Graduate Study

The [BA/MA option](#) allows current Columbia undergraduate students (Columbia College, SEAS, the School of General Studies, and Barnard) the opportunity to complete both the bachelor's degree and the master's degree (BA/MA) in a shorter period of time, thus providing an option that is financially advantageous. The BA/MA in Statistics is open to students from all majors.

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

Coursework in fulfillment of a major or minor must be taken at Columbia University unless explicitly noted here and/or expressly permitted by the Director of Undergraduate Studies.

Exceptions or substitutions permitted by the Director of Undergraduate Studies should be confirmed in writing by email to the student.

## Advanced Placement

Columbia College and the School of General Studies award 3 points of credit for a score of 5 on the AP statistics exam.

Students who are required to take STAT UN1101 for their major should check with their major advisor to determine whether this credit provides exemption from their requirement.

Students pursuing a major that requires STAT UN1201 should plan to take that course at Columbia, even if they scored a 5 on the AP statistics exam. AP credit cannot be used to satisfy a requirement for STAT UN1201.

## Transfer Courses

When students transfer to Columbia from other institutions, their coursework at their previous institution must first be considered by their school in order to be evaluated for degree credit (e.g., to confirm that the courses will count toward the 124 points of credit that every student is required to complete for the B.A. degree). Only after that degree credit is confirmed, departments may consider whether those courses can also be used to fulfill specific degree requirements toward a major or minor.

No more than two DUS-approved STAT courses toward a Statistics major may be fulfilled with transfer credit.

Not more than one DUS-approved STAT course toward a Statistics joint major or a Statistics minor may be fulfilled with transfer credit.

## Study Abroad Courses

Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Undergraduate Global Engagement and taught by Columbia instructors) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus. If they are not explicitly listed by the department as fulfilling requirements in the major or minor, the DUS will need to confirm that they can be used toward requirements in the major/minor.

Classes taken abroad through other institutions and programs are treated as transfer credit to Columbia, and are subject to the same policies as other transfer courses, including limits on the number of approved STAT course that can be applied to the major/minor.

## Summer Courses

Summer courses at Columbia are offered through the School of Professional Studies. Courses taken in a Summer Term may be used toward requirements for the Statistics major or minor.

More general policies about Summer coursework can be found in the Academic Regulations section of this Bulletin.

## UNDERGRADUATE RESEARCH

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. Students work under the supervision of Statistics Department faculty mentors.

The internship provides a summer housing allowance and a stipend. Applicants should send a brief statement of interest and a copy of their transcript to the Statistics DUS by the end of March to be considered. If summer project descriptions are posted on the Department's website, please indicate your preferred project(s) in your statement 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 coursework when asking for a project.

## DEPARTMENT HONORS

Students are considered for department honors on the basis of GPA and the comprehensiveness and difficulty of their coursework in Statistics and related disciplines. Generally, no more than 10% of graduating majors receive departmental honors in a given academic year.

## PROFESSORS

David Blei (with Computer Science)  
 John Cunningham  
 Richard R. Davis  
 Victor H. de la Peña  
 Andrew Gelman (with Political Science)  
 Ioannis Karatzas (with Mathematics)  
 Jingchen Liu  
 Shaw-Hwa Lo  
 Marcel Nutz (with Mathematics)  
 Liam Paninski  
 Philip Protter  
 Daniel Rabinowitz  
 Bodhisattva Sen  
 Michael Sobel  
 Simon Tavaré (with Biological Sciences)  
 Zhiliang Ying  
 Ming Yuan  
 Tian Zheng (Chair)

## ASSOCIATE PROFESSORS

Samory Kpotufe  
 Arian Maleki  
 Sumit Mukherjee

## ASSISTANT PROFESSORS

Marco Avella  
 Yuqi Gu  
 Cynthia Rush  
 Anne van Delft

## TERM ASSISTANT PROFESSORS

Carsten Chong  
 Gokce Dayanikli  
 Yongchen Kwon  
 Johannes Wiesel  
 Chenyang Zhong

## ADJUNCT FACULTY

Demissie Alemayehu  
 Mark Brown  
 Guy Cohen  
 Regina Dolgoarshinnykh  
 Hammou El Barmi  
 Tat Sang Fung  
 Xiaofu He  
 Ying Liu  
 Ka-Yi Ng  
 Ha Nguyen  
 Cristian Pasarica  
 Kamiar Rahn timer Rad

Ori Shental  
 Haiyuan Wang  
 Rongning Wu

## LECTURERS IN DISCIPLINE

Banu Baydil  
 Anthony Donoghue  
 Wayne Lee  
 Dobrin Marchev  
 Ronald Neath  
 Alex Pijyan  
 David Rios  
 Joyce Robbins  
 Gabriel Young

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Program Planning for all Students

Selecting a first course in Statistics:

- Students interested in learning statistical concepts, with a goal of being educated consumers of statistics, should take STAT UN1001 INTRO TO STATISTICAL REASONING. This course is designed for students who have taken a pre-calculus course, and the focus is on general principles.
- Students seeking an introduction to applied statistics should take STAT UN1101 INTRODUCTION TO STATISTICS. This course is designed for students who wish to learn to conduct statistical analyses, but do not have a background in calculus; the focus is on the implementation of statistical methods, rather than the underlying theory. It is recommended for pre-med students, and students considering the applied track of the statistics minor.
- Students seeking a more mathematically rigorous treatment of the subject should take STAT UN1201 CALC-BASED INTRO TO STATISTICS. This course is designed for students who have taken a semester of college calculus or the equivalent, and the focus is on preparation for further study in probability and statistical theory and methods. It is recommended for students considering the statistics major, or the theoretical track of the minor.
- Students seeking a one-semester calculus-based survey of probability and statistical theory 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 an abridged version of the material covered in the two-semester sequence STAT GU4203 PROBABILITY THEORY and STAT GU4204 STATISTICAL INFERENCE. While some mathematically mature students may take the 4203--4204 sequence as an



introduction to the field, it is generally recommended that students prepare for it by taking STAT UN1201 CALC-BASED INTRO TO STATISTICS.

## Course Numbering Structure

The 1000-level courses (STAT UN1001, STAT UN1101 and STAT UN1201) are introductory courses. Most students will begin their study of statistics with one of these three courses.

The 2000-level courses (STAT UN2102, STAT UN2103 and STAT UN2104) are courses in computational and applied statistics, with STAT UN1101 or STAT UN1201 as a prerequisite. These are important courses in the minor program; students pursuing a statistics major will learn this material by studying the more mathematical treatment given in the 4000-level courses.

The 3000-level courses (STAT UN3104, STAT UN3105 and STAT UN3106) introduce more specialized statistical methods which build on the material introduced in STAT UN2102 and STAT UN2103. While the statistical methods covered in these courses can be quite advanced, the mathematical level remains modest. Again, these courses are part of the minor curriculum, and students completing a statistics major will learn this material elsewhere in the statistics curriculum.

STAT GU4001 is a one-semester calculus-based course in probability and statistics, intended for students who seek a mathematically rigorous course, but do not intend to major or minor in statistics (for most, this will be a terminal course).

The 4200-level courses are intended for students majoring in statistics and related disciplines.

Courses numbered 4203 through 4207 introduce fundamental material in probability theory, statistical inference, data analysis, and statistical computing; these courses comprise the core of the statistics major.

Courses numbered 4221 through 4234 cover specialized statistical data analysis techniques, and are possible electives for students in the statistics major.

Courses numbered 4241 through 4243 introduce modern tools in machine learning and data science.

Courses numbered between 4261 and 4265 cover statistical and probabilistic theory and methods in modern finance.

## UNDERGRADUATE PROGRAMS OF STUDY

### Major in Statistics

The major should be planned with the director of undergraduate studies. Courses taken for a grade of Pass/D/Fail, or in which the grade of D has been received, do not count toward the major. The major requires 14 courses, as follows:

Mathematics Prerequisite (four courses)

MATH UN1101	CALCULUS I
MATH UN1102	CALCULUS II
MATH UN1201	CALCULUS III
MATH UN2010	LINEAR ALGEBRA

Computer Science Requirement (one course). Choose one of the following

COMS W1004	Introduction to Computer Science and Programming in Java
ENGI E1006	INTRO TO COMP FOR ENG/APP SCI
STAT UN2102	Applied Statistical Computing

Statistical prerequisite (one course)

STAT UN1201	CALC-BASED INTRO TO STATISTICS
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Core courses in probability and statistics (five courses):

STAT GU4203	PROBABILITY THEORY
STAT GU4204	STATISTICAL INFERENCE
STAT GU4205	LINEAR REGRESSION MODELS
STAT GU4206	STAT COMP # INTRO DATA SCIENCE
STAT GU4207	ELEMENTARY STOCHASTIC PROCESS

Electives (three courses):

An approved selection of three advanced courses in mathematics, statistics, applied mathematics, industrial engineering and operations research, computer science, or an advanced quantitative course in a social science. At least one elective must be a Statistics Department course numbered between 4221 and 4291

- The mathematics prerequisite can also be satisfied by taking the Honors Mathematics A and B sequence, MATH UN1207 and MATH UN1208.
- Students preparing for graduate study in statistics are encouraged to replace two electives with MATH GU4061 INTRO MODERN ANALYSIS I and MATH GU4062 INTRO MODERN ANALYSIS II.

### Major in Data Science

In response to the ever increasing importance of “big data” in scientific and policy endeavors, the last few years have seen an explosive growth in theory, methods, and applications of AI and machine learning. The Department of Computer Science and the Department of Statistics jointly offer a Data Science major that emphasizes the interface between the two disciplines.

The major requires 18 courses, as follows. (Courses taken for a grade of Pass/D/Fail, or in which the grade of D has been received, do not count toward the major.)

Notes:

The mathematics prerequisite can also be satisfied by taking the Honors Mathematics A and B sequence, MATH UN1207 and MATH UN1208.

#### Mathematical Prerequisites

MATH UN1101	CALCULUS I
MATH UN1102	CALCULUS II
MATH UN1201	CALCULUS III
or MATH UN1205	ACCELERATED MULTIVARIABLE CALC
MATH UN2010	LINEAR ALGEBRA

#### Statistics Required Courses

STAT UN1201	CALC-BASED INTRO TO STATISTICS
STAT GU4203	PROBABILITY THEORY
STAT GU4204	STATISTICAL INFERENCE
STAT GU4205	LINEAR REGRESSION MODELS
STAT GU4241	STATISTICAL MACHINE LEARNING
or COMS W4771	MACHINE LEARNING

#### Statistics Electives

Select two of the following courses:

STAT UN3106	APPLIED MACHINE LEARNING
STAT GU4206	STAT COMP # INTRO DATA SCIENCE
STAT GU4243	APPLIED DATA SCIENCE
STAT GU4224	BAYESIAN STATISTICS
STAT GU4242	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	INTRO TO COMP FOR ENG/ APP SCI
COMS W1007	

And select one of the following courses:

COMS W3134	Data Structures in Java
COMS W3136	ESSENTIAL DATA STRUCTURES
COMS W3137	HONORS DATA STRUCTURES # ALGOL

#### Computer Science Required Courses

COMS W3203	DISCRETE MATHEMATICS
CSOR W4231	ANALYSIS OF ALGORITHMS I

#### Computer Science Electives

Select three of the following courses:

COMS W3261	COMPUTER SCIENCE THEORY
COMS W4236	INTRO-COMPUTATIONAL COMPLEXITY

COMS W4252	INTRO-COMPUTATIONAL LEARN THRY
COMS W4111	INTRODUCTION TO DATABASES
COMS W4130	
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. 517) 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 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.

The economics-statistics major requires 18 courses, as follows:

Notes:

- The mathematics prerequisite can also be satisfied by taking the Honors Mathematics A and B sequence, MATH UN1207 and MATH UN1208.

#### Economics Core Courses

Complete the Economics core courses.

#### Economics Electives

Select three electives at the 3000-level or above, of which no more than one may be a Barnard course.

#### Mathematics

Select one of the following sequences:

MATH UN1101 & MATH UN1102 & MATH UN1201 & MATH UN2010	CALCULUS I and CALCULUS II and CALCULUS III and LINEAR ALGEBRA
MATH UN1101 & MATH UN1102 & MATH UN1205 & MATH UN2010	CALCULUS I and CALCULUS II and ACCELERATED MULTIVARIABLE CALC and LINEAR ALGEBRA
MATH UN1207 & MATH UN1208	HONORS MATHEMATICS A and HONORS MATHEMATICS B

**Statistics**

STAT UN1201	CALC-BASED INTRO TO STATISTICS
STAT GU4203	PROBABILITY THEORY
STAT GU4204	STATISTICAL INFERENCE
STAT GU4205	LINEAR REGRESSION MODELS

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	
ENGI E1006	INTRO TO COMP FOR ENG/ APP SCI
STAT UN2102	Applied Statistical Computing

**Seminar**

ECON GU4918	SEMINAR IN ECONOMETRICS
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## Major in Mathematics-Statistics

This major program is designed to prepare students 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.

The major requires 14 courses, as follows. (Courses taken for a grade of Pass/D/Fail, or in which the grade of D has been received, do not count toward the major.):

**Mathematics**

Select one of the following sequences:

MATH UN1101	CALCULUS I
MATH UN1102	CALCULUS II
MATH UN1201	CALCULUS III
MATH UN2010	LINEAR ALGEBRA
MATH UN2500	ANALYSIS AND OPTIMIZATION

OR

MATH UN1101	CALCULUS I
MATH UN1102	CALCULUS II
MATH UN1205	ACCELERATED MULTIVARIABLE CALC
MATH UN2010	LINEAR ALGEBRA
MATH UN2500	ANALYSIS AND OPTIMIZATION

OR

MATH UN1207	HONORS MATHEMATICS A
MATH UN1208	HONORS MATHEMATICS B

MATH UN2500	ANALYSIS AND OPTIMIZATION
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**Statistics required courses**

STAT UN1201	CALC-BASED INTRO 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 PROCESS
STAT GU4262	Stochastic Processes for Finance
STAT GU4264	STOCHASTIC PROCESSES-APPLICTNS I
STAT GU4265	STOCHASTIC METHODS IN FINANCE

**Computer Science**

Select one of the following courses:

COMS W1004	Introduction to Computer Science and Programming in Java
COMS W1005	Introduction to Computer Science and Programming in MATLAB
ENGI E1006	INTRO TO COMP FOR ENG/ APP SCI

COMS W1007

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.

- Notes:
- The mathematics prerequisite can also be satisfied by taking the Honors Mathematics A and B sequence, MATH UN1207 and MATH UN1208.
- Students preparing for doctoral study in mathematics or statistics are encouraged to take MATH GU4061 INTRO MODERN ANALYSIS I and MATH GU4062 INTRO MODERN ANALYSIS II.

## 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.

The political science-statistics major requires a minimum of 6 courses in political science, and 7 or 8 courses in statistics & mathematics, to be distributed as follows:

### 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	INTRO TO AMERICAN POLITICS
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Comparative Politics:

POLS UN1501	INTRO TO COMPARATIVE POLITICS
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International Relations:

POLS UN1601	INTERNATIONAL POLITICS
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Political Theory:

POLS UN1101	POLITICAL THEORY I
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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	PRINC OF QUANT POL RESEARCH 1
or POLS UN3704	RESEARCH DESIGN: DATA ANALYSIS
POLS GU4712	PRINC OF QUANT POL RESEARCH 2

### Statistics

Select one of the following two sequences.

Sequence recommended for students preparing for graduate study in statistics.

MATH UN1101	CALCULUS I
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MATH UN1102	CALCULUS II
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MATH UN2010	LINEAR ALGEBRA
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STAT UN1201	CALC-BASED INTRO TO STATISTICS
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STAT GU4203	PROBABILITY THEORY
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STAT GU4204	STATISTICAL INFERENCE
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STAT GU4205	LINEAR REGRESSION MODELS
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STAT GU4206	STAT COMP # INTRO DATA SCIENCE
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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
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STAT UN2102	Applied Statistical Computing
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STAT UN2103	APPLIED LINEAR REG ANALYSIS
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STAT UN2104	APPL CATEGORICAL DATA ANALYSIS
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STAT UN3105	APPLIED STATISTICAL METHODS
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STAT UN3106	APPLIED MACHINE LEARNING
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Statistics elective:

Students must take an approved elective in a statistics or a quantitatively oriented course in a social science.

### Minor in Statistics

The minor requires five courses, distributed as follows.

Students should select one of the following two tracks.

The requirements for the Applied track of the statistics minor are:

Introduction to statistics (one course): Choose one of the following

STAT UN1101 INTRODUCCION TO STATISTICS

STAT UN1201 CALC-BASED INTRO TO STATISTICS

Applied statistics core (two courses): Take both of the following

STAT UN2102 Applied Statistical Computing

STAT UN2103 APPLIED LINEAR REG ANALYSIS

Statistics electives (two courses): Choose any two of the following

STAT UN2104 APPL CATEGORICAL DATA ANALYSIS

STAT UN3104 Applied Bayesian Analysis

STAT UN3105 APPLIED STATISTICAL METHODS

STAT UN3106 APPLIED MACHINE LEARNING

The requirements for the Theoretical track are:

Introduction to Statistics (one course)

STAT UN1201 CALC-BASED INTRO TO STATISTICS

Probability and statistics core (three courses)

STAT GU4203 PROBABILITY THEORY

STAT GU4204 STATISTICAL INFERENCE

STAT GU4205 LINEAR REGRESSION MODELS

Elective (one course)

One additional STAT course numbered 4206 through 4261



## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

Concentrations are available to students who entered Columbia in or before the 2023-2024 academic year. The requirements for the Bachelor of Arts degree, and the role of the concentration in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study.

Concentrations are not available to students who entered Columbia in or after Fall 2024.

### Concentration in Statistics

The concentration requires 6 courses in statistics, as follows.

Courses taken for a grade of Pass/D/Fail, or in which the grade of D has been received, do not count towards the concentration.

STAT UN1101 INTRODUCTION TO STATISTICS

STAT UN2102 Applied Statistical Computing

STAT UN2103 APPLIED LINEAR REG ANALYSIS

STAT UN2104 APPL CATEGORICAL DATA ANALYSIS

STAT UN3105 APPLIED STATISTICAL METHODS

STAT UN3106 APPLIED MACHINE LEARNING

(Students may replace courses nominally required for the concentration by approved Statistics Department 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 INTRO TO STATISTICAL REASONING. 3.00 points.

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 2024: STAT UN1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1001	001/15145	T Th 10:10am - 11:25am 313 Fayerweather	Pratyay Datta	3.00	50/75
STAT 1001	002/15159	M W 6:10pm - 7:25pm 717 Hamilton Hall	Anthony Donoghue	3.00	63/75
STAT 1001	003/15146	M W 8:40am - 9:55am 517 Hamilton Hall	Musa Elbulok	3.00	44/75

#### Spring 2025: STAT UN1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1001	001/13986	M W 2:40pm - 3:55pm 602 Hamilton Hall	Victor de la Pena	3.00	80/86
STAT 1001	002/13987	T Th 10:10am - 11:25am 326 Uris Hall	Pratyay Datta	3.00	49/86
STAT 1001	003/13988	T Th 6:10pm - 7:25pm 428 Pupin Laboratories	Anthony Donoghue	3.00	76/86

#### STAT UN1010 Statistical Thinking For Data Science. 4.00 points.

CC/GS: Partial Fulfillment of Science Requirement

The advent of large scale data collection and the computer power to analyze the data has led to the emergence of a new discipline known as Data Science. Data Scientists in all sectors analyze data to derive business insights, find solutions to societal challenges, and predict outcomes with potentially high impact. The goal of this course is to provide the student with a rigorous understanding of the statistical thinking behind the fundamental techniques of statistical analysis used by data scientists. The student will learn how to apply these techniques to data, understand why they work and how to use the analysis results to make informed decisions. The student will gain this understanding in the classroom and through the analysis of real-world data in the lab using the programming language Python. The student will learn the fundamentals of Python and how to write and run code to apply the statistical concepts taught in the classroom

#### STAT UN1101 INTRODUCTION TO STATISTICS. 3.00 points.

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 2024: STAT UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1101	001/15160	T Th 6:10pm - 7:25pm 602 Hamilton Hall	Dobrin Marchev	3.00	77/86
STAT 1101	002/15161	M W 8:40am - 9:55am 309 Havemeyer Hall	Alex Pijyan	3.00	152/200

**Spring 2025: STAT UN1101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1101	001/13989	T Th 10:10am - 11:25am 501 Northwest Corner	Wayne Lee	3.00	88/160
STAT 1101	002/13991	M W 6:10pm - 7:25pm 614 Schermerhorn Hall	Ha Nguyen	3.00	103/120

**STAT UN1201 CALC-BASED INTRO TO STATISTICS.****3.00 points.**

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 2024: STAT UN1201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1201	001/15162	T Th 8:40am - 9:55am 501 Northwest Corner	Banu Baydil	3.00	142/160
STAT 1201	002/15163	M W 2:40pm - 3:55pm 209 Havemeyer Hall	Chenyang Zhong	3.00	99/110
STAT 1201	003/15164	M W 6:10pm - 7:25pm 702 Hamilton Hall	Tat Sang Fung	3.00	69/86

**Spring 2025: STAT UN1201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1201	001/13992	M W 10:10am - 11:25am 717 Hamilton Hall	Hammou El Barmi	3.00	81/86
STAT 1201	002/13993	M W 10:10am - 11:25am 602 Hamilton Hall	Joyce Robbins	3.00	70/85
STAT 1201	003/13994	T Th 10:10am - 11:25am 717 Hamilton Hall	Joyce Robbins	3.00	74/86
STAT 1201	004/13995	M W 6:10pm - 7:25pm	Banu Baydil	3.00	138/180

417 International  
Affairs Bldg

**STAT UN1202 UNDERGRADUATE SEM/STATISTICS.****1.00 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 2024: STAT UN1202**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1202	001/15165	F 10:10am - 12:00pm 308a Lewisohn Hall	Ronald Neath	1.00	10/25

**STAT GU4001 INTRODUCTION TO PROBABILITY AND STATISTICS. 3.00 points.**

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 2024: STAT GU4001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4001	001/15171	M W 6:10pm - 7:25pm 301 Pupin Laboratories	Arian Maleki	3.00	94/200

**Spring 2025: STAT GU4001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4001	001/14003	T Th 6:10pm - 7:25pm 329 Pupin Laboratories	Cristian Pasarica	3.00	77/100
STAT 4001	002/14004	M W 1:10pm - 2:25pm 517 Hamilton Hall	Sumit Mukherjee	3.00	39/86

**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 sat STAT GU4205 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. 3.00 points.**

Corequisites: An introductory course in statistic (STAT UN1101 is recommended).

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 conditionals, modular programming, and data visualization. Students will also learn the fundamental concepts in computational complexity, and will practice writing reports based on their data analyses

**Fall 2024: STAT UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 2102	001/15166	T Th 4:10pm - 5:25pm 517 Hamilton Hall	Alex Pijyan	3.00	71/86

**Spring 2025: STAT UN2102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 2102	001/13996	T Th 4:10pm - 5:25pm 428 Pupin Laboratories	Alex Pijyan	3.00	97/120

**STAT UN2103 APPLIED LINEAR REG ANALYSIS. 3.00 points.**

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 2024: STAT UN2103**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 2103	001/15167	M W 2:40pm - 3:55pm 602 Hamilton Hall	Ronald Neath	3.00	41/86

**Spring 2025: STAT UN2103**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 2103	001/13998	M W 6:10pm - 7:25pm 717 Hamilton Hall	Daniel Rabinowitz	3.00	54/85

**STAT UN2104 APPL CATEGORICAL DATA ANALYSIS. 3.00 points.**

Prerequisites: STAT UN2103 is strongly recommended. Students without programming experience in R might find STAT UN2102 very helpful.

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 2025: STAT UN2104**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 2104	001/13999	M W 8:40am - 9:55am 717 Hamilton Hall	Ronald Neath	3.00	45/86

**STAT UN3105 APPLIED STATISTICAL METHODS. 3.00 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.

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 2024: STAT UN3105**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 3105	001/15169	M W 2:40pm - 3:55pm 717 Hamilton Hall	Wayne Lee	3.00	21/86

**STAT UN3106 APPLIED MACHINE LEARNING. 3.00 points.**

Prerequisites: STAT UN2103. Students without programming experience in R might find STAT UN2102 very helpful.

Prerequisites: STAT UN2103. Students without programming experience in R might find STAT UN2102 very helpful.

This course is a machine learning class from an application perspective. We will cover topics including data-based prediction, classification, specific classification methods (such as logistic regression and random forests), and basics of neural networks. Programming in homeworks will require R

**Spring 2025: STAT UN3106**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 3106	001/14000	T Th 2:40pm - 3:55pm 602 Hamilton Hall	Wayne Lee	3.00	36/86

**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	STAT COMP # INTRO DATA SCIENCE
STAT GU4207	ELEMENTARY STOCHASTIC PROCESS

**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. 3.00 points.**

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 2024: STAT GU4221**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4221	001/15182	T Th 2:40pm - 3:55pm 312 Mathematics Building	Rongning Wu	3.00	12/35

**Spring 2025: STAT GU4221**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4221	001/14018	Sa 10:10am - 12:40pm 301 Uris Hall	Franz Rembart	3.00	14/45

**STAT GU4222 NONPARAMETRIC STATISTICS. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: STAT GU4204 or the equivalent.  
Prerequisites: STAT GU4204 or the equivalent. Statistical inference without parametric model assumption. Hypothesis testing using ranks, permutations, and order statistics. Nonparametric analogs of analysis of variance. Non-parametric regression, smoothing and model selection

**Spring 2025: STAT GU4222**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4222	001/14019	M W 5:30pm - 6:45pm 903 School Of Social Work	Arian Maleki	3.00	1/25

**STAT GU4223 MULTIVARIATE STAT INFERENCE. 3.00 points.**

Prerequisites: STAT GU4205 or the equivalent.  
Prerequisites: STAT GU4205 or the equivalent. Multivariate normal distribution, multivariate regression and classification; canonical correlation; graphical models and Bayesian networks; principal components and other models for factor analysis; SVD; discriminant analysis; cluster analysis

**STAT GU4224 BAYESIAN STATISTICS. 3.00 points.**

Prerequisites: STAT GU4204 or the equivalent.  
This course introduces the Bayesian paradigm for statistical inference. Topics covered include prior and posterior distributions: conjugate priors, informative and non-informative priors; one- and two-sample problems; models for normal data, models for binary data, Bayesian linear models; Bayesian computation: MCMC algorithms, the Gibbs sampler; hierarchical models; hypothesis testing, Bayes factors, model selection; use of statistical software. Prerequisites: A course in the theory of statistical inference, such as STAT GU4204 a course in statistical modeling and data analysis, such as STAT GU4205

**Fall 2024: STAT GU4224**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4224	001/15183	M W 6:10pm - 7:25pm 428 Pupin Laboratories	Ronald Neath	3.00	24/35

**Spring 2025: STAT GU4224**



Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4224	001/14020	T Th 7:40pm - 8:55pm 301 Uris Hall	Dobrin Marchev	3.00	15/30

### STAT GU4231 SURVIVAL ANALYSIS. 3.00 points.

Prerequisites: STAT GU4205 or the equivalent.

Prerequisites: STAT GU4205 or the equivalent. Survival distributions, types of censored data, estimation for various survival models, nonparametric estimation of survival distributions, the proportional hazard and accelerated lifetime models for regression analysis with failure-time data. Extensive use of the computer

#### Spring 2025: STAT GU4231

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4231	001/17402	F 1:10pm - 3:40pm 903 School Of Social Work	Zhiliang Ying	3.00	1/15

### STAT GU4232 GENERALIZED LINEAR MODELS. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: STAT GU4205 or the equivalent.

Prerequisites: STAT GU4205 or the equivalent. Statistical methods for rates and proportions, ordered and nominal categorical responses, contingency tables, odds-ratios, exact inference, logistic regression, Poisson regression, generalized linear models

### STAT GU4233 Multilevel Models. 3 points.

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. 3.00 points.

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

#### Spring 2025: STAT GU4234

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4234	001/14021	T Th 2:40pm - 3:55pm 312 Mathematics Building	Rongning Wu	3.00	6/25

### STAT GU4241 STATISTICAL MACHINE LEARNING. 3.00 points.

Prerequisites: STAT GU4206.

Prerequisites: STAT GU4206. The course will provide an introduction to Machine Learning and its core models and algorithms. The aim of the course is to provide students of statistics with detailed knowledge of how Machine Learning methods work and how statistical models can be brought to

bear in computer systems - not only to analyze large data sets, but to let computers perform tasks that traditional methods of computer science are unable to address. Examples range from speech recognition and text analysis through bioinformatics and medical diagnosis. This course provides a first introduction to the statistical methods and mathematical concepts which make such technologies possible

#### Spring 2025: STAT GU4241

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4241	001/14024	M W 10:10am - 11:25am 140 Uris Hall	Samory Kpotufe	3.00	15/50

### STAT GU4261 STATISTICAL METHODS IN FINANCE. 3.00 points.

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 2024: STAT GU4261

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4261	001/15185	F 10:10am - 12:40pm 301 Pupin Laboratories	Hammou El Barmi	3.00	8/35

#### Spring 2025: STAT GU4261

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4261	001/14031	Sa 10:10am - 12:40pm 309 Havemeyer Hall	Zhiliang Ying	3.00	18/25

### STAT GU4263 STAT INF/TIME-SERIES MODELLING. 3.00 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

#### Fall 2024: STAT GU4263

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4263	001/15186	T Th 6:10pm - 7:25pm 301 Pupin Laboratories	Alberto Gonzalez Sanz	3.00	1/35
STAT 4263	002/15187	Sa 10:10am - 12:40pm 301 Uris Hall	Franz Rembart	3.00	5/35

**STAT GU4291 ADVANCED DATA ANALYSIS. 3.00 points.**

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 2024: STAT GU4291**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4291	001/15149	F 5:10pm - 7:40pm 417 International Affairs Bldg	Demissie Alemayehu	3.00	1/35

**Spring 2025: STAT GU4291**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4291	001/14034	F 10:10am - 12:40pm 309 Havemeyer Hall	Gabriel Young	3.00	5/25

**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 GU4281	Theory of Interest
STAT GU4282	Linear Regression and Time Series Methods

**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 GU4242	Advanced Machine Learning
STAT GU4243	APPLIED DATA SCIENCE
STAT GU4702	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 GU4262	Stochastic Processes for Finance
STAT GU4264	STOCHASTIC PROCESSES-APPLIED I
STAT GU4265	STOCHASTIC METHODS IN FINANCE

**SUSTAINABLE DEVELOPMENT****THE SUSTAINABLE DEVELOPMENT PROGRAM:**

Department website: <http://sdev.ei.columbia.edu>

Office location: The Earth Institute, 2910 Broadway, Hogan Hall, B-Level, New York, NY 10025

**Co-Directors of Undergraduate Studies:**

Leah Aronowsky, 212-854-3830; [la2438@columbia.edu](mailto:la2438@columbia.edu)

Joerg Schaefer, 845-365-8703, [schaefer@ldeo.columbia.edu](mailto:schaefer@ldeo.columbia.edu)

**Undergraduate Administrator:** Sylvia Montijo; [smontijo@climate.columbia.edu](mailto:smontijo@climate.columbia.edu)

**THE STUDY OF SUSTAINABLE DEVELOPMENT**

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 a 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.

## STUDENT ADVISING

#### Co-Directors of Undergraduate Studies:

- Leah Aronowsky, 212-854-3830; [la2438@columbia.edu](mailto:la2438@columbia.edu)
- Joerg Schaefer, 845-365-8703, [schaefer@ldeo.columbia.edu](mailto:schaefer@ldeo.columbia.edu)

#### Undergraduate Administrator:

- Sylvia Montijo; [smontijo@climate.columbia.edu](mailto:smontijo@climate.columbia.edu)

## Consulting Advisers

Prospective students can declare the major or special concentration using the online declaration system.

Please direct any program questions to Sylvia Montijo ([smontijo@climate.columbia.edu](mailto:smontijo@climate.columbia.edu)), who is located in the Earth Institute's offices in [Hogan Hall](#).

#### Columbia College

Columbia College students typically declare their major or concentration (and any special concentration) through the Center for Student Advising during the spring semester of their sophomore year. More information is available on the Center for Student Advising [website](#).

#### School of General Studies

General Studies students may declare a major or concentration during the months of March and October. Additional details are available on the General Studies [website](#).

Program staff are available to discuss requirements, course substitutions and registration. Please direct these questions to Sylvia Montijo; [sm4084@columbia.edu](mailto:sm4084@columbia.edu)

## Enrolling in Classes

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](#) (p. 1000).

Students should take the following foundational courses in their first year at Columbia:

- EESC UN2330 Science for Sustainable Development (offered in fall)—this course satisfies the science core requirement
- SDEV UN2300 Challenges of Sustainable Development (offered in spring)

#### Course Substitution:

If you would like to have a course count for credit that was taken outside of the listed program requirements, the course must first go through a review and approval process. This includes electives not listed on the pre-approved list, transfer credits, study abroad, and Columbia courses not explicitly listed on the requirements list. To request approval, you must submit a course substitution form, linked below, to Sylvia Montijo at [sm4084@columbia.edu](mailto:sm4084@columbia.edu).

#### Restrictions:

- Requests for course substitutions will not be accepted beyond the first semester of your senior year. You may need

to return for an additional semester to complete the program requirements.

- Substitutions for the foundational courses (EESC 2330 Science for Sustainable Development and SDEV UN2300 Challenges of Sustainable Development) are not allowed.

Reviews are completed on a monthly basis and your decision will be e-mailed to you. A maximum of 4 course substitutions are permitted for majors and 2 course substitutions for special concentrators. The limit excludes the approval of elective courses.

#### Practicum Substitution:

Students in both the sustainable development major and special concentration are required to complete a Practicum. If a student wishes to substitute the Practicum requirement with a related internship or independent study, he/she will need to submit this form for pre-approval by the program directors. If your internship/independent study is pre-approved, you will need to enroll in the SDEV UN3998 Independent Study course during the same semester you undertake the approved internship/project OR the semester immediately following the completion of the internship/study. If you complete 42.5 contact hours, you are eligible to register for 1 credit. If you complete 85 contact hours or more, you are eligible to register for 2 credits. At the end of the semester you are enrolled in SDEV 3998, you will be asked to submit a Practicum Substitution Application to Sylvia Montijo at sm4084@columbia.edu. If you have successfully completed the application and received a passing grade, your internship/project will fulfill the practicum requirement. Please note only unpaid internships/independent studies are eligible for practicum credit.

### Preparing for Graduate Study

Accelerated 5 Year Program: Sustainable Development (B.A.) and Sustainability Management (M.S.)

Launched in Fall 2015 this companion degree program — offered in collaboration with The Earth Institute, Columbia College, the School of General Studies and the School of Professional Studies — allows students to earn both a bachelor's and a master's degree in just five years. Students are trained to become sustainability practitioners who understand the complex environmental challenges facing the world. They develop practical skills in management, quantitative analysis, and sustainability to transform the way that organizations do business.

Building upon the strong foundation of their undergraduate coursework, Sustainable Development students who are accepted into the Sustainability Management program will learn to draw from interdisciplinary perspectives in general, as well as develop specific skills and knowledge in financial management, quantitative analysis, public policy, and the physical dimensions of sustainability. Students will receive practical professional training to help them to understand the

systematic and organizational role of sustainability in any organization.

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

Coursework in fulfillment of a major or minor [or special program or concentration] must be taken at Columbia University unless explicitly noted here and/or expressly permitted by the Director of Undergraduate Studies of the program. Exceptions or substitutions permitted by the Director of Undergraduate Studies should be confirmed in writing by email to the student.

### Advanced Placement

To ensure their advanced placement credits are transferred to Columbia, students are encouraged to work closely with their advising dean. For consideration of major credit, students must submit a course petition form, available [here](#), for review by the program's Co-Directors.

### Barnard College Courses

Several Barnard College courses have been approved for program requirements in the major, special concentration, and minor. See program requirements page for more details. Students must submit a course substitution form, available [here](#), to have additional Barnard coursework reviewed for program credit.

### Transfer Courses

When students transfer to Columbia from other institutions, their coursework at their previous institution must first be considered by their school in order to be evaluated for degree credit (e.g., to confirm that the courses will count toward the 124 points of credit that every student is required to complete for the B.A. degree). Only after that degree credit is confirmed, departments may consider whether those courses can also be used to fulfill specific degree requirements toward a major or minor or special program or concentration.

- A maximum of 4 course substitutions are permitted for majors and 2 course substitutions for special concentrators. The limit excludes the approval of elective courses. No course substitutions are permitted for minors.
- Students must submit a course petition form, available [here](#), for review by the program's Co-Directors for any transfer coursework.

### Study Abroad Courses

Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Undergraduate Global Engagement and taught by Columbia instructors) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus. If they are not explicitly listed by the department as fulfilling requirements in the major or minor



[or special program or concentration], the DUS will need to confirm that they can be used toward requirements in the major/minor.

Classes taken abroad through other institutions and programs are treated as transfer credit to Columbia, and are subject to the same policies as other transfer courses. There will be a limit on the number of courses taken abroad that can be applied to the major/minor, and they must be approved by the DUS.

Study abroad and internships are strongly encouraged as a basis for thesis research and to provide students with practical experience and enhanced global awareness. The Global Fellows in Sustainable Development Program provides funding for students to further their studies off campus in the form of fieldwork and research.

## Summer Courses

Summer courses at Columbia are offered through the School of Professional Studies. Courses taken in a Summer Term may be used toward requirements for the major/minor only as articulated in department/institute/center guidelines or by permission of the Director(s) of Undergraduate Studies. More general policies about Summer coursework can be found in the Academic Regulations section of this Bulletin.

## UNDERGRADUATE RESEARCH AND SENIOR THESIS

The Senior Research Seminar, offered jointly with Barnard College, can be taken in the Spring/Fall or Fall/Spring sequence and includes guided, independent, in-depth research as well as discussions about scientific presentations and posters, data analysis, library research methods, and scientific writing culminating in the senior thesis. Each student is responsible for oral research presentations and an extended written report on a related subject of his or her choice. Completing a senior thesis with a B+ or better in both seminar courses is required for departmental honors. As of spring 2024, over 70+ students have completed a thesis with the sustainable development program. A list of past SDEV senior theses are [here](#).

## Undergraduate Research in Courses

SDEV 4101 Qualitative Research Methods

This course will provide an overview of social science research methods, with a focus on building a toolkit for undergraduate students. We begin with an overview of the science of knowing. How do we generate scientific hypotheses in the social sciences, and then how can we find out whether those hypotheses are accurate? An exploration of a range of qualitative research methods will occupy the majority of our class time, including interviewing, case studies, questionnaires, surveys, coding, and participant observation. Toward the end of the course we consider how mixed methods allow for the integration of quantitative tools in the social sciences. Throughout, students will both study and practice these

research methods, experimenting to better understand the strengths and challenges associated with each approach. The course will end with poster presentations in which students share their own research and justify the methods they have employed.

## Senior Thesis Coursework and Requirements

The Senior Research Seminar, offered jointly with Barnard College, can be taken in the Spring/Fall or Fall/Spring sequence and includes guided, independent, in-depth research as well as discussions about scientific presentations and posters, data analysis, library research methods, and scientific writing culminating in the senior thesis. Each student is responsible for oral research presentations and an extended written report on a related subject of his or her choice. Completing a senior thesis with a B+ or better in both seminar courses is required for departmental honors. As of spring 2024, over 70+ students have completed a thesis with the sustainable development program.

## Undergraduate Research Outside of Courses

The Climate School offers undergraduate students research assistant opportunities. Undergraduates from Columbia University serve as research assistants on projects related to climate and sustainable development and the environment with distinguished faculty and researchers at the cutting edge of this burgeoning field.

While research assistant positions at Columbia University are generally awarded to graduate students, this program instead aims to present undergraduates with a unique opportunity to be involved in research at a high level and to gain valuable experience and skills for their future academic and professional careers.

More information on student opportunities through the Climate School can be found [here](#).

## DEPARTMENT HONORS AND PRIZES

### • Department Honors

Sustainable Development majors who wish to be considered for departmental honors must:

1. Have a grade point average of at least 3.7 in their major courses.
2. Take two courses of the senior thesis seminar.
3. Receive at least a B+ in both senior thesis courses.

### • Academic Prizes

Stuart Gaffin Award for Leadership and Engagement

The Stuart Gaffin Award for Leadership and Engagement honors an individual or group of students in their senior year who will graduate with either a major or special concentration degree from the Undergraduate Program in

Sustainable Development. The award commemorates Professor Stuart Gaffin, who taught the Workshop in Sustainable Development from 2009-2019. Award selections will be based on nominating and supporting letters from students, faculty, and staff. Awardees will be selected based on demonstrated leadership and service in the spirit of sustainable development either on or off campus. The award honors leadership, impact, engagement, and dedication, all of which were characteristic of Professor Gaffin's contributions to our Columbia community.

#### Phi Beta Kappa

Each year 10% of graduating seniors are nominated for this honor (2% in fall and 8% in spring). Students are chosen based on the breadth, depth and rigor of their academic achievements, as well as recommendations from faculty members on their intellectual promise, character, and achievement both in and out of the classroom.

## OTHER IMPORTANT INFORMATION

- [Collaborative Research Grant](#)

The [Collaborative Research Grant](#), launched in 2017, provides undergraduate and masters students with an opportunity to work alongside Columbia University faculty on a research project of the student's choosing. Students may apply for funding for up to two semesters (fall/spring or spring/fall), which will enable them to explore the research project more fully than a typical one semester project would allow. Applications will be accepted from students from a variety of backgrounds and departments as long as the research focuses on an area related to environmental sustainability.

- Denning Global Fellows in Sustainable Development

The Denning Global Fellows in Sustainable Development Program supports field research for current Columbia undergraduates studying sustainable development, either as a major or as a special concentration. This field research may take the form of actual fieldwork, unpaid research assistantships, study abroad opportunities\*, theses, senior seminar projects, or independent studies. Funding will only be awarded for activities that explicitly fulfill degree requirements, and/or further an individual's studies in sustainable development. Ideally, fieldwork should provide an opportunity to conduct research and hone practical skills in data collection, analysis, and project management. Awards will vary in amount according to individual project needs. Current full-time Columbia students in the Undergraduate Program in Sustainable Development are eligible, provided they are in good academic standing. Learn more about previous Global Fellows [here](#).

## SUSTAINABLE DEVELOPMENT FACULTY

Susana Adamo (Center for International Earth Information Network)

Satyajit Bose (School of International and Public Affairs)

Steve Cohen (The Earth Institute; School of International and Public Affairs)

Lisa Dale (The Earth Institute; Ecology, Evolution, and Environmental Biology)

Ruth DeFries (Ecology, Evolution, and Environmental Biology) (Co-Director)

Paul Gallay (Ecology, Evolution and Environmental Biology)

Francesco Fiondella (International Research Institute for Climate and Society)

Michael Gerrard (Center for Climate Change Law and Columbia Law School)

Adela Gondek (Ecology, Evolution and Environmental Biology)

Radley Horton (Center for Climate Systems Research)

Joyce Klein-Rosenthal (The Earth Institute)

Jacqueline Klopp (The Earth Institute)

Upmanu Lall (Columbia Water Center; International Research Institute for Climate and Society)

Kytt McManus (Center for International Earth Science Information Network)

Rachel Moresky (Population and Family Health)

John Mutter (Earth and Environmental Sciences; School of International and Public Affairs)

Linda Pistolesi (Center for International Earth Science Information Network)

Jason Smerdon (Lamont-Doherty Earth Observatory) (Co-Director)

Martin Stute (Lamont-Doherty Earth Observatory)

Phil Weinberg (Ecology, Evolution and Environmental Biology)

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Program Planning for all Students

Students who entered Columbia (as first-year students or as transfer students) in or after Fall 2024 may select from a curriculum of majors and minors. The requirements for the Bachelor of Arts degree, and role of majors and minors in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study.

Students who entered Columbia in or before the 2023-2024 academic year may select from a curriculum of majors and minors and concentrations. The requirements for the Bachelor of Arts degree, and the role of majors and minors in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study.

A minimum of 15 courses and a practicum are required, for a total of approximately 47 points, to complete the major. Students will take courses within the following framework:

- I. SDEV Foundation
- II. Basic Disciplinary Foundation (Natural Science, Social Science, Quantitative Foundation)
- III. Analysis and Solutions to Complex Problems
- IV. Skills/Actions
- V. Elective
- VI. Practicum
- VII. Workshop

For a full list of previously approved electives, please visit the sustainable development program [website](#).

Note:

Please visit the Sustainable Development website for requirements [majors](#).

### Course Numbering Structure

- 1000-2000-level courses are intended to be introductory (such as the Social Science sequence or the Foundation coursework).
- 3000-4000-level courses cover more advanced sustainable development concepts, such as the Skills/Actions, Complex Problems, or Elective requirements. Approved courses in the MS in Sustainability Management are also offered at the 4000-level.

- 5000-level courses are additional master's level courses (i.e., Climate and Society courses).
- 6000-level and above are PhD courses.

### Guidance for First-Year Students

Students must first be accepted into Columbia College or the School of General Studies to be eligible to declare the Sustainable Development program. Prospective students should review the course requirements and schedule an appointment with the program administrators to discuss any questions regarding the requirements. Prospective students can declare the major or special concentration using the online declaration system.

### Guidance for Transfer Students

Transfer students are advised to submit [course petitions](#) to have their prior coursework reviewed for major credit. Course petitions will not be accepted for foundation coursework (SDEV 2300 Challenges of Sustainable Development and EESC 2330 Science for Sustainable Development).

## UNDERGRADUATE PROGRAMS OF STUDY

### Required Coursework for all Programs

#### Major:

A minimum of 15 courses and a practicum are required, for a total of approximately 47 points, to complete the major. Students will take courses within the following framework:

- I. SDEV Foundation
- II. Basic Disciplinary Foundation (Natural Science, Social Science, Quantitative Foundation)
- III. Analysis and Solutions to Complex Problems
- IV. Skills/Actions
- V. Elective
- VI. Practicum
- VII. Workshop

A letter grade of C- or better is needed in all program related courses in order to satisfy the requirements for the major. P/F grades are only permitted in SDEV 3998.

For course descriptions and scheduling, check out the sustainable development [Bulletin](#).

#### Special concentration:

The special concentration is intentionally more flexible than the major, given that students have their major classes as well. However, its structure allows students to benefit from the program's cross-disciplinary courses and to build the expertise

that will allow them to address the fundamental issue of how to move toward a trajectory of sustainability.

A minimum of nine courses and a practicum are required for the special concentration. Students will take courses within the following framework:

- I. SDEV Foundation
- II. Natural Science Systems
- III. Social Science Systems
- IV. Analysis and Solutions to Complex Problems
- V. Skills/Actions
- VI. Practicum
- VII. Workshop

A letter grade of C- or better is needed in all program related courses in order to satisfy the requirements for the special concentration. P/F grades are only permitted in SDEV 3998.

For course descriptions and scheduling, check out the sustainable development [Bulletin](#).

## Major in Sustainable Development

A minimum of 15 courses and a practicum are required, for a total of approximately 47 points, to complete the major. Students will take courses within the following framework:

### Sustainable Development Foundation

SDEV UN1900 INTRO TO SUSTAINABLE DEVPT SEM (Beginning fall 2023, SDEV 1900 Introduction to Sustainable Development is no longer a required course for students in the major and special concentration. See note below.)<sup>1</sup>

SDEV UN2300 CHALLENGES OF SUSTAINABLE DEV

EESC UN2330 SCIENCE FOR SUSTAINABLE DEVPT

### Basic Disciplinary Foundation

Select one of the following science sequences. NOTE: Associated labs are required for Physics and Environmental Biology sequence.

CHEM UN1403 & CHEM UN1404 GENERAL CHEMISTRY I-LECTURES and GENERAL CHEMISTRY II-LECTURES

EEEB UN2001 & EEEB UN2002 ENVIRONMENTAL BIOLOGY I and ENVIRONMENTAL BIOLOGY II (EESC UN2310 is a co-requisite with EEEB UN2002)

EESC UN1600 & EESC UN2100 EARTH RESOURCES # SUSTAIN DEV and EARTH'S ENVIRO SYST: CLIM SYST

EESC UN1600 & EESC UN2200 EARTH RESOURCES # SUSTAIN DEV and EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH

EESC UN1600 & EESC UN2300 EARTH RESOURCES # SUSTAIN DEV and EARTH'S ENVIRO SYST: LIFE SYST (EESC UN2310 is co-requisite with EESC UN2300)

EESC UN2100 & EESC UN2200 EARTH'S ENVIRO SYST: CLIM SYST and EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH

EESC UN2100 & EESC UN2300 EARTH'S ENVIRO SYST: CLIM SYST and EARTH'S ENVIRO SYST: LIFE SYST (EESC UN2310 is co-requisite with EESC UN2300)

EESC UN2200 & EESC UN2300 EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH and EARTH'S ENVIRO SYST: LIFE SYST (EESC UN2310 is co-requisite with EESC UN2300)

PHYS UN1201 & PHYS UN1202 GENERAL PHYSICS I and GENERAL PHYSICS II (LABS PHYS 1291 and PHYS 1292 also required)

Select two of the following social science courses:

ANTH UN1002 THE INTERPRETATION OF CULTURE

ANTH UN1003 The Environment

ANTH UN2004 INTRO TO SOC # CULTURAL THEORY

ANTH BC2427 ANTHROPOLOGY OF CLIMATE CHANGE

ECON UN1105 PRINCIPLES OF ECONOMICS

HIST UN2222 NATURE # POWER: ENV HIST NORTH AMERICA

POLS UN1201 INTRO TO AMERICAN POLITICS (Students can take POLS 1201 or SDEV 2050)

POLS UN1501 INTRO TO COMPARATIVE POLITICS (Students can take POLS 1501 OR POLS 1601)

POLS UN1601 INTERNATIONAL POLITICS  
SDEV UN2000 INTRO TO ENVIRONMENTAL LAW

SDEV UN2050 ENVIRONMENTAL POLICY AND GOVERNANCE

SDEV UN3400 HUMAN POPULATIONS # SDEV

SOCI UN1000 THE SOCIAL WORLD

Select one of the following quantitative foundations courses:

EEEB UN3005 INTRO-STAT-ECOLOGY # EVOL BIOL



EESC BC3017	ENVIRONMENTAL DATA ANALYSIS
STAT S1101	INTRODUCTION TO STATISTICS (this course is approved as a quantitative foundations course starting Spring 2024)
STAT UN1101	INTRODUCTION TO STATISTICS (this course is approved as a quantitative foundations course starting Spring 2024)
STAT UN1201	CALC-BASED INTRO TO STATISTICS
MATH UN2015	Linear Algebra and Probability (This course is approved as a quantitative foundations course starting Fall 2022. This course replaces MATH UN2010 Linear Algebra as an option for this requirement.)
<b>Analysis and Solutions to Complex Problems</b>	
Select two of the following courses:	
ANTH BC3932	CLIM CHNG/GLOBAL MIGR/HUM RGT
CIEE E3260	ENGINEERING FOR COMMUNITY DEVELOPMENT
EAEE W4304	Closing the carbon cycle
ECIA W4100	MGMT # DEVPT OF WATER SYSTEMS
EEEB G4135	Urban Ecology and Design
EESC BC3032	Agricultural and Urban Land Use: Human-Environment Interactions
EESC GU4600	EARTH RESOURCES # SUSTAIN DEV
HIST UN3712	African Climate and History
HIST GU4811	Encounters with Nature: The History and Politics of Environment, Health and Development in South Asia and Beyond
PUBH UN3100	FUNDAMENTALS OF GLOBAL HEALTH
PUBH GU4200	Environment, Health, and Justice: Concepts and Practice
SDEV UN3330	Ecological and Social Systems for Sustainable Development
SDEV UN3355	CLIMATE CHANGE AND LAW
SDEV UN3360	DISASTERS AND DEVELOPMENT
SDEV UN3366	ENERGY LAW
SDEV UN3410	Cities # Sustainability
URBS UN3565	Cities in Developing Countries: Problems and Prospects
SDEV GU4250	CLIMATE CHANGE: RESILIENCE # ADAPTATION

### The Summer Ecosystems Experience for Undergraduates (SEE-U) \*

SDEV GU4650	Building Climate Justice: Co-Creative Coastal Resilience Planning
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#### Skills/Actions

Select two of the following courses:

EAEE E4257	ENVIR DATA ANALYSIS # MODELING
EESC GU4050	GLOBAL ASSMT-REMOTE SENSING
EESC BC3050	BIG DATA WITH PYTHON
SDEV UN2320	ECON # FIN MTHDS FOR SDEV
SDEV UN3390	GIS FOR SUSTAINABLE DEVELOPMNT
SDEV UN3450	SPATIAL ANALYSIS FOR SDEV
SOCI UN3010	METHODS FOR SOCIAL RESEARCH
SUMA PS4100	Sustainability Management
SDEV GU4101	QUAL RESEARCH METHODS SDEV

#### SDEV GU4240 Science Communication

### The Summer Ecosystems Experience for Undergraduates (SEE-U) \*

#### Practicum

Select one of the following courses:

SDEV GU4500	SUSTAINABILITY AND THE MEANING OF PLACE ON CUTTYHUNK ISLAND
SDEV GU4550	The New York City Watershed: From Community Displacement to Collaboration and Climate Adaptation
INAF U4420	Oil, Rights and Development
SDEV UN3998	SUPERVISED INDIVIDUAL RESEARCH
SUMA PS4310	Practicum in Innovation Sustainability Leadership
SUMA PS4734	Earth Institute Practicum

#### Electives

Select two courses from the following areas. Courses can be combined across Areas 2-5 only. If you select Area 1, you must complete two thesis courses and these will fulfill the elective requirement:

Area 1: Senior Thesis Sequence (EESC BC3800/ EESC BC3801 and EESC UN3901) \*\*

Area 2: Upper level courses from the approved electives list (see link in footnotes to access list) \*\*\*

Area 3: Additional courses listed under Analysis and Solutions to Complex Problem

Area 4: Additional courses listed under Skills/Actions

Area 5

SDEV UN3310	ETHICS OF SUSTAINABLE DEVPT
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SDEV GU4050	US WATER # ENERGY POLICY
SDEV GU4350	PUBLIC LANDS IN THE AMERICAN WEST
SDEV GU4600	SPECIAL TOPICS IN SDEV # CLIMATE
<b>Capstone Workshop</b>	
SDEV UN3280	WORKSHOP IN SUSTAINABLE DEVPT
SDEV UN3550	BANGLADSH:LIFE-TECT ACTV DELTA
SDEV GU4400	Sustainable Development in Rwanda

! Beginning fall 2023, SDEV 1900 Introduction to Sustainable Development is no longer a required course for students in the major and special concentration. SDEV 1900 will continue to be offered every year. Please reach out to Sylvia Montijo (smontijo@climate.columbia.edu) with any questions about this change.

\* 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.

\* If choosing the senior thesis option to fulfill the elective requirements, students must take both courses in the senior thesis sequence.

\* For a full list of previously approved electives, please visit the sustainable development program website: <https://sdev.ei.columbia.edu/content/approved-electives-list>

Please visit the Sustainable Development website for requirements:

Majors: <http://sdev.ei.columbia.edu/curriculum/major/>

## Major in Climate and Sustainability

The major in Climate and Sustainability is a joint major between the Undergraduate Program in Sustainable Development and DEES, and requires a minimum of 46.5 points, distributed as follows:

### Climate and Sustainability Foundations

Two courses:

SDEV UN2300	CHALLENGES OF SUSTAINABLE DEV
EESC UN2330	SCIENCE FOR SUSTAINABLE DEVPT

### Basic Disciplinary Foundations

Five courses:

#### A. Natural Science Courses (2):

#### Required:

EESC UN2100	EARTH'S ENVIRO SYST: CLIM SYST
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#### One of the following:

EESC UN1201	Environmental Risks and Disasters
EESC UN1600	EARTH RESOURCES # SUSTAIN DEV
EESC UN2200	EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH
EESC UN2300	EARTH'S ENVIRO SYST: LIFE SYST

### B. Social Science Courses (2):

#### Required:

SDEV UN2100	Introduction to Climate Justice
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#### One of the following:

EESC UN1201	Environmental Risks and Disasters
EESC UN1600	EARTH RESOURCES # SUSTAIN DEV
EESC UN2200	EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH
EESC UN2300	EARTH'S ENVIRO SYST: LIFE SYST

### C. Quantitative Foundations Course (1):

#### One of the following:

STAT UN1201	CALC-BASED INTRO TO STATISTICS
MATH UN2010	LINEAR ALGEBRA
EEEB UN3005	INTRO-STAT-ECOLOGY # EVOL BIOL
EESC BC3017	ENVIRONMENTAL DATA ANALYSIS

Note: Taking Introduction to Statistics and Calculus separately will not fulfill the quantitative requirement.

## Climate and Sustainability: Complexities and Analyses

Four courses:

#### Two courses form the following:

SDEV GU4250	CLIMATE CHANGE: RESILIENCE # ADAPTATION
SDEV UN3355	CLIMATE CHANGE AND LAW
SDEV UN3366	ENERGY LAW
ANTH BC3932	CLIM CHNG/GLOBAL MIGR/HUM RGT
EESC GU4235	SEA LEVEL CHANGE
EAEE E4304	CLOSING THE CARBON CYCLE

One of the following Natural Science courses:

EESC GU4220	GLACIOLOGY
EESC GU4235	SEA LEVEL CHANGE

EESC GU4330	INTRO-TERRESTRIAL PALEOCLIMATE
EESC GU4835	Wetlands and Climate Change
EESC GU4920	PALEOCEANOGRAPHY
EESC GU4923	Biological Oceanography
EESC GU4925	INTRO TO PHYSICAL OCEANOGRAPHY
EESC GU4926	INTRO TO CHEMICAL OCEANOGRAPHY
EESC GU4937	CENOZOIC PALEOCEANOGRAPHY
EAEE E4304	CLOSING THE CARBON CYCLE

One of the following Social Science courses:

ANTH BC3932	CLIM CHNG/GLOBAL MIGR/ HUM RGT
ANTH UN3861	Anthropology of the Anthropocene
POLS GU4814	GLOBAL ENERGY: SECURITY/ GEOPOL
SDEV UN3355	CLIMATE CHANGE AND LAW
SDEV UN3366	ENERGY LAW
SDEV GU4050	US WATER # ENERGY POLICY
ECON BC3039	Environmental and Natural Resource Economics

## Electives

Select two courses from the following areas. If you select Area 1, you must complete two thesis courses, and these will fulfill the elective requirement:

### Area 1:

EESC UN3901	SENIOR SEMINAR
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### Area 2:

Additional courses listed under the Climate and Sustainability: Complexities and Analysis requirement.

### Area 3:

Additional quantitative or qualitative methods or skills courses:

STAT UN2103	APPLIED LINEAR REG ANALYSIS
STAT UN3105	APPLIED STATISTICAL METHODS
STAT UN3106	APPLIED MACHINE LEARNING
STAT GU4203	PROBABILITY THEORY
STAT GU4204	STATISTICAL INFERENCE
STAT GU4205	LINEAR REGRESSION MODELS
STAT GU4207	ELEMENTARY STOCHASTIC PROCESS
EAEE E4257	ENVIR DATA ANALYSIS # MODELING
EESC BC3050	BIG DATA WITH PYTHON

SDEV UN3390	GIS FOR SUSTAINABLE DEVELOPMNT
SDEV UN3450	SPATIAL ANALYSIS FOR SDEV
SDEV GU4101	QUAL RESEARCH METHODS SDEV

## Practicum

### One course:

SDEV UN3998	SUPERVISED INDIVIDUAL RESEARCH
SDEV GU4500	SUSTAINABILITY AND THE MEANING OF PLACE ON CUTTYHUNK ISLAND
SDEV GU4550	The New York City Watershed: From Community Displacement to Collaboration and Climate Adaptation
SUMA PS4734	Earth Institute Practicum

## Capstone Workshop

### One course:

SDEV UN3280	WORKSHOP IN SUSTAINABLE DEVPT
SDEV UN3550	BANGLADSH:LIFE-TECT ACTV DELTA
SDEV GU4400	Sustainable Development in Rwanda

## Minor in Sustainable Development

The minor in Sustainable Development consists of five courses, enabling students to augment their education with critical interdisciplinary skills and knowledge needed to address the urgent and complex challenges of sustainable development.

### Minor Course Requirements

1. EESC 2330 Science for Sustainable Development (3 credits)
2. SDEV 2300 Challenges of Sustainable Development (3 credits)
3. One course from Analysis & Solutions to Complex Problems Requirement Area (3 credits)
4. Second course from Analysis & Solutions to Complex Problems Requirement Area (3 credits)
5. One course from Skills/Actions Requirement Area (3 credits)

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

Concentrations are available to students who entered Columbia in or before the 2023-2024 academic year. The requirements for the Bachelor of Arts degree, and the role of the concentration in those requirements, can be found in the Academic

Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study. Concentrations are not available to students who entered Columbia in or after Fall 2024.

## Special Concentration 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 special concentration in sustainable development requires a minimum of 9 courses and a practicum as follows:

### Sustainable Development Foundation

SDEV UN1900	INTRO TO SUSTAINABLE DEVPT SEM (Beginning fall 2023, SDEV 1900 Introduction to Sustainable Development is no longer a required course for students in the major and special concentration. See note below.) <sup>1</sup>
SDEV UN2300	CHALLENGES OF SUSTAINABLE DEV
EESC UN2330	SCIENCE FOR SUSTAINABLE DEVPT

### Natural Science Systems

Select one of the following courses. NOTE: Associated labs are required for Physics and Environmental Biology sequence.

CHEM UN1403	GENERAL CHEMISTRY I-LECTURES
EEEB UN1001	Biodiversity
EEEB UN2002	ENVIRONMENTAL BIOLOGY II (EESC UN2310 is co-requisite with EEEB UN2002)
EESC UN1003	Climate and Society: Case Studies
EESC UN1011	Earth: Origin, Evolution, Processes, Future
EESC UN1030	OCEANOGRAPHY
EESC UN1201	Environmental Risks and Disasters
EESC UN1600	EARTH RESOURCES # SUSTAIN DEV
EESC UN2100	EARTH'S ENVIRO SYST: CLIM SYST
EESC UN2200	EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH
EESC UN2300	EARTH'S ENVIRO SYST: LIFE SYST (EESC UN2310 is co-requisite with EESC UN2300)
PHYS UN1201 & PHYS UN1291	GENERAL PHYSICS I and GENERAL PHYSICS I LAB

### Human Science Systems

Select one of the following courses:

ANTH UN1002	THE INTERPRETATION OF CULTURE
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ANTH UN1003	The Environment
ANTH UN2004	INTRO TO SOC # CULTURAL THEORY
ANTH BC2427	ANTHROPOLOGY OF CLIMATE CHANGE
ECON UN1105	PRINCIPLES OF ECONOMICS
HIST UN2222	NATURE # POWER: ENV HIST NORTH AMERICA
POLS UN1201	INTRO TO AMERICAN POLITICS (Students can take POLS 1201 OR SDEV 2050)
POLS UN1501	INTRO TO COMPARATIVE POLITICS (Students can take POLS 1501 OR POLS 1601)
POLS UN1601	INTERNATIONAL POLITICS
SDEV UN2000	INTRO TO ENVIRONMENTAL LAW
SDEV UN2050	ENVIRONMENTAL POLICY AND GOVERNANCE
SDEV UN3400	HUMAN POPULATIONS # SDEV
SOCI UN1000	THE SOCIAL WORLD

### Analysis and Solutions to Complex Problems

Select two of the following courses:

ANTH BC3932	CLIM CHNG/GLOBAL MIGR/HUM RGT
CIEE E3260	ENGINEERING FOR COMMUNITY DEVELOPMENT
EAEE W4304	Closing the carbon cycle
ECIA W4100	MGMT # DEVPT OF WATER SYSTEMS
EEEB G4135	Urban Ecology and Design
EESC BC3032	Agricultural and Urban Land Use: Human-Environment Interactions
EESC GU4600	EARTH RESOURCES # SUSTAIN DEV
HIST GU4811	Encounters with Nature: The History and Politics of Environment, Health and Development in South Asia and Beyond
PUBH UN3100	FUNDAMENTALS OF GLOBAL HEALTH
PUBH GU4200	Environment, Health, and Justice: Concepts and Practice
SDEV UN3330	Ecological and Social Systems for Sustainable Development
SDEV UN3355	CLIMATE CHANGE AND LAW
SDEV UN3360	DISASTERS AND DEVELOPMENT
SDEV UN3366	ENERGY LAW
SDEV UN3410	Cities # Sustainability
URBS UN3565	Cities in Developing Countries: Problems and Prospects
The Summer Ecosystem Experiences for Undergraduates (SEE-U) <sup>*</sup>	



SDEV GU4650 Building Climate Justice: Co-Creative Coastal Resilience Planning

#### Skills/Actions

Select one of the following courses:

EAE E4257	ENVIR DATA ANALYSIS # MODELING
EESC BC3050	BIG DATA WITH PYTHON
EESC GU4050	GLOBAL ASSMT-REMOTE SENSING
SDEV UN2320	ECON # FIN MTHDS FOR SDEV
SDEV UN3390	GIS FOR SUSTAINABLE DEVELOPMNT
SDEV UN3450	SPATIAL ANALYSIS FOR SDEV
SDEV GU4101	QUAL RESEARCH METHODS SDEV
SDEV GU4240	Science Communication
SUMA PS4100	Sustainability Management
SOCI UN3010	METHODS FOR SOCIAL RESEARCH

The Summer Ecosystem Experiences for Undergraduates (SEE-U) \*

#### Practicum

Select one of the following courses:

SDEV GU4500	SUSTAINABILITY AND THE MEANING OF PLACE ON CUTTYHUNK ISLAND
SDEV GU4550	The New York City Watershed: From Community Displacement to Collaboration and Climate Adaptation
INAF U4420	Oil, Rights and Development
SDEV UN3998	SUPERVISED INDIVIDUAL RESEARCH
SUMA PS4310	Practicum in Innovation Sustainability Leadership

SUMA PS4734 Earth Institute Practicum

#### Capstone Workshop

SDEV UN3280	WORKSHOP IN SUSTAINABLE DEVPT
SDEV UN3550	BANGLADSH:LIFE-TECT ACTV DELTA
SDEV GU4400	Sustainable Development in Rwanda

! Beginning fall 2023, SDEV 1900 Introduction to Sustainable Development is no longer a required course for students in the major and special concentration. SDEV 1900 will continue to be offered every year. Please reach out to Sylvia Montijo (smontijo@climate.columbia.edu) with any questions about this change.

\* 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.

For Sustainable Development Website for Special Concentrators: <http://sdev.ei.columbia.edu/curriculum/special-concentration/>

#### SDEV UN1900 INTRO TO SUSTAINABLE DEVPT SEM. 1.00 Point.

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 2024	001	11134	Jason Smerdon	T 11:40am - 12:55pm 644 Seeley W. Mudd Building

#### SDEV UN2000 INTRO TO ENVIRONMENTAL LAW. 3.00 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 2025	001	11121	Lisa Garcia	M W 4:10pm - 5:25pm 616 Martin Luther King Building

#### SDEV UN2050 ENVIRONMENTAL POLICY AND GOVERNANCE. 3.00 Points.

Sustainability is a powerful framework for thinking about business, economics, politics and environmental impacts. An overview course, Environmental Policy # Governance will focus specifically on the policy elements of sustainability. With an emphasis on the American political system, the course will begin by exploring the way the American bureaucracy addresses environmental challenges. We will then use the foundations established through our understanding of the US system to study sustainable governance at the international level. With both US and international perspectives in place, we will then address a range of specific sustainability issues including land use, climate change, food and agriculture, air

quality, water quality, and energy. Over the course of the semester, we will study current events through the lens of sustainability policy to help illustrate course concepts and theories

### **SDEV UN2100 Introduction to Climate Justice. 3.00 Points.**

Today, it's impossible to talk about the climate crisis without talking about justice. Thanks to the continued activism of grassroots and frontline community organizers, progressive NGOs, and coalitions of small island states, climate politics are now deeply linked to questions of social justice and equity. This course introduces students to key topics and issues in climate justice in order to gain a foundational understanding of the field. Themes and topics include: theoretical frameworks of climate justice; climate justice and gender; the justice dimensions of climate adaptation and managed retreat; energy democracy and just transitions; the question of culpability and who should be held responsible for causing global warming; and historical efforts to codify justice considerations at international institutions like the UN

Term	Section	Call Number	Instructor	Times/ Location
Spring 2025	001	17275	Leah Aronowsky	T 4:10pm - 6:00pm 308a Lewisohn Hall

### **SDEV UN2300 CHALLENGES OF SUSTAINABLE DEV. 3.00 Points.**

This course provides an introduction to the field of sustainable development, drawing primarily from social science and policy studies. It offers a critical examination of the concept of sustainable development, showing how factors like economics, population, culture, politics and inequality complicate its goals. Students will learn how different social science disciplines (political science, demography, economics, geography, history, law, and sociology) approach challenges of sustainable development across a variety of topics (fisheries, climate change, air pollution, consumption, energy, conservation, and water management). The course provides students with some of the fundamental concepts, vocabulary, and analytical tools to pursue and think critically about sustainable development. Offered in the Spring

Term	Section	Call Number	Instructor	Times/ Location
Spring 2025	001	11125	Lisa Dale	T Th 10:10am - 11:25am 142 Uris Hall

### **SDEV UN2320 ECON # FIN MTHDS FOR SDEV. 3.00 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

### **SDEV UN3280 WORKSHOP IN SUSTAINABLE DEVPT. 4.00 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

Term	Section	Call Number	Instructor	Times/ Location
Fall 2024	001	11135	Jenna Lawrence	M W 2:10pm - 4:00pm 303 Hamilton Hall
Fall 2024	002	11136	Radley Horton	T Th 12:10pm - 2:00pm 610 Martin Luther King Building
Spring 2025	001	11131	Jenna Lawrence	M W 2:10pm - 4:00pm 606 Lewisohn Hall

Spring 2025    002    11789    Sharon Mathews    T Th 4:10pm - 6:00pm  
302  
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### **SDEV UN3310 ETHICS OF SUSTAINABLE DEVPT. 3.00 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
Fall 2024	001	15886	Adela Gondek	T Th 1:10pm - 2:25pm 608 Martin Luther King Building

### **SDEV UN3330 Ecological and Social Systems for Sustainable Development. 3 Points.**

Prerequisites: *SDEV W2300* Challenges of Sustainable Development; *EESC W2330* Science for Sustainable Development.

The course focuses on basic principles in understanding ecological and social relationships and then focuses on three current topics central to Sustainable Development for in-depth

study. Examples of topics to be covered are: conservation of biodiversity, payments for ecosystem services, and the ecology of food production. The emphasis will be on the multiple perspectives— environmental, social and economic—required to understand and develop solutions to problems in sustainable development. These topics will undoubtedly vary from year to year, as the course keeps pace with current topics.

### **SDEV UN3355 CLIMATE CHANGE AND LAW. 3.00 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
Fall 2024	001	17516	Sheila Foster	T 1:10pm - 3:40pm 326 Uris Hall
Spring 2025	001	11908	Michael Gerrard	M W 2:50pm - 4:10pm 106 Jerome L Greene Hall

### **SDEV UN3360 DISASTERS AND DEVELOPMENT. 3.00 Points.**

Prerequisites: *EESC 2330*; *SDEV W2300*. Human welfare status is very unevenly distributed throughout the globe - some of us live very comfortable lives, others remain in desperate poverty showing little progress away from their condition. Between are countries that are rapidly developing and converging toward the welfare of the richest. At all levels of economic development human activities place significant pressure on the environment and threatens all of Earth's vital functions and support systems for human life. This challenge requires timely responses based on solid understanding of the

human/environment interface, technological and economic approaches to mitigate adverse effects on the environment, and routes to understanding the complex dynamics of the coupled human/natural systems that can chart a pathway to improvement in the lives of the poorest and continued well-being for those who have achieved prosperity without forcing natural systems into decline or massive fluctuation. This course offers undergraduate students, for the first time, a comprehensive course on the link between natural disaster events and human development at all levels of welfare. It explores the role that natural disasters might have and have had in modulating development prospects. Any student seriously interested in sustainable development, especially in light of climate change, must study the nature of extreme events - their causes, global distribution and likelihood of future change. This course will cover not only the nature of extreme events, including earthquakes, hurricanes, floods and droughts but also their transformation into disaster through social processes. It will ultimately help students to understand the link between such extreme events, the economic/social shock they represent and development outcomes. The course will combine careful analysis of the natural and social systems dynamics that give rise to disasters and examine through group learning case studies from the many disasters that have occurred in the first decade of the 21st century. Offered in the Spring (odd years only)

Term	Section	Call Number	Instructor	Times/ Location
Fall 2024	001	14160	John Mutter, Sonali Deraniyagala	M W 6:10pm - 7:25pm 332 Uris Hall

### **SDEV UN3366 ENERGY LAW. 3.00 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 2024	001	11161	Michael Gerrard	W 4:20pm - 6:10pm 104 Jerome L Greene Hall

### **SDEV UN3390 GIS FOR SUSTAINABLE DEVELOPMNT. 3.00 Points.**

This course is designed to provide students with a comprehensive overview of theoretical concepts underlying GIS systems and to give students a strong set of practical skills to use GIS for sustainable development research. Geographic Information Systems (GIS) are a system of computer software, data and analysis methods used to create, store, manage,

digital information that allow us to create maps and dynamic models to analyze the physical and social processes of the world. Through a mixture of lectures, readings, focused discussions, and hands-on exercises, students will acquire an understanding of the variety and structure of spatial data and databases, gain knowledge of the principles behind raster and vector based spatial analysis, and learn basic cartographic principles for producing maps that effectively communicate a message. Student will also learn to use newly emerging web based mapping tools such as Google Earth, Google Maps and similar tools to develop on-line interactive maps and graphics. The use of other geospatial technologies such as the Global Positioning System will also be explored in this class. Case studies examined in class will draw examples from a wide ranges of GIS applications developed to assist in the development, implementation and evaluation of sustainable development projects and programs. On completion of the course, students will: 1. use a variety of GIS software programs to create maps and reports; 2. develop a sound knowledge of methods to search, obtain, and evaluate a wide variety of spatial data resources; 3. develop skills needed to determine best practices for managing spatial data resources; 4. use GIS to analyze the economic, social and environmental processes underlying the concept of building a sustainable world; 5. Gain an understanding of the limits of these technologies and make assessments of uncertainty associated with spatial data and spatial analysis models. Offered in the fall and spring

Term	Section	Call Number	Instructor	Times/ Location
Fall 2024	001	11162	Kytt MacManus	M 10:10am - 11:25am 327 Uris Hall
Fall 2024	001	11162	Kytt MacManus	W 10:10am - 12:25pm 703 Hamilton Hall
Spring 2025	001	12980	Linda Pistolesi	T 10:10am - 11:25am 252 Engineering Terrace
Spring 2025	001	12980	Linda Pistolesi	Th 10:10am - 12:25pm 252 Engineering Terrace

### **SDEV UN3400 HUMAN POPULATIONS # SDEV. 3.00 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 2024	001	14709	Susana Adamo	T Th 10:10am - 11:25am 304 Hamilton Hall

#### **SDEV UN3410 Cities # Sustainability. 3.00 Points.**

In an increasingly urban world, sustainable development is not possible without achieving sustainability in cities. This course explores the challenges and opportunities of sustainable development policy-making at the urban level through the study of local efforts to address climate change, provide access to clean water, and develop renewable energy resources, among other topics. Students will gain a more detailed understanding of how cities' histories, land use patterns, and economies influence urban resource use, and how cities have attempted to change those impacts. Using case studies of local sustainability initiatives, students examine how a city's governance structure, political dynamics, and administrative capacity affect policy outcomes. Consideration of the equity implications of urban sustainability efforts is integral to the course

Term	Section	Call Number	Instructor	Times/ Location
Spring 2025	001	11692	Deborah Morris	T 6:10pm - 8:00pm 401 Hamilton Hall

#### **SDEV UN3450 SPATIAL ANALYSIS FOR SDEV. 3.00 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

Term	Section	Call Number	Instructor	Times/ Location
Spring 2025	001	11136	Kytt MacManus	M 10:10am - 11:25am 327 Uris Hall
Spring 2025	001	11136	Kytt MacManus	W 10:10am - 12:25pm 606 Martin Luther King Building

#### **SDEV UN3550 BANGLADSH:LIFE-TECT ACTV DELTA. 4.00 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. During the field trip, we will be joined by Dhaka University professors and students, providing experience in cross-cultural collaboration, as well as translators to interviews and discussions with Bangladeshis. By the end of the course, students will develop a quantitative understanding of the multiple earth sciences issues. It will also provide a perspective on the mixture of competing earth science, social, historical and political issues that must be addressed in order to effectively address environmental issues. Students should acquire an ability to assess competing claims and projections for future environmental change

Term	Section	Call Number	Instructor	Times/ Location
Spring 2025	001	17277	Michael Steckler	T 12:10pm - 2:00pm 308a Lewisohn Hall

#### **SDEV UN3998 SUPERVISED INDIVIDUAL RESEARCH. 1.00-3.00 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 2024	001	11164	Adela Gondek	
Spring 2025	001	11142	Adela Gondek	

#### **SDEV GU4015 Complexity Science. 3 Points.**

The Complexity Course is a survey of techniques, applications, and implications of complexity science and complex systems. This course aims to be both an introduction for students from other fields, and a forum for continued discussion within the complexity community. Topics include systems dynamics, chaos, scaling, fatted distributions, fractals, information

theory, emergence, criticality, agentbased models, graph theory, and social networks.

**SDEV GU4050 US WATER # ENERGY POLICY. 3.00 Points.**

Course Summary: Water, one of humankind's first power sources, remains critically important to the task of maintaining a sustainable energy supply, in the United States and elsewhere. Conversely, the need to provide safe drinking water and keep America's rivers clean cannot be met without access to reliable energy supplies. As the impact of climate disruption and other resource constraints begins to mount, the water/energy nexus is growing increasingly complex and conflict-prone. Essential Connections begins by examining the development of America's water and energy policies over the past century and how such policies helped to shape present-day environmental law and regulation. Our focus then turns to the current state of US water and energy resources and policy, covering issues such as oil and gas exploration, nuclear energy, hydroelectric power and renewables. We also examine questions of inclusion and equity in connection with the ways in which communities allocate their water and energy resources and burdens along racial, ethnic and socioeconomic lines. The third and final section of the course addresses the prospects for establishing water and energy policies that can withstand climate disruption, scarcity and, perhaps most importantly, America's seemingly endless appetite for political dysfunction. By semester's end, students will better understand the state of America's energy and water supply systems and current efforts to cope with depletion, climate change and related threats affecting these critical, highly-interdependent systems. As a final project, students will utilize the knowledge gained during the semester to create specific proposals for preserving and enhancing the sustainability of US water and energy resources

Term	Section	Call Number	Instructor	Times/ Location
Spring 2025	001	11146	Paul Gallay	M 4:10pm - 6:00pm 609 Martin Luther King Building

**SDEV GU4101 QUAL RESEARCH METHODS SDEV. 3.00 Points.**

Students of sustainable development are faced with an array of global challenges that warrant scholarly inquiry. Social science questions are particularly well suited for qualitative research. This course will provide an overview of social science research methods, with a focus on building a toolkit for undergraduate students. We begin with an overview of the science of knowing. How do we generate scientific hypotheses in the social sciences, and then how can we find out whether those hypotheses are accurate? An exploration of a range of qualitative research methods will occupy the majority of our class time, including interviewing, case studies, questionnaires, surveys, coding, and participant observation. Toward the end of the course we consider how mixed methods allow for the integration of quantitative tools in the social

sciences. Throughout, students will both study and practice these research methods, experimenting to better understand the strengths and challenges associated with each approach. The course will end with poster presentations in which students share their own research and justify the methods they have employed

**SDEV GU4250 CLIMATE CHANGE: RESILIENCE # ADAPTATION. 3.00 Points.**

This course will offer a focused study of climate change adaptation policy, exploring dimensions of adaptation across sectors and scales. With a thematic focus on pervasive global inequities, students will also consider challenges associated with international development and disaster risk management. An inter-disciplinary framework will enrich the course, and students will learn about perspectives from the natural sciences, law, architecture, anthropology, humanitarian aid, and public policy. The online intensive version of this course will combine synchronous and asynchronous learning: twice weekly live discussion sessions will be matched with assigned readings, recorded lectures and videos

**SDEV GU4325 Plants, Animals and Personhood. 3.00 Points.**

This course is intended to be an opportunity to review the relation between the word "person" and plants and animals, with whom humans abide in a biosphere with no natural boundaries or territories. While personhood is a recognition of human capability and agency, we have not taken many steps in the direction of recognizing the capability and agency of plants and animals. Moreover, it is clear that we have diminished many of their functions and even annihilated many of their entire populations. Nonetheless, there is movement to change this. In our course, three major features of personhood are explored: standing, rights and identity. Each of these three features are divided into two types: legal and spiritual standing, juridical and birth rights, and empirical and narrative identities. Animals and plants are discussed in the context of each of the six types; and are discussed in that order (animals first and plants second) because the movement to change the existing conditions has been more active in relation to animals than to plants. The growing tendency to blend both plant personhood and animal personhood into environmental or Nature personhood will also be explored. The overall aim is to help reverse the deleterious conditions generated by the Anthropocene, in which we, and the plants and animals, struggle to live

Term	Section	Call Number	Instructor	Times/ Location
Spring 2025	001	18639	Adela Gondek	T Th 1:10pm - 2:25pm 313 Pupin Laboratories

**SDEV GU4350 PUBLIC LANDS IN THE AMERICAN WEST. 3.00 Points.**

The course fulfills the "complex problems" major requirement for the Undergraduate Program in Sustainable Development (UPSD). The American West is perhaps best known for the

dramatic landscapes managed through a web of federal land management agencies. Indeed, western states have a land base that is at least 35% public, and competing interests vie for limited resources and navigate a complex bureaucracy. Less well understood are the dynamics that arise from the interactions among different land ownership categories: federal, state, and private. Working landscapes are essential pieces of the cultural heartbeat of the region. This course will focus on: 1) the history of western settlement, highlighting the ways in which early Westerners divided up the land base and allocated resources; 2) the agencies in charge of managing federal public land including the U.S. Forest Service, U.S. Bureau of Land Management, and U.S. Park Service; and 3) state and private land, with a particular interest in the State Land Board. We will explore the legal and regulatory framework that guides land-use decisions, and study enduring resource access conflicts. Pulling from both academic scholarship and the gray literature in political science, environmental sciences, law, and organizational behavior, this course provides an interdisciplinary overview of governance challenges in the American West. Academic Schedule The course will start on Tuesday, May 31st and meet on Tuesdays/Wednesdays/Thursdays on Zoom (likely from 2-5 pm EST each day). The week of June 12th-19th the course will take place in the field in Colorado. The final week will be on Zoom on Tuesday, Wednesday Thursday, again likely from 2-5 pm EST each day. The course ends on Thursday, June 23rd. Modality The course will be offered in a hybrid format. The first two weeks and final (fourth) week of the class will be held entirely on Zoom. We will meet three times per week (Tues/Wed/Thurs) for three hours each session. Week three of the course (June 12-19) will be held in person in Colorado. There, we have the opportunity to visit a broad spectrum of land use types including federally managed forest and grasslands, protected parks, state land board parcels, and private ranches. Student will have some access to local leaders who will accompany us on various field trips to offer their perspectives. The class will participate in many kinds of field activities including hiking in federally designated Wilderness areas, visiting an oil and gas well on public lands, exploring an area recently burned by wildfire, and meeting with rural ranchers. To enroll in this course, you must apply to the Columbia Summer Field Course: Public Lands in the American West through the Center for Undergraduate Global Engagement (UGE)

#### **SDEV GU4400 Sustainable Development in Rwanda. 4.00 Points.**

This travel course will give students the opportunity to explore what sustainable development means in the context of Sub-Saharan Africa. Satisfying the workshop requirement for SDEV majors, the course is organized around two projects that students will tackle in teams. Ahead of traveling to Rwanda, three main activities will structure the course. First, students will learn about colonial history and current sustainable development efforts in Sub-Saharan Africa. Second, they will be organized into teams to pursue preliminary research on one of two projects. Third, they will be paired with an

undergraduate student at the University of Rwanda and begin regular correspondence using WhatsApp. The travel week will be held over spring break. We will be based in the capitol city Kigali, with some in-country travel to explore beyond the urban core. Students will work in teams alongside their University of Rwanda peers to advance the goals of their project. When we return to the U.S., the final weeks of the class will be devoted to focused team work, as students complete their projects

Term	Section	Call Number	Instructor	Times/ Location
Spring 2025	001	11151	Lisa Dale	T 12:10pm - 2:00pm 212d Lewisohn Hall

#### **SDEV GU4420 Oil, Rights & Development. 1.00 Point.**

The Simulation class has as its purpose to familiarize and inform the student participants with the real-life interests, objectives, constraints, working and strategies of the range of stakeholders concerned or engaged with a large natural resource development project (oil) in a developing and civil war torn country. It challenges the students, as members of pre-assigned teams with different goals and objectives, as well as values, to seek ways to reconcile, to the extent possible, through discussion and negotiation the different and even conflicting interests, goals and strategies of the multiple stakeholders. These stakeholders include the governing parties, opposition parties, local and international NGOs, local and international media and think tanks, as well as two oil companies, including one from an authoritarian country, competing for the oil development contract

#### **SDEV GU4500 SUSTAINABILITY AND THE MEANING OF PLACE ON CUTTYHUNK ISLAND. 1.00 Point.**

In this class, students will travel to Cuttyhunk Island in Massachusetts to explore issues of history, sustainability, and climate change. It will serve to address the one-credit practicum requirement in the Undergraduate Program in Sustainable Development. The overarching question students will ask is: what does it mean to inhabit a place well? To answer this, students will read a selection of literary, historical, and scientific texts while performing physical labor including meal preparation and oyster cultivation on Cuttyhunk Island and assuming responsibility for their classmate community through self-governance. Taught in collaboration with faculty at the Gull Island Institute, the course enables students to critically investigate multiple ways in which knowledge of place is produced and to explore how such knowledge informs, and ought to inform, practices of sustainable development. In traveling to Cuttyhunk Island, students will take up a standpoint from which to consider their own learning goals and develop approaches to more fruitfully engaging the places of Manhattan Island and the Columbia University campus in the course of their SDEV studies. The class will use the physical setting of islands, and the conjunction of seminar with labor, self-governance, and everyday life, to connect different kinds of knowledge across boundaries of discipline and tradition, thought, and embodied practice. Students will analyze written



texts, but they will also be challenged to read and interpret a piece of the landscape, an object, or ecosystem through their immersive experience on Cuttyhunk Island. Readings will investigate the natural and human histories of the Buzzards Bay region, contemporary sustainability efforts on Cuttyhunk, as well as the wider assumptions and categories that shape the ideas of sustainability and habitability: what models of action and agency are entailed in these concepts? What relationships between humans and non-human (beings and environments) do such concepts presuppose? Finally, what skills, structures, and actions are necessary to make places habitable, and inhabit them well?

Term	Section	Call Number	Instructor	Times/ Location
Spring 2025	001	20387	Jason Smerdon	

### **SDEV GU4501 History of the Climate Crisis. 4.00 Points.**

The climate crisis is a defining feature of contemporary life. How did we get here? This course considers the historical, social, ethical, and political life of global warming in an effort to better understand the present climate age. Themes and topics include: the origins of fossil fuel-based energy systems and the cultural life of oil; the history of climate science and the geopolitics of climate knowledge production; the emergence of climate change as a global political issue; debates about political responses to climate change versus market-based approaches; the question of culpability and who should be held responsible for causing global warming; and the recent emergence of a global climate justice movement and its relationship to racial justice and indigenous rights movements

Term	Section	Call Number	Instructor	Times/ Location
Fall 2024	001	15963	Leah Aronowsky	Th 10:10am - 12:00pm 511 Kent Hall

### **SDEV GU4550 The New York City Watershed: From Community Displacement to Collaboration and Climate Adaptation. 1.00 Point.**

The New York City Watershed: From Community Displacement to Collaboration and Climate Adaptation brings students to the Catskill Mountains in upstate New York to learn first hand from researchers and practitioners who help supply over ten million New Yorkers with safe and abundant drinking water while also working to build social, economic and environmental capital in the towns and villages located in the watershed surrounding the city's reservoirs – all against a backdrop of increasing climate-related disruption. The class will learn how New York City and a coalition of upstate watershed communities worked to end nearly a century of mutual resentment, displacement and extraction by entering into the Watershed Agreement of 1997, which has become a widely renowned model for collaborative and equitable water resources management planning in the twenty-five years since its completion. Students will engage with several of the Watershed Agreement's original negotiators and with the local elected officials, agency staff and non-profit leaders who implement its signature "multi-barrier" strategy for drinking

water protection through open space preservation, support for sustainable farming practices and investments in clean water infrastructure and sustainable economic growth in watershed communities. They will also learn how increases in storm intensity and warming driven by climate change threaten to upset the delicate balance between New York City's need for safe drinking water and the socio-economic interests of upstate watershed communities. Upon completion of the course, students will better understand the challenges involved in creating and implementing collaborative, multi-stakeholder plans for water resource management and host community benefits in today's increasingly climate-disrupted world

Term	Section	Call Number	Instructor	Times/ Location
Fall 2024	001	11165	Ruth DeFries	

### **SDEV GU4600 SPECIAL TOPICS IN SDEV # CLIMATE. 3.00 Points.**

A novel course on the history of understanding of global climate crisis during the Cold War period and a role of science in the agenda of global climate change aims to demonstrate the connections of present state of knowledge and policy with the trajectory of the past. How much this past (s) could and should be useful is the focus of the discussions in the class. The discussions are based on historical narratives, including the history of institutional landscape of science, impacts of individual scientists, imaginaries of the future in the past. All narratives are imbedded in a larger socio-economic and political context. The unique dimension of the course is the inclusion of Soviet climate science which is considered as a global force with a significant knowledge circulations and participation in international organizations. The course is useful for climate students as well as for history and political science students

### **SDEV GU4650 Building Climate Justice: Co-Creative Coastal Resilience Planning. 3.00 Points.**

This course will educate students and support effective coastal resilience planning and climate justice through social and data science learning and data acquisition and analysis, making use of emerging technologies and best practices for collaboration with environmental and climate justice practitioners. Instruction is provided in two areas: i. Climate adaptation planning # climate justice; and, ii. Data science: acquisition, analysis and visualization. Students and instructors will work with participating community-based climate and environmental justice organizations to collect and analyze biological, geographic and socio-economic data relevant to local resilience needs. Once this data has been acquired or generated and quality-assured, the students and community partner organizations will prepare it for presentation to federal, state and local planning officials, to help ensure that the resilience goals and related concerns identified by our community partners will be fully reflected in future planning by those officials. Upon completion of the course, students will better understand the challenges involved in creating and implementing collaborative, data-informed, multi-stakeholder plans for coastal resilience and ecosystem restoration in today's increasingly climate-disrupted world. Successful completion



of this course will partially fulfill the Analysis and Solutions to Complex Problems coursework requirement within the Undergraduate Major in Sustainable Development

652  
Schmerhorn  
Hall

Term	Section	Call Number	Instructor	Times/ Location
Fall 2024	001	11167	Paul Gallay, Gregory Yetman	W 2:10pm - 4:00pm 609 Hamilton Hall
Fall 2024	001	11167	Paul Gallay, Gregory Yetman	M 4:10pm - 5:25pm 337 Seeley W. Mudd Building

### **SDEV GU4660 Biodiversity and the Climate Crisis. 3.00 Points.**

The ‘twin crises’ of biodiversity and climate change are inextricably linked. Biodiversity, much like climate, is a fundamental characteristic of our Earth system and includes not only individual plant, animal, and microbial species, but also their ecological interactions at local, regional, and global scales. Climate change is exacerbating biodiversity loss, which further reduces ecosystem resilience and efficiency, jeopardizing the delivery of services essential to human well-being such as water purification, flood control, soil fertility, pollination and seed dispersal, temperature moderation, direct material and non-material benefits, carbon sequestration, control of non-indigenous species, and regulation of zoonotic diseases. In this course we will use a combination of lectures, student-led discussions, and research papers to explore these interconnections, focusing on food security, habitat types, tipping points, equity, and how biodiversity can both support and be affected by climate mitigation and adaption strategies

Term	Section	Call Number	Instructor	Times/ Location
Spring 2025	001	18238	Jenna Lawrence	M 4:10pm - 6:00pm 607 Hamilton Hall

### **SDEV GU4670 ENVIRONMENTAL JUSTICE: A LEGAL FRAMEWORK FOR ADVOCACY. 3.00 Points.**

The primary goals of environmental justice advocacy are to ensure the equitable treatment and meaningful participation of historically impacted communities in environmental and climate related matters. The movement is deeply rooted in civil rights, human rights, and environmental law. In this course, we will explore the legal framework that advances environmental justice on the local, state, and federal levels. Our course will also explore the interdependent relationship between environmental justice and sustainability. Students will take a hands-on approach to environmental justice and will develop key advocacy skills that practitioners use for the communities that they serve. This course will engage students in a critical analysis of existing environmental justice issues to develop a holistic approach for more effective advocacy

Term	Section	Call Number	Instructor	Times/ Location
Spring 2025	001	11693	Christine Appah-Gyamfi	F 12:00pm - 2:00pm

### **SDEV GU4680 Climate and Sustainable Water Systems. 3.00 Points.**

Sustainable water supply, essential for life, is complex and challenging, particularly in the context of climate change. Changing climate affects the availability and quality of water globally. In turn, human use of water produces greenhouse gasses (GHGs) that further exacerbate climate change. Spanning global and individual scale, this course will examine changing interactions of climate and water, implications for human water supply, and steps toward greater sustainability. Part 1 of the course establishes baseline understanding of natural and human water systems in the context of climate change. What it takes to transform water from its source to “fit-for-purpose” water for domestic, commercial, industrial, and agricultural uses will be examined. The implications of climate change for water systems and the impacts of water development on climate change will also be assessed. The growing challenges of water security, water quality, and water affordability/accessibility will be considered, along with institutional models for water delivery. Part 2 will delve into pathways toward more sustainable water supplies, with emphasis on safe and affordable drinking water. Means of adaptation and resilience will be explored, from evolving human uses to optimizing water storage and delivery. Throughout Part 2, case studies will bring concepts to reality, engaging students in further exploring strategies and actions to address crucial issues for water sustainability. Practicing leaders from the water field will bring real-world perspectives as guest speakers, sharing direct experience with a specific problem, and engaging with the class in a broader discussion of the issues, led by the instructor

Term	Section	Call Number	Instructor	Times/ Location
Spring 2025	001	18044	Cynthia Paulson	W 2:10pm - 4:00pm Bwy Alfred Lerner Hall

## **OF RELATED INTEREST**

### **Analysis of Climate and Earth Systems**

EESC BC3017	ENVIRONMENTAL DATA ANALYSIS
EESC GU4008	Introduction to Atmospheric Science
EESC GU4917	THE EARTH/HUMAN INTERACTIONS
EESC GR6901	Research Computing for the Earth Sciences

### **Disasters and Health**

ANTH V3924	Anthropology and Disaster
ANTH V3971	
INAF U6760	Managing Risk in Natural and Other Disasters

### **Economics**

ECON UN2257	THE GLOBAL ECONOMY
ECON BC3029	EMPIRICAL APPROACHES DEVLPMNT
ECON UN3211	INTERMEDIATE MICROECONOMICS
ECON UN3213	INTERMEDIATE MACROECONOMICS
ECON GU4301	ECONOMIC GROWTH # DEVELOPMNT I
ECON GU4370	POLITICAL ECONOMY
ECON GU4500	INTERNATIONAL TRADE
ECON G4527	Economic Organization and Development of China
ECON W4625	Economics of the Environment
SUMA PS4190	ECONOMICS OF SUSTAINABILITY MANAGEMENT

**Energy and Engineering**

ANTH V3872	From Physics Labs to Oil Futures: Social Studies of Energy
INAF U6242	Energy Policy
INAF U8778	Distributed Energy Economics, Technology, and Policy
EAEE E3103	ENERGY, MINERALS, MATERIALS SYST

CIEE E4252

EAEE E4001	INDUST ECOLOGY-EARTH RESOURCES
EAEE E3900	UNDERGRAD RES- ENVIRONMTL ENGIN

**Food, Health and Ecology**

EEEB UN3087	CONSERVATION BIOLOGY
EEEB W4122	Fundamentals of Ecology and Evolution
EEEB GU4260	FOOD, ECOLOGY # GLOBALIZATION
HSPB W3950	Social History of American Public Health
PUBH GU4200	Environment, Health, and Justice: Concepts and Practice
SOCI V2230	Food and the Social Order
SUMA PS4235	The Science of Urban Ecology

SUMA PS 5030 Hungry City Workshop

**Law, Policy and Human Rights**

EEEB GU4321	HUM NATURE:DNA,RACE # IDENTITY
EEEB GU4700	RACE:TANGLED HIST-BIOL CONCEPT
ENVP U6236	Origins of Environmental Law: Regulation & Evolution
HIST W4400	Americans and the Natural World, 1800 to the Present
HRTS UN3001	INTRODUCTION TO HUMAN RIGHTS
HRTS BC3850	HUMAN RIGHTS # PUBLIC HEALTH

POLS BC3805	*Colloquium on International Organization
INAF U4545	Contemporary Diplomacy
INAF U6243	International Environmental Policy
JWST G4610	Environment and Sustainability in Israel â€œ Between the Local and the Regional
SCNC W3010	
SDEV UN3310	ETHICS OF SUSTAINABLE DEVPT
SDEV GU4350	PUBLIC LANDS IN THE AMERICAN WEST
SOCI UN3020	Social Statistics
SOCI UN3235	SOCIAL MOVEMENTS
SOCI UN3324	Global Urbanism
SOCI UN3960	SEMINAR - PROBLEMS OF LAW # SOCIETY
POLS V3212	Environmental Politics
REGN U6639	Gender and Development in Southeast Asia
POLS UN3604	War, Peace, and International Interventions in Africa
POLS UN3690	International Law
CGTH UN3402	YOUTH-INTERCONNECTED WRLD

**Urban Studies/Urbanization**

URBS V3200	Spatial Analysis: GIS Methods and Urban Case Studies
URBS UN3565	Cities in Developing Countries: Problems and Prospects
PLAN A4579	Introduction to Environmental Planning

SUMA PS4130 Sustainable Cities

SUMA PS4330 Disaster Risk Management and Sustainable  
Urban ResilienceSUMA PS4490 Women in Cities: Integrating Needs, Rights,  
Access and Opportunity into Sustainable Urban Design,  
Planning and Management**Waste Management and Pollution**

EAEE E4009	GIS- RES, ENVIR, INFRASTRUCTR MGT
EAEE E4150	AIR POLLUTION PREVENTION/CONTR
EAEE E4160	SOLID # HAZARDOUS WASTE MGMT
EAEE E4257	ENVIR DATA ANALYSIS # MODELING
EESC BC3033	Waste Management

CIEE E3255

**Water**

EAEE E4350	PLANNG/MGT-URBAN HYDROLGC SYST
EEEB W4110	Coastal and Estuarine Ecology

EEEB GU4195	MARINE CONSERVATION ECOLOGY
ECIA W4100	MGMT # DEVPT OF WATER SYSTEMS
CIEE E3250	
CIEE E4163	
SDEV GU4050	US WATER # ENERGY POLICY
SUMA PS4145	Science of Sustainable Water

## URBAN STUDIES

The Urban Studies is housed at Barnard College, with Columbia History Professor Amy Chazkel providing advising for Columbia College students. All information on these Bulletin pages feeds from the information on the Barnard Course Catalogue.

[Urban Studies at Columbia](#)

Columbia Adviser: Prof. Amy Chazkel; [ac2227@columbia.edu](mailto:ac2227@columbia.edu)

713 Milstein Learning Center  
212-854-4073 | [urbanstudies@barnard.edu](mailto:urbanstudies@barnard.edu)

**Department Assistant:** Valerie Coates | [vcoates@barnard.edu](mailto:vcoates@barnard.edu)

### THE FIELD OF URBAN STUDIES

The Barnard–Columbia Urban Studies program enables students to explore and understand the dynamics of cities and urbanization. Students engage the city as an amalgam of social, spatial, historical, cultural, and environmental phenomena. Students study the evolution of urban forms and social structures, which create opportunities and constraints for the exercise of human agency. They examine the city in different historical and comparative contexts, as well as in the human imagination.

Majors build an intellectual foundation that combines broad, interdisciplinary coursework and in-depth focus on a particular sub-field. The core courses expose students to the diversity of urban studies as a field, while the methods and Junior Seminar requirements introduce them to the challenge of doing original research. This prepares them for their independent senior thesis project, undertaken over the entirety of their final 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:

- Describe and explain urban phenomena and relations from multiple theoretical and methodological perspectives.

- Identify and analyze diverse urban issues and problems, including their complex causes and the systems that frame their potential resolution.
- Evaluate approaches to collecting and analyzing diverse empirical data about cities.
- Design and conduct research on a particular urban issue or problem, including developing and defending a research question, conducting original research, considering its risks to subjects, analyzing data using recognized techniques, and interpreting results.
- Develop an extensive, clear, and carefully argued piece of writing.

### STUDENT ADVISING

#### Advising Resources

- Prospective Columbia College majors should consult with **Amy Chazkel**, Bernard Hirschhorn Associate Professor of Urban Studies
- Prospective General Studies majors should consult with **Aaron Passell**, Associate Director of Urban Studies.
- Please send email to [urbanstudies@barnard.edu](mailto:urbanstudies@barnard.edu) to subscribe to the Urban Studies listserv.
- Urban Studies hosts Program Planning meetings in the Fall and Spring semesters and an Open House for prospective and current majors. Scheduling information for these events is disseminated via the listserv.

### GUIDANCE FOR FIRST-YEAR STUDENTS

URBS UN1515 INTRODUCTION TO URBAN STUDIES is recommended for first-year students who are considering or would like to explore a major in Urban Studies.

### COURSEWORK TAKEN OUTSIDE OF BARNARD

#### Advanced Placement Credit

- Urban Studies does not offer course exemptions for Advanced Placement or other exam scores.

#### Columbia College Courses

- Courses may be taken at Columbia College or Barnard College to fulfill major requirements.

#### Transfer Credit

- When students transfer to Barnard from other institutions, their coursework is first evaluated for college elective credit by the Registrar's Office. If approved, departments can consider these courses for credit toward the major or minor.
- There is no fixed maximum number of credits that transfer students may apply to the Urban Studies major, as long as

the majority of major requirements are fulfilled at Barnard/Columbia.

Students should present course descriptions, syllabi, and proposals to count transfer credits toward major requirements to the Director for approval.

## Study Abroad Credit

- Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Global Engagement) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus.
- Classes taken abroad through other institutions or programs are treated as transfer credit and are subject to the same policies as other transfer courses. Accordingly, there will be a limit on the number of study abroad courses that can be counted toward the major or minor.
- To receive credit toward the major or minor for a study abroad course (whether taken through a Columbia program or another institution/program), students must submit a Study Abroad Approval form through Slate and obtain the approval of the Chair or departmental representative.
- Urban Studies majors can generally count two to three courses taken in a recognized abroad program toward major requirements. Students should present course descriptions, syllabi, and proposals to count abroad credits toward major requirements to the Director for approval before going abroad.

## Summer Credit

- Summer courses at Barnard are equivalent to those taken during the academic year. Courses that have been approved for the fulfillment of departmental requirements will automatically count toward the major.
- Courses taken at other institutions (including Columbia) are considered transfer credit and are subject to the same policies governing other transfer courses. To receive credit for a summer course taken at another institution, students must submit a Summer Course form through Slate and have it approved by both the Registrar's Office and the Chair or department representative.
- Urban Studies students should present course descriptions, syllabi, and proposals to count summer credits toward major requirements to the Director for approval, preferably before taking summer courses.

## SENIOR CAPSTONE PROJECT

### The Senior Capstone Project

- All Urban Studies majors are required to complete a senior thesis. Most do so within the year-long course URBS UN3992 URBAN STUDIES SENIOR SEMINAR and URBS UN3993 URBAN STUDIES SENIOR SEMINAR.
- Those graduating off-cycle (and other in specific circumstances) may complete the thesis requirement

using two advanced seminars, usually in their area of specialization (in place of the Senior Seminar), and submit two expanded essays (20-25 pages) from those courses (in place of the thesis).

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### Associate Director

Aaron Passell (Lecturer, Urban Studies)

### Associate Professor

Gergely Baics (History and Urban Studies)

### Assistant Professors

Amelia Simone Herbert (Education and Urban Studies)

Maricarmen Hernández (Sociology and Urban Studies)

Angela Simms (Sociology and Urban Studies)

Nick R. Smith (Architecture and Urban Studies)

### Term Assistant Professors

Christian Siener (Urban Studies)

Adreina Torres Angarita (Urban Studies)

### Affiliated Faculty

Fatima Koli, Associate Director, Empirical Reasoning Center (Barnard)

Mary Rocco, Director, Office of Community Engagement & Inclusion (Barnard)

### Advisory Committee

Thea Abu El-Haj, Professor, Education Program Director/Chair

Elizabeth S. Blackmar, Professor of History (Columbia)

Merlin Chowkwanyun, Assistant Professor of Sociomedical Sciences (Columbia)

Karen Fairbanks, Ann Whitney Olin Professor of Professional Practice in Architecture

Catherine Fennell, Assistant Professor of Anthropology (Columbia)

Ester R. Fuchs, Professor of Public Affairs and Political Science (Columbia)

Kenneth T. Jackson, Professor of History (Columbia)

Brian Larkin, Professor of Anthropology

Eduardo Moncada, Associate Professor of Political Science

Maria Rivera Maulucci, Professor of Education

Jose C. Moya, Professor of History

Randall Reback, Professor of Economics



Samuel K. Roberts, Associate Professor of History and Sociomedical Sciences  
 Martin Stute, Professor of Environmental Science  
 David Weiman, Professor of Economics  
 Weiping Wu, Professor of Urban Planning and Director of Urban Planning Program (Columbia)

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## MAJOR IN URBAN STUDIES

A minimum of 42 credits is required to complete the Urban Studies major. The major in Urban Studies is comprised of seven curricular requirements:

### Requirement U: Introduction to Urban Studies (1 course)

URBS UN1515 INTRODUCTION TO URBAN STUDIES

### 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. For students declaring a major in Urban Studies after Spring 2018, one of the three courses *must* be History.

Each course should be chosen from the following disciplines: Anthropology, Economics, History, Political Science, Public Health, Sociology, or Urban Studies and be focused on urban issues. The three courses must be selected from three separate disciplines and they must appear on the Urban Studies approved list to fulfill the 'A' requirement for the major (if a course does not appear on the list that you believe should, please contact the Associate Director). Each course should also be taken with a different professor (i.e. you may not use two courses with the same professor to fulfill two of your A requirements). We recommend that you complete at least two of your three 'A' courses before taking the Junior Seminar, but this is not a hard requirement.

### 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 UN2200. Methods courses in related disciplines will also be considered for the requirement. Please consult the [program website](#) or the Associate Director

### 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 website, [urban.barnard.edu](http://urban.barnard.edu).

### Requirement E: Junior Seminar (1 course)

We recommend that you complete at least two of your three 'A' courses before taking the Junior Seminar, but this is not a hard requirement.

#### URBS UN3545 JUNIOR SEMINAR IN URBAN STUDIES

Multiple sections of this course are taught each semester by various faculty on different topics. For more information, please consult the [program website](#) or the Associate Director.

### Requirement F: Senior Seminar (2 courses)

An original senior thesis written in conjunction with a two-semester research seminar on a topic of your choice.

URBS UN3992 URBAN STUDIES SENIOR SEMINAR  
 URBS UN3993 URBAN STUDIES SENIOR SEMINAR

Students who, for some reason, will not be able to complete the Fall-Spring Senior Seminar sequence should consult with the Associate Director about alternatives.

### Other Important Information

A complete list and courses that fulfill requirements A–E can be found on the program's website, [urban.barnard.edu](http://urban.barnard.edu).

Appropriate substitutions may be made for courses listed above with the approval of the Associate Director.

### Minor and Concentration

There is no minor in Urban Studies.

There is no concentration in Urban Studies.

**The Urban Studies is housed at Barnard College, with Columbia History Professor Amy Chazkel providing advising for Columbia College students. All information on these Bulletin pages feeds from the information on the Barnard Course Catalogue.**

**URBS UN1515 INTRODUCTION TO URBAN STUDIES. 3.00 points.**

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 2024: URBS UN1515**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 1515 001/00333		M W 1:10pm - 2:25pm 418 Barnard Hall	Andreina Torres Angarita	3.00	63/60
URBS 1515 002/00334		T Th 11:40am - 12:55pm L1002 Milstein Center	Aaron Passell	3.00	70/80

**Spring 2025: URBS UN1515**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 1515 001/00439		M W 1:10pm - 2:25pm 323 Milbank Hall	Andreina Torres Angarita	3.00	58/60

**URBS UN2520 INTRODUCTION TO URBAN PLANNING. 3.00 points.**

This course is a basic introduction to the field and practice of urban planning in the United States. The course will focus on key concepts in planning history, theory, and practice, including the various conflicts and dilemmas planners face, stakeholders involved in urban planning, and the tools and methods that planners use to address challenges in the built environment. The core questions that this class will return to throughout the semester are: How does planning take place, and whose interest(s) does planning serve? How does planning (re)produce social inequities? Planning is often framed as a technical

exercise to rationalize the built environment and create more “livable” cities. However, planning is not value-neutral. As we will examine throughout the course of the semester, power relations fundamentally shape the planning profession, and planning decisions have contributed to racial, economic, and gender inequalities and spatial segregation in cities throughout the United States. We will also explore debates about how to encourage more inclusive cities and engage in more ethical planning practice. The course is divided into six sections. In Part I, we will explore foundational concepts in urban planning, such as how previous scholars have defined urban planning and urban space. In Part II, we will explore the historical context in which the planning profession emerged and key moments in planning history. In Part III, we will examine normative models of planning, or how the planning profession conceives of itself. In Part IV, we will learn about the different technical tools that planners use to regulate urban development and key debates surrounding these tools. In Part V, we will interrogate the role of the planner, the role of power relations in planning, and how planning decisions have resulted in racial, class, and gender exclusion in the built environment. In Part VI, we will contemplate future directions in planning

**Spring 2025: URBS UN2520**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 2520 001/00444		M W 2:40pm - 3:55pm 202 Milbank Hall	Noah Allison	3.00	27/30

**URBS UN3308 INTRO TO URBAN ETHNOGRAPHIES. 3.00 points.**

What is ethnography and what makes ethnography “urban”? This course explores how social scientists use ethnography to analyze questions and dilemmas often associated with urban settings. We will combine close readings of ethnographies with field-based inquiry, including our own studies of urban public space. Through both our readings and our field exercises, we will focus on the methods at the heart of ethnography: observation and participant-observation. As we read other scholars’ work, we will ask how the author uses ethnographic tools to explore issues that are suitable for intensive fieldwork. We will assess which kinds of research problems and theoretical perspectives are a good fit with ethnography and the roles that ethnography can play in transdisciplinary research projects. You will apply what you have learned about research to design your own pilot fieldwork. The ethnographies that we read together will examine intersections of housing, race, and class in urban communities. You are welcome to extend this focus to your own fieldwork, but it’s not required to do so. This is a writing-intensive course, and we will devote a considerable portion of class time to workshop your individual projects

**Fall 2024: URBS UN3308**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3308 001/00336		T 2:10pm - 4:00pm 119 Milstein Center	Amelia Herbert	3.00	14/20

### URBS UN3310 RACE. SPACE, URB SCHOOLS. 3.00 points.

Many people don't think of themselves as having attended segregated schools. And yet, most of us went to schools attended primarily by people who looked very much like us. In fact, schools have become more segregated over the past 30 years, even as the country becomes increasingly multiracial. In this class, we will use public schools as an example to examine the role race plays in shaping urban spaces and institutions. We will begin by unpacking the concept of racialization, or the process by which a person, place, phenomenon, or characteristic becomes associated with a certain race. Then, we will explore the following questions: What are the connections between city schools and their local contexts? What does it mean to be a "neighborhood school"? How do changes in neighborhoods change schools? We will use ethnographies, narrative non-fiction, and educational research to explore these questions from a variety of perspectives. You will apply what you have learned to your own experiences and to current debates over urban policies and public schools. This course will extend your understanding of key anthropological and sociological perspectives on urban inequality in the United States, as well as introduce you to critical theory

#### Fall 2024: URBS UN3310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3310 001/00410		W 2:10pm - 4:00pm LI001 Milstein Center	Amelia Herbert	3.00	33/40

#### Spring 2025: URBS UN3310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3310 001/00492		Th 4:10pm - 6:00pm LI001 Milstein Center	Fawziah Qadir	3.00	51/48

### URBS UN3315 METROPOLITICS OF RACE # PLACE. 3.00 points.

This class explores how racism and racialized capitalism and politics shape the distribution of material resources among cities and suburbs in metropolitan areas and the racial and ethnic groups residing in them. Readings and discussion focus on the history of metropolitan area expansion and economic development, as well as contemporary social processes shaping racial and ethnic groups' access to high-quality public goods and private amenities. We address racial and ethnic groups' evolving political agendas in today's increasingly market-driven socio-political context, noting the roles of residents; federal, state, and local governments; market institutions and actors; urban planners, activist organizations, foundations, and social scientists, among others. Here is a sample of specific topics: race/ethnicity and who "belongs" in what "place;" inequitable government and market investment across racial and ethnic communities over time and "sedimentation effects" (for example, the "redlining" of Black communities leading to their inability to access loan and credit markets and the resulting wealth gap between Blacks and Whites);

gentrification processes; creating sufficient, sustainable tax bases; and suburban sprawl. Assignments will include two short response papers, mid-term and final exams, and another project to be determined

#### Spring 2025: URBS UN3315

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3315 001/00753		T Th 2:40pm - 3:55pm 323 Milbank Hall	Angela Simms	3.00	38/45

### URBS UN3351 URBAN ELSEWHERE: EXPLORING A WORLD OF CITIES. 4.00 points.

We live in an increasingly urbanized world. But what does it mean to be "urban"? As urbanization reaches more corners of the globe, its forms and processes become increasingly diverse. Urban Elsewheres is dedicated to investigating this diversity and to exploring the implications that unfamiliar urban phenomena might have for how we understand urbanization—both elsewhere in the world and in our own backyards. Through a comparative engagement with case studies drawn from around the world, this course will challenge some of our most deeply held, common sense assumptions about urbanization. Students will be asked to stretch the conceptual limits of urbanization and explore the social and political possibilities of an expanded urbanism. In doing so, the course will engage with the many of the most heated theoretical debates about urbanization, equipping students with a set of comparative analytical tools with which to explore the wider field of urban studies

#### Spring 2025: URBS UN3351

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3351 001/00445		M W 2:40pm - 3:55pm 418 Barnard Hall	Nick Smith	4.00	56/60

### URBS UN3420 INTRODUCTION URBAN SOCIOLOGY. 3.00 points.

Prerequisites: Students must attend first class.

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 2025: URBS UN3420

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3420 001/00449		T Th 11:40am - 12:55pm 152 Horace Mann Hall	Aaron Passell	3.00	20/24

### URBS UN3450 NEIGHBORHOOD # COMMUNITY DVLP. 3.00 points.

New York City is made up of more than 400 neighborhoods. The concept of neighborhoods in cities has had many meanings and understandings over time. Equally complex is the concept



of community used to describe the people attached to or defined by neighborhood. While neighborhood can be interpreted as a spatial, social, political, racial, ethnic, or even, economic unit; community often refers to the group of stakeholders (i.e. residents, workers, investors) whose interests directly align with the conditions of their environment. Community development is “a process where these community members come together to take collective action and generate solutions to common problems” that result from the changing contexts in their neighborhoods. Using a variety of theories and approaches, residents organize themselves or work with community development practitioners on the ground to obtain safe, affordable housing, improve the public realm, build wealth, get heard politically, develop human capital, and connect to metropolitan labor and housing markets. To address the ever-changing contexts of neighborhoods, community development organizations are taking on new roles and adapting (in various cases) to larger forces within the city, region and nation such as disinvestment, reinvestment, increased cultural diversity, an uncertain macroeconomic environment, and changes in federal policy. For more than a century, city-dwellers—and especially New Yorkers—have been tackling these challenges. This course will examine both historic and contemporary community building and development efforts, paying special attention to approaches which were shaped by New York City. This urban center, often described as a “city of neighborhoods,” has long been a seedbed for community-based problem-solving inventions. The course will focus on the theories (why?), tools (how?), and actors (who?) within the field of community development practice and is organized around important sectors (housing, econom

#### Fall 2024: URBS UN3450

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3450	001/00337	M W 2:40pm - 3:55pm 203 Diana Center	Noah Allison	3.00	20/30

#### **URBS UN3451 URBAN ENVIRONMENTAL JUSTICE: GENDER, RACE, CLASS AND THE ENVIRONMENT. 3.00 points.**

In this course we will explore urban environmental inequalities through the lens of environmental justice. The concept of environmental justice has risen in prominence in the language of environmental activism, politics, and policymaking. Informed by critical studies of the environment, we will address the broad question of why, for some, the environment is representational of a healthy lifestyle and source of prosperity, while for others it is a source of risk and harm. Our course of study invites students to critically analyze environmental justice case studies and to develop an understanding of the complex relationships among urban populations and the social, political, and economic processes that lead to environmental inequality. We will also explore how racism is foundational to environmental exploitation and consider why global struggles for racial justice are crucial for protecting both people and the earth. We will pay particular attention to how environmental health inequalities are linked to race, class, gender, and nation.

Drawing from academic texts, films, and photo essays we will explore how urban planning and economic development policies create environmental inequalities in the US and globally

#### Spring 2025: URBS UN3451

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3451	001/00780	T Th 6:10pm - 7:25pm 302 Barnard Hall	Maricarmen Hernandez	3.00	20/30

#### **URBS UN3452 HOUSING POLICY IN THE UNITED STATES. 4.00 points.**

How should we define housing? As a concept, housing is both simple and complex. As a physical concept, housing provides shelter, and it is durable and visible. Yet, housing is more than just its physical components. As a social concept, housing is a clear insignia of social status and can be an investment vehicle to accumulate and hoard wealth. Additionally, housing (and housing policy) both amplifies and reinforces larger patterns of racial and economic bias witnessed in wider society. This course examines the institutional, economic, regulatory, and political factors that affect the production, subsidization, and siting of housing in the United States. We will trace the varied policy approaches that local, state, and federal governments have leveraged to deliver affordable housing over time. Throughout the course, we will pay particular attention to how U.S. housing policy historically is built on a segregationist ideology, often linking the presence of non-white and low-income households with neighborhood instability and as a threat to stable property values. We will also explore the various approaches that the public sector has pursued to attempt to undo the racially segregated housing market of its own making. The course is divided into three sections. Part I reviews how previous scholars have defined housing, provides a brief introduction to housing policy history, and introduces the basics of supply and demand in housing markets and housing finance. Part II examines various approaches to provide affordable housing at the federal, state, and local level and how these approaches have evolved over time. Part III examines contemporary housing policy debates. Since this class is an upper-level seminar, students should expect to read about 150 pages of reading per week and to listen to a podcast or watch a select movie on specific weeks. Students will be expected to complete all of the assigned readings before class. Class time primarily will be devoted to class discussions, so students should plan to formulate thoughts about the readings before class and to participate actively in class discussions each week

#### **URBS UN3480 From Homelessness to Foreclosure: NYC Geographies of Shelter and Home. 4 points.**

This course will examine the social, political, and economic elements that have aligned in New York City to produce the most expansive infrastructure of homeless shelters in the United States, as well as ongoing changes in the city’s homeless policy since the housing foreclosure crisis. While we will focus primarily on the past 30 to 40 years in New York City, we



will consider the history of homelessness and housing in the United States since the Great Depression. Major themes will include criminalization, origin myths, and representations of people who are experiencing homelessness. Key questions will include: In what ways is the current geography of homelessness the result of historical patterns of racism and discrimination? How does studying homelessness provide insight into the ways urban spaces are made? Why have shelters become the primary public response to homelessness in New York? How are race and gender central to the project of building a shelter infrastructure in New York? How are shelters experienced by those living in them? What are some of the ways people living in shelters organize to advocate for their rights and to resist mainstream representations?

**URBS UN3545 JUNIOR SEMINAR IN URBAN STUDIES.**  
**4.00 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.

Prerequisites: Non-majors admitted by permission of instructor. Students must attend first class. Enrollment limited to 16 students per section. Introduction to the historical process and social consequences of urban growth, from the middle of the nineteenth century to the present

Fall 2024: URBS UN3545

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3545 001/00338		T 4:10pm - 6:00pm 307 Milbank Hall	Nick Smith	4.00	15/16
URBS 3545 002/00339		T 4:10pm - 6:00pm 214 Milbank Hall	Angela Simms	4.00	15/16

**URBS UN3992 URBAN STUDIES SENIOR SEMINAR.**  
**4.00 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.

Prerequisites: Senior standing. 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 2024: URBS UN3992

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3992 001/00341		W 9:00am - 10:50am 113 Milstein Center	Aaron Passell	4.00	13/12
URBS 3992 002/00342		W 9:00am - 10:50am 325 Milbank Hall	Noah Allison	4.00	10/12
URBS 3992 003/00343		W 9:00am - 10:50am	Christian Siener	4.00	13/12

501 Diana Center

URBS 3992 004/00344	W 9:00am - 10:50am 306 Milbank Hall	Andreina Torres Angarita	4.00	12/12
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## Cross-listed Courses

**ARCH UN3502 URBANIZING CHINA. 4 points.**

This course investigates the dramatic urban transformation that has taken place in mainland China over the last four decades. The speed and scale of this transformation have produced emergent new lifeways, settlement patterns, and land uses that increasingly blur the distinction between urban and rural areas. At the same time, Chinese society is still characterized by rigid, administrative divisions between the nation's urban and rural sectors, with profound consequences for people's lives and livelihoods. The course therefore examines the intersection between the rapid transformation of China's built environment and the glacial transformation of its administrative categories. We will take an interdisciplinary approach to this investigation, using perspectives from architecture, history, geography, political science, anthropology, urban planning, and cultural studies, among other disciplines.

The course is divided into two parts: Over the first five weeks, we will consider the historical context of China's urbanization and its urban-rural relations, including the imperial, colonial, and socialist periods, as well as the current period of reform. In the remainder of the semester, we will turn our focus to contemporary processes of urbanization, with a particular emphasis on the complex interrelationship between urban and rural China. This portion of the semester is organized into three two-week units on land and planning, housing and demolition, and citizenship and personhood.

Fall 2024: ARCH UN3502

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3502	001/00566	T Th 10:10am - 11:25am 203 Diana Center	Nick Smith	4	20/30

**ARCH GU4300 The Just City: Global Debates in Urban Planning and Policy. 4.00 points.**

Urbanization is inherently unequal, inscribing social, economic, environmental, and political unevenness into the spatial fabric of the city. But the distribution of such inequality is not inevitable. Urbanization is a product of the collective decisions we make (or choose not to make) in response to the shared challenges we face in our cities. And, thus, the patterns of urbanization can be changed. This is the task of urban planning and the starting point for this advanced seminar, which asks how we can reshape our cities to be more just—to alleviate inequality rather than compound it. In embarking on this effort, we face numerous “wicked” problems without clear-cut solutions. The approaches one takes in addressing urban inequality are therefore fundamentally normative—they are shaped by one's place in the world and one's view of it. The central challenge in addressing inequality is thus establishing a

basis for collective action amongst diverse actors with differing—and sometimes conflicting—values and views. In other words, planning the just city a matter of both empathy and debate. In this course, we will endeavor to develop informed positions that can help us engage with others as a basis for taking collective action. The course is organized into four 3-week modules, each of which addresses a dimension of the just city: equity, democracy, diversity, and sustainability. In the first week of each module, we will discuss how the issue has been understood in history and theory (with an emphasis on tradeoffs between different priorities and values); in the second week, we will apply this discussion to a global case study prepared and presented by a team of students; and in the third week, we will hold an in-class debate to determine what should be done. Specific case studies vary each year

**Spring 2025: ARCH GU4300**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 4300	001/00833	W 4:10pm - 6:00pm	Nick Smith	4.00	11/16
		502 Diana Center			

**HIST UN1786 History of the City in Latin America. 4.00 points.**

This course covers the historical development of cities in Latin America. Readings, lectures, and discussion sections will examine the concentration of people in commercial and political centers from the beginnings of European colonization in the fifteenth century to the present day and will introduce contrasting approaches to the study of urban culture, politics, society, and the built environment. Central themes include the reciprocal relationships between growing urban areas and the countryside; changing power dynamics in modern Latin America, especially as they impacted the lives of cities' nonelite majority populations; the legalities and politics of urban space; planned versus unplanned cities and the rise of informal economies; the way changing legal and political rights regimes have affected urban life; and the constant tension between tradition and progress through which urban society was formed. There are no prerequisites for this course. Attendance at weekly Discussion Sections required

**Fall 2024: HIST UN1786**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1786	001/10362	M W 10:10am - 11:25am 602 Hamilton Hall	Amy Chazkel	4.00	32/70
HIST 1786	AU1/20952	M W 10:10am - 11:25am Othr Other	Amy Chazkel	4.00	5/5

**HIST UN2689 COLONIAL CITIES OF THE AMERICAS. 4.00 points.**

This course examines the history of cities in the Americas in the colonial era, c. 1500-1800, organized around three large themes. First, we study the precolonial origins of American urban systems, focusing especially on Mesoamerica and the Andes, and exploring questions of urban continuity, disruption and change, and the forms of indigenous cities. Second, we

study various patterns of city foundations and city types across the Americas, examining Spanish, Portuguese, British, Dutch and French colonial urban systems. Third, we focus on the cities more closely by looking at key issues such as urban form, built environment, social structure. Specific themes include a critical analysis of the Spanish colonial grid, the baroque city, and 18th-century urban reforms, as well as race and class, urban slavery, and urban disease environments.

**Spring 2025: HIST UN2689**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2689	001/00150	T Th 10:10am - 11:25am 405 Milbank Hall	Caterina Pizzigoni, Gergely Baics	4.00	34/70
HIST 2689	AU1/20574	T Th 10:10am - 11:25am Othr Other	Caterina Pizzigoni, Gergely Baics	4.00	6/6

**HIST UN3277 History of Urban Crime and Policing in Latin America in Global Perspective. 4 points.**

This seminar will examine the social construction of criminality and the institutions that developed to impose and enforce the criminal law as reflections of Latin American society throughout the region's history, with a particular emphasis on the rise of police forces as the principal means of day-to-day urban governance. Topics include policing and urban slavery; policing the urban "underworld"; the changing cultural importance of police in urban popular culture; the growth of scientific policing methods, along with modern criminology and eugenics; policing and the enforcement of gender norms in urban public spaces; the role of urban policing in the rise of military governments in the twentieth century; organized crime; transitional justice and the contemporary question of the rule of law; and the transnational movement of ideas about and innovations in policing practice. In our readings and class discussions over the course of the semester, we will trace how professionalized, modern police forces took shape in cities across the region over time. This course actually begins, however, in the colonial period before there was anything that we would recognize as a modern, uniformed, state-run police force. We will thus have a broad perspective from which to analyze critically the role of police in the development of Latin American urban societies—in other words, to see the police in the contemporary era as contingent on complex historical processes, which we will seek to understand.

**HIST GU4012 HISTORY OF THE CITY IN LATIN AMERICA. 4.00 points.**

This course covers the historical development of cities in Latin America. Readings examine the concentration of people in commercial and political centers from the beginnings of European colonization in the sixteenth century to the present day and will introduce contrasting approaches to the study of urban culture, politics, society, and the built environment. Central themes include the reciprocal relationships between growing urban areas and the countryside; cities as sites

of imperial power and their post-colonial role in nation-building; changing power dynamics in modern Latin America, especially as they impacted the lives of cities' nonelite majority populations; the legalities and politics of urban space; the complexity and historical development of urban segregation; the rise of informal economies; and the constant tension between tradition and progress through which urban societies have formed. Reading knowledge of Spanish and/or Portuguese will be helpful but is not required. Open to both undergraduate and graduate students; graduate students will be given additional reading and writing assignments

## VISUAL ARTS

### THE VISUAL ARTS DEPARTMENT:

Department website: <http://arts.columbia.edu/visual-arts>

Office location: 310 Dodge Hall Office contact: 212-854-4065, [visualarts@columbia.edu](mailto:visualarts@columbia.edu)

**Director of Undergraduate Studies:** Sable Elyse Smith, [ss5501@columbia.edu](mailto:ss5501@columbia.edu)

**Undergraduate Administrator:** Calvin Kim, [csk2179@columbia.edu](mailto:csk2179@columbia.edu)

### THE STUDY OF VISUAL ARTS

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, minor, and joint major with the Art History and Archaeology Department.

Courses in which a grade of D has been received do not count toward the major or minor / concentration requirements.

Only the first course a student takes in the department may be taken for a grade of Pass/D/Fail.

### Registration

Undergraduate Visual Arts courses are set as waitlist only. If you are interested in taking a Visual Arts course, please add your name to the waitlist of the course in which you are interested, complete the Google form the program will send you, and attend the first day of the class. Due to the limited size of our classes and often high demand, you will be replaced if you are not present and on time the first two days.

### STUDENT ADVISING

#### Consulting Advisers

- Please contact the DUS via email with any advising questions.

- If you are interested in the Undergraduate Open House please complete this [form](#).

- To view the Visual Arts Major Worksheet please download the form located [here](#).

- To view the Visual Arts Combined Major Worksheet please download the form located [here](#).

- To view the Visual Arts Minor Worksheet please download the form located [here](#).

\*Please note you can access these forms when logged into your CU email address.

### Enrolling in Classes

#### Prerequisites

**Basic Drawing, UN1000 is a prerequisite for:**

Painting I, UN2100

Collage Mixed Media, UN3010

Painting II, UN3101

Painting III, UN3102

Figure Painting, UN3120

**Painting I UN2100 is a prerequisite for:**

Painting II, UN3101

Painting III, UN3102

Figure Painting, UN3120

**Intaglio I UN2420 or Relief I UN2430 is a prerequisite for:**

Drawing Into Print UN3412

Intaglio II, UN3421 (only Intaglio I, UN2420 is pre-req)

Advanced Printmaking UN4400

**Ceramics I UN2200 is a prerequisite for:**

Ceramics II, UN3201

**Sculpture I UN2300 is a prerequisite for:**

Sculpture II, UN3301 (or the Instructor's permission)

Sculpture III, UN3302

Making Without Objects, UN4310

**Silkscreen I UN2440 is a prerequisite for:**

Silkscreen II, UN3441

**Intro to Moving Image UN3500 is a prerequisite for:**

Advanced Moving Image, UN4501

**Departmental approval is required for:**

Senior Thesis I, UN3900

Visiting Critic I, UN3910

**Senior Thesis I, UN3900 is required for:**

Senior Thesis II, UN3901

**Visiting Critic I, UN3910 is required for:**

Visiting Critic II, UN3911

## Preparing for Graduate Study

Contact the DUS to schedule an appointment for advising regarding this process at the end of their sophomore year.

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

Coursework in fulfillment of a major or minor in Visual Arts must be taken at Columbia University unless explicitly noted here and/or expressly permitted by the Director of Undergraduate Studies of the program. Exceptions or substitutions permitted by the Director of Undergraduate Studies should be confirmed in writing by email to the student.

### Advanced Placement

The department does not accept any advanced placement credit toward courses in its curriculum.

### Barnard College Courses

Barnard courses can be considered as transfer credit at the discretion of the Director of Undergraduate Studies.

### Transfer Courses

- When students transfer to Columbia from other institutions, their coursework at their previous institution must first be considered by their school in order to be evaluated for degree credit (e.g., to confirm that the courses will count toward the 124 points of credit that every student is required to complete for the B.A. degree). Only after that degree credit is confirmed, departments may consider whether those courses can also be used to fulfill specific degree requirements toward a major or minor [or special program or concentration].

- No more than 12 points from any other degree-granting institution will be counted as points toward the Visual Arts major. Approval is required by the Director of Undergraduate Studies.

- Please complete the appropriate worksheet (major/ Combined Major/ Concentration) before scheduling a conversation with the DUS.

### Study Abroad Courses

- Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Undergraduate Global Engagement and taught by Columbia instructors) are

treated as Columbia courses, equivalent to those taken on the Morningside Heights campus. If they are not explicitly listed by the department as fulfilling requirements in the major or minor [or special program or concentration], the DUS will need to confirm that they can be used toward requirements in the major/minor.

- Classes taken abroad through other institutions and programs are treated as transfer credit to Columbia, and are subject to the same policies as other transfer courses. There will be a limit on the number of courses taken abroad that can be applied to the major/minor, and they must be approved by the DUS.

### Summer Courses

Summer courses at Columbia are offered through the School of Professional Studies. Courses taken in a Summer Term may be used toward requirements for the major/minor only as articulated in department/institute/center guidelines or by permission of the Director(s) of Undergraduate Studies. More general policies about Summer coursework can be found in the Academic Regulations section of this Bulletin.

## UNDERGRADUATE RESEARCH AND SENIOR THESIS

### Undergraduate Research in Courses

not applicable

### Senior Thesis Coursework and Requirements

Senior Thesis consists of four 2-point classes taken over two semesters and is considered the capstone experience of the Visual Arts major. They are listed in the fall semester as Senior Thesis I (2 points) and Visiting Critic I (2 points), and in the spring semester as Senior Thesis II (2 points) and Visiting Critic II (2 points). Please note that each semester, Senior Thesis and Visiting Critic run concurrently as one class taught by two faculty members. Weekly meetings include group discussions and presentations, one-on-one and group critiques, and field trips.

#### REQUIREMENTS:

##### All applicants must:

- Be either a Visual Arts Major or a Combined Major in Art History and Visual Arts (note: Combined Art History and Visual Arts Majors may only apply for one of the two semesters)

- Be two semesters from completing their undergraduate requirements for graduation. It is strongly advised that majors have completed 18 points of required Visual Arts Program courses before entering Senior Thesis.

- Complete the Visual Arts Portfolio Review.

##### Applicants are asked to demonstrate:



- A commitment to developing your own unique artistic voice.

This should be evident in the selection and quality of work in your presented Portfolio and in your demonstrated ability to synthesize the discrete artistic experiences you have had over the past three years—through classes and otherwise, into something greater than the sum of the parts.

- The ability to evaluate your own artwork, identifying the beginnings of the material, formal, and conceptual interests that make your work your own

- The sense of purpose, enthusiasm and vision needed to successfully embark upon a Senior Thesis in Visual Art.

## Undergraduate Research Outside of Courses

Not applicable

## DEPARTMENT HONORS AND PRIZES

### Department Honors

In March the program receives a list of Seniors that are eligible for Departmental honors. The list is distributed to the Visual Arts full-time faculty and they vote for who the recipients should be based on the quality of their work.

### Academic Prizes

- In December students are notified of the Visual Arts program's ability to nominate three Visual Arts students in their Junior year to apply for Yale's Norfolk summer program. It's a wonderful opportunity to spend a summer immersed in art-making, surrounded by talented peers and supported by dedicated faculty.

Students submit the following for review by the full-time faculty:

- 10 images of your work (with either captions or an Image List that includes Title / Year / Medium / Dimensions or a 30 second video if you time based work. A video showing 2D work will not be considered
- a short statement describing your 'art practice' (200 words maximum)
- a list of all Visual Arts studio classes taken at Columbia, including the current semester. Please list: Course Title, Semester Enrolled and Instructor
- Students must be able to attend the full program

## PROFESSORS

Matthew Buckingham  
Jon Kessler  
Shelly Silver  
Sarah Sze

Rirkrit Tiravanija  
Tomas Vu-Daniel

## ASSOCIATE PROFESSORS

Naeem Mohaiemen

## ASSISTANT PROFESSORS

Daphne Arthur (one-year appointment)  
David Antonio Cruz  
Delphine Fawundu (Director of Graduate Studies)  
Kenny Rivero (one-year appointment)  
Sable Elyse Smith (Director of Undergraduate Studies)

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Program Planning for all Students

- Students who entered Columbia (as first-year students or as transfer students) in or after Fall 2024 may select from a curriculum of majors and minors. The requirements for the Bachelor of Arts degree, and role of majors and minors in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study."

- Students who entered Columbia in or before the 2023-2024 academic year may select from a curriculum of majors and minors and concentrations. The requirements for the Bachelor of Arts degree, and the role of majors and minors in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study.

### Course Numbering Structure

- 1000-level: entry level courses
- 2000-level, intermediate level courses
- 3000-level, advanced level courses
- 4000-level, advanced entry level graduate courses

### Guidance for First-Year Students

Please reach out to our DUS at [ss5501@columbia.edu](mailto:ss5501@columbia.edu) for any advising needs.

### Guidance for Transfer Students

Please reach out to our DUS at [ss5501@columbia.edu](mailto:ss5501@columbia.edu) for any advising needs.

## UNDERGRADUATE PROGRAMS OF STUDY

### Major in Visual Arts

Visual Arts majors require 35 to 36 points. 32 points must be completed within the Visual Arts program consisting of seven 3-point Visual Arts studio courses; two 4-point semesters in the Senior Project; one 3-point Colloquium course and one 3 to 4-point 20th Century Art History course.

Students declare their majors online during the major declaration period in their sophomore year. After meeting with their college academic adviser, students must complete the [majors worksheet](#) and meet with the DUS to secure their signature. Please review the worksheet for detailed information regarding all Visual Arts major requirements. You can only access the worksheet with your Columbia email address.

### Joint Major in Visual Arts and Art History

Visual Arts and Art History combined majors require 46 points. 21 points must be completed within the Visual Arts program consisting of seven 3-point Visual Arts studio courses. 25 points are to be completed within the Art History department consisting of one 4-point Major's Colloquium (AHIS UN3000) and seven 3-point related courses totaling 21 points.

To declare a Visual Arts and Art History joint major students must complete the [joint majors worksheet](#) and meet with the DUS to secure their signature. Please review the worksheet for detailed information regarding all Visual Arts and Art History joint major requirements. You can only access the worksheet with your Columbia email address.

### Minor in Visual Arts

Visual Arts minors require 15 to 16 points. 12 points (four 3-point courses) must be completed within the Visual Arts program and one 3 to 4-point 20th Century Art History course. To declare a Visual Arts minor students must complete the [minor worksheet](#) and meet with the DUS to secure their signature. Please review the worksheet for detailed information. You can only access the worksheet with your Columbia email address.

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

Concentrations are available to students who entered Columbia in or before the 2023-2024 academic year. The requirements for the Bachelor of Arts degree, and the role of the concentration in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study. Concentrations are not available to students who entered Columbia in or after Fall 2024.

### Concentration in Visual Arts

Visual Arts concentrators require 21 to 22 points. 18 points (six 3-point courses) must be completed within the Visual Arts program and one 3 to 4-point 20th Century Art History course. Two of the Visual Arts courses must be Basic Drawing UN1000 or UN1004 and Sculpture I UN2300 or Ceramics I UN2200. Please review the [concentration worksheet](#) for detailed information. You can only access the worksheet with your Columbia email address.

## DRAWING

### VIAR UN1000 BASIC DRAWING. 3.00 points.

(Formerly R1001) The fundamentals of visual vocabulary and handling of drawing materials including charcoal, compressed charcoal, pencil, pen, ink, and brushes. Various conceptual and practical approaches to image-making are explored as formal issues such as line, volume, contrast, and composition are emphasized. Class assignments are accompanied by discussions and critiques. Students draw largely from observation, working with a variety of sources that may include still-life objects and the human figure. Portfolio required at the end. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>

#### Fall 2024: VIAR UN1000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 1000	001/10615	M W 9:30am - 12:00pm 501 Dodge Building	Juan David Hernandez Diaz	3.00	15/18
VIAR 1000	002/11321	M W 2:00pm - 4:30pm 501 Dodge Building	Rachel LaBine	3.00	16/18
VIAR 1000	003/11322	Th 10:00am - 4:00pm 501 Dodge Building	Naomi Safran-Hon	3.00	14/18

#### Spring 2025: VIAR UN1000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 1000	001/15097	M 10:00am - 4:00pm 501 Dodge Building	Ruby Amanze	3.00	14/18

### VIAR UN2001 DRAWING II. 3.00 points.

Prerequisites: (VIAR UN1000) *VIAR R1000*.

Prerequisites: (VIAR UN1000) Examines the potential of drawing as an expressive tool elaborating on the concepts and techniques presented in VIAR UN1001. Studio practice emphasizes individual attitudes toward drawing while acquiring knowledge and skills from historical and cultural precedents. Portfolio required at the end

#### Spring 2025: VIAR UN2001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 2001	001/15102	T 10:00am - 4:00pm	Daphne Arthur	3.00	9/18

501 Dodge  
Building

### **VIAR UN2021 POPULAR # HISTORICAL GESTURES: FIGURE DRAWING. 3.00 points.**

Popular and Historical Gestures explores the fundamental properties of figure drawing and portraiture through the lens of pop culture and historical gestures and poses. Students examine the figure in painting, documentary photography, art history, and literature, and then use these examples as sources for live model sessions, studio practice, and discussions. Students will work on self-directed projects and from live models. There are one-on-one and group discussions, as well as individual critiques with the instructor. Class time will include image presentations, discussions, museum trips, individual and group critiques, and in-class independent work time. Each class will begin with a homework critique and a discussion, lecture, or demonstration structured around a specific goal. Students will then work individually. Each class will end with brief individual and group critiques to allow students to see and discuss each other's work

#### **Fall 2024: VIAR UN2021**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 2021	001/11345	T 10:00am - 4:00pm	David Cruz	3.00	7/16
		501 Dodge Building			

### **VIAR UN3010 COLLAGE: MIXED MEDIA. 3.00 points.**

Prerequisites: (VIAR UN1000) *VIAR R1000*.

Prerequisites: (VIAR UN1000) (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 2024: VIAR UN3010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3010	001/11379	F 10:00am - 4:00pm	Diana Cooper	3.00	11/18
		501 Dodge Building			

#### **Spring 2025: VIAR UN3010**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3010	001/15111	Th 10:00am - 4:00pm	Diana Cooper	3.00	6/18
		501 Dodge Building			

### **VIAR UN3011 PROBLEMS IN DRAWING. 3.00 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 2025: VIAR UN3011**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3011	001/15112	T 5:00pm - 9:00pm	Edward Minoff	3.00	11/18
		501 Dodge Building			

## **PAINTING**

### **VIAR UN2100 PAINTING I. 3.00 points.**

Prerequisites: (VIAR UN1000) *VIAR R1000*.

Prerequisites: (VIAR UN1000) (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>

#### **Spring 2025: VIAR UN2100**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 2100	001/15103	T 10:00am - 4:00pm	Kenny Rivero	3.00	9/15
		401 Dodge Building			

### **VIAR UN3101 PAINTING II. 3.00 points.**

Prerequisites: (VIAR UN1000) and (VIAR UN2100)

Prerequisites: (VIAR UN1000) and (VIAR UN2100)

(Formerly R3202) Painting II: Extension of VIAR UN2100

This course explores the transition of representational form towards abstraction in the early 20th century (Cubism) with full consideration to recent movements such as geometric abstraction, organic abstraction, gestural abstraction, color field and pattern painting. Students will be encouraged to find

dynamic approaches to these classic tropes of 20th and 21st century abstraction

**Fall 2024: VIAR UN3101**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3101	001/11381	T 10:00am - 4:00pm 401 Dodge Building	Esteban Cabeza de Baca	3.00	7/16

**VIAR UN3102 PAINTING III: Advanced Painting. 3.00 points.**

Prerequisites: (VIAR UN1000) and (VIAR UN2100) *VIAR R1000* and *VIAR R2100*

Prerequisites: (VIAR UN1000) and (VIAR UN2100) Painting III: Advanced study in painting will be a material inquiry into the consequential concepts, histories, and critical language embedded in making painting's historical past and its' present. Is painting now a singular "medium"? How do facture, scale, form and a multitude of image-making options, regardless of "style", accrue as to create meaning? Participants are expected to present work weekly, as Individual studio or group critiques. These will be augmented by readings of selected historical essays and contemporaneous writings, as well as visual presentations on a rotating basis

**Spring 2025: VIAR UN3102**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3102	001/15114	F 10:00am - 4:00pm 401 Dodge Building	Eric Mack	3.00	9/16

**VIAR UN3103 Advanced Painting: Process. 3 points.**

Prerequisites: VIAR UN1000 and VIAR UN2100

In this advanced course, students develop their own individual painting practice through experimentation, risk taking, and rigorous evaluation of the interwoven questions of material and content in their work. A special emphasis is based on what we can do with the process of painting, and its vast and ever changing array of procedures, substrates, approaches, and techniques. How can painting materialize your response to what you encounter visually, intellectually, poetically, psychologically, politically, and culturally? "Painting" is open in the class, and expansion and integration of other materials is fully acceptable. The course consists of directed but open assignments, presentations on historical and contemporary work, introduction to new materials, readings, individual and group critiques, and visits to working artists' studios, museums/galleries.

**VIAR UN3104 Painting III: Advanced Painting. 3.00 points.**

This advanced painting class will consider contemporary painting in the context of traditional genres, exploring both continuity and discontinuity between contemporary painting and the tradition out of which it arose. Questions considered will include: Do traditional genres such as the history painting, the still-life, the nude, the portrait, the landscape painting have any relevance to contemporary painting? If not, where have

these genres migrated to in our contemporary culture? Does contemporary painting exist solely as a cliché of art production, a hand-made status symbol and luxury commodity or can an argument be made for painting as an individual revolt against mass culture? Is painting's appeal simply due to nostalgia for a now-obsolete technology of representation or does its enduring popularity result from a desire for the physical/personal in a screen-based world? How are contemporary artists using painting today and what critical strategies are available to painters today? Students will be expected to present artwork weekly for individual and group critiques. The course will use an expanded definition of painting so students should feel free to experiment with other media as desired. Students will be required to research historical and contemporary (both art and mass culture) examples of the various genres and to create visual presentations of their research. Supplemental readings will be assigned weekly. Students will spend the last month working on a project of their choice

**VIAR UN3120 FIGURE PAINTING. 3.00 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 2025: VIAR UN3120**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3120	001/15115	W 10:00am - 4:00pm 401 Dodge Building	Esteban Cabeza de Baca	3.00	9/16

**VIAR UN3121 Figure Painting: Alternative Source Material. 3.00 points.**

This class is designed to introduce you not only to the subject of painting the human figure and its expressive potential, but also to focus on the art and craft of Painting. We will be painting the figure from secondary source material that can include photos, other artworks, clay models etc. The focus will be on figurative narration. We will be learning to see color, and use paint in response to that. Painting is a way to account for, express and communicate what you have seen with your eyes, mind or in your imagination. You will be introduced to different approaches to the craft of painting, and will by the end of the semester be more free and confident in interpreting your inner and outer vision. We will also be looking at paintings made in different times and places and discuss how and why they look the way they do. You will also be designing and carrying out your own independent project to be completed by the final critique

**Fall 2024: VIAR UN3121**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3121	001/11385	Th 10:00am - 4:00pm	Daphne Arthur	3.00	7/16



401 Dodge  
Building

VIAR 1702 001/15101 T Th 1:00pm - Paula 3.00 13/13  
3:30pm Lycan  
106 Watson Hall

## PHOTOGRAPHY

### VIAR UN1701 INTRO DARKROOM PHOTOGRAPHY. 3.00 points.

Introductory course to analog photographic tools, techniques, and photo criticism. This class explores black & white, analog camera photography and darkroom processing and printing. Areas covered include camera operations, black and white darkroom work, 8x10 print production, and critique. With an emphasis on the student's own creative practice, this course will explore the basics of photography and its history through regular shooting assignments, demonstrations, critique, lectures, and readings. No prior photography experience is required

#### Fall 2024: VIAR UN1701

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 1701	001/11323	M W 9:30am - 12:00pm 106 Watson Hall	Matthew Buckingham	3.00	10/14
VIAR 1701	002/11343	T Th 9:30am - 12:00pm 106 Watson Hall	Dana Buhl	3.00	16/14

#### Spring 2025: VIAR UN1701

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 1701	001/15100	M W 9:30am - 12:00pm 212 Dodge Building	Elisheva Gavra	3.00	15/15

### VIAR UN1702 INTRO DIGITAL PHOTOGRAPHY. 3.00 points.

Since Walter Benjamin's concept of "work of art in the age of mechanical reproduction" (1935), photography has been continuously changed by mechanical, and then digital, means of image capture and processing. This class explores the history of the image, as a global phenomenon that accompanied industrialization, conflict, racial reckonings, and decolonization. Students will study case studies, read critical essays, and get hands-on training in capture, workflow, editing, output, and display formats using digital equipment (e.g., DSLR camera) and software (e.g., Lightroom, Photoshop, Scanning Software). Students will complete weekly assignments, a midterm project, and a final project based on research and shooting assignments. No Prerequisites and no equipment needed. All enrolled students will be able to check out Canon EOS 5D DSLR Camera; receive an Adobe Creative Cloud license; and get access to Large Format Print service

#### Fall 2024: VIAR UN1702

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 1702	001/11344	T Th 1:00pm - 3:30pm 106 Watson Hall	Joao Pina	3.00	14/12

#### Spring 2025: VIAR UN1702

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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### VIAR UN1703 AI # PHOTOGRAPHY. 3.00 points.

As far back as Walter Benjamin's "work of art in the age of mechanical reproduction" (1935), photography has always been challenged by mechanical means of image processing. Photographers and Institutions have first resisted and then (mostly) embraced each of these changes. This class explores Artificial Intelligence Photography as the latest in a series of earthquakes in the history of the photographic image, accompanying the desires of business, globalization, and science. This class seeks an ethically guided, globally representative model for photography and artificial intelligence. Debates around authorship and creativity (e.g., Supreme Court case with Andy Warhol) now face a radically new context of an "authorless" photograph. As crowdsourced imagemaking begins, the bias of massive datasets have taken techno-utopians by surprise, underlining that the task of building an equitable image-bank of the world cannot be left to algorithms and entrepreneurs. This class will explore the ethics and aesthetics of Artificial Intelligence and Imagery. There will be equal emphasis on reading and writing papers, as there will be on learning new software and tools

#### Fall 2024: VIAR UN1703

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 1703	001/13778	M W 1:30pm - 4:00pm 106 Watson Hall	Naeem Mohaiemen	3.00	5/12

### VIAR UN2703 Advanced Darkroom Photography. 3.00 points.

Advanced analog photography & darkroom printing. Students will work with analog cameras and learn how to refine black-and-white printing techniques, produce larger prints, etc. Emphasis will be placed on the editing, sequencing, and display of images while cultivating a theoretical and historical context to situate the work. Students will engage with an array of photographic practices through presentations, critiques, guest artist lectures and printing assignments. This course will explore critical issues in contemporary photography and advanced camera and production techniques through regular shooting assignments, demonstrations, critique, lectures, readings, and field trips. Prerequisites: Intro Darkroom Photography (Columbia) or equivalent experience

#### Spring 2025: VIAR UN2703

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 2703	001/15110	T Th 9:30am - 12:00pm 212 Dodge Building	Dana Buhl	3.00	13/14

### VIAR UN3100 ARCHIVE PHOTOGRAPHY. 3.00 points.

When millions of images are made every day, how can a photographer create an original body of work? This class proposes that parsing humanity's existing shared archive of images is more relevant than generating new images.

Following models such as Nepal Picture Library, Magnum Foundation, Drik/Majority World, and Arab Image Foundation, contemporary photography has remapped its practice around the reimagining and explanation, of the archival object.

This class explores many archives—family albums, historical photographs, government records, fragile maps, musical albums, and flea market collectibles. We will use a series of lens-based technologies, starting from the flatbed scanner and Photoshop retouching and radiating outward. We will explore archive concerns, including consent, ownership, privacy, circulation, respect, and political impact. Students will explore display forms, including slide shows, zines, books, and exhibitions. There will be a strong complement of reading and writing in this class around the theory and practice of archives from the Western North and Global South

**Spring 2025: VIAR UN3100**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3100	001/17184	M W 1:00pm - 3:30pm 106 Watson Hall	Naeem Mohaiemen	3.00	11/15

**VIAR GU4702 Photography: Advanced Photo III Seminar. 3 points.**

Prerequisites: VIAR UN1700

This course will explore the Artists book as an essential medium of contemporary artistic and lens based practice. Lectures and presentations will consider the mediums historical roots in Dadaism, Constructivism and Fluxus to enliven an expansive consideration of the books essential principles — scale, material, touch and dissemination. Students are exposed to a variety of approaches and viewpoints through presentations by guest photographers, writers, curators, publishers as well as class trips to archives, museums and galleries. Using various research methodologies with a distinct focus on image and text students will explore narrative development, sequencing, repetition and pacing. Each student will propose, develop and produce a unique editioned artists book during this course.

**VIAR GU4704 Photo III: Photobook. 3.00 points.**

Prerequisites: VIAR UN1700 and VIAR UN2701

This course will explore the photobook as a central medium of contemporary lens-based practice. Students are exposed to a variety of approaches and viewpoints through historical lectures, class trips, and presentations by guest photographers, curators, critics, editors, graphic designers, etc. Each student will propose, develop, and produce editioned books during this course. This course requires reading, independent research, and work outside of class time

**Spring 2025: VIAR GU4704**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 4704	001/15153	M W 9:30am - 12:00pm 106 Watson Hall	Benjamin Salesse	3.00	11/14

## PRINTMAKING

**VIAR UN2420 PRINTMAKING I: INTAGLIO. 3.00 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 2024: VIAR UN2420**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 2420	001/11366	M W 2:30pm - 5:00pm 210 Dodge Building	Jennifer Nuss	3.00	9/9

**Spring 2025: VIAR UN2420**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 2420	001/15108	M W 2:30pm - 5:00pm 210 Dodge Building	Jennifer Nuss	3.00	12/14

**VIAR UN2430 PRINTMAKING I: RELIEF. 3.00 points.**

(Formerly R3411) Printmaking I: Relief introduces woodcut and other relief techniques. Given the direct quality of the process, the class focuses on the students 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 2024: VIAR UN2430**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 2430	001/11369	M W 9:30am - 12:00pm 210 Dodge Building	Nathan Catlin	3.00	8/9

**VIAR UN2440 PRINTMAKING I: SILKSCREEN. 3.00 points.**

(Formerly R3413) Printmaking I: Silkscreen introduces silkscreen and other silkscreen techniques. Given the direct quality of the process, the class focuses on the students 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 2024: VIAR UN2440**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 2440	001/11377	Th 10:00am - 4:00pm 210 Dodge Building	Aurelien Couput	3.00	6/9

**Spring 2025: VIAR UN2440**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 2440	001/15109	Th 10:00am - 4:00pm	Ivana Carman	3.00	10/13

210 Dodge  
Building

### **VIAR UN3410 PRINTMAKING I: PHOTOGRAVURE. 3.00 points.**

Prerequisites: VIAR UN1400 or VIAR UN2420 or VIAR UN1700 *VIAR R1400*, *VIAR R2420*, or *VIAR R1700*.

Prerequisites: VIAR UN1400 or VIAR UN2420 or VIAR UN1700 (Formerly R3417) The purpose of this course is to incorporate the photomechanical intaglio printmaking process into the student's own work, and in turn, for them to capitalize on its usage as part of their visual arts language. The students will learn the polymer plate process known as Solar Plate and structure it to the concepts they are creating and investigating. By integrating it into conventional intaglio techniques and combining them into finished works, the student's printmaking lexicon will be expanded. This course is a concise study and practice of the process of photoetching, also known as photoengraving, utilizing non-toxic photo-polymer plates, thus reducing the exposure to harmful chemicals used in other photomechanical printmaking processes. This also coincides with the transitioning of the print studio into a Green workplace

### **VIAR UN3412 PRINTMAKING: DRAWING INTO PRINT. 3.00 points.**

Prerequisites: VIAR UN2420 or VIAR UN2430 *VIAR R2420*, or *VIAR R2430*.

Prerequisites: VIAR UN2420 or VIAR UN2430 note that VIAR UN2430 was 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>

#### **Fall 2024: VIAR UN3412**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3412	001/11387	T 10:00am - 4:00pm 210 Dodge Building	Tomas Vu Daniel	3.00	4/8

### **VIAR UN3421 PRINTMAKING II: INTAGLIO. 3.00 points.**

Prerequisites: VIAR UN2420 *VIAR R2420*.

Prerequisites: VIAR UN2420 (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 2024: VIAR UN3421**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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VIAR 3421	001/11367	M W 2:30pm - 5:00pm 210 Dodge Building	Jennifer Nuss	3.00	2/3
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#### **Spring 2025: VIAR UN3421**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3421	001/15122	M W 2:30pm - 5:00pm 210 Dodge Building	Jennifer Nuss	3.00	2/3

### **VIAR UN3422 Printmaking on, through, # below the matrix. 3.00 points.**

This course offers to the student who may find an examination of printmaking an asset to their art practice. The course will cover several printmaking processes like relief, intaglio, silkscreen, and monotype. In addition, we will discuss printmaking concepts such as repetition, matrix, original/translation, reproducibility, and multiple considering the works produced in class. We will involve a separate in-depth study of each process by alternating studio time, demonstrations, field trips, individual and group critiques. Through the printmaking processes, students will explore assignments and projects and be encouraged to incorporate them into their own body of work

#### **Spring 2025: VIAR UN3422**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3422	001/15124	T 10:00am - 4:00pm 210 Dodge Building	Craig Zammiello	3.00	6/10

### **VIAR UN3431 PRINTMAKING II: RELIEF. 3.00 points.**

Prerequisites: VIAR UN2430 *VIAR R2430*.

Prerequisites: VIAR UN2430 (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 2024: VIAR UN3431**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3431	001/11391	M W 9:30am - 12:00pm 210 Dodge Building	Nathan Catlin	3.00	1/3

### **VIAR UN3441 PRINTMAKING II: SILKSCREEN. 3.00 points.**

Prerequisites: VIAR R2440. (Formerly R3414) Printmaking II: Silkscreen continues instruction and demonstration of further techniques in silkscreen. 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 2024: VIAR UN3441**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3441	001/11392	Th 10:00am - 4:00pm 210 Dodge Building	Aurelien Couput	3.00	0/3

**Spring 2025: VIAR UN3441**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3441	001/15125	Th 10:00am - 4:00pm 210 Dodge Building	Ivana Carman	3.00	0/3

**VIAR GU4400 ADVANCED PRINTMAKING. 3.00 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 2025: VIAR GU4400**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 4400	001/15149	F 10:00am - 4:00pm 210 Dodge Building	Valerie Hammond, Keegan Mills, Cooke, Judith Solodkin	3.00	5/16

**EXPANDED PRACTICE | SCULPTURE****VIAR UN2200 CERAMICS I. 3.00 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 2024: VIAR UN2200**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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VIAR 2200	001/11355	Th 10:00am - 4:00pm 315 Prentis Hall	Patrice Washington	3.00	7/6
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VIAR 2200	002/18781	M 10:00am - 4:00pm 315 Prentis Hall	Erica Mao	3.00	5/6
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**Spring 2025: VIAR UN2200**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 2200	001/15104	M 10:00am - 4:00pm 315 Prentis Hall	Erica Mao	3.00	6/7

**VIAR UN2300 SCULPTURE I. 3.00 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 paster casting. Issues pertinent to contemporary sculpture are introduced through lectures, group critiques, discussions, and field trips that accompany class assignments. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>

**Fall 2024: VIAR UN2300**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 2300	001/11360	F 10:00am - 4:00pm 315 Prentis Hall	Jon Kessler	3.00	9/8

VIAR 2300	002/11364	T 10:00am - 4:00pm 315 Prentis Hall	Sable Smith	3.00	7/8
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**Spring 2025: VIAR UN2300**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 2300	001/15106	F 10:00am - 4:00pm 315 Prentis Hall	Jon Kessler	3.00	7/8

**VIAR UN3201 CERAMICS II. 3.00 points.**

Prerequisites: (VIAR UN1000) and (VIAR UN2100) Painting III: Advanced study in painting will be a material inquiry into the consequential concepts, histories, and critical language embedded in making painting's historical past and its' present. Is painting now a singular "medium"? How do facture, scale, form and a multitude of image-making options, regardless of "style", accrue as to create meaning? Participants are expected to present work weekly, as Individual studio or group critiques. These will be augmented by readings of selected historical essays and contemporaneous writings, as well as visual presentations on a rotating basis

**Spring 2025: VIAR UN3201**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3201	001/15118	Th 10:00am - 4:00pm 315 Prentis Hall	Patrice Washington	3.00	4/6

**VIAR UN3301 SCULPTURE II. 3.00 points.**

Prerequisites: VIAR UN2300 or the instructors permission. (Formerly R3331) Continuation of VIAR UN2300. The objective of the class is to engage in in-depth research and hands on studio projects related to a specific theme to be



determined by each student. Each student is expected to complete class with four fully realized and thematically linked works. Wood, metal, and plaster will be provided for this class but video, sound, performance and various mixed media approaches are highly encouraged. In addition, lecture and field trips will be part of the course. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>

**Spring 2025: VIAR UN3301**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3301	001/15119	T 10:00am - 4:00pm 315 Prentis Hall	Calvin Siegel	3.00	7/7

**VIAR UN3302 SCULPTURE III. 3.00 points.**

Prerequisites: VIAR R2300. (Formerly R3332) Sculpture III is an invitation for immersive sculpting. The class will explore the idea of experiences and construction of contexts as central research topics. The class becomes a laboratory space to explore various techniques to heighten body awareness and spatial sensibility. Through assignments and workshops, the students will practice how to digest these sensory experiences through their studio practice. Historical precedents for art outside the usual mediums and venues will be our reference points to investigate how our own work may take part in a generative process that evolves the definition of sculpture. The assignments in the first half of the semester point the students to performance, site specificity, and sound, that utilize New York City's odd spots and professionals. While building such common experiential platforms, the class will also build language for a dialogic space, through weekly in-class discussions lead by the instructor, guests, and rotating panels of the students. As the semester progresses, the emphasis will gradually be shifted from experiential learning to intensive studio work on a final project, where the students are asked to pay close attention to how various methods and fields of subjects combine. The resulting project has to be the best work you have ever done. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>

**Spring 2025: VIAR UN3302**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3302	001/15120	T 10:00am - 4:00pm 315 Prentis Hall	Calvin Siegel	3.00	0/2

**VIAR GU4600 Performance Art. 3.00 points.**

What happens to a body stilled in space, when it takes a shape and holds it? How does its relationship to public space change? How is its transformation attenuated when the body is in formation with other bodies, a breathing still life of people and props? This performance art course will use the question of a body's stillness as a platform to create interdisciplinary projects that exist between dance, sculpture, collaborative movement, and performance art. Through core readings and case study presentations, we will discuss unique possibilities of representation and challenges this form enables, and the prominent role it has been taking within the visual arts in recent years. Students will engage with a variety of aesthetic strategies

and formal techniques such as movement workshops, sensory exercises, video, wearable sculptures, collaboration, scores, and group meditation. Studio work will focus on concrete intersections between the body and the object, and case studies chosen to encourage students to think of movement as a form of resistance, and to consider the political implication of collaborative work that unfolds over time. Performativity in the context of this class is widely defined, and no prior experience is required

**Spring 2025: VIAR GU4600**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 4600	001/15152	F 10:00am - 4:00pm 101 Prentis Hall	Liz Laser	3.00	11/16

**VIAR GU4310 MAKING WITHOUT OBJECTS. 3.00 points.**

Prerequisites: VIAR UN2300

Prerequisites: VIAR UN2300 (Formerly R3302) Laboratory in Relational Art; Sculpture without Objects The purpose of this class will be to explore the function of Relational Aesthetics in contemporary art practice and to develop ideas about the role of context in art, as the students develop their own site-specific works and research historical precedents for art designed to be exhibited in non-traditional venues. This course will also prepare students for professional work preparing art for venues of that type. This class will be structured around studio work, with an emphasis on the development and production of a final site-specific project. In order to foster students' growth and ongoing investigation into the nature of contemporary sculpture, the class will also be comprised of slide lectures, visits to local artists' studios, and galleries, as well as various public art projects throughout the city. As the semester progresses, the emphasis will gradually be shifted from research to intensive studio work on a final project, often a proposal for a site-specific work in a non-traditional venue. Generally, the first half of each class session will be dedicated to lecture and discussion, while the second half will be dedicated to individual studio work and critique

**Fall 2024: VIAR GU4310**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 4310	001/11465	M 10:00am - 4:00pm 315 Prentis Hall	Rirkrit Tiravanija	3.00	12/16

## MOVING IMAGE

**VIAR UN3500 Intro to Moving Image: Video, Film & Art. 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 2024: VIAR UN3500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3500	001/11393	M 10:00am - 4:00pm 101 Prentis Hall	Tal Keren	3	5/9

#### Spring 2025: VIAR UN3500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3500	001/15126	M 10:00am - 4:00pm 101 Prentis Hall	Hinda Weiss	3	9/14

#### VIAR GU4300 Ways of Making: Special Topics. 1.50 point.

This course seeks to build upon (or expand) skills learned in sculpture I. This workshop based course allows students more access to the shops to continue to develop those introductory skills while focusing on specific materials and processes. In this course students will complete one self directed project and a number of inclass short assignments and exercises providing a greater exposure to sculptural practice and processes. Acting as both a bridge to and support for more advanced inquiry into making

#### Fall 2024: VIAR GU4300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 4300	001/11464	W 10:00am - 11:30am 315 Prentis Hall	Andrew Brehm	1.50	11/14

#### VIAR GU4501 Advanced Moving Image: Video, Film # Art. 3.00 points.

Prerequisites: (VIAR UN3500) VIAR UN3500 Intro to Moving Image: Video, Film # Art or prior experience in video or film production. Advanced Moving Image: Video, Film # Art 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>

#### VIAR GU4504 Advanced Moving Image: Video, Film, Art # Movement. 3.00 points.

Advanced Moving Image: Video, Film, Art # Movement is an advanced moving image class which centers on the use of both established and emergent digital technologies as a medium for exploration and artistic expression. The focus will be on artworks that reference the body/bodies in movement, the creation of Avatars and the designing of environments and spatial narratives. Existing works from this emergent area will be shown to give cultural and historical context, seen through a personal and political lens. The course will be intensive and hands-on, the apprehension of technical and aesthetic skills will be utilized to create works based on the individual or collective expression of the artist/s. Students are encouraged to explore areas of personal interest and to incorporate this research into their production work. Taking an active role in class discussions and production teamwork is required. The course is offered to both graduate and undergraduate students. It is expected that at the end of the course students will have gained an active knowledge of core concepts and techniques useful in working with performance capture within an art context

#### Spring 2025: VIAR GU4504

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 4504	001/15151	W 10:00am - 4:00pm 101 Prentis Hall	Matthew Buckingham	3.00	7/12

## VISUAL ARTS MAJOR REQUIREMENTS

#### VIAR UN3800 SEM IN CONTEMP ART PRACTICE. 3.00 points.

(Formerly R4601) New York City is the most abundant visual arts resource in the world. Visits to museums, galleries, and studios on a weekly basis. Students encounter a broad cross-section of art and are encouraged to develop ideas about what is seen. The seminar is led by a practicing artist and utilizes this perspective. Columbia College and General Studies Visual Arts Majors must take this class during their junior year. If the class is full, please visit <http://arts.columbia.edu/undergraduate-visual-arts-program>

#### Fall 2024: VIAR UN3800

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3800	001/11394	T 4:00pm - 7:00pm 106 Watson Hall	Keli Maksud	3.00	7/16

#### Spring 2025: VIAR UN3800

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3800	001/15127	T 4:00pm - 7:00pm 106 Watson Hall	Keli Maksud	3.00	10/16

**VIAR UN3900 SENIOR THESIS I. 2.00 points.****Fall 2024: VIAR UN3900**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3900	001/14859	W 5:15pm - 10:00pm 106 Watson Hall	Jon Kessler	2.00	17/17

**Spring 2025: VIAR UN3900**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3900	001/15130	W 5:15pm - 10:00pm 106 Watson Hall	Sable Smith	2.00	4/4

**VIAR UN3901 SENIOR THESIS II. 2.00 points.**

Prerequisites: VIAR UN3900 Department approval required. See requirements for a major in visual arts. VIAR UN3900 is the prerequisite for VIAR UN3901. Corequisites: VIAR UN3911 Students must enroll in both semesters of the course (VIAR UN3900 and VIAR UN3901). 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

**Spring 2025: VIAR UN3901**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3901	001/15131	W 5:15pm - 10:00pm 106 Watson Hall	Sable Smith	2.00	15/16

**VIAR UN3910 VISITING CRITIC I. 2.00 points.**

Prerequisites: the instructor's permission. See requirements for a major in visual arts. *VIAR R3910* is the prerequisite for *VIAR R3911*.

Corequisites: VIAR UN3900

Prerequisites: Department approval required. See requirements for a major in visual arts. VIAR UN3910 is the prerequisite for VIAR UN3911. Corequisites: VIAR UN3900 (Formerly R3921) Students are required to enroll in both semesters (VIAR UN3910 and VIAR UN3911). 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 students ideas are discussed and evaluated on an ongoing basis

**Fall 2024: VIAR UN3910**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3910	001/11398		Emily Henretta	2.00	17/17

**Spring 2025: VIAR UN3910**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3910	001/15132		Emily Henretta	2.00	4/4

**VIAR UN3911 VISITING CRITIC II. 2.00 points.**

Prerequisites: VIAR UN3910 Department approval required. See requirements for a major in visual arts. Corequisites: VIAR

UN3901 (Formerly R3922) Students are required to enroll in both semesters (VIAR UN3910 and VIAR UN3911). 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 students ideas are discussed and evaluated on an ongoing basis

**Spring 2025: VIAR UN3911**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
VIAR 3911	001/15133		Emily Henretta	2.00	15/16

## WOMEN'S AND GENDER STUDIES

### INSTITUTE FOR THE STUDY OF SEXUALITY AND GENDER:

Department website: <https://issg.columbia.edu/>

Office location: 763 Schermerhorn Extension

Office contact: 212-854-3277, [issg@columbia.edu](mailto:issg@columbia.edu)

Director of Undergraduate Studies: Professor [Elizabeth Povinelli](#), [ep2122@columbia.edu](mailto:ep2122@columbia.edu)

### UNDERGRADUATE PROGRAM

Located within the Institute for the Study of Sexuality and Gender, 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, and transnational understanding of feminist and queer scholarship as it engages multiple disciplines.

The program introduces students to key feminist and queer discourses 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 social difference.

Through sequentially organized courses in Women's, Gender, and Sexuality Studies, as well as approved elective courses in a wide range of departments, the degree provides a thoroughly interdisciplinary framework, methodological training, and substantive guidance in specialized areas of research. Small classes taught by our core faculty members and mentored thesis writing give students an education that is both comprehensive and tailored to individual needs.

Graduates leave the program with critical reading, writing, and analytical skills, and gain the tools they need to analyze systems of power operating at personal, national, and international

levels. While this prepares some for future scholarly work in the field of Women's, Gender, and Sexuality studies, others take these skills and apply them to careers and future training in a variety of fields, including: law, public policy, social work, community organizing, public health, film, journalism, medicine, and other professions where gender and sexuality are currently being reimagined and there is a need for critical and creative interdisciplinary thought.

## STUDENT ADVISING

Director of Undergraduate Studies: Professor Elizabeth Povinelli, ep2122@columbia.edu

### Consulting Advisers

For advising inquiries, students should contact the Director of Undergraduate Studies, Professor Elizabeth Povinelli, at ep2122@columbia.edu to schedule an appointment.

To stay informed about departmental updates and events, students can sign up for the listserv by emailing issg@columbia.edu. The listserv releases a weekly newsletter every Thursday, providing information about course offerings, internship opportunities, research projects, and other relevant announcements.

ISSG hosts various events throughout the year, including an annual welcome party for students every fall semester. To view current and previous events, students can visit the [ISSG Events Page](#).

### Enrolling in Classes

Certain courses within the WGSS major may have prerequisite coursework that students are expected to have completed or pursue before enrolling. These prerequisites are designed to ensure students have the necessary background knowledge and skills to succeed in the course. Students should review the course descriptions and program requirements on the [ISSG Courses](#) page to determine if any prerequisite coursework applies to their desired courses.

### Preparing for Graduate Study

For personalized guidance on preparing for graduate study in WGSS, schedule an appointment with the WGSS Director of Undergraduate Studies. They can offer tailored advice based on your academic and career aspirations, helping you navigate the path to advanced study in the field.

## COURSEWORK TAKEN OUTSIDE OF COLUMBIA

Coursework in fulfillment of a major or minor [or special program or concentration] must be taken at Columbia University unless explicitly noted here and/or expressly permitted by the Director of Undergraduate Studies of the program. Exceptions or substitutions permitted by the Director

of Undergraduate Studies should be confirmed in writing by email to the student.

### Barnard College Courses

All Barnard courses are treated as part of the available curriculum and accepted in the major/minor.

### Transfer Courses

When students transfer to Columbia from other institutions, their coursework at their previous institution must first be considered by their school in order to be evaluated for degree credit (e.g., to confirm that the courses will count toward the 124 points of credit that every student is required to complete for the B.A. degree). Only after that degree credit is confirmed, departments may consider whether those courses can also be used to fulfill specific degree requirements toward a major or minor [or special program or concentration].

Transfer courses can be considered as transfer credit at the discretion of the Director of Undergraduate Studies. Once degree credit has been confirmed by Columbia, students should contact the Director of Undergraduate Studies (DUS) to request a review of transfer credit. Please provide course syllabi for each transfer course you wish to apply toward your degree requirements to the DUS.

### Study Abroad Courses

Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Undergraduate Global Engagement and taught by Columbia instructors) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus. If they are not explicitly listed by the department as fulfilling requirements in the major or minor [or special program or concentration], the DUS will need to confirm that they can be used toward requirements in the major/minor.

Classes taken abroad through other institutions and programs are treated as transfer credit to Columbia, and are subject to the same policies as other transfer courses. There will be a limit on the number of courses taken abroad that can be applied to the major/minor, and they must be approved by the DUS.

### Summer Courses

Summer courses at Columbia are offered through the School of Professional Studies. Courses taken in a Summer Term may be used toward requirements for the major/minor only as articulated in department/institute/center guidelines or by permission of the Director(s) of Undergraduate Studies. More general policies about Summer coursework can be found in the Academic Regulations section of this Bulletin.



## UNDERGRADUATE RESEARCH AND SENIOR THESIS

### Undergraduate Research in Courses

Building a strong foundation in research questions and methods is integral to advancing one's understanding of Women's, Gender, and Sexuality Studies (WGSS). Through coursework, students have the opportunity to develop critical research skills while exploring key topics in the field. Here are some courses that introduce students to research methods and their significance:

WMST UN1001 Introduction to Women's and Gender Studies (or WMST UN3125 Introduction to Sexuality Studies) provides an overview of key concepts, theories, and methodologies in WGSS. Students engage with interdisciplinary approaches to studying gender, sexuality, and identity, laying the groundwork for future research endeavors.

WMST UN3311 Feminist Theory delves into the complexities of feminist thought and theory, equipping students with analytical tools to critically evaluate and conduct research within feminist frameworks. Through readings, discussions, and assignments, students explore various feminist perspectives and methodologies.

### Senior Thesis Coursework and Requirements

The senior thesis is an independent research project conducted under the guidance of a faculty advisor. It allows students to delve deeply into a specific area of interest within WGSS, applying the research skills and methodologies acquired throughout their undergraduate studies to produce an original scholarly work.

Senior thesis students must be WGSS majors and should meet with the Director of Undergraduate Studies (DUS) to ensure they fulfill all requirements before graduation. Eligible students typically begin working on their thesis in the fall of their senior year in WMST UN3521 Senior Seminar I.

For WGSS students awarded honors, participation in WMST UN3522 Senior Seminar II in the spring of their senior year provides an opportunity to further develop their thesis research and writing under faculty guidance.

## DEPARTMENT HONORS AND PRIZES

### Undergraduate Honors

Typically, honors in Women's, Gender, and Sexuality Studies will be awarded to students with (1) a grade point average of at least 3.6 or higher in Women's, Gender, and Sexuality Studies or related courses, (2) a senior thesis that has been recommended for honors by the professor of the senior seminar and the student's faculty advisor, and (3) approval by the College.

A limited number of students are granted this standing, and final approval originates from the Dean's Office. However, the Undergraduate Director, in consultation with the senior seminar professor and the student's faculty advisor, may propose honors for an extraordinary academic performance, with final approval resting with the College.

### Undergraduate Awards & Prizes

ISSG honors undergraduates with three annual prizes recognizing outstanding intellectual achievement: the Queer Studies Award, the Women's and Gender Studies Award, and the Feminist to the Core Essay Prize.

The Queer Studies Award, inaugurated in 1994, honors an undergraduate for excellence in research and writing in Queer Studies. Winning submissions demonstrate clarity, originality, ambition, and are informed by or engaged in critical issues in Queer Studies.

The Women's and Gender Studies Award, inaugurated in 2007, honors an undergraduate for excellence in research and writing in the fields of Women's and Gender Studies. Winning submissions demonstrate clarity, originality, ambition, and are informed by or engaged in critical issues in Women's and Gender Studies.

The Feminist to the Core Essay Prize, inaugurated in 2017, is awarded annually to the undergraduate who is judged by the ISSG prize committee to have written the best essay on any topic in Feminist or Queer Studies in one of the following Core courses:

- Literature Humanities
- Contemporary Civilization
- Art Humanities
- Music Humanities

Undergraduates are invited to compete for all three awards in a given year, but may not submit the same essay for consideration for multiple awards. Prize applications can be accessed on the [ISSG Undergraduate Awards and Prizes](#) page.

Additional questions? Contact us at 212.854.3277 or by email at [issg@columbia.edu](mailto:issg@columbia.edu)

Other Important Information

## FORMS AND RELATED RESOURCES

[Major Milestone Form](#)

[Minor Milestone Form](#)

[Why WGSS?](#)

[WGSS Library Resources at Butler](#)

## CORE FACULTY:

**Lila Abu-Lughod**, Anthropology

<https://anthropology.columbia.edu/content/lila-abu-lughod>

**Julia Bryan-Wilson**, Art History and Archaeology

<https://arthistory.columbia.edu/content/julia-bryan-wilson>

**Tara Gonsalves**, Sociology

<https://sociology.columbia.edu/content/tara-gonsalves>

**Jack Halberstam**, English and Comparative Literature

<https://english.columbia.edu/content/jack-halberstam>

**Sarah Haley**, History

<https://history.columbia.edu/person/sarah-haley/>

**Saidiya Hartman**, University Professor

<https://english.columbia.edu/content/saidiya-v-hartman>

**Elizabeth Povinelli**, Anthropology

<https://anthropology.columbia.edu/content/elizabeth-povinelli>

## GUIDANCE FOR UNDERGRADUATE STUDENTS IN THE DEPARTMENT

### Program Planning for all Students

Students who entered Columbia (as first-year students or as transfer students) in or after Fall 2024 may select from a curriculum of a major or a minor. The requirements for the Bachelor of Arts degree, and role of majors and minors in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study.

Students who entered Columbia in or before the 2023-2024 academic year may select from a curriculum of majors and minors and concentrations. The requirements for the Bachelor of Arts degree, and the role of majors and minors in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study.

### Course Numbering Structure

Our course numbering system is designed to indicate the level of specialization and prerequisites associated with each course:

- 1000-level Courses: Introductory, providing foundational knowledge for students new to the subject.

- 2000-level Courses: Intermediate, building upon foundational concepts and delving deeper into specific topics.
- 3000-level Courses: Intermediate to Advanced, typically seminars, most requiring prerequisite coursework or prior knowledge and exploring complex themes and methodologies.
- 4000-level Courses: Advanced undergraduate and first year graduate courses. Typically taken by graduate students; advanced students (juniors and seniors) or those with extensive background.

## Guidance for First-Year Students

Consider enrolling in either WMST UN1001 INTRO-WOMEN # GENDER STUDIES or WMST UN3125 INTRO TO SEXUALITY STUDIES. These courses provide a comprehensive introduction to key concepts and theories in the field.

Check course availability and prerequisites when registering for classes. Be sure to plan your schedule accordingly, keeping introductory courses in mind.

Schedule an appointment with the ISSG Director of Undergraduate Studies for personalized advice tailored to your interests and goals. They can help you plan your academic trajectory and navigate your first year effectively.

## Guidance for Transfer Students

Consider starting with either WMST UN1001 INTRO-WOMEN # GENDER STUDIES or WMST UN3125 INTRO TO SEXUALITY STUDIES. These courses provide a comprehensive introduction to key concepts and theories in the field. Prioritize classes that match your interests and degree requirements.

Transfer Credit Evaluation: After Columbia confirms degree credit, contact the ISSG DUS to review transfer courses and submit syllabi for evaluation.

You may need to complete your degree in a compressed timeline. Work closely with the ISSG DUS to ensure timely graduation.

## UNDERGRADUATE PROGRAMS OF STUDY

### Major in Women's, Gender, and Sexuality Studies

Total Number of Courses in Major: 11

Total Points for Major: 37-43 points

WMST UN1001	INTRO-WOMEN # GENDER STUDIES
or WMST UN3125	INTRO TO SEXUALITY STUDIES

WMST UN3311	FEMINIST THEORY
WMST UN3514	HIST APPROACHES TO FEM QUESTNS
WMST UN3521	SENIOR SEMINAR I
WMST UN3915	GENDER, SEXUALITY # POWER IN TRANSNATIONAL PERSPECTIVES

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. 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 ISSG courses, cross-listed courses, and other courses offered at Columbia.

## Minor in Women's, Gender, and Sexuality Studies

Number of Courses in Minor: 5

Total Points for Minor: 15-20 points

WMST UN1001	INTRO-WOMEN # GENDER STUDIES
or WMST UN3125	INTRO TO SEXUALITY STUDIES

Four Elective Courses on women's, gender, and/or sexuality studies selected in consultation with the ISSG Director of Undergraduate Studies (12-16 pts.)\*

\* 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. 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 ISSG courses, cross-listed courses, and other courses offered at Columbia.

## FOR STUDENTS WHO ENTERED COLUMBIA IN OR BEFORE THE 2023-24 ACADEMIC YEAR

Concentrations are available to students who entered Columbia in or before the 2023-2024 academic year. The requirements for the Bachelor of Arts degree, and the role of the concentration in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin

dated the academic year when the student was a sophomore and declared programs of study.

Concentrations are not available to students who entered Columbia in or after Fall 2024.

## Concentration in Women's and Gender Studies

The same requirements as for the major, with the exception of WMST UN3521 SENIOR SEMINAR I.

## Special Concentration Program for Those Majoring in Another Department

WMST UN1001 INTRO-WOMEN # GENDER STUDIES or WMST UN3125 INTRO TO SEXUALITY STUDIES; plus four additional approved elective courses on gender.

## FALL 2024

**WMST BC1006 Introduction to Environmental Humanities. 3.00 points.**

**COURSE DESCRIPTION** This course introduces students to key concepts and texts in environmental humanities, with an emphasis on interdisciplinary studies of race, gender, sexuality, capital, nation, and globalization. The course examines the conceptual foundations that support humanistic analyses of environmental issues, climate crisis, and the ethics of justice and care. In turn, this critical analysis can serve as the basis for responding to the urgency of calls for environmental action. **LEARNING OBJECTIVES** Students will learn what difference humanistic studies make to understanding environmental issues and climate crisis. The course will prepare students to: Identify humanistic methods and how they contribute to understanding the world; Demonstrate critical approaches to reading and representing environments; Engage ethical questions related to the environment; and Apply concepts from the course to synthesize the student's use of humanistic approaches to address urgent environmental questions

**Fall 2024: WMST BC1006**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 1006	001/00192	M W 8:40am - 9:55am 504 Diana Center	Daniel Sander, Ashley Dawson	3.00	33/70

**WMST BC2140 Critical Approaches in Social and Cultural Theory. 3.00 points.**

This course examines the conceptual foundations that support feminist and queer analyses of racial capitalism, security and incarceration, the politics of life and health, and colonial and postcolonial studies, among others. Open to all students; required for the major in Women's, Gender, and Sexuality Studies (WGSS) and the Interdisciplinary Concentration or Minor in Race and Ethnicity (ICORE/MORE)

**Fall 2024: WMST BC2140**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2140	001/00135	M 2:10pm - 4:00pm LI001 Milstein Center	Alexander Pittman	3.00	28/35

**Spring 2025: WMST BC2140**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2140	001/00021	F 2:10pm - 4:00pm LI001 Milstein Center	Alexander Pittman	3.00	26/35

**WMST BC2150 INTERSECTIONAL FEMINISMS. 3.00 points.**

Enrollment for this class is by instructor approval and an application is required. Please fill out the form here: <https://forms.gle/bPsV7rcf5RWB35PM9> This introductory course for the Interdisciplinary Concentration or Minor in Race and Ethnicity (ICORE/MORE) as well as Majors/Minors in Women's, Gender, and Sexuality Studies (WGSS) is open to all students. We focus on the critical study of social difference as an interdisciplinary practice, using texts with diverse modes of argumentation and evidence to analyze social differences as fundamentally entangled and co-produced. Because of the interdisciplinary nature of this course, the professor will frequently be joined by other faculty and guest speakers who bring distinct disciplinary and subject matter expertise. Some keywords for this course include hybridity, diaspora, borderlands, migration, and intersectionality

**Fall 2024: WMST BC2150**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2150	001/00022	T 10:10am - 11:25am 504 Diana Center	Manijeh Moradian	3.00	47/55

**Spring 2025: WMST BC2150**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2150	001/00427	T 4:10pm - 5:25pm 405 Milbank Hall	Renee Hill	3.00	52/70

**WMST UN3152 Queer/Trans Holocaust History. 4.00 points.**

The Holocaust is one of the most researched horrors of the Modern past. Yet, the study of queer and trans Holocaust histories is relatively new. This upper-level course covers the key analytics that the Holocaust has generated within the historical discipline, but from the position of queer and trans scholarship. It attends to the varying and uneven experiences of queer and trans people under Nazism, but equally fronts new methods and conclusions about the Holocaust, state and individual violence, social hygiene practices, the role of sex within society, identity formations, and the relationship of the present to the past

**Fall 2024: WMST UN3152**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3152	001/15077	M 12:10pm - 2:00pm	Zavier Nunn	4.00	12/18

754 Ext

Schmerhorn Hall

**WMST UN3311 FEMINIST THEORY. 4.00 points.**

Prerequisites: Feminist Texts I, or II, and the instructor's permission.

This course explores the formation of desire, sexuality, and subjectivity through the frameworks of feminist epistemologies (the question of what we can know) and feminist ethics (the question of how to be responsible within our relationships and local and global communities). We will reflect on the tension between the limits of what we can know about ourselves and others and the imperative to care for each other and remain accountable for our individual and collective actions and inaction. We will investigate how our deepest emotions, intimate encounters, and secret fantasies are formed by larger social and political contexts. In turn, we will also question how these intimate relationships with ourselves and our companions may be seen as feminist acts of resistance, disruption, and creation. Objective I: to closely engage diverse feminist perspectives in late-twentieth- and twenty-first-century phenomenology, existentialism, Marxism, queer theory, critical race theory, and psychoanalysis. Objective II: to begin to locate your own feminist perspective within the intersection of your unique experiences and the larger historical and social contexts that form you and which you may seek to transform

**Fall 2024: WMST UN3311**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3311	001/00575	T 12:10pm - 2:00pm 214 Milbank Hall	Rebecca Jordan-Young	4.00	17/18

**WMST BC3504 GENDERED CONTROVERSIES. 4.00 points.**

Love and sex have long been studied as historical constructs influenced by social, political, and economic dimensions. This course aims to expand this discourse by incorporating the often-overlooked lens of technological mediation. Beginning with the premise that romantic love is deeply shaped by the affordances of the technology of the time, a critical awareness of technological mediation in romance—especially of digital technologies, i.e. online dating, social media, or cybersex—allows for a deeper understanding of how social categories such as gender, race, class, ability, or sexuality are technologically-mediated, thereby informing our societal and cultural perceptions of love, dating, and sex. Sandra Moyano-Ariza is Term Assistant Professor of WGSS and Research Director at BCRW. Her research works at the intersection of pop culture, philosophy, and digital technologies, with interests in the fields of media studies and digital scholarship, contemporary feminist theory, critical race theory, posthumanism, and affect theory

**Fall 2024: WMST BC3504**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3504	001/00595	M 4:10pm - 6:00pm 308 Diana Center	Sandra Moyano-Ariza	4.00	24/24



**WMST UN3521 SENIOR SEMINAR I. 4.00 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 the instructor and the advisor. Students receiving a grade of B or higher in Senior Seminar I will be invited to register for Senior Seminar II by the Instructor and the Director of Undergraduate Studies. Senior Seminar II students will complete a senior thesis of 40-60 pages. Please note, the seminar is restricted to Columbia College and GS senior majors

Fall 2024: WMST UN3521

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3521	001/11745	W 12:10pm - 2:00pm 754 Ext Schermerhorn Hall	Jack Halberstam	4.00	7/10

**WMST UN3525 Senior Seminar I (Barnard). 4.00 points.**

Prerequisites: Permission of instructor. Enrollment limited to senior majors.

Student-designed capstone research projects offer practical lessons about how knowledge is produced, the relationship between knowledge and power, and the application of interdisciplinary feminist methodologies

Fall 2024: WMST UN3525

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3525	001/00576	Th 12:10pm - 2:00pm 202 Milbank Hall	Manijeh Moradian	4.00	7/20
WMST 3525	002/00836	W 4:10pm - 6:00pm 205 Barnard Hall	Jacqueline Orr	4.00	8/8

**WMST UN3915 GENDER, SEXUALITY & POWER IN TRANSNATIONAL PERSPECTIVES. 4.00 points.**

Enrollment limited to 15.

Prerequisites: Critical Approaches or the instructor's permission.

This course considers formations of gender, sexuality, and power as they circulate transnationally, as well as transnational feminist and queer movements that have emerged to address contemporary gendered and sexual inequalities. Topics include political economy, global care chains, sexuality, sex work and trafficking, feminist and queer politics, and human rights. If it is a small world after all, how do forces of globalization shape and redefine the relationship between gender, sexuality, and powerful institutions like the state? And, if power swirls everywhere, how are transnational power dynamics reinscribed in gendered bodies? How is the body represented in discussions of nationalism and in the political economy of globalization? These questions will frame this course by highlighting how

gender, sexuality, and power coalesce to impact the lives of individuals in various spaces including workplaces, the academy, the home, religious institutions, the government, and civil society, and human rights organizations. This course will enable us to think transnationally, historically, and dynamically, using gender and sexuality as lenses through which to critique relations of power and the ways that power informs our everyday lives and subjectivities

Fall 2024: WMST UN3915

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3915	001/13512	W 2:10pm - 4:00pm 754 Ext Schermerhorn Hall	Tara Gonsalves	4.00	19/18

**WMST GU4000 GENEALOGIES OF FEMINISM. 4.00 points.**

Genealogies of Feminism: Course focuses on the development of a particular topic or issue in feminist, queer, and/or WGSS scholarship. Open to graduate students and advanced undergraduates, though priority will be given to students completing the ISSG graduate certificate. Topics differ by semester offered, and are reflected in the course subtitle. For a description of the current offering, please visit the link in the Class Notes

Fall 2024: WMST GU4000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 4000	001/11746	T 10:10am - 12:00pm 754 Ext Schermerhorn Hall	Julia Bryan-Wilson	4.00	12/18

**WMST W4308 SEXUALITY AND SCIENCE. 4.00 points.**

Fall 2024: WMST W4308

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 4308	001/00594	W 10:10am - 12:00pm 502 Diana Center	Rebecca Jordan-Young	4.00	8/18

**WMST GU4336 GENDER AND SEXUALITY IN YIDDISH LITERATURE. 4.00 points.**

Early publications in Yiddish, a.k.a. the *mame loshn*, 'mother tongue,' were addressed to "women and men who are like women," while famous Yiddish writer, Sholem Aleichem, created a myth of "three founding fathers" of modern Yiddish literature, which eliminated the existence of Yiddish women writers. As these examples indicate, gender has played a significant role in Yiddish literary power dynamics. This course will explore representation of gender and sexuality in modern Yiddish literature and film in works created by Sholem Aleichem, Sholem Asch, Fradl Shtok, Sh. An-sky, Malka Lee, Anna Margolin, Celia Dropkin, Isaac Bashevis Singer, Kadya Molodowsky, Troim Katz Handler, and Irena Klepfisz. You will also acquire skills in academic research and digital presentation of the findings as part of the Mapping Yiddish New York project that is being created at Columbia. No knowledge of Yiddish required

**Fall 2024: WMST GU4336**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 4336	001/00556	T 4:10pm - 6:00pm 306 Milbank Hall	Agnieszka Legutko	4.00	9/20

**AFEN BC3815 SHANGE # DIGITAL STORYTELLING. 4.00 points.**

Prerequisites: Enrollment limited to 12 students. Permission of the instructor required. Interested students should complete the application at: <http://bit.ly/ShangeWorlds>. Students should have taken a course beyond the intro level from ONE of the following areas: American Literature (through the English Department), Africana Studies, American Studies, Theatre or Women's Studies. Please note that this is a yearlong course; students who are accepted into this course will need to take its second half, AFEN BC3816, in the spring semester.

Prerequisites: Enrollment limited to 12 students. Permission of the instructor required. Interested students should complete the application at: <https://bit.ly/AFEN3815>. A poet, performance artist, playwright and novelist, Shange's stylistic innovations in drama, poetry and fiction and attention to the untold lives of black women have made her an influential figure throughout American arts and in feminist history. We will examine Shange's works through the dual lenses of "embodied knowledge" and historical context. In conjunction with our multidisciplinary analysis of primary texts, students will be introduced to archival research in Ntozake Shange's personal archive at Barnard College. Thus the seminar provides an in-depth exploration of Shange's work and milieu as well as an introduction to digital tools, public research and archival practice. Students should have taken a course beyond the intro level from ONE of the following areas: American Literature (through the English Department), Africana Studies, American Studies, Theatre or Women's Studies. You can find more information and apply for the course at <https://bit.ly/AFEN3815>

**Fall 2024: AFEN BC3815**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFEN 3815	001/00138	T 2:10pm - 4:00pm Online Only	Kim F Hall	4.00	11/12

**AFRS BC3021 Queer Caribbean Critique. 4.00 points.**

This seminar analyzes the different critical approaches to studying same-sex desire in the Caribbean region. The region's long history of indigenous genocide, colonialism, imperialism, and neo-liberalism, have made questions about "indigenous" and properly "local" forms of sexuality more complicated than in many other regions. In response, critics have worked to recover and account for local forms of same-sex sexuality and articulated their differences in critical and theoretical terms outside the language of "coming out" and LGBT identity politics. On the other hand, critics have emphasized how outside forces of colonialism, imperialism, and the globalization of LGBT politics have impacted and reshaped Caribbean same-sex desires and subjectivities. This course studies these various critical tendencies in the different contexts

of the Anglophone, Francophone, Hispanophone, and Dutch Caribbean

**Fall 2024: AFRS BC3021**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFRS 3021	001/00131	T 9:00am - 10:50am 318 Milbank Hall	Maja Horn	4.00	13/15

**ANTH UN3811 TOXIC. 4.00 points.**

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 2024: ANTH UN3811**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3811	001/10693	W 10:10am - 12:00pm 302 Alfred Lerner Hall	Vanessa Agard-Jones	4.00	13/14

**CLEN UN3790 Caribbean Radicalisms in New York, 1890-1990. 4.00 points.**

New York City has been closely linked to the Caribbean from at least the seventeenth century. Presently, nearly 25% of its inhabitants are of Caribbean descent. In addition, according to a 2021 New York City Office of Immigrants report, five of the top countries of origin of the city's new immigrants were born in a Caribbean country: Dominican Republic (421,920, number 1), Jamaica (165,260, number 3), Guyana (136,180, number 4); Trinidad and Tobago (85,680, number 8), and Haiti (78,250, number 9). In addition, Puerto Ricans, who are colonial migrants, number 1.2 million or 9% of the city's population. During the late nineteenth and twentieth centuries, New York City was a pivotal space for Caribbean radical praxis understood here as political action and thought shaped by the Caribbean experiences of enslavement, coloniality, and diaspora. These interventions deeply transformed not only New York but multiple other contexts in Latin America, Africa,

and Europe, and a broad range of movements including anti-colonial, anti-racist, feminist, and queer. To better understand the impact of Caribbean radical figures and thought in New York and beyond, we will examine texts from a broad range of writers and thinkers, including Jesús Colón, Julia de Burgos, Hubert Harrison, Alexis June Jordan, Audre Lorde, José Martí, Malcolm X, Manuel Ramos Otero, Clemente Soto Vélez, and Arthur Schomburg

**Fall 2024: CLEN UN3790**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLEN 3790	001/14168	W 4:10pm - 6:00pm 401 Hamilton Hall	Frances Negron-Muntaner	4.00	14/18
CLEN 3790	AU1/19318	W 4:10pm - 6:00pm Othr Other	Frances Negron-Muntaner	4.00	3/2

**CLGM UN3650 Mental health in Literature from antiquity to futurity. 3.00 points.**

This seminar explores the relationship between literature, culture, and mental health. It pays particular emphasis to the poetics of emotions structuring them around the five stages of grief: denial, anger, bargaining, depression, acceptance and the concept of hope. During the course of the semester, we will discuss a variety of content that explores issues of race, socioeconomic status, political beliefs, abilities/disabilities, gender expressions, sexualities, and stages of life as they are connected to mental illness and healing. Emotions are anchored in the physical body through the way in which our bodily sensors help us understand the reality that we live in. By feeling backwards and thinking forwards, we will ask a number of important questions relating to literature and mental health, and will trace how human experiences are first made into language, then into science, and finally into action. The course surveys texts from Homer, Ovid, Aeschylus and Sophocles to Virginia Woolf, Sylvia Plath, C.P. Cavafy, Dinos Christianopoulos, Margarita Karapanou, Katerina Anghelaki-Rooke, Katerina Gogou etc., and the work of artists such as Toshio Matsumoto, Yorgos Lanthimos, and Anohni

**Fall 2024: CLGM UN3650**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLGM 3650	001/10648	T 2:10pm - 4:00pm 607 Hamilton Hall	Nikolas Kakkoufa	3.00	15/15

**ECON GU4480 GENDER # APPLIED ECONOMICS. 3.00 points.**

Prerequisites: ECON UN3211 and ECON UN3213 *ECON W3211, W3213.*

Prerequisites: ECON UN3211 and ECON UN3213 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

**Fall 2024: ECON GU4480**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
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ECON 4480	001/11024	M W 4:10pm - 5:25pm 330 Uris Hall	Lena Edlund	3.00	46/60
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**ENGL UN2200 Out of the Ordinary: Aesthetics, Power, Bodies. 3.00 points.**

This course examines twentieth-century literature, film, and music in order to explore the many and complex ways that beauty, power, and bodily identity co-articulate experiences that lie beyond the ordinary. Reading novels, essays, and poetry alongside musical interludes, we will think about bodies, power, and beauty together. This class explores the wide beyond, the other side of the everyday, the hum of being that can be discerned only in certain musical performances, the terror and pleasure that course through certain works of fiction, and the fragmented self that fails to cohere in extraordinary acts of memoir. From these pieces and unfinished conversations, we intend to collaboratively develop fresh insights on the nature of beauty and identity under increasingly draconian and profit-driven forms of knowledge and power

**Fall 2024: ENGL UN2200**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 2200	001/14176	M W 2:40pm - 3:55pm Ren Kraft Center	Shana Redmond, Jack Halberstam	3.00	50/90

**ENGL UN3477 New Suns: Worlding in Black Speculative Fiction. 4.00 points.**

This course takes Octavia E. Butler's enigmatic expression, "There's nothing new under the sun, but there are new suns" as a guide for exploring the politics of Black speculative fiction, science fiction, and fantasy. With literary, sonic, visual, and cinematic examples, including works from Pauline Hopkins, W.E.B. DuBois, Samuel Delany, Wangechi Mutu, Janelle Monae, Sun Ra, Saul Williams, and others, this class considers the contexts of possibility for re/imagining Black pasts, presents and futures. Paying particular attention to how Black speculative fiction creates new worlds, social orders, and entanglements, students will develop readings informed by ecocriticism, science and technology studies, feminist, and queer studies. We will consider the multiple meanings and various uses of speculation and worlding as we encounter and interpret forms of utopian, dystopian, and (post)apocalyptic thinking and practice. No prerequisites

**Fall 2024: ENGL UN3477**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3477	001/18972	W 10:10am - 12:00pm 477 Alfred Lerner Hall	C. Riley Snorton	4.00	6/18

**ENGL GU4462 Gender and Resistance in Early Modern Literature. 4.00 points.**

This class will focus on early modern literature's fascination with the relationship between women, gender, and political resistance in the early modern period. The works we will read together engage many of the key political analogies of the



period, including those between the household and the state, the marital and the social contract, and rape and tyranny. These texts also present multiple forms of resistance to gendered repression and subordination, and reimagine sexual, social, and political relationships in new and creative ways. Readings will include key classical and biblical intertexts, witchcraft and murder pamphlets, domestic conduct books, defenses of women, poetry (by William Shakespeare, Aemilia Lanyer and Lucy Hutchinson), drama (*Othello*, *The Winter's Tale*, and *Gallathea*), and fiction (by Margaret Cavendish). The class will also include visits to The Morgan Library, Columbia's Rare Book and Manuscript Library, and The Metropolitan Museum of Art

**Fall 2024: ENGL GU4462**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 4462	001/14192	T 12:10pm - 2:00pm 302 Alfred Lerner Hall	Julie Crawford	4.00	17/18

**FILM GU4940 QUEER CINEMA. 3.00 points.**

This course examines themes and changes in the (self-)representation of lesbians, gay men, bisexuals, and transgender people in cinema from the early sound period to the present. It pays attention to both the formal qualities of film and filmmakers' use of cinematic strategies (*mise-en-scene*, editing, etc.) designed to elicit certain responses in viewers and to the distinctive possibilities and constraints of the classical Hollywood studio system, independent film, avant-garde cinema, and world cinema; the impact of various regimes of formal and informal censorship; the role of queer men and women as screenwriters, directors, actors, and designers; and the competing visions of gay, progay, and antigay filmmakers. Along with considering the formal properties of film and the historical forces that shaped it, the course explores what cultural analysts can learn from film. How can we treat film as evidence in historical analysis? We will consider the films we see as evidence that may shed new light on historical problems and periodization, and will also use the films to engage with recent queer theoretical work on queer subjectivity, affect, and culture

**Fall 2024: FILM GU4940**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 4940	001/13789	W 9:10am - 12:55pm 508 Dodge Building	Ronald Gregg	3.00	18/17

**FREN GU4022 How to Love: Medieval French and Arabic. 3.00 points.**

How did people conceive of and talk about love on either side of the Pyrenees? This course will explore the many faces of desire in medieval French, Occitan, Arabic, Hebrew and Romance (proto-Spanish) literature to ask a broader question: what would be our understanding of lyric poetry, often taken to originate with the troubadours, if we incorporated the poems and songs of Al-Andalus? After anchoring ourselves in history, we will survey the major events and trends that attended the

emergence of new poetic and musical forms both in Andalusia and in France between the 8th and the 14th centuries. We will study how these works were composed, read, performed, and transmitted. Weekly readings will combine scholarship with primary texts exploring the many facets of erotic experience: from sexual contact to love from afar, love as madness, love mediated by birds, rejection of marriage, gender fluidity and queerness. We will also think about the literary forms in which these themes are expressed, including dawn songs, bilingual love poems, treatises on achieving female orgasm, conduct manuals, and hybrid texts combining prose and verse. Translations will be provided for most material, but reading knowledge of modern French is required

**Fall 2024: FREN GU4022**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 4022	001/10744	W 10:10am - 12:00pm 507 Philosophy Hall	Eliza Zingesser, Yasmine Seale	3.00	13/15

**GERM GU4350 GERMAN FILM AFTER 1945. 3.00 points.**

This introduction to German film since 1945 (in its European contexts) deploys a focus on feelings as a lens for multifaceted, intersectional investigations of cinematic history. We will explore how feelings have been gendered and racialized; how they overlap with matters of sex (as closely associated with political revolt in Western Europe, while considered too private for public articulation in the socialist East, especially when queer); and how they foreground matters of nation and trauma (for example via the notions of German 'coldness' and inability to mourn the Holocaust). Simultaneously, the focus on feelings highlights questions of mediality (cinema as a prototypically affective medium?), genre and avant-garde aesthetics: in many films, 'high-affect' Hollywood cinema intriguingly meets 'cold' cinematic modernism. In pursuing these investigative vectors through theoretical readings and close film analysis, the course connects affect, gender, queer, and cultural studies approaches with cinema studies methodologies. The films to be discussed span postwar and New German Cinema, East German DEFA productions, the 'Berlin School' of the 2000s, and contemporary transnational cinema

**Fall 2024: GERM GU4350**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 4350	001/12858	T 2:10pm - 4:00pm 318 Hamilton Hall	Claudia Breger	3.00	15/25

**HIST UN2523 HEALTH INEQUALITY: MODERN US. 4.00 points.**

Through assigned readings and a group research project, students will gain familiarity with a range of historical and social science problems at the intersection of ethnic/racial/sexual formations, technological networks, and health politics since the turn of the twentieth century. Topics to be examined will include, but will not be limited to, black women's health organization and care; HIV/AIDS politics, policy, and community response; benign neglect; urban renewal and gentrification; medical abuses and the legacy of Tuskegee;



tuberculosis control; and environmental justice. There are no required qualifications for enrollment, although students will find the material more accessible if they have had previous coursework experience in United States history, pre-health professional (pre-med, pre-nursing, or pre-public health), African-American Studies, Women and Gender Studies, Ethnic Studies, or American Studies

**Fall 2024: HIST UN2523**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2523	001/10486	M W 10:10am - 11:25am 702 Hamilton Hall	Samuel Roberts	4.00	48/70

**HIST BC3589 Anti-Apartheid Solidarity Movement. 4.00 points.**

This course examines the struggle against South African apartheid with a particular focus on the global solidarity movement in the 20th century. The class will examine key turning points in the movement, its connection with broader anti-colonial and anti-racist struggles, gendered constructs of apartheid and feminist leadership in the movement, and the circulation of theories of racial capitalism. Students will understand how and why apartheid became a global concern. Students will work on a project using the primary source material available on the African Activist Archive Digital Project at Michigan State University

**Fall 2024: HIST BC3589**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3589	001/00256	W 2:10pm - 4:00pm 324 Milbank Hall	Premilla Nadasen	4.00	14/15

**PHIL UN2110 PHILOSOPHY # FEMINISM. 3.00 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

**Fall 2024: PHIL UN2110**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 2110	001/12274	T Th 2:40pm - 3:55pm 833 Seeley W. Mudd Building	Christia Mercer	3.00	59/90
PHIL 2110	AU1/18841	T Th 2:40pm - 3:55pm Othr Other	Christia Mercer	3.00	2/2

**RELI UN3517 Queer Theory, Religion, and Their Discontents. 3.00 points.**

For the most part queer studies and religious studies have met each other with great suspicion and little interest in the conceptual resources of the respectively other field. Our guiding questions will be: What does religion have to do with queerness? What does queerness have to do with religion?

Queer theory and activists, unless they already identify as religious, often have little or little good to say about religion. Conversely, many religious traditions intensively regulate gender, sex, sexuality, and especially queerness. This course will explore how religious studies can enrich queer theory and how queer theory can reshape our thinking about religious studies. But beyond the mutual disinterest, anxieties, and animosities, queer studies and religious studies share actually a whole range of core interests and questions, such as embodiment, sexuality, gender-variability, coloniality, race appearing as religious identity and religious identity as gendered, as well as the role of catastrophe, utopia, and redemption in our experience of the world. We will examine questions about religion come to the fore when we paying especially attention to queerness, gender, sexuality, pleasure, pain, and desire. Equally, we will examine how queer discourses mobilize religious and theological images and ideas, especially where these images and ideas are no longer clearly recognizable as having religious origins. Rather than trying to settle on definitive answers, this course will cultivate a process of open-ended collective inquiry in which students will be encouraged to think autonomously and challenge facile solutions. Students should come away from the course with an expanded sense of how we grapple with issues related to gender, sexuality, desire, and embodiment in our everyday lives and how religion and religious formations are entangled with these issues well beyond religious communities. Ideally, students should experience this course as enlarging the set of critical tools at their hands for creative and rigorous thinking

**Fall 2024: RELI UN3517**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3517	001/10195	M W 11:40am - 12:55pm C01 80 Claremont	Yannik Thiem	3.00	11/30

**RELI GU4565 Women and Islam. 4.00 points.**

This course is a comprehensive engagement with Islamic perspectives on women with a specific focus on the debates about woman's role and status in Muslim societies. Students will learn how historical, religious, socio-economic and political factors influence the lives and experiences of Muslim women. A variety of source materials (the foundational texts of Islam, historical and ethnographic accounts, women's and gender studies scholarship) will serve as the framework for lectures. Students will be introduced to women's religious lives and a variety of women's issues as they are reported and represented in the works written by women themselves and scholars chronicling women's religious experiences. We will begin with an overview of the history and context of the emergence of Islam from a gendered perspective. We will explore differing interpretations of the core Islamic texts concerning women, and the relationship between men and women: who speaks about and for women in Islam? In the second part of the course we will discuss women's religious experiences in different parts of the Muslim world. Students will examine the interrelationship between women and religion with special emphasis on the ways in which the practices of

religion in women's daily lives impact contemporary societies. All readings will be in English. Prior course work in Islam or women's studies is recommended, but not required

**Fall 2024: RELI GU4565**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4565	001/10297	T 2:10pm - 4:00pm 201 80 Claremont	Aziza Shanazarova	4.00	9/20

**SOCI BC3924 Gendered Work and Organizations. 4.00 points.**

This course considers how gender shapes the action within different organizations, reflecting and reproducing broader social systems of inequality, identity, violence, and power in the United States. We will address current issues centered on the gendered nature of institutions and organizations, including the work/family debate, bodies at work, sexual harassment, service work, sex work, and sexual violence to illuminate the mechanisms by which systems of gender inequality shape the meanings and practices of individuals and groups within and across organizations and institutions

**SPRING 2025**

**WMST UN1001 INTRO-WOMEN # GENDER STUDIES. 3.00 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 2025: WMST UN1001**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 1001	001/11783	M W 6:10pm - 7:25pm 313 Fayerweather	Shuli Branson	3.00	73/75

**WMST UN3155 Global Histories of the Trans Present. 3.00 points.**

Are trans people new? Is sex binary? Can sex change? These questions and their precedents have monopolized gendered politics and have taken on global significance in recent years. Following Foucault's formulation of a history of the present—a genealogy of how we got here—this course is a history of the trans present in that it charts the ways in which sex and gender have been ontologized across borders and contexts, often in ways which regulate and police bodies within borders. It historicises the divisive discourses that animate present day politics, showing that sexual dimorphism's legitimacy has been continually contested in different ways and from different standpoints for centuries, and that arguing for or against the universality of sex/gender is a move that people across left/right and liberal/illiberal political lines have historically made. The path towards trans' contemporary inception is not only uneven, including many discontinuities as well as continuities. It is

also global and disturbing, requiring the violence of empire, eugenics, and slavery to cleave sexual dimorphism into two, whose "binary logic" trans then seeks to muddy and muddle—in ways which sometimes yield to ideas of what sex and gender "really are". Trans people do have a history. And it is longer than transphobes would like us to believe. But it is not a pleasant or necessarily radical history. It is also not solely the history of people who are trans. Rather, this history is plural and fractious, and is a history of everyone who has ever existed in a world where gender and sex are operating concepts

**Spring 2025: WMST UN3155**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3155	001/14149	W 12:10pm - 2:00pm 754 Ext Schermerhorn Hall	Zavier Nunn	3.00	10/14

**WMST UN3514 HIST APPROACHES TO FEM QUESTNS. 4.00 points.**

This course will provide students with a comparative perspective on gender, race, and sexuality by illuminating historically specific and culturally distinct conditions in which these systems of power have operated. Beginning in the early modern period, the course seeks to destabilize contemporary notions of gender and sexuality and instead probe how race, sexuality, and gender have functioned as mechanisms of differentiation embedded in historically contingent processes. Moving from "Caliban to Comstock," students will probe historical methods for investigating and critically evaluating claims about the past. In making these inquiries, the course will pay attention to the intersectional nature of race, gender, and sexuality and to strategic performances of identity by marginalized groups. This semester, we will engage research by historians of sexuality, gender, and capitalism to critically reflect on the relationship between critical studies of the past and debates about reproductive justice, bodily autonomy, and gay and lesbian rights in our contemporary moment

**Spring 2025: WMST UN3514**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3514	001/11526	Th 12:10pm - 2:00pm 754 Ext Schermerhorn Hall	Sarah Haley	4.00	24/22

**WMST UN3522 SENIOR SEMINAR II. 4.00 points.**

Individual research in Womens 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 2025: WMST UN3522**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3522	001/14143	T 2:10pm - 4:00pm 754 Ext Schermerhorn Hall	Elizabeth Povinelli	4.00	4/15

**WMST UN3813 Knowledge, Practice, Power. 4.00 points.**  
Prerequisites: WMST V1001 and the instructor's permission.

Knowledge, Practice, Power is a practical and multi-disciplinary exploration of research methods and interpretive strategies used in feminist scholarship, focusing on larger questions about how we know what we know, and who and what knowledge is for. Open to non-majors, but sophomore and junior majors in Women's, Gender, and Sexuality Studies (WGSS) are encouraged to enroll in this course as preparation for Senior Seminar I. This course is required for students pursuing the concentration or minor in Feminist/Intersectional Science and Technology Studies. Prerequisite: Either one introductory WGSS course or Critical Approaches to Social and Cultural Theory or Permission of the Instructor

**Spring 2025: WMST UN3813**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3813	001/00033	M 2:10pm - 4:00pm 407 Barnard Hall	Sandra Moyano-Ariza	4.00	17/18

**WMST GU4220 Bodies of Transformation. 4.00 points.**

Engaging trans studies, disability studies, histories of science, ecocriticism, posthumanism, queer and postcolonial theory, this class contends with how bodies and bodies of knowledge change over time. Bodies of Transformation takes a historiographic approach to the social, political, and cultural underpinnings of corporeal meaning, practice and performance in the 19th and 20th centuries. Animating questions include: what is the corporeal real? how does bodily transformation map the complex relationships between coercion and choice? how might one approach nonhuman interiority?

**Spring 2025: WMST GU4220**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 4220	001/17297	T 12:10pm - 2:00pm 754 Ext Schermerhorn Hall	C. Riley Snorton, Sarah Haley	4.00	13/15

**WMST GU4311 Feminism and Science Studies. 4 points.**

Prerequisites: Feminist Theory or permission of instructor. Investigates socially and historically informed critiques of theoretical methods and practices of the sciences. It asks if/how feminist theoretical and political concerns make a critical contribution to science studies.

**Spring 2025: WMST GU4311**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 4311	001/00849	Th 12:10pm - 2:00pm 501 Diana Center	Rebecca Jordan-Young	4	5/20

**WMST GU4325 Embodiment and Bodily Difference. 4 points.**

At once material and symbolic, our bodies exist at the intersection of multiple competing discourses, including the juridical, the techno-scientific, and the biopolitical. In this course, we will draw upon a variety of critical interdisciplinary literatures—including feminist and queer studies, science and technology studies, and disability studies—to consider some of

the ways in which the body is constituted by such discourses, and itself serves as the substratum for social relations. Among the key questions we will consider are the following: What is natural about the body? How are distinctions made between presumptively normal and pathological bodies, and between psychic and somatic experiences? How do historical and political-economic forces shape the perception and meaning of bodily difference? And most crucially: how do bodies that are multiply constituted by competing logics of gender, race, nation, and ability offer up resistance to these and other categorizations?

**Spring 2025: WMST GU4325**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 4325	001/00035	F 1:10pm - 3:00pm 119 Milstein Center	Margot Kotler	4	12/20

**ANTH UN3465 WOMEN, GENDER POL-MUSLIM WORLD. 3.00 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Practices like veiling, gendered forms of segregation, and the honor code that are central to Western images of Muslim women are also contested issues throughout the Muslim world. This course examines debates about gender, sexuality, and morality and explores the interplay of political, social, and economic factors in shaping the lives of men and women across the Muslim world, from the Middle East to Europe. The perspective will be primarily anthropological, although special attention will be paid to historical processes associated with colonialism and nation-building that are crucial to understanding present gender politics. We will focus on the sexual politics of everyday life in specific locales and explore the extent to which these are shaped by these histories and the power of representations mobilized in a global world in the present and international political interventions. In addition to reading ethnographic works about particular communities, we read memoirs and critical analyses of the local and transnational activist movements that have emerged to address various aspects of gender politics and rights

**Spring 2025: ANTH UN3465**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3465	001/10584	M W 11:40am - 12:55pm 614 Schermerhorn Hall	Lila Abu-Lughod	3.00	60/75

**MUSI UN2500 WOMEN AND MUSIC. 3.00 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 2025: MUSI UN2500**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2500	001/11761	M W 8:40am - 9:55am 622 Dodge Building	Alessandra Ciucci	3.00	10/24
MUSI 2500	AU1/20315	M W 8:40am - 9:55am Othr Other	Alessandra Ciucci	3.00	3/3

**SOCI GU4049 Workshop in Gender and Sexuality II. 2.00 points.**

The Gender/Sexuality Workshop is a forum for Ph.D. students interested in social science topics broadly related to gender and sexuality. In particular, it will provide an opportunity for students share and refine their own works in progress by getting feedback from other students in the workshop. The workshop is geared towards students conducting empirical work, from ethnographies and interview-based projects to archival research to other kinds of critical quantitative work that attempts to theorize gender/sexuality. We will take an expansive view of gender and sexuality as a mode of classifying people and a structure that organizes social life, including work that uses gender/sexuality as a lens to interrogate other social structures such as empire, capitalism, science and knowledge, states and governance, and more. The G/S Workshop will meet biweekly (every other week) over the course of Spring 2025

**Spring 2025: SOCI GU4049**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 4049	001/11475	Th 2:10pm - 4:00pm 754 Ext Schermerhorn Hall	Tara Gonsalves	2.00	7/20

**WMST BC1050 WOMEN AND HEALTH. 3.00 points.**

Combines critical feminist and anti-racist analyses of medicine with current research in epidemiology and biomedicine to understand health and health disparities as co-produced by social systems and biology

**Spring 2025: WMST BC1050**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 1050	001/00024	M W 1:10pm - 2:25pm LI002 Milstein Center	Cecelia Lie-Spahn	3.00	85/90

**WMST BC2140 Critical Approaches in Social and Cultural Theory. 3.00 points.**

This course examines the conceptual foundations that support feminist and queer analyses of racial capitalism, security and incarceration, the politics of life and health, and colonial and postcolonial studies, among others. Open to all students; required for the major in Women's, Gender, and Sexuality Studies (WGSS) and the Interdisciplinary Concentration or Minor in Race and Ethnicity (ICORE/MORE)

**Fall 2024: WMST BC2140**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2140	001/00135	M 2:10pm - 4:00pm LI001 Milstein Center	Alexander Pittman	3.00	28/35

**Spring 2025: WMST BC2140**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2140	001/00021	F 2:10pm - 4:00pm LI001 Milstein Center	Alexander Pittman	3.00	26/35

**WMST BC2150 INTERSECTIONAL FEMINISMS. 3.00 points.**

Enrollment for this class is by instructor approval and an application is required. Please fill out the form here: <https://forms.gle/bPsV7rcf5RWB35PM9> This introductory course for the Interdisciplinary Concentration or Minor in Race and Ethnicity (ICORE/MORE) as well as Majors/Minors in Women's, Gender, and Sexuality Studies (WGSS) is open to all students. We focus on the critical study of social difference as an interdisciplinary practice, using texts with diverse modes of argumentation and evidence to analyze social differences as fundamentally entangled and co-produced. Because of the interdisciplinary nature of this course, the professor will frequently be joined by other faculty and guest speakers who bring distinct disciplinary and subject matter expertise. Some keywords for this course include hybridity, diaspora, borderlands, migration, and intersectionality

**Fall 2024: WMST BC2150**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2150	001/00022	T 10:10am - 11:25am 504 Diana Center	Manijeh Moradian	3.00	47/55

**Spring 2025: WMST BC2150**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2150	001/00427	T 4:10pm - 5:25pm 405 Milbank Hall	Renee Hill	3.00	52/70

**WMST BC3138 AFFECT AND ACTIVISM. 4.00 points.**

From love to anger to disappointment to hope, political activism mobilizes emotions towards certain ends but also generates new affective states and feelings along the way. This advanced seminar will familiarize students with feminist, anti-racist and queer scholarship on affect, feelings and emotion as intrinsic to politics and as crucial for understanding how political thought and action unfold in contingent and often unexpected ways. Mixing theoretical and cultural texts with case studies, we will look at how affect permeates structures of power and domination, embodiment and identity, and collective activist projects concerned with gender and sexual liberation. Students will have an opportunity to read theories of affect as well as to "read" activist movements for affect by working with archival documents (such as zines, manifestos, and movement ephemera) and other primary sources (such as memoir, photography and documentary film)



**Spring 2025: WMST BC3138**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3138	001/00022	T 12:10pm - 2:00pm 318 Milbank Hall	Manijeh Moradian	4.00	14/14

**WMST BC3315 ART, RESEARCH, STORY. 4.00 points.**

Art, Research, Story draws on a range of materials from the social sciences, the visual arts, social theory, history, and digital media to ask three interrelated questions: • What can we learn from exploring—and disrupting—the borders between creativity and social research? Between making ‘art’ and understanding social structure, politics, or history? • How does the way we tell a story also shape what that story tells? How is what we learn from a story partly about the form that the story takes? • What methods can feminist researchers and artists use to both analyze society, and move us to want to change society and ourselves? The class will create a space of study, experiment, and (serious!) play that allows us to engage these questions, while also discovering new questions that emerge from our collective conversations. The syllabus offers many resources to inspire us: scholarly writings, digital art, live performance, poetry, graphic novels, hip hop, and photography. But our most valuable resource is our own collective curiosity and engagement, which we will use to understand the burgeoning transdisciplinary field of arts-based research practices

**WMST BC3512 Art/Work: Sex, Aesthetics, and Capitalism. 4 points.**

How can performances, theatrical texts, and other art/media objects illuminate the operations of gender, sexuality, and race in global capitalism? Drawing from a range of artistic media and critical traditions, we explore how aesthetic thought can help us analyze the sexual, racial, and national character of contemporary labor and life.

**WMST GU4330 SWANA Diasporas: Culture, Politics and Identity Formation in a Time of War. 4.00 points.**

In this class we will study South-West Asian and North African (SWANA) diasporic populations, social movements and cultural production that have responded to the multi-faceted ramifications of the 21st century war on terror. We will focus on diverse Arab, Iranian, and Afghan diasporas in the United States, where 19th and 20th century legacies of racism, xenophobia, Islamophobia and Orientalism combined in new ways to target these groups after the September 11th, 2001 attacks. Drawing on an interdisciplinary array of texts, including ethnography, fiction, feminist and queer theory, social movement theory, and visual and performance art, we will look at how the “war on terror” has shaped the subjectivities and self-representation of SWANA communities. Crucially, we will examine the gender and sexual politics of Islamophobia and racism and study how scholars, activists and artists have sought to intervene in dominant narratives of deviance, threat, and backwardness attributed to Muslim and other SWANA populations. This course takes up the politics of naming, situating the formation of “SWANA” as part of an anti-colonial

genealogy that rejects imperial geographies such as “Middle East.” We will ask how new geographies and affiliations come into being in the context of open-ended war, and what new political identities and forms of cultural production then become possible

**Spring 2025: WMST GU4330**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 4330	001/00023	Th 10:10am - 12:00pm 111 Milstein Center	Manijeh Moradian	4.00	16/20

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