



CORNELL
UNIVERSITY

Courses of Study

1995-1996

Cornell University Calendar

Fall Semester

Residence halls open
 Freshman orientation begins
 New-student orientation begins
 Registration—course exchange
 Instruction begins
 Physical education classes begin
 Fall break: instruction suspended
 Instruction resumes
 Pre-course enrollment for spring

Family Weekend
 Homecoming weekend
 Thanksgiving recess:
 instruction suspended, 1:10 p.m.
 Instruction resumes
 Instruction ends
 Study period
 Final examinations begin
 Final examinations end
 Residence halls close

Winter Session Period Begins

3-Week Classes Begin
 Winter Session Period Ends

Spring Semester

Residence halls open for continuing students
 Residence halls open for new students
 Registration—course exchange
 Instruction begins
 Physical education classes begin
 Spring break: instruction suspended
 Instruction resumes
 Pre-course enrollment for fall
 Instruction ends
 Study period
 Final examinations begin
 Final examinations end
 Residence halls close (students who are graduating
 may stay through Commencement Day)
 Senior Week
 Commencement

Summer Session 1995

Three-week session
 Eight-week session
 Six-week session

1995-96

Friday, August 25
 Friday, August 25
 Friday, August 25
 Tuesday–Wednesday, August 29–30
 Thursday, August 31
 Monday, September 4
 Saturday, October 7
 Wednesday, October 11
 Wednesday, October 25–
 Wednesday, November 8
 Friday–Sunday, November 3–5
 Saturday, September 23

 Wednesday, November 22
 Monday, November 27
 Saturday, December 9
 Sunday–Wednesday, December 10–13
 Thursday, December 14
 Friday, December 22
 Saturday, December 23

Tuesday, December 26 1995–
 Saturday, January 20, 1996

Sunday, January 14
 Monday, January 15
 Thursday–Friday, January 18–19
 Monday, January 22
 Monday, January 29
 Saturday, March 16
 Monday, March 25
 Wednesday, March 27–Wednesday, April 10
 Saturday, May 4
 Sunday–Wednesday, May 5–8
 Thursday, May 9
 Friday, May 17

 Saturday, May 18
 Sunday–Saturday, May 19–25
 Sunday, May 26

Wednesday, May 29–Friday, June 21
 Monday, June 10–Tuesday, August 6
 Monday, June 24–Tuesday, August 6

1996-97

Friday, August 23
 Friday, August 23
 Friday, August 23
 Tuesday–Wednesday, August 27–28
 Thursday, August 29
 Monday, September 9
 Saturday, October 12
 Wednesday, October 16
 TBA

 TBA
 TBA

 Wednesday, November 27
 Monday, December 2
 Saturday, December 7
 Sunday–Wednesday, December 8–11
 Thursday, December 12
 Friday, December 20
 Saturday, December 21

Thursday, December 26
 Thursday, January 2
 Saturday, January 18

Sunday, January 12
 Monday, January 13
 Thursday–Friday, January 16–17
 Monday, January 20
 Monday, February 3
 Saturday, March 15
 Monday, March 24
 TBA
 Saturday, May 3
 Sunday–Wednesday, May 4–7
 Thursday, May 8
 Friday, May 16

 Saturday, May 17
 Sunday–Saturday, May 18–24
 Sunday, May 25

Wednesday, June 4
 Monday, June 16
 Monday, June 30

The dates shown in this calendar are subject to change at any time by official action of Cornell University.

In this calendar, the university has scheduled classes, laboratories, and examinations on religious holidays. It is the intent of the university that students who miss those activities because of religious observances be given adequate opportunity to make up the missed work.

The Law School and College of Veterinary Medicine calendars differ in a number of ways from the university calendar. Please consult the catalogs of those colleges for details.

The courses and curricula described in this catalog, and the teaching personnel listed herein, are subject to change at any time by official action of Cornell University.

The rules and regulations stated in this catalog are for information only and in no way constitute a contract between the student and Cornell University. The university reserves the right to change any regulation or requirement at any time.

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CORNELL

U N I V E R S I T Y

Courses of Study

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Cornell University

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It is the policy of Cornell University actively to support equality of educational and employment opportunity. No person shall be denied admission to any educational program or activity or be denied employment on the basis of any legally prohibited discrimination involving, but not limited to, such factors as race, color, creed, religion, national or ethnic origin, sex, sexual orientation, age, or handicap. The university is committed to the maintenance of affirmative action programs that will assure the continuation of such equality of opportunity. Sexual harassment is an act of discrimination and, as such, will not be tolerated. Inquiries concerning the application of Title IX may be referred to Cornell's Title IX coordinator (assistant director, gender equity) at the Office of Equal Opportunity, Cornell University, 234 Day Hall, Ithaca, New York 14853-2801 (telephone: 607 255-3976; TDD: 607 255-7665).

Cornell University is committed to assisting those persons with disabilities who have special needs. A brochure describing services for persons with disabilities may be obtained by writing to the Office of Equal Opportunity, Cornell University, 234 Day Hall, Ithaca, New York 14853-2801. Other questions or requests for special assistance may also be directed to that office.

Contents

Cornell University Calendar

Introduction	5
CUINFO/Gopher	5
Explanation of Course Numbering Systems	5
Accreditation	5
Advanced Placement	5
Credit for Advanced Placement	5
Advanced Placement and Credit for International Credentials	8
University Registration	9
Course Enrollment	9
Course Add/Drop/Change	9
Auditing Courses	10
Leaves and Withdrawals	10
Internal Transfer Division	10
Bursar Information	10
Tuition, Fees, and Expenses	10
Billing and Payment	10
Student Health Insurance	11
Class Attendance, Meeting Times, and Examinations	11
Class Attendance and Absences	11
Absences because of religious beliefs	11
Class Meeting Times	11
Final Examinations	11
Evening Preliminary Examinations	12
Grading Guidelines	12
S-U Grades	12
Incomplete	13
Changes in Grades	13
Official Transcripts	13
University Requirements for Graduation	13
Physical Education	13
Student Responsibilities	13
Student Records Policy	13
Policy on Posting of Student Information	14
Academic Integrity	14
Protection of Human Subjects in Research	14
Use of Animals for Courses	14
Interdisciplinary Centers, Programs, and Studies	14
Andrew D. White Professors-at-Large	14
Center for Applied Mathematics	14
Center for the Environment	15
The Mario Einaudi Center for International Studies	16
Cognitive Studies	17
Cornell Abroad	17
Cornell-in-Washington Program	19
Cornell Institute for Public Affairs	19
Cornell Plantations	20
Program on Ethics and Public Life	20
Latino Studies Program	20
Program in Real Estate	21
Science of Earth Systems	21
Statistics Center	22
Program in Comparative and Environmental Toxicology	22
Visual Studies	23
Business and Preprofessional Study	23
College of Agriculture and Life Sciences	27
Degree Programs	27
Students	29
Advising and Counseling Services	30
Academic Policies and Procedures	31
Honors Program	31
Intercollege Programs	34
Off-Campus Study Programs	34
Major Fields of Study	36
Academic Honors	44
Nondepartmental Courses	45
Agricultural and Biological Engineering	45
Agricultural, Resource, and Managerial Economics	49
Animal Science	54
Biometry and Statistics	57
Communication	59
Education	65
Entomology	70
Food Science	73

Freehand Drawing	75
Floriculture and Ornamental Horticulture	76
Fruit and Vegetable Science	76
Horticultural Sciences	76
International Agriculture	79
Landscape Architecture	80
Natural Resources	82
Plant Breeding	86
Plant Pathology	88
Pomology: Horticultural Sciences	76
Rural Sociology	90
Soil, Crop, and Atmospheric Sciences	94
Vegetable Crops: Horticultural Sciences	76
Faculty Roster	98

College of Architecture, Art, and Planning 102

Degree Programs	102
College Academic Policies	103
Architecture	103
Art	111
City and Regional Planning	116
Landscape Architecture	123
Faculty Roster	124

Division of Biological Sciences 125

Shoals Marine Laboratory	150
Faculty Roster	152

College of Engineering 155

Facilities and Special Programs	155
Degree Programs	155
Undergraduate Study	155
Master of Engineering Degree Programs	159
Academic Procedures and Policies	160
Engineering Common Courses	174
Applied and Engineering Physics	177
Chemical Engineering	179
Civil and Environmental Engineering	181
Computer Science	186
Electrical Engineering	190
Geological Sciences	196
Materials Science and Engineering	199
Mechanical and Aerospace Engineering	202
Nuclear Science and Engineering	207
Operations Research and Industrial Engineering	207
Theoretical and Applied Mechanics	210
Faculty Roster	212

Graduate School 216

School of Hotel Administration 217

Facilities	217
Undergraduate Curriculum	217
Graduate Curriculum	219
Management Operations	219
Human Resources Management	220
Financial Management	221
Food and Beverage Management	222
Marketing and Tourism	224
Properties Management	225
Communication	226
Operations Management, Information Technology	227
Law	227
Other Courses	227
Faculty Roster	228

College of Human Ecology 231

Degree Programs	231
Division of Student Services	231
Academic Programs	231
Consumer Economics and Housing	232
Design and Environmental Analysis	232
Human Development and Family Studies	233
Human Service Studies	234
Textiles and Apparel	234
Major in Biology and Society	235

Major in Policy Analysis 235
 Individual Curriculum 235
 Special Opportunities 236
 Planning a Program of Study 237
 Graduation Requirements 238
 Procedures 239
 Grades 242
 Academic Honors 242
 Interdepartmental Courses 243
 Consumer Economics and Housing Courses 244
 Design and Environmental Analysis Courses 247
 Human Development and Family Studies Courses 250
 Human Service Studies Courses 255
 Textiles and Apparel Courses 260
 Faculty Roster 261

School of Industrial and Labor Relations 263

Study Options 264
 Requirements for Graduation 264
 Scheduling and Attendance 265
 Academic Standing and Grades 265
 Special Academic Programs 266
 Collective Bargaining, Labor Law, and Labor History 266
 Economic and Social Statistics 269
 International and Comparative Labor Relations 270
 Labor Economics 272
 Organizational Behavior 273
 Human Resource Studies 277
 Interdepartmental Courses 280
 ILR Extension 281
 Faculty Roster 283

Law School 284

Johnson Graduate School of Management 286

Division of Nutritional Sciences 295

Officer Education 302

Military Science 302
 Naval Science 304
 Department of Aerospace Studies 306

Department of Physical Education and Athletics 309

School of Continuing Education and Summer Sessions 314

College of Veterinary Medicine 318

College of Arts and Sciences 323

Program of Study 323
 Special Academic Options 327
 Advising 329
 Registration and Course Scheduling 330
 Academic Standing 331
 Grades 332
 Calendar Supplement 332
 Administration 332
 Anthropology 333
 Archaeology 338
 Asian Studies 340
 Astronomy 347
 Biological Sciences 350
 Chemistry 350
 Classics 355
 Comparative Literature 360
 Computer Science 364
 Economics 367
 English 373
 Geological Sciences 382
 German Studies 384
 Government 387
 History 395
 History of Art 408
 Mathematics 412
 Modern Languages and Linguistics 418
 Music 436
 Near Eastern Studies 442
 Philosophy 447
 Physics 450

Psychology 456
 Romance Studies 465
 Russian 471
 Science and Technology Studies 474
 Sociology 478
 Theatre Arts 482
 Africana Studies and Research Center 492
 Agriculture, Food, and Society Concentration 496
 American Indian Program 497
 American Studies 497
 Center for Applied Mathematics 498
 Asian American Studies Program 499
 Biology and Society Major 499
 Cognitive Studies Program 505
 College Scholar Program 507
 East Asia Program 507
 Human Biology Program 507
 Independent Major Program 509
 Intensive English Program 509
 International Relations Concentration 509
 Program of Jewish Studies 510
 John S. Knight Writing Program 512
 Latin American Studies 513
 Law and Society 513
 Medieval Studies 514
 Modern European Studies Concentration 514
 Religious Studies 515
 Russian and East European Studies Major 517
 Society for the Humanities 520
 South Asia Program 522
 Southeast Asia Program 522
 Statistics Center 523
 Women's Studies Program 523
 Faculty Roster 532

Index 539

Corrections or suggestions for changes in this catalog may be sent to

Project Coordinator
 Courses of Study
 Media Services
 Cornell University
 1150 Comstock Hall
 Ithaca, NY 14853-0901
 607-255-1575
 Fax: 607-255-9873
 Internet: jaa3@cornell.edu

To obtain a copy of this catalog, please write or call

Office of the Vice President
 for Student and Academic Services
 Cornell University
 311 Day Hall
 Ithaca, NY 14853-2801
 607-255-7595
 Internet: dsy1@cornell.edu

For Cornell University directory information or general information, call 607-255-2000 or 607-254-INFO

Abbreviations and symbols used in this catalog:

M	Monday	S-U	Satisfactory-Unsatisfactory
T	Tuesday	disc	discussion
W	Wednesday	lab	laboratory
R	Thursday	lec	lecture
F	Friday	rec	recitation
S	Saturday	sec	section
		TBA	To be announced
		@	geographic breadth
		#	historical breadth

Courses with names and descriptions enclosed in brackets—[]—are not offered fall 1995 and spring 1996.

CORNELL UNIVERSITY—GENERAL INFORMATION

Introduction

Courses of Study contains information primarily concerned with academic resources and procedures, college and department programs, interdisciplinary programs, and undergraduate and graduate course offerings of the university. Not included in this publication is information concerning the Medical College and the Graduate School of Medical Sciences, located in New York City. A student handbook describing life at Cornell will be distributed to all new incoming students. In addition, each new student receives the *Policy Notebook*, which summarizes pertinent university policy. Students should consult with their college's advising office for specific information on academic policies and procedures, degree programs and requirements.

Student responsibility and regulations. The *Campus Code of Conduct* describes the regulations and policies for maintaining public order on campus. *The Code of Academic Integrity* and other statements of student responsibility are set forth in the *Policy Notebook*. Publications are available for viewing on CUINFO, the university's electronic information system, and in print at the various university libraries, the Student Life Union, the Office of the Dean of the University Faculty, the Office of University Counsel, the Office of the Judicial Administrator, and the college offices.

The following is a list of offices and information sources for admission information:

Undergraduate admissions. Information pertinent to prospective applicants is available from the Undergraduate Admissions Office, 410 Thurston Avenue, Ithaca, New York 14850-9988 (telephone: 607/255-5241).

Graduate School. Information pertaining to admission to the Graduate School may be obtained by contacting the Graduate School, 100 Sage Graduate Center, Ithaca, New York 14853-6201 (telephone: 607/255-4884).

Law School. Admission information for the Law School is available from the Law School, Myron Taylor Hall, Ithaca, New York 14853-4901 (telephone: 607/255-5141).

Samuel Curtis Johnson Graduate School of Management. Information is available from the Office of Admissions, 315 Malott Hall, Ithaca, New York 14853-4201 (telephone: 607/255-2327).

College of Veterinary Medicine. Admission information is available from the Admissions Office, Schurman Hall, Cornell University, Ithaca, New York 14853-6401 (telephone: 607/253-3000).

Medical College and Graduate School of Medical Sciences. Information regarding admissions is available from the Office of Admissions, 1300 York Avenue, New York, New York 10021 (telephone: 212/746-1067).

CUINFO/GOPHER

It is not possible to keep this single-volume course list completely up-to-date. The most current information regarding course schedules, sections, rooms, credits, and registration procedures may be found on CUINFO, Cornell's electronic information source, and in the *Course and Time Roster* and the *Course and Room Roster*, each issued twice a year by the Office of the University Registrar. You may access CUINFO using either telnet or gopher. Telnet to port 300 on host gopher2.cit.cornell.edu. To use gopher, connect to gopher.cit.cornell.edu. Students are also advised to consult individual college and department offices for up-to-date course information.

EXPLANATION OF COURSE NUMBERING SYSTEMS

The course levels have been assigned as follows:

100-level course—introductory course, no prerequisites, open to all qualified students

200-level course—lower-division course, open to freshmen and sophomores, may have prerequisites

300-level course—upper-division course, open to juniors and seniors, prerequisites

400-level course—upper-division course, open to seniors and graduate students, 200- and 300-level course prerequisites or equivalent

500-level course—professional level (e.g., management, law, veterinary medicine)

600-level course—graduate-level course, open to upper-division students

700-level course—graduate-level course

800-level course—master's level, thesis, research

900-level course—doctoral level, thesis, research

The list of courses that follows is arranged in two broad groups.

Group 1: Divisions that offer both undergraduate- and graduate-level courses

Agriculture and Life Sciences
Architecture, Art, and Planning
Arts and Sciences
Biological Sciences
Engineering
Hotel Administration
Human Ecology
Industrial and Labor Relations
Nutritional Sciences
Officer Education

Group 2: Graduate professional divisions

Law
Management
Veterinary Medicine

There are no courses offered by the Graduate School as a unit; graduate-level courses are contained in the various departments that offer the instruction.

Within each division, courses are generally arranged in alphabetical order by department and in numerical order within the departments. All courses, 0-999 are briefly described for those divisions (group 1) offering instruction to both undergraduate and graduate students. Courses in the graduate professional divisions (group 2) are designated by number and title only.

ACCREDITATION

Cornell University is accredited by the Middle States Association of Colleges and Schools. Requests to review documentation supporting its accreditation should be addressed to the Vice President for Academic Programs and Planning, Cornell University, 433 Day Hall, Ithaca, New York 14853-2801.

Advanced Placement

CREDIT FOR ADVANCED PLACEMENT

Definition and Purpose of Advanced Placement Credit

Advanced placement credit is college credit that students earn before they matriculate as freshmen. Students may use credit they receive for advanced placement to satisfy degree requirements only as specified by the individual college at Cornell. Although such credit counts toward the bachelor's degree, its primary purpose is to exempt students from introductory courses and to place them in advanced courses. Its value is that it allows students to include more advanced courses in their undergraduate curricula.

Sources of Advanced Placement Credit

Advanced placement credit may be earned from one of the following:

- Achieving the requisite score on a departmental examination at Cornell (usually given during orientation week) or from the Advanced Placement Examinations from the College Entrance Examination Board (CEEB). The requisite scores, which vary by subject, are determined by the relevant departments at Cornell and are listed on page 7.
- Passing a regular course taught at an accredited college to college students and approved by the relevant department at Cornell. Some departments have delegated the review of courses to college staff according to guidelines they have formulated. Some departments review each request individually. Some departments accept credit from virtually all accredited colleges; some do not.

Credit for international credentials is evaluated individually (see below).

Please note: *Cornell University does not accept credit for courses sponsored by colleges but taught in high schools to high school students, even if the college provides a transcript of such work.* Students who have taken such courses may, however, take the appropriate Advanced Placement Examination offered by the College Entrance Examination Board in Princeton, New Jersey, to qualify for credit as in paragraph *a* above.

The final decision for awarding advanced placement credit at Cornell rests with each individual college. The appropriate department of instruction within the university sets the standards of achievement that must be met for advanced placement and recommends AP credit for those who meet the standards. For policies governing advanced placement in a specific college, see the academic information section for that college. Students need not accept advanced placement. They may repeat the course, thereby relinquishing the advanced placement credit.

Advanced placement examinations.

Entering freshmen should have their scores from CEEB Advanced Placement Examinations sent to their college or school office (see below, "Forwarding of scores and transcripts").

Departmental advanced standing examinations. In certain subjects, students may also qualify for advanced placement or credit, or both, on the basis of departmental examinations given on campus during orientation week. A schedule of these examinations will appear in the orientation booklet that will be mailed to entering students in late summer. The departments that award advanced placement and credit on the basis of departmental examinations are shown on page 7.

Transfer of credit. Entering freshmen who have completed college courses for which they want to receive credit toward their Cornell degree should send transcripts and course descriptions to their college or school office (see the list at the end of this section). The award of credit or placement for such courses is determined by the appropriate departments according to individual school and college guidelines. Because policy for using advanced placement credit varies according to each college's or school's professional and academic goals, students should consult their college or school office to determine how they may use such credit.

Foreign credentials. Information regarding Cornell's advanced standing policy for foreign credentials may be obtained by contacting the Associate Director of International Admissions, Cornell University, 410 Thurston Avenue, Ithaca, New York 14850-2488, U.S.A. Students holding foreign credentials who feel they may be eligible for advanced standing consideration should contact the International Students and Scholars Office before enrollment for clarification of the advanced standing policy.

Written inquiries. Many department, school, and college offices encourage students to contact them with any questions they may have. Addresses given in the following sections may be completed by adding Ithaca, New York 14853.

Forwarding of scores and transcripts. Entering freshmen should have their advanced

placement test scores sent to their school or college registrar's office.

College of Agriculture and Life Sciences
177 Roberts Hall

College of Architecture, Art, and Planning
B2 West Sibley Hall

College of Arts and Sciences
M46 Goldwin Smith Hall

College of Engineering
170 Olin Hall

School of Hotel Administration
138 Statler Hall

College of Human Ecology
N101 Van Rensselaer Hall

School of Industrial and Labor Relations
101 Ives Hall

DETERMINATION OF CREDIT AND PLACEMENT

The table on page 7 provides information on how credit and placement are determined for most subjects. Supplementary information for subjects requiring additional explanation is provided below.

Biological Sciences

The Division of Biological Sciences grants advanced placement credits and exemption from introductory biology courses based on superior performance on the CEEB Advanced Placement Examination in biology.

Any student who earns a score of 5 on this examination may elect to receive eight credits and be permitted exemption from all introductory biology courses.

Students not majoring in biological sciences who score a 4 or 5 may receive, respectively, six or eight advanced placement credits. This will satisfy the distribution requirement in biological sciences for students in the College of Human Ecology and a portion of the group B distribution requirement for students in the College of Agriculture and Life Sciences. For students in the College of Arts and Sciences, credits may be applied to the Group 1 distribution area in accordance with regulations stipulated by the college.

Biological sciences majors who receive a score of 5 may receive eight credits and be exempt from all introductory biology courses or elect to receive four credits and select one of the options allowed for majors with a score of 4. The student receiving a score of 4 must fulfill the introductory biology requirement by taking Biological Sciences 101-102, 101/103, 102/104, or 103-104 or 105 or 106 (Biological Sciences, Lectures and Laboratory). These students should consult information available in the Biological Sciences 101-104 course office (1140 Comstock Hall) and in the Biology Center (216 Stimson Hall) to determine which semester to take to complete the introductory biology requirement. For students in doubt, Biological Sciences 101/103 is advised. These students will receive a total of eight introductory biology credits (four advanced placement credits plus four course credits).

Chemistry

The Department of Chemistry offers two sequences that satisfy prerequisites for further

work in the department: Chemistry 207-208, an eight-credit sequence that includes qualitative analysis, and Chemistry 215-216, a nine-credit sequence that includes qualitative and quantitative analysis.

Freshmen may qualify for advanced placement and advanced standing credits in chemistry by satisfactory performance on the CEEB Advanced Placement Examination in chemistry or by passing an advanced standing examination offered by the department. A score of 5 on the CEEB examination entitles a student to four credits. A student may earn four or eight credits by suitable performance on the departmental examination. To take the departmental examination students must sign up beforehand with Mrs. Virginia Marcus, in 131 Baker Laboratory.

The specific course in which a student will register after having received a certain advanced placement standing will be decided by consultation between the student, his or her adviser, and the professors teaching the courses. Students receiving advanced placement who are interested in a major in chemistry or a related science should consider taking Chemistry 215-216 and should consult the Chemistry 215 instructor.

Classics

For advanced placement and credit in Latin and Greek, students should consult the Department of Classics, Cornell University, 120 Goldwin Smith Hall.

Latin. Credit and placement are determined on the basis of a departmental examination. A student who is permitted to register in a 300-level course will be given six advanced placement credits.

Greek and Modern Greek. Credit and placement are determined on the basis of a departmental examination. For Ancient Greek, a student who is permitted to register in a 300-level course will be given six advanced placement credits. For Modern Greek, a student who is determined by the examiner to be at an advanced level will be given six advanced placement credits.

Computer Science

Students who receive a score of 4 or 5 on the CEEB Advanced Placement Examination in computer science will receive four advanced placement credits and may take Computer Science 211, 212, or 222 (provided, in the case of Computer Science 222, the mathematics prerequisites are met). These credits may be used to satisfy the requirement in computer programming for students in the College of Engineering or half the distribution requirement in mathematics for students in the College of Arts and Sciences.

Freshmen may also earn four credits by suitable performance on a departmental examination to be given during orientation week. Students who receive a score of 3 on the CEEB Advanced Placement Examination may choose, at their own risk and in consultation with their advisers, to go directly into a 200-level course without receiving credit for Computer Science 100. These students are strongly urged to take the departmental placement test. To take the departmental examination, students must sign up beforehand in the Undergraduate Office, 303 Upton Hall.

Summary of Credit and Placement

<i>Subject</i>	<i>Score</i>	<i>Advanced Placement Credit</i>	<i>Placement</i>
Arabic	Department of Near Eastern Studies determines	credit and placement based on departmental examination.	
Biology	5 (majors)	8 credits or 4 credits	Placement out of all introductory courses. Students may choose to accept only 4 credits and follow the guidelines for majors with a score of 4.
	4 (majors)	4 credits	4 AP credits awarded after completion of any combination of 4 credits from 101–104 or 105 or 106. Consult department to determine which semester to take to complete introductory biology.
	5 (nonmajors)	8 credits	Placement out of all introductory courses.
	4 (nonmajors)	6 credits	Placement out of 109–110. Does not always satisfy the prerequisite for second- and third-level courses in biology.
Chemistry	5	4 credits	Department determines placement.
Computer science	4,5	4 credits	Placement out of C.S. 100.
Economics, micro	4,5	3 credits	Placement out of Economics 101.
Economics, macro	4,5	3 credits	Placement out of Economics 102.
English	4,5	3 credits	
French language	4,5	3 credits	Department of Modern Languages and Linguistics determines placement. Students may earn additional credit by taking CASE examination.†
French literature	4,5	3 credits (and proficiency)	Department of Romance Studies determines placement.
German	4,5	3 credits (and proficiency)	Department of German Studies determines placement in literature courses. Department of Modern Languages and Linguistics determines placement in language courses. Students may earn additional credit by taking CASE examination.†
Government and politics, U.S.	4,5	3 credits	Placement out of Government 111.
Government and politics, comparative	4,5	3 credits	Placement out of Government 131.
Greek, Ancient and Modern	Department of Classics determines	credit and placement based on departmental examination.	
Hebrew	4,5	3 credits	Department of Near Eastern Studies determines placement based on departmental examination.
American history	4,5	4 credits	
European history	4,5	4 credits	
History of art	4,5	3 credits	
Italian language	4,5	3 credits	Department of Modern Languages and Linguistics determines placement. Students may earn additional credit by taking CASE examination.†
Italian literature	4,5	3 credits (and proficiency)	Department of Romance Studies determines placement.
Latin	Department of Classics determines	credit and placement based on departmental examination.	
Mathematics BC (excluding engineering students)	4,5	8 credits	Placement out of 111, 112. Permission to take 221, 293, or 213.
	2 or 3	4 credits	Placement out of 111. No advanced placement credit for students who take 111. Permission to take 112 or 192.
Mathematics AB (excluding engineering students)	4,5	4 credits	Placement out of 111. Permission to take 112, 122, or 192.
	3	4 credits	Placement out of 111. Permission to take 112 or 192.
	2	none	Students are strongly urged to take the mathematics placement examination.
Music	Department determines	credit and placement based on departmental examination.	
Physics B	4,5	8 credits	Placement out of Physics 101–102.
	3	4 credits	Placement out of Physics 101.
Physics B, and Mathematics BC	5		
	4,5	4 credits in physics	Student may choose placement out of Physics 112 or 207 instead or Physics 101–102.
Physics C—Mechanics	4,5	4 credits	Student may choose placement out of Physics 112 or 207, or placement into Physics 116 with no AP credit. For more information, contact department representative.
Physics C—Electricity and Magnetism	5	4 credits	Student may choose 4 credits for Physics 213 or placement into Physics 217 with no AP credit. For more information, contact department representative.
Psychology	4,5	3 credits	Placement out of Psychology 101.
Sociology	Department determines	credit and placement.	
Spanish language	4,5	3 credits	Department of Modern Languages and Linguistics determines placement. Students may earn additional credit by taking CASE examination.†
Spanish literature	4,5	3 credits (and proficiency)	Department of Romance Studies determines placement.
Turkish	Department of Near Eastern Studies determines	credit and placement based on departmental examination.	

†Cornell Advanced Standing Examination. Contact the Department of Modern Languages and Linguistics, 203 Morrill Hall.

English

The English department will grant 3 credits to students who score 4 or 5 on the CEEB Advanced Placement Examination. The credits are granted automatically: no application to the department is required.

Students who receive scores of 700 or better on the CEEB SAT II examination in English composition, 700 or better on the CEEB SAT II examination in literature, or 4 or 5 on the CEEB Advanced Placement Examination are eligible to enroll, space permitting, in the following English freshman writing seminars: 270, 271, 272.

Advanced placement credits may not be used to fulfill requirements of the English major or distribution requirements of the College of Arts and Sciences.

Mathematics

The Cornell calculus sequences discussed below are described under "Basic Sequences" in the Department of Mathematics section of this catalog.

The regular freshman calculus courses at Cornell do not differ substantially from calculus courses given in many high schools, and it is best to avoid repeating material that has already been covered at an appropriate level. Secondary school students who have had the equivalent of at least one semester of analytic geometry and calculus should, if possible, take one of the CEEB's two Advanced Placement Examinations (calculus AB or calculus BC) during their senior year.

The following rules do not apply to students being admitted to the College of Engineering. See the college's brochure for a detailed statement.

Students with a grade of 4 or 5 on the BC examination may take the appropriate third-semester course (Mathematics 213, 221, or 293), but students entering Mathematics 293 may have to make up some material on partial differentiation. Students with a 3 on the BC examination or a 4 or 5 on the AB examination may take the appropriate second-semester course (Mathematics 112, 122, or 192). Students with a 2 on the BC examination or a 3 on the AB examination may take one of the second-semester courses (Mathematics 112 or 192). Advanced placement credit will be awarded appropriately; however, no credit will be granted for a grade of 1 on the BC or 1 or 2 on the AB examination.

A grade of 3 or higher on the BC examination satisfies the distribution requirement in mathematics for students in the College of Arts and Sciences.

Note, however, that the grade of 3 is not sufficient for a full year of advanced placement credit in mathematics.

The placement examination in mathematics is offered at Cornell only during orientation week and should be taken by students who

- 1) have had at least a semester of calculus but did not take a CEEB Advanced Placement Examination;
- 2) have received a 2 on the BC examination or a 3 on the AB examination and want to enter the upper sequence; or
- 3) believe that the placement assigned on the strength of the CEEB Advanced Placement

Examination is not high enough in their case.

Students are strongly urged to take the departmental placement test even if they feel that their grasp of the material is uncertain. The grade on this test does not become part of a student's record. No advance registration for the departmental examination is necessary.

Modern Languages

Students who have studied a language for two or more years and want to continue study in that language at Cornell must present the results of a placement test. In cases where no placement test exists for a particular language, the Department of Modern Languages and Linguistics designates a professor to handle placement for that language. Students who have had a year of formal study or substantial informal study since they last took a placement test should take the examination again during orientation week if they plan to continue course work.

Advanced standing credit may be entered on a student's record as follows:

- 1) For students with a score of 4 or 5 on the language Advanced Placement Examination of the CEEB, three credits are granted, and they are eligible to take Cornell's Advanced Standing Examination (CASE). Outstanding performance on this examination could provide three additional credits.
- 2) Students who achieve a minimum score of 650 on the language placement test given during orientation week or the SAT II examination are eligible to take Cornell's Advanced Standing Examination (CASE). Outstanding performance on this examination could provide a maximum of six credits.
- 3) For formal language work at an accredited college, credit is considered by the department on submission of a transcript and may be entered on the student's Cornell record.
- 4) Native speakers of languages other than English may, on examination by the appropriate professor, be granted a maximum of six credits if they can demonstrate proficiency equivalent to course work on the 200 level or above at Cornell. Additional credit will be considered only for those who pursue advanced work in their native language.

Information about times and places to take placement tests is available in the orientation booklet, from Academic and Career Counseling Services, and from the Department of Modern Languages and Linguistics. For more information, see the College of Arts and Sciences section on language course placement, or contact the Department of Modern Languages and Linguistics, Cornell University, 203 Morrill Hall.

Music

Advanced placement and credit are awarded only in music theory and only on the basis of a comprehensive examination administered by the Department of Music, normally during orientation week. If special arrangements are made, the examination may be administered at other times during the academic year. All students interested in taking this examination should consult Professor E. Murray, 311

Lincoln Hall (telephone: 607/255-4675).

Inquiries may be directed to the Department of Music, Cornell University, 104 Lincoln Hall (telephone: 607/255-4097).

Physics

Advanced placement and credit are awarded on the basis of the CEEB Advanced Placement Examination in physics (physics B or physics C), certain international examinations, or the departmental examination (which may be taken during orientation week or at other times as arranged). For information about the departmental examination, students should consult the Director of Undergraduate Studies, Professor R. S. Galik, 100 Clark Hall, or the Department Chair.

Physics B. Students earning a score of 4 or 5 may receive eight credits for Physics 101 and 102. Those earning a score of 5 in physics B with a score of 4 or 5 in calculus BC may choose to accept four credits in Physics 112 or 207 instead of eight credits in Physics 101 and 102. Those earning a score of 3 will receive four credits in Physics 101.

Physics C—Mechanics: Students earning a score of 4 or 5 may receive four credits for Physics 112 or 207, or placement into Physics 116 with no AP credit.

Physics C—Electricity and Magnetism: Students earning a score of 5 may choose four credits for Physics 213, or placement into Physics 217 with no AP credit. A student planning a major in Physics or Applied and Engineering Physics and who is eligible for credit under 1) or 2) above may consult with his/her adviser or the department representative.

Advanced placement into a next-in-sequence course depends on the completion of the appropriate mathematics prerequisites before enrolling. To qualify for advanced placement credit, it is not necessary to continue the study of physics.

General information and advice may be obtained from Professor R. S. Galik, 101 Clark Hall, or from the Department of Physics, Cornell University, 109 Clark Hall.

ADVANCED PLACEMENT AND CREDIT FOR INTERNATIONAL CREDENTIALS

Following are the policies currently in effect for G.C.E. "A" Level Examinations and International Baccalaureate Higher Level Examinations. Accepted students holding any other secondary school credentials are urged to sit for the Advanced Placement Examinations of the College Entrance Examination Board or for the departmental examinations offered during orientation week. Students requiring further information concerning advanced standing credit for foreign credentials may contact the Associate Director, Undergraduate International Admissions.

General Certificate of Education (GCE) Advanced ("A") Level Examination passes are awarded advanced standing and credit. Students must present the original or a certified copy of their examination certificate to the Associate Director, International Admissions, in order to receive credit. The following overseas examinations are recog-

nized by Cornell as equivalent in standard to GCE "A" Levels:

- Matriculation examination of the University of Hong Kong (Advanced Level)
- Advanced Level examination of the University of Hong Kong
- E. African Advanced Certificate of Education (principal passes only)
- W. African Advanced Level General Certificate of Education
- Joint examination for the Higher School Certificate and Advanced Level General Certificate of Education in Malaysia and Singapore (principal passes only)

Following is a list of subjects and the marks for which credit will be awarded:

Subject	Marks	Credit
Biology	A or B	8 credits
Chemistry	A	8 credits (Chem 207 and 208)
	B	4 credits (Chem 207)
Economics	A	6 credits (Econ 101 and 102)
English Literature	A	6 credits
	B	3 credits
Geography		subject to departmental review
History	A, B, or C	4 credits
Mathematics	A or B	8 credits (Math 111 and 112)
	C	4 credits (Math 111)
Music		subject to departmental review
Philosophy	A or B	3 credits
Physics	A or B	4 credits for Physics 101, 112, or 207
		4 additional credits for Physics 213 are granted for a combination of grades of A or B and a minimum of 8 Advanced Placement (or Advanced Standing) credits in Mathematics. (Students planning to major in physics should consider enrolling in Physics 217.)

International Baccalaureate (IB) Higher Level Examination passes are awarded advanced standing and credit as follows. The original or a certified copy of the examination results must be shown to the Associate Director, International Admissions.

Subject	Marks	Credit
Anthropology		subject to departmental review
Biology	7	8 credits
	6	6 credits
Chemistry	7	8 credits (Chem 207 and 208)
	5 or 6	4 credits (Chem 207)
Economics	6 or 7	6 credits
English Literature	7	6 credits
	6	3 credits

Geography		subject to departmental review
History		subject to departmental review
Mathematics	6 or 7	8 credits (prospective math, science, and engineering majors must consult with math department to determine prerequisite for placement in third-semester math courses)
Music		subject to departmental review
Philosophy	7	3 credits
Physical Science	6 or 7	4 credits (Phys 112 or 207)
Physics	6 or 7	4 credits (Phys 112)

For more information about advanced placement or other academic questions, please contact the Associate Director, International Admissions, Undergraduate Admissions Office, 410 Thurston Avenue, Ithaca, NY 14850-2488.

University Registration

University registration is the official recognition of a student's relationship with the university and is the basic authorization for a student's access to services and education. Completion of registration is essential to enable the university to plan for and provide services and education, guided by the highest standards for efficiency and safety. Unauthorized, unregistered persons who use university services and attend classes have the potential to use university resources inappropriately and to displace properly registered students. In addition, the university assumes certain legal responsibilities for persons who participate as students in the university environment. For example, policy states that New York State health requirements must be satisfied. Because these requirements are intended to safeguard the public health of students, the university has a responsibility to enforce the state regulations through registration procedures.

The policy on university registration is intended to describe clearly the meaning of and the procedures for registration so that students can complete the process efficiently and be assured of official recognition as registered students. With the clear communication of the steps for registration, it is hoped that compliance will occur with a minimum of difficulty.

To become a registered student at Cornell University, a person must

- complete course enrollment according to individual college requirements;
- settle all financial accounts, including current semester tuition;
- satisfy New York State health requirements;
- have no holds from the college, the office of the Judicial Administrator, Gannett Clinic, or the Bursar.

Individuals must become registered students by the end of the third week of the semester.

Cornell University does not allow persons who are not registered with the university in a timely manner to attend classes. The university reserves the right to require unauthorized, unregistered persons who attend classes or in other ways seek to exercise student privileges to leave the university premises. The university does not permit retroactive registration and does not record courses or grades for unregistered persons.

COURSE ENROLLMENT

Pre-course enrollment for each semester at Cornell takes place partway through the preceding semester. Dates are announced in advance and are usually posted in school and college offices. Each college or school notifies students about special procedures. Students are often expected to meet with their advisers during this period to affirm that the courses they plan to take will ensure satisfactory progress toward a degree.

New students and transfer students are sent course enrollment instructions by their college offices before they arrive on campus. Procedures vary from college to college.

COURSE ADD/DROP/CHANGE

Students may adjust their schedules during add/drop/change periods. A form is completed by the student and signed by both the student's adviser and an appropriate representative of the department offering the course (an instructor, department staff member or college registrar, depending on the college). The completed and signed form must be returned to the student's college office to be processed. Professional schools, Continuing Education and Summer Sessions, and the Department of Physical Education and Athletics have different course enrollment and add-drop policies. See the chart below for their course add/drop/change fees.

Late Course Enrollment and Late Add/Drop/Change Fees

Academic Unit	Late Course Enrollment Fee	Late Course Add/Drop/Change Fee
Continuing Education and Summer Sessions	†	†
Johnson Graduate School of Management	\$100	\$100
Law School	No fee	No fee
Physical education	\$30	\$20*
Veterinary medicine	\$15*	\$15*

*Consult the college office for special considerations and requirements.

†Consult the Summer Session catalog and the Division of Extramural Study brochure for fees.

AUDITING COURSES

Summer school and extramural students may officially register as visitors (auditors) in courses and have this entered on their permanent records if their attendance is reported as satisfactory. Graduate students may register for courses as auditors but will not have the courses listed on their transcripts. Undergraduates may not register to audit courses.

LEAVES AND WITHDRAWALS

A leave of absence must be requested from the college in which the student is enrolled. A leave of absence is granted for a specified time, after which the student is expected to return to resume course work. Students should inform their college of intent to return.

A student may withdraw from the university at the student's discretion. In addition, a college may withdraw a student who fails to return at the end of a period of authorized leave.

Medical leaves are granted and processed through University Health Services.

Internal Transfer Division

Students may not always be satisfied with the original Cornell school or college into which they've been admitted. They may decide to transfer from one college to another, within the university. This process is called internal transfer, and application procedures and deadlines vary by college. It may be possible to be admitted directly into a new program. Students who are uncertain if they immediately qualify for direct transfer, however, should apply to the Internal Transfer Division (ITD).

To apply, candidates must interview with the division's director and submit an essay to the ITD office outlining their reasons for wanting to transfer. Internal Transfer Division applicants must also fulfill the application requirements (e.g., interviews, essays) of their target college as if they were applying for direct transfer. In many cases, colleges formally sponsor students in ITD and essentially guarantee admission if students successfully complete the requirements (taking particular courses, earning a specified grade point average while enrolled in ITD) that are outlined in their letter of sponsorship. Although sponsorship does not guarantee admission to the Internal Transfer Division, it is the most important factor determining acceptance into ITD. Students can apply simultaneously for direct transfer and to ITD, so that if direct transfer is denied they might be offered the option of being sponsored in the Internal Transfer Division.

For more information about transfer requirements, students should contact the admissions office of the college they hope to enter and the office of the Internal Transfer Division, 220 Day Hall (255-4386).

Bursar Information

TUITION, FEES, AND EXPENSES

Tuition for Academic Year 1995-96

Endowed Divisions

Undergraduate

Architecture, Art, and Planning	
Arts and Sciences	
Engineering	
Hotel Administration	\$20,000

Graduate

Graduate School (with major chair in an endowed division)	20,000
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Professional

Law School	21,135
Management	21,480

Statutory Divisions

Undergraduate

Agriculture and Life Sciences	
Human Ecology	
Industrial and Labor Relations	
New York resident*	8,100
Nonresident*	15,900

Graduate

Graduate School (with major chair in agriculture, human ecology, or industrial and labor relations)	\$9,500
Graduate School—Veterinary Medicine	10,150

Professional

Veterinary Medicine	
New York resident*	12,650
Nonresident*	17,000

Summer Session (1995)

Per credit	475 (estimated)
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Other Tuition and Fees

In absentia fees	
Graduate	\$200 per term
Undergraduate	15 per term
Law and Management	75 per term

The amount, time, and manner of payment of tuition, fees, or other charges may be changed at any time without notice.

*Residency status is determined at the time of admission by the college. Change in residency status is determined by the bursar.

Fees and Expenses

Undergraduate applicants to Cornell pay a nonrefundable \$60 application fee when submitting an application for admission. The graduate application fee is \$60. Application to the Johnson Graduate School of Management costs \$85 (domestic), \$110 (international).

Tuition Refund Policy

Amounts personally paid for tuition may be refunded if the student requests a leave of absence or withdrawal from the office of the dean of his or her college of enrollment. The date of this request will determine the tuition liability for the semester. Previously matriculated students who terminate their registration with the university during a fall or spring semester in this manner will be charged

tuition from the university registration day through the date of their request as follows: first six days of the semester (including university registration day), no charge; seventh day of the semester, 10 percent; second week, 20 percent; third week, 30 percent; fourth week, 40 percent; fifth week, 60 percent; sixth week, 80 percent; seventh week to the end of the semester, 100 percent.

First-time matriculants will be charged tuition from the university registration day through the date of their request as follows: first six days of the semester (including university registration day), no charge; seventh day of the semester, 10 percent; second and third weeks, 20 percent; fourth week, 30 percent; fifth and sixth weeks, 40 percent; seventh week, 50 percent; eighth and ninth weeks, 60 percent; tenth week to the end of the semester, 100 percent.

Repayment policy. Students receiving financial aid from the university who withdraw during a term will have their aid reevaluated, possibly necessitating repayment of a portion of aid received. Repayment to aid accounts depends on the type of aid received, government regulations, and the period of time in attendance. A partial semester will generally count as one of the eight semesters of financial aid eligibility normally allowed a student.

Refund Schedule for Withdrawals and Leaves of Absence

Fall 1995 and Spring 1996

Previously Matriculated Students

Percent	Fall 1995	Spring 1996
No charge	8/29-9/5	1/18-1/24
10% charge	9/6	1/25
20% charge	9/7-9/13	1/26-2/1
30% charge	9/14-9/20	2/2-2/8
40% charge	9/21-9/27	2/9-2/15
60% charge	9/28-10/4	2/16-2/22
80% charge	10/5-10/15	2/23-2/29
100% charge	10/16/95	3/1/96

First-Time Matriculated Students

Percent	Fall 1995	Spring 1996
No charge	8/29-9/5	1/18-1/24
10% charge	9/6	1/25
20% charge	9/7-9/20	1/26-2/8
30% charge	9/21-10/15	2/9-2/15
40% charge	10/16-10/22	2/16-2/29
50% charge	10/23-10/29	3/1-3/7
60% charge	10/30-11/12	3/8-3/30
100% charge	11/13/95	3/31/96

BILLING AND PAYMENT

Billing

Tuition and room and board charges will be billed in July and December and must be paid prior to registration. The due date for these semester bills will normally be five to ten working days prior to ID validation day. All other charges, credits, and payments will

appear on monthly statements mailed before the twenty-fifth of every month.

It is possible that some charges will not be listed on the first bill and will appear on a subsequent monthly bill. *A student must be prepared to pay any charges appearing on a subsequent bill even though the student receives a financial aid stipend before the charges are billed.*

All bills are due by the date stated on the bill; all payments must be received by that date to avoid finance charges. Payments are not processed by postmark.

Please inform the Office of the Bursar of any change in billing address. *Address changes made at other offices will not change the billing address.* The address initially used on billing statements will be the home address as listed on each student's application for admission.

Payments

An individual who has outstanding indebtedness to the university will not be allowed to register* or reregister in the university, receive a transcript of record, have academic credits certified, be granted a leave of absence, or have a degree conferred. University policy precludes the use of any current financial aid for payment of past-due charges.

The Office of the Bursar acts as a clearing-house for student charges and credits that are placed directly on a student's bill by several departments and offices of the university. *Since the Office of the Bursar does not have detailed records concerning many items that appear on a bill, students should contact the office involved if they have questions.*

For further information, students should contact the Office of the Bursar, Cornell University, 260 Day Hall, Ithaca, New York 14853-2801 (telephone: 607/255-2336; fax: 607/255-6442).

*For specific exceptions, see "Bursar and Cornellcard Procedures," published by the Office of the Bursar, 260 Day Hall.

STUDENT HEALTH INSURANCE

It is a Cornell University policy, by a university board of trustees decision, that all full-time students have health insurance coverage while enrolled at Cornell.

The student health plan offers extensive coverage at a reasonable cost for students and their eligible dependents. Plan benefit information will be mailed to all registered students (including students registered in absentia) in their July bursar bill. If you decide that you have adequate coverage and want to waive the student health plan, a waiver form with proof of other coverage must be submitted to the student insurance office before the September 25 deadline. All full-time registered students, including students registered in absentia, will be automatically billed and enrolled in the student health plan if a completed waiver is not received by the deadline. After the deadline, the plan is nonrefundable, except for dependents who no longer meet eligibility requirements.

Students enrolled in the student health plan may also enroll their eligible dependents for an additional charge. Enrollment deadline is September 25.

A five-month graduate plan is available for those students who finish their degree requirements before the start of the spring semester. The deadline for application is prior to the start of the spring semester.

To obtain additional information about the Cornell University health plan, please contact the student insurance office at the Gannett Health Center, 10 Central Avenue, Ithaca, NY 14853 or (607) 255-6363. (e-mail: jb58@cornell.edu)

Class Attendance, Meeting Times, and Examinations

CLASS ATTENDANCE AND ABSENCES

Students are expected to be present throughout each term at all meetings of courses for which they are registered. The right to excuse a student from class rests at all times with the faculty member in charge of that class.

Absences because of religious beliefs. In accordance with Section 224-a of the New York State Education Law, each student who is absent from school because of his or her religious beliefs must be given an equivalent opportunity to register for classes or make up an examination, study, or work requirements that he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the university for making available to such student such equivalent opportunity.

Class Meeting Times

All lectures, recitations, and similar exercises start at 8 a.m., 9:05 a.m., 10:10 a.m., 11:15 a.m., 12:20 p.m., 1:25 p.m., 2:30 p.m., or 3:35 p.m. and last fifty minutes, except that on Tuesday and Thursday the first and second, the third and fourth, the fifth and sixth, and the seventh and eighth periods may be combined to allow for longer meeting times.

All laboratories and similar exercises that continue for 1 hour and 55 minutes, 2 hours and 25 minutes, or 3 hours are scheduled as shown below.

Schedule for Classes Longer than Fifty Minutes

1 hour and 55 minutes

8:00 a.m.–9:55 a.m.
10:10 a.m.–12:05 p.m.
12:20 p.m.–2:15 p.m.
2:30 p.m.–4:25 p.m.
7:30 p.m.–9:25 p.m.

2 hours and 25 minutes

7:30 a.m.–9:55 a.m.
10:10 a.m.–12:35 p.m.
2:00 p.m.–4:25 p.m.
7:30 p.m.–9:55 p.m.

3 hours

8:00 a.m.–11:00 a.m.
10:10 a.m.–1:10 p.m.
1:25 p.m.–4:25 p.m.
7:30 p.m.–10:30 p.m.

On Monday, Tuesday, Wednesday, and Thursday the hours of 4:25 to 7:30 p.m.; on Friday the hours after 4:25 p.m.; on Saturday the hours after 12:05 p.m.; and all day Sunday are free from all formal undergraduate class or laboratory exercises.

Review sessions cannot be scheduled after 4:30 p.m. on any day unless all students have no university conflict or an alternate session is made available for those with conflicts.

Evening classes are held only on Monday and Wednesday and only when regularly scheduled and included in written college announcements or when recommended by the Committee on Academic Records and Registration. Evening lectures, recitations, and similar exercises start at 7:30 and 8:35 p.m.; evening laboratories and similar exercises start at 7:30 p.m.

Evening preliminary examinations that will be given outside of normal class hours may be scheduled on Tuesday and Thursday evenings only, beginning at 7:30 p.m. All room assignments are scheduled by the Office of the University Registrar. The dates and times of these examinations are listed in the *Course and Room Roster* for each term.

Evening academic activities commencing at 7:30 p.m. on Mondays and Wednesdays, other than regularly scheduled courses and prelims previously approved by the office of the university faculty, are not permitted. Violation of these rules interferes with other university activities (athletic, musical, theatrical, employment, etc.).

Any exception to the above regulations, other than those for evening preliminary examinations, will require permission of the dean or director of the college or school offering the course. Exceptions to the regulations on evening preliminary examinations require approval of the dean of the university faculty. All such exceptions must include provision of special arrangements for the students for whom conflicts are generated by such an exception.

FINAL EXAMINATIONS

Final examinations for undergraduate courses are scheduled by the Office of the University Registrar. Examinations may be one, two, or two and one-half hours in length at the discretion of the department concerned. The schedule of final examinations is available in the *Course and Time Roster* and the *Course and Room Roster*, both of which are published through the Office of the University Registrar twice per year. Examinations not listed in the registrar's examination schedule will be arranged by the professor in charge and must fall within the announced examination period, except by permission of the dean of the faculty in accordance with existing faculty legislation.

General Rules Governing Final Examinations

Legislation of the university faculty governing study periods and examinations is as follows:

1. No final examinations can be given at a time other than the time appearing on the official examination schedule promulgated by the university registrar's office without prior written permission of the dean of the faculty.

2. No permission will be given, for any reason, to schedule final examinations during the last week of classes or the designated study period preceding final examinations.
3. Permission will be given by the dean of the faculty to reschedule examinations during the examination period itself if requested in writing by the faculty member, but only on condition that a comparable examination also be given for those students who wish to take it at the time the examination was originally scheduled. The faculty member requesting such a change shall be responsible for making appropriate arrangements for rooms or other facilities in which to give the examination. This should be done through the university registrar's office.
4. No tests are allowed during the last week of scheduled classes unless such tests are part of the regular week-by-week course program and are followed by an examination (or the equivalent) in the final examination period.
5. Papers may be required of students during the study period if announced sufficiently far in advance that the student did not have to spend a significant segment of the study period completing them.
6. Faculty can require students to submit papers during the week preceding the study period.
7. Take-home examinations should be given to classes well before the end of the regular term and should not be required to be submitted during study period but rather well into the examination period.

The university policies governing study period and final examinations are:

- a) Each course should require that a final examination or some equivalent exercise (for example, a term paper, project report, final critique, oral presentation or conference) be conducted or due during the period set aside for final examinations.
- b) Although not specifically prohibited, it is university policy to discourage more than two examinations for a student in one twenty-four hour time period and especially on any one day. It is urged that members of the faculty consider student requests for a make-up examination, particularly if their course is the largest of the three involved and thus has the strongest likelihood of offering a make-up for other valid reasons, i.e., illness, death in the family, etc.
- c) Students have a right to examine their corrected exams, papers, etc., to be able to question their grading. (Note that students have no absolute right to the return thereof.) Exams, papers, etc., as well as grading records, should be retained for a reasonable time after the end of the semester, preferably till the end of the following term, to afford students such right of review.

EVENING PRELIMINARY EXAMINATIONS

The most convenient times and places for "prelins" are the normal class times and classrooms. In cases where the only alternative is to hold evening preliminary examinations, they may be scheduled only on Tuesday and Thursday evenings and only after 7:30 p.m.

An alternative time to take the examination *must* be provided for those students who have academic, athletic, or employment conflicts at the time scheduled.

Note that instructors holding evening examinations are strongly urged to indicate this in the course descriptions listed in *Courses of Study* and *must* notify students of the dates of such examinations as early as possible in the semester, preferably when the course outline is distributed. For more information on the policy governing evening examinations, contact the office of the dean of the faculty, 315 Day Hall.

Grading Guidelines

The official university grading system is composed of letter grades with pluses and minuses. Passing grades range from A+ to D-; F is failing. INC denotes a grade of incomplete, and R is the grade given at the end of the first semester of a year-long course. The grades of INC and R do not have quality-point equivalents attached. These are the quality-point equivalents:

A+ =4.3	B+ =3.3	C+ =2.3	D+ =1.3
A =4.0	B =3.0	C =2.0	D =1.0
A- =3.7	B- =2.7	C- =1.7	D- =0.7
			F =0.0

This is how a term average is computed:

Course	Grade	Points	Quality	
			Credits	Product
Chemistry 103	B+	3.3	3	9.9
English 151	C-	1.7	3	5.1
DEA 145	B	3.0	4	12.0
CEH 100	B	3.0	3	9.0
DEA 111	C	2.0	3	6.0
<i>Total</i>			16	42.0

To arrive at the term average, add the products (credits x quality points) and divide by the number of credits taken. Here, 42 divided by 16 equals 2.63.

The cumulative average (an average of grades from two or more terms) equals the sum of the products of all the grades at Cornell divided by the total number of credits taken.

S-U GRADES

On September 6, 1972, the Faculty Council of Representatives passed the following legislation:

"Resolved, that:

- A. the S-U system have symbol equivalents which are uniform within the university: "S" means C- or above; "U" means D+, D, D-, or failure.

- B. S-U options be chosen by the student during the first three weeks of the term.
- C. the Announcements and/or supplementary course registration materials describing each course include a description of the course grading options, particularly if the course is graded with an exclusive S-U. Any change in grading options must be announced by the instructor within the first two weeks of the term.
- D. course requirements (required reading, term paper, etc.) be the same for students electing S-U grades as for those electing letter grades."

The rules for the S-U option are further defined by each of the academic units. They are as follows:

Agriculture and Life Sciences. (a) Must have 100 credit hours with A, B, C, D grades. (b) The S-U option is available only in those courses so designated in the course catalog after approval by the Educational Policy Committee. (c) Freshmen may not exercise the S-U option.

Architecture, Art, and Planning. (a) All courses specifically required for a degree excluded. Various departments may designate specific required courses where S-U will be permitted. (b) In a course designated as S or U, the entire class is so graded. The instructor must announce this decision within the first two weeks of class. (c) Where the option for S or U exists, both student and instructor must agree on the option. This agreement must be made by the end of the third week of classes on the appropriate form in the college office. Once agreed upon, this grade option will be used for the final grade.

Arts and Sciences. (a) Courses that count toward satisfaction of major requirements should not be taken for an S or U grade unless the department grants permission. (b) Permission of instructor. (c) A minimum of 80 of the 120 hrs. required for the A.B. degree must be in courses for which the student has received letter grades.

Engineering. (a) May take one Humanities and Social Sciences, Approved, or Free Elective per term after completing first semester. (b) This option may be elected during Pre-Course Enrollment or with the written permission of the instructor and adviser on an add/drop form in the first 3 weeks of classes. (c) Decision is irrevocable after first 3 weeks of term.

Graduate School. (a) Seminars and Thesis Research courses are usually graded S/U, and should be registered accordingly or a grade error results at semester's end. Other courses may be registered as S-U only if offered as S-U option.

Hotel. (a) Maximum of four free-elective credit hours per term. (b) Exceptions are by petition only.

Human Ecology. (a) Not part of student's major. (b) May be used in the 15 hours required outside the major in Human Ecology courses. (c) Not part of 39 hours required in humanities, natural sciences, and social sciences. (d) A department may approve S-U grading in specific courses if approved by Educational Policies Committee. (e) Only juniors and seniors may take courses in which both letter grades and S-U are options. (f) Sophomores may take courses in which S-U is offered but letter grades are not offered.

(g) Freshmen enrolled in English 137 and 138, which are only offered for S-U credit, are permitted to apply these courses to the freshman seminar requirements. (h) Total of four S-U courses during student's college career.

Industrial and Labor Relations. (a) This option may be elected, if available in I&LR electives, or in out-of-college electives but not including directed studies. (b) Degree requirements include a minimum of 105 lettergrade (A + to D -) credits. (c) Student must also be in good academic standing. (d) A "U" is considered the equivalent of an "F" in determining a student's academic status. (e) Limited to two courses per term, not to exceed four hours in any one course.

Internal Transfer. (a) S-U grades permitted only when it is the only option or (b) when specifically approved by an admissions officer in the school or college to which the student plans to transfer.

Veterinary Medicine. (a) There are four courses in the veterinary core curriculum that are offered on an S-U basis only. All other required core courses must be taken for a letter grade. (b) Elective courses for veterinary students may be offered on a S-U basis at the option of the professor.

INCOMPLETE

The grade of incomplete is appropriate only when two basic conditions are met:

- 1) the student has a substantial equity at a passing level in the course with respect to work completed, and
- 2) the student has been prevented by circumstances beyond the student's control, such as illness or family emergency, from completing all of the course requirements on time.

A grade of incomplete may not be given merely because a student fails to complete all course requirements on time. It is not an option that may be elected at the student's own discretion.

While it is the student's responsibility to initiate a request for a grade of incomplete, reasons for requesting one must be acceptable to the instructor, who establishes specific make-up requirements. The instructor has the option of setting a shorter time limit than that allowed by the student's college for completing the course work. Several colleges require that a statement signed by the instructor be on file indicating the reason for the grade of incomplete and the restriction, if any.

It is the responsibility of the student to see that all grades of incomplete are made up within the deadline and that the grade has been properly recorded with the student's college registrar.

CHANGES IN GRADES

Changes in a grade may be made only if the instructor made an error in assigning the original grade.

OFFICIAL TRANSCRIPTS

An official transcript is one that bears the official seal of the university and the signature of the university registrar, sent in a sealed envelope directly from the Office of the University Registrar to another institution or agency as directed by the student. Transcripts can be obtained through the office of the university registrar, 222 Day Hall.

University Requirements for Graduation

The *university* has only two requirements for graduation that must be fulfilled: the swim test and physical education courses. A student's *college* determines degree requirements such as residency, number of credits, distribution of credits, and grade averages. See the individual requirements listed by each college or school or contact the college registrar's office.

PHYSICAL EDUCATION

Classes

All undergraduate students must complete two terms of work in physical education unless exempted from this requirement for medical or other special reasons or by virtue of advanced standing on admission. For transfer students the requirement is reduced by the number of terms satisfactorily completed, not necessarily including physical education, in a college of recognized standing before entering Cornell.

Credit in physical education may be earned by participating in courses offered by the Department of Athletics and Physical Education, participating on an intercollegiate athletic team as a competitor or manager, or performing in the marching band.

Physical education is a requirement of the first two terms at Cornell. Students must register for it in each term, except those in which postponements are granted, until the requirement is satisfied.

Temporary postponements may be granted on the basis of physical disability, schedule conflicts, or excessive work load (employment exceeding twenty hours a week). The Gannett Health Center can provide certifications based on health, and the financial aid office can provide certifications of employment. Students should see the director or assistant director of Physical Education to establish postponements or waiver of the requirement. Questionable or unusual cases may be resolved by petition to the Faculty Advisory Committee on Athletics and Physical Education.

Swim Test

The University Faculty Committee on Physical Education has established a basic swimming and water safety competency requirement for all entering freshman undergraduate students. Normally, the test is given for women in the Helen Newman pool and for men in the Teagle pool as part of their orientation process. The test consists of a feet-first entry into the deep end of the pool and a continu-

ous 75-yard swim using front, back, and optional strokes. Any student who cannot pass the swim test is required to include the course Basic Swimming and Water Safety in his or her program of physical education before electives can be chosen. Students will receive a grade of incomplete in Physical Education until they have passed the swim test or fulfilled the requirement by satisfactory attendance in two terms of Basic Swimming and Water Safety. Students unable to meet the swim requirement because of medical, psychological, or religious reasons must petition the University Faculty Committee on Physical Education for a waiver of the requirement. When a waiver is granted by the Faculty Committee on Physical Education, an alternate requirement is imposed. The alternate requirement substitutes a course in either Advanced First Aid (Emergency Response) or Wellness and Fitness for the original swimming requirement.

STUDENT RESPONSIBILITIES

Students are responsible for meeting all requirements for the courses in which they are enrolled, as defined by the faculty members teaching the courses. It is also the student's responsibility to be aware of the specific major, degree, distribution, college, and graduation requirements for completing his or her chosen program of studies. Students should know how far they have progressed in meeting those requirements at every stage of their academic career.

Student Records Policy

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), Cornell University is required to advise students of their rights concerning their education records. Education records include records directly related to a student and maintained by an educational institution or party acting on its behalf. The law gives students the right to

- a) inspect and review their education records;
- b) challenge contents of education records;
- c) a hearing if the challenge is unsatisfactory;
- d) include an explanatory statement in the education records if the outcome of the hearing is unsatisfactory;
- e) prevent disclosure of personally identifiable information*;
- f) secure a copy of the institutional policy which includes the location of all education records**; and
- g) file complaints with the Department of Education concerning institutional failure to comply with the act.

*Directory information is a category of personally identifiable information that includes name, home address, local address, local telephone listing, dates of attendance at Cornell, major field of study and college attended, previous educational agency or institution attended, participation in officially recognized activities (in athletics, the weight and height of members of athletic teams), degrees earned and awards. Directory

information may be released unless the student indicates otherwise at the time of registration. Students who wish no release of their directory information must inform the office of the university registrar in writing within 10 days of the date of official university registration each academic year. Students may rescind their no release request at any time in writing to the office of the university registrar.

**Copies of the "Cornell University Policy on Access to and Release of Student Education Records" are available at the office of the university registrar, 222 Day Hall.

POLICY ON POSTING OF STUDENT INFORMATION

In compliance with the university's policy on student educational records, and the U.S. Department of Education's Family Educational Rights and Privacy Act of 1974 (FERPA), restricted student information may not be posted.

Accordingly, the following student information is considered restricted and therefore may not be posted:

- Student social security number
- Student identification number
- Course elected
- Grades earned
- Grade point average
- Class rank
- Date of birth
- Place of birth
- Home telephone listing
- Academic and disciplinary actions
- Student or administrative committees
- The most recent student educational records from previous educational agency or institution
- Financial arrangements between the student and the university
- Any other education record containing personally identifiable information

For further information, please refer to the revised *Policy on Access to and Release of Student Education Records* from the office of the university registrar, 222 Day Hall, or from your college registrar.

Academic Integrity

Absolute integrity is expected of every Cornell student in all academic undertakings. Any fraudulent act by a student to advance his or her academic status merits a severe penalty and such cases are governed by the Code of Academic Integrity. A pamphlet entitled the *Code of Academic Integrity and Acknowledging the Work of Others* is distributed to new and transfer students and is also available from the office of the dean of faculty. The policy is published in the *Policy Notebook*, available free of charge from the office of the dean of students.

PROTECTION OF HUMAN SUBJECTS IN RESEARCH

The University Committee on Human Subjects is the official review board of all university projects that use humans as research subjects. Projects affected by this restriction include, but are not limited to, surveys, questionnaires, studies of existing data, documents, records in which there are no identifiers, as well as mental and physical tests of human subjects. Requests for student information must be submitted in writing to the Assistant Vice President for Academic Programs and Campus Affairs, 311 Day Hall. All proposals involving human subjects in any category must be submitted to the committee for review. Inquiries, communications, and requests for guidelines should be directed to the committee's Executive Secretary, 120 Day Hall (255-5014). The guidelines are also available on CUINFO under OSP (Office of Sponsored Programs), and at the World Wide Web address www.osp.cornell.edu

USE OF ANIMALS FOR COURSES

The Cornell University Institutional Animal Care and Use Committee has made the following statement on the use of animals for courses: "In certain courses the use of vertebrate animals serves as an invaluable aid in instruction. It is recognized, however, that some students have ethical objections to the use of vertebrate animals in this manner. Courses that use vertebrate animals are identified as such in course descriptions. Students who have concerns about the use of animals in these courses should consult the course instructor for more information about the precise ways in which the animals are used. A set of university guidelines on the use of vertebrate animals in teaching for faculty and students is available from departments in which the courses are offered. A student who is reluctant to voice his or her concerns about animal use in a particular course, or who thinks these concerns have not received proper attention, may seek assistance from the director of the Cornell Center for Research Animal Resources (253-3516)."

Interdisciplinary Centers, Programs, and Studies

ANDREW D. WHITE PROFESSORS-AT-LARGE

G4 Van Rensselaer Hall (255-0832).

The program has its origins in Cornell's early history. Andrew D. White, the first president of Cornell University, inaugurated the position of nonresident professor, to be held by eminent scholars, scientists, and intellectuals who periodically visit the university for the stated purpose of "contributing to the intellectual and cultural life of the university." Toward this end, Professors-at-Large engage in a variety of activities including public lectures, participation in ongoing courses, and collaborative research, as well as holding office hours for undergraduate and graduate students. Professors-at-Large serve for a six-

year term and are full members of the faculty when in residence.

Term Ending in 1995

Doniger, Wendy, historian of religions
Kon, Igor S., sociologist and ethnologist
Levine, Raphael D., chemical physicist
Swaminathan, M. S., natural ecologist
President, National Academy of Sciences, India

Term Ending in 1996

Lloyd, Geoffrey E. R., Professor of Ancient Philosophy and Science and Master of Darwin College, Cambridge University
Myers, Norman, consultant scientist on conservation and management of tropical diversity
Rowlinson, John Shipley, chemical engineer

Term Ending in 1997

Delano, Jack, artist and film maker
Kuspit, Donald, art critic
Nasr, Seyyed Hossein, Islamist

Term Ending in 1998

Diaconis, Persi, mathematical statistician
Levertov, Denise, poet and critical writer

Term Ending in 1999

Mitchell, Juliet, psychoanalyst and feminist theorist
Mosse, George, historian
Press, Frank, geophysicist, science and technology adviser
Seeger, Anthony, ethnomusicologist

Term Ending in 2000

Berry, Michael, physicist
Wilson, William Julius, sociologist

CENTER FOR APPLIED MATHEMATICS

657 Engineering and Theory Center Building (255-4335)

The Center for Applied Mathematics administers a broadly based interdepartmental graduate program that provides opportunities for study and research over a wide range of the mathematical sciences. Each student develops a solid foundation in analysis, algebra, and methods of applied mathematics. The remainder of the graduate student's program is designed by the student and his or her Special Committee. For detailed information on opportunities for graduate study in applied mathematics, students should contact the director of the Center for Applied Mathematics, 657 Engineering and Theory Center Building.

There is no special undergraduate degree program in applied mathematics. Undergraduate students interested in an application-oriented program in mathematics may select an appropriate program in the Department of Mathematics, the Department of Computer Science, or some department of the College of Engineering.

Graduate students in the center take courses related to their program of study that are offered by various departments. Below are listed selected courses in applied mathematics in the main areas of research interest of the center's members. Detailed descriptions of these courses can be found in the listings of the individual departments.

Selected Applied Mathematics Courses

Basic Graduate Courses in Applied Mathematics (and Analysis)

- Math 413-414 Introduction to Analysis
- Math 433-434 Introduction to Algebra
- Math 511-512 Real and Complex Analysis
- Math 521 Measure Theory and Lebesgue Integration
- Math 522 Applied Functional Analysis
- Math 531-532 Algebra
- Math 551 Introductory Algebraic Topology
- Math 515-516 Mathematical Methods in Physics
- T&AM 612-613 Methods of Applied Mathematics
- T&AM 614-615 Topics in Applied Mathematics

Analysis (and Differential Equations)

- Math 427 Ordinary Differential Equations
- Math 517 Dynamical Systems
- Math 518 Smooth Ergodic Theory
- Math 519-520 (also Math 428) Partial Differential Equations
- Math 552 Differentiable Manifolds
- Math 611-612 Seminar in Analysis
- Math 613 Functional Analysis
- Math 615 Fourier Analysis
- Math 622 Riemann Surfaces
- Math 623 Several Complex Variables
- Math 627-628 Seminar in Partial Differential Equations

Logic and Theory of Computing

- CS 615 Theory of Concurrent Systems
- CS 671 Introduction to Automated Reasoning
- CS 682 Theory of Computing
- CS 715 Seminar in Programming Refinement Logics
- Math 486 Applied Logic I
- Math 487 Applied Logic II
- Math 581 Logic
- Math 681-682 Seminar in Logic
- Math 683 Model Theory
- Math 684 Recursion Theory
- Math 685 Metamathematics
- Math 687 Set Theory
- Math 688 Topics in Applied Logic

Discrete and Numerical Mathematics

- CS 422-522 Parallel Scientific Computing
- CS 621 Matrix Computations
- CS 622 Numerical Optimization and Nonlinear Algebraic Equations
- CS 624 Numerical Methods for Differential Equations
- CS 681 Analysis of Algorithms
- CS 721-722 Advanced Topics in Numerical Analysis
- CS 729 Seminar in Numerical Analysis
- Math 425 Numerical Solution of Differential Equations
- Math 627-628 Seminar in Partial Differential Equations
- Math 655 (also CS 655) Mathematical Foundations for Computer Modeling and Simulation
- OR&IE 625 Scheduling Theory
- OR&IE 630-631 Mathematical Programming I and II
- OR&IE 632 Nonlinear Programming
- OR&IE 633 Graph Theory and Network Flows
- OR&IE 634 Combinatorial Optimization
- OR&IE 635 Interior-Point Methods for Mathematical Programming
- OR&IE 636 Integer Programming
- OR&IE 639 Polyhedral Convexity

Information Communication and Control Theory

- EE 411 Random Signals in Communications and Signal Processing
- EE 425 Digital Signal Processing
- EE 468 Communication Theory
- EE 472 Digital Control
- EE 521 Theory of Linear Systems
- EE 522 Theory of Nonlinear Systems
- EE 525 Adaptive Filtering in Communication Systems
- EE 526 Advanced Signal Processing
- EE 528 Multisensor Digital Signal Processing
- EE 561 Error Control Codes
- EE 562 Fundamental Information Theory
- EE 563 Communication Networks
- EE 564 Decision Making and Estimation
- EE 565 Queuing Networks
- EE 567 Digital Communication
- EE 573 Optimal Control and Estimation for Continuous Systems
- EE 574 Estimation and Control in Discrete Linear Systems
- EE 577 Artificial Neural Networks

Mathematical Biology

- Bio S 662 Mathematical Ecology
- Stat & Biom 451 Mathematical Modeling of Populations
- Stat & Biom 651 Mathematical Population Studies and Modeling
- Stat 697 & Biom 760 Special Topics in Theoretical and Computational Biology

Mathematical Economics

- Econ 519 Econometrics I
- Econ 520 Econometrics II
- Econ 610 Stochastic Economics: Concepts and Techniques
- Econ 617-618 Mathematical Economics
- Econ 619-620 Advanced Topics in Econometrics

Mechanics and Dynamics

- Chem E 731 Advanced Fluid Mechanics and Heat Transfer
- Chem E 732 Mass Transfer
- Chem E 751 Mathematical Methods of Chemical Engineering Analysis
- Chem E 753 Analysis of Nonlinear Engineering Systems: Stability, Bifurcation, and Continuation
- EE 681 (also A&EP 761) Kinetic Theory
- M&AE 601 Foundations of Fluid Dynamics and Aerodynamics
- M&AE 602 Fluid Dynamics at High Reynolds Numbers
- M&AE 732 Analysis of Turbulent Flows
- M&AE 733 Stability of Fluid Flow
- M&AE 734 Turbulence and Turbulent Flow
- M&AE 736 Computational Aerodynamics
- M&AE 737 Computational Fluid Mechanics and Heat Transfer
- T&AM 570 Intermediate Dynamics
- T&AM 578 Nonlinear Dynamics and Chaos
- T&AM 579 Vibrations and Waves in Elastic Systems
- T&AM 671 Advanced Dynamics
- T&AM 672 Celestial Mechanics (also Astro 579)
- T&AM 673 Mechanics of the Solar System (also Astro 571)
- T&AM 675 Nonlinear Vibrations
- T&AM 751 Continuum Mechanics and Thermodynamics
- T&AM 752 Nonlinear Elasticity
- T&AM 776 Applied Dynamical Systems

Probability and Statistics

- EE 562 Fundamental Information Theory
- EE 563 Communication Networks
- EE 564 Decision Making and Estimation

- EE 566 Queuing Networks
- EE 664 Foundations of Inference and Decision Making
- Math 571-572 Probability Theory
- Math 573 Experimental Design and Multivariate Analysis
- Math 574 Probability and Statistics
- Math 575 Sequential Analysis, Multiple Decision Problems
- Math 577 Nonparametric Statistics
- Math 670 Topics in Statistics
- Math 674 Multivariate Analysis
- Math 675 Statistical Decision Theory
- Math 677-678 Stochastic Processes
- OR&IE 561 Queuing Theory and Its Applications
- OR&IE 563 Applied Time-Series Analysis
- OR&IE 650 Applied Stochastic Processes
- OR&IE 651 Applied Probability
- OR&IE 662 Advanced Stochastic Processes
- OR&IE 663 Time-Series Analysis
- OR&IE 665 Advanced Queuing Theory
- OR&IE 670 Statistical Principles
- OR&IE 671 Intermediate Applied Statistics
- OR&IE 674 Design of Experiments
- OR&IE 675 Statistical Analysis of Discrete Data
- OR&IE 676 Statistical Analysis of Life Data

Robotics

- CS 462 Robotics and Machine Vision
- CS 661 Robotics
- CS 662 Robotics Laboratory
- CS 762 Robot Cafe

Theoretical/Mathematical Physics/Chemistry

- Chem 792 Molecular Collision Theory
- Chem 793 Quantum Mechanics I
- Chem 794 Quantum Mechanics II
- Chem 796 Statistical Mechanics
- Chem 798 Special Topics in Physical Chemistry
- EE 407 Quantum Mechanics and Solid State Physics
- EE 412 Applied Solid State Physics
- Phys 553-554 (Astro 509-510) General Relativity
- Phys 572 Quantum Mechanics I
- Phys 574 Quantum Mechanics II
- Phys 561 Classical Electrodynamics
- Phys 562 (Chem 796) Statistical Mechanics
- Phys 563 Statistical Physics
- Phys 651 Advanced Quantum Mechanics
- Phys 652 Quantum Field Theory

CENTER FOR THE ENVIRONMENT

Rice Hall (255-7535)

The Center for the Environment (CfE) is committed to research, teaching, and outreach focused on environmental issues, with the goals of enhancing the quality of life, encouraging economic vitality, and promoting the conservation of natural resources for a sustainable future. The CfE historically includes several well-established programs, each headed by a program director and typically staffed by research and outreach professionals working with other Cornell faculty and staff in their respective programmatic disciplines. These institution based programs of the center include the following: (1) The Cornell Laboratory for Environmental Applications of Remote Sensing (CLEARS) promotes, facilitates, and conducts research and extension programs in the areas of remote sensing, geographic information systems (GIS), and resource inventory; (2) the Cornell Waste Management Institute (CWMI) promotes interdisciplinary programs that integrate

research and outreach on energy efficient, environmentally sound solid waste management; (3) the Institute for Comparative and Environmental Toxicology (ICET) provides a focus for training, education, and research in environmental toxicology; (4) the Water Resources Institute (WRI) promotes research and educational activities throughout New York State and provides technical and informational assistance to communities and other entities concerned with understanding and managing the state's water resources.

The Center works with a variety of faculty and staff members to establish CFE programs that enhance the scope of programming possible from a single academic unit. These faculty based programs of the Center include the following: (1) The Cornell Institute for Research in Chemical Ecology (CIRCE) explores chemical interactions of organisms; (2) the Cornell Program in Environmental Sciences for Educators and Youth (ESEY) helps young people and their teachers and leaders develop the ability to critically analyze environmental and resource management issues; (3) the Ocean Resources and Ecosystems Program promotes ocean studies on campus in the most effective ways possible at a university by developing marine research programs of the highest quality; (4) the Earth, Atmospheric, and Aquatic Sciences Program provides coordination for teaching and research activities in the earth, atmospheric, and aquatic sciences across departmental and college boundaries; (5) the Climate Change Research Program provides a forum for researchers at Cornell through seminars, conferences, and information on sponsored research; (6) the Urban Environment and Poverty Program (UEP) promotes interdisciplinary work on the interaction of poverty and environmental degradation in Third World cities, where the immediate effects of environmental problems are most acutely felt; (7) the Work and Environment Initiative whose goal is to examine new ways to improve environmental performance at work and to increase green employment opportunities.

Courses

The center is committed to educating the wide variety of undergraduate and graduate students needed to solve today's and tomorrow's environmental problems. CFE helps foster the development of environmentally oriented courses from many departments and sections. For example, CFE has helped to sponsor CRP 653—Legal Aspects of Land Use Planning (3 cr.), R. Booth and H. Carter; CRP 663—Historic Preservation Law (3 cr.), H. Carter, NTRES 101—The Environment (2 or 3 cr.), R. Oglesby; NTRES 494—Land and Culture: Systems of Native American Resource Management (Indians and the Environment) (3 cr.), S. Pennigroth; NTRES/CRP 496—Conflict Resolution and Environmental Mediation, B. Wilkins. An undergraduate research internship program with Centro Ecologico Akumal was initiated through CFE to examine sustainable development in the Cancun-Tulum Corridor in the Yucatan Peninsula, Mexico.

In response to a need for individuals who can bridge the gap between the technical and social aspects of environmental problems, plans are in process for a multidisciplinary Master of Professional Studies degree with a concentration in Environmental Management.

In this curriculum, students will have the opportunity to enhance or build upon their undergraduate education and training by taking graduate courses in the fields of Natural Resources; Agricultural Economics; Soil, Crop and Atmospheric Sciences; Agricultural and Biological Engineering; and Development Sociology. In addition, all students will enroll in an interdisciplinary common core of courses including: science and technology of environmental control, organizations, environmental accounting, environmental regulation, and an intensive field project. These common courses are intended to provide students with the knowledge, skills, and insights that will enable them to function effectively as managers at various levels in the private, public, and voluntary sectors. Recognizing the diverse backgrounds of students who will participate in this program, each graduate will have the opportunity to develop a unique set of skills to offer potential employers.

Courses related to CFE programs are offered in a number of departments; for example:

(1) ecosystems science through the Section of Ecology and Systematics and the Department of Natural Resources; (2) remote sensing through the departments of Civil and Environmental Engineering and Soil, Crop, and Atmospheric Sciences; (3) water resources primarily through the department of Agricultural and Biological Engineering; (4) waste management primarily through the departments of Environmental Engineering, Agricultural and Biological Engineering, and Agricultural, Resource, and Managerial Economics; (5) environmental policy through Toxicology, Natural Resources, and City and Regional Planning; (6) and biological resources through the Division of Biological Sciences.

A new undergraduate program in the Science of Earth Systems, available to students in the Colleges of Agriculture and Life Sciences, Arts and Sciences, and Engineering, highlights the study of the Earth as one of the outstanding intellectual challenges in modern science and as the necessary foundation for the future management of our home planet. The curriculum coalesces Cornell's strengths across a broad range of earth and environmental sciences to provide students with a rigorous scientific foundation for the study of the Earth system. The program is described in more detail on page 21.

Material relevant to global environmental issues is covered by courses in several departments, including Environmental Engineering, Mechanical and Aerospace Engineering, Agricultural Engineering, Geology, Natural Resources, Rural Sociology, Agricultural, Resource, and Managerial Economics, and the Section of Ecology and Systematics.

Because courses relating to the environment are not indexed by that title, interested students should check listings under the following sections of the catalog in addition to the departments mentioned above: Communication, Education, Entomology, Food Science, International Agriculture, Biology and Society, Chemistry, Economics, Government, History, Physics, and Science and Technology Studies. A brochure listing undergraduate environmental course offerings is available from the Center.

THE MARIO EINAUDI CENTER FOR INTERNATIONAL STUDIES

170 Uris Hall (255-6370)

The Mario Einaudi Center for International Studies was established in 1961 to encourage, coordinate, and support comparative and interdisciplinary research on international subjects and was named for its founder in 1991. It is one of the largest and most diverse centers in the United States. Currently it oversees six Title VI National Resource Centers (East Asia, Latin American Studies, Slavic and East European Studies Program, South Asia, Southeast Asia, and Western Societies), as well as sixteen topical programs and the university study-abroad program. More than 500 faculty members voluntarily collaborate in the center's programs and well over 300 graduate students are involved directly in its international programs. Undergraduate concentrations in International Relations and Modern European Societies serve 285 students.

Cornell is committed to the application and expansion of its resources to study the global community in all its complexity. These resources include a faculty of preeminent scholars and teachers, excellent research facilities, ability to teach forty-five languages, and a library system with more than 2,500,000 volumes on topics related to international and comparative studies.

As the world changes, Cornell's international programs change to study those developments. In addition to area studies, these programs focus on topics as varied and vital as international marketing, agriculture, nutrition, population, law, planning, politics, rural development economics, and world peace. These areas and topics change as interest, demand, and potential warrant. As one program gains enough momentum and recognition to attract its own resources, the center applies its resources to another pilot activity that brings faculty and students together across customary professional and departmental boundaries.

In addition, the Einaudi Center was recently given responsibility by the university to redesign and expand foreign study options for Cornellians, which has resulted in our Cornell Abroad Program. The center also encourages international research and travel by students through its annual Travel Grant Program.

Although the center has both an endowment and an appropriation from the university to support interdisciplinary international studies, Cornell monies are only a fraction of the total funds involved in international studies at Cornell. Programs seek funding from foundations, the federal government, alumni, and international agencies, a process that the center assists with as necessary. When particular programs are in a low budget cycle, rather than allowing them to lapse, the center continues to support those that show promise to keep the voluntary faculty groups operating together until new outside funding can be acquired. The center is also responsible for the International Students and Scholars Office.

For additional information on current programs, publications, and courses, contact

Director
The Mario Einaudi Center
for International Studies
Cornell University
170 Uris Hall
Ithaca, NY 14853-7601
USA 607 / 255-6370
FAX 607 / 254-5000

The Einaudi Center Area Programs and Topical Studies Programs

Center Administration:

Gilbert Levine, interim director
John M. Kubiak, executive director
170 Uris Hall
(607)255-6370

East Asia Program (formerly China-Japan Program):

Victor Koschman, director
140 Uris Hall

Latin American Studies Program:

Lourdes Benería, director
190 Uris Hall

South Asia Program:

Shelley Feldman, director
170 Uris Hall

Southeast Asia Program:

John Wolff, director
180 Uris Hall

Institute for African Development:

David Lewis, director
203 West Sibley Hall

Institute for European Studies:

—Slavic and East European Studies Program
—Western Societies Program
Walter Pintner/John Weiss, co-directors
120 Uris Hall

International Agriculture:

Norman Uphoff
350 Caldwell Hall

International Legal Studies:

John Barceló, director
309 Myron Taylor Hall

International Political Economy:

Lowell Turner, director
294 Ives Hall

Population and Development Program:

Douglas Gurak, director
200 West Sibley Hall

Peace Studies Program:

Barry Strauss, director
130 Uris Hall

Program in International Nutrition:

Jere Haas, director
Jean Pierre Habicht, co-director
218 Savage Hall

Program on Comparative Economic Development:

Kaushik Basu, director
458 Uris Hall

Program for Near East Studies:

Shibley Telhami, director
104 McGraw Hall

Cornell International Institute for Food, Agriculture, and Development:

Norman Uphoff, director
350 Caldwell Hall

Gender and Global Change:

Sandra Greene, interim director
310 Triphammer Rd.

Cornell Food and Nutrition Policy Program:

David Sahn, director
308 Savage Hall

Current programs coordinated by the Einaudi Center include the following:

Master of Professional Studies in International Development:

Norman Uphoff, field representative
350 Caldwell Hall

A program intended for midcareer practitioners is sponsored by the center and leads to a Master of Professional Studies in International Development. Interested individuals should apply through the Graduate School.

Program on International Relations:

Peter Katzenstein
Walter S. Carpenter Professor of International Studies
160 Uris Hall

Undergraduates interested in an international relations concentration should see Professor Katzenstein.

Cornell Abroad:

Ben DeWinter, director
474 Uris Hall

International Students and Scholars:

Jerry Wilcox, director
200 Barnes Hall

COGNITIVE STUDIES

273A Uris Hall (255-6431) (cogst@cornell.edu)

Cognitive studies is a new and rapidly growing field of study that focuses on the nature and representation of knowledge. It approaches the study of perception, action, language, and thinking from several perspectives—theoretical, experimental, and computational—with the aim of gaining a better understanding of human cognition and the nature of intelligent systems. The comparison between human and artificial intelligence is an important theme, as is the nature of mental representations and their acquisition and use. Cognitive studies has drawn primarily from the disciplines of computer science, linguistics, philosophy, and psychology. In the College of Arts and Sciences the field of cognitive studies is primarily represented by faculty in these departments, as well as in mathematics. It is also represented by faculty in the Department of Human Development and Family Studies (College of Human Ecology), in the Section of Neurobiology and Behavior (Division of Biological Sciences), in the Department of Education (College of Agriculture and Life Sciences), and in the Johnson Graduate School of Management.

Undergraduate Programs

An undergraduate concentration in cognitive studies in the College of Arts and Sciences provides a framework for the design of structured, individualized programs of study in this growing interdisciplinary field. Such programs of study are intended to serve as complements to intensive course work in a single discipline as represented in an individual department. For further information on the undergraduate program, see "Cognitive Studies Concentration" in the College of Arts and Sciences section. Contact Sue Wurster: 255-6431 or cogst@cornell.edu.

Graduate Programs

At the graduate level Cornell offers a graduate field minor in cognitive studies. Cornell's unique program of graduate training, which seeks to tailor an optimal program of study and research for each student, fosters interdisciplinary committees. It is the norm for students interested in cognitive studies to combine faculty members from such departments as Philosophy, Computer Science, Modern Languages and Linguistics, or Psychology on common committees. For further information on the graduate Field of Cognitive Studies, contact Barbara Lust, graduate field representative, NG28 Van Rensselaer Hall (telephone: 607/255-0829), or 273A Uris Hall, Office of Cognitive Studies, 255-6431, cogst@cornell.edu.

Courses

Courses from across the university that are relevant to the Cognitive Studies program are listed in this catalog under Arts and Sciences in the section "Special Programs and Interdisciplinary Studies."

CORNELL ABROAD

474 Uris Hall 607/255-6224, fax 607/255-8700, e-mail: CUAbroad@cornell.edu

Study abroad is an integral part of a Cornell education. We live in an increasingly global society in which knowledge, resources, and authority transcend national and regional boundaries. To help students develop the knowledge, skills, and attitudes necessary for global citizenship in the twenty-first century, Cornell Abroad offers a broad range of international study opportunities that reflect the fundamental educational goals and objectives of the university. Study abroad is a continuous experience with study on campus, enabling students to make regular progress toward the degree, at a cost that is generally no greater than for study on campus.

Qualified students study abroad through programs administered by Cornell and other American institutions, and by enrolling directly in foreign universities. Among the many study abroad programs available, students select programs with thoughtful planning and apply with the approval of their colleges and faculty advisers. In all cases, students must apply through Cornell Abroad, whose staff services the planning and application process.

LOCATIONS ABROAD

Cornell students majoring in a broad array of fields in all seven undergraduate colleges regularly study in approximately 40 countries. The following list includes those programs chosen most frequently by students with college approval; those locations preceded by an asterisk (*) are programs run directly by Cornell.

AFRICA

- Botswana, Cameroon, Kenya: School for International Training;
- Ghana: University of Ghana (through the Council of International Educational Exchange, CIEE);
- Kenya: East Africa Program (Friends World Program); Kenya Semester Program (St. Lawrence University);

ASIA

- China: Peking and Nanjing Universities through CIEE;
 Hong Kong: Chinese University of Hong Kong;
 Indonesia: Institut Keguruan Dan Ilmu Pendidikan (IKIP) in Malang (CIEE);
 Japan: Kyoto Center for Japanese Studies through a Stanford University-led consortium, and various other university programs;
 Korea: Yonsei University;
 *Nepal: Cornell-Nepal Study Program (Samyukta Adhyayan Karikam Nepal) at Tribhuvan University;
 Thailand: Khon Kaen University (CIEE);
 Vietnam: University of Hanoi (CIEE)

AUSTRALIA

- Australia National University, Canberra; University of Sydney; University of New South Wales, Sydney; University of New England, Armidale; The University of Wollongong; University of Western Australia, Perth; School for International Training.

EUROPE

- Denmark: Denmark's International Study Program (DIS);
 *France: EDUCO (Cornell and Duke in Paris) at Université de Paris VII, Paris I, Institut d'Études Politiques de Paris (Sciences Po); Critical Students Program at the University of Paris (CIEE);
 *Germany: Cornell program at the University of Hamburg; spring engineering semester at the Technical University of Hamburg, Harburg;
 *Greece: Cornell program at the Athens Centre;
 Hungary: Budapest University of Economic Sciences (CIEE), Technical University of Budapest (Seminars in Mathematics);
 Ireland: University of Limerick; Trinity College, Dublin;
 Italy: Bologna Cooperative Studies Program; Cornell College of Art, Architecture and Planning Program in Rome; Intercollegiate Center for Classical Studies in Rome;
 Russia: St. Petersburg University (CIEE);
 *Spain: Cornell-Michigan-Penn program at the University of Seville;
 Sweden: Agricultural College of Sweden, Uppsala; The Swedish Program at the University of Stockholm;
 *Switzerland: Cornell program at the University of Geneva and affiliated institutes;
 United Kingdom: University of Bristol; Cambridge University; University of Edinburgh; University of Manchester; Oxford University; University of Reading; University of Sussex; University of Warwick; University of York; University of London: King's College, University College, Imperial College of Science and Technology, and the London School of Economics and Political Science, Queen Mary

Westfield College, School of Oriental and African Studies, School of Slavonic and East European Studies.

LATIN AMERICA, CENTRAL AMERICA, AND THE CARIBBEAN

- Costa Rica: School for Field Study;
 Ecuador and Jamaica: Partnership for Service Learning;
 Honduras: Escuela Agrícola Panamericana (Zamorano);
 Mexico: Instituto Tecnológico y de Estudios Superiores de Monterrey; Universidad de las Americas-Puebla (UDLA); Universidad Iberoamericana;

MIDDLE EAST

- Egypt: American University in Cairo;
 Israel: Ben-Gurion University; Development Study Center, Rehovot; Haifa University; Hebrew University of Jerusalem; Tel Aviv University;
 Morocco: School for International Training

Other Locations

Cornell students are not limited to the locations listed above. In recent years, they have also studied in Argentina, Austria, Brazil, Colombia, Czech Republic, Dominican Republic, India, New Zealand, the Philippines, Poland, Puerto Rico, Turkey, Venezuela, and elsewhere.

Who Studies Abroad

Students from all seven undergraduate colleges and from all major fields are eligible to study abroad; they are generally expected to have a cumulative grade point average of 3.0 or above. More than 500 undergraduates studied abroad last year. Because the colleges usually require that students complete at least sixty hours of undergraduate credit on the Ithaca campus, students who transfer to Cornell as juniors generally cannot count student abroad credit toward their Cornell degree.

When Students Study Abroad and for How Long

Students may study abroad their sophomore, junior, or senior year. Junior year is the traditional choice, but second semester sophomore year or first semester senior year is increasingly popular. To ensure preparation, it is important to begin planning for study abroad in the freshman year. Although semester-long programs are usually available, academic year programs are highly recommended, especially for students enrolling in non-English speaking universities.

Application Process

Applications for all study abroad programs—Cornell programs, as well as those administered externally by other institutions in this country and abroad—are available in the Cornell Abroad Office, 474 Uris Hall, where students are encouraged to consult the library of study abroad materials and to ask preliminary questions of the staff. Students meet with the study abroad advisers in their colleges to choose programs that fit the needs of their degree programs. Each applicant completes a one-page written statement of academic purpose outlining goals for study abroad and the program of study that will be

followed. Applications are signed by both college study abroad and faculty advisers and are returned to the Cornell Abroad office, with the exception of Human Ecology and Industrial and Labor Relations students whose applications are submitted to their college for forwarding to Cornell Abroad. Cornell Abroad reviews all applications and forwards them to external programs as necessary. *All students who wish to receive academic credit for study abroad must apply through Cornell Abroad and their undergraduate college.*

The *deadline* for all applications to study abroad in the spring 1996 semester is October 15, 1995; to study abroad in the fall 1996 semester and/or the 1996-97 academic year, the deadline is February 15, 1996 for programs sponsored externally; for the programs administered directly by Cornell Abroad in Athens, Geneva, Hamburg, Nepal, Paris, and Seville, the date is March 1, 1996. *Note* that to study at Oxford and Cambridge for the full 1996-97 academic year, the deadline is November 1, 1995 and that for all other British universities, students should inquire at Cornell Abroad.

Externally sponsored programs announce application deadlines at varying dates; students are advised to apply as early as possible. Some programs admit students on a rolling basis from very early in the semester.

Registration, Credit Transfer, and Grades

Students who apply through Cornell Abroad to programs approved by their colleges, as outlined above, remain registered at Cornell during study abroad. They are eligible for financial aid and receive full academic credit for pre-approved courses of study completed with satisfactory grades. Students enroll for a full load of courses abroad, according to the standards of the foreign institution and normally receive 30 credits per year or 12-20 credits per semester. The colleges review coursework taken abroad and make the final decisions concerning credit transfer and distribution. When study abroad credit has been transferred, the *transcript* will indicate the names of the courses taken, the credits earned, and the grades received. *The foreign grades are not translated into the Cornell/American grading system, nor are they averaged into the Cornell grade point average.*

Foreign Language Requirements

Study abroad programs in non-English-speaking countries that offer direct enrollment in universities generally require at least two years or the equivalent of college-level language study. Students should make firm plans for any requisite language courses early in their freshman year. English-language programs are increasingly available in non-English-speaking countries—for example, Belgium, Denmark, Egypt, France, Hong Kong, Indonesia, Israel, Italy, Japan, Korea, Netherlands, People's Republic of China, and Sweden. Whenever Cornell students study in a non-English-speaking country in an English-language program, they are required to take at least one language course as part of their course of study. Students are advised to consult with their college study abroad advisers about relevant language preparation.

Housing Arrangements

Study abroad programs generally provide housing in the homes of local residents, in university halls of residence, or in apartments. Cornell Abroad will advise students of the arrangements that are available and most appropriate to their individual needs.

Costs

Students studying abroad on Cornell programs in Athens, Geneva, Hamburg, Nepal, Paris, and Seville in 1995-96 pay a comprehensive fee of \$11,895 per semester, which covers, tuition, housing, orientation, program field trips and excursions.

Students studying abroad on all other programs in 1995-96 pay the tuitions and other costs charged by their programs, and a Cornell study abroad fee of \$2,390 per semester. The fee covers the direct and indirect costs of study abroad to the university, including financial aid for study abroad students.

Financial Aid

All students who are accepted for study abroad during the academic year or semester, having applied through Cornell Abroad, are eligible for financial aid, consistent with general university policy; this applies to all programs, whether sponsored by Cornell or externally.

Security Abroad and Related Issues

The decision to study in a particular region of the world must be made by each student and his or her family in light of their own interpretation of current events. The director and staff stay in regular contact with representatives abroad and receive information regarding rapidly changing political situations through the U.S. Department of State Office of Citizens Emergency Services and other agencies. As long as the State Department does not restrict travel by U.S. citizens, Cornell Abroad does not recommend limitations on student plans for study abroad. Cornell Abroad will do everything possible to notify students immediately that they should defer plans when official travel restrictions are issued. Nothing is as important as student security and well-being.

Responsibility for a decision to withdraw from a program or return home early rests with the individual and his or her family. There can be no guarantee of credit for students who withdraw from programs sponsored by colleges and universities other than Cornell; they are advised to inquire about those institutions' policies regarding the completion of academic work and the potential financial implications of a premature departure. In the event of a disrupted semester, refunds of tuition and fees, and the appropriate number of credits to be awarded will be reviewed by Cornell and affiliated institutions on a case-by-case basis. Most institutions sponsoring study abroad programs strive to facilitate student completion of academic programs even under unusual circumstance and have tuition refund policies that contain a prorated formula.

Sources of Information and Advice Concerning Study Abroad

Cornell Abroad (474 Uris Hall): Urbain J. DeWinter, adjunct associate professor of romance studies, director; Beatrice B. Szekely Ph.D., associate director; Elizabeth R. Okihiro, Student Services; Kathy Lynch, accounts coordinator; Rae Ann Mathewson, administrative assistant. The Cornell Abroad library contains an extensive collection of university catalogs, study abroad program brochures, course syllabi and evaluations, books, videotapes, and some information on travel, summer study, and work abroad. In the early weeks of every semester, faculty, students, and staff discuss programs in a series of information meetings that is announced in the Cornell Daily Sun.

College Study Abroad Advisers

Agriculture and Life Sciences: Dr. Donald Burgett, director, Student Services, 140 Roberts Hall; *Architecture, Art, and Planning:* Phyllis Thibodeau, executive assistant (Rome Program), 129 Sibley; *Arts and Sciences:* Dr. Barbara Lantz, assistant dean, International Programs, 55 Goldwin Smith Hall; *Engineering:* Professor Richard Lance, 322 Thurston Hall; *Hotel Administration:* Professor Russell Bell, 545C Statler Hall; *Human Ecology:* Dr. Mary Rhodes, registrar, N101 Martha Van Rensselaer; *Industrial and Labor Relations:* Laura Lewis, student development specialist, 101 Ives Hall.

CORNELL-IN-WASHINGTON PROGRAM

131 Sage Hall (255-4090)

Cornell-in-Washington is a university-wide program that offers students from all colleges within the university an opportunity to earn full academic credit for a semester of study in Washington, D.C. The aim of the program is to give students a chance to take advantage of the rich resources of the national capital. Washington, as the center of much of the nation's political energy, is an ideal place to study American public policy and the institutions and processes through which it is formulated and implemented. At the same time, Washington's rich collection of libraries, museums, theaters, and art galleries, offers an opportunity to explore American history, literature, art, and the full range of the American humanistic tradition. The Cornell-in-Washington Program offers two study options: 1) studies in public policy; and 2) studies in the American experience. Students take courses from Cornell faculty, conduct individual research projects, and work as externs in the Washington community.

The program is housed at the Cornell Center, 2148 O Street, NW, Washington, D.C. 20037. The academic and administrative space is located on the first floor; twenty-seven residential units for students and faculty are on the upper floors.

The Cornell-in-Washington program is open to qualified juniors and seniors from all colleges, schools, and divisions of the university. Students enroll in one core course, which involves a major research project often carried out in conjunction with an externship. Students also select one or two other seminars from such fields as government, history, economics, history of art, literature, natural

resources, and social policy. All seminars are taught by Cornell faculty and carry appropriate credit toward fulfillment of major, distribution, and other academic requirements. In addition, students work as externs with congressional committee offices, executive-branch agencies, interest groups, arts and research institutions, and other organizations involved in the political process and public policy.

Tuition

Students are registered as full-time students, earn Cornell credit, pay full tuition, and remain eligible for financial aid.

Housing

Apartments are rented at the Cornell Center during the academic year and during the summer. All are fully furnished (except for dishes, cookware, towels and bedding) and reasonably priced by both Washington and Cornell standards. Two students are assigned to each efficiency and three to each one-bedroom apartment. Because of the limited number of spaces and the need for accurate planning, a non-refundable deposit of \$150 is required to reserve a space. Students are discouraged from bringing automobiles. The public transportation system, consisting of both bus and subway service, is extensive and convenient to the Center and street parking is not available.

Applications

Application forms are available from the Cornell-in-Washington office at 131 Sage Hall. Applications should be submitted the semester prior to participation.

Information

Regular information meetings are held on campus in early October and March. These meetings are advertised in the *Cornell Daily Sun* and on campus bulletin boards. Additional information concerning externships, courses, housing and other features of the program may be obtained at either the Cornell-in-Washington office at 131 Sage Hall (607) 255-4090, or in Washington at the Cornell Center, 2148 O Street, NW, Washington, DC 20037, (202) 466-2184.

CORNELL INSTITUTE FOR PUBLIC AFFAIRS

132 Sage Hall (255-8018)

Cornell's Institute for Public Affairs (CIPA) seeks to provide students with an understanding of the political processes through which issues, problems, and policies are formulated; the economic bases for government action in a market economy, including both micro- and macroeconomic techniques and problems; and the comparative and historical contexts and development of government programs. The program intends to provide familiarity with public budgets, finance, and the regulatory process, as well as a thorough knowledge of the behavior of both public and private organizations and their management. It also aims to develop competence in the qualitative and quantitative methods needed to analyze and evaluate programs and policies and sensitivity to the moral and ethical dimensions of policy questions.

The two-year Master of Public Administration program consists of sixteen courses; students are required to take four courses per term for two years. Students with unusually strong backgrounds in required course areas may be granted advanced standing. Special arrangements will be made for students who require additional preparation in required areas.

In consultation with a CIPA faculty adviser, each student uses electives to develop an area of concentration. Elective courses and research opportunities may be taken within the program or in any department or college in the university. Students have considerable freedom to design specializations that suit their interests and career goals. Potential areas of concentration include among others: environmental policy, health and human services, international relations, area studies, international development, labor/management relations, public policy analysis and planning, and science and technology studies.

All students are required to develop and complete a CIPA thesis. This project, under the supervision of two faculty members, should define and analyze a specific policy problem and offer recommendations for future programs and policies in the area. The CIPA thesis allows students to refine and integrate analytical and intellectual skills they have acquired as well as to demonstrate their capacity to understand and deal with real problems facing public agencies.

Application. Applicants are required to submit GRE general test scores.

Financial Support. The budgetary resources of the program are extremely limited, and financial aid will be awarded only on the basis of unusual merit and clearly documented need. Requests should be made directly in writing to Cornell Institute for Public Affairs, 132 Sage Hall, Ithaca, N.Y. 14853-6201.

CORNELL PLANTATIONS

One Plantations Road (255-3020)

A place of exceptional diversity and opportunities, Cornell Plantations comprises the university's botanical garden, arboretum, and natural areas. Its nearly 3,000 acres include the woodlands and gorges bordering campus, as well as 11 specialized gardens and the 150-acre arboretum that features a field flower meadow and trees and shrubs native to New York State. Cornell Plantations provides unique outdoor laboratories and plant collections for Cornell's academic programs and research in disciplines that include agronomy, biology, ecology and systematics, entomology, floriculture and ornamental horticulture, fruit and vegetable science, geology, landscape architecture, natural resources, plant breeding, and plant pathology. While much of Cornell Plantations' resources are on or near campus, several thousand acres in and around Tompkins County preserve quality examples of native vegetation and rare plants and animals. The lands include bogs, fens, glens, swamps, wet and dry forests, vernal ponds, and meadows. Arrangements to use these areas for classes and research can be made by calling Cornell Plantations.

For those seeking less-strenuous experiences, Cornell Plantations offers relaxation, rejuvenation, and inspiration. The vast open spaces provide room to breathe; the intimate gardens

shelter you. Visitors always discover surprises and learn something new in the gardens, which feature herbs, flowers, heritage and modern vegetables, international crops, weeds, alpine and rock garden plants, peonies, poisonous plants, groundcovers, rhododendrons, and plants native to the Cayuga Lake Basin.

Students are encouraged to volunteer as photographers, authors, tour guides, and gardeners. Maps, information, publications, and class brochures (for noncredit classes and workshops) are available in the Garden Gift Shop in the Lewis Headquarters Building at the botanical garden. Non-credit courses in horticulture, plant science, geology, free-hand drawing, and other natural history topics are offered throughout the year.

PROGRAM ON ETHICS & PUBLIC LIFE

119 Stimson Hall (255-8515)

The critical issues of public life are inescapably ethical issues. In the economy, we face questions of equity and justice and questions about the relation between prosperity, the environment, and the quality of individual lives. In constitutional law, we confront dilemmas about civil rights, freedom of speech, privacy, and abortion. In politics and government, we wrestle with questions about campaigning, character, and compromise. And in international affairs, we encounter the complexities of war and peace, human rights, multilateral aid, and climate change.

The university-wide Program on Ethics & Public Life (EPL) is Cornell's initiative in the systematic study of the ethical dimension of specific public issues. EPL grew out of a conviction that these questions need something more than abstract philosophical discussion. In addition to the general study of values and principles that goes on in theoretical ethics, universities need to foster ways of thinking about the complex, uncertain, and urgent problems of the real world, ways of thinking that are realistic without sacrificing anything of their ethical character.

EPL does not intend to create either an undergraduate major or a graduate field in Ethics & Public Life. On the contrary, we seek to enhance and facilitate the discussion of ethical issues by students whose central educational interests lie elsewhere, but whose work and lives will nevertheless confront them with dilemmas and responsibilities for which a university education should prepare them. EPL aims, not to create yet another specialized department, but to enrich existing departments with courses that are intellectually serious and practically fruitful at the same time.

EPL Core Courses

PHIL 247 Ethics and Public Life
 PHIL 294/GOVT 294 Global Thinking
 PHIL 342 Law, Society, and Morality
 PHIL 343 Political Obligation and Civil Disobedience
 GOVT 469/Phil 369 Limiting War: The Morality of Modern State Violence
 GOVT 412 Voting and Political Participation
 GOVT 466/Womns 466/Law 648 Feminism and Gender Discrimination

GOVT 468/Phil 368 Global Climate and Global Justice
 GOVT 491/691 Conflict, Cooperation, and Norm: Ethical Issues in International Affairs

Related Courses

CEH 356 Economics of Welfare Policy
 CRP 642 Critical Theory and the Foundations of Planning Analysis
 ENGR 360/S&TS 360 Engineering Ethics
 ILR 482 Ethics at Work
 ILR 488 Liberty and Justice for All
 LAW 668 Lawyers and Clients
 LAW 744 Lawyers and the Legal Profession

Henry Shue, director, 119 Stimson Hall, 255-8515; Henry Shue, Wyn and William Y. Hutchinson Professor of Ethics & Public Life; Kathryn Abrams, Associate Professor of Ethics & Public Life and Professor of Law.

LATINO STUDIES PROGRAM

211 Sage Hall (255-3197)

The Latino Studies Program is an interdisciplinary academic program that focuses on the contributions, concerns, and welfare of those persons of Hispanic origin who reside in the United States. It includes support for historical, linguistic, literary, social, economic, and political studies of this diverse group of Americans. To this end the program objectives are (1) to expand the available course curriculum by providing both undergraduate and graduate courses pertaining to Hispanic American subject matters; (2) to enlarge the size of the Hispanic American faculty at Cornell through permanent appointments and visiting appointments; and (3) to enhance the Hispanic American academic environment on campus through support of such activities as lectures, conferences, seminars, exhibits, and research activities.

1995-96 Course Offerings

Because courses relating to Latino Studies are not indexed by that title, courses of particular relevance are listed below. Please refer to the appropriate department for details.

HSS 280/ASR 280: Racism in American Society
 HSS 370: Social Welfare as a Social Institution
 ILR 469: Immigration and the American Labor Force
 SOC 265: Hispanic Americans
 SPAND 204: Intermediate Composition and Conversation
 SPAND 366/LING 366: Spanish in the United States
 SPANL 311-312: Advanced Composition and Conversation
 SPANL 332: The Modern Drama in Spanish America
 SPANL 346: Hispanic Caribbean Culture and Literature
 SPANL 390: Fiction of Modern Hispanic Women
 SPANL 396: Modern US-Hispanic Prose Fiction
 SPANL 397: Colombian Literature
 SPANL 492: Latin American Women Writers
 LSP/SPANL 105 FWS: Paradise Lost: Biculturalism in America
 LSP/SPANL 106 FWS: Searching for Self in Hispanic fiction
 LSP/SPANL 107 FWS: The Literature of U.S. Hispanic/Ethnic Women Writers

- LING 113 FWS: Two Worlds—Dos Mundos
 LSP/SPANL 119 FWS: Letters from el Barrio: A Sense of Place in Hispanic American Fiction
 LSP/SPANL 125 FWS: The City in Hispanic Novels
 LSP/SPANL 126 FWS: The Complex Fate: Self-Identity and Conflict in the United States Hispanic Literature
 LSP/SPANL 210: Introduction to Hispanic American Studies
 LSP 304/SPANL 304: Hispanic American Poetry
 LSP/ARTH 312/SPANL 314: Hispanic Aesthetics: Visual Vernacular
 LSP 311/GOVT 357: Transnational Communities: Latin Americans in the United States
 LSP 402/SPANL 402/THETR 402: Latin American and Latino Video

PROGRAM IN REAL ESTATE

219 West Sibley Hall (255-1748)

The two-year Master of Professional Studies (MPS) degree in Real Estate is an interdisciplinary degree program that combines courses from nearly every college at Cornell University. The degree is designed for aspiring real estate professionals who are in the initial or early stages of their careers. Two entities provide support for the degree program. The *Program in Real Estate* exists at Cornell University to serve as the integrating organizational unit for financial management and administration of academic real estate activities on and off campus. The *Field of Real Estate* is a committee of faculty members from five different colleges (Architecture, Engineering, Hotel, Human Ecology, and Management) that is directly involved in the design and administration of the real estate curriculum.

The professional study of real estate is concerned with the finance, exchange, development, management, marketing, and many other aspects of the real estate business. Real estate professionals also bring an understanding of the long-range social, political, ethical, and environmental implications of decisions about real estate. The 60 credit hours of course work needed to earn the degree provide a comprehensive and lasting foundation for professional careers in real estate.

Core courses in financial management, economics, real estate finance and investment, market analysis, project development, housing economics, regulation, and environmental issues will be required during the first year of study. During the second year, students take additional core courses and elective courses in their areas of concentration. Many concentration options are possible and may be structured from the hundreds of related courses taught at Cornell University (e.g., an international real estate concentration).

Admissions

Admissions procedures for the MPS (Real Estate) program are supervised by the Graduate School and Real Estate Field. Applicants to the program must have completed a bachelor's degree with a good academic record. They must achieve Graduate Management Aptitude Test (GMAT) or Graduate Record Examination (GRE) scores that are at the level required in other Cornell graduate professional degree programs; and at

least two letters of recommendation from undergraduate college faculty members (and if appropriate, from employers) familiar with the student's academic and professional work must be submitted. There is no work experience requirement for admission. Foreign students, for whom English is a second language, will need to achieve acceptable TOEFL scores.

For more information, contact Professor Robert Abrams, director of the Program in Real Estate (607-255-1748) or Professor Jack Corgel, graduate field representative (607-255-4305).

SCIENCE OF EARTH SYSTEMS: AN INTER-COLLEGE PROGRAM

During the past several decades, with the increasing concern about air and water pollution, nuclear waste disposal, the ozone hole, and global climate change, the scientific community has gained considerable insight into how the biosphere, hydrosphere, atmosphere, and lithosphere systems interact. It has become evident that we cannot understand and solve environmental problems by studying these individual systems in isolation. The interconnectedness of these systems is a fundamental attribute of the Earth system, and understanding their various interactions is crucial for understanding our environment.

A new program, Science of Earth Systems (SES), is now available for students in the Colleges of Agriculture and Life Sciences, Arts and Sciences, and Engineering. The SES program emphasizes the rigorous and objective study of the Earth system as one of the outstanding intellectual challenges in modern science and as the necessary foundation for the future management of our home planet. Within this program, Cornell's strengths across a broad range of earth and environmental sciences have been coalesced to provide students with the tools to engage in what will be the primary challenge of the twenty-first century.

The program described below has been proposed as an inter-college major. Students can currently enter the program as an Independent Major in the College of Arts and Sciences and the College of Agriculture and Life Sciences, or as a College Program in the College of Engineering.

The SES Curriculum

The SES curriculum emphasizes strong preparation in mathematics, physics, chemistry, and biology during the freshman and sophomore years. In addition, students take a two-credit SES Colloquium, which is designed to inform students about the field and to provide a sense of community for SES students and faculty from the several colleges. In the junior and senior years, students take a set of common SES core courses and an additional set of advanced disciplinary or interdisciplinary courses that build on the basic sequences.

The SES program provides a strong preparation for graduate school in any one of the Earth systems sciences and related engineering fields, in addition to preparing students for a wide variety of careers in environmental work with the B.S. degree. An alternate track could be designed for students who are

interested in entering fields such as environmental law and policy with a strong scientific understanding of the environment.

The requirements for the program are summarized as follows:

1. MATH 191, 192, 293, 294 (or MATH 111, 112, 221, 222);
2. Four courses in chemistry and physics:
 Option A: Three calculus-based physics courses plus one chemistry course (e.g., PHYS 112-213-214 and CHEM 211), or
 Option B: Two calculus-based physics courses plus two chemistry courses (e.g., PHYS 207-208 and CHEM 207-208);
3. Three biology courses: BIO G 101/103-102/104 (or 105-106) and BIOES 261;
4. Colloquium in the Science of Earth Systems (SES 101 or 102);
5. Four core courses in the Science of Earth Systems (SES 301, 302, 401, and 402);
6. Four intermediate to advanced-level courses approved by the SES Curriculum Committee. These courses should build on the core sequence and include upper-level courses with prerequisites in the basic sciences and mathematics. The selection of these courses will be used to prepare for careers or graduate study in specific environmental science disciplines such as geology, hydrological sciences, biogeochemistry, ecology, oceanography, and atmospheric sciences. Effective combinations of these disciplines are also possible.

SES Course Descriptions

Note: Class meeting times are accurate at the time of publication. If changes are necessary, new information will be provided as soon as possible.

SES 101-102 Science of Earth Systems Colloquium (also ABEN 120-121, GEOL 123-124, and SCAS 101-102)

101, fall; 102, spring. 2 credits each term. S-U grade only. 101 is not prerequisite for 102. One lecture, one recitation. T 2:30. Staff.

Weekly one-hour seminars followed by discussion of current topics in the study of the earth system. Introduces the student to scientific issues relating to understanding our planet and managing the environment.

SES 301 Climate Dynamics (also ASTRO 331 and SCAS 331)

Fall. 4 credits. Prerequisite: Math 112 or 192 or equivalent. Lects, M W F 11:15; rec, T 1:25. K. Cook, P. Gierasch.

The purpose of this course is to develop a physical understanding of the climate system. Processes that determine climate and contribute to its change are discussed, including comparisons with the climates of other planets. Applications to problems of climate change and variability include the astronomical theory of ice ages, greenhouse warming, the ozone hole, African drought, and Amazonian deforestation.

SES 302 Evolution of the Earth System (also GEOL 302 and SCAS 332)

Spring. 4 credits. Prerequisites: Math 112 or 192 and Chem 207 or equivalent, or instructor's approval. Lects, M W F 11:15; recitation TBA. B. Isacks, W. White, W. Allmon.

The co-evolution of life and the earth system over three time scales: origin of the earth and life and earth's early history; plate tectonics, continental drift and climate changes during the past billion years; and mountain building, ice ages, and our own emergence during the past ten million years. Introduction to methods of interpreting the paleontological, geochemical, and tectonic information preserved in the rock record.

SES 401 Physics of Earth Systems

(Under development for Fall 1996).
4 credits.

Emphasis on the development of the tools of fluid and solid mechanics that are necessary for advanced study in such areas as geodynamics, hydrology, oceanography, and atmospheric sciences.

SES 402 Biogeochemistry

(Under development for the Spring 1997 semester). 4 credits.

The cycles of major and minor elements both globally and in selected ecosystems will be studied. In addition, a component discussing solid earth geochemistry will be included.

Advising

Students will be matched with an SES adviser according to the student's interests and the college in which the student is enrolled. The adviser will assist the student in selecting the four upper-level courses required by the SES Program. Several example curricula have been designed as guides for students in each of the colleges, to demonstrate how the college and SES Program requirements are met.

Entering the SES Program

Transfers into the program during the freshmen and sophomore years will be relatively straightforward for students who have already begun a calculus sequence and have taken courses in the basic sciences.

Other interested students, either junior- or senior-level science and math students or those from other fields, should contact an SES adviser to explore the possibility of entering the SES program.

For more information, contact

College of Agriculture and Life Sciences:
K. H. Cook (Soil, Crop, and Atmospheric Sciences), R. Howarth (Biological Sciences), J. Parlange (Agricultural and Biological Engineering), R. J. Wagenet (Soil, Crop, and Atmospheric Sciences);
College of Arts and Sciences: P. Gierasch (Astronomy), B. L. Isacks (Geological Sciences);
College of Engineering: W. Brutsaert (Civil and Environmental Engineering), B. L. Isacks (Geological Sciences), M. Kelley (Electrical Engineering), J. Parlange (Agricultural and Biological Engineering).

STATISTICS CENTER

482 Caldwell Hall (255-8066)

The Cornell Statistics Center coordinates university-wide activities in statistics and probability at the graduate and research level. Students interested in graduate study in statistics and probability can apply to the field of statistics or to one of the other graduate fields of study that offer related course work.

Students in the field of statistics plan their graduate program with the assistance of their Special Committee. For detailed information on opportunities for graduate study in statistics and probability, students should contact the director of the Statistics Center, 482 Caldwell Hall.

The many different programs available to graduate students within the field of statistics can be broadly grouped as follows: biometry, biostatistics, economic and social statistics, operations research, probability theory, sampling theory, statistical computing, statistical design, statistical theory, and stochastic processes and their applications.

The following list contains selected courses in statistics and probability of interest to graduate students in the field of statistics.

Economics

- 519 Econometrics I
- 520 Econometrics II
- 619 Advanced Topics in Econometrics I
- 620 Advanced Topics in Econometrics II

Electrical Engineering

- 411 Random Signals
- 468 Communication Systems I
- 561 Error Control Codes
- 562 Fundamental Information Theory
- 563 Communication Networks
- 564 Decision Making and Estimation
- 567 Communication Systems II
- 577 Artificial Neural Networks
- 663 Advanced Topics in Information Theory
- 664 Foundations of Probability

Industrial and Labor Relations

- 310 Design of Sample Surveys
- 312 Applied Regression Methods
- 410 Techniques of Multivariate Analysis
- 411 Statistical Analysis of Qualitative Data
- 510-511 Introductory Statistics for the Social Sciences
- 610 Seminar in Modern Data Analysis
- 611 Statistical Computing
- 612 Statistical Classification Methods
- 613 Bayesian and Conditional Inference
- 614 Structural Equations with Latent Variables
- 711 Sensitivity Analysis in Linear Regression
- 712 Theory of Sampling
- 713 Empirical Processes with a Statistical Application
- 714 Modern Distribution Theory

Mathematics

- 471 Basic Probability
 - 472 Statistics
 - 571-572 Probability Theory
 - 573 Multivariate Analysis
 - 574 Mathematical Statistics
 - 670 Topics in Statistics
- #### Operations Research
- 561 Queuing Theory and Its Application
 - 562 Inventory Theory
 - 563 Applied Time Series Analysis
 - 575 Experimental Design II
 - 577 Quality Control
 - 580 Design and Analysis of Simulated Systems
 - 630-631 Mathematical Programming I and II
 - 650 Applied Stochastic Processes
 - 651 Applied Probability
 - 662 Advanced Stochastic Processes
 - 663 Time-Series Analysis
 - 665 Advanced Queuing Theory
 - 670 Applied Statistics
 - 671 Intermediate Applied Statistics
 - 674 Design of Experiments
 - 676 Statistical Analysis of Life Data
 - 678 Asymptotic Methods in Statistics

- 680 Simulation
- 769 Selected Topics in Applied Probability

Statistics and Biometry

- 408 Theory of Probability
- 409 Theory of Statistics
- 417 Matrix Algebra
- 451 Mathematical Modeling of Populations
- 601-604 Statistical Methods I, II, III, and IV
- 605 Applied Regression Analysis
- 606 Sampling Biological Populations
- 607 Nonparametric and Distribution-Free Statistical Methods
- 642 Advanced Mathematical Population Studies and Modeling
- 651 Mathematical Population Studies and Modeling
- 662 Mathematical Ecology
- 681 Topics in Environmental Statistics
- 697 Special Problems in Statistics and Biometry
- 717 Linear Models
- 718 Variance Components
- 795 Statistical Consulting

PROGRAM IN COMPARATIVE AND ENVIRONMENTAL TOXICOLOGY

213 Rice Hall (255-8008 or 255-2808)

The Cornell Program in Comparative and Environmental Toxicology is a broadly based inter-college program facilitated by the Institute for Comparative and Environmental Toxicology (ICET). ICET serves as a focal point for all research, teaching, and cooperative extension activities in the broad interdisciplinary area of environmental toxicology at Cornell and encourages the development of collaborative programs between faculty members in many university departments.

Graduate Studies

The major in the graduate Field of Environmental Toxicology promotes training leading to the M.S. or Ph.D. degrees. It provides both breadth and depth in environmental toxicology and related disciplines. The program offers a combination of research and didactic training that is designed to prepare students for solving the problems of modern toxicology. Specialization tracks include cellular and biochemical toxicology; nutritional and food toxicology; ecotoxicology and environmental chemistry; and risk assessment, management, and public policy. Research of the faculty associated with the program is focused on the interactions of drugs, pesticides, and other potentially hazardous environmental agents with a wide variety of living organisms (including humans) and with the ecosystems with which these organisms are associated.

Courses

Courses in environmental toxicology are cosponsored by the university academic departments and are open to all graduate students and to those undergraduates who have permission of the instructor. The titles and numbers of these courses are listed below, and details of course content are provided elsewhere in the catalog under the listings of the cosponsoring department. Further information concerning the program and the development of new courses may be obtained through the graduate faculty representative, 213 Rice Hall (telephone: 255-8008).

- Tox 370 Pesticides and the Environment (Entomology 370)
- Tox 437 Oncogenic Cancer Viruses (Biological Sciences 437)
- Tox 528 Pharmacology (Veterinary Medicine 528)
- Tox 607 Ecotoxicology (Natural Resources 607)
- Tox 610 Introductory Chemical and Environmental Toxicology (Food Science 610)
- Tox 611 Molecular Toxicology (Nutritional Sciences 611)
- Tox 621 Clinical Veterinary Toxicology (Veterinary Medicine 621)
- Tox 640 Principles of Toxicological Pathology (Veterinary Medicine 640)
- Tox 660 Safety Evaluation in Public Health (VetPR 660)
- Tox 680 Hazardous Waste Toxicology
- Tox 690 Insect Toxicology and Insecticidal Chemistry (Entomology 690)
- Tox 698 Current Topics in Environmental Toxicology (Nutritional Sciences 700, NatRes 698, Ag & Bio Eng 698)
- Tox 702 Seminar in Toxicology
- Tox 751 Professional Responsibilities of Toxicologists (Biological Sciences 751)
- Tox 899 Master's Thesis and Research
- Tox 999 Doctoral Thesis and Research

VISUAL STUDIES

Studio G, 726 University Ave. (255-6770) or Sb20A Center for Theatre Arts (254-2782)

Visual Studies as a distinct area of intellectual activity comprehends the analysis of visual forms, especially symbolic visual forms, from a range of historical, scientific, sociological, and aesthetic points of view. Images can be analyzed within a variety of contexts and by means of a variety of methods, and their study is therefore ideally conceived of in transdisciplinary terms. And since the creation of images has an important bearing on their analysis, visual studies concerns itself with practice as well as theory.

In addition to the courses listed below, which represent only a sampling of formal curricular offerings pertinent to visual studies, interested students should be aware of the programs and facilities available in the Herbert F. Johnson Museum of Art and the ETV Center of the College of Human Ecology, as well as the frequent showings by Cornell Cinema and Pentangle II. For additional information, contact Robert Ascher (Anthropology) or Marilyn Rivchin (Theatre Arts).

Courses

Some of these courses may not be taught in 1995-96. For information about availability consult the appropriate departmental listings.

- An Introduction to Architecture (Architecture 132)
- Art and Visual Thinking (Textiles and Apparel 125)
- Asian American Images on Film (Asian American Studies 435)
- African Cinema (African Studies 435)
- Art, Design, and Visual Thinking (Textiles and Apparel 125)
- Blacks in Communication Media (Africana Studies 303)
- Color, Form, Space (Art 110)
- Contemporary French Culture Through Film (French 291)

- Computer Art (Art 171)
- Computer Graphics and Visualization (Architecture 374 and Computer Science 417)
- Computer Vision (Electrical Engineering 547)
- Design I and II (Design and Environmental Analysis 101-102)
- Ethics in Media (Communications 426)
- Fiction and Film in France (French Literature 499)
- Film and Performance (Theatre Arts 413)
- Filming Other Cultures (Anthropology 290 and Theatre Arts 290)
- Fundamentals of 16-mm Filmmaking (Theatre Arts 377)
- The Geometry of Tilings, Polyhedra and Structural Engineering (Mathematics 151)
- German Film (German Studies 396 and Theatre Arts 396)
- Graphic Design (Design and Environmental Analysis 349)
- History and Theory of Commercial Narrative Film (Theatre Arts 375)
- History and Theory of Documentary and Experimental Film (Theatre Arts 376)
- The History of the Book (English 450)
- Human Perception (Psychology 342)
- Image Analysis I (Civil and Environmental Engineering 613-614)
- Impact of Communication Technologies (Communication 626)
- The Indian Example and the Visual Tradition in Culture (Architecture 448)
- Interactive Multimedia (Communications 439)
- Introduction to Film Analysis: Meaning and Value (Theatre Arts 274)
- Introduction to Mass Media (Communication 120)
- Introductory Photo I (Art 161 and Architecture 251)
- Japanese and Asian Film (Asian Studies 313 and Theatre Arts 313)
- Latin American and Latino Video (Romance Studies 402 and Theatre Arts 402)
- Literature to Cinema (Italian 390)
- Machine Vision (Computer Science 664)
- The Medieval Illuminated Book (History of Art 337)
- Modern Architecture on Film (Architecture 392)
- Modern Experimental Optics (Physics 330)
- Myth onto Film (Anthropology 653 and Theatre Arts 653)
- Optical Methods of Biologists (Biological Sciences 450)
- Perception (Psychology 205)
- Photo Communication (Communication 234)
- Political Theory and Cinema (German Studies 330 and Theatre Arts 330)
- Psychology of Television (Human Development and Family Studies 461)
- Psychology of Visual Communications (Psychology 347)
- Russian Film of the 1920s and French Film of the 1960s (Theatre Arts 378)
- Scientific Illustration (Freehand Drawing 417)
- Seminar in Museum Issues (History of Art 407)
- Spanish Film (Spanish 399)
- Special Investigations in Visual Studies (Architecture 458)
- Studies in Film Analysis (English 263)
- Video: Art, Theory, Politics (English 395)
- Video Communication (Communication 348)
- Visual Anthropology (Anthropology 453)
- Visual Communication (Communication 230)
- Visual Culture and Social Theory (Art History 370, Government 370)
- Visual Perception (Psychology 305)
- The Visual System (Neurobiology and Behavior 326)

Business and Preprofessional Study

UNDERGRADUATE BUSINESS STUDY

Undergraduate preparation for business is found in many schools and colleges at Cornell. Students most frequently take courses in more than one area, as well as in related fields, to construct a program to suit their interests and career objectives. Each of the following areas provides a different focus for application and use of business study and training, and students should consider carefully the implications of each program when making a choice. (Graduate study is available in the Johnson Graduate School of Management as well as in graduate fields following each of the undergraduate options.)

The areas most often pursued include applied economics and business management (College of Agriculture and Life Sciences), economics (College of Arts and Sciences), engineering, hotel administration, consumer economics and housing (College of Human Ecology), industrial and labor relations, and sociology.

Applied economics and business management. This program is designed to prepare students for a career in business or in public service. Emphasis is placed on the application of economic theory and management principles. Graduates of this program typically choose careers in investment banking or finance or with firms offering opportunities in sales and marketing. Areas of specialization include business management and marketing, farm business management and finance, and food industry management.

Economics. This program provides a broad view of that social science concerned with the description and analysis of the production, distribution, and consumption of goods and services, the understanding of monetary systems, and the comprehension of economic theories and models. It is viewed more often as preprofessional than as training for immediate practice in business or economics.

Engineering. This area provides much of the management personnel of modern industry. Engineers frequently climb the ladders of technological management that lead to more general management responsibilities; more than half of the management-level personnel of major corporations such as General Electric, Xerox, IBM, and Du Pont have engineering degrees. In addition to becoming managers by being effective technical supervisors, many students enter engineering explicitly anticipating graduate business education, judging that an engineering background is particularly appropriate for management in a technology-oriented society.

Hotel administration. The undergraduate program in hotel administration prepares individuals to be mid- to upper-level managers and entrepreneurs for the hospitality industry (lodging, food service, and travel) and allied fields. Instruction is provided in the areas of administration and general management, human-resources management, accounting and financial management, food and beverage management, law, properties management, communication, science and technology, economics, and marketing.

Consumer economics and housing. Study in the department develops an understanding of the market economy from both buyers' and sellers' perspectives. The focus is on the economic behavior and welfare of consumers in the private, public, and mixed sectors of the economy. An understanding of economics, sociology, and government policy provides the basis for an analysis of consumers' rights and responsibilities.

Industrial and labor relations focuses on the interactions among human beings, organizations, and institutions. It encompasses not only the relationships between employer and employee but the political, economic, social, and psychological factors that affect those relationships. It includes the study of the hiring, training, and motivating of individual workers; negotiation and conflict resolution; and the economic and technological changes that affect the jobs that people perform. Finally, it embraces the many regulations and regulatory agencies created by our society to protect and help both employer and employee.

Sociology. The program provides disciplined understanding of society and social issues. The insights and analytical skills you will acquire are applicable to corporate, government, and nonprofit settings, and the department's focus on social organization and institutions will prepare you well for graduate or professional programs in business schools. (Also see the description of the Society and Economy Concentration in the Department of Sociology section of Arts and Sciences.)

Related Areas

Courses in areas directly related to these business programs are found in many of the university departments. For example, quantitative methods may be studied in the departments of Mathematics and Computer Science, and courses in public administration are found in the departments of Government, and City and Regional Planning. There are additional programs that allow students with an interest in business to focus on a particular geographic area. Examples are the Latin American Studies Program, the South Asia Program, and the Africana Studies and Research Center. Such interdisciplinary programs as the Program on Science, Technology, and Society and the various programs in international agriculture provide additional opportunities for study of interest to business students.

Combined Degree Programs

Because Cornell has the Samuel Curtis Johnson Graduate School of Management, special opportunities exist for highly qualified undergraduates to combine their undergraduate programs with graduate study in that school. Students in the double-registrant program generally receive a bachelor's degree after four years of study and a Master of Business Administration (M.B.A.) degree after the fifth year of study, rather than the usual sixth year. Students in all Cornell undergraduate colleges and schools are eligible to explore this option. There is also a program with the College of Engineering that allows qualified students to earn a B.S., M.B.A., and Master of Engineering degree in six years. Admission to these combined degree programs is limited to particularly promising applicants. Careful planning is required for

successful integration of the work in the two schools.

SELECTED BUSINESS AND MANAGEMENT COURSES

Accounting

Ag Ec 221 Financial Accounting
 Ag Ec 323 Managerial Accounting
 H Adm 120 Survey of Financial Management
 H Adm 226 Financial Management
 JGSM NBA 500 Intermediate Accounting
 JGSM NBA 501 Advanced Accounting
 JGSM NBA 505 Auditing
 OR&IE 350 Cost Accounting Analysis and Control

Communications

Comm 201 Oral Communication
 Comm 204 Effective Listening
 Comm 272 Principles of Public Relations and Advertising
 Comm 301 Business and Professional Speaking
 Comm 372 Advanced Advertising
 H Adm 165 Managerial Communication: Writing Principles and Procedures
 H Adm 364 Advanced Business Writing

Computing

Ag Ec 412 Introduction to Mathematical Programming
 Ag Ec 413 Information Systems and Decision Analysis
 ABEN 204 Introduction to Computer Uses
 COMS 100 Introduction to Computer Programming
 COMS 101 The Computer Age
 COMS 102 Introduction to Microcomputer Applications
 Educ 247 Instructional Applications of the Microcomputer
 H Adm 174 Microcomputing
 H Adm 374 End-User Business Computing Tools
 H Adm 375 Hotel Computing Applications

Economics

Ag Ec 415 Price Analysis
 Ag Ec 431 Food and Agricultural Policies
 Ag Ec 450 Resource Economics
 CEE 321 Microeconomic Analysis
 CEH 355 Wealth and Income
 Econ 101 Introductory Microeconomics
 Econ 102 Introductory Macroeconomics
 Econ 314 Intermediate Microeconomic Theory
 Econ 317 Intermediate Mathematical Economics I
 Econ 318 Intermediate Mathematical Economics II
 Econ 351 Industrial Organization
 ILRIC 240 Economics of Wages and Employment
 ILRIC 340 Economic Security

Entrepreneurship

Ag Ec 325 Personal Enterprise and Small Business Management
 Ag Ec 425 Small Business Counseling
 Ag Ec 427 Advanced Personal Enterprise Systems
 Ag Ec 429 Small Business Advisory Group
 JGSM NBA 300 Entrepreneurship and Enterprise

Finance

Ag Ec 324 Financial Management
 Ag Ec 404 Advanced Agricultural Finance Seminar
 Ag Ec 405 Farm Finance
 Ag Ec 407 Financial Management in Farming
 CEH 315 Personal Financial Management
 Econ 331 Money and Credit
 Econ 333 Theory and Practice of Asset Markets
 Econ 336 Public Finance: Resource Allocation
 H Adm 125 Finance
 H Adm 322 Investment Management
 H Adm 326 Corporate Finance
 OR&IE 451 Economic Analysis of Engineering Systems

International Business

Ag Ec 100 Introduction to Global Economic Issues
 Ag Ec 430 International Trade Policy
 Ag Ec 449 Global Marketing Strategy
 Econ 102 Introductory Macroeconomics
 Econ 313 Intermediate Macroeconomics Theory
 Econ 325 Economic History of Latin America
 Econ 366 The Economy of the Soviet Union
 Econ 369 Selected Topics in Socialist Economies: China
 Econ 661 International Trade Theory and Policy
 Econ 362 International Monetary Theory and Policy

Law, Regulation, and Ethics

Ag Ec 250 Natural Resource and Environmental Economics
 Ag Ec 320 Business Law I
 Ag Ec 321 Business Law II
 Ag Ec 422 Estate Planning
 Comm 428 Communication Law
 Econ 302 The Impact and Control of Technological Change
 Econ 304 Economics and the Law
 Econ 308 Economic Analysis of Government (also Civil and Environmental Engineering 322)
 Econ 354 Economics of Regulation
 Econ 552 Public Regulation of Business
 Educ 477 Law and Educational Policy
 Govt 389 International Law
 H Adm 422 Taxation and Management Decisions
 I&LR 201 Labor Relations Law and Legislation
 ILRIC 330 Comparative Industrial Relations Systems: Western Europe
 ILRIC 331 Comparative Industrial Relations Systems: Non-Western Countries

Management

Ag Ec 220 Introduction to Business Management
 Ag Ec 302 Farm Business Management
 Ag Ec 402 Advanced Farm Business Management
 Ag Ec 424 Business Policy
 Ag Ec 426 Cooperative Management and Strategies
 Ag Ec 443 Food Industry Management
 Econ 326 History of American Business Enterprise
 H Adm 103 Principles of Management

Manufacturing

Econ 302 The Impact and Control of Technological Change
 OR&IE 410 Industrial Systems Analysis
 OR&IE 421 Production Planning and Control

Marketing

- Ag Ec 240 Marketing
 Ag Ec 342 Marketing Management
 Ag Ec 346 Dairy Markets and Policy
 Ag Ec 347 Marketing Fruits, Vegetables, and Ornamental Products
 Ag Ec 448 Food Merchandising
 CEH 233 Marketing and the Consumer
 H Adm 243 Principles of Marketing

Personnel and Human Resource Management

- Econ 381 Economics of Participation and Workers' Management
 Econ 382 The Practice and Implementation of Self-Management
 H Adm 211 The Management of Human Resources
 H Adm 212 Human Relations Skills
 H Adm 414 Organizational Behavior and Small-Group Processes
 ILROB 120 Introduction to Macro Organizational Behavior and Analysis
 ILROB 121 Introduction to Micro Organizational Behavior and Analysis
 ILRPR 260 Personnel Management
 ILRPR 360 Human Resource Economics and Public Policy
 ILROB 370 The Study of Work Motivation
 ILROB 373 Organizational Behavior Simulations
 ILROB 374 Technology and the Worker
 ILROB 420 Group Processes
 ILROB 425 Sociology of Industrial Conflict
 ILRPR 461 Human Resource Management (I&LR 200 Collective Bargaining)

Quantitative Decisions and Decision Science

- Ag Ec 310 Introductory Statistics
 Ag Ec 340 Futures and Options Trading
 Ag Ec 408 Seminar in Farm Business Decision Making
 Ag Ec 410 Business Statistics
 Ag Ec 411 Introduction to Econometrics
 Ag Ec 413 Information Systems and Decision Analysis
 Ag Ec 419 Expert Systems Workshop
 Ag Ec 428 Technology: Management and Economic Issues
 CEE 304 Uncertainty Analysis in Engineering
 CEE 323 Engineering Economics and Management
 Econ 320 Introduction to Econometrics
 Econ 520 Econometrics II
 CEH 330 Economics of Consumer Policy
 ENG 270 Basic Engineering Probability and Statistics

Real Estate

- Ag Ec 406 Farm and Rural Real Estate Appraisal
 CRP 664 Economics and Financing of Neighborhood Conservation and Preservation
 H Adm 323 Hospitality Real Estate Finance
 H Adm 350 Real Estate Management

Sociology

- SOC 110 Introduction to Economy and Society
 SOC 215 Organizations: An Introduction
 SOC 222 Social Policy and Organization in Health, Education, and Welfare
 SOC 245 Inequality in Industrial Societies
 SOC 275 Women at Work
 SOC 301 Evaluating Statistical Evidence
 SOC 303 Design and Measurement
 SOC 340 Health, Behavior, and Health Policy
 SOC 345 Gender Inequality
 SOC 351 Research Seminar on Organizations

- SOC 354 Law and Social Order
 SOC 366 Transitions from State Socialism
 SOC 370 Different Walks of Life: Sociology of Careers
 SOC 426 Social Policy

Transportation

- CEE 361 Introduction to Transportation Engineering
 CEE 660 Transportation Planning and Policy

PRELAW STUDY

Law schools do not prescribe any particular prelaw program, nor do they require any specific undergraduate courses as do medical schools. Law touches nearly every phase of human activity, and there is practically no subject that cannot be considered of value to the lawyer. Therefore, no undergraduate course of study is totally inappropriate. Students contemplating legal careers should be guided by certain principles, however, when selecting college courses.

1. Interest encourages scholarship, and students will derive the greatest benefit from those studies that stimulate their interest.
2. Of first importance to the lawyer is the ability to express thoughts clearly and cogently in both speech and writing. Freshman writing seminars, required of nearly all Cornell freshmen, are designed to develop these skills. English literature and composition, and communication courses, also serve this purpose. Logic and mathematics develop exactness of thought. Also of value are economics, history, government, and sociology, because of their close relation to law and their influence on its development and ethics, and philosophy, because of the influence of philosophic reasoning on legal reasoning and jurisprudence. Psychology leads to an understanding of human nature and mental behavior. Some knowledge of the principles of accounting and of the sciences such as chemistry, physics, biology, and engineering is recommended and will prove of practical value to the lawyer in general practice in the modern world.
3. Cultural subjects, though they may have no direct bearing on law or a legal career, will expand students' interests; help cultivate a wider appreciation of literature, art, and music; and make better-educated and well-rounded persons.
4. Certain subjects are especially useful in specialized legal careers. For some, a broad scientific background—for example, in agriculture, chemistry, physics, or engineering—when coupled with training in law, may furnish qualifications necessary for specialized work with the government, for counseling certain types of businesses, or for a career as a patent lawyer. A business background may be helpful for those planning to specialize in corporate or tax practice. Students who anticipate practice involving labor law and legislation might consider undergraduate study in the School of Industrial and Labor Relations. Whatever course of study is chosen, the important goals are to acquire perspective, social awareness, and a critical cast of mind; to develop the ability to think logically and analytically; and to

express thoughts clearly and forcefully. These are the crucial tools for a sound legal education and a successful career.

The presence of the Cornell Law School on campus provides the opportunity for a limited number of highly qualified undergraduates registered in the College of Arts and Sciences at the university to be admitted to the Law School. At the time of entry they must have completed 105 of the 120 credits required for the Bachelor of Arts degree, including 92 credits of course work in the College of Arts and Sciences.

It may be possible for exceptionally well-qualified students in other Cornell undergraduate colleges to arrange to enter the Law School after three years. The College of Human Ecology offers a program in which students spend their fourth year at the Law School. In addition, members of the Cornell Law School faculty sometimes offer undergraduate courses such as Nature, Functions, and Limits of Law, which are open to all undergraduates.

PREMEDICAL STUDY

Medical and dental schools, while not requiring or recommending any particular major course of study, do require that a particular selection of undergraduate courses be completed. These courses usually include general chemistry and organic chemistry, biology, physics, and a year of English composition (or a freshman writing seminar). In addition, many medical schools require or recommend mathematics and at least one advanced biological science course, such as genetics, embryology, histology, or physiology.

There is no major program that is the best for those considering medical or dental school, and students are therefore encouraged to pursue their own intellectual interests. Students are more likely to succeed at, and benefit from, subjects that interest and stimulate them, and there is no evidence that medical colleges give special consideration to any particular undergraduate training beyond completion of the required courses. In the past, successful Cornell applicants to medical and dental schools have come from the Colleges of Arts and Sciences, Agriculture and Life Sciences, Human Ecology, and Engineering. The appropriate choice depends to a great extent on the student's other interests.

Exceptionally qualified students in the Colleges of Agriculture and Life Sciences, Arts and Sciences, and Human Ecology may apply for acceptance to the Medical College through a double registration procedure arranged between Cornell University and Cornell University Medical College in New York City. This procedure allows registered students to save one year in pursuit of the bachelor's and M.D. degrees. This is not a traditional "seven year program"; separate application to the Medical College is required. Further information about this procedure is available from the Health Careers Program office at the Career Center, Cornell University, 103 Barnes Hall, Ithaca, New York, 14853-1601.

PREVETERINARY STUDY

There is no specific preveterinary program at Cornell, and students interested in veterinary medicine as a career should select a major area for study that fits their interests while at the same time meeting the entrance requirements for veterinary college as listed below. Most preveterinary students at Cornell are enrolled in the College of Agriculture and Life Sciences, which offers several applied science majors, including animal science, that can lead to related careers if the student does not go to veterinary college. Some enter other divisions of the university, especially the College of Arts and Sciences, because of secondary interests or the desire for a broad liberal arts curriculum.

The college-level prerequisite courses for admission to the College of Veterinary Medicine at Cornell are English composition, biology or zoology, physics, inorganic chemistry, organic chemistry, biochemistry, and microbiology. All science courses must include a laboratory. These requirements, necessary for admission to the College of Veterinary Medicine at Cornell, may vary at other veterinary colleges.

For information on additional preparation, including work experience and necessary examinations, students should consult the brochure, *Admission to the College of Veterinary Medicine at Cornell*, obtained by writing to the Office of Student Services, College of Veterinary Medicine, Cornell University, C-106 Schurman Hall, Ithaca, New York 14853-6401. Information on the Guaranteed Admissions Program is available from the same address.

Qualified students in the College of Agriculture and Life Sciences may apply for acceptance in a double-registration program arranged between Cornell University and the College of Veterinary Medicine at Cornell. This program allows registered students to save one year in pursuit of the bachelor's and D.V.M. degrees. Further information about this program is available from the Health Careers Program office at the Career Center, Cornell University, 103 Barnes Hall, Ithaca, New York 14853-1601.

COLLEGE OF AGRICULTURE AND LIFE SCIENCES

ADMINISTRATION

Daryl B. Lund, dean

Brian F. Chabot, associate dean

Rebecca Tseng Smith, assistant dean for public affairs

H. Dean Sutphin, associate dean and director of academic programs

Elizabeth A. Oltenuc, associate director of academic programs

W. Ronnie Coffman, associate dean and director of research

Anthony M. Shelton, associate director of research

William B. Lacy, associate dean and director of cooperative extension

R. David Smith, associate director of cooperative extension

Norman T. Uphoff, director of international agriculture

Office of Academic Programs Staff

Student services: Donald Burgett, Lisa Ryan

Registrar: Mary Milks, Patricia Austic, Carol Lucas, Leora Tripodi

Admissions: Randy Stewart, Bonnie Comella, Laurie Gillespie

Career development: William Alberta, Amy Benedict-Martin

Minority programs: Catherine Thompson

Department Chairs

Agricultural and biological engineering: M. F. Walter, Riley-Robb Hall

Agricultural, resource, and managerial economics: A. Novakovic, Warren Hall

Animal science: H. F. Hintz, Morrison Hall

Communication: C. J. Glynn, Kennedy Hall

Education: D. H. Monk, Kennedy Hall

Entomology: D. A. Rutz, Comstock Hall

Floriculture and ornamental horticulture: G. L. Good, Plant Science Building

Food science: R. A. Ledford, Stocking Hall

Fruit and vegetable science: E. E. Ewing, Plant Science Building

Natural resources: D. J. Decker, Fernow Hall

Plant breeding and biometry: E. D. Earle, Emerson Hall

Plant pathology: S. A. Slack, Plant Science Building

Rural sociology: D. L. Brown, Warren Hall

Soil, crop and atmospheric sciences: R. J. Wagenet, Emerson Hall

College Focus

The College of Agriculture and Life Sciences provides educational programs that prepare young men and women with technical,

management, and leadership skills. The college's programs fall into three major areas:

- Science and technology
- Management
- Communication and education

The college focuses on a broad-based education for its students, and on a problem-solving and basic research program. The program is geared to the discovery and dissemination of knowledge for the purpose of advancing the food system, agriculture, nutrition, biological sciences, environmental quality, and community and rural development throughout New York State, the nation, and the world.

There are six primary areas of focus, developed in response to the needs of society, and representing agriculture and life sciences in their broadest and most dynamic meaning:

- Agriculture (production and marketing)
- Community and Rural Development
- The Environment
- Food Systems, Nutrition, and Health
- International Dimensions
- Life Sciences

Facilities

The College of Agriculture and Life Sciences is located on the upper campus, up the hill from the central area of Cornell University, on land that was once part of the Ezra Cornell family farm.

Buildings around the area commonly known as the Ag Quad house classrooms, offices, and laboratories. Flanking them are the greenhouses, gardens, and research facilities. Nearby orchards, barns, field plots, forests, and streams extend as far as the Animal Science Teaching Research Center at Harford and the Agricultural Experiment Station at Geneva.

Roberts Hall serves as headquarters for the administrative units, including offices of the deans and directors of academic programs, research, and cooperative extension. Included in the Office of Academic Programs are the director and associate director, the Admissions Office, the Career Development Office, the Office of Student Services and the Registrar.

Mann Library, with its extensive collections of materials in the agricultural and biological sciences, is at the east end of the Ag Quad. The student lounge and service center, known as the Alfalfa Room, and many of the college classrooms are in Warren Hall. Public computer facilities are available in Warren Hall, in Riley-Robb Hall, and in Mann Library.

DEGREE PROGRAMS

The College of Agriculture and Life Sciences offers programs leading to the degrees of Bachelor of Science, Master of Science, and Doctor of Philosophy. Professional degrees include the Master of Professional Studies and the Master of Arts in Teaching. Some

registered professional licensing and certification programs are also available.

Each curriculum in the college creditable toward a degree is registered with the New York State Education Board and is linked with the national Higher Education General Information Survey (HEGIS) codes for federal and state reporting.

Graduate Degrees

Graduate study is organized by fields that generally coincide with the academic departments but may draw faculty from several disciplines in the various colleges of the university. The following graduate fields have primary affiliation in Agriculture and Life Sciences. Current graduate field representatives are also listed.

Agriculture [M.P.S. (Agr.)], H. D. Sutphin, Roberts Hall

Agricultural and Biological Engineering, M. Walter, Riley-Robb Hall

Agricultural Economics, R. Boisvert, Warren Hall

Animal Breeding, E. J. Pollak, Morrison Hall

Animal Science, R. Quaas, Morrison Hall

*Biochemistry, Molecular and Cell Biology; Gerald Feigenson, Biotechnology Building

Biometry, S. Searle, Warren Hall

Communication, C. Glynn, Kennedy Hall

Development Sociology, T. Lyson, Warren Hall

*Ecology and Evolutionary Biology, R. Root, Corson Hall

Education [also M.A.T.], A. Berkey, Kennedy Hall

Entomology, J. Liebherr, Comstock Hall

Environmental Toxicology, A. Yen, Veterinary Research Tower

Floriculture and Ornamental Horticulture, N. Bassuk, Plant Science Building

Food Science and Technology, J. Hotchkiss, Stocking Hall

*Genetics and Development, M. Wolfner, Biotechnology Building

International Agriculture and Rural Development [M.P.S. (Agr.)], R. Blake, Morrison Hall

International Development, N. Uphoff, Caldwell Hall

Landscape Architecture [M.L.A.], L. Mirin, W. Sibley Hall

*Microbiology, V. Stewart, Wing Hall

Natural Resources, R. Oglesby, Fernow Hall

*Neurobiology and Behavior, T. Seeley, Seeley Mudd Hall

Nutritional Sciences, K. Rasmussen, Martha Van Rensselaer Hall

*Physiology, J. Wootton, Vet Research Tower

*Plant Biology, J. Doyle, Mann Library Building

Plant Breeding, D. Viands, Bradfield Hall
 Plant Pathology, J. Lorbeer, Plant Science Building
 Plant Protection [M.P.S. (Agr.)], G. Bergstrom, Plant Science Building
 Pomology, M. Pritts, Plant Science Building
 Soil, Crop and Atmospheric Sciences, H. van Es, Emerson Hall
 Statistics, M. Wells, Caldwell Hall
 Vegetable Crops, P. Ludford, Plant Science Building
 *Zoology, J. Hermanson, Schurman Hall
 *Division of Biological Sciences

Bachelor of Science Degree

Departments in the College of Agriculture and Life Sciences sponsor study for the B.S. degree in sixteen major fields. To qualify for the degree, students must fulfill requirements established by the faculty of the college and administered through the Office of Academic Programs. The following units offer major fields of study for undergraduates. A faculty advising coordinator is listed for each unit. Students should consult with the faculty coordinator regarding requirements and opportunities for concentrations within the major field.

Agricultural and Biological Engineering: K. Gebremedhin, 320 Riley-Robb Hall

Agricultural, Resource, and Managerial Economics: R. Christy, 203 Warren

Animal Sciences: E. J. Pollak, B-22 Morrison Hall

Biological Sciences, Division of: H. Stinson, 200 Stimson Hall

Biometry and Statistics: S. Schwager, 339 Warren Hall

Communication: B. Earle, 332 Kennedy Hall

Education: D. Hedlund, 403 Kennedy Hall

Entomology: R. Roush, 6130 Comstock Hall

Food Science: J. Sherbon, 207 Stocking Hall

Landscape Architecture: P. Trowbridge, 442 Kennedy Hall

Natural Resources: T. Fahey, 8F Fernow Hall

Nutrition, Food, and Agriculture: C. Bisogni, 334 MVR Hall

Plant Science Units (Plant Biology, Breeding, Pathology/Protection, Floriculture, Pomology, Vegetable Crops): D. Viands, 523 Bradfield Hall

Rural Sociology: J. Francis, 133 Warren Hall

Soil, Crop and Atmospheric Sciences: G. Fick, 505 Bradfield Hall

Special Programs in Agriculture and Life Sciences: D. Burgett, 140 Roberts Hall

Summary of Basic College Requirements for Graduation

1. Credit Hours
 - a. Minimum: 120
 - b. Minimum with letter grade: 100 (number with S-U grades pro-rated for transfer students)
 - c. Maximum independent study, teaching experience, internships: 15 (pro-rated for transfer students)

- d. Minimum from College of Agriculture and Life Sciences: 55
- e. Maximum from endowed colleges without additional charge: 55. Payment must be made for each credit taken in excess of the 55 allowed, whether or not the courses are passed. For the precise fee per credit, students should call the Office of the Bursar.
- f. Maximum transferred in: 60; minimum at Cornell: 60

Transfer credit will *not* be accepted for the Project Advance Programs. If a student is enrolled in a college/university course, during his/her high school years, transfer credit will be given *only* if certain criteria are met:

1. Course must be a standard course taught by a post-secondary institution.
2. High school must be a satellite location, one of several options available to *all* students taking the course.
3. Course syllabus, text, examinations, and evaluation process must be the same for *all* students at *all* sites.
4. Students must be enrolled for college credit and pay college tuition.
5. Instructor must be a faculty member (includes adjunct) at the offering college.

If one of these is not met no transfer credit will be given. Written verification may be necessary.

Note: Credits received for physical education and for certain other courses, such as Mathematics 109, Education 005 and LSC courses, do not count toward the 120 hours but are included on the transcript and in the grade-point average.

2. Residence
 - a. Normally, eight full-time semesters
 - b. Seven semesters, if all other degree requirements are met, with a grade-point average of 2.0
 - c. Minimum of 12 credits per semester
 - d. Minimum of two semesters, including the final semester prior to graduation, in the College of Agriculture and Life Sciences (residency in the Internal Transfer Division [ITD] does not count toward residency in the college)
 - e. Students who have completed 8 semesters in residence at Cornell, including two in the college, and who have 8 or fewer credits remaining for graduation may petition for approval to complete this work elsewhere.
3. Physical Education (see note at 1f)
 - a. Completion of university requirement for two terms of work
 - b. Transfer students may be exempt from part or all of the requirement.

Note: Requests for exemption should be made in writing to the University Faculty Committee on Physical Education. Requests for postponement should be referred to Alan Ganter, Teagle Hall (255-4286). Medical postponement requests must go through Gannett Clinic.

4. Grade-Point Average (GPA)
 - a. Cumulative GPA: 1.7 or above must be maintained

- b. Final semester GPA: 1.7 on a minimum of 12 credits in final term before graduation.

Note: Only grades earned at Cornell and while registered in the college are included.

5. Distribution

The purpose of the distribution requirement is to provide a broad educational background and acquaint students with a broad range of subject matter. Through study of the physical sciences, students develop quantitative and analytic skills based on an understanding of the physical laws governing the universe; through study of the biological sciences, they gain an appreciation of the variability of living organisms. The social sciences and humanities give students perspective on the structure and values of the society in which we live, and prepare them to make decisions on ethical issues that will impact their work and role in society. Through development of written and oral expression skills, students master the essentials of effective communication.

Credits received for independent study, field, teaching, or work experience, and internships cannot be used to fulfill the distribution requirement. Courses judged to be remedial in the discipline such as Education 005, will not be counted.

Group A: Physical Sciences. 9 credits of 100- or 200- level courses, in at least two disciplines, including at least one course in chemistry or physics.

Chemistry
 Physics

*Mathematics (excluding Education 005 and Mathematics 109)

Education 115

Soil, Crop and Atmospheric Sciences 131

Biometry

Astronomy

Geology

*The college mathematics requirement is described below.

Group B: Biological Sciences. 9 credits, including 6 of introductory biological science.

Biological Sciences (except 152, 160, 200 [unless permission of associate director of the division of Biological Sciences is obtained], 202, 205, 206, 208, 209, 301 or 367)

Animal Sciences 100, 221, 300, 301

Entomology 212

Nutritional Sciences 262

Plant Breeding 225

Plant Pathology 301, 309, 401

Group C: Social Sciences and Humanities. 12 credits (6 in each of the following two categories):

Social Sciences. 100- through 400-level courses in the following departments (*excluding* Freshman Seminars):

Anthropology

Archaeology

CEH 110/CEH 111 (cannot receive credit for these courses and Econ 101/Econ 102)

Communication 418, 422

Economics (except Agricultural Economics)

Education 271, 311, 317, 370, 378

Government (including Africana Studies 190)

HDFS 150 (cannot receive credit for this course and Soc 243)

LA/CRP 261, 360, 363

LA/ARKEO 365

Psychology

Sociology (including Rural Sociology except RS 100, 175, 318, 442)

Humanities. 100- through 400-level courses in the following departments (*excluding*

Freshman Seminars and language courses):

Africana Studies (literature and history)

Asian American Studies

Asian and Near Eastern Studies (history and literature)

Classics

Comparative Literature

English (*literature only*)

French, German, Italian, Russian, and Spanish (*literature only*)

History

History of Art/History of Architecture

LA 382

Music and Theatre Arts (theory, literature, and history only)

Philosophy (also Natural Resources 407)

Religious Studies

Rural Sociology 100, 175, 318, 442

S & TS 233

Group D: Written and Oral Expression. 9 credits, of which at least 6 must be in written expression, selected from the following:

Freshman Seminars

Communication 201, 350, 352, 360, 363, 365

English 280-281, 288-289, 382-385, 388-389

6. Mathematics

The faculty requires minimum competency in mathematics as a requisite to satisfactory completion of a degree. As a measure of their competency in mathematics, all entering undergraduates, including those presenting advanced placement or transfer credit in college calculus, must take the college's math proficiency test. The test is administered free of charge just prior to registration each semester. No student may repeat the proficiency test. It consists of fifty sample questions from arithmetic, algebra, geometry, trigonometry, and basic calculus.

The score on the math test has two components and will place each student in one of three groups, defined by the score of each component of the math test.

Mathematics requirements for each group

Group I Students in this group are exempt from the math requirement. If further math is needed for the major area of study, they should consider taking calculus (MATH 111 or MATH 191).

Group II Students in this group MUST complete one math course at Cornell usable in Group A. The recommended math course is EDUC 115 or MATH 105. BTRY 102 is also acceptable.

Group III Students in this group are automatically registered in EDUC 005 and must also complete one math course at Cornell usable in Group A.

Transfer credit for mathematics

Most college-level math courses in a transfer student's record will be transferred (limit 6 hours into Group A of the college distribution), and the student will be held for the

results of the math test and must satisfy the college's math requirement.

Students entering with A-P calculus credit will also be held for the results of the math test, and must satisfy the college's math requirement.

7. Faculty Adviser

a. Each student is assigned to a faculty adviser soon after being admitted to the college. The faculty adviser will help the student plan a program of study and enroll in courses appropriate to the degree programs offered by the college.

b. Course enrollment each semester should be planned in consultation with the faculty adviser. The signature of the faculty adviser indicates approval of, or at least consent to, the choice of courses made and is required before the course enrollment can be processed.

c. All academic plans, such as acceleration and graduate study, should be made in consultation with the student's faculty adviser. Support of the adviser is essential if a student petitions for an exception to any of the requirements of the college.

8. Progress toward the Degree

a. The progress of each student toward meeting the degree requirements is recorded each term in the college registrar's office on a summary of record form.

b. Students who have been in residence for eight semesters and who have met the graduation requirements will be graduated. Students are entitled to attend for the full eight semesters even if they have completed the graduation requirements in fewer semesters, but must notify the College Registrar of their intent prior to the graduation date. A student who wishes to continue study after graduation must apply for admission as a special student.

c. Application to graduate. Students who are planning to graduate must complete an "Application to Graduate" by the 15th day of the first month of the semester in which they will complete their graduation requirements. This form must be signed by the student, the adviser, and the registrar, confirming that all requirements for graduation have been met.

STUDENTS

Undergraduate enrollment is approximately 3,000, with about 56 percent in the upper division. Each year about 850 students are graduated, while 650 freshmen and 250 transfer students are enrolled. Members of the faculty of the college serve as chairs of the Special Committees of about 1,000 graduate students.

Admission

The College Admissions Committee selects applicants who are academically well prepared and appear most likely to profit from the college's various curricula.

Most students come from New York State, but around 30 percent come from other parts of the United States or abroad. About half of the

undergraduates are women. Approximately 14 percent are identified as members of minority ethnic groups.

Transfer Students

Approximately 18 to 20 percent of the ALS undergraduate students are transfers who have taken part of their collegiate work at community colleges, agricultural and technical colleges, or other four-year institutions. Many of them hold an associate degree.

A Cornell student in good standing may apply for intra-university transfer to pursue a course of study unavailable in his or her current college. Guidelines are available in the Admissions Office of the College of Agriculture and Life Sciences, 177 Roberts Hall. The procedure includes filing a transfer request and submitting a letter explaining reasons for making the transfer.

Consideration is given to students who have demonstrated an interest in their intended field of study, by taking appropriate prerequisite courses and courses within this area of study. Academic achievement is also considered. Students are seldom allowed to transfer during their freshman year.

In some cases a student may be referred to the Internal Transfer Division to study for one semester before entering the college. A second semester is considered under unusual circumstances. During this trial semester the student must achieve a predetermined average (usually 2.7) and take approved courses to assure acceptance.

Special Students

A limited number of non-degree candidates who want to take selected courses in the college are admitted each year. Applicants should submit the standard Cornell application, a resume of their work experience and a list of the courses they want to take. For more information, students should contact the Admissions Office, 177 Roberts Hall.

Part-time Students

All students in the College of Agriculture and Life Sciences are expected to be enrolled as full-time students in a registered program of study. Part-time students must register in the Division of Summer Session, Extramural Courses, and Related Programs. The Continuing Education Information Service, B-20 Day Hall, provides information, counseling, and special programs for mature students throughout the university.

Off-Campus Students

Programs in which students study off campus but enroll for Cornell credit include SEA semester, field study in human ecology or industrial and labor relations, Albany programs, Cornell-in-Washington, student teaching, IPM internship, and clinical microbiology internship. Students intending to receive Cornell credit for work done off campus should inform the college registrar at the time of enrolling for courses to ensure that proper registration will occur.

Off-Campus Courses

Students in CALS are to be registered for at least twelve (12) hours of course work each semester. It is expected that students will not be enrolled in course work at another institution while they are enrolled at CALS.

Two exceptions to enrollment elsewhere while being a full time student at Cornell would be the joint enrollment agreements between Cornell and Ithaca College and Wells college. Other exceptions would be reviewed by the Committee on Academic Achievement and Petitions. Students must petition *before* enrolling for a course elsewhere. The committee would approve such petitions only when there are compelling circumstances such as severe scheduling problems or no equivalent course available at Cornell. Enrolling in a course at another college to avoid taking it at Cornell is discouraged.

Leave of Absence

A student considering taking a leave of absence from the university should contact the Office of Student Services. A petition must be filed when requesting a leave of a semester or more. Students returning from a leave of absence do not need to reapply for admission; they should contact Student Services.

Withdrawal

A student who finds it necessary to leave the university permanently should file a petition for withdrawal. Such petitions are approved if the student is in good standing. Students who have withdrawn and who later decide to return must apply to the Admissions Office.

Graduation

Diplomas are ordered from the Office of the University Registrar, and distributed to those who have completed the degree requirements and have been approved by the college faculty.

ADVISING AND COUNSELING SERVICES

Faculty members in the College of Agriculture and Life Sciences recognize that students need information and advice to make intelligent decisions while they are in college. They believe that personal contact on a one-to-one basis is an important way to identify individual differences and needs of students. Faculty members believe that they can and should be an important source of information and advice on both academic and personal matters. Thus they consider advising to be an important and integral part of the undergraduate program.

The Office of Student Services has overall responsibility for coordinating the college advising and academic counseling program. Each student enrolled in the college is assigned to a faculty adviser in the major field of study for aid in developing a program of study and peer advisers are available to help with problems of a general nature relating to personal matters and campus life.

Student Services provides a variety of services for undergraduates in the College of Agriculture and Life Sciences. The staff is available to help students with academic, social, and personal concerns. In addition, learning skills information and tutoring is offered, at no charge, by the college's honor society, Hon-Nun-De-Kah. Assistance is also available for students considering submitting petitions for waiver of college regulations.

The office is located on the first floor of Roberts Hall (room 140). Appointments are not necessary and questions regarding services and procedures should be directed to Donald Burgett and the Student Services staff.

Minority students in the College of Agriculture and Life Sciences receive counseling, tutoring, advising, and referral to agencies that will meet their special needs. The Educational Opportunity Program (EOP) is a state-supported program intended to assist New York State students who meet specific economic and academic criteria set by the State Programs Office and the NYS Board of Regents. Eligible students are accepted during the admissions process.

For further information, please contact Catherine Thompson in 140 Roberts Hall.

The Office of Career Development offers a variety of services to all students and alumni of the college. Career development includes self-awareness and assessment, career exploration, decision making, and job search. Services are designed to assist students and alumni with those activities and to help them develop the career planning and job search skills they will find useful as their career paths progress and change.

An active on-campus recruitment program is integrated with the other services provided by the office. Extensive job vacancy files are updated daily and a bulletin of select job listings is published each month. The Career Library contains an extensive collection of current and useful material. The Sigi Plus system is a computer-assisted guidance system that can help in career and educational planning, providing useful information and ideas about work-related interests, skills and values, and occupations and careers. Internships, summer jobs, job search presentations, and assistance with resume writing are other activities of interest.

The office, in conjunction with a network of college faculty members, assists students throughout their undergraduate years. For further information students should contact William Alberta and the staff in 177 Roberts Hall.

Financial aid is administered through the university office in Day Hall. Endowment funds and annual donations provide supplemental aid for students in the college who are eligible for aid. Information about these college grants is available from the Office of Academic Programs in Roberts Hall, after students have a financial aid package established through the university office in Day Hall. Grants recommended by the college Financial Aid and Scholarship Committee are processed through the university's Office of Financial Aid.

A small loan fund is administered by the college through the Office of Academic Programs to assist students facing short-term emergencies. The loans are interest-free and are usually made for no more than ninety days. For information and an application form students should contact the Office of Academic Programs, Roberts Hall.

Academic Integrity Policy

The College of Agriculture and Life Sciences faculty, students, and administration support and abide by the university Code of Academic Integrity. Its principle is that absolute integrity is expected of every student in all academic

undertakings: students must in no way misrepresent their work, fraudulently or unfairly advance their academic status, or be a party to another student's failure to maintain academic integrity.

The maintenance of an atmosphere of academic honor and the fulfillment of the provisions of the code are the responsibility of the students and the faculty. Therefore, all students and faculty members shall refrain from any action that would violate the basic principles of this code.

- 1) Students assume responsibility for the content and integrity of the work they submit, such as papers, examinations, or reports.
- 2) Students are guilty of violating the code if they
 - knowingly represent the work of others as their own
 - use or obtain unauthorized assistance in any academic work
 - give fraudulent assistance to another student
 - fabricate data in support of laboratory or field work
 - forge a signature to certify completion or approval
 - knowingly deprive other students of library resources, laboratory equipment, computer programs, and similar aids
 - in any other manner violate the principle of absolute integrity
- 3) Faculty members assume responsibility to make clear to students and teaching assistants specific regulations that apply to scholarly work in a discipline.
- 4) Faculty members fulfill their responsibility to
 - maintain in all class, laboratory, and examination activities an atmosphere conducive to academic integrity and honor
 - make clear the conditions under which examinations are to be given
 - make clear the consequences of violating any aspects of the code
 - provide opportunities for students to discuss the content of courses with each other and help each other to master that content and distinguish those activities from course assignments that are meant to test what students can do on their own without help from others
 - state explicitly the procedures for use of materials taken from published sources and the methods appropriate to a discipline by which students must cite the source of such materials
 - approve in advance, in consultation with other faculty members, which work submitted by a student and used by a faculty member to determine a grade in a course may be submitted by that student in a different course
 - monitor the work and maintain such records as will support the crucial underpinning of all guidelines: the students' submitted work must be their own and no one else's

Cornell's Code of Academic Integrity spells out how individuals who have allegedly violated Cornell standards for academic integrity are to be confronted and, if found to be in violation of those standards, sanctioned. The code provides for informal resolution of most perceived violations through a primary hearing between the faculty member and the student involved. If necessary, a hearing before a hearing board follows.

The Academic Integrity Hearing Board for the College of Agriculture and Life Sciences consists of three elected faculty members, three elected student members, a chair appointed by the dean, and the director of student services, who serves as a nonvoting record keeper. Professor D. Grossman is the current chair.

Individuals who observe or are aware of an alleged violation of the code should report the incident to the faculty member in charge of a course or to the chair of the hearing board. General information and details on procedures for suspected violations or hearings are available from the Office of Student Services, 140 Roberts Hall.

ACADEMIC POLICIES AND PROCEDURES

Records

The college registrar maintains for each student a complete record of academic achievement. A permanent record card is on file for each matriculated student and is updated whenever new information becomes available. Staff members are available in Roberts Hall to consult with students regarding the assignment of credit toward meeting distribution and elective requirements and to verify the official summary of record.

The Committee on Academic Achievement and Petitions is a standing committee of six college faculty members and two students. On behalf of the faculty and subject to its review, the committee

- reviews, at the end of each semester and at other times as shall seem appropriate to the committee, the progress of all students not meeting academic requirements
- receives and acts upon petitions from individual students asking for exceptions from particular academic regulations or requirements of the college, or for reconsideration of action previously taken by the committee
- acts upon readmission requests from persons whose previous enrollment was terminated by the committee
- notifies the petitioner in writing of the action taken by the committee

Good academic standing means a student is eligible for, or has been allowed to register and enroll in, academic course work for the current semester. Whether an individual student is in good academic standing is determined by the college registrar and the Committee on Academic Achievement and Petitions.

A petition to be exempt from a college academic requirement or regulation may be filed by any student who has grounds for

exemption. Forms are available in the Office of Student Services, 140 Roberts Hall.

A petition is usually prepared with the assistance of a student's faculty adviser, whose signature is required; it indicates the adviser's awareness of the petition. The adviser's recommendation is helpful to the committee. The committee determines whether there is evidence of mitigating and unforeseen circumstances beyond the control of the student that would warrant an exemption or other action.

Registration Procedures

All students must register with the university and "check-in" with this college at the beginning of each semester. Registration materials are available at a time and place announced each term by the Office of the College Registrar.

Course Enrollment Procedures

To enroll in courses, students pick up materials from the college Registrar's Office, 140 Roberts Hall; plan a schedule in consultation with their adviser; and return the completed forms to the Registrar's Office for verification and processing. Class lists are generated on the basis of the properly filed course enrollment forms.

To enroll in courses that involve independent study, teaching, or research, a student must file an independent study form, available in the college Registrar's Office, 140 Roberts Hall. Students who will be studying off campus or abroad should file the intent to study off campus form to ensure that proper registration will occur. These forms are available in the Program office (Cornell Abroad, 474 Uris Hall).

Students may enroll again for a course in which they received a grade of F in a previous semester. Both grades will be recorded and calculated as part of their GPA.

Students must *not* enroll again for a course in which they received an incomplete or NGR. Instead, work for that course should be completed, and the instructor files an incomplete make-up form or manual grade form to assign the grade. An incomplete not made up by the end of two successive semesters of registration reverts to a failure. In the case of a graduating senior, incompletes revert to failures at the time of graduation.

Students enrolled in a two-semester course will receive an R at the end of the first semester and should enroll again for the same course the second semester. The letter grade will be recorded for the second semester when all work for the course is completed. A note on the transcript will explain the two grades for the same course.

A student is held responsible for and receives a grade for those courses in which he or she enrolls unless the student officially changes such enrollment. All changes in courses or credit, grading options, or sections must be made by the student at the Registrar's Office, 140 Roberts Hall, on an official form provided for that purpose.

Add/Drop/Changes are made by filing properly signed forms in the Registrar's Office, 140 Roberts Hall. Approval and signature of the faculty adviser and course instructor are required to add or to drop a course.

Students may add courses and change grading options or credit hours where applicable during the first three weeks of the term and may drop courses until the end of the seventh week.

Students wishing to withdraw from a course after the end of the seventh week must petition to the college Committee on Academic Achievement and Petitions. A form is available in Student Services, 140 Roberts Hall. Requests for course changes are approved only when the members of the committee are convinced that unusual circumstances are clearly beyond the control of the student. The committee assumes that students should have been able to make decisions about course content, total work load, and scheduling prior to the end of the seventh week of the semester.

If the petition to drop a course is approved after the end of the seventh week of classes, the course remains on the student's record and a W (for "withdrawal") is recorded on the transcript.

Grade Reports

Grade reports for the fall term are included in spring term registration materials; grade reports for the spring term are mailed by the office of the university registrar to students at their home addresses unless alternative addresses are reported to the college or university registrar by mid-May.

Academic Deficiency Policies

At the end of each semester, the Committee on Academic Achievement and Petitions reviews the records of those students who in any respect are failing to meet the academic requirements of the college or who persistently fail to attend classes. In case of students not making satisfactory progress, the committee takes appropriate action, including, but not limited to, issuing warnings to students, placing them on probation, suspending them, decreeing that they may not reregister, granting them leaves of absence, and advising them to withdraw.

Specifically, the committee considers as possible cause for action failure to attend and participate in courses on a regular basis or, at the end of any semester, failure to attain one or more of the following:

- semester GPA of at least 1.7
- cumulative GPA of at least 1.7
- satisfactory completion of 12 or more credits per semester
- reasonable progress toward completion of distribution requirements
- appropriate completion of college and university requirements

In general terms, regular participation in course work with academic loads at a level sufficient to assure graduation within eight semesters and grades averaging C- (1.7) or higher are prima facie evidence of satisfactory progress.

HONORS PROGRAM

The Bachelor of Science degree with honors will be conferred upon those students who, in addition to having completed the requirements for the degree of Bachelor of Science,

have satisfactorily completed the honors program in their area of major interest and have been recommended for the degree by the honors committee of that area.

An undergraduate wishing to enroll in the honors program must have completed at least 55 credits, at least 30 of the 55 at Cornell. Also, the student must have attained a cumulative grade-point average of at least 3.0 at the time of entry.

Interested students must make written application no later than the end of the third week of the first semester of their senior year, but are encouraged to make arrangements with a faculty member during the second semester of their junior year. An application form is available from the college registrar, 140 Roberts Hall, or from the area committee chair. (Biological sciences students should get applications at 200 Stimson Hall.)

Written approval of the faculty member who will direct the research and of the honors committee in the area is required. After the college registrar verifies the student's grade-point average, the student will be officially enrolled in the honors program.

Academic credit may also be earned by enrolling in an appropriate independent study course. When applying for admission to the program, the student may, if appropriate, submit a budget and a modest request for funds to cover some of the costs the student incurs in doing the research.

The honors committee for each area recommends to the college registrar those students who qualify for honors. Only those who maintain a GPA of at least 3.0 will be graduated with honors.

Students in the College of Agriculture and Life Sciences wishing to participate in the honors program must be accepted in one of the program areas approved by the faculty. Students are not eligible for honors by participating in a program offered by another college or administrative unit.

Animal Sciences

Faculty committee: W. B. Currie, chair; D. E. Bauman, P. A. Johnson, E. Matitashvili

The objective of the animal sciences honors program is to provide outstanding undergraduates with the opportunity to pursue supervised independent research and to develop an awareness of the scientific process. It is expected that the research will require significant effort and creative input by the student in its design and execution and in the reporting of the results.

Those students with majors in animal sciences who are interested in doing an honors project should consult with their faculty advisers early in their junior year. All students are expected to meet the college requirements in qualifying for the program and to complete the following:

- Identify a potential honors project sponsor (i.e., a faculty member working in the animal sciences) and secure that faculty member's commitment to sponsor the student in the honors project. That should be accomplished early in the second semester of the junior year.
- Preregister during the spring semester for AS 496, Animal Sciences Honors Seminar, which is offered in the fall semester.

- Register for AS 499, Undergraduate Research.
- Participate in AS 402, Seminar in Animal Sciences, during the spring semester and report on and discuss the project and results.
- Submit a written thesis to the honors committee by the scheduled deadline. Specific information regarding deadlines, format, and organization for the thesis will be provided.
- Meet with the honors committee for a short oral defense of the thesis following a review of the thesis by the student's sponsor and the honors committee.

Details pertaining to the specific requirements of the program can be obtained from the office of the committee chair, 434 Morrison Hall.

Biological Sciences

Students interested in the honors program in the biological sciences should consult with their faculty advisers and with potential faculty research sponsors early in their junior year. See "Independent Research and Honors Program" in the Biological Sciences section of this catalog for complete details. Applications and details pertaining to the program requirements may be obtained from the division's Office for Academic Affairs, 200 Stimson Hall. Information on faculty research activities is available in the Behrman Biology Center, 216 Stimson Hall.

Entomology

Faculty committee: B. L. Peckarsky, chair

An honors program in the area of entomology may be pursued by any qualified student in the College of Agriculture and Life Sciences (see the requirements at the beginning of this section). The student need not be specializing in entomology. Insects, because of their variety, small size, and easy availability, are convenient subjects for study in a wide array of problems dealing with living systems. Short life cycles, unique physiologies and developmental patterns, and species with easily managed colony requirements and a wide range of behavioral traits provide the raw material for honors study. Cornell's diverse faculty interests and extensive collections and library in entomology are also major assets if a student selects entomology as the area for honors study.

The honors committee requires that an undergraduate who is interested in embarking upon an honors project proceed with the following steps:

- Discuss the matter with his or her academic adviser, preferably in the junior year, so that a research project can be carefully planned. The possibility of conducting some research during the junior year and/or summer should be discussed.
- Discuss the project with an appropriate faculty member in the Department of Entomology who can serve as a supervisor to oversee the honors research. (The faculty adviser will be of assistance in determining which faculty entomologist might be the best supervisor, the decision being based primarily on available faculty members' areas of expertise.)

- Prepare a brief, tentative plan for the project for discussion and approval of the honors project supervisor. The plan should include a statement of objects or hypotheses, proposed methods for testing hypotheses, needs for laboratory space or shared equipment, and a budget outlining financial support needed for travel and supplies.
- Present a completed application to the chair of the entomology honors committee no later than the end of the third week of the first semester of the senior year. Earlier submission is encouraged.
- Submit a brief progress report, approved by the project supervisor, to the entomology honors committee by midterm of the semester in which the student will complete his or her graduation requirements.
- Present a formal seminar reporting the significant findings of the research to the Department of Entomology (preferably as a Jugatae seminar) in the last semester of the senior year.
- Submit two copies of the final project report (honors thesis) to the chair of the entomology area honors committee no later than two weeks before the last day of classes in the semester in which the student anticipates graduation. The thesis will be reviewed by the faculty honors project supervisor and one other referee from the department honors committee. The committee will return the thesis to the student one week before the last day of classes. If reviewers indicate that changes must be made, the revised thesis should be submitted to the chair no later than the last day of classes.

Natural Resources

Faculty committee: M. E. Richmond, chair; R. J. McNeil, D. D. Decker, B. Knuth, T. Fahey, C. Krueger

The honors program in natural resources provides an opportunity for undergraduates to participate in independent research in the areas of fisheries and aquatic science, forest science, wildlife science, ecotoxicology, and conservation. The subject matter and nature of the research experience may be quite varied in this program but require the guidance and supervision of a faculty member with substantial interest and expertise in the problem area chosen.

In addition to meeting requirements of the college, the student is expected to do the following:

- Register for the honors program in the junior year or earlier.
- Select a faculty adviser who will help identify and formulate a research problem.
- Carry out an independent research effort that is original and separate from the work of others who may be investigating similar subjects.
- Describe and summarize the work in the format of a conventional master's thesis or in the form of a scientific paper ready for journal submission. About half of the theses have been published.

- Work closely with at least two faculty or staff members who will agree to serve as readers for the thesis. Provide readers with a copy of the guidelines for evaluation of honors theses, available from the department's honors program committee.
- Take the lead role for meeting each of the above expectations.

Nutritional Sciences

Faculty committee: M. N. Kazarinoff

The honors program offers students a research experience structured to give them the opportunity to choose a research project, search the literature relevant to it, plan and execute the research, and write it up in the form of a thesis. As in other types of research available to undergraduates, each student is guided by a faculty mentor. The honors project is designed to be spread over both semesters of the junior and senior years.

Students who consider this option should be aware that it involves a number of deadlines and considerable time commitment. Before signing on for honors they need to consult with their academic advisers to make sure that honors will not interfere with other academic objectives, such as preparation for admission to medical school or making the dean's list. Although honors research credits for spring semester junior year and both semesters senior year are designed LET, individual mentors may choose the R grade for work in progress until the project has been fully completed. An outline of activities for both years is given below.

Junior Year

Fall Semester Course No: NS 398 (1 credit, S-U): Students are oriented to the program, and provided material that summarizes the range of research activities in DNS. Faculty will make presentations on honors research opportunities available. Students begin making arrangements with faculty members. When these arrangements have been completed, students will begin a literature search that focuses on their research problems. After fall break, the group will meet alternate weeks to present and discuss literature reviews with each other and the honors chair.

Spring Semester Students register for NS 498 (1 credit, section 1). Additional faculty presentations of research opportunities are made and orientation to supportive services available through DNS are made. Placements with faculty mentors should be completed by spring break. Each student may also register under the number NS 499 for a convenient number of credits, to be determined in consultation with the chosen adviser. Work carried out will have two objectives:

1. to become familiar with literature and/or research methods appropriate to the problem for the honors research,
2. to develop a research proposal.

The semester outcome will be written reports/discussions of the method(s) or literature searches and a short research proposal, evaluated by the research adviser.

Senior Year

Fall Semester Students will register under the number NS 499 (2-4 credits, LET, by arrangement with their mentors). They may

begin their research earlier than fall, e.g., during the summer, or even earlier, but should be prepared to begin research **early in the fall semester at the latest**. The objective for the semester will be to conclude most of the hands-on research/data acquisition.

Spring Semester Students will again register under course number NS 499 for 2-4 credits LET, by arrangement with their research mentors. Much of the allotted time will be spent on data analysis and on writing the honors thesis.

Several important deadlines should be noted.

1. **Last week in March:** The names of thesis readers** are to be in the hands of the honors committee.
2. **Third to fourth week of April:** A final draft of the thesis is handed to the readers.
3. **First to second week of May:** Scheduled seminars for oral presentations of each student's research.
4. **Last day of oral presentations:** Final form of the thesis is handed to the honors chairman.

To help students meet these deadlines, students register for NS 498 (1 credit, section 2) class sessions will be held before spring break for guidance in thesis writing and/or informal reporting of preliminary data. After spring break the group will meet once or twice (depending on number of students) to practice oral presentations of completed research.

* Grade is determined by each student's mentor.

**Two readers knowledgeable in the area of the student's research topic to be chosen by the honors committee and faculty advisers.

Physical Sciences

Faculty committee: J. W. Sherbon, chair; G. W. Fick, C. E. McCulloch, J.-Y. Parlange

The honors program in physical sciences provides outstanding students with an opportunity to do independent research under the supervision of a faculty member in the Departments of Agricultural and Biological Engineering; Soil, Crop, and Atmospheric Sciences; Food Science; or in the Biometrics Unit.

Students must be enrolled in the program for a minimum of two semesters and must also enroll in the appropriate departmental independent study course for a total of at least 6 credits. They must submit a report of their research, usually in the form of a journal article, to the honors committee by the end of classes of the semester in which they expect to graduate.

Details of the program can be obtained from the chair of the physical sciences honors committee.

Plant Sciences

Faculty committee: R. L. Obendorf, chair; L. L. Creasy, A. M. Petrovic, W. A. Sinclair

Students perform independent scientific research under the guidance of faculty members in fields of horticultural, agronomic, and soil sciences; plant biology, plant breeding, and plant pathology. For admission to the program, students must meet college

requirements and submit to the Plant Sciences Honors Committee a project proposal (2-3 pages) which includes a title; a brief background to the problem (justification and literature review); a clear statement of objective(s) and hypotheses to be tested; methodology and experimental plan, necessary space, equipment and supplies; and a project budget. The proposal must be accompanied by a letter from the faculty supervisor stating that he or she has approved the project plan and that its completion within the remainder of the student's undergraduate tenure is feasible.

Successful completion of the honors program requires acceptance by the honors committee of two copies of a research report. The report should be written in the format of a research publication in the appropriate scientific field. The acceptable report must have been reviewed and corrected according to recommendations of the research supervisor before the report is submitted to the honors committee. The report must be received by the honors committee at least two weeks before the last day of classes of the semester in which the degree is sought and must be accompanied by a letter from the research supervisor evaluating the research and, if appropriate, recommending graduation with honors.

The honors committee will review the report within one week and may accept it or return it to the student with specific recommendations for revisions. A suitably revised version must be submitted to the committee before the second day of the examination period. When the committee accepts an honors report, the chair will recommend to the Director of Academic Programs and to the College Registrar that the student be graduated with honors. One copy of the accepted report will be returned to the student with review comments from the committee. The other copy will be shelved in Mann Library.

Social Sciences

Faculty committee: B. V. Lewenstein, chair; E. J. Haller, M. J. Pfeffer, L. S. Willett

Acceptance into the behavioral and social sciences honors program of the College of Agriculture and Life Sciences is contingent on meeting all the criteria described above, on information in the student's written application, and on a detailed thesis proposal. The application and proposal are due no later than the third week of the first semester of the senior year. Each student is encouraged to begin working on this proposal with a prospective faculty thesis adviser during the first semester of the junior year. The purpose of the proposal is twofold. First, it formalizes a plan of study and establishes a set of expectations between the student and his or her faculty adviser. Second, the Honors Committee reviews the proposal to determine whether it is consistent with honors thesis requirements, and to make suggestions for improvement.

The proposal must be 5-10 typed, double-spaced pages in length and include the following sections:

- **Research Topic:** This section should contain a statement of the problem to be studied or the topic of interest. The relevant literature should be briefly reviewed and the background of the problem or topic discussed; a more

extensive bibliography should be included.

- **Research Questions/Empirical Hypotheses:** This section should contain specific questions to be answered or hypotheses to be empirically tested via collection of data and some mode of analysis accepted in the social sciences.
- **Research Methods:** This section should contain a discussion of models to be constructed, data collection procedures (including survey instruments or experiments, if appropriate), and methods of analysis.
- **Expected Significance:** What new knowledge or information is likely to be forthcoming and why is it important?

Faculty advisers must be members of the graduate faculty. Exceptions to this rule will be granted for persons with special expertise who are deemed capable of thesis supervision; exceptions will be granted pending petition to the social science honors committee. Students may register for independent study directed by the faculty adviser in conjunction with an honors project.

Honors degrees are awarded upon approval of the honors thesis by the social science honors committee. The research should deal with a substantive issue within one of the fields in the social sciences. Both the results of the research and the methodology (or the argument by which the results were achieved) must be reported. Reviews of the literature, practical conclusions or applications, or broad characterizations of an area of inquiry may constitute part of the research report but are not themselves sufficient to count as research.

Honors theses should be written according to the form of any standard journal within the appropriate fields. Four copies of the thesis must be submitted to the chair of the social science committee no later than three weeks before the last day of classes of the semester for which the degree is sought. A supporting letter from the faculty member supervising the work also must be submitted. Approval of the thesis requires a majority vote of the honors committee.

INTERCOLLEGE PROGRAMS

The College of Agriculture and Life Sciences does not participate in any dual-degree programs. Study for the Bachelor of Science is the only undergraduate degree program offered.

The College of Veterinary Medicine may accept students who are then permitted to double-register in their seventh or eighth semester and complete requirements for the Bachelor of Science degree in the College of Agriculture and Life Sciences. Students should consult with the college registrar, 140 Roberts Hall, to ensure that degree requirements have been fulfilled.

Students who have been offered admission to the S. C. Johnson Graduate School of Management upon completion of the B.S. degree in Agriculture and Life Sciences may take a program of management courses in their senior year if it is approved by their college faculty adviser as part of their undergraduate program. In certain cases an "upset" tuition charge, equal to the endowed

undergraduate tuition rate, will be applied for undergraduate statutory college students taking excess credit hours from endowed colleges and schools. Inquiries should be directed to the university bursar.

Students in the Field Program in Agricultural and Biological Engineering are usually enrolled in the College of Agriculture and Life Sciences during the freshman and sophomore years and jointly enrolled in this college and the College of Engineering in the junior and senior years. Students pay the engineering college tuition in the junior year. The curriculum is accredited by the Accreditation Board for Engineering and Technology. The B.S. degree is awarded in cooperation with the College of Engineering.

The Program in Landscape Architecture is cosponsored by the Department of Floriculture and Ornamental Horticulture in the College of Agriculture and Life Sciences and by the College of Architecture, Art, and Planning. The program offers a first professional degree curriculum in landscape architecture at both undergraduate and graduate levels, as well as a graduate second professional degree program.

The Division of Nutritional Sciences is an intercollege unit affiliated with the College of Human Ecology and the College of Agriculture and Life Sciences. The undergraduate nutrition major is based in the College of Human Ecology. Students in Agriculture and Life Sciences may study nutrition in areas such as animal sciences; food-industry management; food science; microbiology; nutrition, food, and agriculture; and fruit or vegetable science. Students may also plan a concentration in biological sciences or a concentration in general studies in agriculture to include a human nutrition component.

The Department of Science and Technology Studies is an academic unit that engages in teaching and research involving the interactions of science and technology with social and political institutions. The program draws its students, faculty, and research staff from the various divisions of the university, including the College of Agriculture and Life Sciences. It offers an interdisciplinary undergraduate major in Biology and Society. A concentration in general studies in the agriculture major may be planned in consultation with a faculty adviser to include a biology and society component. Further information, including a list of courses, may be obtained from the undergraduate office, 275 Clark Hall.

The American Indian Program (AIP) is a multidisciplinary intercollege program with instructional, research, and extension components. The instructional core consists of courses focusing on American Indian life with emphasis on the Iroquois and other Indians of the Northeast. A description of the program and general information is available from the director of the American Indian Program, Caldwell Hall.

The Comparative and Environmental Toxicology Program is an interdisciplinary intercollege program with research, teaching, and cooperative extension components coordinated by the Institute for Comparative and Environmental Toxicology (ICET). Courses are cosponsored by academic departments in several colleges of the university. A description of the program and general information is available from the

director of the program through the ICET office, 16 Fernow Hall.

The Cornell Laboratory of Environmental Applications of Remote Sensing (CLEARS) is an interdisciplinary intercollege center with teaching, research, and extension components affiliated with the College of Agriculture and Life Sciences and the School of Civil and Environmental Engineering. A description of the program and general information is available from the director through the CLEARS office in Hollister Hall.

OFF-CAMPUS STUDY PROGRAMS

Study off campus is of two types: (1) credit may be earned at another institution and transferred to Cornell, or (2) credit may be earned in Cornell courses that require off-campus activity.

An Intent to Study Off Campus form should be filed with the college registrar before leaving campus. Tuition may be reduced. In some cases stipends or cost of living allowances are provided. Students should consult with the Office of Financial Aid if receiving financial aid and clear all accounts with the bursar prior to departure.

Students who plan to enroll in courses at another institution in the United States must petition for a leave of absence. Courses should be selected in consultation with the faculty adviser.

Albany Programs

Study off campus in Albany, the New York State capital, provides a unique opportunity to combine career interests with academic and legislative concerns. Students receive an intensive orientation to state government and attend a lecture-seminar program composed of three two-credit components and offered by professors-in-residence. An internship experience, supervised by an internship committee, provides up to six academic credits. Independent study and research courses offered by the various departments in ALS and/or courses offered by academic institutions in the Albany areas may be elected.

Three opportunities are available. The Assembly Intern Program provides a placement with a member of staff of the New York State Assembly. The Senate Assistants Program has placements with New York State senators and selected staff. The Albany Semester Program provides experience with a state agency such as the Departments of Environmental Conservation, Education, or Labor.

Applicants are screened by the ALS Internship Committee in the term prior to assignments. Those accepted should plan a program of study in consultation with their faculty adviser. At least twelve credits must be carried to meet the residence requirement. Seniors should note that the last term average must be 1.7 or above.

All interns will audit the orientation sessions and meet participation requirements in at least two of the lecture-seminar sections. The paper required in each section constitutes an independent study project to be directed and evaluated by a Cornell faculty member in an appropriate discipline. Normally a faculty

member will not sponsor more than one of the independent study courses for any one student. To receive academic credit for the internship, students enroll in ALS 400, for an S-U grade only.

Information and applications are available in the Career Development Office, 177 Roberts Hall.

Cornell-in-Washington

The Cornell-in-Washington Program offers students from all colleges within the university an opportunity to earn full academic credit for a semester in Washington, D.C. Students take courses from Cornell faculty, conduct individual research projects, and work as externs. The Cornell-in-Washington Program offers two study options: 1) studies in public policy; and, 2) studies in the American experience. Students take part in a public policy or humanities seminar which requires them to serve as externs in federal agencies, congressional offices, or nongovernmental organizations and to carry out individual research projects under the supervision of Cornell faculty. The required externships and all course enrollments are arranged through, and approved by, the Cornell-in-Washington program. Students in the College of Agriculture and Life Sciences must register for ALS 500 and cannot receive credit for the externship experience alone. For further information, see p. 19 or inquire at 131 Sage Hall, 255-4090.

SEA Semester

The Sea Education Association is a nonprofit educational institution offering ocean-focused academic programs and the opportunity to live, work, and study at sea. Science, the humanities, and practical seamanship are integrated in small, personal classes. The 17-credit program is twelve weeks in length. Six weeks are spent in Woods Hole, the following six weeks are spent on either one of SEA's two sailing vessels: the R/V Westward, or the R/V Corwith Cramer. For more information, students should contact the Cornell Marine Programs office, G14 Stimson Hall. ALS students should file the intent to study off campus form with the college registrar as early as possible to ensure proper registration and enrollment in courses.

Shoals Marine Laboratory

The Shoals Marine Laboratory, run cooperatively by Cornell University and the University of New Hampshire, is a seasonal field station located on 95-acre Appledore Island off the coast of Portsmouth, New Hampshire, in the Gulf of Maine. SML offers undergraduate, beginning graduate students, and other interested adults a unique opportunity to study marine science in a setting noted for its biota, geology, and history. Please refer to "Courses in Marine Science," under the section on the Division of Biological Sciences, for a list of courses offered.

For more information, contact the Shoals Marine Laboratory office, G14 Stimson Hall, 607-255-3717.

Internships

Several departments in the college offer supervised internships for academic credit. Arrangements should be made with the offering department for assignment of a faculty member who will be responsible for

placement, for planning the program of work, and for evaluation of student performance.

For internships not governed by an established internship course, the student must enroll in a 497 course for the number of credits to be assigned. If the work is done during the summer, the student must enroll in the Cornell summer session for the agreed-upon credits.

In cases where the work is not done at Cornell, the awarding of credits depends upon a prior contractual arrangement between a Cornell professor and the student. Specific terms for receiving credit and a grade should be recorded, using the Independent Study, Research, Teaching, or Internship form, available in the Registrar's Office, Roberts Hall.

A maximum of 15 (pro-rated for transfer students) of the 120 credits required for the degree may be taken in internships, independent study courses, and undergraduate teaching or research. No more than 6 of the 15 credits allowed for independent study may be awarded for internships consisting of off-campus work experiences that do not have the continued presence of a Cornell faculty member. The 6-credit allotment includes transfer credit and credit for internships in other colleges at Cornell. The 6-credit limit does not apply to secondary, postsecondary, and cooperative extension teaching internships in the Department of Education.

The College of Agriculture and Life Sciences does not offer a field study option. In general, a rather narrow view is taken toward awarding academic credit for work experience, "life" experience, or apprenticeships. Credit will only be assigned or accepted in cases where a professor is directly involved in determining both the course content and in evaluating a student's work. The awarding of credit will not be allowed in cases where a student brings to the college or to a professor a description of a past experience and requests credit nor in cases where the student has received financial remuneration.

All students enrolling for an internship must file an independent study, research, teaching, or internship form with the Office of the College Registrar. If the study is to take place off campus, the Intent to Study Off Campus form should also be filed with the college registrar.

Overseas Academic Programs

The Cornell Abroad program is open to students in all colleges of the university. Students in the College of Agriculture and Life Sciences should consult with their faculty adviser and the college registrar to ensure that credit received for academic work abroad will meet requirements for graduation. The Office of Student Services, 140 Roberts Hall, has information and application forms.

Cooperative arrangements with the University of Reading, in England, and the University of Dublin, in Ireland, enable the college to endorse several students for a year of study under a tutor in those schools. The Swedish exchange program is operated in cooperation with the Agricultural College of Sweden at Uppsala. The ALS student selected to participate in the Swedish exchange spends the junior year at Uppsala. All essential expenses in Sweden, including a living allowance, are provided by a student group there. Round-trip air transportation must be

paid by the student. An exchange student from Uppsala spends a year at Cornell, supported by the college and the Cornell student in Sweden. A similar program is operated in cooperation with ITESM in Monterrey, Mexico.

INTERDISCIPLINARY PROGRAM

Science of Earth Systems

A new program in the Science of Earth Systems (SES) is now available for students in the Colleges of Agriculture and Life Sciences, Arts and Sciences, and Engineering. The SES program emphasizes a rigorous, objective study of the Earth system as one of the outstanding intellectual challenges in modern science and as the necessary foundation for the future management of our home planet. The program, described in more detail in the introductory section of the catalog under, "Interdisciplinary Centers, Programs, and Studies," coalesces Cornell's teaching and research strengths across a broad range of earth and environmental sciences to provide students with a rigorous scientific foundation for the study of our complex, highly interactive earth. The program is being proposed as an inter-college major which should be available to students during the Spring of 1996, and we expect to have our first graduates in the Spring 1997 semester.

The curriculum includes a freshman/sophomore emphasis on strong preparation in mathematics, physics, chemistry, and biology. In the junior and senior years, students take a set of common SES core courses and an additional set of advanced disciplinary or interdisciplinary courses that build on the basic sequences. Students wishing to explore the new field are encouraged to enroll in the SES Colloquium (SES 101/103, ABEN 120/121, GEOL 123/124, SCAS 101/102) and one or both of the upper-level core courses offered during the 1995/1996 academic year. These courses are Climate Dynamics (SES 301, SCAS 331, ASTRO 331) and Evolution of the Earth System (SES 302, GEOL 302, SCAS 332).

A broad range of interdisciplinary tracks is available through course offerings throughout the three colleges. This tracking is accomplished through the selection of courses beyond the core sequence. These courses should build on the core sequence and generally include junior and senior level courses with prerequisites in the basic sciences and mathematics. Effective tracks can be designed to prepare students for careers or graduate study in specific environmental science disciplines including atmospheric sciences, hydrology, biogeochemistry, ecology, oceanography, and geophysics. Meaningful and effective combinations of these disciplines are also possible. The selection of the course sequences must be approved by the SES Coordinating Committee to ensure that depth as well as breadth is attained.

For more information about the SES program, contact K. H. Cook in SCAS (255-5123), J. Parlange in ABEN (255-2476), or R. Howarth in BioSci (255-6175).

MAJOR FIELDS OF STUDY

The college curriculum emphasizes the biological and physical sciences and the technology basic to the study of agriculture and life sciences. The sixteen major program areas reflect the departmental academic effort in the college. Faculty curriculum committees in each area identify a sequence of courses appropriate to all students studying in that field. Courses of study are designed to provide systematic development of basic skills and concepts. Opportunity for concentration in an area of particular interest is usually available.

Programs are planned with considerable flexibility, allowing students to prepare for careers, graduate work, professional opportunities, and the responsibilities of educated citizens. Course requirements in each program area are different, but all students must meet minimum distribution requirements of the college.

Agricultural and Biological Engineering

Agricultural and biological engineering is a field of engineering application wherein the engineering, biological, environmental, agricultural, and social sciences are applied to design and manage processes and systems to solve technical problems related to agriculture and biology, while at the same time conserving our natural resources and the quality of our environment. Increasingly important aspects of the field are engineering applications related to biotechnology, environmental quality engineering, and international engineering. As a field of engineering application, agricultural and biological engineering is rapidly evolving to encompass new uses of electronics, sensors, and computers, advances in the biological sciences, and engineering analysis applied to systems ranging from microcosms, such as carbon dioxide diffusing into leaf stomatal cavities, to entire ecosystems surrounding rivers and lakes, to growing food in space colonies.

Because agricultural and biological engineers work at the interface between the biological and physical sciences, they must be knowledgeable in each. They are educated in mathematics, physics, chemistry, and the engineering sciences; and in biology and the agricultural and social sciences. It is the mix of engineering and biology that makes Agricultural and Biological Engineering unique.

The undergraduate program area offered by the Department of Agricultural and Biological Engineering includes three distinct academic programs: Agricultural and Biological Engineering, Environmental Systems Technology, and Agricultural Systems Technology. The department is located in Riley-Robb Hall and operates specialized facilities that are among the largest and most complete of their kind in the world.

The Agricultural and Biological Engineering program has three concentrations: (1) Agricultural Engineering, (2) Biological Engineering, and (3) Environmental Systems Engineering—and is intended for students who are particularly interested in the theoretical and fundamental aspects of engineering required for analysis, design, and research. Students in this program must be highly motivated and have strong aptitudes for mathematics and the sciences. Biological,

social, and agricultural sciences are integrated into this program, but mathematics and the physical sciences dominate. The program is accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET), and is jointly sponsored by the New York State College of Agriculture and Life Sciences and the College of Engineering. Students register in both colleges during their junior and senior years, with the primary college being the College of Engineering during the junior year, then the College of Agriculture and Life Sciences during the senior year. Because the Agricultural and Biological Engineering program is a nationally accredited engineering program, it is more structured than the two technology programs.

The Agricultural and Biological Engineering program provides excellent preparation for a variety of positions in industry and public agencies, and qualified graduates often continue study in a Master of Engineering, Master of Science, or doctoral degree program; or in veterinary science or medicine.

The two technology programs emphasize applied and technical aspects of agricultural, biological, and environmental sciences. These programs incorporate courses in basic biological and physical sciences and mathematics as well as engineering and technology, agriculture, business, social sciences, and liberal studies. The student develops his or her own program of advanced and elective courses in consultation with a faculty adviser, and may have an informal minor in an area such as communication, business, education, or international agriculture.

Specific course requirements and other information for the Agricultural and Biological Engineering program are in the section on the College of Engineering in this same publication.

Specific course distribution requirements for the academic programs in Environmental Systems Technology and Agricultural Systems Technology include:

<i>A. Basic Subjects</i>	<i>Credits</i>
1. Calculus	8
2. Chemistry	6
3. Physics	8
4. Introductory biological science	6
5. Computer applications	4
6. Statistics or probability	3
7. Economics	3
8. Oral communication	3
<i>B. Advanced and Applied Subjects</i>	
1. Five courses in the agricultural, biological, or environmental sciences	15
2. Five engineering courses at the 300 level or above; at least 9 credits in agricultural and biological engineering	15
<i>C. Electives</i>	
Additional courses to complete college requirements	
<i>D. Total (minimum)</i>	<i>120</i>

For further details on the Agricultural and Biological Engineering and Technology programs, see the department's undergraduate

programs publication, available at 207 Riley-Robb Hall, or telephone the Coordinator of Instruction for the programs, at 255-2499.

The Science of Earth Systems Program

A new program in the Science of Earth Systems will be available to students in the Colleges of Agricultural and Life Sciences, Engineering, and Arts and Sciences beginning fall 1995. This new intercollege program emphasizes a strong background in basic math and science and an integrated approach to the study of the earth system including the lithosphere, biosphere, hydrosphere, and atmosphere. The aim is to prepare students for graduate study and careers across the broad spectrum of earth sciences required for successful understanding and management of our planet. A description of the program and proposed requirements are given for engineering students in the College of Engineering section of the catalog and for all other students in the introductory section of the catalog under "Interdisciplinary Centers, Programs, and Studies." Students interested in the program can contact any of the following faculty members: M. F. Walter, T. S. Steenhuis, J.-Y. Parlange or W. H. Brutsaert.

Animal Sciences

The animal sciences program area offers a coordinated group of courses dealing with the principles of animal breeding, nutrition, physiology, management, and growth biology. Emphasis in subject matter is directed toward domestic animal species, dairy and beef cattle, horses, poultry, pigs, and sheep, while laboratory, companion, and exotic animal species are also included in research and teaching programs. The Animal Science department has extensive facilities for animal production and well-equipped laboratories and classrooms, including a teaching barn, in which students can gain practical experience in the care and management of large animals at a campus location.

The program focuses on the application of science to the efficient production of animals for food, fiber, and pleasure and easily accommodates a variety of interests and goals. Beyond a core of basic courses (suggested minimum, 12 credits) students select production and advanced courses to fulfill an individually tailored program worked out in consultation with their advisers. In this way it is possible to concentrate by species as well as by subject matter (nutrition, physiology, growth biology, breeding, management). For each subject area, supporting courses in other departments are readily available and strongly encouraged. Many science-oriented students elect a program emphasizing supportive preparation in the physical and biological sciences appropriate to graduate, veterinary, or professional study following graduation. Dairy management is a popular program among students who may be preparing to manage a dairy farm or enter a related career. Other students may elect a program oriented toward economics and business in preparation for a career in the poultry, dairy, meat-animal, horse, feed, or meats industry. These are examples of the flexibility of programs that can be developed to meet a student's career interest related to animals.

It is recommended that students obtain appropriate fieldwork or animal experience during summers. Several special training

opportunities exist for highly motivated students. Upperclass students whose academic records warrant it may, by arrangement with individual faculty members, engage in research (either for credit or for Honors) or assist with teaching (for credit). The Dairy Management Fellows program and the Livestock Fellows program offer an equally challenging but different type of experience for a highly select group of students.

Applied Economics and Business Management

The undergraduate program in applied economics and business management is based in the Department of Agricultural, Resource, and Managerial Economics. Courses in agricultural, resource, and managerial economics are supplemented with others in related areas such as computer science, economics, sociology, history, government, industrial and labor relations, hotel administration, consumer economics, animal sciences, plant sciences, natural resources, mathematics, and statistics.

Six areas of specialization are offered:

Agribusiness management is designed for students who have a special interest in the economics and management of businesses that provide services for the agricultural sector of the economy.

Agricultural and applied economics provides a general program in the economics of the agricultural sector and of resource use. It is an appropriate major for those students who (1) are interested in applied economics; (2) want to survey offerings in agricultural, resource, and managerial economics, such as management, marketing, economic development, policy, and environmental and resource economics; and (3) want to prepare for graduate work in agricultural economics. It is an appropriate option for those interested in the application of the principles of economics to problems in both the public and private sector.

Business management and marketing applies the principles of economics and the tools of management to prepare students for careers in business. Special emphasis is given to developing decision-making skills and to the study of the structure and practices of business institutions. Market analysis, sales, banking, merchandising, production management, and general business management are careers for which students may prepare.

Environmental and resource economics provides training for students interested in applying economic concepts to problems of the environment and resource use. A good option for those wishing to take positions as analysts with agencies that have environmental responsibility or facing environmental regulations.

Farm business management and finance is intended for students with farm experience who are interested in farming or in preparing for work in farm management or farm finance, in such positions as Agricultural Lenders, Extensions Specialists, or Consultants.

Food-industry management is designed for students interested in management or sales positions with the processing, manufacturing, or distribution segments of the food industry.

All of these areas of specialization provide a strong foundation for graduate work. In

planning a course schedule, students must work closely with their faculty adviser. Each area of specialization has its own unique set of required and recommended courses, yet all the areas have enough flexibility to satisfy the interests and abilities of each individual student.

Biological Sciences

Biology is a popular subject at many universities for a variety of reasons: It is a science that is in an exciting phase of development; it prepares students for careers in challenging and appealing fields such as human and veterinary medicine, environmental sciences, and biotechnology; and it deals with the inherently interesting questions that arise when we try to understand ourselves and the living world around us. Many of the decisions we face today deal with the opportunities and problems that biology has put before us.

The major in biological sciences at Cornell is offered by the Division of Biological Sciences to students enrolled in either the College of Agriculture and Life Sciences or the College of Arts and Sciences. Student services in the division's Office for Academic Affairs and the Behrman Biology Center are available to students from either college.

The biology major is designed to enable students to acquire the foundations in physical and life sciences necessary to understand modern biology and to pursue advanced studies in a specific area of biology. Programs of study include animal physiology; biochemistry; cell biology; ecology and evolutionary biology; general biology; genetics and development; microbiology; neurobiology and behavior; and plant biology. A special program of study is available for qualified students with an interest in nutrition. Students interested in the marine sciences may consult the Cornell Marine Programs Office (G14 Stimson Hall, 255-3717) for academic advice and career counseling. For more details about the biology curriculum see the section in this catalog on the Division of Biological Sciences.

Biometry and Statistics

Biometry is the application of mathematical and statistical techniques to the life sciences. Statistics is concerned with quantitative aspects of scientific investigation: design, measurement, summarization of data, and drawing conclusions based on probability statements. Students with ability in mathematics and an interest in its applications will find this a challenging major.

The work of a statistician or biometrician can encompass research, teaching, consulting, and computing in almost any mix and in a wide variety of applications. Opportunities for employment are abundant in universities, government, and businesses ranging from large corporations to small consulting firms; salaries are usually excellent.

While satisfying course requirements for a major in biometry and statistics, students can also take a wide variety of courses in other disciplines. In fact, students are encouraged to take courses in applied disciplines such as agriculture, biology, economics, and the social sciences that involve numerical data and their interpretation.

Students majoring in this area are required to take at least two computer science courses

(e.g., Computer Science 100 and 211), mathematics courses (at least three semesters of calculus), and Biometry and Statistics 102, 200, 215, 408-409, 417, 601-602, and 607, and Industrial and Labor Relations 310. Experience gained through summer employment or work as an undergraduate teaching assistant is highly recommended. Students should contact Steven J. Schwager for information.

Communication

Everyone relates to others through the process of communication. Whether these human linkages are personal or through the mass media, there is an increasing need for individuals who can help establish communication relationships and make them more efficient and effective. Individuals who are able to do this must be competent communicators themselves and must comprehend the processes of human communication. Students in the Department of Communication have the opportunity to learn both the social science underlying communication and the most effective means of adapting written, spoken, and visual messages to individual receivers and groups. With this dual preparation, students will be better able to meet the needs of communicating in the twenty-first century.

Required courses for the major include: theory of communication, understanding mass communication, public speaking, visual communication, communication analysis, research methods in communication, and two professional writing courses. Beyond these requirements, majors choose five elective courses (15 credit hours) within the Department of Communication. Specific choices of courses are determined by a student's interests and guided by faculty advice.

In addition to the required communication courses, majors take a concentration of four courses (at least 12 credits) outside the department. The concentration helps orient students to a communication career in a business, government, education, or public service organization or may be used to explore another area of intellectual inquiry in conjunction with communication.

Courses for the major and the concentration may be combined for a wide variety of professions. Students can prepare for careers in health, environment, or science communication presenting scientific and technical information to the general public or communicating with scientific and technical constituencies. Careers also are possible as communication and public information specialists in almost any type of organizations, and for careers in information agencies in which they must work with a broad range of publics and media. Students can study for work as publications editors or writers in virtually any organization, perhaps preparing annual reports, editing an employee newspaper, writing sales or marketing literature, or writing news stories. Other careers are open to communication majors in human service professions, such as personnel administration and training, and management consulting.

The major also can prepare students for graduate study in communication, other social sciences, and professions such as law.

Communication majors are strongly encouraged to seek practical communication experience through part-time or summer employment, the department's internship course, and the campus media. Work

experience contributes to a portfolio of professional materials that is invaluable in obtaining a position in communication.

Students may apply for the department's program in competitive Speech and Debate. Further information is available from the Department of Communication, Kennedy Hall.

Education

The focus in the Department of Education is on how teaching and learning take place in school and nonschool settings, as well as on the role of education in our society. Students study concepts and develop competencies necessary to analyze educational situations critically and to plan, implement, and evaluate educational programs. Students in the program area take a core curriculum:

- A course in general psychology (e.g., Psychology 101)
- A course in educational psychology (e.g., Education 311, 317)
- A course in the social and philosophical foundations of education (e.g., Education 271, 370, 378, 472)
- A field experience (e.g., Education 420, 430, 498)

Three specializations and two teacher certification programs are available at the undergraduate level.

Agricultural, extension, and adult education.

Agricultural, extension, and adult education is a program that combines preparation in both the agricultural and social sciences. The program prepares students for teaching careers in agriculture/biotechnology in public schools, Cooperative Extension and extension and adult programs of agricultural businesses, government agencies, and a variety of private and not-for-profit organizations. Students take a college program that includes a balance of courses in education as well as courses in a technical area of agriculture/biotechnology, community/economic development, natural resources, human ecology, or communication. Education courses in issues in education, teaching and learning, methodology, and instructional applications of microcomputers prepare students to succeed as educators in a broad range of careers. Courses are selected to develop professional leadership and teaching competence. Students may elect to focus their study on one or more of these areas: agricultural education, extension education, or adult education. As an alternative, students may elect to major in one of the college's technical departments and co-advise to prepare in one or more of the three areas of agricultural, extension, and adult education. Further information is available from the agricultural extension and adult education coordinator, Kennedy Hall (Tel: 607-255-2198).

Educational psychology. Studies in educational psychology have traditionally focused on teaching and learning in schools. Yet schools are only one location in which learning and teaching take place. An undergraduate emphasis in educational psychology at Cornell applies principles of teaching and learning to educational enterprises, broadly defined.

While graduate study is required for many careers in psychology, an undergraduate emphasis in educational psychology provides

excellent preparation for graduate work or for many post-baccalaureate positions. Educational psychologists develop and/or supervise training programs in business, industry, the military, and government; design and evaluate curriculum and instructional materials for publishers; develop tests for educational and professional associations; evaluate social programs; work in human resource management; and conduct applied research for educational research organizations.

Students interested in concentrating their studies in educational psychology complete a total of 21 hours in educational psychology and related courses. Working with a faculty adviser a student may design a program in one of a variety of applied areas: Instructional Systems Design and Development; Human Relations; Measurement and Evaluation; Individual and Social Development; or the Educational Psychology of Human Development.

Students interested in careers in educational psychology should apply for admission to the Education Department. For more information regarding a concentration in educational psychology, contact: Coordinator, Educational Psychology Program, Education Department, Kennedy Hall.

General education. The concentration in General Education provides a solid background in the foundations of education and the opportunity to explore more specialized areas. Students can prepare themselves for graduate programs in areas such as: environmental education; research methods; extension, adult, and continuing education; and the social/economic/legal/philosophical foundations of education. This concentration is appropriate for a variety of careers in nonformal educational settings, human resources, and youth work. Further information is available from the undergraduate coordinator, Kennedy Hall.

Teacher Certification

Teacher education in agriculture. Students completing the Cornell registered program earn grade 7-12 certification to teach agricultural subjects (animal science, plant science, mechanical science, environmental science, and business management), introduction to occupations, occupational science, and occupational mathematics; and the introduction to technology course required for all 7-8th grade students.

A passing grade on the National Teacher Examination (NTE) or Liberal Arts and Science test (LAST); and one year of agricultural work experience are required. Provisional (initial) certification is valid for five years. A master's degree required for permanent certification is offered through graduate study at Cornell.

Students may also be certified to teach selected science subjects (e.g., biology, earth science, and general science) and work as a diversified cooperative education work experience coordinator through direct application to the State Education Department. For more information contact the program coordinator at (607) 255-2198.

Teacher Education in science and mathematics.

Students at Cornell may pursue teaching credentials in biology, chemistry, earth science, general science, mathematics, and physics. Teacher Education in Science and Mathematics (TESM) is a

university program jointly conducted by the departments of Education and Mathematics. TESSM students who begin the program as juniors or seniors complete their undergraduate major and five education courses. TESSM students come from a number of different majors offered at Cornell, including Animal Science, Biometry and Statistics, and Engineering. In a fifth year of study, TESSM students do student teaching and take additional science and/or mathematics courses. Students earn the Master of Arts in teaching degree for this graduate study. Students who complete the TESSM program and pass the required New York State tests are eligible for provisional certification in New York State. The masters degree is required for permanent certification in New York State. Students can also begin the TESSM program at the graduate level.

For more information, contact the TESSM Student Support Specialist at (607) 255-9255 or the program coordinator, D. Trumbull (607) 255-3108.

Entomology

The entomology curriculum provides students with a basic background in biological and environmental sciences, with a special emphasis in the study of insects. Majors may pursue graduate studies in entomology or related sciences upon completion of the B.S. degree. Alternatively, students may immediately begin careers in various aspects of integrated pest management. Because of this diversity of career options, the major includes a common core of requirements allowing flexibility in electives selected by the student in consultation with their adviser.

Specific Requirements

Basic Sciences

- College mathematics, including a course in calculus
- A year of physics
- Chemistry 103-104 or 207-208
- Chemistry 253 (organic)

General Biology

- Introductory Biology
- Biological Sciences 281, Genetics, or Plant Breeding 225, Plant Genetics
- A choice of one: Biological Sciences 261, Principles of Ecology **or** Biological Sciences 330 or 331, Principles of Biochemistry **or** Biological Sciences 378, Evolutionary Biology

Entomology

- Entomology 212, Insect Biology
- Entomology 322, Insect Morphology
- Entomology 331, Introductory Insect Systematics
- Entomology 483, Insect Physiology

It is strongly recommended that students who wish to undertake graduate training in entomology include course work beyond the minimum in their program, including enrollment in more than one of the general biology courses; i.e., ecology, biochemistry, and evolutionary biology. Students interested in pest management may include courses such as Entomology 241, Applied Entomology, Entomology/Plant Pathology 444, Integrated Pest Management, or other appropriate specialized courses.

Food Science

The mission of the Food Science Program is to educate students for careers in food science and technology. Graduates are prepared for entry level positions in industry, government, and research organizations or for advanced study in food science and related disciplines. Food scientists qualify for satisfying careers which focus on ensuring the sustainable availability of a safe, nutritious, affordable, and high quality food supply for people throughout New York State, the nation, and the world.

Students chose one of five specialization options: 1) Basic Food Science, 2) Food Engineering, 3) Food Processing, 4) Food Industry Operations and Management, 5) International Food Development. The first three options meet minimum curriculum standards set by the Institute of Food Technologists, the premier professional society for food scientists. Students choose an option based on individual interests and career goals. The choice should be made as early as possible.

The first two years of the program are focused on establishing a solid background in the physical and biological sciences, math, and communication. Required courses include chemistry (intro and organic), biology, microbiology, calculus, physics, freshman seminar, food science, and nutrition. The second two years emphasize the application of basic science and technology to the processing, storage, distribution, marketing, and final preparation of foods. Required courses include Food Engineering Principles, Unit Operations in Food Manufacturing, Food Safety Assurance, Food Chemistry, Sensory Evaluation of Foods, Food Microbiology, and statistics. Students choose electives to satisfy college distribution requirements and individual interests.

Students are strongly encouraged to participate in research supervised by a faculty member and/or to work as an intern in a food company during summers. Most faculty in the department have active research programs and welcome participation by undergraduate students. Students may receive academic credit or wages for undergraduate research on campus. Many food companies recruit on campus for their summer internship programs. These internships are excellent opportunities for students to gain experience and establish contacts for future employment.

A state-of-the art food processing and development laboratory, a full-scale dairy plant, and extensive laboratory facilities are available on campus for training, research, and employment.

Landscape Architecture Program

The Landscape Architecture Program focuses on the art of landscape design as an expression of cultural values combined with natural processes of the ambient environment. The program's unique place within the university promotes interaction among the areas of horticulture, architecture, and city and regional planning. The program is co-sponsored by the colleges of Agriculture and Life Sciences and Architecture, Art, and Planning.

The program offers a course of study that prepares students intellectually, technically, artistically, and ethically for the practice of

landscape architecture. The curriculum focuses on graphic communication, basic and advanced design methods, landscape history, plant materials, construction technology, theory, and professional practice. Design studios deal with the integration of cultural and natural systems requirements as applied to specific sites at varying scales. Projects range from urban design and housing to parks and garden design.

The Landscape Architecture Program offers two professional degree alternatives: a four-year Bachelor of Science degree administered through the College of Agriculture and Life Sciences; a three-year Master of Landscape Architecture degree administered through the Graduate School for those who have a four-year undergraduate degree in another field. Both of these degrees are accredited by the Landscape Architecture Accreditation Board (LAAB) of the American Society of Landscape Architects.

The program also offers a two-year Master of Landscape Architecture Advanced Degree Program administered through the Graduate School, for those with accredited degrees in Landscape Architecture or Architecture. The two-year program entails developing concentrations in subject matter areas such as landscape history and theory, landscape ecology and urban horticulture, the cultural landscape, site/landscape + art, or urban design.

In addition, an undergraduate concentration in the American Cultural Landscape is available for nonmajors.

Dual Degree Options

Graduate students can earn a Master of Landscape Architecture and a Master of Science (Horticulture) or a Master of City and Regional Planning simultaneously. Students need to be accepted into both fields of study to engage in a dual degree program and must fulfill requirements of both fields of study. Thesis requirements are generally integrated for dual degrees.

Study Abroad

The faculty encourages study abroad and has two formally structured programs. The *Denmark International Study* (DIS) program is available primarily to senior undergraduates in the fall semester and is administered through Cornell Abroad. The *Rome Program* is made available to undergraduates and graduate students through the College of Architecture, Art, and Planning.

Bachelor of Science Landscape Architecture Degree Sequence:

First Year	
<i>Fall Term</i>	<i>Credits</i>
LA 141, Freehand Drawing	3
†Biological sciences elective	3
†Physical sciences elective	3
†Social sciences or humanities elective	3
†Written or oral expression elective	3
	<hr/> 15
<i>Spring Term</i>	
*LA 142, Introduction to Landscape Architecture	4
†Biological sciences elective	3

†Social sciences or humanities elective	3
†Written or oral expression elective	3
‡Free elective	3
	<hr/> 16

Second Year

<i>Fall Term</i>	
*LA 480, Principles of Spatial Design	3
*LA 201, Design, Theory, and Composition	6
††Free elective	3
*HORT 335, Woody Plant Materials for Landscape Use	3
	<hr/> 15

Spring Term

*LA 202, Design, Composition and Theory	6
LANAR 524, History of European Landscape Architecture	3
†Written or oral expression elective	3
†Physical sciences elective	3
	<hr/> 15

Third Year

<i>Fall Term</i>	
*LA 301, Site Design and Detailing	6
*LA 310, Site Engineering	4
*LANAR 525, History of American Landscape Architecture	3
*LA 491, Design and Plant Establishment	3
	<hr/> 16

Spring Term

*LA 302, Site Design and Detailing	6
†Biological Sciences Elective	3
†Physical sciences elective	3
*LA 312, Site Construction	4
	<hr/> 16

Fourth Year

<i>Fall Term</i>	
*LA 401, Advanced Project Studio	6
‡LANAR 520, Contemporary Issues in Landscape Architecture	2
†Social sciences or humanities elective	3
‡Free elective	3
(Optional landscape architecture study abroad semester in Denmark or Rome)	14

Spring Term

*LA 402, Urban Design and Planning	6
†Social sciences or humanities elective	3
*LA 412, Professional Practice	1
LA 483, Design Criticism	3
	<hr/> 13

Summary of credit requirements

*Specialization requirements	67
†Distribution electives	42
‡Free electives	11
	<hr/> 120

Master of Landscape Architecture (M.L.A.) License Qualifying Degree

Requirements of the three-year M.L.A. curriculum include 90 credits, and 6 resident units satisfactory completion of the core curriculum courses, and a thesis.

First Year

<i>Fall Term</i>	<i>Credits</i>
*LA 505, Graphic Communication I	3
*LA 480, Principles of Spatial Design and Aesthetics	3
*LA 501, Theory, Composition and Design	6
*HORT 335, Woody Plant Materials for Landscape Use	3
*LANAR 520, Contemporary Issues in Landscape Architecture	2
	17
<i>Spring Term</i>	
*LA 502, Design, Composition and Theory	6
*LANAR 524, History of European Landscape Architecture	3
*LA 506, Graphic Communications II	3
#Free elective	4
	16

Second Year

<i>Fall Term</i>	
*LA 601, Project Design and Application	6
*LA 610, Site Engineering	4
*LANAR 525, History of American Landscape Architecture	3
*LA 491, Design and Plant Establishment	3
	16
<i>Spring Term</i>	
*LA 602, Natural Systems and Planting Design Studio	6
*LA 590, Graduate Seminar	2
*LA 612, Site Construction	4
#Free elective(s)	5
	17

Third Year

<i>Fall Term</i>	
*LA 701, Urban Design and Planning Studio	6
#Free elective	6
	12
<i>Spring Term</i>	
*LA 800, Master's Thesis in Landscape Architecture	9
*LA 412, Professional Practice	1
#Free elective(s)	2
	12

Summary of credit requirements

*Specialization requirements	73
#Free electives	17
	90

Master of Landscape Architecture Advanced Degree Program. The two-year Master of Landscape Architecture (M.L.A./A.D.) program serves to broaden and enrich undergraduate education in design by providing an expanded educational experience to those who are technically skilled. Applicants are therefore expected to hold a Bachelor's Degree in Landscape Architecture or Architecture from an accredited program.

The objective of the two-year (M.L.A./A.D.) program is to develop specializations for individuals who may wish to teach, practice, or conduct applied research in landscape architecture. Students are permitted some flexibility in establishing programs that take full advantage of the teaching and research resources of the university.

Students admitted to the two-year M.L.A./A.D. program are required to complete 60 credits of course work as approved by the members of their graduate committee. This must include at least two advanced studios, a graduate seminar, a concentration, and a thesis.

Undergraduate Concentration for Non-Majors

Students outside the professional program may choose the undergraduate concentration in the American Cultural Landscape to complement their major. The courses center on the landscape as an object, something to be studied for its own sake, and as a subject, as a means to understand society and its relationship to natural systems and diverse cultures. The cultural landscape includes its visible elements as well as perceptions and cultural ideas and values. The concentration consists of five courses, two required and three elective. Students may petition to substitute one course in the electives list. Direct inquires to professors H. Gottfried or S. Baugher.

Required.

Visual Studies (choose one):

- Arch 11 Introduction to Architectural Design (4 cr)
- Art 121 Introduction to Painting (3 cr)
- Art 141 Introduction to Sculpture (3 cr)
- Art 151 Introduction to Drawing (3 cr)
- Art 158 Conceptual Drawing (3 cr)
- Art 159 Life and Still-Life (3 cr)
- Art 161 Photography I (3 cr)
- DEA 101 Design I: Fundamentals (3 cr)
- DEA 114 Drawing (3 cr)
- LA 141 Freehand Drawing (3 cr)

The Landscape

- +LA 282 The American Landscape (3 cr)

Electives (choose three):

- +LA 261 Urban Archeology (3 cr)
- +LA 360 Pre-Industrial Cities and Towns of North America (3 cr) offered alternate years [1995-96/1997-98]
- LA 363 American Indians, Planners, and Public Policy (3 cr)
- LANAR 521 History of American Landscape Architecture (3 cr)

LA 569 Archeology in Site Design and Planning (3 cr) offered alternate years [1996-97]

+Distribution Elective

Natural Resources

The undergraduate curriculum is designed to provide an enduring and broadly applicable education. The focus of study is on the systems that yield our renewable natural resources (water, forests, fish, and wildlife) and includes emphasis on both the ecological and human dimensions of resource management. Students are encouraged to understand the scientific, ethical, and societal basis for the protection and management of renewable resources through the application of ecological principles and knowledge of social needs.

Required Core Curriculum

Students who desire to graduate with a specialization in Natural Resources are expected to complete, as a minimum, the courses specified in the following two-part Core Curriculum. First is a broad group of courses taken primarily outside the department, which, as their presentation suggests (Groups A-D), also fulfill this college's course distribution requirements described on page 30.

Group A - Physical Sciences *Total Hours*

Mathematics - 2 courses	6-8
Chemistry - 2 courses	7-8

Group B - Biological Sciences

Introductory biology - 8 cr. hours	8
General ecology - 1 course	4

Group C - Social Sciences

3 credits in addition to	
3 credits in economics	6

Humanities

6 credits in addition to a course in "normative" ethics (NTRES 407, or PHIL 241, 246, or 247)	9
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Group D - Written and Oral Expression

Freshman Writing Seminars - 2 courses	6
Oral communications - 1 course	3

Courses outside the Distribution Groups

Statistics - 1 course	3
Computer applications or programming - 1 course	3

The Core Curriculum's second portion is composed entirely of courses offered by the Department of Natural Resources; a minimum of 19 hours in department courses is required.

YEAR 1 *Total Hours*

One of 2 introductory courses:	3
NTRES 100 Principles of Conservation (Fall, 3 cr.)	
NTRES 201 Environmental Conservation (Spr., 3 cr.)	

YEAR 2

both courses listed:	
NTRES 210 Introductory Field Biology (Fall, 4 cr.)	4
NTRES 253 Applied Ecology and Ecosystem Management (Spr., 3 cr.)	3

YEARS 3 AND 4

For students entering the program in fall 1995 or later, at least 9 credit hours from the following courses, with a minimum of 3 credit hours in ecology and 3 credit hours in management. For students entering the program prior to fall 1995, at least one course with an ecology focus, one course with a management focus, and one additional course from the following list (labs do not count as one course towards this requirement).

Course	Ecology Credit	Management Credit
NTRES 301 Forest Ecology— Lecture	3	
NTRES 302 Forest Ecology—Lab	1	
NTRES 303 Woodlot Management		3
NTRES 304 Wildlife Species Ecology	3	
NTRES 308 Natural Resources Management		3
NTRES 350 Global Dimensions of Ecological Change	3	
NTRES 401 Env. and Nat. Res. Policies		3
NTRES 402 Nat. Res. Policy, Planning & Politics		3
NTRES 404 Wildlife Populations Ecology	2	
NTRES 410 Wildlife Management Concepts & Applications		3
NTRES 415 Agroforestry		2
NTRES 418 Wetland Ecology & Manage- ment—Lecture	2	1
NTRES 419 Wetland Ecology & Manage- ment—Laboratory	1	
NTRES 438 Fishery Management		3
NTRES 440 Fishery Science	2	1
NTRES 442 Techniques in Fishery Science	5	
NTRES 450 Conserva- tion Biology	2	1
Total Credit Hours	(3 min)	(3 min)
	(9 minimum total)	

Students pursuing this specialization have remaining approximately 40 credit hours available to develop one or more concentrations of their choice within or outside this field.

Students who wish to do so may specialize further in wildlife science, forest science, fishery and aquatic science, or natural resource policy and management.

Opportunities for field-oriented studies are available at Cornell's nearby Arnot Teaching and Research Forest, the Cornell Biological Field Station on Oneida Lake near Syracuse, as well as at numerous natural areas near campus.

Students should seek relevant work experience to complement their academic studies.

Nutrition, Food, and Agriculture

Nutritional sciences draws upon chemistry, biology, and the social sciences to understand complex relationships among human health and well-being, food and lifestyle patterns, food and agricultural systems, and social and institutional environments.

The program in nutrition, food, and agriculture provides students with strong training in human nutrition in the context of an understanding and appreciation of the agricultural and life sciences. The program responds to the growing and important interrelationships between human nutrition and the agricultural and life sciences. Growing public interest in health and nutrition has placed new demands upon food producers, processors, and retailers. The problems of hunger and malnutrition in the United States and abroad require that nutritionists work together with specialists in areas such as agricultural economics, food production, and rural sociology. Advances in biotechnology provide researchers with new ways to understand human nutritional requirements and the regulation of human metabolism.

Nutrition, food, and agriculture majors complete a core set of requirements and choose elective courses in the areas of their particular interest. The core curriculum includes introductory chemistry and biology, organic chemistry, biochemistry, physiology, and mathematics. Students complete five courses in nutritional sciences: NS 115 Nutrition and Health Concepts and Controversies, NS 245 Social Science Perspectives on Food and Nutrition, NS 345 Nutritional and Physicochemical Aspects of Foods, NS 331 Physiological and Biochemical Bases of Nutrition, and NS 332 Methods in Nutritional Sciences. In addition, students select a minimum of three advanced courses in nutritional sciences as well as elective courses in the broad areas of food production and processing, food and agricultural policy, and the life sciences.

All majors have faculty advisers in the Division of Nutritional Sciences with whom they meet regularly. Advisers help students plan course schedules and help find opportunities for special study or experiences outside the classroom.

Many students engage in laboratory or field research with a faculty member for academic credit. The honors program is designed for academically talented students who are interested in research. Honors students conduct independent research projects under the guidance of a faculty member and prepare an honors thesis. Many students participate in field experiences for credit during the academic year or summer. Placements in laboratories, industries, or community agencies are possible.

The major in nutrition, food, and agriculture can lead to many different career paths. By supplementing the core requirements with courses in different areas, students can prepare for jobs in industry, government, or community agencies in the United States or abroad. The major is excellent preparation for graduate study in a variety of fields.

The Division of Nutritional Sciences is affiliated with both the College of Agriculture and Life Sciences and the College of Human Ecology. Most of the Division faculty members work in Savage Hall and Martha Van Rensselaer Hall. In addition to housing offices, classrooms, and seminar rooms, these buildings contain research facilities, specialized laboratories, a human metabolic research unit, and computer facilities. The nutritional sciences Learning Resource Center in Martha Van Rensselaer Hall is used by students for study and small group discussion. The center contains class materials, audiovisual aids and supplementary books and periodicals for independent study and special projects.

For additional information about the nutrition, food, and agriculture program, contact the Division of Nutritional Sciences Academic Affairs Office, 335 MVR, 607-255-2628.

Plant Sciences

Plant sciences students can specialize in plant biology, plant genetics and breeding, plant pathology, plant protection, or horticultural sciences, including floriculture and ornamental horticulture, and fruit and vegetable science. Students with well-defined interests upon arrival at Cornell can specialize in one of these programs beginning as freshmen when they enter college. Others may prefer to start in the general plant sciences curriculum and specialize after they have had a chance to explore the program offerings in the plant sciences.

Plant sciences is a multidisciplinary program area, sponsored by the Department of Plant Breeding in Emerson Hall, and the departments of Floriculture and Ornamental Horticulture, Fruit and Vegetable Science, and Plant Pathology, all located in the Plant Science Building.

General plant science is intended for students whose interest in studying plants has not yet centered on any one of the specializations within the area. Students may continue with this option throughout their undergraduate years, particularly if they are likely to be interested in and qualified for advanced studies beyond the bachelor's degree. Students who plan to seek employment upon graduation may prefer to specialize. There are, however, excellent opportunities for general plant science graduates at the bachelor's degree level in the service and supply industries, as extension agents, as teachers, and as research technicians.

More than one hundred courses are offered that deal directly with some area of plant science. Other courses relating to plant science are offered in agronomy and biological sciences. In addition, an interest in plant science may be combined with another specialization, such as agricultural and biological engineering, education, extension, statistics, international agriculture, food science, or agricultural resource, and management economics.

Undergraduates are encouraged to obtain practical experience, which may involve internship and/or research under the direction of a faculty member or work in a commercial industry, research institute, a botanical garden or arboretum, nursery, greenhouse, or farm operation. Departments will assist students in finding positions that will provide useful experience.

Floriculture and ornamental horticulture

applies principles of plant science and business management to the production and marketing of florist, nursery, and turfgrass crops, as well as to the selection and management of plants for both indoor and outdoor landscapes. Programs prepare students for careers at the professional and managerial levels in horticultural business, botanical gardens and arboreta, research, teaching, communications, and extension and public education.

The core curriculum consists of the following courses:

HORT 101, Introduction to Horticultural Science
 HORT 102, General Horticulture
 HORT 230, Woody Plant Materials
 HORT 243, (BIO PL 243), Taxonomy of Cultivated Plants
 HORT 300 and 301, Garden and Interior Plants I and II
 HORT 400, Principles of Plant Propagation
 BIOPL 241, Plant Biology (Introductory Botany)
 BIOPL 242, Plant Physiology (lecture)
 BIOPL 244, Plant Physiology (laboratory)
 SCAS 260, Introduction to Soil Science
 ENTOM 241, Applied Entomology
 PLPA 241, Plant Diseases and Disease Management or PL PA 301, Introductory Plant Pathology

Although mastery of these subject areas is considered essential for students planning to enter a floriculture or landscape horticulture career, justifiable exceptions to the core curriculum may be granted by the student's adviser.

With permission of the adviser, a transfer student may receive core curriculum credit for similar courses taken at other institutions provided that transfer credit is granted by the College of Agriculture and Life Sciences. In addition, all transfer students must complete a minimum of 12 credits in floriculture and ornamental horticulture courses at Cornell. No more than two of the following landscape architecture courses may be included in this 12-credit requirement: LA 142, 310, 312, 480, 491. No other landscape architecture or freehand drawing courses may be applied to the requirement because they do not contain horticultural subject matter.

Students may select an area of emphasis in either floriculture or landscape horticulture, or they may study generally across the specialization. Concentration in floriculture prepares students for careers in management of florist and greenhouse crop production, crops in controlled environment agriculture, and wholesale- and retail-florist marketing. Specialization in landscape horticulture trains students for careers in nursery-crop production, turfgrass management, exterior and interior landscape contracting and service, retail- and wholesale-marketing of nursery products and services, public and botanical garden and arboretum management, urban horticulture, and related areas. Some students choose to pursue a general program in floriculture and landscape horticulture including courses in both areas. Similarly, programs in horticultural business management, research, teaching, extension and public education, and communications/journalism may be arranged across two specialization areas. Students wishing to prepare for graduate study in horticultural science may develop a program in basic sciences and their

application in horticultural science. Lists of recommended courses for the areas of specialization are available from student advisers and from the undergraduate program coordinator.

Working with his or her faculty adviser, each student will tailor a program to achieve individual educational objectives in floriculture, landscape horticulture, horticultural business management, or general horticultural science. A core of management courses also is strongly recommended for students planning horticultural business careers. Students are also encouraged to take courses in these areas: agricultural and biological engineering, soil science, computer science, ecology, entomology, geology, plant breeding, plant pathology, plant physiology, oral and written expression, plant taxonomy, and weed science. Use of electives to pursue study in the humanities and in other areas of special interest to the student is encouraged. Numerous opportunities to become familiar with the horticultural industries and professions are provided through field trips, guest lectures, undergraduate seminars, independent or small-group study, optional internships, and work-experience programs.

Questions concerning the undergraduate curriculum, advising, and related matters should be addressed to Professor Carl F. Gortzig, Undergraduate Program Coordinator, Department of Floriculture and Ornamental Horticulture, 23 Plant Science Building, Ithaca, New York 14853-5908 (telephone: 607-255-1787).

The department's office is 20 Plant Science Building. Departmental facilities include classrooms and laboratories in the Plant Science Building, greenhouse and laboratory facilities at the Kenneth Post Laboratory, the Test Garden, the Turfgrass Research Field and Laboratory, landscape architecture studios on the fourth floor of Roberts Hall (entrance Kennedy Hall), and freehand drawing studios in Mann Library.

Plant biology provides undergraduates with preparation for graduate study in the plant sciences that stresses basic, rather than applied, research. In cooperation with an adviser, each student plans a curriculum with a concentration in basic sciences supplemented by courses in applied areas that seem appropriate. Options include molecular biology, plant physiology, plant biology, genetics, cytology, organic chemistry, biochemistry, anatomy, taxonomy, ecology and evolution, and statistics. A core of courses, including mathematics, plant biology and physiology, and cytology, is strongly suggested. However, different specialties within plant biology afford a flexible curriculum.

Plant genetics and breeding provides undergraduates with (1) preparation for graduate study leading to advanced degrees in plant breeding and plant genetics and (2) preparation for work in producing and marketing plant varieties and making varietal recommendations, for positions in seed analysis, regulation, and quality control, and for work in biotechnology laboratories.

In cooperation with an adviser, each student plans a curriculum with a concentration in basic sciences supplemented by courses in applied fields best suited to his or her individual goals. Options include plant

breeding and plant genetics; genetics, cytology, and cytogenetics; statistics; organic chemistry and biochemistry; plant anatomy, ecology, taxonomy, and physiology; crop production; plant pathology, and entomology.

Students are encouraged to gain hands-on experience in plant genetics and breeding by conducting independent research under direction of a faculty advisor and/or by working for a faculty member on his/her research. Field, greenhouse, and laboratory facilities are available.

Plant pathology is the study of the causes of plant diseases, the mechanisms of the interactions of disease-causing agents and plants, and the methods of preventing or controlling plant diseases. For most students, a concentration in plant pathology as an undergraduate is preparation for graduate study in plant pathology or another field of plant science. However, this concentration also prepares students for careers as technical representatives for agribusiness, as cooperative extension agents, as state or federal regulatory agents, or as research technicians in laboratories of plant pathology, mycology, microbiology, and biotechnology.

Courses include chemistry, mathematics, introductory biology, botany, plant physiology, and introductory plant pathology. Additional plant pathology courses and other relevant courses from other fields are selected according to the particular interests of the student. Options include entomology, plant breeding, pomology, vegetable crops, floriculture and ornamental horticulture, and soil, crop, and atmospheric sciences.

Plant protection is offered for students who are interested in the management of plant pests. It includes the study of insects, diseases, weeds, vertebrate pests, and other factors that prevent maximum crop production. This concentration can prepare students for careers in agribusiness, the agricultural industry, cooperative extension, pest management consulting, state and federal regulatory work, and a variety of other technical positions. Although designed as a terminal program for students desiring a practical preparation in general plant protection, this specialization can also provide an adequate background for graduate work in entomology, plant pathology, or weed science.

The following subjects are considered essential to the plant protection specialization: botany and plant physiology, general ecology, soils, crop science, and microbial ecology. Additional courses in introductory entomology, introductory plant pathology, plant disease control, weed science, and integrated pest management are recommended.

In addition, a number of other subjects pertinent to plant protection are recommended, depending upon the student's interests: agricultural economics, agricultural and biological engineering, soil, crop, and atmospheric sciences, biochemistry, communication, pathology and entomology, general physics, genetics, meteorology, mycology, pesticides in the environment, and plant anatomy. Employment involving practical experience in plant protection between the junior and senior years is encouraged. The job may be on a farm, at an experimental station, with an agricultural company, or with a regulatory agency.

Pomology (the science of fruit growing) provides students with knowledge of the scientific technology and the influence of environmental factors on the production, handling, and storage of deciduous fruit crops. New York is a national leader in fruit production.

Courses are selected by students in consultation with a faculty adviser. Flexibility in programs makes it possible to establish a course of study to fit the desired goals of individual students. The diverse pomology curriculum, complemented by courses in basic sciences and arts and electives in a student's area of interest, prepares pomology majors for a career in fruit production, agricultural business related to the fruit industry, storage and merchandising, or professional pomology. Job opportunities for graduates can be found in fruit production, marketing, sales and service, research, teaching, and extension.

Vegetable crops is offered for students with an interest in either applied or basic aspects of vegetable production. The high value of vegetables and their importance in the human diet assures a continued demand for trained personnel in all aspects of vegetable technology. A flexible curriculum is provided to prepare undergraduates for careers in a diversity of fields, including: horticultural research, teaching, extension, production, processing, and marketing. A faculty adviser assists individual students in the selection of courses, which usually include: general horticulture, soils, botany, vegetable types and identification, vegetable production, and post-harvest handling or marketing. Additional course work depends upon the interest of the student, and may include: vegetable physiology, plant breeding, entomology, plant pathology, weed science, ecology, soil, crop, and atmospheric sciences, nutritional science, agricultural economics, international agriculture, and agricultural and biological engineering.

The vegetable industry is an economically important component of agriculture in New York and in the United States. Recently, there has been increased interest in growing vegetables in tropical countries. Exciting challenges are facing the industry. Greater awareness of environmental and health issues is driving a change toward farming practices that depend less upon agricultural chemicals than in the recent past. New technologies are being developed and implemented to help growers make this change while remaining profitable. Among these technologies are: integrated pest management, genetic engineering, breeding for insect and disease resistance, low-input and organic cropping systems, and cultural practices that improve production efficiency and conserve agricultural resources.

The Department of Fruit and Vegetable Science has on-campus greenhouses and laboratories as well as two research farms in the Ithaca area that support our teaching program. Students are encouraged to gain hands-on experience growing vegetables and to pursue their individual interests through course work and by taking advantage of the many resources available in the College of Agriculture and Life Sciences.

Rural Sociology

Technological, economic, demographic, and environmental changes are social processes,

and each has major impacts on individuals, social groups, societies, and the international order. At Cornell, rural sociology students study these and other facets of social change in both domestic and international settings. Among the topic areas in which faculty members in the Department of Rural Sociology specialize are international agricultural and rural development, community and regional development and changes in the United States, environmental sociology, aging and the life course, sociology of agriculture, rural industrialization and labor markets, technology and social change, population and development, political economy, women in development, race and ethnic relations, and research methodology. Most courses provide background in both domestic and international aspects of the subject matter. Normally, students will develop a specialization with either a domestic or international emphasis by choosing appropriate elective courses. All students learn the theory and methodology of sociology, and how to apply both to research and policy in their subject areas.

Recognizing that students are concerned with future career opportunities, the undergraduate program emphasizes acquisition of skills as well as general knowledge in preparation for jobs or further study upon graduation. Accordingly, students are expected to become involved in the application of theory, methodology, principles, and concepts in the analysis of practical problems.

Rural sociology offers degree programs at both the undergraduate and graduate levels (B.S., M.S., M.P.S., or Ph.D.). These programs are offered through the Department of Rural Sociology and the Graduate Field of Development Sociology, both of which are located in Warren Hall. For many years, the department and graduate field have been recognized as among the top programs in the country, and both are known for innovative program orientations. The department is particularly well known for providing instruction in international as well as domestic aspects of community and rural development, environmental sociology, sociology of agriculture, population studies, and other topics. Faculty members in this department are committed to both quality instruction and research programs. Being located in a college of agriculture, faculty members maintain strong ties with the technical fields in the college as well as with the International Agriculture Program, the Biology and Society Program, the Cornell Institute for Social and Economic Research, the Community and Rural Development Institute, the Gender and Global Change Program, the Life Course Institute, the Rural Development Program, the Hispanic Studies Program, the Program on Science, Technology, and Society, and the Center for International Studies. Nearly half of the department faculty are associated with one or more area studies programs (the Southeast Asia Program, South Asia Program, Latin American Studies Program, East Asia Program, or the Institute for African Development). Department members also maintain working relations with faculty in the Department of Sociology and other social science units located in other colleges at Cornell. Students are encouraged to supplement their course work by electing courses in these other departments and programs, thereby rounding out their education by acquiring different perspectives.

The courses offered in rural sociology can be grouped in three broad categories: development sociology; population, environment, and society; and social data and policy analysis. All students majoring in Rural Sociology are required to take five core courses: an introductory course (R SOC 101), methods (R SOC 213), theory (R SOC 301), social stratification (R SOC 370), and a course in statistics. Four elective Rural Sociology courses are also required of all majors.

The focus area in development sociology provides an understanding of the processes and policies that influence social and economic development in rural settings in North America and low-income countries in the developing world. Courses provide background in the sociology of development in both the advanced and developing countries. Students normally select a set of elective courses in which either domestic or international development is emphasized. These courses provide background in several aspects of development sociology, including (1) an understanding of the processes of socioeconomic development in low-income or Third World countries and training in the formulation of strategies to enhance the socioeconomic well-being of citizens of those countries, (2) analysis of the social structures and processes for development in nonmetropolitan settings in the United States, (3) analysis of the processes of agricultural change and development in industrialized and low-income countries, and (4) an understanding of the processes of technological development and change in agriculture and other rural industries in developed and developing countries.

Students are encouraged to complement courses in the department with course work in the history and economics of development, area studies, and the policy sciences.

Courses in the population, environment, and society focus area provide an understanding of (1) the causes and consequences of the major components of population change—fertility, mortality, and migration; (2) the major patterns of population distribution and population characteristics in the United States and the developing world, (3) the relationships between social structure and the biophysical environment, (4) the relationships between population change and natural resource utilization in development, and (5) impacts of public policy interventions on population size, growth and composition or on natural resource availability and environmental quality. Students normally select the elective courses for the major in such a way as to stress either population studies or sociological aspects of natural resources and the environment.

Students are encouraged to complement courses in the department with course work in demographic methods, household analysis, ecology and evolution, environmental studies, natural resources, and policy sciences.

Courses in the social data and policy analysis focus area provide (1) knowledge of research methodology, statistics, and computer applications, (2) an understanding of social, economic, political, and historical concepts essential for conducting meaningful analyses of practical problems and issues faced by organizations, communities, regions, and states, and (3) knowledge and practice in policy analysis. Students ordinarily select

electives in order to specialize in either policy analysis or in a particular area of public policy (international development policy, domestic rural development policy, environmental policy, or population policy, etc.).

Students are encouraged to complement courses in the department with course work in data collection and research design, evaluation research, computing, and advanced statistics.

Soil, Crop, and Atmospheric Sciences

The Department of Soil, Crop, and Atmospheric Sciences provides instruction in five specializations: atmospheric science, agronomy, crop science, soil science, and weed science. Employment opportunities are increased with practical experience, which is emphasized in the laboratories of our beginning courses. For students wishing additional credentials, preparation for professional certification is provided in all five specializations.

Atmospheric science is the study of the atmosphere and the processes that shape our weather. The core curriculum in meteorology is designed to provide students with an understanding of the fundamental physical and dynamic properties and processes of the atmosphere. All students are required to complete a minimum of five semesters of calculus; two semesters of physics; a semester each of chemistry, computer science, and statistics; and a sequence of eight courses covering observational, general, theoretical, and synoptic meteorology. Additional courses are available for students interested in specialized areas of meteorology. The curriculum satisfies the basic requirements for employment as a professional meteorologist and provides a sound background for graduate study or work in the numerous specialized areas of meteorological science. Students are encouraged to choose additional course work in related or complementary areas of interest, such as agriculture, biology, computer science, mathematics, statistics, physics, chemistry, or engineering.

Agronomy combines the study of crop production and soil management. It provides the student with a broad array of career opportunities after completion of the B.S. degree, including agricultural business, extension service work, and farming. Graduate school can also follow a well-planned program. The student should take at least 12 credits of crops and 12 credits of soils and design the remainder of his or her curriculum to meet specific interests and goals. Some students pursue a double major in agronomy and international agriculture.

Crop science is the application of basic biological and ecological science to the improvement and management of the world's main field crops used for human food and livestock feed. Courses required include 18 credits of crops, 12 credits of plant biology, and 6 credits of soils. Students who anticipate a career in agricultural production or service after completion of the B.S. degree should take additional courses in economics, communication, plant pathology, entomology, and nutrition. Students planning graduate or professional study beyond the bachelor's degree should take advanced course work in organic chemistry and biochemistry, calculus, physics, and statistics.

Soil science is a basic discipline important in ecology, engineering, agriculture, and conservation. The curriculum in soil science combines physical and biological training to address critical issues in environmental and agriculture management related to soils. Students take 18 credits in soil science, including 4 credits in the introductory course. In addition, chemistry, mathematics, physics, and microbiology are required, as well as 6 credits of crop science to satisfy the major.

Weed science is that branch of pest management which emphasizes the principles and practice of weed control. The scientific basis for mechanical, cultural, chemical, and biological control procedures is considered. Plant physiology, organic chemistry, biochemistry, soil science, and plant taxonomy are required in addition to twelve credits in weed science and plant protection. The specialization is offered cooperatively by the departments of Soil, Crop, and Atmospheric Sciences, Floriculture and Ornamental Horticulture, and Vegetable Crops so that a variety of managed plant systems may be studied.

Special Programs in Agriculture and Life Sciences

Some students are interested in pursuing a general education in the agricultural sciences. Others are uncertain about career objectives in agriculture and the life sciences. The opportunity to develop an independent major in general studies in agriculture and the life sciences is available for such students. In consultation with a faculty adviser, they may plan a sequence of courses suited to their individual interests, abilities, and objectives in an area not encompassed by the existing programs. In addition to the distribution and other college requirements, this major may include a concentration of courses in one or several academic units of the university.

Students completing this major are often planning a career in agriculturally related food and service enterprises. Many of the fast-growing occupations require the broad perspective, the scientific and technical skills, the attitudes, and the analytical ability that a general education fosters. A course of study for a special program must be planned with and approved by a college faculty adviser. Information on the options and names of faculty advisers prepared to advise in special programs are available in the Office of Student Services, 140 Roberts Hall.

General studies includes production agriculture as well as technical work in the agricultural and life sciences. Many biotechnology concerns deal with aspects of agriculture, especially plants, crops, and ecosystems in the natural environment. A strong grounding in biological sciences as well as knowledge of the agricultural sciences is essential in this rapidly growing field. Students should plan basic course work in the major areas of study in the college—animal sciences, plant sciences, environment and technology, agronomic sciences, biological sciences, and social sciences. Advanced courses may be selected in those and other areas of individual interest or career aspiration.

International Agriculture provides students with an understanding of the special problems of applying basic knowledge to the processes of agricultural development in low-income

countries. The student typically specializes in a particular subject and works with an adviser to plan a program oriented toward international agriculture. The courses in International Agriculture are designed to acquaint students with the socio-economic factors in agricultural development, with the physical and biological nature of tropical crops and animals, and with various world areas for which study programs exist. Competence in a foreign language is required.

In addition to the college distribution requirement of 36 credits, students majoring in International Agriculture must take a minimum of 30 credits. A minimum of 7 credits in International Agriculture and 8 credits (or equivalent competence) in a modern foreign language are required. The other courses recommended are drawn from a wide range of disciplines. The objective is to acquaint students with the many facets of agricultural development in low-income countries. Students are encouraged to take additional specialized courses in one of the other program areas of the college.

ACADEMIC HONORS

The college encourages high academic achievement and recognizes outstanding students in several ways:

Dean's List. Each semester, students are recognized for academic excellence by inclusion in the Dean's List. The criteria are subject to change from semester to semester, and can be obtained from the College Registrar's Office in 140 Roberts Hall.

Bachelor of Science with Distinction. Students who rank in the top 10 percent of the college's graduates on the basis of the GPA for the last 60 credits completed at Cornell will be graduated with distinction.

Bachelor of Science with Honors. Students will graduate with a bachelor of science degree with honors when, in addition to having completed all the graduation requirements, they have satisfactorily completed the honors program in their area of interest and have been recommended for the degree by the honors committee of that area. Special requirements are given in the section on the Honors Program.

Ho-Nun-De-Kah, founded in 1929, is the undergraduate honor society of the College of Agriculture and Life Sciences. Members are recruited from the top 20 percent of the senior class and top 10 percent of the junior class. In keeping with the ideals of encouraging scholarship, leadership, and citizenship, members provide free tutoring and a variety of service activities to both the college and the community.

Gamma Sigma Delta is an honor society of the faculty in the Colleges of Agriculture and Life Sciences, Human Ecology, and Veterinary Medicine. The common bond is promotion of excellence in work related to the quality of our environment and life based on "agriculture and the related sciences." The Cornell Chapter recognizes the academic achievements of students, faculty, and alumni of those colleges with nominations for membership and with special awards. To be eligible, seniors must be in the upper 15 percent of their major. Five juniors with the highest

grade point average in the collage are also nominated.

Phi Kappa Phi is an honor society that recognizes outstanding scholarship in all academic disciplines. Members are nominated from among seniors, graduate students, and faculty. Seniors must be in the top 10 percent of their class, and juniors in the top 5 percent of their class to be eligible.

Sigma Xi is an honor society that recognizes outstanding achievements in research. It was founded at Cornell University in 1886. Its membership is selected mostly from graduate students, faculty, and alumni who have made "noteworthy achievement as an original investigator in a field of pure or applied science." Seniors who have demonstrated research aptitude with publishable independent investigations are also eligible for associate membership.

DESCRIPTION OF COURSES

Undergraduate and graduate courses in the college are offered through the sixteen academic departments and units and also through the Divisions of Biological Sciences and Nutritional Sciences.

Descriptions of courses, both undergraduate and graduate, are given by department, arranged in alphabetical order.

Graduate study is organized under graduate fields, which generally coincide with the departments. Graduate degree requirements are described in the Announcement of the Graduate School. Courses for graduate students are described in the section on the academic department that offers them.

NONDEPARTMENTAL COURSES

ALS 400 Internship

Fall, spring, or summer. 6 credits maximum. Not open to students who have earned internship credits elsewhere or in previous terms. S-U grades only.

Students may register only for internships in the New York State Assembly Intern Program, the New York State Senate Session Assistant's Program, and the Albany Semester Program. A learning contract is negotiated between the student and the faculty supervisor(s), stating conditions of the work assignment, supervision, and reporting. Participation is required in any structured learning activities associated with the internship.

ALS 500 Politics and Policy: Theory, Research, and Practice (also HSS 404 and GOVT 500)

Students in the College of Agriculture and Life Sciences must register for ALS 500. S. Jackson and staff.

This course, taught in Washington, D.C., forms the core of the Cornell-in-Washington program. The central course objective is to provide students with the instruction and guidance necessary to analyze and evaluate their own chosen issue in public policy. Toward the end, the course has three components: (1) weekly lectures providing background on the structures and processes of national politics and policy as well as training in research methodology; (2) student externships; and (3) individual research

papers or projects. All three components interrelate so as to provide students with a strategy and framework for integrating classroom-based learnings, field experience, and individual research. Applications are made through the Cornell-in-Washington office, 131, Sage Hall.

ALS 661 Environmental Policy (also Biology and Society 461 and BIOES 661)

Fall and spring. 3 credits each term. (Students must register for 6 credits each term since an "R" grade is given at the end of the fall term.) Limited to 12 students. Prerequisite: permission of instructor. Sem R 2:30-4:30 p.m. D. Pimentel.

This course uses an interdisciplinary approach to focus on complex environmental and policy issues. Ten to twelve students, representing several disciplines, investigate significant environmental problems. The research team spends two semesters preparing a scientific report for publication in *Science* or *BioScience*.

Related Courses in Another Department

Agriculture, Science and Society (HIST 233)

Seminar in the History of the Agricultural Sciences (HIST 687)

AGRICULTURAL AND BIOLOGICAL ENGINEERING

M. F. Walter, chair; L. D. Albright, D. J. Aneshansley, J. A. Bartsch, S. G. Capps, T. J. Cook, J. R. Cooke, A. K. Datta, R. C. Derksen, R. B. Furry, K. G. Gebremedhin, W. W. Gunkel, D. A. Haith, P. E. Hillman, J. B. Hunter, L. H. Irwin, W. J. Jewell, H. A. Longhouse, D. C. Ludington, J.-Y. Parlange, R. E. Pitt, G. E. Rehkugler, T. S. Steenhuis, M. B. Timmons, L. P. Walker

Note: Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

ABEN 102 Introduction to Microcomputer Applications

Fall. 3 credits. S-U grades optional. Each lab section limited to 16 students. All students, including those pre-enrolled, must attend the first lecture to guarantee admittance to the course. Lec, T R 10:10 or 12:20; lab M 1:25-4:25 or 7:30-10:30 p.m. or T 1:25-4:25 or W 1:25-4:25 or 7:30-10:30 p.m., or R 1:25-4:25 p.m. 1 evening prelim. P. E. Hillman.

Introduction to application packages on microcomputers. A laboratory, using the Macintosh, provides hands-on experience with word processing, spreadsheets, and database managers. These packages and others such as desktop publishing, telecommunications, statistics, and presentation graphics are discussed and demonstrated in the lecture, as well as computer hardware and DOS.

ABEN 104 Introduction to Programming using Pascal and FORTRAN

Spring. 4 credits. Each lab section limited to 20 students. S-U grades optional. Lects, T R 11:15; lab T or W 12:20-2:15. P. E. Hillman.

An introductory course in computer programming using microcomputers to handle data.

Topics include preparing and processing programs in Pascal and FORTRAN. Students are expected to spend 5 to 8 hours outside their scheduled laboratory periods to complete problem sets. No prior knowledge of computers or computer language is necessary.

ABEN 110 Introduction to Metal Fabrication Techniques

Spring. 2 credits. Each lab limited to 18 students. Lec, R 9:05; labs M T or R 1:25-4:25, or M T 7-10. T. J. Cook.

Emphasis on selection of proper materials and techniques to accomplish a variety of metal fabrication and maintenance projects. To include both hand and machine tools, fasteners, strengths of materials, classification and identification of metals, soldering, brazing, forging, pipe fitting, sheet metal work, controlling distortion, oxy-acetylene cutting, and arc welding.

ABEN 132 Introduction to Wood Construction

Fall. 2 credits. Each lab limited to 15 students. Lec, T 9:05; labs, T W or R 1:25-4:25, W 7-10. T. J. Cook.

Principles and practice of wood construction. To include site selection and preparation, drainage, water and septic development, footers and foundations, material properties, framing and roofing, comparison of alternatives to wood construction, use of hand and power tools, wood joining methods, fasteners, concrete work, and block construction. Each student will plan and construct an approved carpentry project.

ABEN 151 Introduction to Computing

Fall. 4 credits. Prerequisite Math 191 or equivalent (co-registration permissible). Lects, T R 11:15; lab T W or R 2:30-4:30; rec M 7-8, W 7-8, or W 8-9. Each lab and recitation section limited to 22 students. D. J. Aneshansley.

An introduction to computer programming and concepts of problem analysis, algorithm development, and data structure in an engineering context. A structured programming language is used, implemented on interactive personal computers, and applied to problems of interest in agricultural and biological engineering. No previous programming experience is assumed.

ABEN 153 Engineering Drawing

Fall. 2 credits. Limited to 30 students (15 in each lab). Lec, M 9:05; lab, T or W 1:25-4:25. H. A. Longhouse.

Designed to promote an understanding of engineering universal graphic language. The lectures and laboratories develop working knowledge of drawing conventions, drafting techniques, and their application to machine and pictorial drawing problems. The course involves both instrument and computer-aided drawings with Autocad.

ABEN 200 Undergraduate Seminar

Spring. 1 credit. S-U grades optional. Lec, T 1:25. K. G. Gebremedhin.

A forum to discuss the curriculum requirements of the academic programs in the agriculture and biological engineering department and the contemporary and future role of agricultural and biological engineering in society. A required course for freshmen majors in Agricultural and Biological Engineering academic programs. A series of seminars will be given by practicing engineers, Cornell faculty members, alumni of the department,

and students. Students are expected to develop personalized, written career plans and select future courses to meet their career goals.

ABEN 221 Plane Surveying

Fall. 3 credits. S-U grades optional. Lects, M W 12:20; lab M 1:25-4:25.

H. A. Longhouse.

Principles and practice of measurement of distance, elevation, and direction. Use and care of equipment is stressed during field problems related to mapping, engineering design, and construction. Other topics include surveying specifications, error analysis, and standards of accuracy.

ABEN 250 Engineering Applications in Biological Systems

Fall. 3 credits. Prerequisite: enrollment in an engineering curriculum. Recommended for the sophomore year. Lec, M W F 12:20. L. P. Walker.

Case studies of engineering problems in agricultural and biological systems, including animal and crop production, environmental problems, energy, biomedicine, and food engineering. Emphasis is on the application of mathematics, physics, and the engineering sciences to energy and mass balances in biological systems.

ABEN 301 Introduction to Energy Technology

Spring. 3 credits. Prerequisite: college physics. S-U grades optional. Lec, M W F 10:10. D. C. Ludington.

Basic concepts of energy; traditional sources, conversion processes to provide usable forms of energy and environmental impact; concepts of energy conservation and reducing environmental impact; alternate sources of energy and their potential.

ABEN 305 Principles of Navigation (also Nav S 301)

Fall. 4 credits. Four classes each week (lecture-recitation-project work). Lects, M W F 8:00; lab, R 8:00 or 9:05. W. W. Gunkel.

An introduction to the fundamentals of marine navigation emphasizing piloting and celestial navigation procedures. The course covers coordinate systems, chart projections, navigational aids, instruments, compass observations, time, star identification, use of the nautical almanac, tides and currents. Electronic navigation systems are also *briefly* discussed.

ABEN 310 Advanced Metal Fabrication Techniques

Spring. 1 credit (2-credit option available). Prerequisite: ABEN 110 or permission of instructor. Lab, F 1:25-4:30. T. J. Cook.

Principles and practices extending beyond the scope of ABEN 110. To include out-of-position, high carbon steel and cast iron welding. Soldering and brazing of aluminum, hard surfacing, both tungsten (TIG) and metallic (MIG) inert gas welding, plasma-arc and oxy cutting of metals. Planning, development, and fabrication of a metal construction project for the 2 credit option.

ABEN 331 Environmental Control for Agricultural Production Systems

Fall. 3 credits. Lects, M W F 11:15. K. G. Gebremedhin.

A study of indoor environmental requirements of plants and animals; design and control of indoor environment of livestock (dairy, beef, and swine) and poultry facilities. Topics

include psychromatic processes, energy balances, ventilation design (mechanical and natural), and heat flow. Other topics may include functional layout and design, waste management, economic analysis, and linear programming of agricultural production systems. The course is designed for juniors and seniors in the ABEN Technology Programs, Animal Science, General Studies and General Agriculture students.

ABEN 350 Biological and Environmental Transport Processes

Fall. 3 credits. Prerequisites: MATH 294 and fluid mechanics (co-registration permissible). Lects, M W F 11:15.

A. K. Datta.

Integration of heat and mass transfer combined with reaction kinetics in the context of agricultural and biological systems. Emphasis is on physical understanding of transport processes and simple reaction rates with application examples from plant and animal biology, the environment (soil/water/air), and food processing.

ABEN 367 Introduction to Biological Engineering

Spring. 3 credits. Prerequisites: one year each calculus and introductory biology; minimum one term each college chemistry and physics. Not open to freshmen. S-U grades optional. Lects, T R 10:10; lab R or F 1:25-4:25. J. B. Hunter.

Explores the use of engineering principles to solve biological problems in the context of laboratory experiments. Topics may include artificial organs, neuromuscular electrical signals, mass transfer in fermentation, enzyme kinetics, mechanics of plant or animal tissue, and DNA transfer. Many topics relate to ongoing research at Cornell. Appropriate for engineering and life science students. Field trips, demonstrations, and readings in current scientific literature.

ABEN 371 Hydrology and the Environment (also Soil, Crop, and Atmospheric Sciences 371 and Geology 204)

Spring. 3 credits. Prerequisite: one course in calculus. 2 lects, 1 lab. Lects, T R 9:05; lab, F 2:30-4:25. P. C. Baveye, J. Y. Parlange, T. S. Steenhuis, M. F. Walter.

Introduction to hydrology: the hydrologic cycle and the role of water and chemicals in the natural environment. Includes precipitation, infiltration, evapotranspiration, ground water, surface runoff, river meandering, floods, and droughts. Case studies, short field trips, computer programs, and laboratories foster an understanding of concepts and principles of hydrologic processes.

ABEN 396 Fundamentals of Engineering Design

Spring. 2 credits. Lects, T R 11:15. S. G. Capps.

Fundamentals of design course for junior-level students. Topics and skills discussed will include time and team management, salesmanship and motivation, design constraints, design problem definition and specification, project scheduling, materials selection, cost analysis, ethics, and design evaluation.

ABEN 401 Career Development in Agricultural and Biological Engineering

Fall. 1 credit. Limited to seniors. S-U grades only. Lec, M 12:20. Staff.

A career development seminar for majors in the field of agricultural and biological engineering. Career opportunities in corporations, independent businesses, consulting, and public service. Professionalism, ethics, public policy and personal and corporate management issues are discussed.

ABEN 435 Principles of Aquaculture

Spring. 3 credits. Prerequisite: junior standing and above. Lec, T R 1:25-2:15; lab, R 2:30-4:25. M. B. Timmons.

An in-depth treatment of the principles of aquaculture: fish biology, waste treatment, engineering design, fish health, nutrition, processing, etc. This course is intended to build upon the undergraduate's previous course background and interests. Supervised "hands-on" laboratory experiences.

ABEN 450 Instrument Design: Signal Processing and Data Acquisition

Fall. 3 or 4 credits. 3 Prerequisites: Linear Differential Equations, physics or electrical science, computer programming and use of spreadsheets. Lec, W M F 9:05; lab M W 2:00-4:25. D. J. Aneshansley.

An introduction to static and dynamic characteristics of electronic sensors, transducers, digital and analog signal conditioning circuits and conversion techniques, data acquisition and instrument control with personal computers are considered. Biological and agricultural examples of instrument problems and designs are used. A capstone design project is an option with this course, see instructor for details.

ABEN 451 Biomass Conversion Processes for Energy and Chemicals

Spring. 3 credits. Prerequisites: ABEN 250 and 350, MATH 294, Thermodynamics (co-registration permissible), and CHEM 211. Lects, M W F 9:05. L. P. Walker.

A variety of physical and biological processes are available for converting plants and other biomass resources into fuels, industrial chemicals, and foods. The design of these processes is accomplished through fusing concepts from biochemistry, microbiology, and plant biology with the concepts and methods of engineering. There are five major components to this course: plants as biochemical resources, heat and mass transfer, enzyme catalysis, fermentation kinetics, and biological filtration with plants. The last four components are concluded with case studies that demonstrate how the scientific and engineering concepts are used to design a biomass conversion process.

ABEN 453 Computer-Aided Engineering: Applications to Biomaterials and Food Processing

Spring. 3 credits. Prerequisite: Computer programming and heat and mass transfer (ABEN 350 or equivalent). Lects, M W F 11:15; computation disc/lab to be arranged. A. K. Datta.

Design, optimization, and analysis of complex real-life processes using state-of-the-art physics-based computational software as powerful tools that are easy to use. Industrial biological and food processing applications of heat and mass transfer are covered in topics such as heat sterilization, freezing, and dehydration. Computational topics introduce

finite-difference and finite-element methods, convergence, stability, accuracy, pre-and post-processing, and pitfalls of using computational software. Term project encourages students to develop own ideas, including work related to research projects or other courses not involving such computation.

ABEN 454 Physiological Engineering

Fall. 3 credits. Prerequisites: Introductory biology, computer programming. Corequisite: fluid mechanics. Lects, T R 12:20; lab T R 1:25-4:25. R. E. Pitt. Engineering analysis and design in the physiology of animals and humans. Topics include osmometric behavior of cells, cardiovascular control models, mechanical operation of the heart, sensory ecology, neural transmission, EEGs, physiology of sight, bioacoustics, respiration, whole-animal models, and the fluid mechanics of flying and swimming. Laboratories involve experiments, computer applications, field trips, and guest lectures.

ABEN 471 Geohydrology (also Civil and Environmental Engineering 431 and Geology 445)

Fall. 3 credits. Prerequisites: Mathematics 294 and Engr 202. 2 lects, 1 disc, lecture, field trip. W. Brutsaert, L. M. Cathles, J. Y. Parlange, T. S. Steenhuis. Intermediate-level study of aquifer geology, groundwater flow, and related design factors. Includes description and properties of natural aquifers, groundwater hydraulics, soil water, and solute transport.

ABEN 473 Watershed Engineering

Fall. 3 credits. Prerequisite: Fluid Mechanics or Hydrology. Lects, T R 9:05; disc, R 1:25-4:30. M. F. Walter. Engineering principles are applied to the design of soil and water management technologies aimed at solving natural resource problems in the context of watersheds. Emphasis will be placed on rural and countryside engineering and small-scale design for soil erosion control, flood damage control, earthen dams, ponds, moisture conservation, drainage, irrigation, and water supply.

ABEN 474 Drainage and Irrigation Design

Spring. 3 credits. Prerequisites: Fluid Mechanics or Hydrology. Lects, T R F 12:20. T. S. Steenhuis, L. D. Geohring, and M. F. Walter. This course will focus on design of drainage and irrigation systems for agriculture and non-agricultural purposes. The course will also briefly cover design for rural water supply and sanitation systems. Emphasis is placed on problem solving with actual situations used wherever possible. One major design project is required of each student.

ABEN 475 Environmental Systems Analysis

Fall. 3 credits. Prerequisites: computer programming and one year of calculus. Lects, M W F 1:25. D. A. Haith. Systems analysis and its use in environmental quality management. Emphasis is on modeling of environmental problems, translation of models into efficient computational algorithms, and use of computer simulation and optimization procedures (search techniques, linear programming, dynamic programming, and separable programming) to evaluate management

alternatives. Applications include pollution control and resource management problems.

ABEN 476 Solid Waste Engineering

Spring. 3 credits. Prerequisites: 1 year of physics; 1 semester of chemistry. Lects, M W F 1:25. D. A. Haith. Planning and design of processes and facilities for management of municipal solid wastes. Source characterization and reduction; collection and transport systems; waste-to-energy combustion; sanitary landfills; composting; recycling and materials recovery facilities; hazardous waste management. Emphasis on quantitative analyses.

ABEN 477 Treatment and Disposal of Agricultural Wastes

Spring. 3 credits. Prerequisites: One environmental science course and at least junior-level standing; or permission of instructor. T R 2:30-3:45. W. J. Jewell. Overview of pollution problems in agriculture, legal restrictions, and technologies used to control pollution. Biological, physical, and chemical processes are applied to solve problems associated with animal wastes, food production, and food and fiber processing.

ABEN 481 Design of Wood Structures

Spring. 3 credits. Prerequisite: ENG 202. Lects, M W F 10:10. K. G. Gebremedhin. Computer-aided and manual computation procedures of engineering wood structures. Topics include national design codes; estimation of design loads (dead, live, wind, snow, and seismic loads); mechanical properties of materials; designs of beams, columns, trusses, frames, arches, shear walls, horizontal diaphragms of post-frame buildings, connections, and special wood (glue-laminated) structural systems. Engineering judgment and individual responsibility in engineering design are also emphasized.

ABEN 482 Bioenvironmental Engineering

Spring. 3 credits. Prerequisites: ABEN 250 and 350, or equivalent. Lects, T R 11:15; lab, W 1:25-4:25. L. D. Albright. Analysis and design of structures to modify the thermal and aerial environment of animals and plants. Environmental requirements of animals and plants, and the design of buildings to act as buffers between biological systems and climate. Heat flow, air flow, psychrometrics, energy balances, temperature biology, animal and plant models, thermal modeling, mechanical and natural ventilation, solar energy, and weather phenomena.

ABEN 491 Highway Engineering (also Civil and Environmental Engineering 362)

Fall. 3 credits. Prerequisites: junior standing in engineering, fluid mechanics, and soil mechanics (may be taken concurrently). Lec, F 1:25-4:25; lab, M 1:25-4:25. L. H. Irwin. An introduction to highway engineering with an emphasis on design. Students will work in teams to apply the current standards and design criteria used in professional practice to several highway design projects. Topics of discussion include route location and design, traffic engineering, economic analysis, human factors and public safety, hydrology and drainage design, highway materials, pavement design, and maintenance.

ABEN 494 Special Topics in Agricultural and Biological Engineering

Fall or spring. 4 credits maximum. S-U grades optional. Hours to be arranged. Staff. The department teaches "trial" courses under this number. Offerings vary by semester and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

ABEN 496 Senior Design in Agricultural and Biological Engineering

Fall and spring. 1-3 credits. Prerequisite: ABEN 396 or co-registration, and senior standing in ABEN engineering program or permission of instructor. Note: Completing an independent study form is required to register. Hours to be arranged. Staff. Involves capstone design experience, including a team project, incorporating analysis, design, evaluation, synthesis, and a written report of the end-product. This course may be taken in conjunction with an approved ABEN course (for an approved ABEN course, see ABEN Undergraduate Program publication).

ABEN 497 Individual Study in Agricultural and Biological Engineering

Fall and spring. 1-4 credits. S-U option. Prerequisite: written permission of instructor and adequate ability and training for the work proposed. Normally reserved for seniors in upper two-fifths of their class. Students must register with an independent study form (available in 140 Roberts Hall). Hours to be arranged. Staff. Special work in any area of agricultural and biological engineering on problems under investigation by the department or of special interest to the student, provided, in the latter case, that adequate facilities can be obtained.

ABEN 498 Undergraduate Teaching

Fall and spring. 1-4 credits. Prerequisite: written permission of instructor. Students must register with an independent study form (available in 140 Roberts Hall). Hours to be arranged. Staff. The student assists in teaching an agricultural and biological engineering course appropriate to his/her previous training. The student meets with a discussion or laboratory section, prepares course materials, grades assignments, and regularly discusses objectives and techniques with the faculty member in charge of the course.

ABEN 499 Undergraduate Research

Fall and spring. 1-3 credits. Prerequisites: normally reserved for seniors in upper two-fifths of their class. Adequate training for work proposed. Written permission of instructor. Students must register with an independent study form (available in 140 Roberts Hall). Hours to be arranged. Staff. Research in any area of agricultural or biological engineering on problems under investigation by the department or of special interest to the student, provided that adequate facilities can be obtained. The student must review pertinent literature, prepare a project outline, carry out an approved plan, and submit a formal final report.

ABEN 501-502 M.P.S. Project

Fall and spring. 1-6 credits. Required of each M.P.S. candidate in the field. Hours to be arranged. ABEN graduate faculty. A comprehensive project emphasizing the application of agricultural technology to the solution of a real problem.

ABEN 551-552 Agricultural and Biological Engineering Design Project

Fall and spring. 3-6 credits. Prerequisite: admission to the M.Eng. (Agr.) degree program. Hours to be arranged. ABEN graduate faculty.

Comprehensive design projects dealing with existing engineering problems in the field. Emphasis is on the formulation of alternative design proposals that include consideration of economics, nontechnical factors, engineering analysis, and complete design for the best design solution. Projects are supervised by faculty members on an individual basis. However, there is a formal orientation during the first four weeks of the semester. A formal report and public presentation of the results of the design project are required for completion of the course(s). A minimum of 3 to a maximum of 12 credits of 551-552 is required for the Master of Engineering degree. Students should register for 551 their first semester and complete any additional design project credits with 552. If more than 6 design project credits are desired in one semester, both 551 and 552 may be taken.

[ABEN 652 Instrumentation: Sensors and Transducers

Spring. 3 credits. Prerequisites: Linear differential equations, introductory chemistry and introductory physics, or permission of the instructor. Not offered 1995-96. D. J. Aneshanley.

Application of instrumentation concepts and systems to the measurement of environmental, biological, and agricultural phenomena. Construction and characterization of electronic sensors and transducers will be emphasized. Image processing techniques will be introduced. A final project is required.]

ABEN 655 Thermodynamics and Its Applications

Spring. 3 credits. Prerequisite: Mathematics 293 or equivalent. Lects, M W F 12:20. J. Y. Parlange.

Thermodynamics and its applications to problems in engineering and agriculture. Topics include basic concepts (equilibrium, entropy, processes, systems, potentials, stability, phase transitions) and applications (soil and water processes, dilute solutions, electromagnetism, surface phenomena, heat and mass transport, structure of organizations).

ABEN 671 Analysis of the Flow of Water and Chemicals in Soils

Fall. 3 credits. Prerequisites: four calculus courses and fluid mechanics. Lec, R 3:35-4:50. J. Y. Parlange.

The course encompasses the full range from simple to complex methods to describe the chemical and water flows on the surface, in the vadose zone, and through the aquifer. Current analytical, semi-analytical, and computer-based techniques are discussed. Both homogeneous and heterogeneous soils are analyzed. Offered alternately with Civil and Environmental Engineering 633—a complementary, but not identical, course.

ABEN 672 Drainage

Spring. 4 credits. Prerequisites: ABEN 471 and two calculus courses. S-U grades optional. Offered alternate years. Not offered 1996-97. Lects, M W F 10:10; lab, T 1:25-4:25. T. S. Steenhuis.

Theory of water and solute flow in aquifers, hillslopes, and the vadose zone as it relates to artificial drainage is discussed. Drainage design as it relates to agricultural land, landfills, and land application sites will be critically reviewed. The importance of preferential flow and matrix flow on water quality of drainage waters is examined. Laboratories are used for hands-on experience with measuring soil parameters and for actual drainage design.

ABEN 677 Treatment and Disposal of Agricultural Wastes

Spring. 3 credits. Prerequisite: permission of instructor. Lects, T R 2:30-3:45. W. J. Jewell.

Emphasis is on the causes of agricultural waste problems and the application of fundamentals of treatment and control methods to minimize related pollution. Fundamentals of biological, physical, and chemical pollution control methods are used in design problems with animal wastes, food production, and food and fiber processing. A semester-long design project is required.

ABEN 678 Nonpoint Source Models

Spring. 3 credits. Prerequisites: computer programming and calculus. Lects, M W F 2:30. D. A. Haith.

Development and programming of simulation models for management of water pollution from runoff and percolation. Emphasis is on prediction of water and chemical inputs to surface waters and groundwater. Applications include urban and rural runoff, lake eutrophication, groundwater waste loadings from land disposal sites, pesticides and nutrients in agricultural drainage, irrigation return flows, and watershed stream flow and sediment yield.

ABEN 685 Biological Engineering Analysis

Spring. 4 credits. Prerequisite: T&AM 310 or permission of instructor. Lects, M W F 11:15. J. R. Cooke.

Engineering problem-solving strategies and techniques are explored. Students solve several representative engineering problems that inherently involve biological properties. Emphasis is on formulation and solution of mathematical models and the interpretation of results. The student's knowledge of fundamental principles is used extensively.

ABEN 692 Pavement Engineering (also Civil and Environmental Engineering 643)

Spring. 4 credits. Limited to engineering seniors and graduate students. Prerequisite: one introductory course in soil mechanics or highway engineering. Lec, M F 2:30-4:25. L. H. Irwin.

Application of geotechnical engineering principles to the selection of materials and the design of highway and airfield pavements, computer-based methods for pavement design, structural evaluation of pavements, and pavement systems management. Topics of discussion will include bituminous mixture design; base courses; soil stabilization methods; seal-coat design; design of flexible and rigid pavements; pavement design for frost conditions; and pavement evaluation

using nondestructive test methods. Laboratory will provide a case study of pavement systems management.

ABEN 694 Graduate Special Topics in Agricultural and Biological Engineering

Fall or spring. 4 credits maximum. S-U grades optional. Hours to be arranged. ABEN graduate faculty.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

ABEN 697 Graduate Individual Study in Agricultural and Biological Engineering

Fall or spring. 1-6 credits. Prerequisite: permission of instructor. S-U grades optional. Hours to be arranged. ABEN graduate faculty.

Topics are arranged by the staff at the beginning of the term.

ABEN 700 General Seminar

Fall. No credit. S-U grades only. M (time to be announced). Staff.

Presentation and discussion of research and special developments in agricultural and biological engineering and related fields.

ABEN 750 Orientation for Research

Fall. 1 credit. Limited to newly joining graduate students. S-U grades only. Lects, first 7 weeks, R 3:35; remainder to be arranged. J. A. Bartsch.

An introduction to departmental research policy, programs, methodology, resources, and degree candidates' responsibilities and opportunities.

ABEN 754 Sociotechnical Aspects of Watershed Development (also ARME 754 and Government 644)

Spring. 2-3 credits. S-U grades optional. T. Steenhuis, M. Walter, N. Uphoff and R. Barker.

Examines watershed development and its relation to agriculture, irrigation and other activities within its boundaries. Emphasis on social, technical and economic processes within watersheds, including political and administrative aspects. Provides an opportunity to examine systematically the interaction of various aspects of watershed management and design in developing countries.

ABEN 771 Soil and Water Engineering Seminar

Fall and spring. 1-3 credits. Prerequisite: graduate status or permission of instructor. S-U grades optional. Hours to be arranged. T. S. Steenhuis.

Study and discussion of research or design procedures related to selected topics in irrigation, drainage, erosion control, hydrology, and water quality.

ABEN 775 Agricultural Waste Management Seminar

Spring. 1 credit. Limited to graduate students. Prerequisite: permission of instructor. S-U grades only. Hours to be arranged. Staff.

Management of agricultural wastes, with emphasis on physical, chemical, biological, and economic factors affecting waste production, treatment and handling, utilization, and disposal.

ABEN 781 Structures and Related Topics Seminar

Spring. 1 credit. Prerequisite: graduate status or permission of instructor. S-U grades only. Hours to be arranged. Staff. Advanced analysis and design of production systems with emphasis on structural and environmental requirements, biological responses, and economic considerations. Hours to be arranged.

ABEN 785 Biological Engineering Seminar

Spring. 1 credit. Prerequisite: graduate status or permission of instructor. S-U grades only. Hours to be arranged. J. R. Cooke. The interactions of engineering and biology, especially the environmental aspects of plant, animal, and human physiology, are examined in order to improve communication between engineers and biologists.

ABEN 800 Master's-level Thesis Research

Fall and spring. Credit to be arranged. Prerequisite: permission of adviser. S-U grades. ABEN graduate faculty.

ABEN 900 Graduate-level Thesis Research

Fall and spring. Credit to be arranged. Prerequisite: permission of adviser. S-U grades. ABEN graduate faculty. Variable credit for Ph.D. research before the "A" exam is passed.

ABEN 901 Doctoral-level Thesis Research

Fall and spring. Credit to be arranged. Prerequisite: passing of Admission Candidacy Exam and permission of adviser. S-U grades. ABEN graduate faculty.

AGRICULTURAL, RESOURCE, AND MANAGERIAL ECONOMICS

A. M. Novakovic, chair; D. J. Allee, B. L. Anderson, R. D. Aplin, R. Barker, N. L. Bills, R. N. Boisvert, J. R. Brake, D. L. Call, L. D. Chapman, R. D. Christy, G. J. Conneman, J. M. Conrad, H. de Gorter, E. E. Figueroa, G. A. German, D. A. Grossman, M. J. Hubbert, H. M. Kaiser, R. J. Kalter, W. A. Knoblauch, S. C. Kyle, E. L. LaDue, D. R. Lee, W. H. Lesser, E. W. McLaughlin, R. A. Milligan, T. D. Mount, G. L. Poe, T. T. Poleman, J. E. Pratt, C. Ranney, W. D. Schulze, D. Streeter, L. W. Tauer, W. G. Tomek, C. van Es, G. B. White, L. S. Willett

Courses by Subject

Farm management, finance, and production economics: 302, 402, 403, 404, 405, 406, 407, 408, 409, 605, 608, 708

Statistics, quantitative methods, and price analysis: 310, 410, 411, 412, 413, 415, 419, 710, 711, 712, 713, 717

Business management, law, and accounting: 220, 221, 320, 321, 323, 324, 325, 422, 424, 425, 426, 427, 428, 429

Public policy: 430, 431, 432, 630, 730, 731

Marketing and food distribution: 240, 340, 342, 346, 347, 443, 446, 447, 448, 449, 640, 641, 740, 741

Resource economics: 250, 450, 652, 750, 751, 754

Economics of development: 464, 660, 665, 763

General, contemporary issues, research, and other: 100, 380, 494, 497, 498, 499, 694, 698, 699, 700

Note: Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

ARME 100 Introduction to Global Economic Issues

Fall. 3 credits. Lects, M W F 11:15-12:05. W. D. Schulze.

The course begins with a survey of economic principles and then applies economic analysis to global issues such as: economic growth and the short and long term availability of natural resources; agriculture and population growth; business management, international trade, and global markets; and issues of global environmental management.

ARME 220 Introduction to Business Management

Spring. 3 credits. Lects, M W F 10:10-11 or 11:15-12:05; disc, M 2:30-4:25 (2 secs) or 7:30-9:25 p.m. (2 secs); T 8-9:55, or 2:30-4:25; W 10:10-12:05, 12:20-2:15, 2:30-4:25 (2 secs), or 7:30-9:25 p.m. (2 secs); R 8-9:55 or 2:30-4:25. In weeks when discs are held there will be no W lecture. 2 evening prelims. Staff.

An overview of management and business. Provides exposure to key management functions, a firm's internal and external environments, business ethics, forms of business ownership, some key concepts and tools in human resource management, financial management and marketing and important current issues such as quality, global competition, and corporate governance. Several guest executives.

ARME 221 Financial Accounting

Spring. 3 credits. Not open to freshmen. Lects, M F 11:15-12:05 or 12:20-1:10; sec, T 10:10-12:05 (2 secs), 12:20-2:15, or 2:30-4:25; W 10:10-12:05 (2 secs), 12:20-2:15 (2 secs), 2:30-4:25 (2 secs), or 7-9 p.m. (2 secs); or R 10:10-12:05, 12:20-2:15, or 2:30-4:25. 2 evening prelims and a comprehensive final. M. J. Hubbert.

A comprehensive introduction to financial accounting concepts and techniques, intended to provide a basic understanding of the accounting cycle, elements of financial statements, and statements interpretation. Elements examined include inventory, depreciation, internal control of assets, time value of money, notes, stocks, bonds, and the statement of cash flows. Limited use of a financial data base of publicly held companies.

ARME 240 Marketing

Fall. 3 credits. Lects, M W F 10:10-11; discs, M 2:30-4; T 12:20-1:50 or 2:30-4 (2 secs); W 2:30-4 (2 secs); R 12:20-1:50 (2 secs) or R 2:30-4 (2 secs); or F 10:10-11:40. 5 discussion sections are held during the semester. In weeks discussions are held, there will be no F lecture. E. W. McLaughlin.

This course provides a broad introduction to the fundamentals of marketing. We will explore the components of an organization's

strategic marketing program, including how to price, promote, and distribute goods, services, ideas, people, and places. We will examine specifically the central role played by changing consumers; our primary emphasis will be placed on consumer goods industries. Although examples will frequently be drawn from the food and agricultural system, the principles and concepts from this course will apply equally well to the marketing of goods and services in all sectors of the economy. Case studies, industry guest lectures, and current marketing applications from various companies will be presented and analyzed.

ARME 250 Natural Resource and Environmental Economics

Spring. 3 credits. Lects, T R 2:30-3:45. D. Chapman.

An introduction to the concepts and methods of analysis in the public and private use of resources. Subjects include the valuation of environmental resources and benefit-cost analysis. Major current economic problems such as economic incentives in environmental policy, endangered species protection, forestry, energy use, world petroleum resources, and global warming. The growing world trade in resource-intensive manufactured products and the impact on income, employment, and pollution. Comparative resource use and environmental protection in industrialized and developing countries.

ARME 302 Farm Business Management

Fall. 4 credits. Not open to freshmen. This course is a prerequisite for ARME 402 and 405. Lects, M W F 9:05-9:55; sec, W or R 1:25-4:25. On days farms are visited, the section period is 1:25-6:00. W. A. Knoblauch.

An intensive study of planning, directing, organizing, and controlling a farm business, with emphasis on the tools of managerial analysis and decision making. Topics include financial statements, business analysis, budgeting, and acquisition, organization, and management of capital, labor, land, buildings and machinery.

ARME 310 Introductory Statistics

Fall, spring, or summer. 4 credits. Prerequisite: EDUC 115 or equivalent level of algebra. Lects, M W F 1:25-2:15; sec T 10:10-12:05, 12:20-2:15, or 2:30-4:25 (2 secs); W 11:15-1:10 or 2:30-4:25 (2 secs); or R 12:20-2:15 or 2:30-4:25 (2 secs). 3 evening prelims. C. van Es.

An introduction to statistical methods. Topics to be covered include the descriptive analysis of data, probability concepts and distributions, estimation and hypothesis testing, regression, and correlation analysis. Applications from business, economics, and the biological sciences are used to illustrate the methods covered in the course.

ARME 320 Business Law I

Fall. 3 credits. Limited to juniors, seniors, and graduate students. Lects, M W F 9:05-9:55. 1 evening prelim. D. A. Grossman. Consideration is given chiefly to legal problems of particular interest to persons who expect to engage in business. Emphasis is on the law pertaining to contracts, sales, agency, property, and the landlord-tenant relationship.

ARME 321 Business Law II

Spring. 3 credits. Limited to juniors, seniors, and graduate students. Prerequisite: a course in business law. Lects, T R 8:30-9:55. D. A. Grossman.

The first portion of this course examines legal issues in the formation and operation of business enterprises, particularly partnerships, corporations, and limited liability companies. The second portion of the course will review selected topics in business law, including employment discrimination, secured transactions, product liability, bankruptcy, and commercial paper.

ARME 323 Managerial Accounting

Fall. 3 credits. Prerequisite: ARME 221 or equivalent. Lects, M W 12:20-1:10; disc, R 10:10-12:05, 12:20-2:15 (2 secs), or 2:30-4:25 (2 secs); or F 10:10-12:05 or 12:20-2:15 (2 secs). 2 evening prelims, a third exam, and a project on an electronic spreadsheet. M. J. Hubbert.

An introduction to cost accounting that emphasizes the application of accounting concepts to managerial control and decision making. Major topics include product costing, standard costing, cost behavior, cost allocation, budgeting, inventory control, variance analysis, measuring divisional performance, and accounting systems in the manufacturing environment. Limited use of electronic spreadsheets.

ARME 324 Financial Management

Spring. 4 credits. Prerequisite: ARME 220 or equivalent. Recommended: ARME 221 and 310 or equivalents. Lects, M W F 9:05-9:55; disc, W 2:30-4:25 or R 9:05-11, 12:20-2:15, or 2:30-4:25, or F 10:10-12:05 or 12:20-2:15. 2 evening seminars. B. L. Anderson.

Focuses on three major questions facing management: how to evaluate capital investment decisions, how to raise the capital to finance the firm, and how to generate sufficient cash flows to meet the firm's cash obligations. Major topics include methods to analyze investment decisions, impact of taxes, techniques for handling risk and uncertainty, effects of inflation, sources and costs of debt and equity, capital structure, leverage, and working capital management. Microcomputers are used for analyzing financial problems. Previous computer experience is preferred, but optional instruction offered.

ARME 325 Personal Enterprise and Small Business Management

Spring. 3 credits. Limited to juniors and seniors. Prerequisites: ARME 220 and 221 or permission of instructor. Absolutely no adds or drops after second class meeting. Lec and disc times to be announced. D. Streeter.

Acquaints students with the changing role of small businesses in the global economy. Special emphasis on the problems of planning, starting, and managing a new business, including strategic planning, marketing, financing, and managing growth. Term project, development of a business plan, is done in groups assigned within discussion sections. Case studies and visiting entrepreneurs illustrate various small business issues.

[ARME 340 Futures and Options Trading

Spring. 3 credits. Prerequisites: ECON 101. Open by application only. S-U grades optional. Not offered 1995-96. Staff.

The focus of the course is on the use of agricultural financial futures and options as marketing and management tools. A primary objective is to understand how companies, financial institutions, and farm businesses can employ hedging strategies to manage risk.

Students will participate in a simulated trading exercise in which they will use real-time price and market information and input from industry experts to manage a hedge position.]

ARME 342 Marketing Management

Spring. 3 credits. Limited to juniors, seniors, and graduate students. Prerequisites: ARME 240 and ECON 101-102. Lects, M W F 10:10-11; disc, R 12:20-1:10 (2 secs) or 2:30-3:20 (2 secs); F 10:10-11 (2 secs), or 12:20-1:10 (2 secs). In weeks discs are held, there will be no F lecture. R. D. Christy.

Deals with the central link between marketing at the societal level and everyday consumption by the general public. As such, this course emphasizes the management aspects of marketing by considering consumer behavior, strategies in product and brand selection, pricing, promotion, sales forecasting, and channel selection. Identification and generation of economic data necessary for marketing decisions are considered. Public policy and ethical dimensions of marketing are examined.

ARME 346 Dairy Markets and Policy

Spring. 3 credits. Limited to juniors and seniors. Prerequisite: ECON 101 or equivalent. Offered alternate years. Offered spring 1996 and 1998. Not offered spring 1997. Lects, T R 8:30-9:55. H. M. Kaiser.

A survey of the structural and institutional characteristics of dairy markets and the analysis of policy issues, pricing systems, and government programs, including marketing orders, price supports, and import policies.

ARME 347 Marketing Fruits, Vegetables, and Ornamental Products

Fall. 3 credits. S-U grades optional. A 2-day field trip. Estimated cost of field trip, \$50. Lects, M W F 12:20-1:10. E. E. Figueroa.

A study of fruits, vegetables, and ornamental product marketing, including seasonal variations. Role of market intermediaries, role of government agencies, and the price discovery process. Discussion and description of horticultural product market orders in the U. S. The emerging importance of interregional and international markets.

ARME 380 Independent Honors Research in Social Science

Fall or spring. 1-6 credits. Limited to students who have met the requirements for the honors program. See "Honors Program" in CALS section of this catalog. Provides qualified students an opportunity to conduct original research under supervision. Information available in ARME undergrad program office in Warren Hall.

ARME 402 Advanced Farm Business Management

Spring. 3 credits. Prerequisite: ARME 302 or equivalent. Lects, M W 10:10-11; disc, W 1:25-3:20. R. A. Milligan.

Emphasis is on evaluating the profitability of alternative investments and enterprises. Principal topics include strategic planning, the effects of income taxes on investment decisions, capital investment analysis, computer applications to farm business management linear programming, forms of business organization, and financial risk and uncertainty. Previous computer experience is not required.

ARME 403 Farm Management Study Trip

Spring. 1 credit. Prerequisite: ARME 302. Open by application only. Lects, arranged. W. A. Knoblauch.

A special program to study production and management systems in diverse agricultural regions of the U.S. Includes a trip (usually taken during spring break) to the region being studied. A different region is visited each year. The course meets in advance of the study trip and upon return from trip. A paper, selected by the student, which further explores an aspect of the trip, is a requirement for completing the course.

ARME 404 Advanced Agricultural Finance Seminar

Spring. 2 credits. Limited to 16 seniors with extensive course work in farm management and farm finance. Open by application prior to March 1 of the year before the course is offered. W 3:35-5:30. E. L. LaDue.

A special program in agricultural finance, conducted with financial support from the Farm Credit System. Includes two days at Farm Credit Banks of Springfield, one week in Farm Credit Association offices, a field trip to observe FHA financing during fall term, a four-day trip to financial institutions in New York City during intersession, and an actual farm case analysis in the spring term.

ARME 405 Farm Finance

Spring. 4 credits. Prerequisite: ARME 302 or equivalent. Lects, M W F 9:05-9:55; disc, T 1:25-3:20. E. L. LaDue.

The principles and practices used in financing farm businesses, from the perspectives of the farmer and the farm lender. Topics include sources of capital, financing entry into agriculture, financial analysis of a business, capital management, financial statements, credit instruments, loan analysis, financial risk, and leasing.

ARME 406 Farm and Rural Real Estate Appraisal

Spring, weeks 7-15. 2 credits. Limited to 40 students. Prerequisites: ARME 302 or equivalent and permission of instructor. Lec, R 11:15-12:05; sec R 1:25-5:30. 6 half-day field trips, 1 all-day field trip. G. J. Conneman.

The basic concepts and principles involved in appraisal. Factors governing the price of farms and rural real estate and methods of valuation are studied. Practice in appraising farms and other rural properties.

ARME 407 Financial Management in Farming

Fall. 2 credits. Limited to ALS majors. Prerequisite: ARME 405. Lects, W M 1:25-2:15. J. R. Brake.

Financial markets and policies affecting agriculture and farmers. How money and capital markets affect credit cost and availability in agriculture. Insurance concepts for farmers. Financial considerations in starting to farm. Issues in choice of farm organizational structure. Present value concepts.

ARME 408 Seminar in Farm Business Decision Making

Fall (1 week in intersession). 1 credit. Prerequisites: ARME 302 and 405 or equivalent, and permission of instructor. M T W R F 8-5. G. J. Conneman.

Develops method of analyzing farm business management problems. Gives student experience in identifying alternatives in

problem solving. Provides opportunities to analyze and evaluate actual farm situations. Two field trips and intensive work with a farm family.

ARME 409 Farm Management Workshop

Fall. 1 credit. Limited to seniors and graduate students. T 12:20-2.
W. A. Knoblauch and staff.
Presentation of current topics in farm management, farm finance, and production economics. Participants take part in seminars where research, teaching, and extension program methodology and results are presented by faculty and graduate students. Students prepare a summary and evaluation of a recent research publication.

ARME 410 Business Statistics

Spring. 3 credits. Prerequisite: ARME 310 or equivalent. Lects, M W F 10:10-11.
C. Van Es.
This course focuses on four major topics used to analyze data from marketing research, business, and economics. Topics studied are: survey sampling procedures, contingency table analysis, time series and forecasting, and experimental design and ANOVA. The course will involve a research project designed to give experience in collecting and interpreting data.

ARME 411 Introduction to Econometrics

Spring. 3 credits. Prerequisite: ARME 310 or equivalent. Lects, T R 10:10-11:25.
L. S. Willett.
The course introduces students to basic econometric principles and the use of statistical procedures in empirical studies of economic models. Assumptions, properties, and problems encountered in the use of multiple regression procedures are discussed and simultaneous equation models are introduced. Students are required to specify, estimate, and report the results of an empirical model using econometric methods.

ARME 412 Introduction to Mathematical Programming

Fall. 3 credits. Primarily for juniors, seniors, and M.S. degree candidates. Prerequisite: ARME 310 or equivalent. Lects, T R 12:20-1:35. J. E. Pratt.
This is a course in applied linear programming. Following a review of linear algebra, the emphasis will be on formulation, specification, and interpretation of solutions to mathematical models of economic problems. Standard LP problems such as work scheduling, blending, resource allocation, capital budgeting, transportation and financial planning, inventory management, etc., will be studied. Integer and nonlinear programming will be introduced, if time permits.

ARME 413 Information Systems and Decision Models

Fall. 3 credits. Limited to juniors and seniors. Prerequisites: ABEN 102 or equivalent, ECON 101 or equivalent, and ARME 310. Lects, M W 10:10-11; lab, M 12:20-12:15 or 7:30-9:25 p.m.; T 12:20-2:15 or 2:30-4:25. L. S. Willett.
The focus of the course is on information systems and the quantitative approaches used in business decision making. The computer models presented enable the student to appreciate information systems, identify problems that can be analyzed with business decision making techniques, examine problems using analytical techniques, and gain a perspective for critiquing the decision making process.

ARME 415 Price Analysis

Spring. 3 credits. Prerequisites: ECON 313 or CEH 210 or equivalent, ARME 310 or equivalent. Lects, T R 2:30-4.
H. M. Kaiser.
The focus of this course is on the analysis of supply and demand characteristics of commodities with particular attention to agricultural products. Institutional aspects of pricing, temporal and spatial price relationships, price forecasting, and the economic consequences of pricing decisions are included.

[ARME 419 Expert Systems Workshop

Fall. 3 credits. Prerequisite: one computer use or programming course. Absolutely no adds or drops after second class meeting. Not offered fall 1995. Staff.
A hands-on introduction to the use of expert systems by business managers. Topics include the concepts behind knowledge-based applications, domain selection, knowledge engineering, representation, and processing, reasoning mechanisms, rule and object dynamics, and the integration of expert systems with quantitative models and computer databases. Students will work in groups to design, implement, and test an expert system relevant to a contemporary business problem. Interested students need not be proficient in computer programming to take this course.]

ARME 422 Estate Planning

Fall. 1 credit. Limited to juniors, seniors, and graduate students. S-U grades only. Lects, M 3:35-4:25. D. A. Grossman.
Fourteen sessions on the various aspects of estate-planning techniques. The law and use of trusts, the law of wills, federal and New York State estate and gift taxes, and substitutes for probate procedures are covered.

ARME 424 Business Policy

Fall. 3 credits. Limited to seniors majoring in business management and marketing. T R 9:05-10:35, 11:15-12:45 or 2:30-4:00.
R. D. Aplin.
An integrating course that examines business policy formulation and implementation from the standpoint of the general manager of an organization, focusing on decision making and leadership. The course is built around a series of cases. Several guest executives. Emphasizes improving oral and written communication skills.

ARME 425 Small Business Counseling

Fall. 4 credits. Limited to seniors. Prerequisite: ARME 325 or NBA 300 and permission of instructor. Lects, M W 2:30-4:25; disc, 2 hours per week, arranged. D. Streeter.
Students serve as counselors to small businesses in the central New York area and confront problems facing small personal enterprises. Encourages the application of business principles to an existing business and the witnessing of the results of firm-level decision making. Student teams meet with the business owners and course staff at arranged times during the semester.

ARME 426 Cooperative Management and Strategies

Spring. 3 credits. Recommended: ARME 220 or equivalent. Estimated cost of field trip, \$50. Lects, M W F 12:20-1:10. 2 day field trip required. B. L. Anderson.
Investigates the unique aspects of cooperative, membership, and not-for-profit organizations.

Issues are approached from the point of view of management, the board of directors, and members. Topics include characteristics of various types of business organizations, cooperative principles, legislation, taxation, as well as the unique nature of corporate strategies, management, financing, and marketing in cooperative, membership, and not-for-profit organizations. Primary focus is on operating cooperatives in agriculture although alternative types of cooperative organizations are discussed, such as: credit unions, insurance cooperatives, employee stock ownership plans, housing cooperatives, flexible manufacturing networks, consumer cooperatives, and membership organizations.

[ARME 427 Advanced Personal Enterprise Seminar

Spring. 3 credits. Limited to 18 seniors. Prerequisites: ARME 325 and 425. Open by application only. Not offered 1995-96. Staff.
Designed for seniors who have a demonstrated interest in starting or managing their own business. A discussion format is used to address current topics that will affect the success of business ventures. Students lead discussions, make presentations, study a business, industry, or issues, and prepare a major project documenting the results of their inquiry. Visits by current enterprise leaders will be an important aspect of the course.]

[ARME 428 Technology: Management and Economic Issues

Spring. 3 credits. Prerequisites: ECON 101-102, or permission of instructor. Limited to juniors and seniors. Not offered 1995-96. Lects, T R 10:10-11:25.
R. J. Kalter.
Designed to acquaint students with the role of technology in modern society, business, and education. Emphasis is placed on the context for managerial analysis and decisions with respect to technological adoption. Topics include the historical influence of technology on economic structure and activity, contemporary technological trends, implications for business managers, adoption and diffusion, public acceptance, implications for future structural and spatial organization of economic activity, impediments to technological advancement, and public policy considerations.]

[ARME 429 Small Business Advisory Group

Fall or spring. 2 credits. Prerequisites: Limited to seniors or graduate standing. ARME 424 and 425 or equivalents, or permission of instructor. S-U grades optional. Not offered 1995-96. Staff.
Course provides an opportunity for students to explore a diverse array of small business problems through working with local businesses. Approximately 10-12 businesses are advised by the group each semester. Students work in teams to visit the business and gather background information, and the business owner attends a class session to discuss his or her problems. Student teams then complete a detailed report and provide recommendations to the business owner, which are delivered in a final meeting with the owner at the business location.]

ARME 430 International Trade Policy

Spring. 3 credits. Prerequisites: ECON 101-102 or equivalents. Lects, T R 12:20-1:35. Optional disc to be arranged. D. R. Lee.

This course examines the economic principles underlying international trade and monetary policy, and the policies, practices, and institutions that influence trade and foreign exchange markets. Applications to current topics in international trade policy, to trade in primary commodities, and to both developed and developing countries are also emphasized.

ARME 431 Food and Agricultural Policies

Fall. 3 credits. Lects, T R 9:05-9:55; disc, R 11:15-12:05 or 1:25-2:15. H. de Gorter.

The course deals broadly with food and agricultural policies, including price support and storage or reserve policies, agricultural protection, soil conservation programs, the structure of agriculture, domestic food subsidy programs, environmental issues, and food safety. The importance of international trade and agricultural policies in other countries is emphasized.

[ARME 432 Economics of the Public Sector

Spring. 3 credits. Prerequisite: ECON 313 or CEH 210 or equivalent. Not offered 1995-96. Staff.

The application of economic concepts to the evaluation of the structure and performance of the public sectors of the economy. Emphasis on microeconomic analysis of public finance and public resource allocation. Principal topics: market failure, articulation of public choice and interests, evaluation of public decisions, and current public policy.]

ARME 443 Food-Industry Management

Fall. 4 credits. Limited to juniors and seniors. Prerequisite: ARME 448 or 342 or permission of instructor. Lects, T R 9:05-10:35; sec T 2-3:30. G. A. German.

A case-study approach is used to examine the application of management principles and concepts to marketing and distribution problems of the food industry. Cases covering new product introductions, merchandising strategies, and investment decisions are included. Guest speakers from the food industry present case-study solutions at the Tuesday session.

ARME 446 Food Marketing Colloquium

Fall. 1 credit. Limited to juniors and seniors with extensive course work in food industry management and marketing. Permission of the instructors. S-U grades only. R 3:35-5. G. A. German and E. W. McLaughlin.

ARME 446 and 447 have been developed as a two-semester special seminar that provides the weekly focus for the Food Marketing Fellows Program. The seminar will cover advanced topics in food marketing, many of which will have an important international dimension and will be presented by industry members. A number of field trips will be taken, including an international trip during January intersession and a five-day trip to the Food Marketing Institute Convention in Chicago during the first week in May. Students will prepare research topics on various aspects of the food industry.

ARME 447 Food Marketing Colloquium

Spring. 1 credit. Limited to juniors and seniors with extensive course work in food industry management and marketing. Permission of instructors. S-U grades only. R 3:35-5. G. A. German and E. W. McLaughlin.

ARME 446 and 447 have been developed as a two-semester special seminar that provides the weekly focus for the Food Marketing Fellows Program. The seminar will cover advanced topics in food marketing, many of which will have an important international dimension and will be presented by industry members. A number of field trips will be taken, including an international trip during January intersession and a five-day trip to the Food Marketing Institute Convention in Chicago during the first week in May. Students will prepare research topics on various aspects of the food industry.

ARME 448 Food Merchandising

Spring. 3 credits. Limited to juniors and seniors. Prerequisite: ARME 240. Lects, T R 12:20-1:35. G. A. German.

Merchandising principles and practices as they apply to food industry situations. The various elements of merchandising such as buying, pricing, advertising, promotion, display, store layout, profit planning and control, and merchandising strategy are examined in this course. The consequences of food industry trends and initiatives for other industry members, public policymakers, and consumers are considered.

ARME 449 Global Marketing Strategy

Fall. 2 credits. Prerequisite: ARME 342. W 2:30-4. E. W. McLaughlin.

This course will examine the marketing environment, opportunities, and challenges in the rapidly changing global marketplace. We will explore what factors are predictive of business success in various national markets and the means by which these factors can be incorporated into firm strategy. The focus of the course will be kept practical and managerial through liberal use of actual case studies and industry guests.

ARME 450 Resource Economics

Fall. 3 credits. Prerequisites: MATH 111 and ECON 313. Lects, M W F 2:30-3:20. J. M. Conrad.

Dynamic models of renewable, nonrenewable, and environmental resources will be constructed to examine market allocation and optimal resource management.

ARME 464 Economics of Agricultural Development

Spring. 3 credits. Prerequisites: ECON 101-102, or permission of instructor. Lects, T R 12:20-1:35. Staff.

This course is designed to provide an understanding of the economics of the agricultural sector in low-income countries. In addition, more general issues of economic development beyond the agricultural sector will be covered in order to provide the necessary context for an understanding of rural problems. Among the areas covered are the nature of development and technical change, welfare and income distribution, land reform, food and nutrition policy, food security and food aid, competition with more developed countries and international markets, the effect of U.S. policy on agricultural development, and the role of international institutions. Examples from a wide variety of developing countries will be used to illustrate the basis for economic analysis.

ARME 494 Undergraduate Special Topics in Agricultural, Resource, and Managerial Economics

Fall or spring. 4 credits maximum. S-U grades optional. Staff.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department.

ARME 497 Individual Study in Agricultural, Resource, and Managerial Economics

Fall or spring. Variable credit. S-U grades optional. Students must register with an Independent Study form (available in 140 Roberts Hall). Staff.

To be used for special projects designed by faculty members.

ARME 498 Supervised Teaching Experience

Fall or spring. 1-3 credits. Total of 4 credits maximum during undergraduate program. Students must register with an Independent Study form (available in 140 Roberts Hall). Staff.

Designed to give qualified undergraduates experience through actual involvement in planning and teaching courses under the supervision of department faculty. Students are expected to actually teach at least one hour per week for each credit awarded. Students cannot receive both pay and credit for the same hours of preparation and teaching.

ARME 499 Undergraduate Research

Fall, spring, or summer. 1-4 credits. Limited to students with grade-point averages of at least 2.7. Prerequisite: written permission of the staff member who will supervise the work and assign the grade. Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grades optional. Staff.

Permits outstanding undergraduates to carry out independent study of suitable problems under appropriate supervision. Students cannot receive both pay and credit for the same hours of work.

[ARME 605 Agricultural Finance and Capital Management

Fall. 3 credits. Prerequisite: ARME 405 or equivalent. Offered alternate years. Not offered fall 1995 and fall 1997; next offered fall 1996. \$25 charge for reading materials; no text. T R 8:40-9:55. E. L. LaDue and L. W. Tauer.

Advanced topics in capital management and financing of agriculture. Special emphasis on current issues. Example topics: farm-sector funds flows, financial risk and decision analysis, agricultural finance policy, financial intermediation and intermediaries, firm growth, inflation, loan evaluation, and selected topics on financing agriculture in developing countries.]

ARME 608 Production Economics

Fall. 3 credits. Recommended: ECON 313 and MATH 111 or equivalents. Lects, M W F 10:10-11. L. W. Tauer.

The theory of production economics with emphasis on applications to agriculture. Topics include the derivation, estimation, and use of production, cost, profit, demand, and supply functions. Production response over time and under risk is introduced.

ARME 630 Policy Analysis: Welfare Theory, Agriculture, and Trade

Spring. 4 credits. Prerequisites: ARME 608 or CE&H 603, ECON 313, or equivalent intermediate micro theory incorporating calculus. Lects, T R 8-9:55. H. de Gorter and staff.

The first half of the course surveys the theory of welfare economics as a foundation for public policy analysis. Major issues addressed include the problem of social welfare measurement, the choice of welfare criteria, and the choice of market or nonmarket allocation. Basic concepts covered include measurement of welfare change, including the compensation principle, consumer and producer surplus, willingness-to-pay measures, externalities, and the general theory of second-best optima. The second half of the course focuses on public policy analysis as applied to domestic agricultural policy and international trade. The domestic policy component examines major U.S. farm commodity programs and related food and macroeconomic policies and analyzes their effects on producers, consumers, and other groups. The international trade component examines the structure of world agricultural trade, analytical concepts of trade policy analysis, and the principal trade policies employed by countries in international markets.

ARME 640 Analysis of Agricultural Markets

Fall, weeks 1-7. 2 credits. Prerequisites: ARME 411 and 415 or equivalents. Lects, T R 2:30-4:25. W. G. Tomek.

This course is about markets for agricultural products. Focus is placed on identifying their distinguishing characteristics, establishing criteria for evaluating performance, analyzing models for price determination, and evaluating selected public-policy issues related to market performance.

ARME 641 Commodity Futures Markets

Fall, weeks 8-14. 2 credits. Prerequisites: ARME 411 and 415 or equivalents. Recommended: ARME 640. Lects, T R 2:30-4:25. W. G. Tomek.

This course is primarily about markets for agricultural futures contracts. Emphasis is placed on price behavior on cash and futures markets and the relationships among prices. These principles provide a foundation for a discussion of hedging, speculation, and public-policy issues.

ARME 652 Land Economics Problems

Fall or spring. 1 or more credits. Limited to graduate students. Prerequisite: permission of instructor. S-U grades optional. Hours to be arranged. D. J. Allee.

Special work on any subject in the field of land economics.

ARME 660 The World's Food

Spring. 3 credits. S-U grades optional. T R 12:20-1:40. T. T. Poleman.

Designed to introduce first-year graduate students to food economics, the world food situation, and the linkages between food, population, and employment in developing countries. Among the topics considered are the extent of hunger, income and dietary change, control of population growth, and the outlook for feeding an eventual population of 10-12 billion.

AG EC 665 Food and Nutrition Policy (also Nutritional Sciences 685)

Spring. 3 credits. Prerequisites: Introductory microeconomics and intermediate statistics (i.e. through multiple regression), or permission of instructor. S-U grades optional. Lects, M W 2:30-3:40. D. Sahn and P. Dorosh.

ARME 694 Graduate Special Topics in Agricultural, Resource, and Managerial Economics

Fall or spring. 4 credits maximum. S-U grades optional. Staff.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department.

ARME 698 Supervised Graduate Teaching Experience

Fall or spring. 1-3 credits. Total of 4 credits maximum during graduate program. Students must register with an Independent Study form (available in 140 Roberts Hall). Open only to graduate students. Undergraduates should enroll in ARME 498. S-U grades optional. Prerequisite: permission of instructor. Staff.

Designed to give graduate students teaching experience through involvement in planning and teaching courses under the supervision of departmental faculty members. The experience may include leading discussion sections, preparing, assisting in, or teaching lectures and laboratories, and tutoring. Students are expected to actually teach at least one hour per week for each credit awarded. Students cannot receive both pay and credit for the same hours of preparation and teaching.

ARME 699 M.P.S. Research

1-6 credits. Prerequisite: registration as an M.P.S. student. Credit is granted for the M.P.S. project report. Staff.

ARME 700 Individual Study in Agricultural, Resource, and Managerial Economics

Fall or spring. Limited to graduate students. S-U grades optional. Credit, class hours, and other details arranged with a faculty member. Staff.

This course is used for special projects designed by faculty members. More than one topic may be given each semester in different sections. The student must register in the section appropriate to the topic being covered; the section number is provided by the instructor.

ARME 708 Advanced Production Economics

Fall. 3 credits. Prerequisite: ARME 608, 710, or equivalents; ECON 509 is highly recommended. Offered alternate years. Offered fall 1995 and 1997. Not offered fall 1996. Hours to be arranged. R. N. Boisvert.

Theoretical and mathematical developments in production economics, with emphasis on estimating production relationships, scale economics, technical change, factor substitution. Developments in flexible functional forms, duality and dynamic adjustment models are emphasized. Discussions of other topics (risk, supply response, and household production functions) based on student interest.

ARME 710 Econometrics I

Spring. 4 credits. Prerequisite: matrix algebra and statistics at the level of BTRY 417 and 601 (BTRY 408-409 preferred). Undergraduates must have permission of instructor. Lects, T R 2:30-4:25. W. G. Tomek.

This intermediate-level course covers linear statistical models and associated estimators used in econometrics. Topics include dynamic and other stochastic regressor models, seemingly unrelated regression and simultaneous equation models, nonspherical

error terms, and specification errors and misspecification tests. Students seeking an introduction to econometrics should take ARME 411.

ARME 711 Econometrics II

Fall. 4 credits. Prerequisite: ARME 710 or equivalent. BTRY 417 recommended. Lects, T R 10:10-12:05. T. D. Mount.

Coverage beyond that of ARME 710 of linear regression models, including alternative methods of incorporating non-sample information and testing restrictions, diagnostic techniques for collinearity and influential observations, pooling data, stochastic coefficients, limited dependent variables and latent variables.

ARME 712 Quantitative Methods I

Fall. 4 credits. Prerequisite: some formal training in matrix algebra. A course at the level of BTRY 417 is highly recommended. Lects, M W 8-9:55. R. N. Boisvert.

A comprehensive treatment of linear programming and its extensions, including postoptimality analysis. Topics in nonlinear programming, including separable, spatial equilibrium and risk programming models. Input-output models and their role in social accounting matrices and computable general equilibrium models are discussed. Applications are made to agricultural, resource, and regional economic problems.

ARME 713 Quantitative Methods II

Spring. 4 credits. Prerequisites: ECON 509 and ARME 710. Lects, M W 9:05-11. J. M. Conrad and T. D. Mount.

This course is concerned with the analysis and optimization of dynamic systems. Course objectives are to (1) present the basic theory of dynamical systems and dynamic optimization, (2) introduce associated methods of numerical and econometric analysis, (3) review some applications of dynamic analysis from various subfields in economics, and thereby (4) equip students with basic theory and methods to perform applied research on dynamic allocation problems.

ARME 717 Research Methods in Agricultural Economics

Spring. 2 credits. Limited to graduate students. Hours to be announced. Staff.

Discussion of the research process and scientific method as applied in agricultural economics. Topics include problem identification, hypotheses, sources of data, sampling concepts and designs, methods of collecting data, questionnaire design and testing, field organization, and analysis of data. During the semester each student develops a research proposal that may be associated with his or her thesis.

ARME 730 Seminar on Agricultural Trade Policy

Spring. 3 credits. Limited to graduate students. Prerequisites: ARME 630. Offered alternate years. Offered spring 1996 and 1998. Not offered spring 1997. Hours to be arranged. D. R. Lee.

This course examines selected topics in the professional literature on agricultural trade policy and related topics, including trade liberalization, trade and environmental linkages, technological change and trade policy, and agricultural trade and development.

AG EC 731 Seminar on Agricultural Policy

Fall. 3 credits. Limited to graduate students. Offered alternate years. Offered fall 1995 and 1997. Not offered fall 1996. T R 12:20-1:50. H. de Gorter.

A review of the professional literature relating to agricultural policy issues and techniques appropriate to the analysis of such issues.

ARME 740 Agricultural Markets and Public Policy

Spring, weeks 1-7. 2 credits. Limited to graduate students. Prerequisite: familiarity with multiple regression techniques at the ARME 411 level or higher. Recommended: ARME 640. T R 12:20-2:15. W. H. Lesser.

Develops the concepts and methodology for applying and analyzing the effects of public-policy directives to the improvement of performance in the U.S. food marketing system prospective topics include a survey of industrial organization principles, antitrust and other legal controls, and coordination systems in agriculture. Topics can be adjusted to students' interests.

ARME 741 Space, Trade, and Commodity Analysis

Spring, weeks 8-14. 2 credits. Limited to graduate students. Recommended: ARME 412 or equivalent and ARME 640. T R 12:20-2:15. J. E. Pratt.

Principal topics are spatial micro-economics of the firm, spatial pricing and location decisions, the forms of spatial competition, and quantitative methods for spatial analyses, which include techniques for finding spatial equilibria and selected network optimization algorithms.

ARME 750 Resource Economics

Spring. 4 credits. Prerequisites: ECON 509 and 518, or ARME 713. Lec, T R 2:30-4:20. J. M. Conrad.

Optimal control and other methods of dynamic optimization will be used to study the allocation and management of natural resources.

ARME 751 Environmental Economics

Fall. 4 credits. Prerequisites: ECON 509 and 518, or ARME 713. S-U grades optional. Lec, T R 2:30-4:20.

J. M. Conrad and L. D. Chapman.

Economic theory will be applied to the problems of managing environmental quality. Static and dynamic models of externality, decisions to preserve or develop natural environments, and methods of valuation will be presented.

ARME 754 Sociotechnical Aspects of Watershed Development (also Agricultural and Biological Engineering 754, and Government 644)

Spring. 2 or 3 credits. S-U grades optional. W 7-9:30 p.m. T. Steenhuis, M. Walter, N. Uphoff, and staff.

Examines watershed development and its relation to agriculture, irrigation and other human activities within its boundaries. Emphasis on social, technical and economic processes within watersheds, including political and administrative aspects. Provides an opportunity to examine systematically the interaction of various aspects of watershed management and design in developing countries.

[ARME 763 Macro Policy in Developing Countries

Spring. 3 credits. Prerequisites: ECON 509, 510, 513 (may be taken concurrently), or permission of instructor. Offered alternate years. Not offered spring 1996 and 1998; next offered spring 1997. Lec, W 2-4:25. S. C. Kyle.

This course examines macroeconomic policies in developing countries and their interaction with economic growth, development, and stability. Theoretical models useful for analysis of macro policies will be covered as well as an examination of empirical studies. Emphasis will be on research topics of current interest to students and professionals in the field, particularly those relating to the interaction of macro policy with micro and sectoral analysis.]

ANIMAL SCIENCE

H. F. Hintz, chair; B. J. Appgar, R. E. Austic, D. E. Bauman, D. H. Beermann, A. W. Bell, R. W. Blake, Y. R. Boisclair, D. L. Brown, W. R. Butler, L. E. Chase, G. F. Combs, W. B. Currie, H. N. Erb, R. W. Everett, D. G. Fox, D. M. Galton, R. C. Gorewit, D. E. Hogue, P. A. Johnson, L. R. Jones, K. Keshavarz, X. G. Lei, E. A. Oltenacu, P. A. Oltenacu, J. E. Parks, A. N. Pell, E. J. Pollak, R. L. Quaas, S. M. Quirk, J. B. Russell, R. D. Smith, M. L. Thonney, D. R. Van Campen, P. J. Van Soest

AN SC 100 Domestic Animal Biology I

Fall. 4 credits. S-U grades optional. Lec, M W F 9:05; sec, T W or R 2-4:25. W. B. Currie, M. L. Thonney, and staff.

An introduction to the science of raising animals in the context of commercial animal production. Lectures and labs address the biology of economically important species (morphology, anatomy, and physiology) and application of the biology to the management of animals within major livestock industries. Topics covered include fundamentals of anatomy, regulatory mechanisms, vital systems, digestion, and metabolism. Students care for small numbers of cattle, sheep, pigs, and chickens in different phases of their life cycle to maximize hands-on contact. Living animals will be used noninvasively, and fresh organs and tissues from dead animals will be used in laboratories.

AN SC 105 Contemporary Perspectives of Animal Science

Spring. 1 credit. Limited to freshmen, sophomores, and first-year transfers. T 1:25 or W 12:20. R. C. Gorewit.

A forum to discuss the students' career planning and the contemporary and future role of animals in relation to human needs.

AN SC 150 Domestic Animal Biology II

Spring. 4 credits. S-U grades optional. Lec, M W F 9:05; lab/disc T W or R 2-4:25. W. R. Butler and staff.

Second of a two-semester sequence (100/150) applying the basic biology of growth, defense mechanisms, reproduction, and lactation to aspects of the production and care of domestic animals. Fresh tissues and organs from dead animals along with preserved specimens will be used in laboratories, exercises, and demonstrations.

AN SC 212 Animal Nutrition

Fall. 4 credits. Prerequisite: CHEM 104 or 208. Recommended: AN SC 100 and 150. Lec, M W F 10:10; lab, M T W R or F 1:25-4:25. A. W. Bell.

An introduction to animal nutrition, including digestive physiology and metabolism of livestock and other species; nutrient properties and requirements for different aspects of animal production; principles of feed evaluation and ration formulation. Laboratory classes include gastrointestinal tract dissections and a nutritional experiment performed on a laboratory or farm animal species.

[AN SC 213 Nutrition of Companion Animals

Spring, weeks 1-7. 1 credit. Prerequisite: AN SC 212 or equivalent. Offered alternate years. Next offered spring 1997. Lec, W 7:30-9:25 p.m. H. F. Hintz.

Nutrition of companion animals, with emphasis on the dog and cat. Digestive physiology, nutrient requirements, feeding practices, and interactions of nutrition and disease.]

AN SC 214 Nutrition of Exotic Animals

Spring, weeks 1-7. 1 credit. Prerequisite: AN SC 212. Offered alternate years. Offered spring 1996, 1998. Lec, W 7:30-9:25 p.m. H. F. Hintz.

Principles of nutrition for exotic animals including birds and fish. Nutrient requirements, sources of nutrients, feeding management systems, and ration formulation will be discussed. Signs of nutrient deficiencies and excesses will be described.

AN SC 215 Exotic Avian Husbandry and Propagation

Spring. 2 credits. Limited to 100 students. Prerequisites: AN SC 100, 150 or Bio G 103, 104 or equivalent. Lec, M 2:30-4:30. J. Parks and D. Muscarella.

Natural history, care, management, health and breeding of exotic avian species with emphasis on psitticines (parrots and related species) and raptors (birds of prey). Lectures, demonstrations, and local field trips.

AN SC 221 Introductory Animal Genetics

Spring. 3 credits. Prerequisite: a year of college biology. Lec, T R 9:05; sec, T W R or F 2-4:25. E. J. Pollak.

An examination of basic genetic principles and their application to the improvement of domestic animals, with emphasis on the effects of selection on animal populations.

[AN SC 230 Poultry Biology

Spring. 3 credits. Prerequisites: AN SC 100 and 150 or introductory biology. Offered alternate years. Not offered spring 1996, 1998; next offered 1997. Lec, T R 11:15; lab, 2-4:25. R. E. Austic.

A course designed to acquaint the student with principles of avian biology and their application in the various aspects of poultry production. Some laboratory sessions involve dissection and/or the handling of live birds.]

AN SC 250 Dairy Cattle

Fall. 3 credits. S-U grade optional. Lec, T R 10:10; lab, T or R 1:25-4. D. M. Galton and K. Kramer.

Introduction to the background and scientific principles relating to dairy cattle production. Laboratories are designed to provide an understanding of production techniques. This course is a prerequisite for AN SC 351.

AN SC 251 Dairy Cattle Selection

Spring. 2 credits. Prerequisite: AN SC 250 or equivalent. Lab, W 12:20-4:25. D. M. Galton.

Emphasis on economical and type traits to be used in the selection and evaluation of dairy cattle, including breeding programs that lead to greater genetic progress and herd profitability. Practical sessions include planned trips to dairy herds.

AN SC 265 Horses

Spring. 3 credits. Prerequisites: AN SC 100 and 150 or permission of instructor. S-U grades optional. Lec, T R 10:10; lab, R 1:25-4:25. C. Collyer.

Selection, management, feeding, breeding, and training of light horses.

AN SC 290 Meat Science

Fall. 2 or 3 credits. Lec, T R 11:15; lab, M or R 12:20-3:20. D. H. Beermann and staff. Lecture only, 2 credits; lecture plus lab, 3 credits.

An introduction to meat science through a study of the structure, composition, and function of muscle and its conversion to meat. Properties of fresh and processed meat, microbiology, preservation, nutritive value, inspection, and sanitation are also studied. Laboratory exercises include anatomy, meat-animal slaughter, meat cutting, wholesale and retail cut identification, inspection, grading, curing, sausage manufacture and quality control. An all-day field trip to commercial meat plants is taken.

AN SC 300 Animal Reproduction and Development

Spring. 3 credits. Prerequisite: AN SC 100-150 or equivalent and one year of introductory biology. Lec, M W F 10:10. J. E. Parks.

Comparative anatomy and physiology of mammalian and avian reproduction, with emphasis on domestic and laboratory animals. Fertilization through embryonic development, pregnancy, and growth to sexual maturity; emphasis on physiological mechanisms and application to fertility regulation. Separate laboratory offered to demonstrate fundamental aspects of reproduction and reproductive technology.

AN SC 301 Animal Reproduction and Development Lab

Spring. 1 credit. Prerequisite: AN SC 100-150 or equivalent. Concurrent enrollment in or completion of AN SC 300 required to register. Labs, M W or F 1:25-4:25. Each lab limited to 30 students. J. E. Parks.

Demonstration of fundamental principles and applied aspects of mammalian and avian reproduction. A limited number of live animals will be used in some demonstrations. Dissection and examination of tissues from vertebrate animals will be included in selected laboratories.

AN SC 305 Farm Animal Behavior (also BIOAP 312)

Spring. 2 credits. Prerequisites: introductory course in animal physiology; at least one animal production course or equivalent experience is recommended. S-U grades optional. Lec, T R 11:15.

E. A. Oltenacu and K. A. Houpt.

The behavior of production species (avian and mammalian) influences the success of any management program. Students study behaviors relating to feeding, reproduction,

and social interactions of domestic animals and their physiological basis. Management systems for commercial livestock production and their implications for animal behavior and welfare are stressed.

AN SC 312 Applied Cattle Nutrition

Spring. 4 credits. Prerequisites: AN SC 100 and 212 (or equivalent). Lec, M W F 10:10; lab, M 1:25-4:25, T 9:05-12. D. G. Fox.

An applied approach to predicting nutrient requirements and feed utilization to meet requirements with wide variations in cattle type, feed composition, and environmental conditions. Dairy cattle are emphasized. Nutrient management to minimize cost of production and environmental effects is discussed. Computer models are used in the laboratory to apply the information presented in lectures, including evaluation of feeding programs on case study farms.

AN SC 321 Applied Animal Genetics-Lecture

Spring. 1 credit. Prerequisite: AN SC 221 or equivalent. Lec, M 9:05. P. A. Oltenacu and E. J. Pollak.

Topics of interest related to the genetic definition and control of qualitative and quantitative traits in various species of animals are presented. Current animal improvement strategies as well as challenges presented by new developments in reproductive biology and molecular genetics are addressed in a lecture discussion-type format.

AN SC 322 Applied Animal Genetics-Laboratory

Spring. 1 credit. Prerequisite: concurrent registration in AN SC 321 or instructor's permission. M 2-4:25. P. A. Oltenacu and E. J. Pollak.

Many genetic concepts addressed in AN SC 321 are explored in depth using a computer-assisted instruction environment. Mendelian inheritance of qualitative traits, detection of carriers of recessive genes, artificial selection, inbreeding and heterosis, design and evaluation of genetic improvement and conservation programs, and role of population size are among the topics considered.

AN SC 330 Commercial Poultry Production

Spring. 2 credits. Prerequisites: AN SC 100, 150, and 230 or permission of instructor. Offered alternate years. Not offered 1997. Next offered spring 1996. Lec, F 2-4 (occasional field trips run past 4 p.m.) K. Keshavarz.

The course emphasizes production and business management aspects of commercial poultry farm operation and is designed to acquaint the student with current technology involved in commercial poultry production.

AN SC 341 Physiology of Lactation

Spring. 3 credits. Prerequisite: AN SC 150 or AN SC 300 or equivalent. Lec, T R 9:05; lab R 2-4:25. Staff.

The physiology of milk production is covered with emphasis on mammary gland development, anatomy, hormonal control of milk secretion, and the biosynthesis of milk constituents. The dairy cow serves as the model system, but all livestock species are considered.

AN SC 351 Dairy Herd Management

Spring. 4 credits. Prerequisites: AN SC 250 or permission of instructor. Recommended: ARME 302. Lec, M W F 11:15; labs, M or T 1:25-4:25, and F (alternate weeks) 1:25-4:25. D. M. Galton and staff. Application of scientific principles to practical herd management with components of reproduction, milking, housing, records, and production economics. Laboratories emphasize practical applications, analyses of alternatives, decision making, field trips, and discussion.

AN SC 360 Beef Cattle

Spring. 3 credits. Limited to 32 students. Lec, T R 10:10; lab, W 2-4:25. M. L. Thonney.

Emphasis is on the management of reproduction, nutrition, and selection in beef cattle enterprises. A cattle growth model is studied. Laboratories acquaint students with the management skills through computerized simulations and working directly with cattle. Students are required to spend several days during the semester feeding and caring for cattle and observing calving.

AN SC 370 Swine Nutrition and Management

Fall. 3 credits. Recommended: AN SC 212. Enrollment limited to 20 students. Offered alternate years. Not offered fall 1996, 1998. Next offered fall 1995. Lec, T R 11:15; lab, T 2-4:25. X. G. Lei and K. Roneker.

This course will focus on swine nutrition, feeding, and general management. Digestive and metabolic development, interaction of pigs, people, and environment, and current swine nutrition and biotechnology research will also be covered. Laboratory practice, animal project, and problem troubleshooting will be offered.

AN SC 380 Sheep

Fall. 3 credits. Lec, T R 9:05; sec, W 1:25-4:25 every other week. D. E. Hogue.

The breeding, feeding, management, and selection of sheep from a production-system approach. Lectures and laboratories are designed to give students a practical knowledge of sheep production as well as the scientific background for improved practices.

AN SC 392 Animal Growth Biology

Fall. 2 credits. Not open to freshmen; sophomores by permission of instructor only. Prerequisites: one year of college biology and one course in animal or human physiology, AN SC 212 and 221. Lec, R 1:25-3:20; sec, F 1:25-2:15. D. H. Beermann and staff.

A detailed discussion of the morphological and physiological aspects of growth of domestic and laboratory animals. Overview of the cell cycle and early embryo growth regulation, differentiation and cellular aspects of tissue development and growth, maternal influences on fetal growth and allometric patterns of postnatal growth are discussed. Endocrine, genetic and nutritional influences on protein and lipid metabolism, nutrient requirements and composition of growth will be emphasized.

AN SC 400 Tropical Livestock Production

Spring. 3 credits. Prerequisite: Upperclass standing. Lec, T R 9:05; disc W 1:25-3:20.
R. W. Blake.

An analysis of constraints on livestock production in developing countries of the tropics, economic objectives and risk, and production methods. Emphasis is on strategic use of animal and plant resources, animal performance with inputs restricted, decision making, and alternative systems of production. Principles, real examples, independent study projects, and classroom interactions will aid problem-solving efforts to improve food security.

AN SC 401 Dairy Production Seminar

Spring. 1 credit. Limited to juniors and seniors. Disc, M 7 p.m. D. E. Baumann. Students, with the help of faculty members, complete a study of the research literature on topics of current interest in the dairy industry. Students then make an oral and a written report on their topic with emphasis on integrating theory and practice.

AN SC 402 Seminar in Animal Sciences

Spring. 1 credit. Limited to juniors and seniors. May be repeated. S-U grades optional. Lec, M 4:30. P. A. Johnson and W. B. Currie.

Review of literature pertinent to topics of animal science or reports of undergraduate research and Honors projects. Students present oral reports of their work for class discussion in addition to written reports.

[AN SC 403 Tropical Forages

Spring. 2 credits. Limited to seniors and graduate students except by permission of instructor. Prerequisites: crop production and livestock nutrition. Offered alternate years. Not offered 1996, 1998. Next offered spring, 1997. Lec, T R 12:20.
P. J. Van Soest.

An overview of tropical grasslands, seeded pastures, and crop residues as feed resources; grass and legume characteristics; establishment and management of pastures; determination of feeding value forages and crop residues; physiology of digestion of ruminants that affects feeding behavior of various species; problems of chemical inhibitors in plants; and utilization of tropical forages as hay or silage.]

AN SC 410 Nutritional Physiology and Metabolism

Fall. 3 credits. Prerequisites: biochemistry and physiology. M W F 11:15.
R. E. Austic and D. E. Bauman.

A fundamental approach to nutrition focusing on the metabolism as well as the biochemical and physiological functions of the known nutrients. The basic principles of nutritional physiology are elaborated with examples drawn from a broad range of species, including humans.

AN SC 414 Ethics in Animal Science

Fall. 2 credits. Enrollment limited to 40 students. Lec, M 12:20; disc. W or F 12:20-1:10. A. van Tienhoven and D. J. Cherney.

The course explores the ethical principles of using animals for food, research, exhibition, and recreation. Students are assigned weekly readings. The members will discuss the readings each week. The format is a no-holds-barred, but congenial-type discussion.

Each student will write a book review to be handed in mid-semester. One afternoon field trip is planned.

AN SC 415 Poultry Nutrition

Spring. 1 credit. Prerequisite: AN SC 410 or permission of instructor. Lec, F 11:15.
R. E. Austic and K. Keshavarz.

A practical consideration of principles of nutrition applied to feeding poultry, including use of linear programming techniques in diet formulation.

AN SC 420 Quantitative Animal Genetics

Fall. 2 credits. Prerequisite: AN SC 221 or equivalent. Limited to 30 students. Lec, T 11:15; sec, R 2-4:25. E. J. Pollak.

A consideration of problems involved in improvement of animals through application of the theory of quantitative genetics, with emphasis on genetic evaluation and analysis of data for genetic parameters.

AN SC 425 Gamete Physiology and Fertilization

Fall. 2 credits. Limited to 50 students. Prerequisite: AN SC 300 or equivalent. Offered alternate years. Offered fall 1995, 1997. Lec, R 2:30-4:25. J. E. Parks.

Study of the formation, growth, differentiation, and maturation of mammalian sperm and oocytes; gamete transport and interaction with male and female reproductive tracts; and cytological, physiological, and molecular changes required for fertilization. Lecture, discussion, and demonstration of selected aspects of gamete physiology and *in vitro* technologies such as oocyte maturation and fertilization.

AN SC 427 Fundamentals of Endocrinology

Fall. 3 credits. Prerequisite: animal or human physiology or permission of instructor. Lec, M W F 9:05.
P. A. Johnson.

Physiology and regulation of endocrine secretions. Neuroendocrine, reproductive, growth, and metabolic aspects of endocrinology are emphasized. Examples are selected from many animals, including humans.

AN SC 455 Dairy Nutrition and Health

Fall. 3 credits. Prerequisite: AN SC 351 and permission of instructor. Lec, M W 4:30; lab, M or T 1:25-4:25; and F (alternative weeks) 1:25-4:25.
D. M. Galton and K. Kramer.

Application of scientific principles to practical herd management with components of nutrition and herd health. Laboratories emphasize practical applications, analyses of alternatives, decision making, field trips, and discussion.

AN SC 456 Dairy Management Fellowship

Spring. 2 credits. Limited to seniors. Prerequisites: AN SC 351 and 455, and permission of instructor. S-U grades only. Hours to be arranged. D. M. Galton and K. Kramer.

The program is designed for undergraduates who have a sincere interest in dairy farm management. Objectives are to gain further understanding of the integration and application of dairy farm management principles and programs with respect to dairy farmers' objectives and methodology, to expand the concept of team approach in the development and implementation of management programs, and to gain further

understanding of the role of research and industry in agriculture.

AN SC 457 Livestock Fellowship

Spring. 2 credits. Prerequisite: permission of instructor. S-U grades only. Lec, F 1:00-4:25. D. E. Hogue.

A program for students with particular interests in meat animal production, beef cattle, sheep, and swine. Objectives are to gain a more thorough understanding of the production of these species and their integration in various farm management situations. Students will participate in extension education programs and have contact with representative livestock producers as well as the agribusiness organizations important to livestock production.

AN SC 490 Commercial Meat Processing

Spring. 2 or 3 credits. Prerequisite: AN SC 290 or permission of instructor. Offered alternate years. Offered spring 1996, 1998. Lec, T R 9:05; lab, T 1:25-4:25. Lecture only, 2 credits; lecture and lab, 3 credits. Field trip to commercial meat processing plants. D. H. Beermann.

A study of the classification, formulation, and production of commercially available processed meat products. Physical and chemical characteristics of meat and nonmeat ingredients; their functional properties; various processing methodologies; microbiology; packaging, handling, and storage; and quality assurance are discussed.

AN SC 494 Special Topics in Animal Science

Fall or spring. 4 credits maximum. Prerequisite: undergraduate standing. S-U grades optional. Staff.

The department teaches "trial" courses under this number. Offerings vary by semester and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

AN SC 496 Animal Sciences Honors Seminar

Fall weeks 1-8. 1 credit. S-U grades only. Students must be accepted into the Animal Sciences Honors Program. Disc, M 2:30-4:00. W. B. Currie.

The course is designed to provide information and guidance for students enrolled in the honors program in animal sciences and expecting to complete an honors thesis. The following topics will be presented and discussed: requirements and expectations of the honors program, formulating hypotheses, the scientific method, literature search techniques ethics in science, and scientific communication. Students are required to make verbal presentations.

AN SC 497 Individual Study in Animal Science

Fall or spring. 1-3 credits; may be repeated for credit. Intended for students in animal sciences. Prerequisite: permission of instructor. Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grades optional. Staff.

May include individual tutorial study or a lecture topic selected by a professor. Since topics may change, the course may be repeated for credit.

AN SC 498 Undergraduate Teaching

Fall or spring. 1, 2 or 3 credits; limited to two experiences during undergraduate career. Limited to students with grade-point averages of at least 2.7. Students must register with an Independent Study form (available in 140 Roberts Hall).

Designed to consolidate the student's knowledge. A participating student assists in teaching a course allied with the student's education and experience. The student is expected to meet regularly with a discussion or laboratory section, to gain teaching experience, and regularly to discuss teaching objectives, techniques, and subject matter with the professor in charge.

AN SC 499 Undergraduate Research

Fall or spring. 6 credits maximum during undergraduate career. Not open to students who have earned 6 or more undergraduate research credits elsewhere in the college. Limited to juniors and seniors with grade-point averages of at least 2.7. Students must register with an Independent Study form (available in 140 Roberts Hall).

Affords opportunities for students to carry out independent research under appropriate supervision. Each student is expected to review pertinent literature, prepare a project outline, conduct the research, and prepare a report.

AN SC 601 Amino Acids (also NS 601)

Spring. 2 credits. Prerequisites: physiology, biochemistry, and nutrition. Offered alternate years. Not offered spring 1997; next offered spring 1996. Lecs, W F 12:20. R. E. Austic.

A course emphasizing the dynamic aspects of protein digestion and absorption, amino acid transport and amino acid and nitrogen metabolism, and their relationships to the requirements for amino acids.

AN SC 604 Vitamins

Fall. 2 credits. Lec, T R 10:10. G. F. Combs, Jr.

The biochemical, physiological, and clinical aspects of the vitamins presented in an interactive discussion-based format.

[AN SC 605 Forage, Fiber, and the Rumen

Spring. 4 credits. Prerequisites: either general nutrition and biochemistry or permission of instructor. S-U grades optional. Offered alternate years. Not offered spring 1996 and 1998; next offered spring 1997. Lecs, M W F 12:20; disc, W 11:15 or F 1:25. D. J. Van Soest.

Ruminant nutrition; lower-tract fermentation in monogastrics; nutritional biochemistry of forage plants, fiber, and cellulosic material.]

AN SC 606 Ruminant Nutrition: Microbial Ecology and Forage Chemistry

Spring. 4 credits. Prerequisites: General nutrition or biochemistry or permission of instructor. May not be taken after AN SC 605. S-U grades optional. Lecs, M W F 12:20; disc, W 11:15 or F 1:25. A. N. Pell. Ruminant nutrition, microbial ecology, fiber digestion, forage chemistry, and rumen function.

AN SC 610 Seminar

Fall and spring. 1 credit. S-U grades only.

AN SC 613 Forage Analysis

Spring. 2 credits. Prerequisite: permission of instructor. S-U grades optional. Not offered spring 1996 and 1998; next offered spring 1997. Lab, R 2-4. P. J. Van Soest.

Chemical composition and nutritive evaluation of forage plants and related materials. The course includes a term paper summarizing results of independent laboratory study of either materials or methods.]

AN SC 619 Field of Nutrition Seminar

Fall and spring. No credit. No grades given.

Lectures on current research in nutrition.

AN SC 620 Seminar in Animal Breeding

Fall and spring. 1 credit. Limited to graduate students with a major or minor in animal breeding. S-U grades only. Hours to be arranged.

AN SC 621 Seminar: Endo/Reprod Biology

Fall and spring. 1 credit. Prerequisites: Permission of instructor. Registration limited to graduate students. S-U grades only. Lec, W 4:00. W. R. Butler and staff.

Current research in reproductive physiology is presented by staff members, graduate students, and visitors.

[AN SC 630 Bioenergetics/Nutritional Physiology

Spring. 3 credits. Prerequisites: AN SC 410 and biochemistry or physiology, or permission of instructor. S-U grades optional. Offered alternate years. Next offered spring 1997. Lec, M W F 10:10. A. W. Bell and D. E. Bauman.

An integrated systems approach to the nutritional physiology and energy metabolism of productive animals. Emphasis on extracellular regulation of tissue and organ metabolism of specific nutrients in relation to pregnancy, lactation, and growth. Critical discussion of techniques and approaches to the study of animal bioenergetics.]

AN SC 640 Individual Study in Animal Science

Fall or spring. 1 or more credits. S-U grades optional. Hours to be arranged. Staff.

Study of topics in animal science more advanced than, or different from, other courses. Subject matter depends on interests of students and availability of staff.

AN SC 694 Special Topics in Animal Science

Fall or spring. 4 credits maximum. Prerequisite: graduate standing. S-U grades optional.

The department teaches "trial" courses under this number. Offerings vary by semester and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

AN SC 720 Advanced Quantitative Genetics

Spring. 3 credits. Prerequisites: matrix algebra, linear models, and mathematical statistics. S-U grades optional. Offered alternate years. Not offered spring 1997; next offered spring 1996, 1998. Hours to be arranged. R. L. Quaas.

Estimation of genetic and environmental parameters required to design efficient

selection programs. Emphasis is given to interpretation of experimental and survey data with unequal subclass numbers, and prediction of genetic progress resulting from alternative selection methods.]

AN SC 800 Master's-Level Thesis Research

Fall or spring. Credit to be arranged. Prerequisite: permission of adviser. S-U grades optional. Graduate faculty.

For students admitted specifically to a Master's program.

AN SC 900 Graduate-Level Thesis Research

Fall or spring. Credit to be arranged. Prerequisite: permission of adviser. S-U grades optional. Graduate faculty.

For students in a Ph.D. program **only before** the 'A' exam has been passed.

AN SC 901 Doctoral-Level Thesis Research

Fall or spring. Credit to be arranged. Prerequisite: permission of adviser.

S-U grades optional. Graduate faculty. For students admitted to candidacy after the 'A' exam has been passed.

Related Courses in Other Departments

Introductory Animal Physiology (BIOAP 311)
Introductory Animal Physiology Laboratory (BIOAP 319)

Milk Quality (FOOD 351)

Agriculture in the Developing Nations (INTAG 602)

Lipids (NS 602)

Basic Immunology, Lectures (BIOBM 305)

Basic Immunology, Laboratory (BIOBM 307)

BIOLOGICAL SCIENCES

The program of study in biology is offered by the Division of Biological Sciences. For course descriptions, see the section on the Division of Biological Sciences.

BIOMETRY AND STATISTICS

C. E. McCulloch, chair; N. S. Altman, G. Casella, C. Castillo-Chavez, G. A. Churchill, S. J. Schwager, S. R. Searle

Courses in biometry and statistics are offered by the Biometrics Unit in the Department of Plant Breeding and Biometry.

BTRY 102 Introduction to Biometry

Fall. 3 credits. S-U grades optional. Prerequisites: ALS 115 or equivalent.

An introductory survey course in the use of mathematics, computing, and probability and statistics in the biological sciences. Case studies are used to develop the ideas of statistics, curve fitting, elementary matrix algebra, basic probability, and differentiation. Selected topics in differential and difference equations and integration will also be covered. A symbolic mathematics and graphics package (e.g., Maple or Mathematica) will be taught and used throughout the course.

BTRY 200 Statistics and the World We Live In

Spring. 3 credits.

Major concepts and approaches of statistics are presented at an introductory level. Three broad areas are covered: collecting data,

organizing data, and drawing conclusions from data. Topics include sampling, statistical experimentation and design, measurement, tables, graphs, measures of center and spread, probability, the normal curve, confidence intervals, and statistical tests.

BTRY 215 Introduction to Statistical Methods

Fall. 3 credits. Prerequisite: BTRY 200 is recommended for students with no prior experience in data collection and interpretation.

Statistical methods are developed and used to analyze data arising from the biological sciences. Topics include point and confidence interval estimation, hypothesis testing, t-tests, correlation, simple linear regression, and analysis of variance and multiple regression. Statistical computing is taught and used throughout the course. Emphasis is on proper use of statistical methodology and interpretation of statistical analyses.

BTRY 408 Theory of Probability

Fall. 4 credits. Prerequisite: MATH 112, 122, or 192, or permission of instructor.

An introduction to probability theory: foundations, combinatorics, random variables and their probability distributions, expectations, generating functions, and limit theory. Biological and statistical applications are the focus. Can serve as either a one-semester introduction to probability or a foundation for a course in the theory of statistics.

BTRY 409 Theory of Statistics

Spring. 4 credits. Prerequisite: BTRY 408 or equivalent.

The concepts developed in BTRY 408 are applied to provide an introduction to the classical theory of parametric statistical inference. Topics include sampling distributions, parameter estimation, hypothesis testing, and linear regression. Students seeking applied courses in statistical methodology should consider BTRY 601-602 or BTRY 215.

BTRY 417 Matrix Algebra

Fall. 3 credits. Prerequisite: precalculus mathematics.

Definitions, basic operations and arithmetic, determinants, and the inverse matrix. Rank, linear dependence, canonical forms, linear equations, generalized inverses and eigenroots and vectors. Emphasis is on understanding basic ideas and on developing skills for applying matrix algebra.

[BTRY 451 Mathematical Modeling of Populations

Fall. 3 credits. S-U grades optional. Prerequisites: MATH 111 and 112, or equivalent. Offered alternate years. Not offered 1995-96.

This course concentrates in the analysis and simulation of mathematical models, and it will focus in the study of models relevant to population genetics and population biology. Mathematical techniques that are relevant to these areas will be presented. The course will emphasize stochastic and deterministic models. Computer simulations and the use of mathematical packages will be an integral part of this course.]

BTRY 494 Undergraduate Special Topics in Biometry and Statistics

Fall or spring. 1-3 credits. S-U grades optional.

A course of lectures selected by the faculty. Because topics usually change from year to year, this course may be repeated for credit.

BTRY 495 Statistical Consulting

Spring. 2 credits. S-U grades only. Limited to undergraduates. Prerequisites or co-requisites: BTRY 409 and 602 and permission of instructor.

Participation in the Biometrics Unit consulting service: faculty-supervised statistical consulting with researchers from other disciplines. Discussion sessions for joint consideration of selected consultations encountered during previous weeks.

BTRY 497 Undergraduate Individual Study in Biometry and Statistics

Fall or spring. 1-3 credits. S-U grades optional. Students must register with an Independent Study form (available in 140 Roberts Hall).

Consists of individual tutorial study selected by the faculty. Because topics usually change from year to year, this course may be repeated for credit.

BTRY 498 Undergraduate Supervised Teaching

Fall or spring. 2 credits. S-U grades only. Students must register with an Independent Study form (available in 140 Roberts Hall).

Students assist in teaching a course appropriate to their previous training. Students will meet with a discussion or laboratory section and regularly discuss objectives with the course instructor.

BTRY 499 Undergraduate Research

Fall or spring. 1-3 credits. S-U grades optional. Limited to statistics and biometry undergraduates. Prerequisite: permission of faculty member directing research. Students must register with an Independent Study form (available in 140 Roberts Hall).

BTRY 600 Statistics Seminar

Fall or spring. 1 credit. S-U grades only.

BTRY 601 Statistical Methods I

Fall and summer. 4 credits. Limited to graduate students; others by permission of the instructor.

Statistical methods are developed and used to analyze data arising from a wide variety of applications. Topics include descriptive statistics, point and interval estimation, hypothesis testing, inference for a single population, comparisons between two populations, one- and two-way analysis of variance, comparisons among population means, analysis of categorical data, and correlation and regression analysis. Interactive computing is introduced through MINITAB statistical software. Emphasis is on basic principles and criteria for selection of statistical techniques.

BTRY 602 Statistical Methods II

Spring. 4 credits. Limited to graduate students; others by permission of instructor. Prerequisite: BTRY 601 or equivalent.

A continuation of BTRY 601. Emphasis is on the use of multiple regression analysis, analysis of variance, and related techniques to analyze data in a variety of situations. Topics include an introduction to data collection techniques; least squares estimation; multiple regression; model selection techniques; detection of influential points, goodness-of-fit criteria; principles of experimental design; analysis of variance for a number of designs, including multi-way factorial, nested, and split plot designs; comparing two or more

regression lines; and analysis of covariance. Emphasis is on appropriate design of studies prior to data collection, and the appropriate application and interpretation of statistical techniques. For practical applications, computing is done with the MINITAB and SAS statistical packages.

[BTRY 603 Statistical Methods III

Fall or spring. 3 credits. Prerequisite: BTRY 601 and 602 or permission of instructor. Offered alternate years. Not offered 1995-96; next offered Spring 1997.

Categorical data analysis, including logistic regression, loglinear models, combining contingency tables, and applications to case control studies. Statistical aspects of survival analysis, and statistical analyses for clinical trials.]

BTRY 604 Statistical Methods IV: Applied Design

Fall or spring. 3 credits. Prerequisites: BTRY 601 and 602 or permission of instructor. Offered alternate years. Not offered 1996-97; next offered fall 1995.

Applications of experimental design including such advanced designs as split plots, incomplete blocks, fractional factorials. Use of the computer for both design and analysis will be stressed, with emphasis on solutions of real data problems.

[BTRY 605 Applied Regression Analysis

Fall, 1/3 of the term. 1 credit. Prerequisites: BTRY 409 and 602. Offered alternate years. Not offered 1995-96.

A continuation of BTRY 602, with emphasis on data analysis including logistic and nonlinear regression.]

[BTRY 606 Sampling Biological Populations

Fall, 1/3 of the term. 1 credit. Prerequisite: BTRY 601 or equivalent. Offered alternate years. Not offered 1995-96.

Standard methods of sample-survey design and estimation are presented, including stratified random sampling, cluster sampling, double sampling, and variable probability sampling. Special emphasis given to methods of particular utility or specifically designed for biological sampling. Examples are taken from forestry, fisheries, and other biological areas.]

BTRY 607 Nonparametric and Distribution-Free Statistical Methods

Spring, 1/3 of the term. 1 credit. S-U grades optional. Prerequisite: BTRY 601 or equivalent. Offered alternate years. Not offered 1996-97.

Nonparametric and distribution-free alternatives to normal-theory testing procedures are presented: sign or rank tests for one or two populations; analyses for completely randomized and randomized blocks designs; comparisons among several means; correlation and regression; goodness-of-fit; and tests based on randomization of the data.

BTRY 639 Epidemiology Seminar

Fall and spring. 1 credit, variable. S-U grades only. Permission of instructor. Sem, M 12.20. Staff.

This course will develop skills in the preparation and interpretation of epidemiological data by discussing current research topics and issues.

[BTRY 642 Advanced Mathematical Methods in Biometry and Statistics]

Spring. 3 credits. S-U grades optional. Prerequisites: MATH 411 or 421, or equivalent. Offered alternate years. Not offered 1995-96.

This advanced level course will cover classical mathematical methods that are useful in statistics, biometry, and biomathematics, with an introduction to MACSYMA. Topics include: Introduction to MACSYMA, complex numbers and their elementary properties, analytic functions, contour integration, special functions, asymptotic methods, generalized functions, and the Fourier transform. Techniques will be illustrated with examples drawn from statistics, biometry, and biomathematics.]

[BTRY 651 Mathematical Population Studies and Modeling]

Spring. 3 credits. S-U grades optional. Prerequisites: BTRY 408 and 417, or equivalent. BTRY 409 is recommended. Offered alternate years. Not offered 1995-96.

Model formulation, parameter estimation, and mathematical analysis of stochastic and deterministic models in population dynamics. Emphasis will be put on the interactions between human demography and sociology (human behavior), and their relationship to disease dynamics of microparasitic and macroparasitic infections. The process of pair formation and dissolution and their impact on demography, sociology, and epidemiology will also be studied.]

[BTRY 662 Mathematical Ecology]

Spring. 3 credits. Prerequisites: a year of calculus and a course in probability. Offered alternate years. Not offered 1995-96.

Mathematical and statistical analysis of populations and communities: theory and methods. Spatial and temporal pattern analysis, deterministic and stochastic models of population dynamics. Model formulation, parameter estimation, and simulation and analytical techniques.]

[BTRY 672 Topics in Environmental Statistics (also OR&IE 672)]

Fall and spring. 2 credits. S-U grades optional. Prerequisite: BTRY 601 or permission of the instructor.

This course is a discussion group focusing on statistical problems arising in the environmental sciences. These issues are explored in a number of different ways, such as student presentations of research papers, directed readings, and outside speakers.

[BTRY 694 Graduate Special Topics in Biometry and Statistics]

Fall or spring. 1-3 credits. S-U grades optional.

A course of lectures selected by the faculty. Because topics usually change from year to year, this course may be repeated for credit.

[BTRY 697 Individual Graduate Study in Biometry and Statistics]

Fall, spring, or summer. 1-3 credits. S-U grades optional.

Consists of individual tutorial study selected by the faculty. Since topics usually change from year to year, this course may be repeated for credit.

[BTRY 717 Linear Models]

Spring. 3 credits. S-U grades only. Prerequisites: BTRY 409 or equivalent and BTRY 417 and 602. Offered alternate years. Not offered 1995-96.

Analysis of variance and estimation procedures for unequal-subclass-numbers data. Cell means models for the 1-way classification, nested classifications, and the 2-way crossed classification, both with and without interactions; introduction to multinomial variables and the distribution of quadratic forms. The general linear model (in matrix and vector form), estimable functions, and testable hypotheses. Overparameterized models, restricted models, multifactor cases, covariables, computing.]

[BTRY 718 Variance Components]

Spring. 3 credits. S-U grades only. Prerequisite: BTRY 717. Offered alternate years. Not offered 1995-96.

Several methods of estimating variance components are explained and compared: for balanced data (equal subclass numbers), the analysis of variance method; for unbalanced data (unequal subclass numbers), the three Henderson methods and the methods of maximum likelihood, restricted maximum likelihood, and minimum norm quadratic unbiasedness. Also included: estimation from mixed models, prediction of random variables, the dispersion-mean model, and computer package output for variance component estimation.]

[BTRY 795 Statistical Consulting]

Fall and spring. 2 credits. S-U grades only. Limited to graduate students. Lec, W 1:25 and 1 hr. of consulting to be arranged. Staff.

Participation in the Biometrics Unit consulting service: faculty supervised statistical consulting with researchers from other disciplines. Discussion sessions for joint consideration of selected consultations encountered by the services during previous weeks. Since consultations usually change from semester to semester, the course may be repeated for credit.

[BTRY 800 Master's Level Thesis Research]

Fall or spring. Credit to be arranged. S-U grades only. Limited to candidates for graduate degrees. Prerequisite: permission of the graduate field member concerned.

Research at the M.S. level.

[BTRY 900 Graduate Level Dissertation Research]

Fall or spring. Credit to be arranged. S-U grades only. Limited to candidates for graduate degrees. Prerequisite: permission of the graduate field member concerned.

Research at the Ph.D. level.

[BTRY 901 Doctoral Level Dissertation Research]

Fall or spring. Credit to be arranged. S-U grades only.

COMMUNICATION

C. J. Glynn, chair; N. E. Awa, R. D. Colle, B. O. Earle, G. Gay, D. A. Grossman, J. E. Hardy, M. Korcock, B. Lewenstein, A. Marshall, D. G. McDonald, R. E. Ostman, T. M. Russo, C. Scherer, D. F. Schwartz, J. Shanahan, M. A. Shapiro, P. Stepp, R. B. Thompson, M. Toor, L. VanBuskirk, W. B. Ward, S. A. White, J. P. Yarbrough

The middle and last digits of course numbers are used to denote specific areas:

- 00-09 Speech communication
- 10-19 Interpersonal communication
- 20-29 Mass communication
- 30-39 Visual communication and graphic design
- 40-49 Electronic media
- 50-59 Journalistic writing
- 60-66 Professional writing
- 67-69 Editing
- 70-79 Communication planning and strategy (advertising and public relations)
- 80-89 Research methods and interdisciplinary courses
- 90-94 Special topics and seminars
- 95-99 Individualized study

Note: class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

[COMM 116 Theories of Human Communication]

Spring or summer. 3 credits. Not open to first-semester freshmen. S-U grades optional. Spring: lecs, M W F 12:20. A. Marshall.

Designed to introduce students to the basic areas of study common in communication theory and research. Basic ideas and theories about language, interpersonal communication, small-group communication, nonverbal communication, organizational communication, and the mass media will be covered.

[COMM 120 Understanding Mass Communication]

Fall. Lecs, M W 12:20-1:10; disc, R 9:05-9:55, 12:20-1:10 or 2:30-3:15 or F 9:05-9:55, 10:10-11:00, or 12:20-1:10. D. McDonald.

Mass communication and its impact. Emphasis on understanding contemporary mass communication through four approaches: the information revolution; living in the information society; contemporary research and theory; and implications of mass communication in understanding contemporary social issues.

[COMM 190 Communication Perspectives Seminar]

Fall. 1 credit. S-U grades optional. Lec, M 1:25-2:15. B. Earle.

Open to freshmen/transfer students in the Department of Communication. The course will provide an orientation to the department and university and serve as a forum to discuss contemporary and future roles of communication in society. Presentations by Cornell faculty and staff members, and by professionals in the field. Topics will be selected from areas such as new technology, constitutional and policy issues, career opportunities, professionalism and ethics, societal changes and implications.

COMM 191 Topics In Communication

Summer. 1-3 credits. Hours to be arranged. Staff.

Study of topics in communication at lower-division level. Special emphasis on topics reflecting the expertise of visiting faculty available in summer session and on topics suitable for entry-level college students.

COMM 201 Oral Communication

Fall, spring, or summer. 3 credits. Each section limited to 20 students (fall and spring) or 15 students (summer). Preference given to sophomores, juniors, and seniors. Fluency in spoken English is assumed. Students missing the first two class meetings without university excuse are dropped so others may register. No student will be added or dropped after the second week of classes. M. Korcok, T. Russo, R. Thompson, and staff.

Through theory and practice students develop self-confidence and competence in researching, organizing, and presenting material to audiences. Students give four graded speeches, write short papers, perform speaker evaluations, and engage in other speech-related activities.

COMM 203 Argumentation and Debate

Fall, spring, or summer. 3 credits. T R 10:10-11:35. P. Stepp.

The student will learn the principles of argumentation and the rules of debate. Classroom debates on the CEDA national topic will provide experience in critical thinking, rapid organization of thoughts, employment of research, and writing and speaking in a logical, persuasive manner.

COMM 204 Effective Listening

Fall, spring, or summer. 3 credits. Limited to 25 nonfreshman students per section. No students accepted or allowed to drop after the second week of classes. Lec, M 1:25-2:40; sec, W 1:25-2:40, 2:55-4:10; R 1:25-2:40; F 1:25-2:40. R. Thompson.

Lecture and sections are used to present an analysis of the process of listening, to identify barriers to effective listening, and to develop students' listening skills. Topics include audiology, cultural contexts, intercultural communication, linguistics, therapeutic listening, and critical analysis of information. Students are involved in skill-building exercises and in writing self-analytical papers, as well as attending seminars.

COMM 215 Introduction to Health Communication

Fall. 3 credits. Not open to freshmen. T R 2:30-3:45. A. Marshall.

The course provides an overview of health communication, examining topics such as physician-patient relationships, the role of support groups, communication in health care organizations, cultural differences in health beliefs and communication, communicating information to disenfranchised groups and effects of health campaigns. Instruction techniques include class discussion, case studies, and individual group projects.

[COMM 216 Communicating Interpersonally

Fall, spring, or summer. 3 credits. Prerequisite: COMM 116 or permission of instructor. Not open to freshmen. Communication sophomore majors are given first priority. Not offered 1995-96. Staff.

The course emphasizes understanding the dynamics affecting interpersonal communication in personal, social, and professional circumstances. It addresses self-awareness, assertiveness, person perception, attraction, and conflict management. Instruction techniques include in-class exercises, assigned reading, class discussion and lecture, plus report of field observation and journal-keeping assignments.]

COMM 230 Visual Communication

Fall. 3 credits. Lec, T R 9:05-9:55; lab, R 10:10-12:05, 1:25-3:20; F 10:10-12:05. C. Sherer.

An introduction to visual communication theory. Course examines how visual influence our attention, perspectives, and understanding. Examples of visuals drawn from advertising, TV news, documentaries, entertainment movies, print and interactive media are used to develop a theoretical framework for becoming more visually aware and for thinking more critically about how visuals influence us.

COMM 232 Art of Publication

Fall, spring, or summer. 3 credits. Each lab limited to 24 nonfreshman students. Students missing the first two classes without university excuse are dropped so others may register. Project materials cost \$75-\$100. Secs M 1:25-2:15, W 1:25-2:15; labs M 2:30-4:25; W 2:30-4:25. M. Toor.

A basic course designed to explore visual concepts that increase communication effectiveness through the printed word. The importance of selecting and coordinating format, layout, typography, and illustrations is stressed. Lectures, in-class laboratory assignments, and outside projects examine opportunities and problems in publication design and desktop publishing.

COMM 250 Newswriting for Newspapers

Fall, spring, or summer. 3 credits. Limited to 25 students. Prerequisite: Major in communication, or permission of instructor. Keyboarding ability essential. Students missing first two classes without university excuse will be dropped. Lects, F 9:05-9:55; labs, R 2:30-4:15 or F 10:10-12:05. Staff.

Writing and analyzing news stories. A study of the elements that make news, sources of news, interviewing, writing style and structure, press problems, and press-society relations. Concentration on newswriting as it is practiced by newspapers in the United States. Two writing assignments each week, one done in class, one done out of class.

COMM 272 Principles of Public Relations and Advertising

Fall or summer. 3 credits. Preference given to ALS students. Not open to freshmen. M W F 9:05-9:55. Staff.

Survey of the fields of public relations and advertising. Descriptions of organizations, jobs, and functions in the industry. The roles of public relations and advertising in society, the economic system, and organizations. Psychological and sociological principles as bases for appeals. Strategies for media selection and message execution. Introduction to research and regulation.

COMM 273 Communication Institutions

Spring. 3 credits. Letter only. T R 10:10-11:25. J. Shanahan.

A survey of the history, organization, and social importance of communication institu-

tions. Institutions to be analyzed include advertising/PR, media industries, propaganda and political communication, news/journalism, and new technologies. Cases and examples will be drawn from areas relevant to CALS programs, including environment, agricultural policy and land use. Communication 116 or 120 are suggested but not required.

COMM 280 Thinking about Communication

Fall or spring. 3 credits. Prerequisite: Comm 116, 120, and at least one writing or oral communication course. Communication majors only. Not open to freshmen. Communication sophomores given priority. Fall: Lec 01 T R 10:10-12:05; Lec 02 T R 12:20-1:35. Spring: Lec 01 T R 12:20-1:35; Lec 02 T R 2:30-3:45. Staff.

Expanding upon conceptual knowledge gained in introductory communication courses, students will learn critical thinking in the context of communication topics, issues, problems, and questions selected annually by individual instructors. After learning, discussing, and practicing critical thinking, students will have an enhanced ability to create and sustain responsible dialogue, as well as to evaluate implications and applications of thought.

COMM 284 Gender and Communication

Spring. 3 credits. Not open to freshmen. Lec M W 2:30-3:20; disc, T 2:30-3:20.

L. Van Buskirk.

The course explores the construction of masculine and feminine genders and the personal, social, and economic implications of gender categories. Topics considered include history, social structures, personal relationships, nonverbal and mass communication. Distinctions among ways that the arts, mass media, social and historical forces, and intra- and interpersonal relationships communicate gender will be considered.

COMM 301 Business and Professional Speaking

Fall, spring, or summer. 3 credits. Prerequisite: COMM 201. Limited to second term sophomores, juniors and seniors during fall and spring. Lec, M 11:15-12:05; sec, T 10:10-12:05; W 10:10-12:05; 1:25-3:20; R 2:30-4:25. B. Earle.

The study and practice of written and oral communication skills used in formal and informal organizations, including interviews, informative and persuasive speeches, reports, and discussions. Students exercise and enhance the organizational, analytical, and presentational skills needed in particular settings suited to their own business and professional careers.

COMM 303 Advanced Public Address I

Fall and spring. 2 credits. Limited to 10-15 Program in Speech and Debate members only; permission of instructor and completion of one-year trial basis. Hours to be arranged. P. Stepp.

The first course in a year-long sequence. Students prepare and present speeches not covered in introductory courses, including limited preparation events (e.g., extemporaneous speaking, in which one composes and presents a speech on current events within a 30-minute period); rhetorical criticism (students apply analytic tools to extant speeches to reveal their structure and intent); and special events, which typically involve unusual constraints upon the speaking

situation. Students also do advanced work in informative and persuasive speech. Students prepare a minimum of four different kinds of speeches for tournament presentation.

COMM 304 Oral Interpretation of Literature

Fall or spring. 2 credits. Limited to 10-15 Program in Speech and Debate members only; permission of instructor and completion of one-year trial basis. Hours to be arranged. P. Stepp.

Students consider the structures of literary works for intellectual and emotional content; practice the techniques of composing programs of prose, poetry, or drama for presentation; and develop the skills necessary to realize such programs in live performance. Students prepare a minimum of three different programs for tournaments.

COMM 314 Small-Group Communication

Spring. 3 credits. Limited to juniors and seniors. Prerequisite: COMM 116 or permission of instructor. T R 1:25-2:45. N. Awa.

The course is designed to help students explore the dynamics of group interaction processes through exposure to small-group constructs and research and development of skills vital to application of principles to real life situations. The approach is eclectic, covering theories from such cognate fields as psychology, sociology, education, and organizational behavior. Students will learn experientially about groups by participating in group (problem solving) projects. Among the areas covered are the role of groups in contemporary society, leadership, decision making and problem solving techniques, conflict management and resolution, groups in business and industry, and team development.

[COMM 316 Rhetorical Theory

Fall. 3 credits. Limited to 20 students. Communication majors have preference. Prerequisites: COMM 116 and 201 or permission of instructor. Not offered 1995-96. R. Thompson.

Considers current views of rhetoric in historical perspective. Shows how assumptions about communication both shape the worldview of the communicator and effect the reaching of various communication goals. Treats historical figures briefly; focuses on contemporary thinkers such as Toulmin, Ong, Burke, Habermas, Foucault, Perelman, Richards, Kuhn. Second half of course taught in seminar format.]

COMM 342 Electronic Media

Spring or summer. 3 credits. Limited to 21 communication majors. Prerequisite: COMM 120. Lec, R 1:25; lab, R 2:30-4:25. T. Russo.

The process of audio and video message design and production is explored. Emphasis is on development of skills needed for the creation of effective audio/video production. Students complete exercises designed to develop specific competencies and work on productions from conception through completion.

COMM 348 Video as a Communication Tool

Fall. 3 credits. Prerequisites: permission of instructor. Lec, R 1:25-2:15; lab, R 2:30-4:25. S. White.

This course explores video as a non-broadcast communication tool utilizing organizational and visual communication conceptual and

theoretical foundations. An overview of video applications, visual thinking, and team building in employing participatory approaches to constructing messages. Covers basics of interactive media and issues of changing communication technologies. Hands-on team project integrates knowledge, theory, and practice. Students have access to camcorders and editing equipment.

COMM 350 Writing for Magazines

Fall or spring. 3 credits. Limited to 25 juniors, seniors, and graduate students, or others with permission of instructor. No drops after third week. Extensive out-of-class writing assignments. Fall: M 1:25-4:25; spring: T R 12:20-1:50. W. Ward and staff.

A course in nonfiction freelance writing for magazines. Intensive fact writing to help students communicate more effectively through the medium of the printed word in magazines. Art and techniques of good writing are studied; magazines in many fields of interest are reviewed. All articles are analyzed and returned to the student to rewrite and submit to a magazine.

COMM 352 Science Writing for the Mass Media

Fall. 3 credits. Not open to freshmen. Prerequisite: one college writing course. Lects, M W 9:05; lab, W 12:20-2:15, 2:30-4:25. B. Lewenstein.

How to write about science, technology, and medicine for the mass media. Discussion topics include accuracy, simplicity, comprehensiveness, risk communication, and the history and social structure of science. Writing assignments focus on writing news and feature stories for newspapers and magazines, with excursions into newsletters, radio, TV, and other media.

COMM 354 Print Media Laboratory

Fall. 3 credits. Limited to junior, senior, and graduate communication majors. Prerequisite: COMM 232, 250, or 350. No adds or drops after 4th week. R 1:25-4:25. J. E. Hardy and staff.

Writing, editing, and layout principles practiced in publishing the Cornell Countryman. Some additional outside work will be required. Students will use microcomputers.

COMM 356 Print Media Laboratory

Spring. 3 credits. Limited to junior, senior, and graduate communication majors. Prerequisite: COMM 232, 250, or 350. R. 1:25-4:25. Staff.

A continuation of Communication 354. Students will use microcomputers.

[COMM 357 Advanced Reporting

Fall and spring. 3 credits. Limited to 12 juniors and seniors. Not offered 1995-96. Staff.

A course in sophisticated reporting techniques for students with basic reporting and newswriting skills. Students work independently on producing news stories of publishable merit. The emphasis is on information gathering, conducting document searches, document authentication, and identification of experts. Not open to graduate students.]

COMM 360 Scientific Writing for Public Information

Fall and spring. 3 credits. Limited to 25 nonfreshman or graduate students per section. Prerequisite: one college-level writing course. Fall: Lec 01 M W F 9:05-9:55; Lec 02 T R 9:05-9:55. For

Lec 02 only, sec 01 W 11:15-12:05. Lec 03 T R 10:10-11:00. For Lec 03 only, Sec 02 12:20-1:10. Spring: Lec 01 M W F 9:05-9:55. Lec 02 T R 10:10-11:00. For Lec 02 only, Sec 01, W 12:20-1:10. Staff.

An intensive course in simplifying scientific and technical material for specific audiences within the general public. Weekly assignments include instructions, descriptions, explanations, and summaries in such formats as the newsletter, brochure, and report. Audience analysis will be emphasized. Not oriented to the mass media, or writing for scientists.

COMM 363 Organizational Writing

Fall, spring, or summer. 3 credits. Limited to 25 junior, senior, or graduate students per section. Prerequisite: any college-level writing course. Fall: Lec 01 M W F 11:15; Lec 02 M W F 12:20; Lec 03 M W F 9:05; Lec 04 M W F 2:30. Spring: M W F 11:15; M W F 12:20. L. Van Buskirk and staff.

Students write as members of different organizations, in the position of supervisor, subordinate, colleague, and representative of business, government, community, and other organizations. Emphasis on adapting tone to the audience and the purpose of the message. Weekly writing assignments include various kinds of internal and external reports, memoranda, proposals, and letters. Assignments based on the Exxon Valdez oil spill and other case studies.

COMM 368 Editing

Spring. 3 credits. Limited to 25 junior, senior, or graduate students. Prerequisite: COMM 250, 350, 352, or 360. W F 10:10-11:25. J. E. Hardy.

Students will follow the process that takes a manuscript from final draft to publication. Emphasis will be on copy editing, proofreading, fitting copy, working with authors, making editorial decisions, and developing skill in critical reading. Appropriate for any student who expects to work with manuscripts or do editorial work.

COMM 375 Communication Planning and Strategy I

Spring. 3 credits. Limited to 35 juniors and seniors. Prerequisite: COMM 272 or permission of instructor. T R 10:10-12:05. P. Yarbrough.

Theories that guide and influence the solutions to public relations and public information problems in agriculture, business, government, social welfare, and other organizations. Examination of the process of the formation of public opinion. Discussion of research techniques and communication tools used in communication planning, and fundamentals of developing a communication plan. Case studies and projects.

COMM 376 Communication Planning and Strategy II

Spring. 3 credits. Limited to 25 juniors and seniors. Prerequisite: COMM 375 or permission of instructor. T R 2:30-4:00. A. Marshall.

Focus this semester will be on the development and implementation of actual health communication campaigns. Students work closely with a community non-profit organization in designing and implementing a communication program.

COMM 380 Independent Honors Research in Social Science

Fall or spring. 1-6 credits. Limited to undergraduates who have met the requirements for the honors program. B. Lewenstein.

COMM 382 Methods of Communication Research

Spring. 3 credits. Lec M W 12:20-1:10; labs, W 1:25-3:15; F 1:25-3:15. D. McDonald and P. Yarbrough.

An analysis of the methods used in communication research. Emphasis on understanding the rationale for survey, textual, experimental, and ethnographic research methods. Development of class research project from research question to final report. Computer use of Statistical Package for the Social Sciences (SPSS) to assist in data analysis. Familiarity with basic statistical concepts helpful. Lectures concurrent with COMM 682 to promote interaction and learning across levels.

COMM 402 Advanced Argumentation and Debate II

Fall and spring. 2 credits. Limited to 10-15 Program in Speech and Debate members; permission of instructor required. Hours to be arranged. P. Stepp.

The second course in a year-long sequence that considers formal argumentation through lectures, readings, and practical exercises including computer-aided case research, the construction of affirmative and negative debate cases, preparation of briefs, and participation in intercollegiate tournaments. The second semester places additional emphasis on argumentative and on general theories of argumentation.

COMM 403 Advanced Public Address II

Fall and spring. 2 credits. Limited to 10-15 Program in Speech and Debate members; permission of instructor required. Hours to be arranged. P. Stepp.

The second course in a year-long sequence. Students prepare and present speeches not covered in introductory courses, including limited preparation events (e.g., extemporaneous speaking, in which one composes and presents a speech on current events within a 30-minute period); rhetorical criticism (students apply analytic tools to extant speeches to reveal their structure and intent); and special events, which typically involve unusual constraints upon the speaking situation. Students also do advanced work in informative and persuasive speech. Students prepare a minimum of four different kinds of speeches for tournament presentation.

COMM 405 Communication and Leadership Challenge: Enrichment through Involvement

Fall and spring. 2 credits. May be repeated for credit. Limited to 10-15 Program in Speech and Debate members; permission of instructor required. Hours to be arranged. P. Stepp.

Students share their communication and leadership talents in structured experiences of help to others. They design and implement speech or debate projects for the benefit of one or more groups in our increasingly diverse population. Our students could create instructional modules with accompanying instructional materials for use in area schools and for local CATV and could appear at area public schools to demonstrate and teach their particular skill.

COMM 410 Organizational Behavior and Communication

Fall or summer. 3 credits. Labs limited to 15 junior, senior, or graduate students. Prerequisite: COMM 116 or equivalent. Lec 01, T R 12:20-1:10; sec, W 12:20-2:15; T 2:30-4:25. D. Schwartz.

Study of management and leadership in formal organizations with emphasis on the psychology of communication between supervisor and employee; examination of formal and informal communication networks, and interpersonal communication in an organizational context. Case studies analyzed in lab. Lectures concurrent with COMM 510; graduate students should enroll in COMM 510.

COMM 411 Leadership from a Communication Perspective

Fall and spring. 3 credits. Limited to 30 students. Lec, T R 12:20-1:35. P. Stepp.

Leadership is a product of human communication. Leadership competence can be increased by increasing communication competence. Leadership theories, particularly transformational leadership will be studied, and gender/minority responsive leadership will be stressed. Practical application will include leadership exercises and observation of leaders.

COMM 416 Psychology of Communication

Fall. 3 credits. Prerequisite: COMM 116, introductory psychology, or permission of instructor. Lec, T R 10:10-11:25. N. E. Awa.

An advanced multidisciplinary study of psychological and sociological primary source materials that have influenced the development of communication theories and paradigms. Topics include rhetoric and persuasion, power of language in advertising and social communication, behaviorism and social learning theories, attitudes and behavior, personal interaction, and effectiveness of messages. Students are expected to develop critical thinking skills for analyzing the work of major communication theorists.

COMM 418 Communication and Persuasion

Spring. 3 credits. Prerequisite: COMM 116 and 120 or introductory psychology or social psychology, COMM 382 or other introductory research methods course. M W F 11:15-12:05 (one evening mid-semester prelim). M. Shapiro.

The course focuses on theories of communication influence on persuasion and attitude change. Students will become familiar with a variety of social-psychological theories of attitude change and persuasion. Those theories also will be applied to a variety of communication situations including mass communication, advertising, public relations/public information, and interpersonal communication. Lectures concurrent with COMM 618; graduate students should enroll in COMM 618.

[COMM 420 Public Opinion and Social Processes

Fall. 3 credits. Prerequisite: COMM 382; limited to seniors. Not offered 1995-96. Lec T R 10:10-11:25. C. Glynn.

The course provides an overview of the theoretical and applied literature related to the concept "public opinion." Students investigate how public opinion is perceived and acted upon by society. Relationships between public opinion, communication and social

psychological variables are examined. Public opinion is studied using current theoretical and practical applications. Analysis and interpretation of public opinion polls and trends in public opinion on specific issues. Lectures concurrent with COMM 620. Graduate students should enroll in COMM 620.]

COMM 421 Communication and the Environment

Spring. 3 credits. Limited to 20 junior, senior, or master's students or permission of the instructor. Lec T R 2:30-3:45. J. Shanahan.

Students will investigate how values, attitudes, social structure, and communication affect public perceptions of environmental risk and public opinion about the environment. A primary focus will be mass media's impact in public perceptions of the environment, how the media portray the environment, and discussion of the implications of public consumption of environmental content.

COMM 422 Psychology of Television

Fall. 3 credits. Prerequisites: Introductory psychology and COMM 120; COMM 382 or other introductory research-methods course. M W F 12:20-1:10 (one evening mid semester prelim). M. Shapiro.

A survey of knowledge about the psychological influence of television and other audiovisual communication technologies. Topics may include: the history of concerns about television and movies, who watches television and why, how people understand and mentally process television, how television influences thinking and emotions, the effects of various forms (including entertainment, news, and advertising), the future forms of mass media including multimedia and virtual reality. Lectures concurrent with COMM 622; graduate students should enroll in COMM 622.

COMM 426 Ethics in the Media

Fall. 3 credits. Lec, T R 1:25-2:15; disc R 12:20-1:10. L. Van Buskirk.

Course will examine the moral questions of deception, trade-offs in public vs. private interests, and manipulation in the context of specific issues arising in the operation of the media. There will be assigned readings in moral philosophy and ethics as background for case discussion. Students from disciplines outside communication are encouraged to enroll.

COMM 428 Communication Law

Spring. 3 credits. Limited to junior, senior, and graduate students; others by permission of the instructor. Lec, M W F 11:15-12:05. D. Grossman.

A practical survey of the law governing mass media, primarily for those working in the field. Coverage includes restraints on news gathering and publication, privacy, defamation, copyright, broadcast and cable regulation, access, electronic media and other issues of current interest.

[COMM 439 Interactive Multimedia: Design and Research Issues

Fall. 3 credits. Prerequisite: permission of instructor. Not offered 1995-96; next offered 1996-97. Lec, T 10:10-11:00; lab 11:15-1:10. G. Gay.

An overview of interactive multimedia technologies (videodisc, CD-ROM, digital video technologies, computer graphics, and text). Course will focus on theories and research applicable to interactive multimedia

such as visualization, learner control, mental models, knowledge representations, and information processing. Course will also emphasize interactive multimedia design, application, and evaluation.]

COMM 440 Social Design of Communications Systems

Spring. 3 credits. Permission of instructor. S-U grades optional. T 12:20-3:25. G. Gay.

Course will focus on the design of computer interfaces and software from the user's point of view. The goal is to teach user interface designs that "serve human needs" while building feelings of competence, confidence, and satisfaction. Topics include formal models of people and interactions, collaborative design issues, psychological and philosophical design considerations, and cultural and social issues.

COMM 460 Video Communication I: Basic Concepts and Theory, Planning, and Participatory Production

Summer only. 2 credits. Fee: \$50.00. T R 9:00-4:00. S. White and staff.

The course focuses on understanding video as a tool in development communication. Hands-on instruction covers use of the video portapak and editing systems. Participants produce videotapes emphasizing the power of images, video for individual feedback, group process observation, and process intervention for individual and community development.

COMM 461 Video Communication II: Video for Development/Social Intervention

Summer only. 3 credits. Prerequisites: COMM 460 and/or permission of instructor. M W F 10:10-1:00. S. White and staff.

Explores the use of video in the context of development. Covers advanced visualization concepts and techniques and issues relevant to appropriate application of video technologies. Participants develop and implement proposals for creating a videotape designed to meet specific communication objectives.

COMM 465 Scientific Rhetoric

Spring. 3 credits. Not offered 1995-96. Exploration of the development of scientific discourse since the Scientific Revolution, with special emphasis on understanding the rhetorical purposes served by differing forms and techniques both in historical context and in contemporary science. Readings will include classics from Newton, Darwin, Einstein, and others, along with representative samples of more routine scientific communications. Students will prepare brief reports and mid-term and final papers.]

[COMM 466 Public Communication of Science and Technology

Fall. 3 credits. Limited to 15 students. Prerequisite: Comm 352 or 360, or Engineering 350, or permission of instructor. Not offered 1995-96.

Explore the structure, meanings, and implications of "public communication of science and technology" (PCST). Examine the contexts in which PCST occurs, look at motivations and constraints of those involved in producing information about science for nonprofessional audiences, analyze the functions of PCST. Tie existing ideas about PCST to general communication research, and learn how to develop new knowledge about PCST. Course format is primarily seminar/discussion.]

[COMM 487 Communication, Mood, and Emotion

Fall. 3 credits. Prerequisites: COMM 382 or equivalent. Not offered 1995-96; next offered 1996-97. M W F 1:25-2:15.

An examination of theory and research on communication and emotion. The course consists of the following seven areas: defining mood and emotion, tactics for investigation, emotion and cognition, mood and emotion as communication effects, communication as consequence, communication and mood management, and enduring issues. Lectures concurrent with COMM 687; graduate students should enroll in COMM 687.]

[COMM 489 Communication and Social Phenomena

Spring. 3 credits. Letter grade only. Limited to upper-level students. Permission of instructor. Not offered 1995-96. T R 10:10-11:25. C. Glynn.

Investigation of theoretical and empirical studies of widespread beliefs, collective behaviors, norms, fads, stereotypes, and other collective phenomena which result in outcomes ranging from trivial to catastrophic. Investigations of the role communication plays in the formation of social groupings and social expression of attitudes and beliefs. Lectures concurrent with COMM 689; graduate students should enroll in COMM 689.]

COMM 494 Special Topics in Communication

Fall, spring, or summer. 1-3 credits variable. S-U grades optional. Prerequisite: permission of instructor.

Study of topics in communication not otherwise provided by a department course and determined by the interest of the faculty and students.

COMM 496 Internship

Fall, spring, summer, and intersession. 1-3 credits. Students must apply no later than the spring pre-course enrollment period for a fall internship or the fall pre-course enrollment period for a spring or summer internship. Prerequisites: Limited to communication juniors or seniors, 3.0 average in communication courses, and approval of academic advisor. S-U grades only.

Structured, on-the-job learning experience under supervision of communication professionals in a cooperating organization. Maximum of 6 credits total may be earned; no more than 3 per internship but flexibility allows 6 for 1 credit each, 3 for 2 credits each, or 2 for 3 credits each. Internships must be approved in advance by the student's academic adviser and must be supervised by a communication professional in fields of public relations, advertising, publishing, or broadcasting. Minimum of 60 on-the-job hours per credit required.

COMM 497 Individual Study in Communication

Fall or spring. 1-3 credits; may be repeated to 6 credits with a different supervising faculty member. Prerequisite: 3.0 cumulative average. Students must register with an Independent Study form (available in 140 Roberts Hall).

Group or individual study under faculty supervision. Work should concentrate on locating, assimilating, synthesizing, and reporting existing knowledge on a selected topic. Attempts to implement this knowledge in a practical application are desirable.

COMM 498 Communication Teaching Experience

Fall or spring. 1-3 credits; may be repeated to 6 credits with different courses. Limited to juniors and seniors. Intended for undergraduates desiring classroom teaching experience. Prerequisite: 3.0 cumulative average (2.7 if teaching assistant for a skill development course) and permission of the faculty member who will supervise the work and assign the grade. Students must register with an Independent Study form (available in 140 Roberts Hall).

Periodic meetings with the instructor cover realization of course objectives, evaluation of teaching methods, and student feedback. In addition to aiding with the actual instruction, each student prepares a paper on some aspect of the course.

COMM 499 Independent Research

Fall or spring. 1-3 credits; may be repeated to 6 credits. Limited to seniors and graduate students. Prerequisite: 3.0 cumulative average. Students must register with an Independent Study form (available in 140 Roberts Hall).

Permits outstanding students to conduct laboratory or field research in communication under appropriate faculty supervision. The research should be scientific: systematic, controlled, empirical. Research goals should include description, prediction, explanation, or policy orientation and should generate new knowledge.

COMM 510 Organizational Behavior and Communication

Fall or summer. 3 credits. Labs limited to 15 junior, senior, or graduate students. Prerequisite: COMM 116 or equivalent. Lec, T R 12:20-1:10; sec, W 3:00-5:30.

Study of management and leadership in formal organizations with emphasis on the psychology of communication between supervisor and employee; examination of formal and informal communication networks, and interpersonal communication in an organizational context. Case studies analyzed in lab. Lectures concurrent with COMM 410; graduate students should enroll in COMM 510.

COMM 610 Seminar in Organizational Communication

Spring. 3 credits. Prerequisites: COMM 410/510 or one course in organizational behavior or permission of instructor. Lec, T R 12:20-2:15.

Examination of contemporary research on the social psychology of interpersonal communication in organizations including supervisor-employee relations, leadership style, work motivation, organizational socialization, and formal and informal communication networks.

COMM 612 Intercultural and Development Communication

Fall. 3 credits. T 1:25-4:25. N. Awa.

The course traces the imprint of culture in its effects on communication between people and groups from different backgrounds and assesses the role of communication in programs of social change and development. The first part of the course deals with perception, language, beliefs, attitudes, and world view (or what we bring to intercultural transactions) from a multidisciplinary social science perspective. The second part focuses on communication (interpersonal, and mass and traditional media) in technology transfer in agriculture, education, family planning,

nutrition, and the like. The subtleties and complexities of nonverbal codes are explored and barriers to effective listening in intercultural trade and business broached.

COMM 616 Interpersonal Communication

Spring. 3 credits. Limited to graduate students in communication; others by permission of instructor. M W 10:10-12:05. N. Awa.

The seminar explores foundational theories and principles of interpersonal communication as well as theories and methods in the newly emerging area of social cognition. Together, these groups of theories seek to explain human communicative behavior in a variety of settings through understanding of the cognitive processes and mental activities that undergird such behavior. In addition to theory, students will engage in experiential learning activities designed to provide balance between principles and practice. Topics covered include: the nature, structure, and functions of interpersonal communication; expectancy formation and development; stereotyping and attribution; perception, attention and memory; and the cognition-behavior relationship.

COMM 618 Communication and Persuasion

Spring. 3 credits. Prerequisite: COMM 116 and 120 or introductory psychology or social psychology, COMM 382 or other introductory research methods course.

The course focuses on theories of communication influence on persuasion and attitude change. Students will become familiar with a variety of social-psychological theories of attitude change and persuasion. Those theories also will be applied to a variety of communication situations including mass communication, advertising, public relations/public information, and interpersonal communication. Lectures concurrent with COMM 418; graduate students should enroll in COMM 618.

[COMM 620 Public Opinion and Social Processes

Fall. 3 credits. Prerequisite: COMM 382; limited to seniors. Not offered 1995-96.

The course provides an overview of the theoretical and applied literature related to the concept "public opinion." Students investigate how public opinion is perceived and acted upon by society. Relationships between public opinion, communication and social psychological variables are examined. Public opinion is studied using current theoretical and practical applications. Analysis and interpretation of public opinion polls and trends in public opinion on specific issues. Lectures concurrent with COMM 420. Graduate students should enroll in COMM 620.]

COMM 622 Psychology of Television

Fall. 3 credits. Prerequisites: introductory psychology and COMM 120; COMM 382 or other introductory research-methods course.

A survey of knowledge about the psychological influence of television and other audiovisual communication technologies. Topics may include: the history of concerns about television and movies, who watches television and why, how people understand and mentally process television, how television influences thinking and emotions, the effects of various forms (including entertainment, news, and advertising), the future forms of

mass media including multimedia and virtual reality. Lectures concurrent with COMM 422; graduate students should enroll in COMM 622.

COMM 624 Communication in the Developing Nations

Fall. 3 credits. Open to seniors and graduate students. R 1:25-4:25. R. D. Colle.

The role of communication in development programs, particularly in Third World nations. Emphasis is on communication interventions in agriculture, health, nutrition, family planning and community development, and especially on methods for designing communication strategies for reaching low-income, rural people. Among the approaches considered are extension, social marketing, and development support communication.

COMM 625 Communication for Social Change

Summer only. 3 credits. T R 9:00-1:00. Staff.

A survey of international communication problems and perspectives on social change, with a special focus on the Third World. Concentration on critical issues of communication policy and planning at local, national, and international levels, and the impact of new communication technologies.

COMM 626 Impact of Communication Technologies

Fall. 3 credits. Open to seniors. W F 12:20-2:15. P. Yarbrough.

A study of emerging technologies of communication, such as computer-based information systems and satellites and their potentials for influencing communication processes and social systems. Also examines the impacts of previous communication innovations from cave painting to television.

[COMM 639 Interactive Multimedia: Design and Research Issues

Fall. 3 credits. Prerequisite: permission of instructor. Not offered 1995-96; next offered 1996-97. Lec, T 10:10-11:00; lab, T 11:15-1:10. G. Gay.

An overview of multimedia technologies (videodisk, CD-ROM, digital video technologies, computer graphics, and text). Course will focus on theories and research applicable to interactive multimedia such as visualization, learner control, mental models, knowledge representations, and information processing. Course will also emphasize interactive multimedia design, application, and evaluation.]

COMM 640 Social Design of Communication Systems

Spring. 3 credits. Prerequisite: permission of instructor. S-U grades optional. T 12:20-3:25. G. Gay.

Course will focus on the design of computer interfaces and software from the user's point of view. The goal is to teach user interface designs that "serve human needs" while building feelings of competence, confidence, and satisfaction. Topics include formal models of people and interactions, collaborative design issues, psychological and philosophical design considerations, and cultural and social issues.

COMM 676 Communication Planning and Strategy

Spring. 3 credits. T R 10:10-12:05. C. Sherer.

Seminar in the planning of communication activities for the support of directed social-

change programs. Course seeks to integrate theory, data-based generalizations, and planning processes into an integrated communication plan. Case studies and discussion focus on communication aspects of social change efforts in nutrition and health, rural development, marketing, and the environment.

COMM 680 Studies in Communication

Fall. 3 credits. Limited to graduate students in communication; others by permission of instructor. M W 9:05-10:45. J. Shanahan.

A review of classical and contemporary readings in communication, including key concepts and areas of investigation. An exploration of the scope of the field, the interrelationships of its various branches, and an examination of the role of theory in the research process.

COMM 681 Seminar in Psychology of Communication

Spring. 3 credits. Prerequisite: graduate students in communication; others by permission of instructor. M. Shapiro.

An introduction to theory and research in the mental processes of the communicating individual. Discussions and readings may include how individuals process and remember communication information, how communication information is used in decision processes, how motivation influences processing of mass communication information, and how attitudes form and change.

COMM 682 Methods of Communication Research

Spring. 3 credits. Lec, M W 12:20-1:10; sec, F 12:20-2:15. D. McDonald and P. Yarbrough.

An analysis of the methods used in communication research. Emphasis on understanding the rationale for survey, textual, experimental, and ethnographic research methods. Development of class research project from research question to final report. Computer use of Statistical Package for the Social Sciences (SPSS) to assist in data analysis. Familiarity with basic statistical concepts helpful. Lectures concurrent with COMM 382 to promote interaction and learning across levels.

COMM 683 Quantitative Research Methods in Communication

Fall. 3 credits. Prerequisite: COMM 682 or equivalent. Lec, R 1:25-4:25. P. Yarbrough.

Experience in quantitative research techniques. The course provides an introduction to inter- and multi-disciplinary research through examination of the procedures, techniques and assumptions associated with particular techniques of design and measurement, data collection, data preparation, data analysis, and hypothesis testing. Readings include a variety of fields and disciplines in the social and natural sciences.

[COMM 684 Qualitative Methods in Communication Research

Spring. 3 credits. Not offered 1995-96. B. Lewenstein.

This course explores the nature of communication research and the place of qualitative methods in that research. Through readings, discussions, and papers, students will examine the various techniques of qualitative research, gaining both an introduction to those methods and an appreciation of when those methods are appropriate for addressing particular issues in communication.]

COMM 685 Training and Development: Theory and Practice (also International Agriculture 685 and EDUC 685)

Spring. 4 credits. S-U grades optional. Charge for materials, \$45. R. Colle, D. Deshler, and M. Ewert.

Analysis, design, conduct, administration, and evaluation of training programs for the development of human resources in small-farm agriculture, rural health and nutrition, literacy and nonformal education, and general community development. Design for scientists, administrators, educator-trainers, and social organizers in rural and agricultural development programs in the U.S. and abroad.

[COMM 687 Communication, Mood and Emotion]

Fall. 3 credits. Prerequisites: COMM 382 or equivalent. Not offered 1995-96; next offered 1996-97. D. McDonald.

An examination of theory and research on communication and emotion. The course consists of the following seven areas: defining mood and emotion, tactics for investigation, emotion and cognition, mood and emotion as communication effects, communication as consequence, communication and mood management, and enduring issues. Lectures concurrent with COMM 487; graduate students should enroll in COMM 687.]

COMM 688 Participatory Communication for Research and Development

Summer only. 3 credits. Prerequisites: Qualitative research or graduate-level communication course and/or permission of instructor. Lecs, T R 1:00-5:00; disc, arranged 2 hours/week. S. White.

Conceptual framework and theoretic rationale for utilizing participatory approaches in communication and research for rural development and social action. Case examples and video documentation from India, Africa, Latin America. Focus is on problem-solving approaches in communication and use of video as a communication tool for enhancing people's participation in the development context.

[COMM 689 Communication and Social Phenomena]

Spring. 3 credits. Letter grade only. Limited to upper-level students. Not offered 1995-96. Permission of instructor. T R 10:10-11:25. C. Glynn.

Investigation of theoretical and empirical studies of widespread beliefs, collective behaviors, norms, fads, stereotypes and other collective phenomena which result in outcomes ranging from trivial to catastrophic. Investigations of the role communication plays in the formation of social groupings and social expression of attitudes and beliefs. Lectures concurrent with COMM 489; graduate students should enroll in COMM 689.]

COMM 693 Seminar: Topics in Communication

Fall and spring. No credit. S-U grades only. Hours to be arranged. Staff.

Some weeks scholars from a wide variety of fields will present varied topics in theory or research as it relates to communication; other weeks graduate students will present thesis (project) proposals to faculty and peers.

COMM 694 Special Topics in Communication

Fall, spring, or summer. 1-3 credits variable. S-U grades optional. Prerequisite: permission of instructor. Hours to be arranged. Staff.

Study of topics in communication not otherwise provided by a department course and determined by the interest of the faculty and students.

COMM 700 MPS Project Research

Fall or spring. 1-6 credits. May be repeated for a maximum of 6 credits. Prerequisite: permission of committee chair.

Project research for Master of Professional Studies (Communication) students.

COMM 710 Methods of Communication Analysis in Organizations

Spring. 3 credits. Prerequisite: Comm 610 or equivalent and one graduate level course in organizational behavior. Next offered spring 1997. M W 3:35-5:05. D. Schwartz.

Methods for analyzing communication structure and processes in organizations with emphasis on communication network analysis and forms of intervention research such as communication audits and employee attitude surveys.

COMM 792 Advanced Communication Studies

Fall or spring. 3 credits. Limited to communication graduate students. May not be repeated. Students must use the faculty member's section number to register.

Independent studies and projects are carried out in conjunction with selected undergraduate courses.

[COMM 794 Seminar in Communication Issues]

Fall, spring, or summer. 1-3 credits. Prerequisite: permission of instructor. Not offered 1995-96.

Small group study of topical issue(s) in communication not otherwise examined in a graduate field course.]

COMM 797 Graduate Independent Study

Fall, spring, or summer. 1-3 credits. Prerequisite: permission of instructor.

Individual study concentrating on locating, assimilating, synthesizing, and reporting existing knowledge on a selected topic.

COMM 798 Communication Teaching Laboratory

Fall and spring. 1-3 credits each semester. May be repeated once. Limited to graduate students. Prerequisite: permission of the faculty member who will supervise the work and assign the grade. Students must use the faculty member's section number to register. Graduate faculty.

Designed primarily for graduate students who want experience in teaching communication courses. Students work with an instructor in developing course objectives and philosophy, planning, and teaching.

COMM 799 Graduate Research

Fall, spring, or summer. 1-3 credits. Prerequisite: appropriate communication graduate course work or permission of instructor.

Small-group or individual research based on original, empirical, data-based designs

regarding topical issues in communication not otherwise examined in a graduate field course.

COMM 800 Master's-Level Thesis Research

Fall or spring. 1-6 credits. May be repeated for a maximum of 6 credits. Prerequisite: permission of committee chair.

Thesis research for Master of Science (Communication) students.

COMM 901 Doctoral-Level Dissertation Research

Fall or spring. 1-9 credits. May be repeated for a maximum of 9 credits. Prerequisites: completion of "A" exam; permission of committee chair.

Dissertation research for doctoral candidates.

EDUCATION

D. H. Monk, chair; A. L. Berkey, W. S. Carlsen, J. Confrey, D. Deshler, J. A. Dunn, D. M. Ewert, E. J. Haller, D. E. Hedlund, J. McGonigal, J. Millman, J. D. Novak, D. Peasley, S. Piliero, G. J. Posner, R. E. Ripple, V. Rockcastle, D. E. Schrader, K. A. Strike, H. D. Sutphin, D. J. Trumbull

EDUC 005 Basic Review Mathematics

Fall. 3 credits (this credit is not counted toward the 120 credits required for the degree). Primarily for entering students. Prerequisite: three years of high school mathematics, through trigonometry, or EDUC 005. Lecs, M W F 8:00 or 9:05. S. Piliero.

This course is designed to offer a nontraditional approach to college-level precalculus mathematics, stressing conceptual understanding and problem solving applications. Considerable emphasis is placed on the numerical, graphical and algebraic representations of functions and their transformations. Students will use Function Probe®, a multi-representational mathematical software program, in a computer lab-based setting.

EDUC 115 Introductory College Mathematics

Fall or spring. 4 credits. Prerequisite: three years of high school mathematics, through trigonometry, or EDUC 005.

This course is designed to offer a nontraditional approach to college-level precalculus mathematics, stressing conceptual understanding and problem solving applications. Considerable emphasis is placed on the numerical, graphical and algebraic representations of functions and their transformations. Students will use Function Probe®, a multi-representational mathematical software program, in a computer lab-based setting.

EDUC 120 Education for Empowerment

Spring. 1-3 credits. T R 2:30-4:00.

A modular course, with each module spanning 5 weeks for 1 credit. Common themes running through the modules include human learning, teaching strategies, political/social/economic factors affecting education. The course provides an opportunity to sample different areas of study and to gain knowledge and awareness of one's own educational processes.

[EDUC 210 Psychology of Learning and Memory]

Fall. 3 credits. Prerequisite: introductory psychology. Not offered fall 1996.
J. A. Dunn.

This course deals with contemporary theories of learning, issues in the study of learning, and application of the principles of learning to the management of teaching and learning. Practical applications of research findings will be emphasized. One or more experimental projects and the use of microcomputers will be required.]

[EDUC 212 Psychological Foundations of Education]

Fall and spring. 2-3 credits. S-U option available. Prerequisite: introductory psychology. Offered spring 1996 and fall 1997. W 2-4:25. J. Dunn.

A lecture/discussion survey of the psychological foundations of educational practice. Topics include the selective contributions of developmental, social, and experimental psychology, including instructional technology, to American education.

[EDUC 240 The Art of Teaching]

Fall and spring. 3 credits. Fall: T 2:30-4:25 or W 2:30-4:25. M. Ewert and staff. Spring: M 8-9:55 or 12:20-2:15 or T 2:30-4:25 or W 12:20-2:15 or 2:30-4:25. G. Posner and staff.

This course is designed for all students interested in finding out more about teaching. Students engage in field experiences to find out what teaching involves. Possible field experiences range from large group to tutorial situations, from preschool to adult education, from traditional school subject matters to recreational and vocational areas, and from school-based to nonformal situations. Class work builds on those experiences and provides skills and concepts to make the field experiences more profitable.

[EDUC 247 Instructional/Informational Application of Microcomputers and Related Technologies]

Fall and spring. 2-3 credits. Not available to students who have completed ABEN 102 or NR 107. Lec, R 2:30-3:20; lab to be arranged. D. Peasley.

The primary goal of the course is to develop conceptual understandings of instructional/informational applications of microcomputers and teach introductory to intermediate-level skills. Class instruction will relate to micro-computer and networked applications in both formal and informal educational/training settings. Independent study project required for third credit.

[EDUC 271 Sociology of Education]

Fall. 3 credits. S-U grades optional. T R 10:10-11:25. Staff.

An introduction to the sociological study of schooling and education. Topics include the effects of social factors on educational achievement, the norms and values learned as part of the process of schooling, the relations between students and teachers, and the school's relations to the economic and political systems. All levels of education, from elementary school to the university, are considered.

[EDUC 311 Educational Psychology]

Fall. 3 credits. Prerequisite: introductory psychology. S-U grades optional. Not offered 1995-96; next offered fall 1996. M W F 11:15-12:05. D. Schrader.

This course applies psychological concepts to educational settings such as schools with a focus on understanding the interaction between people, context and knowledge, schools and other learning environments, and education as a social, moral and interpersonal enterprise that respects differences between individuals. This course is designed to foster effective teaching and learning in various educational contexts.]

[EDUC 312 Learning to Learn]

Spring. 3 credits. Prerequisite: one or more courses in psychology or educational psychology. T R 9:05. J. Novak.

This course is intended for persons interested in the improvement of their learning strategies and the application of new ideas and methods to improve educational programs. Lectures and discussions are based on assigned readings and the contributions of class members. The major focus of the course is how and why concepts play a central role in human learning. Concept mapping and other strategies for educating will be used. Students will apply principles and methodologies in a project related to their interests.

[EDUC 317 Psychology of Adolescence]

Spring. 3 credits. Prerequisite: introductory psychology. S-U grades optional. M W 11:15-12:05. D. Schrader.

This course surveys the nature of adolescent cognitive, social, moral, and self-development. Theories of adolescence are examined in the context of real-life experiences of adolescents using case analysis as a methodological tool. Educational implications will be discussed for both formal and informal settings.

[EDUC 331 Careers in Agriculture, Extension, and Adult Education]

Fall. 1-3 credits. Letter grade only. M 2:00-4:25. D. Deshler and D. Foster.

This course will offer modules in three areas of teaching: Adult Education, Cooperative Extension, and Agricultural Education. Each module will offer one hour of credit, and students may take one or more of the modules. The course will provide a historical perspective and an introduction to the organization and scope of programs for each module. Students will examine career opportunities and characteristics of the professions addressed by each module. Course activities include field observations and experiences during arranged times.

[EDUC 332 Instructional Methods in Formal and Non-formal Education]

Spring. 3 credits. Staff.

Selection, practice, and evaluation of methods in formal and non-formal education will be stressed. The course will focus on both general teaching strategies and methodology unique to teaching in schools and non-formal settings. Course activities include micro-teaching and field experience during arranged times.

[EDUC 335 Youth Organizations]

Spring. 3 credits. Not offered 1995-96.

The role of selected youth organizations in providing educational experiences for youth. Factors affecting membership, purposes, design, operation, and administration are surveyed, emphasizing the roles an adult volunteer leader may play. The course is designed to give students an in-depth, learning-by-doing experience of how youth organizations function. Field experience with a recognized youth organization is required.]

[EDUC 352 Reading Statistics]

Fall. 1 credit. T 12:20-1:10. J. Millman. An introduction to statistical vocabulary and symbolism frequently used in reporting empirical research in education and other social sciences. Students are taught how to comprehend statistical terminology and results.

[EDUC 370 Issues in Educational Policy]

Spring. 3 credits. T R 10:10-11:30. K. A. Strike.

An examination of selected policy issues in current education. Included are such topics as equality of educational opportunity; student, parent, and teacher rights; and educational politics. Issues are treated from legal, sociological, and economic perspectives. Meets group C requirements for College of Agriculture and Life Sciences.

[EDUC 378 Political Economy of Education]

Fall. 3 credits. S-U grades optional. T R 12:20-2:15. Staff.

A policy oriented examination of educational systems with an emphasis on political and economic perspectives. Attention will be paid to both external and internal aspects of educational activities. Specific topics will include the changing contributions of education to earnings, school-community relations, power within educational organizations, the impact of technology in the workplace and in classrooms, and the sources and impact of educational costs. A variety of education settings will be examined including higher education and non-formal education.

[EDUC 380 Independent Honors Research in Social Science]

Fall or spring. 1-6 credits. Limited to students who have met requirements for the honors program. S-U grades optional. A maximum of 6 credits may be earned in the honors program.

[EDUC 401 Our Physical Environment]

Fall. 3 credits. Prerequisite: permission of instructor. Charge for laboratory supplies, approximately \$7. Not offered 1995-96; next offered 1996. T 1:25-4:25. V. N. Rockcastle.

A practical, relatively nonmathematical study of some basic relationships and physical interactions in the environment, with emphasis on physics and earth science. Attention is paid to analysis for understanding and techniques for teaching. An individual research project is included. Useful for teachers, environmental educators, and those for whom physical science seems difficult or uninviting.]

[EDUC 402 Knowing and Learning in Science and Mathematics]

Fall. 4 credits. Prerequisite: enrollment in science and math certification program or permission of instructor. M W 2:30-4:00. Students examine both current notions in the history and philosophy of science that explain how knowledge within a discipline develops and current theory and research that examines the individual's acquisition of knowledge. This material serves as a basis for students' individual research projects investigating neophytes' knowledge of science and mathematics concepts. All students enrolled must complete fieldwork. Fieldwork will comprise a minimum of three hours a week in an appropriate educational setting.

EDUC 403 Observing and Teaching Science and Math

Spring. 4 credits. Prerequisites: Enrollment in a Cornell teacher education program or permission of the instructor. W F 3:35-5:15. W. S. Carlsen.

Designed for prospective secondary teachers, this course provides a multiple-perspectives orientation to the culture of schools and the work of teaching science and mathematics. Students spend 6-8 hours each week observing in area schools. Students also plan and teach innovative lessons in the scheduled teaching laboratory. Readings and discussions concern models of instruction, teacher knowledge, educational equity and tracking, and classroom language.

[EDUC 411 Introduction to Educational Measurement

Fall. 3 credits. Not offered 1995-96. J. Millman.

Presents practices and theories of the measurement of human knowledge and performance. Students will be expected to acquire the practical skills of planning and constructing tests for a variety of purposes, interpreting and using test results, evaluating commercially available instruments, and the like. Students will also be expected to discuss intelligently a myriad of social, ethical, legal, and technical issues associated with educational testing. One course in statistics or concurrent registration in Education 352 is recommended but is not required.]

EDUC 413 Psychology of Human Interaction

Fall. 3 credits. Enrollment limited. Prerequisite: permission of instructor. Fee, \$5. T R 10:10-12:05. D. E. Hedlund.

Designed to develop skills for, and understanding of, effective interpersonal communication and interaction. Appropriate for students in the helping professions, education, and areas involving management of human resources.

EDUC 414 Counseling Psychology

Spring. 4 credits. Limited to 30 students. Prerequisites: introductory psychology, social or personality psychology, and EDUC 413. T R 10:10-12:05. D. E. Hedlund.

The processes of counseling are examined from various theoretical perspectives. Typical adult counseling issues are examined, and implications are drawn for counseling strategies with an adult population, including psychological assessment, establishing therapeutic goals, intervention strategies, and evaluation of outcomes.

EDUC 420 Field Experience

Fall or spring. 1-4 credits. S-U grades optional. Undergraduates must attach to their course enrollment material written permission from the faculty member who will supervise the work and assign the grade. Staff.

Students may engage in planned, semiprofessional, or professional practice in an educational enterprise. Each student prepares a plan of action including rationale, purposes, and procedures and arranges with a faculty member to supervise and evaluate the field experience.

EDUC 430 Special Problems in Agricultural Education

Fall, spring, or summer. 1-3 credits. S-U grades optional. Staff. An opportunity to study individually selected problems in agricultural education.

EDUC 432 Teaching Agriculture: Methods, Materials, Practice

Fall. 9 credits. Prerequisites: EDUC 332 and concurrent registration in EDUC 430 and 497. M T W R F 8:00-3:00. Staff.

Directed participation in teaching agriculture at the secondary school level. Program includes a five-day intensive on-campus period and periodic seminars addressing selected methods and materials in teaching agriculture, combined with a 14-week period in an off-campus student teaching center. Includes evaluation of area resources, instructional materials and facilities, planning and executing instruction, directing work experience, and advising youth organizations.

[EDUC 445 Curriculum Design Workshop

Fall. 3 credits. Not offered 1995-96. T R 10:10-11:30. G. Posner.

A general practical approach to course planning. Readings, group discussions, workshops, and individual conferences centering on each student's project. This project consists of designing a course in a subject area for an age level and an institutional setting of the student's choosing.]

EDUC 472 Philosophy of Education

Fall. 3 credits. T 2:30-4:25. K. A. Strike. A study of central issues in the philosophy of education. Questions of ethics, political philosophy, and the theory of knowledge are examined and linked to current educational issues.

EDUC 475 Epistemology and Teaching

Spring. 3 credits. Letter grade only. T R 3:30-4:45. K. A. Strike.

This course emphasizes the critical examination of recent debates in philosophy of science concerning the nature of scientific knowledge and scientific inquiry. It applies these inquiries to such questions as the organization of curricular materials, the nature of effective science teaching, and the role of scientific knowledge in the deliberations of a liberal democracy.

EDUC 477 Law and Educational Policy

Fall. 3 credits. M 2:30-4:25. K. A. Strike. A study of recent federal court decisions concerning education. Emphasis on examining legal issues against a background of related educational issues and in terms of the consequences of legal decisions for the development and operation of educational institutions.

[EDUC 481 Educating for Community Action

Spring. 3 credits. Not offered 1995-96. M. Ewert.

The design and execution of educational aspects of community-action and nonformal education programs. Deals with the identification and statement of educational goals, selection of teaching strategies, and evaluation of outcomes.]

[EDUC 483 Comparative Studies in Adult Education

Spring. 3 credits. S-U grades optional. Not offered 1995-96; next offered spring 1997. T R 3:35-5:00. D. Deshler.

Focuses on the variety of adult-education programs in countries around the world. Literature on comparative adult education, international conferences on adult education, UNESCO adult-education publications, and international community development are analyzed in relationship to each student's exploration of adult education in two countries. Description of adult education in other countries is shared by international students.]

EDUC 494 Special Topics in Education

Fall or spring. 4 credits maximum. S-U grades optional. Hours to be arranged. Staff.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

EDUC 497 Individual Study in Education

Fall or spring. 1-3 credits. S-U grades optional. Students must register with an Independent Study form (available in 140 Roberts Hall). Hours to be arranged. Staff.

A student may, with approval of a faculty adviser, study a problem or topic not covered in a regular course or may undertake tutorial study of an independent nature in an area of educational interest.

EDUC 498 Undergraduate Teaching

Fall or spring. 1 or 2 credits; 4 credits maximum during undergraduate career. Limited to students with grade-point averages of at least 2.7. S-U grades optional. Students must register with an Independent Study form (available in 140 Roberts Hall). Hours to be arranged. Staff.

Participating students assist in teaching a course allied with their education and experience. Students are expected to meet regularly with a discussion or laboratory section, to gain teaching experience, and regularly to discuss teaching objectives, techniques, and subject matter with the professor in charge.

EDUC 499 Undergraduate Research

Fall or spring. 6 credits maximum during undergraduate career. Not open to students who have earned 6 or more undergraduate research credits elsewhere in the college. Limited to juniors and seniors with grade-point averages of at least 2.7. Students must register with an Independent Study form (available in 140 Roberts Hall). Hours to be arranged. Staff.

Affords opportunities for students to carry out independent research under appropriate supervision. Each student is expected to review pertinent literature, prepare a project outline, conduct the research, and prepare a report.

EDUC 501 Communication Workshop

Summer and intersession. 2 credits. S-U grades optional. M. Glock.

The course focuses on skills enabling individuals to cope with such concerns as motivation, dealing with difficult persons, criticizing productively, improving comprehension, adjusting to different learning styles, and communicating with the public. Practice is coordinated with theory and research

findings. The ongoing dynamics of the course necessitate intense participation over a period of time, not provided by regularly scheduled fifty-minute class periods. Additional auto-tutorial lab time is scheduled. Appropriate for anyone who works with people.

EDUC 513 Interpersonal Interaction

Summer. 1-2 credits. D. E. Hedlund. Designed to develop skills for an understanding of effective interpersonal communication and interaction. Appropriate for students in the helping professions, education, and areas involving management of human resources. A workshop design is required for the second credit. Participants must bring a tape recorder to class.

EDUC 547 Improvement of College Teaching

Summer. 2 credits. J. D. Novak. Concepts of teaching, learning, curriculum, and governance are used to guide practical activities that enhance faculty competence. Recent studies of concept mapping and learning, structure of knowledge, science teaching, adult learning, and evaluation provide a conceptual basis for improving teaching.

EDUC 548 Effective College Teaching

Spring. 1-3 credits. S-U grade option. Hours to be arranged. D. Sutphin and M. Ewert. This course is designed to help participants become more effective college teachers. It will examine the basic principle of learning, identify different learning styles, and explore a variety of teaching techniques, methods, and technologies. Participants will also learn how to design a course and improve their effectiveness as teachers.

EDUC 601 Secondary Science and Mathematics Teaching Practicum

Fall or spring. 3 credits. Prerequisite: permission of instructor. Letter grades only. For graduate students enrolled in the Teacher Education in Science and Mathematics program. M T W R F 8:00-3:00. W. S. Carlsen and staff. Supervised student teaching in science or mathematics at the secondary level. Program includes teaching in a local school for ten weeks.

EDUC 602 Teaching Science/Mathematics: Methods, Materials, Practice

Fall or spring. 9 credits. Prerequisite: concurrent enrollment in EDUC 601 or permission of instructor. M T W R F 9:00-3:00. W. S. Carlsen and staff. The course begins with full day sessions of intensive consideration of theoretical frameworks relevant to all aspects of student teaching. Assignments and a weekly seminar during the semester require students to use those theories to develop and evaluate teaching materials and practices. Students will complete an extensive portfolio documenting their work.

EDUC 603 Teaching Mathematics

Fall. 3 credits. Offered alternate years. Not offered 1996-97. T R 10:10-11:25. J. Confrey. Current research in mathematics education will be examined in order to develop a picture of the mathematics classroom that integrates subject matter, student conceptions, affective variables, and issues in the social context of learning mathematics. Special

topics will include research on problem solving, women and mathematics, misconceptions, and research on teaching.

[EDUC 606 Seminar in Science and Mathematics Education

Fall. 1 credit. S-U grades only. Not offered 1995-96. T 4:30-5:30. J. Confrey. Explores topics in science and mathematics education. The focus of the seminar changes each year.]

EDUC 609 Educational Ethnography

Spring. 3 credits. Prerequisite: course in research methods or measurement or permission of instructor. M W 2:30-4:00. D. J. Trumbull.

The course will study educational ethnography as a form of interpretive research, a perspective that attends to the complex interactions between researcher, researched, and context and accepts the centrality of meaning-making in the conduct of human affairs. Students will examine some of the philosophical debates about research approaches and will discuss research methods as they relate to the aims and assumptions of interpretive research. Students will conduct a joint research project during the course of the semester.

[EDUC 611 Educational Psychology

Fall. 3 credits. Prerequisite: introductory psychology. S-U grades optional. Not offered 1995-96; next offered fall 1996. M W 11:15-12:05. R. E. Ripple.

A basic survey course for graduate students. Emphasis on psychological factors involved in human learning and the educational process. Set in a broad-based conceptual model of any behavioral setting for learning. A life span developmental approach is used, appropriate for those seeking an introduction to educational psychology or a refresher course in contemporary educational psychology.]

EDUC 613 Theory and Methods for Education

Fall. 3 credits. Prerequisite: EDUC 311 or 611 or permission of instructor. T R 9:05-9:55.

Presents a coherent theory of education combining concepts from philosophy, psychology of learning, curriculum, and instruction. New educational methods, including concept mapping and clinical interviews, will be presented. Students will gain competence by applying concepts and methods in projects related to their interests. Classes include discussion of student-initiated questions and use of videotape to analyze educational techniques.

[EDUC 614 Epistemological Development and Reflective Thought

Fall. 3 credits. S-U grades optional. Not offered 1995-96. M 12:20-2:15; 1 hr disc to be arranged. D. E. Schrader.

Insight into how individuals make sense of knowledge is essential to teaching and learning. This course examines theories of intellectual development and their implications for educating students of various age groups, particularly college students. The role of reflection on thinking (metacognition) and its impact on development of thought is explored.]

[EDUC 615 Self and Interpersonal Development and Education

Spring. 3 credits. S-U grades optional. Not offered 1995-96. M 12:20-2:15. D. E. Schrader.

Interpersonal interactions affect teaching and learning. This course takes a life-span perspective as it explores constructive-developmental theories of self and others, and how such theories explain students' understanding of their own and others' actions in educational contexts.]

EDUC 620 Internship In Education

Fall or spring. 1-6 credits. S-U grades optional. Each student, before course enrollment, must obtain the approval of a faculty member who will assume responsibility for supervising the work. Staff.

An opportunity for practical experience in educational professions development.

EDUC 621 Work-Experience Coordinator Certification Course I

Summer. 3 credits. S-U grades optional. The first of a two-course sequence designed to develop the competencies needed for certification as a coordinator of diversified cooperative work experience programs. The course focuses on the history and philosophy, types, operation, and evaluation of work-experience programs including articulation with JPTA and VESID. Field interviews are required. A prerequisite for Course II, EDUC 622.

EDUC 622 Work-Experience Coordinator Certification Course II

Summer. 3 credits. Prerequisite: EDUC 621 Work-Experience Certification Course I. The second course for certification as a diversified cooperative work experience coordinator combines course work and directed field experience leading to the planning, development, and approval of a work-experience program in a local educational agency. Development of a philosophy and policy statement, budget, curriculum for related instruction, annual work plan by function, promotional materials, and all program forms for Board of Education approval required.

EDUC 630 Special Problems in Agricultural and Occupational Education

Fall or spring; may also be offered in summer. 1-3 credits. S-U grades optional. Hours to be announced. Staff. The course provides an opportunity for graduate-level study of individually selected problems and issues in agricultural and occupational education. Designed for experienced teachers.

EDUC 632 Teaching Agricultural, Extension, and Adult Education

Spring. 3 credits. Prerequisite: an introductory course in teaching methods or permission of instructor. M 8:00-10:00. Staff.

The focus of the course is on the selection, use, and evaluation of methods and materials for teaching. Methods for group and informal instruction are covered. Opportunity is provided for students to develop teaching competence based on their individual needs and interests. Development of self-evaluation skills is included. A class project on the development of instructional materials is required.

[EDUC 633 Program Planning in Agricultural, Extension, and Adult Education]

Fall. 3 credits. Field trip. Not offered 1995-96. Lec, T 2:00-4:30; lab, to be announced. Staff.

Current social and economic conditions affecting agricultural, extension, and adult education are examined. Principles, objectives, strategies, and sources of information are applied to program planning. Participants have an opportunity to observe ongoing programs in agricultural, extension, and adult education, and to pursue individual interests in program development and improvement.]

EDUC 644 Curriculum Theory and Analysis

Spring. 3 credits. M 2:30-5:00.
G. J. Posner.

An examination of the basic elements involved in making curriculum decisions and an analysis of current approaches to curriculum. The course focuses on the assumptions underlying any curriculum. The major task of each student is to choose and conduct an in-depth analysis of a curriculum. This course is the basic graduate course in curriculum.

EDUC 647 Instructional Technologies: Analysis and Practices

Fall. 2-4 credits. Prerequisite: skills in statistics and research design. Letter grade only. Lec, R 2:30-3:20; lab and seminar to be announced. D. Peasley.

Current research and literature on instructional computing and related technologies in the public and private sectors will be examined. Students complete a group research project on educational technologies and meet for five seminar sessions to earn 2 credits. The research experience includes design, data collection, input, analysis, and synthesis. Concurrent attendance in ED 247 Modules A and B is required (2 credits); or the modules may be taken as a prerequisite.

EDUC 650 Methods of Educational Inquiry

Fall. 1 credit. J. Millman.

A survey of approaches to inquiry in the social sciences, including experimental and comparative designs, survey research, case study, philosophical and historical inquiry, content analysis, and secondary data analysis. The course is intended to broaden the student's views of appropriate methods of disciplined inquiry.

EDUC 651 Writing a Thesis Proposal

Fall. 1 credit. S-U grades only. T 3:35-4:25. J. Millman.

Procedures for developing and writing a master's or doctoral thesis proposal. Emphasis will be given to identifying a significant topic, recognizing weaknesses in illustrative proposals, and clear and concise writing. Students will be provided ample assistance in constructing a brief thesis proposal of their own.

EDUC 659 Special Topics in Research Methods

Spring. 2-3 credits. Prerequisite: permission of instructor. S-U grades only. Hours to be arranged. J. Millman.

Consideration of new techniques and current topics in educational research design, measurement, or evaluation of programs, products, and personnel.

[EDUC 661 Administration of Educational Organizations]

Fall. 3 credits. Not offered 1995-96. W 3:35-6:00. E. J. Haller.

Perspectives on the administration of educational organizations. Consideration of social science, legal and ethical theories, and their application to both public schools and higher education. Intended for students who are considering careers as educational administrators, as well as for those who want to further their understanding of schools as organizations.]

EDUC 664 Educational Finance

Fall. 3 credits. S-U grades optional. R 3:35-6:00. D. H. Monk.

An analysis of the distribution and utilization of public and private resources for educational purposes. The discussion will revolve around the issues of equity, efficiency, and freedom of choice. Alternative methods of financing schools will be evaluated, and the perplexing legal and moral issues raised by such questions as "Who pays?" and "Who benefits?" will be discussed. Specific attention will be given to budgeting, accountability, and productivity. An opportunity for individuals to focus on their own areas of interest, such as occupational education, the two-year college, or secondary or higher education.

EDUC 665 Administrative Decision Making

Spring. 3 credits. S-U grades optional. W 3:35-6:00. D. H. Monk.

An introduction to decision making theory and its relevance to the field of educational administration. Specific applications will be made to the study and improvement of productivity within educational systems. A wide variety of educational settings will be considered, including higher education and non-formal education.

[EDUC 678 Planning Educational Systems]

Spring. 3 credits. S-U grades optional. Not offered 1995-96. T 2:30-4:25. D. H. Monk.

A seminar focused on a comparative analysis of educational planning as it is practiced in developing nations. Topics will include manpower planning, the social demand approach to educational planning, benefit-cost analysis, and incentive models of planning. The political and economic implications of attempts to plan education will be emphasized.]

EDUC 680 Foundations of Extension Adult Education

Fall. 3 credits. Limited to 20 students. S-U grades optional. F 9:05-12:10. D. Deshler.

An analysis of alternative purposes, nature, and scope of extension, adult, and continuing education programs in the United States and abroad, with emphasis on the relationship of programs to historical, cultural, political, and social settings. Definitions, conceptual controversies, philosophical issues, and current research directions will be examined through a seminar approach.

[EDUC 681 Designing Extension and Continuing Education Programs]

Fall. 3 credits. Prerequisite: permission of instructor. Not offered 1995-96.

Designed to help students understand the concepts, principles, and procedures relevant to developing programs and curricula for the continuing education of adults. Emphasis is

on such key areas as the nature and role of programming, situation analysis and needs identification, choosing among alternative courses of action, stating program objectives, and program organization.]

[EDUC 682 Community Education and Development]

Fall. 3 credits. For students who have interest or experience in education or development programs in which community is an important concern. Not offered 1995-96; next offered fall 1996 and fall 1998. M. Ewert.

An examination of the concept of community; changes in community life; the analysis of community; alternative strategies for community development; patterns of response to community by universities, colleges, schools, cooperative extension, and government service agencies; and such functional dimensions of community education programming as participatory decision making, volunteers, leadership development, council formation and function, interagency coordination, and change-agents roles.]

EDUC 685 Training and Development: Theory and Practice (also Communication 685, International Agriculture 685)

Spring. 4 credits. S-U grades optional. Charge for materials, \$45. F 9:05-12:05; lab to be arranged. R. D. Colle and D. Deshler.

Analysis, design, conduct, administration, and evaluation of training programs for the development of human resources in small-farm agriculture, rural health and nutrition, literacy and nonformal education, and general community development. Designed for scientists, administrators, educator-trainers, and social organizers in rural and agricultural development programs in the U.S. and abroad.

EDUC 690 Research Seminar

Fall and/or spring. No credit. G. Posner and staff.

Presentation of current research in the field of education by graduate students and staff. Opportunities to discuss methodology, findings, and other aspects of research.

EDUC 694 Special Topics in Education

Fall, spring, or summer. 1-3 credits. Prerequisite: permission of instructor. S-U grades optional. Hours to be arranged. Staff.

Topics to be announced.

EDUC 711 Contemporary Issues in Educational Psychology

Fall and spring. 2-3 credits. Fall 1995 and spring 1996: M W 11:15. J. Dunn. Spring 1996: hours to be arranged. R. Ripple.

This is a graduate-level seminar dealing with key issues in contemporary psychology having implications for educational practice and research. Topics will vary from semester to semester. Students may take the course more than once.

EDUC 714 Moral Development and Education

Spring. 3 credits. S-U grades optional. M 12:20-2:15. D. E. Schrader.

This seminar focuses on current topics in moral development research as related to the educational process. Topics include the question of the development of moral reasoning, gender differences, the relationship between moral judgment and moral action,

questions related to moral education in secondary schools and university settings, and professional ethics in educational settings. This course takes a life-span perspective; however, special emphasis will be placed on development from adolescence through adulthood.

EDUC 715 Seminar in Psychology and Education

Fall or spring. Variable credit. Prerequisite: permission of instructor. Fall: W 1:25-3:25; spring: R 1:25-3:30. D. E. Hedlund.

Selected topics focusing on the interaction of theoretical and research developments in psychology and education.

EDUC 718 Adult Learning and Development

Spring. 3 credits. Prerequisite: permission of instructor. S-U grades optional. W 2:30-5:00. R. Ripple and D. Deshler.

Deals with adult development and learning behavior from points of view of educational psychology, and adult education. Inferences are drawn from theory and research to the practice of adult continuing education. Appropriate for graduate students in educational psychology, extension and continuing education, and community service education, and for others interested in adult learning and development.

EDUC 730 Seminar in Agricultural, Extension, and Adult Education

Spring. 2 credits. S-U grades optional. R 8:00-9:55. M. Ewert.

Emphasis on current problems and research in agricultural, extension, and adult education. Includes discussion and analysis of student and staff research.

[EDUC 739 Evaluating Programs in Agricultural, Extension, and Adult Education

Spring. 3 credits. Field trip. Not offered 1995-96; next offered 1996-97.

This course examines objectives, criteria, and strategies for evaluating programs of agricultural, extension, and adult education. Evaluation models, case studies, and evaluation as a function of program planning are considered. Participants examine the roles of supervision in evaluation and have an opportunity to develop and apply evaluation instruments. Field trips and resource persons provide opportunities to observe actual evaluation problems and procedures.]

EDUC 744 Seminar in College Teaching

Summer. 2-3 credits.

This seminar will be specially designed for Latin college and university professors. It will begin with a review of the current status of knowledge on teaching and learning, presenting a theoretical foundation for education, and move to practice in solving specific teaching problems.

EDUC 745 Seminar in Curriculum Theory and Research

Fall. 3 credits. Prerequisite: EDUC 644, or permission of instructor. T 2:30-5:00. G. Posner.

Theoretical issues in curriculum and appropriate areas for curriculum research are discussed. Two current topics of interest are the hidden curriculum and school reform. Both topics serve to uncover the relation between ideology and research.

[EDUC 762 Research in Educational Administration

Spring. 3 credits. Prerequisite: one course in elementary statistics or permission of instructor. S-U grades only. Not offered 1995-96. E. J. Haller.

For students interested in learning about the process of formulating and carrying out a piece of empirical research. Studies will focus on policy and administrative issues concerning public education. Seminar participants will have access to large, nationally representative data sets that will permit them to conduct high-quality, publishable studies of U.S. schools, students, teachers, and parents. In the process they will learn some of the costs and benefits of secondary data analysis and gain some familiarity with statistical analyses on a Cornell mainframe computer.]

EDUC 772 Seminar in Philosophy of Education

Spring. 3 credits. Prerequisite: permission of instructor. S-U grades optional. W 9:00-11:00. K. A. Strike.

Topics to be announced.

EDUC 783 Comparative Extension Education Systems

Summer. 3 credits. S-U option. M. Ewert.

Extension education in the developing nations is studied using, as an analytical frame of reference, a hypothetical model comprising such components as community organization, community-based learning, indigenous facilitators and leaders, extension generalists and specialists, training and research-extension linkages. Case materials on alternative extension models and intercountry experiences provide an empirical base.

[EDUC 784 Educational Technology-Transfer and Decision Making

Fall. 3 credits. Offered odd years only. Not offered 1995-96. D. Sutphin and J. McGonigal.

The educational and program management decisions involved in the adoption of educational technology in extension, rural development, and nonformal education programs are reviewed, and a variety of decision-making approaches is explored. An overall problem-solving method with case study illustrations is used. Consideration is given to structure and operating style of the educational organization, as well as to the characteristics of the technology under consideration. The course makes use of recent literature and continuously updated files on current developments in technology applications.]

EDUC 800 Master's-Level Thesis Research

Fall or spring. Credit to be arranged. S-U grades optional. Each student, before course enrollment, must obtain the approval of a faculty member who will assume responsibility for guiding the work. Hours to be arranged. Staff.

EDUC 900 Doctoral-Level Thesis Research

Fall or spring. Credit to be arranged. Limited to students working on theses or other research and development projects. S-U grades optional. Each student, before course enrollment, must obtain the approval of a faculty member who will assume responsibility for guiding the work. Hours to be arranged. Staff.

Related Course in Another Department

Historical Roots of Modern Psychology (PSYCH 490)

ENTOMOLOGY

D. A. Rutz, chair; P. M. Davis, P. P. Feeny, C. Gilbert, A. E. Hajek, M. P. Hoffmann, J. K. Liebherr, R. A. Morse, L. A. Patrican, B. L. Peckarsky, D. Pimentel, L. S. Raylor, R. B. Root, R. T. Roush, J. P. Sanderson, J. G. Scott, A. M. Shelton, E. J. Shields, M. J. Tauber, W. M. Tingey, S. Via, Q. D. Wheeler

Courses by Subject

Apiculture: 260, 264
Behavior: 215, 471, 662
Ecology: 452, 455, 456, 470, 471, 672
Introductory courses: 201, 212, 215
Medical entomology and veterinary entomology: 352
Morphology: 322
Pathology: 463
Pest management: 241, 441, 444, 477, 640
Physiology and toxicology: 370, 483, 490, 685
Systematics: 331, 453, 631, 632, 634

Note: class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

[ENTOM 201 Six-legged Science

Fall. 2 credits. S-U grades optional. Offered alternate years. Not offered fall 1995 and 1997; next offered fall 1996. Lects, T R 9:05; optional field trips, required lab demonstrations. A. E. Hajek.

Fascinating, frightening, innocuous, injurious, dainty and ethereal, abundant and essential. Visit the amazing world of the insects. Lectures will explore aspects of the wonders of the insects, and their interactions with humans. Opportunities will be offered to investigate insects in the field and laboratory.]

ENTOM 212 Insect Biology

Fall. 4 credits. Prerequisites: BIO G 101-102 (may be taken concurrently) or equivalent. Lects, W F 10:10-11:00; labs T, W or R 1:25-4:25. C. Gilbert.

Introduces the science of entomology by focusing on basic principles of systematics, morphology, physiology, behavior, and ecology of insects. The laboratory in early fall includes field trips to collect and study insects in the natural environment. A collection emphasizing ecological, behavioral and taxonomic categories is required.

ENTOM 215 Spider Biology: Life on a Silken Thread

Fall. 2 credits. Prerequisite: Introductory biology or permission of instructor. S-U grades optional. Lects, M W 1:25-2:15. L. S. Raylor.

An introduction to the fascinating world of spiders. Evolution, ecology, behavior, and physiology of spiders and their close kin from a modern perspective. Topics include identification of major spider families, spiders' unique use of silk, risky courtship, predatory behavior, diverse life styles, social spiders, sensory physiology, and potential use in IPM.

ENTOM 241 Applied Entomology

Spring. 3 credits. Prerequisites: BIO G 101-102 or equivalent. Lects, T R 9:05; lab/disc, T W 12:20-3:15. W. M. Tingey.

Introduction to major pest species and tactics for their management. Discussions of insect pest management requirements on farms, gardens, forests, and urban environments, along with descriptions of control methods, materials, and equipment.

ENTOM 260 Introductory Beekeeping

Fall. 2 credits. Lects, T R 11:15.

R. A. Morse.

Introduces the fundamentals of practical beekeeping, including the life history, physiology, and behavior of honey bees. The classical experiments on the dance language and the role of pheromones are reviewed. Some lectures are devoted to pollination of agricultural crops and the production of honey and beeswax.

ENTOM 264 Practical Beekeeping

Fall. 1 credit. Limited to 20 students.

Prerequisite: ENTOM 260 (may be taken concurrently). Lab, R 2-4:25. R. A. Morse.

This course consists of fourteen laboratory sessions to acquaint students with practical methods of colony management. Laboratories involve actual work with honey bee colonies and equipment. Some of the topics covered are management of bees for apple pollination, honey harvesting and processing, and disease identification and control.

[ENTOM 322 Insect Morphology

Spring. 5 credits. Prerequisite: ENTOM 212 or 241. Offered alternate years. Not offered spring 1996 and 1998; next offered spring 1997. Lects, M F F 9:05; labs, M F 1:25-4:25. Staff.

An introduction to the external and internal anatomy of insects, with emphasis on the comparative and functional aspects. The laboratory is devoted largely to dissection.]

ENTOM 331 Introductory Insect Systematics

Spring. 4 credits. Prerequisite: ENTOM 212. Offered alternate years. Not offered spring 1997; next offered spring 1996 and 1998. Lects, T R 10:10; labs M W 1:25-4:25. Q. D. Wheeler.

An introduction to the classification, evolutionary history, and distribution of the insects. Laboratory practice in the identification of orders, families, and representative genera of insects; methods of collection, preservation, and study. Lectures on theory and practice of insect systematics and major features of insect evolution. Insect collections are required.

[ENTOM 352 Medical and Veterinary Entomology

Fall. 3 credits. Prerequisites: BIO G 101-102 or equivalent. S-U grades optional. Offered alternate years. Not offered fall 1995 and 1997; next offered fall 1996. Lects, T R 10:10; lab, R 1:25-4:25. L. A. Patrician.

The ecology of arthropods of medical and veterinary importance in temperate and tropical regions of the world with emphasis on the role they play in causation or transmission of disease. The laboratory involves 2 field trips, techniques of collection and identification, dissections, methods of transmission, means of identification of a blood pathogen and the source of a blood meal.]

[ENTOM 370 Pesticides, the Environment, and Human Health (also Toxicology 370)

Fall. 2 credits. Prerequisites: BIO G 101-102 or equivalent. Offered alternate years. Not offered fall 1995 and 1997; next offered fall 1996. Lects, T R 9:05.

J. G. Scott.

A survey of the different types of pesticides, their uses, properties, and effects on the environment. Discussion of the risks, benefits, regulation, politics, and current controversies associated with pesticide use.]

ENTOM 441 Seminar in Insect Pest Management

Spring. 1 credit. Limited to 15 students.

Prerequisite: ENTOM 241 or 444 or permission of instructor. S-U grades only. Offered alternate years. Not offered spring 1997; next offered spring 1996 and 1998. Hours to be arranged. M. P. Hoffmann and A. M. Shelton.

Discussion and analysis of current topics in insect pest management.

ENTOM 444 Integrated Pest Management (also Plant Pathology 444)

Fall. 4 credits. Prerequisites: BIOES 261, ENTOM 212 or 241, and PL PA 301 or their equivalents or permission of instructor. Lects, M W F 9:05; labs M or T 1:25-4:25. P. M. Davis.

Lectures integrate the principles of pest control, ecology, and economics in the management of pest-crop systems. Laboratories consist of exercises to reinforce concepts presented in lecture and demonstrate pest monitoring techniques and the application of computer technology to management problems.

[ENTOM 452 Herbivores and Plants: Chemical Ecology and Coevolution (also BIOES 452)

Spring. 3 credits. Prerequisites: one year of introductory biology; BIOES 261; CHEM 253 or 357/358 and 251 or 301; or permission of instructor. Offered alternate years. Not offered spring 1996 and 1998; next offered spring 1997. Lects, M W F 11:15-12:05. P. P. Feeny.

Significance of plant chemistry in mediating interactions between plants and herbivorous animals; mechanisms and strategies of plant finding and exploitation by animals; especially insects, and of defense and escape by plants; evolutionary hypotheses for ecological patterns of resistance and attack; implications for human food and agriculture.]

ENTOM 453 Principles and Practice of Historical Biogeography (also BIOP 453)

Fall. 3 credits. Prerequisite: A course in systematics or permission of instructors. S-U grades optional. Offered alternate years. Not offered fall 1996; next offered fall 1995 and 1997. Lects, T R 10:10; lab T 1:25-4:30. J. K. Liebherr and M. Luckow.

A survey of techniques in historical biogeography, and the development of modern biogeographic theory in the context of classical, ecological and phylogenetic analytical methods. Geological and paleontological aspects of biogeography will be presented, and large-scale biogeographic patterns discussed. Laboratories will focus on computer applications and discussion of controversial issues.

ENTOM 455 Insect Ecology, Lectures (also BIOES 455)

Fall. 3 credits. Prerequisites: BIOES 261 or equivalent and ENTOM 212 or equivalent knowledge of another taxon. Offered alternate years. Not offered fall 1996; next offered fall 1995 and 1997. Lects, M W F 11:15-12:05. R. B. Root.

Topics include the nature and consequences of biotic diversity, biogeography, coevolution, adaptive syndromes exhibited by various guilds, population regulation, impact of insects on ecosystems, comparative and functional analysis of communities, and differences in the organization of natural and managed systems. Ecological and evolutionary principles are integrated by thorough study of exemplars.

[ENTOM 456 Stream Ecology (also BIOES 456)

Spring. 4 credits. Recommended: BIOES 261. S-U grades optional. Offered alternate years. Not offered spring 1996 and 1998; next offered spring 1997. Lects, T R 9:05; labs, T W or R 1:25-4:25.

B. L. Peckarsky and M. B. Bain.

Lecture addresses the patterns and processes occurring in stream ecosystems, including channel formation, water chemistry, watershed influences, plant, invertebrate, and fish community structure, nutrient cycling, trophic dynamics, colonization and succession, community dynamics, conservation and the impacts of disturbances. Lab: A field project includes descriptive and experimental techniques and hypotheses testing related to environmental assessment.]

ENTOM 463 Invertebrate Pathology

Spring. 4 credits. Prerequisites: one year of introductory biology. S-U grades optional. Offered alternate years. Not offered spring 1997; next offered spring 1996 and 1998. Lects, M W F 9:05; labs, W 1:25-4:25. A. E. Hajek.

Lecture presents principles of pathology as applied to invertebrates. Topics explored include non-infectious and infectious diseases caused by viruses, bacteria, fungi, protozoa, and nematodes, epizootiology of insect diseases and use of pathogens for control. Laboratory involves a diversity of pathogens and hosts using techniques such as microinjection, electrophoresis, immunoassay, density gradient centrifugation, soil extraction, and computer simulation.

[ENTOM 470 Ecological Genetics (also BIOES 470)

Spring. 4 credits. Prerequisites: BIOES 378 or permission of instructor. S-U grades optional. Offered alternate years. Not offered spring 1996 and 1998; next offered spring 1997. Lects, T R 10:10-11:30; disc, 1 hr/wk to be arranged. S. Via.

A study of the relationships between genetic and ecological processes in populations. Topics include consequences of genetic variation in age-structured populations; demographic concepts of fitness; evaluation of methods for measuring genetic variation and natural selection on ecologically important traits; genetics of competitive ability and predator avoidance; genetic and ecological aspects of phenotypic plasticity; character displacement; maintenance of genetic variability; limits to selection. How theory can be used to formulate hypotheses about evolutionary mechanisms in natural populations is considered and experiments designed to test such hypotheses are evaluated.]

ENTOM 471 Freshwater Invertebrate Biology

Spring. 5 credits. Recommended: ENTOM 212. Offered alternate years. Not offered spring 1997; next offered spring 1996 and 1998. Lects, T R 9:05; labs, T R 1:25-4:25. B. L. Peckarsky.

The lecture explores the morphology, physiology, phylogeny, life histories, behavior, feeding ecology, and evolution of macroscopic freshwater invertebrates with an emphasis on contrasting the attributes of aquatic and terrestrial insects. The laboratory involves field collections and laboratory identification of invertebrates and stresses the use of keys. Students prepare a collection of freshwater invertebrates.

ENTOM 477 Biological Control

Fall. 3 credits. Prerequisites: ENTOM 212, BIOES 261, and permission of instructor. Offered alternate years. Not offered fall 1996 and 1998; next offered fall 1997. Lects, T R 9:05; lab T 1:25-4:15. M. J. Tauber.

Approach and procedures in biological control of arthropod pests and weeds. Demonstrations focus on living parasitoids and predators. Discussions focus on case histories.

[ENTOM 483 Insect Physiology

Fall. 5 credits. Prerequisite: ENTOM 212 or permission of instructor. Offered alternate years. Not offered fall 1995 and 1997; next offered in fall 1996. Lects, M W F 11:15; lab W 1:25-4:25. C. Gilbert.

An introduction to the often unique ways in which insects have met their basic needs. Each organ system is examined with emphasis on basic principles and specific examples. The student will also be introduced to some common methods used in physiological research and to the critical reading of scientific literature.]

[ENTOM 490 Toxicology of Insecticides (also Toxicology 490)

Spring. 4 credits. Prerequisites: general chemistry and organic chemistry. S-U grades optional. Offered alternate years. Not offered spring 1996 and 1998; next offered spring 1997. Lects, M W F 9:05; lab W 1:25-4:25. J. G. Scott.

The history, metabolism, and mechanism of action of synthetic and naturally occurring insecticides. Mechanisms of insecticide resistance, evaluation of insecticide toxicity, and new approaches to insect control with biotechnology will be discussed.]

ENTOM 494 Special Topics in Entomology

Fall or spring. 4 credits maximum. S-U grades optional. Hours to be arranged. Staff.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

ENTOM 497 Individual Study in Entomology

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. Students must register with an Independent Study form (available in 140 Roberts Hall). Staff.

ENTOM 498 Undergraduate Teaching

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. Undergraduate teaching assistance in an entomology course by agreement with the instructor. Students must register with an Independent Study form (available in 140 Roberts Hall). Staff.

Participating students assist in teaching a course allied with their education and experience. Students are expected to meet regularly with a discussion or laboratory section, to gain teaching experience, and regularly to discuss teaching objectives, techniques, and subject matter with the professor in charge.

[ENTOM 631 Systematics of the Coleoptera

Summer. 3 credits. Max enrollment 18 students. 3 week summer session. Prerequisites: an introductory course in insect taxonomy and permission of instructor. Offered alternate years. Not offered summer 1996; next offered summer 1997. Lab, M T W R F 9-4; Saturday field trips.

A comprehensive review of the comparative morphology, phylogenetic relationships, classification, natural history, and distribution of the Coleoptera, including adult and immature stages. Laboratory practice in identification and methods for collection and study of beetles. A collection is required.]

ENTOM 632 Advanced Coleopterology

Summer. 1-3 credits. Prerequisite: permission of instructor. S-U grades optional. Offered alternate years. Not offered 1997; next offered summer 1996 and 1998. Lab, to be arranged. Q. D. Wheeler.

An advanced course on the phylogeny and classification of selected subclades of Coleoptera. Laboratory exercises in identification of beetles, generally to the level of genus or beyond. Taught by authority on taxon of interest, frequently including a visiting scholar. Can be repeated for credit.

ENTOM 634 Special Topics in Systematic Entomology

Fall or spring; taught on demand. 2-4 credits. Prerequisite: permission of instructor. Staff.

Lectures on the classification, evolution, and bionomics of selected taxa, with accompanying laboratory studies on identification and comparative morphology. Collections sometimes required.

[ENTOM 640 Applied Ecology and Pest Management

Spring. 3 credits. Prerequisites: ENTOM 444 and a course in statistics. Recommended: a course in computer science. S-U grades optional. Offered alternate years. Not offered spring 1996 and 1998; next offered spring 1997. Lects, T R 2:30-3:45. P. M. Davis.

Theory and quantitative methods for characterizing arthropod population dynamics for research and pest management purposes. Course evaluates biological and climatic factors influencing population numbers, development, dispersal, and plant response to arthropod pests. Special topics include development of sampling methodology and simulation modeling.]

[ENTOM 662 Insect Behavior Seminar

Spring. 2 credits. Prerequisites: permission of instructor and ENTOM 212 and BIONB 221 or equivalents. S-U grades optional. Offered alternate years. Not offered spring 1996 and 1998; next offered spring 1997. Hours to be arranged. M. J. Tauber.]

ENTOM 672 Seminar in Aquatic Ecology

Spring. 1 credit. Prerequisites: permission of instructor or either ENTOM 456, 471 or BIOES 261, 462. S-U grades optional. Offered alternate years. Not offered spring 1997; next offered spring 1996 and 1998. Hours to be arranged. B. L. Peckarsky.

Discussion and analysis of current topics in the ecology of streams, lakes and marine ecosystems, including student-generated synthesis of key papers in the literature.

ENTOM 685 Seminar in Insect Physiology

Spring. 1 credit. S-U grades optional. Prerequisite: permission of instructor. Offered alternate years. Not offered spring 1997; next offered spring 1996 and 1998. Hours to be arranged. C. Gilbert.

ENTOM 694 Special Topics in Entomology

Fall or spring. 4 credits maximum. S-U grades optional. Hour to be arranged. Staff.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

ENTOM 707 Individual Study for Graduate Students

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. Not for thesis research. Staff.

ENTOM 709 Teaching Entomology

Credit to be arranged. Staff. Teaching entomology or for extension training.

ENTOM 800 Master's-Level Thesis Research

Credit to be arranged. Prerequisite: permission of instructor. S-U grades optional.

ENTOM 900 Doctoral-Level Thesis Research

Credit to be arranged. Prerequisite: permission of instructor. S-U grades optional. Staff.

Jugatae Seminar

Fall and spring. A seminar conducted by Jugatae, the entomology club of Cornell University, to discuss topics of interest to its members and guests. All interested undergraduate and graduate students are encouraged to attend.

FLORICULTURE AND ORNAMENTAL HORTICULTURE

Floriculture and Ornamental Horticulture courses are listed under Horticultural Sciences.

Freehand Drawing and Scientific Illustration

Freehand Drawing and Scientific Illustration courses are offered through the Department of Floriculture and Ornamental Horticulture. Courses are described in the section "Freehand Drawing and Scientific Illustration."

Landscape Architecture

The Landscape Architecture Program at Cornell is sponsored by the College of Agriculture and Life Sciences through the Department of Floriculture and Ornamental Horticulture, and the College of Architecture, Art, and Planning. For course descriptions, see Landscape Architecture.

FOOD SCIENCE

R. A. Ledford, chair; T. E. Acree, D. K. Bandler, D. M. Barbano, C. A. Batt, D. H. Beermann, K. J. Boor, M. C. Bourne, J. Brady, J. M. Brown, A. K. Datta, D. C. Graham, R. B. Gravani, T. Henick-Kling, G. Houghton, J. H. Hotchkiss, H. T. Lawless, D. D. Miller, S. Mulvaney, J. M. Regenstein, S. S. H. Rizvi, J. W. Sherbon

Note: class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

FOOD 101 Science and Technology of Foods

Fall. 1 credit. S-U grades only. F 12:20-1:10. J. Hotchkiss and staff. This course explores the application of science and technology to foods. Lectures will elucidate the role of engineering, biotechnology, chemistry, biochemistry, nutrition, toxicology, and microbiology in supplying the world with safe and nutritious food. An overview of food science as a discipline and career choice will be given.

FOOD 102 Contemporary Perspectives in Food Science

Spring. 1 credit. S-U grades only. F 12:20. Three field trips, 2 on F 1:25-5:00 and one on F 7:30 a.m.-5:30. R. A. Ledford.

A series of seminars dealing with current technological, regulatory, and international developments in food science. Field trips to four or five commercial food plants will be used to illustrate the application of current technologies.

FOOD 150 Food Choices and Issues

Spring. 2 credits. S-U grades optional. T R 12:20. R. B. Gravani and D. D. Miller. This course provides Cornell students with the knowledge needed to make healthy food choices. A systematic or holistic approach to food production, processing, distribution, and consumption will be presented. Topics include relationships between food, diet and health; food processing; food safety; and discussions of contemporary issues relating to food quality, safety, and nutritional value.

FOOD 200 Introductory Food Science

Fall. 3 credits. M W F 11:15-12:05. J. Hotchkiss. A comprehensive introduction to food science and technology—its scope, principles, and practices. Topics are constituent properties; methods of preservation; the major food groups, including their handling and

processing; and current problems such as chemical additives and world feeding needs. Interrelationships between biological, chemical, and physical properties; processing; nutrition; and food quality are stressed.

FOOD 210 Food Analysis

Spring. 3 credits. Prerequisite: CHEM 104 or 208. Lec, M W 12:20; lab, F 12:20-3:20. J. W. Sherbon.

Introduces tests used by food analysts for fats, proteins, carbohydrates, and selected minor nutrients. Emphasis is on understanding and use of good analytical techniques, including gravimetric, volumetric, chromatographic and spectrophotometric methods. A special project for the total analysis of a complex food provides experience in technique selection, work scheduling, and execution.

FOOD 290 Meat Science (also Animal Science 290)

Fall. 2 or 3 credits. Lec, T R 11:15-12:05 p.m.; lab, M or R 12:20-3:20. D. H. Beerman.

An introduction to meat science through a study of the structure, composition, and function of muscle and its conversion to meat. Properties of fresh and processed meat, microbiology, preservation, nutritive value, inspection, and sanitation are also studied. Laboratory exercises include anatomy, meat-animal slaughter, meat cutting, wholesale and retail cut identification, processing, inspection, grading, quality control, and meat merchandising. An all-day field trip to commercial meat plants is taken.

[FOOD 311 Milk and Frozen Desserts

Fall. 2 credits. Prerequisite: FOOD 322 or permission of instructor. Offered alternate years. Not offered 1995-96; next offered fall 1996 and 1998. R 12:20-4:25. J. W. Sherbon and D. K. Bandler.

Deals with the principles and practices of processing fluid milk products and frozen desserts. The chemical, microbiological, and technological aspects of processing these dairy products are considered. Emphasis will be upon product quality and recognition of factors affecting it.]

FOOD 321 Food Engineering Principles

Fall. 3 credits. Prerequisites: FOOD 200 and Introductory Physics. M W F 9:05-9:55. S. S. H. Rizvi.

Introduces the engineering principles underlying food processes and equipment. Topics covered include thermodynamics, mass and energy balance, fluid mechanics, and heat and mass transport.

FOOD 322 Food Engineering Laboratory

Spring. 2 credits. Prerequisite: FOOD 321. Lab, T or W 1:25-4:00; disc, T 12:20. S. S. H. Rizvi and G. Houghton.

Provides hands-on experience with food engineering processes and measurements. Topics covered include mass and energy balances, rheology, fluid mechanics, heat transfer, refrigeration and psychrometry.

FOOD 331 Statistical Quality Control of Food Processing

Spring. 1 credit. Prerequisite: AG EC 310 or equivalent. Lab, T 1:25-4:25. G. Houghton.

An introduction to the statistical tools used to control quality in food processing operations. Topics covered include control charts and other process control tools as well as acceptance sampling.

FOOD 351 Milk Quality

Spring. 1 credit. Prerequisite: AN SCI 350 or equivalent or permission of instructor. F 12:20. D. K. Bandler.

Focuses on the important aspects of farm sanitation and milk handling as they affect milk flavor and quality. The course is an overview of quality control tests, basic microbiology, cleaning and sanitizing, and special problems in manufacturing and marketing fresh and storable dairy products.

FOOD 394 Food Microbiology Lectures

Fall. 2 credits. Prerequisites: BIOMI 290 and 291. M W 12:20-1:10. R. A. Ledford. The major families of microorganisms of importance in foods are studied, with emphasis on the roles of those organisms in food preservation, food fermentations, and public health.

FOOD 395 Food Microbiology Laboratory

Fall. 2 credits. Graduate students must have permission of the instructor. M W 2:00-4:25. J. M. Brown. Work includes study of the physiological characteristics of representative food microorganisms, practice in using general and special methods for microbiological testing and control of food products, and practice in the application of a systematic approach to controlling the safety of foods.

[FOOD 396 Food Safety Assurance

Spring. 2 credits. Prerequisite: FOOD 200 or permission of instructor. Offered alternate years. Not offered 1995-96; next offered spring 1997. T R 9:05-9:55. R. B. Gravani.

This course provides information on procedures to control biological, chemical, and physical hazards and assure the safety of foods. Topics include discussions on Hazard Analysis Critical Control Point (HACCP) programs, total quality management, and the application of current technologies in reducing the incidence of foodborne illness. Case studies and exercises will be used to demonstrate and apply the key principles that are discussed.]

FOOD 400 Senior Seminar in Food Science and Technology

Fall. 1 credit. Limited to seniors. M 4:30-5:20. D. K. Bandler. Students prepare and present a seminar on a topic of current interest in food science and technology.

[FOOD 401 Concepts of Product Development

Spring. 2 credits. Prerequisite: FOOD 200 or equivalent. Offered alternate years. Not offered 1995-96. Hours to be arranged. J. H. Hotchkiss.

A discussion of the sequence of events in developing and marketing new food products. Topics include packaging and labeling, food additive and ingredient regulations, taste panels, market testing, market research, and patents.]

FOOD 405 Food Waste Management

Spring. 2 credits. Prerequisite: FOOD 200 or its equivalent. Offered alternate years. Not offered 1996-97; next offered spring 1996 and 1998. Lec, M 12:20-2:15; lab, M 2:30-4:25. J. M. Regenstein.

Introduction to the principles and practices related to managing wastes from food plants through reduction, reuse, recycling, and composting. Some broader areas of waste management impacting the food industry will

also be discussed. Includes field trips which may take all afternoon.

FOOD 406 Cheese and Other Fermented Foods

Fall. 2 credits. Prerequisite: background in microbiology. Offered alternate years. Not offered 1996-97; next offered fall 1995 and 1997. R 12:20-4:25. D. K. Bandler. Principles and practices of fermentation and processing techniques as they apply to cheeses, cultured dairy foods, beers, and related products. Labs will feature unit processes and tastings.

FOOD 409 Food Chemistry

Spring. 3 credits. Prerequisite: BIOBM 330 or 331. M W F 9:05-9:55. D. D. Miller and staff. The chemistry of foods and food ingredients. Chemical and physical properties of water, proteins, lipids, carbohydrates, and other food components/additives are discussed in the context of their functional roles in foods. The effects of chemical changes during processing and storage on quality and nutritional aspects of several food commodity groups (milk, meat, fruits and vegetables, cereals and legumes) are described.

FOOD 410 Sensory Evaluations of Foods

Fall. 3 credits. Prerequisite: statistics. M W F 10:10-11:00. H. T. Lawless. Deals with the sensory techniques used in evaluating the flavor, color, and texture of foods and the evaluation of consumer acceptance. Includes methods for measuring these qualities, underlying psychological principles, statistical methods for analyzing results, and establishing a full-service sensory evaluation program.

FOOD 415 Principles of Food Packaging

Spring. 3 credits. M W F 11:15-12:05. J. H. Hotchkiss. The chemical and physical properties and manufacture of the basic materials used to construct packaging are discussed. The influence of packaging on shelf life is presented. Emphasis is on newer packaging technologies and materials. Economics, design, and regulation of food packaging are briefly presented.

FOOD 416 Food Packaging Laboratory

Spring. 2 credits. Prerequisite: FOOD 415. Offered alternate years. Not offered 1996-97; next offered spring 1996 and 1998. J. H. Hotchkiss. A laboratory course designed to introduce several testing methods used to evaluate adequacy of food packaging. Emphases are on physical testing methods of packaging materials and the evaluation of total packages. Students will design and build a new food package.

FOOD 417 Sensory Analysis of Dairy Products

Spring. 1 credit. S-U grades optional. Offered alternate years. Not offered 1996-97; next offered spring 1996 and 1998. H. T. Lawless. A survey of the traditional quality grading techniques used for sensory evaluation of dairy products, and a comparison of those techniques to alternative sensory evaluation procedures. Students will prepare samples for one or two demonstrations of classical dairy defects such as lipid oxidation or hydrolytic rancidity. Tasting and practice in identifying defects will be given in class. Primary attention will be given to sensory quality

factors in fluid milk, cheddar cheese, cottage cheese, and ice cream.

FOOD 419 Food Chemistry Laboratory

Spring. 2 credits. Prerequisites: BIOBM 330 or 331 and concurrent registration in FOOD 409. W 12:20-4:30. D. D. Miller and J. M. Brown. A laboratory course emphasizing fundamental chemical principles and laboratory techniques necessary for an understanding of the chemistry of foods. Relationships between chemical composition and functional, nutritional, and organoleptic properties of foods are stressed. Many of the laboratory techniques involved are common to those used in biochemistry laboratories (e.g., electrophoresis, chromatography, enzyme assays) but are applied to specific foods or beverages.

[FOOD 422 Food Engineering II]

Spring. 3 credits. Prerequisite: FOOD 321 or permission of instructor. Offered alternate years. Not offered 1995-96; next offer spring 1997 and spring 1999. Application of transport phenomena to food processing unit operations. Fundamentals of food process design, scale up, and control.]

FOOD 423 Unit Operations in Food Manufacturing

Fall. 4 credits. Intended for seniors and food science majors. Lec, T R 11:15-12:05, lab, 1:25-4:30. S. J. Mulvaney and S. S. H. Rizvi. An integrated approach to understanding food manufacturing operations. Topics include major unit operations used for thermalization, freezing and dehydration of foods. Emphasis is placed on the interplay between engineering design of processes and the physical and chemical transformations that occur as food is produced from various commodities. The impact of process conditions on product safety, overall quality, and storage stability are also considered.

FOOD 430 Understanding Wine

Spring. 3 credits. Prerequisites: Introductory biology and chemistry or permission of instructor. Students must be 21 years old by the first day of class (Jan. 22, 1996) to enroll. S-U grades optional. T R 2:30-4:25. T. Henick-Kling, T. E. Acree, and H. T. Lawless.

An introduction to wine appreciation through the study of fermentation biology, wine composition, and sensory perception. Samples of wines will be used to illustrate the sensory properties, microbiological processes, and chemical components that determine wine quality. Students will learn to recognize the major features of wine that determine sensory quality and know the processes that produced them. Topics will include the psychology and chemistry of bouquet, taste, and aroma; the microbiology of fermentation and spoilage; and the sensory properties of wines from different grape varieties, viticultural practices, and wine making techniques.

FOOD 447 International Postharvest Food Systems

Fall. 2 or 3 credits. Prerequisite: freshman chemistry. S-U grades optional. T R 10:10-11:00. M. C. Bourne and staff. An interdisciplinary course designed for all undergraduate and graduate students in ALS. Describes postharvest food losses and methods to reduce the loss. Topics include

storage and care of unprocessed and minimally processed foods such as cereal grains, fruits, vegetables, tubers, and fish; biology and control of fungi, insects, and vertebrates in foods; chemical causes of quality loss; effects of climate; and economic and social factors affecting food preservation and storage. Emphasis is given to the problems in developing countries. The third credit requires a written case study of a country or commodity.

[FOOD 450 Fundamentals of Food Law]

Spring. 2 credits. Offered alternate years. Not offered 1995-96; next offered spring 1997. J. M. Reegenstein. Introduction to the complex array of federal and state statutes and regulations that control the processing, packaging, labeling, and distribution of food, including aspects of safety and nutritive value. Emphasis will be on the Food and Drug Administration and U.S. Department of Agriculture regulations, but the course also will refer to other regulatory agencies. Emphasis will be placed on how a food or agricultural professional interacts with this legal system.]

FOOD 456 Advanced Concepts in Sensory Evaluation

Spring. 2 credits. Prerequisite: FOOD 410. S-U grades optional. Offered in alternate years. Not offered 1996-97; next offered spring 1996 and 1998. F 1:25-3:25. H. T. Lawless. Readings and discussions of primary source materials in sensory evaluation, including historical perspectives, psychophysics, perceptual biases, human information processing. Concepts influencing detection of sensory differences, use of rating scales, and characterization of sensory properties will be emphasized.

FOOD 490 Commercial Meat Processing (also Animal Science 490)

Spring. 2 or 3 credits. Lects, T R 9:05; lab T 1:25-4:25. Field trip to commercial meat processing plants. D. H. Beerman. A study of the classification, formulation, and production of commercially available processed meat products. Physical and chemical characteristics of meat and nonmeat ingredients; their functional properties; various processing methodologies; microbiology; packaging, handling, and storage; and quality assurance are discussed.

FOOD 494 Special Topics in Food Science

Fall or spring. 4 credits maximum. S-U grades optional. The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

FOOD 497 Individual Study in Food Science

Fall or spring. 3 credits maximum. Prerequisite: permission of instructor. Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grades optional. May include individual tutorial study, a special topic selected by a professor or a group of students, or selected lectures of a course already offered. As topics may be changed, the course may be repeated for credit.

FOOD 498 Undergraduate Teaching Experience

Fall or spring. 3 credits maximum. Prerequisite: permission of instructor. Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grades only.

Students assist in teaching a course appropriate to their previous training. Students will meet with a discussion or laboratory section and will regularly discuss objectives with the course instructor.

FOOD 499 Undergraduate Research in Food Science

Fall or spring. 4 credits maximum. S-U grades optional. Students must register with an Independent Study form (available in 140 Roberts Hall).

Students conduct original research directed by a food science faculty member.

FOOD 600 Seminar

Fall or spring. 1 credit. Required of all food science graduate students. S-U grades only. T 4:30-5:20.

[FOOD 604 Chemistry of Dairy Products

Fall. 2 credits. Limited to 16 students. Prerequisites: organic chemistry, biochemistry, knowledge of dairy-product manufacturing procedures, and permission of instructor. Offered alternate years. Not offered 1995-96; next offered fall 1996. F 1:25-3:30. D. M. Barbano.

A detailed study of milk constituents and their properties. Properties of various milk constituents are related to observed physical and chemical changes that occur in dairy products during and after processing. This course will emphasize current research in dairy chemistry.]

[FOOD 605 Physical Chemistry of Food Components

Fall. 3 credits. Prerequisite: an undergraduate course in physical chemistry. Offered alternate years. Not offered 1995-96; next offered fall 1996. M W F 10:10. J. W. Brady.

There have been great advances in applying the modern tools of molecular biology to the detection of microorganisms and their metabolites. The primary emphasis of this course will be to review the recent developments in the theory and application of nucleic acid and antibody-based detection systems, especially as they concern food safety. In addition, other approaches, including measurement of impedance, ATP, and endotoxins, will be discussed.

FOOD 607 Advanced Food Microbiology

Spring. 2 credits. Prerequisites: food microbiology, genetics (preferred). Offered alternate years. Not offered 1996-97; next offered spring 1996. M W 11:15. C. A. Batt.

There have been great advances in applying the modern tools of molecular biology to the detection of microorganisms and their metabolites. The primary emphasis of this course will be to review the recent developments in the theory and application of nucleic acid and antibody-based detection systems, especially as they concern food safety. In addition, other approaches, including measurement of impedance, ATP, and endotoxins, will be discussed.

[FOOD 616 Flavors—Analysis and Applications

Spring. 2 credits. S-U grades optional. Offered alternate years. Not offered 1995-96; next offered spring 1997. Lec, F 1:25; disc, F 2:30. H. T. Lawless and T. Acree.

An advanced course in sensory and instrumental analysis of flavors, flavor chemistry, and flavor applications in foods for food scientists and those in related fields concerned with human food perception and consumption. The course will survey taste, aroma and volatile flavors, and trigeminal stimuli from the perspectives of chemical structures, methods of analysis, uses and interactions in food systems, and consumer acceptance.]

FOOD 620 Food Carbohydrates (also Nutritional Sciences 620)

Spring. 2 credits. Limited to qualified seniors and graduate students. Prerequisite: BIOBM 330 or equivalent. Offered alternate years. Not offered 1996-97; next offered spring 1996. T R 10:10.

B. A. Lewis and J. W. Brady.
A consideration of the chemistry of carbohydrates, including sugars, starches, pectins, hemicelluloses, gums, and other complex carbohydrates. Emphasis is on the intrinsic chemistry and functionality in food systems and the changes occurring during food processing and storage.

[FOOD 665 Engineering Properties of Foods

Spring. 2 credits. Prerequisite: course in transport processes or unit operations as applied to foods; or permission of instructor. Offered alternate years. Not offered 1995-96; next offered spring 1997. T R 12:20-1:10. S. S. H. Rizvi and S. J. Mulvaney.

Theories and methods of measurement and prediction of rheological, thermal, and mass transport properties of foods and biomaterial systems. Emphasis is on physical-mathematical basis of measurement as well as the prediction processes. Examples of appropriate use of these properties in engineering design and analysis of food processes will also be provided.]

FOOD 694 Special Topics in Food Science

Fall or spring. 4 credits maximum. S-U grades optional. Staff.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

FOOD 698 Graduate Teaching Experience

Fall or spring. 1 to 3 credits. S-U grades only. Staff.

Designed to give graduate students teaching experience through involvement in planning and teaching courses under the supervision of field faculty members. The experience may include leading discussion sections; preparing, assisting in, or teaching lectures and laboratories; and tutoring. There will be assigned readings and discussion sessions on educational theory and practice throughout the term.

FOOD 800 Masters-Level Thesis Research

Fall or spring. Credit to be arranged. Maximum credit, 12. Prerequisite: limited to master's candidates; permission of Special Committee Chair. S-U grades only. Graduate faculty.

FOOD 900 Graduate-Level Thesis Research

Fall or spring. Credit to be arranged. Maximum credit, 12. Prerequisite: limited to doctoral students who have not passed the "A" exam; permission of Special Committee Chair. S-U grades only. Graduate faculty.

FOOD 901 Doctoral-Level Thesis Research

Fall or spring. Credit to be arranged. Maximum credit, 12. Prerequisite: limited to doctoral students who have passed the "A" exam; permission of Special Committee Chair. S-U grades only. Graduate faculty.

Related Courses in Other Departments

Introduction to Computing (ABEN 151)
Food Process Engineering: A Transport Phenomena Approach (ABEN 466)
Marketing (ARME 240)
Food Industry Management (ARME 443)

FREEHAND DRAWING AND SCIENTIFIC ILLUSTRATION

Freehand Drawing is a program within the Department of Floriculture and Ornamental Horticulture. Other courses offered by the department are listed under Horticultural Sciences and Landscape Architecture.

FR DR 109 Nature Drawing

Fall. 3 credits. Limited to 25 students. S-U grades optional. Permission of instructor required. M W F 10:10-12:05. R. J. Lambert.

A beginning course with emphasis on the drawing of natural forms: plants, animals, and landscapes. Of particular interest to students in floriculture and ornamental horticulture, landscape architecture, biological sciences, nature education, or similar fields. Outside field notebook assignments.

FR DR 210 Sketching in Watercolor

Summer. 3 credits. S-U grades optional. M T W R F 11:30-12:45. R. J. Lambert.
Practice in outdoor sketching, primarily in watercolor, but including pen and ink, pencil, and colored pencil. Studio will develop working sketches into complete paintings. Principles of perspective are taught and applied. For any student who wishes to develop skill in handling watercolor. Outside-of-class sketchbook work required.

FR DR 211 Freehand Drawing and Illustration

Fall. 2 credits. Prerequisite: FR DR 109 or equivalent. S-U grades optional. 6 studio hours scheduled in 2 or 3 hour units between 9:05 and 12:05 M T W R F. R. J. Lambert.

Progression to the organization of complete illustrations. Subject matter largely from sketchbooks, still life, and imagination. Composition, perspective, and ways of rendering in different media are considered.

FR DR 214 Watercolor

Spring. 2 credits. Prerequisite: FR DR 109 or equivalent. S-U grades optional. 6 studio hours scheduled in 2 or 3 hour units between 9:05 and 12:05. M T W R F. R. J. Lambert.

A survey of watercolor techniques. Subject matter largely still life, sketchbook, and on-the-spot outdoor painting.

FR DR 316 Advanced Drawing

Fall or spring. 2 credits. Prerequisite: FR DR 109, 211 or permission of instructor. S-U grades optional. 6 hours to be arranged. R. J. Lambert.

For students who want to attain proficiency in a particular type of illustration or technique.

[FR DR 417 Scientific Illustration

Fall. 2 credits. Prerequisite: FR DR 211 or 316 or equivalent. S-U grades optional for graduate students only. Not offered 1995-96.

A survey of methods of illustration. Training in techniques of accurate representation in media suitable for reproduction processes, including pen and ink, scratchboard, wash, and mixed media.]

FRUIT AND VEGETABLE SCIENCE: HORTICULTURAL SCIENCE

See Horticultural Sciences.

HORTICULTURAL SCIENCES

Horticultural science courses at Cornell are taught by the faculty of the Department of Floriculture and Ornamental Horticulture and the Department of Fruit and Vegetable Science.

Floriculture and Ornamental Horticulture

G. L. Good, chair; M. I. Adleman, N. L. Bassuk, C. F. Gortzig, J. Gruttadaurio, N. W. Hummel, Jr., R. E. Kozlowski, D. W. Krall, R. J. Lambert, R. W. Langhans, I. M. Lekstutis, L. J. Mirin, R. G. Mower, K. W. Mudge, J. C. Neal, A. M. Petrovic, D. A. Rakow, D. Tennessen, R. T. Trancik, P. J. Trowbridge, T. C. Weiler, T. H. Whitlow

Fruit and Vegetable Science

E. E. Ewing, chair; R. R. Bellinder, L. L. Creasy, L. A. Ellerbrock, D. E. Halseth, J. R. Hicks, D. J. Lisk, P. M. Ludford, I. A. Merwin, P. L. Minotti, M. P. Pritts, J. Siczka, W. C. Stiles, L. D. Topoleski, C. B. Watkins, H. C. Wien, D. W. Wolfe

Courses by Subject:

General horticulture: 101, 102

Crop production:

Agroforestry: 415

Controlled Environment Agriculture: 410, 411, 412, 413

Fruit: 200, 442, 444, 445, 450

Greenhouse: 410, 411, 412, 413

Nursery: 400, 420

Turfgrass: 330, 475

Vegetable: 225, 456, 460

Extension education: 629

Horticultural physiology: 400, 450, 455, 456, 460, 462, 615, 620

Independent study, research, and teaching: 470, 495, 496, 497, 498, 499, 500, 605, 700, 800, 900

Internships: 496

Landscape architecture (professionally accredited program)

Landscape horticulture: 435, 440, 491,

Landscape architecture 142, 291, 310, 312, 480, 491

Plant materials: 230, 243, 300, 301, 335, 430

Plant propagation: 400

Postharvest physiology: 325, 625, 630

Sales and service businesses: 425

Seminars: 495, 602, 630, 636

Special topics: 470, 494, 629, 630, 635, 694

Turfgrass management: 330, 475

Vegetable types and varieties: 220, 465

Note: class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

HORT 101 Introduction to Horticultural Science

Fall. 4 credits. Lec, M W F 10:10; lab W 1:25-4:25. C. F. Gortzig, I. M. Lekstutis.

An introduction to horticulture in all of its components: floriculture, landscape horticulture, turfgrass management, fruit and vegetable science, and related professional and commercial fields. Emphasis is on the history, geography, and literature of the field; the structure and organization of the component industries, institutions, and professions; and the role of science and technology in the continuing development of horticultural practice. Field trips, including one three-day field trip (cost approximately \$130.00), are taken to horticultural firms, institutions, and historic sites.

HORT 102 General Horticulture

Spring. 4 credits. Each lab limited to 25 students. Lec, M W F 10:10; lab M T or W 2-4:25. L. D. Topoleski.

Acquaints the student with applied and basic horticulture. Open to all students who want a general knowledge of the subject or who want to specialize in horticulture but have a limited background in practical experience or training in plant science. Includes flower, fruit, and vegetable growing and gardening techniques.

HORT 200 Introductory Pomology

Fall. 3 credits. S-U grades optional. Lec, T R 10:10; lab, T 1:25-4:25. I. A. Merwin.

A survey of fruit science, emphasizing the natural history, botany, physiology, and production of edible fruits in temperate-climate areas. Topics include varietal breeding and propagation, environmental and sustainability issues, and practical methods of fruit production. Labs and field trips will provide hands-on experience and tours of regional orchards.

HORT 220 Vegetable Types and Identification

Fall. 2 credits. T 2-4:25. L. Topoleski.

Acquaints students with the vegetable species grown in the Northeast and the pests and disorders encountered in their production. Subjects covered include identification of economically destructive weeds, diseases and insects of vegetables, identification of vegetable and weed seeds, seedlings, nutrient deficiencies, vegetable judging, grading, and grade defects.

HORT 225 Vegetable Production

Fall. 4 credits. Field trip fee. Lec, M W F 11:15; lab, W 2-4:25; 1 S fieldtrip and 3 fieldtrips (Stepember). W 11:15-6:00. L. A. Ellerbrock.

Intended for those interested in the production, processing, and marketing of vegetables. Topics included are techniques, problems, and trends in the culture, harvesting and storage of the major vegetable crops. Field trips to conventional and organic farms and hands-on experience in growing vegetables in the laboratory are included.

HORT 230 Woody Plant Materials

Spring. 4 credits. Fee for lecture-laboratory manual: \$35. Lec, T R 9:05; lab T 2-4:25 and W or F 2-4:25. R. G. Mower.

A study of the trees, shrubs, ground covers, and vines used in landscape plantings. Emphasis is on winter identification and values for use as landscape material.

[HORT 243 Taxonomy of Cultivated Plants (also BIOPL 243)

Fall. 4 credits. Prerequisite: One year of introductory biology or written permission of instructor. May not be taken for credit after BIOPL 248. Not offered 1995-96; next offered 1996-97. M. A. Luckow.

An introduction to the study of ferns and seed plants with an emphasis on cultivated families and genera. Lectures will cover the principles and methods of systematics, basic rules of nomenclature, and relationships among families, all in the context of cultivated plants. Laboratories will teach sight identification of important plant families and identification of unknowns using analytic keys.]

HORT 300 Garden and Interior Plants I

Fall. 3 credits. Fee for lecture-laboratory manual: \$35. Lec, T R 10:10; lab, T 2-4:25. R. G. Mower.

A study of ornamental plants used in garden and interior situations. The first seven weeks cover primarily herbaceous annuals and perennials, with the laboratory devoted to various practical gardening activities. The remainder of the semester covers the major kinds of foliage and flowering plants used in the home and in other interior landscape situations. Emphasis is on identification, use, and general cultural requirements.

HORT 301 Garden and Interior Plants II

Spring. 3 credits. Prerequisite: HORT 300 or permission of instructor. Fee for lecture-laboratory manual: \$35. Lec, M W 11:15; lab, M 2-4:25. R. G. Mower.

A continuation of Horticultural Sciences 300. The first seven weeks are devoted to a further study of interior plants, with emphasis on specialized groups of interior plants such as orchids, cacti and succulents, gesneriads, ferns, palms, and bromeliads. The second seven weeks are devoted to outdoor herbaceous plants, such as tulips, daffodils, crocuses, and irises, as well as other spring-blooming bulbs and perennial plants. Outdoor laboratories emphasize practical gardening activities appropriate to the spring season.

[HORT 325 Practical Aspects of Postharvest Handling of Horticultural Crops

Spring. 3 credits. Offered alternate years. Not offered spring 1996. Lec, M W 9:05; lab T 1:25-4:25. J. R. Hicks.

A study of changes that occur in horticultural crops between harvest and consumer. Practices that affect the rate of change and the final effect on quality of the commodity are discussed. Maturity/quality indices, preharvest treatments, and harvesting/handling practices and storage/transportation requirements of selected horticulture crops are covered.]

[HORT 330 Turfgrass Management

Fall. 3 credits. Prerequisite: SCAS 260. Not offered 1995-96; next offered fall 1996. A. M. Petrovic.

Study of the scientific principles involved in the management of golf courses, athletic fields, parks and industrial grounds, and

commercial sod production. Considerations given to principles of establishment, mowing, irrigation, growth and development, species selection, and nutrition in the management of turfgrass sites.]

HORT 335 Woody Plant Materials for Landscape Use

Fall. 3 credits. Limited to 30 students. Primarily for landscape architecture majors. Fee for lecture-laboratory manual, \$35. Lects, M W 9:05; lab R 1:25-4:25. R. G. Mower.

A study of the trees, shrubs, vines, and ground covers used in landscape plantings in the northeastern United States. Emphasis is on leaf identification and on characteristics that determine the usefulness of each as landscape subjects.

HORT 400 Principles of Plant Propagation

Fall. 3 credits. Prerequisites: BIOPL 242 and 244 or another course in plant physiology. Lects, T R 9:05; lab, R 1:25-4:25. K. W. Mudge.

Sexual (seed) propagation and vegetative (asexual) propagation including cuttage, graftage, tissue culture, layering and specialized vegetative reproductive structure. Physiological, environmental, and anatomical principles are stressed in lecture and hands-on experience in laboratories. Examples include both temperate as well as tropical horticulture, agronomic, and forestry crops.

HORT 410 Principles of Controlled Environment Agriculture (CEA)

Spring. 3 credits. Prerequisite: permission of instructor. 3-day field trip required. Cost of field trip: \$80+. Lects, T R 10:10-12:05. T. C. Weiler.

Basics and issues related to managing agricultural production in environmentally optimized facilities. Survey of CEA as an agricultural alternative, technology basics, systems and practices; world centers of production, structures, systems and equipment, materials handling, heating and cooling, lighting, fertilizing and irrigation, environmental stewardship, integrated pest management, business management, and human resource management.

HORT 411 Principles of Crop Production in Controlled Environments

Spring. 3 credits. Prerequisites or corequisite: HORT 410. Two afternoon field trips required. Lects, W F 8:00; lab R 2-4:25. T. C. Weiler and staff.

Study of several controlled-environment agriculture (CEA) crops; including cut, pot and bedding ornamentals; vegetables and fruits briefly covered; emphasis on predictive harvesting through environmental, physical, and chemical management of growth and development. Each student will grow one or more crops.

HORT 412 Case Studies of Controlled Environment Agriculture (CEA)

Spring. 1 credit. Prerequisite or corequisite: HORT 410. Lab 3 hours per week as scheduled. R. W. Langhans, J. D. Novak and G. R. White.

Analysis of actual CEA enterprises regarding adoption of technology, crop culture, operations management, and/or marketing.

HORT 413 Computer-Assisted Management in Controlled Environment Agriculture (CEA)

Spring. 1 credit. Prerequisite or corequisite: HORT 410. Lab 3 hours per week as scheduled. R. W. Langhans.

Application of computer software to operations management and environmental management of a CEA facility—including specifications for facilities, optimization of resource inputs (e.g., energy, fertilizer), crop programming, efficient space use, labor efficiency (time and motion), and inventory management.

HORT 415 Principles and Practices of Agroforestry (also NTRES 415)

Spring. 2 credits. Prerequisites: senior or graduate standing or permission of instructor. S-U option. Lects, W 10:10; lab, 1:25-4:25. K. W. Mudge, J. P. Lassoie.

An introduction to modern and traditional agroforestry systems involving the spatial or temporal integration of multipurpose woody plants (trees and/or shrubs) with annual or perennial crops and/or with livestock. Interactions between woody and non-woody components of agroforestry systems will be considered from the standpoint of above and below ground resource capture. The sustainability of agroforestry systems will be critically examined from both a biophysical and socioeconomic perspective. Laboratory sessions will include field trips, case studies, use of computer-based sources of information, and practical skills involved in woody plant management (identification, propagation, planting, pruning, measurement.)

HORT 420 Principles of Nursery-Crop Production

Fall. 4 credits. Prerequisite: HORT 400. Lects, M W F 9:05; lab, M 2-4:25. Field trips. G. L. Good.

Principles of commercial production of nursery crops to marketable stage, including postharvest handling and storage. Term project required. Field trips are made to commercial nurseries.

HORT 425 Horticultural Sales and Service Businesses

Spring. 4 credits. Fee for course manual \$35. Prerequisites: ARME 240 or permission of instructor. Weekly afternoon laboratory field trips to commercial operations and one 3-4-day field trip to a metropolitan area (cost approximately \$100.00) are taken. Lects, M W F 10:10; lab, W 1:25-4:25. C. F. Gortzig and I. M. Lekstutis.

A study of the application of horticultural, marketing, and management principles and practices in the operation of horticultural sales and service firms, e.g., garden centers, retail florist and nursery stores, wholesale marketing operations, mail-order businesses, mass markets, interior and outdoor landscape-service and related firms.

HORT 430 Special Topics in Ornamental Plants

Fall or spring. Credit and hours to be arranged. Primarily for upperclass floriculture and ornamental horticulture majors. Prerequisites: HORT 230, 300, 301, 335, or the equivalent, and permission of instructor. R. W. Mower.

Topical subjects in plant materials. Independent and group study of important groups of woody and herbaceous plant materials not

considered in other courses. The topic is given in the supplementary announcement.

HORT 435 Landscape Management

Fall. 4 credits. Prerequisites: HORT 230 or 335, and BIO PL 241 or permission of instructor. Lects, M W F 12:20; lab, T 1:25-4:25. D. A. Rakow.

A study of the practices involved in the planting and maintenance of woody ornamental plants in the landscape. The major emphases will be on planting and post-planting techniques, water and fertilization management, pruning, and general tree care. The lectures will focus on the physiological bases for essential management principles. Labs have a hands-on focus.

HORT 440 Restoration Ecology

Fall. Weeks 1-10. 3 credits. Prerequisite: upper division or graduate standing. Letter grade only. Lects, T R 10:10; lab, F 1:00-4:30. T. H. Whitlow.

An inquiry based treatment of the principles and methods of ecology, conservation biology, hydrology, soil science and related disciplines applied to the restoration of degraded terrestrial ecosystems. Weekly labs, four weekend field trips, and a semester-long project provide many opportunities for experiential learning. Substantial commitment outside of the classroom is expected.

[HORT 442 Small Fruits

Fall. 3 credits. Offered even years. Not offered 1995-96. Lects, M W 9:05; lab, M 1:25-4:25. M. P. Pritts.

A study of the evolution, breeding history, and physiology of strawberries, raspberries, blackberries, blueberries, and other minor small fruit crops, and of cultural practices that influence productivity, fruit quality, and pest damage. Marketing and economics will be considered, and alternative production practices for both commercial and home gardeners will be discussed.]

HORT 444 Applied Viticulture

Fall. 3 credits. Offered fall 1995. Lects, T R 9:05; lab, R 2-4:25. L. L. Creasy.

Grape production and post-production practices with emphasis on the Great Lakes and Finger Lakes regions. We will examine grape varieties, site selection, and vine management as affected by geography, meteorology and vine anatomy/physiology. Protection of vines and grapes from injury by cultural, chemical, and natural means will also be explored. Laboratory exercises and field trips offer hands-on experience in vineyard practices, marketing and processing.

[HORT 445 Orchard Management

Spring. 3 credits. Prerequisite: HORT 200. S-U grades optional. Offered even years. Not offered 1995. Lects, T R 10:10; lab T 1:25-4:25. I. A. Merwin.

The science of tree fruit production in temperate climates, including site evaluation and improvement, fruit variety and rootstock selection, tree propagation, planting, pruning, and training systems, the physiology of flowering and fruit development, dormancy and cold hardiness, tree nutrition and water relations, fruit harvesting and storage, and integrated pest management. Emphasis is on agroecological principles and hands-on practice in orchard lab-sessions and field trips.]

HORT 450 Soil Management and Nutrition of Perennial Crops

Fall. 3 credits. Offered odd years. Lects, M W 8; lab, M 1:25-4:25. W. C. Stiles. Fundamentals of mineral nutrition and soil management for perennial horticultural crops. Mineral nutrition aspects deal with diagnostic techniques, interpretation of tissue and soil analyses, and nutrient requirements for optimizing crop performance. Soil management effects on crop performance, nutrient relationships, and interaction with other components of crop production systems are emphasized.

[HORT 455 Fertility Management and Nutrition of Vegetable Crops

Fall. 3 credits. Prerequisite: any college-level chemistry course. Lects, M W 10:10; lab/disc, M 2-4:25. Not offered fall 1995. The course deals with both major, secondary and minor elements including fertilization programs, interpretation of tissue and soil analyses, nutrient interactions, induced deficiencies, toxicities as well as the effects of organic matter, crop residues, and specific crop sequences. The course emphasizes hands-on field and greenhouse experiments and small group discussions.]

HORT 460 Plant-Plant Interactions

Spring, weeks 1-6. 2 credits. Prerequisite: any crop production course or permission of instructor. Lects, M W F 10:10; lab, M 2-4:25; disc, R or F 1, 2, or 3 (1 hr.). H. C. Wien.

The manner in which plants interfere or positively interact is examined for the management of cropping systems. Competitive and chemical interactions are considered between weeds and crops, among crops in polyculture, and between individuals in monoculture. Examples will be taken from both temperate and tropical monoculture and intercropping systems.

HORT 462 Vegetable Crop Physiology

Spring, weeks 7-14. 3 credits. Prerequisites: HORT 225 and BIOPL 242. Lects, M W F 10:10; lab, M 2-4:25; disc, R or F 1, 2, or 3 (1 hr.). H. C. Wien. Study of the physiological processes that determine the timing, quantity, and quality of vegetable crop yield. Processes of flower induction, fruit set, fruit growth, and the relations between vegetative and reproductive growth are covered. The course emphasizes practical hands-on greenhouse experiments and weekly small-group discussions.

HORT 465 Vegetable Varieties and Their Evaluation

Fall, weeks 1-7. 2 credits. Prerequisites: HORT 225 or permission of instructor. S-U grades only. Lects, W F 8; lab, F 1:25-4:25. D. W. Wolfe and H. C. Wien. Principles of vegetable variety evaluation and selection of techniques in relation to program objectives. Morphology, yield, and quality of selected crops will be studied in the field. The seed industry will be briefly discussed.

HORT 470 Special Topics in Pomology

Spring. 3 credits. Open to undergraduates by permission. Hours to be arranged. Staff. Selected topics are considered with respect to the current literature, experimental techniques, or applied technologies. Topics change from one year to another and reflect the expertise and research interests of the professors who participate. Topics selected for each term will

be announced several months before the term begins.

HORT 475 Golf Course Management

Fall. 2 credits. Prerequisite: HORT 330 or equivalent. Offered odd years fall: 1995, fall 1997. Lects to be arranged. A. M. Petrovic.

Advanced study in the management of golf course operations including selection of root zone materials, fertilization practices, integrated pest management practices, irrigation systems, environmental based decision making, personnel management and financial operations. Analysis of a central New York golf course will provide the basis for discussion.

HORT 491 Design and Plant Establishment (also LA 491)

Fall. 3 credits. Prerequisites: FOH 230 or permission of instructor. Lects, T R 12:20; studio, R 1:25-4:25. N. L. Bassuk and P. J. Trowbridge.

This course will focus on the establishment of woody and herbaceous plants in urban and garden settings. By understanding the special constraints placed on plants, we will be able to critically assess and modify potential planting sites, select appropriate trees, shrubs, and ground covers for a given site, and learn about the principles and practices of plant establishment both in the ground and in contained environments. Design followed by specifications and graphic details will be produced to implement these practices. Techniques for tree preservation and land reclamation/revegetation will also be discussed. Field work includes chemical and physical analysis of soils, vegetation, and site assessment.

HORT 494 Special Topics in Horticulture

Fall or spring. 4 credits maximum. S-U grades optional. Hours to be arranged. Sec 01, fruit and vegetable science; sec 02 floriculture. Staff.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

HORT 495 Undergraduate Seminar

Undergraduate participation in weekly departmental seminar series. May be taken four times for one credit per semester. S-U grades only.

Section 1: Current topics in Fruit and Vegetable Science (see Hort 602). I. A. Merwin. Fall or spring. 1 credit. R4. Graduate students should enroll in HORT 602.

Section 2: Current topics in Floriculture and Ornamental Horticulture, (see HORT 636, Section 2). R 12:20. T. C. Weiler. Fall. 1 credit. Graduate students in Floriculture and Ornamental Horticulture should enroll in HORT 636 (Section 2).

HORT 496 Internship in Horticultural Sciences

Fall or spring. Credit variable. S-U grades optional. Prerequisite: permission of student's adviser in advance of participation in internship programs. Students must register with an Independent Study form (available in 140 Roberts Hall) signed by the faculty member who will supervise their study and assign their grade. Hours to be arranged. Staff.

HORT 497 Independent Study in Horticultural Sciences

Fall or spring. Credit variable. S-U grades optional. Prerequisite: permission of instructor(s). Students must register with an Independent Study form (available in 140 Roberts Hall.) Independent study in horticultural sciences under the direction of one or more faculty members. Hours to be arranged. Staff.

HORT 498 Undergraduate Teaching Experience

Fall or spring. Credit variable. S-U grades optional. Prerequisites: previous enrollment in course to be taught or equivalent, and written permission of the instructor. Students must register with an Independent Study form (available in 140 Roberts Hall.) Hours to be arranged. Staff.

Designed to give qualified undergraduate students teaching experience through actual involvement in planning and teaching horticultural sciences courses under the supervision of departmental faculty members. This experience may include leading discussion sections; preparing, assisting in, or teaching laboratories; and tutoring.

HORT 499 Undergraduate Research

Fall or spring. Credit variable. S-U grades optional. Prerequisite: permission of instructor. Students must register with an Independent Study form (available in 140 Roberts Hall.) Hours to be arranged. Staff.

Undergraduate research projects in horticultural sciences.

HORT 500 Master of Professional Studies (Agriculture) Project

Fall or spring. 1-6 credits. (6 credits maximum toward MPS [Agriculture] degree). S-U grades optional. Staff. A comprehensive project emphasizing the application of principles and practices to professional horticultural teaching, extension, and research programs and situations. Required of Masters of Professional Studies (Agriculture) candidates in the respective graduate fields of horticulture.

HORT 602 Seminar in Fruit and Vegetable Science

Fall or spring. 1 credit. S-U grades only. R 4:00. I. A. Merwin.

Weekly seminars consist of graduate student research project reports, faculty research topics, as well as guest speakers from other universities and/or industry. Required of graduate students majoring or minoring in pomology or vegetable crops. Undergraduate students register under HORT 495 Sec 1.

HORT 615 Quantitative Methods in Horticultural Research

Spring. Weeks 1-9. 2 credits. Prerequisite: BTRY 601, BTRY 602 or permission of instructor. S-U grades only. T R 2:30-4:25. D. W. Wolfe.

Advantages and limitations of conventional experimental designs and analyses of greenhouse and field (including-on-farm) experiments. Use and interpretation of plant growth analysis techniques. Discussions will include critical analysis of published data and research in progress.

HORT 620 Woody Plant Physiology

Spring. 4 credits. BIOPL, BIOBM 331, CHEM 357, or equivalent, or permission of instructor. Offered spring 1997. Letter

grade only. Lects, T R 8:30-9:55.
T. H. Whitlow.

A detailed study of physiological processes in woody plants and how these processes influence crop production practices. Topics will include shoot and root growth, phytohormones, dormancy, photoperiodism, photosynthesis, respiration, carbon and nitrogen metabolism, water relations, and fruiting. Several faculty members participate in teaching.

HORT 625 Advanced Postharvest Physiology of Horticultural Crops

Spring. 3 credits. Prerequisite: BIOPL 242 and/or HORT 325. Offered alternate years. Next offered spring 1996. Lects, T R 10:10; disc, to be arranged. P. M. Ludford.

Physiological and biochemical aspects of growth and maturation, ripening, and senescence of harvested horticultural plant parts. Topics include morphological and compositional changes during ripening and storage life, some physiological disorders, aspects of hormone action and interactions, and a consideration of control.

HORT 629 Special Topics in Plant Science Extension (also Plant Breeding 629)

Spring. 2 credits. Offered alternate years. F 1:25-4:25. W. D. Pardee.

Designed for graduate students and advanced undergraduates to provide a broader knowledge of cooperative extension philosophy and methods. Developed for students interested in extension and research in public and commercial organizations. Topics relate to extension in other countries as well as in the United States.

HORT 630 Current Topics in Postharvest Horticulture

Spring. 1 credit. Prerequisite: permission of instructor. Hours to be arranged. C. B. Watkins.

Graduate students and staff report and discuss current topics in postharvest biology and technology of horticultural crops.

HORT 635 Tools for Thought

Fall. 1 credit. Open to graduate students only. S-U grade only. 1 hour per week, to be arranged. T. H. Whitlow.

A survey of the philosophy of science, hypothesis testing, approaches to experimental design, experimental hierarchies, methods of data reduction, the interaction between basic and applied research and the role of reductionism in the applied plant sciences. This course is intended to assist newer graduate students make the intellectual transition from taking proscribed courses to conducting independent original research. Readings include Kuhn's *The Structure of Scientific Revolutions*. Discussion and critiques of assigned readings.

HORT 636 Current Topics in Horticulture

1 credit. S-U grades only.

Section 1: Fruit and Vegetable Science. I. A. Merwin. Fall or spring. 1 hour per week, to be arranged. A seminar series on current topics chosen by participating students and faculty, on a rotating basis. Format consists of weekly discussion groups, with each participant presenting at least one oral report based on independent reading and/or experimentation relating to the chosen topic. Interested students should contact the designated instructor(s) for each term.

Section 2: Floriculture and Ornamental Horticulture. T. C. Weiler and staff. Fall. 1 hour per week, to be arranged. Graduate students only. Undergraduates should enroll in HORT 495 (Section 2). Each week a staff member will develop a dialogue with students on a topic of current mutual interest. Topics and discussion leaders change by week and semester; topics will encompass planting design, exterior and interior landscape management, turfgrass management, urban horticulture, nursery management, plant materials, stress physiology, weed science, root zone ecology, horticultural sales and service business operation, and controlled environment agriculture. Brief reading assignments may be distributed for completion by the next class.

HORT 694 Special Topics in Horticulture

Fall or spring. 4 credits maximum. S-U grades optional. Hours to be arranged. Sec 1, Floriculture. Sec 2, Fruit and Vegetable Science. Staff.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

HORT 700 Graduate Teaching Experience

Fall or spring. Credit variable. Open only to graduate students. Undergraduates should enroll in HORT 498. S-U grades optional. Prerequisite: permission of instructor. Hours to be arranged. Staff.

Designed to give graduate students teaching experience through involvement in planning and teaching courses under the supervision of departmental faculty members. The experience may include leading discussion sections, preparing, assisting in, or teaching lectures and laboratories; and tutoring.

HORT 800 Thesis Research, Master of Science

Fall or spring. Credit to be arranged. S-U grades only.

HORT 900 Thesis Research, Doctor of Philosophy

Fall or spring. Credit to be arranged. S-U grades only.

INTERNATIONAL AGRICULTURE

Note: class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

INTAG 300 Perspectives in International Agriculture and Rural Development

Fall. 2 credits. F 1:25-3:20. E. Erickson.

A forum to discuss both contemporary and future world food issues and the need for an integrated, multidisciplinary team approach in helping farmers and rural development planners adjust to the ever-changing food needs of the world.

INTAG 402 Agriculture in Tropical America

Fall. 2 credits. Prerequisite: Upper class or graduate standing. F 1:25-3:20. H. D. Thurston and staff.

A preparatory course for participation in International Agriculture 602. Physical

resources, vegetation, history, crop and animal production, and various social and economic aspects of agriculture in tropical America will be discussed.

INTAG 403 Traditional Agriculture in Developing Countries

Fall. 1 credit. S-U only. T 8-8:50. H. D. Thurston, D. Bates, R. Blake, J. Lassoie, A. Power, E. Fernandez, T. Steenhuis.

Today, perhaps over half of the world's arable land is farmed by traditional farmers. They developed sustainable agriculture practices which allowed them to produce food and fiber for millennia with few outside inputs. Many of these practices have been forgotten in developed countries but are still used by many traditional, subsistence, or partially subsistence farmers in developing countries. The course will examine traditional systems from several disciplinary points of view.

[INTAG 414 Cultivation and Improvement of Cereal Crops

Spring. 1 credit. Prerequisite: An introductory biology or crops course (BIO G 101, HORT 102, SCAS 311 or equivalent) and SCAS/BIO G 473. Offered alternate years. Not offered 1995-96 and 1997-98; next offered 1996-97. M W F 11:15. M. E. Smith and staff.

An introduction to characteristics, culture, and improvement of important cereal crops of the tropics and subtropics, including agronomic, economic, and social aspects. Emphasizes maize and rice. Lectures feature slides and other illustrative material based on experiences in the tropics and discussion of current issues relating to tropical cereal crops. This is the first of three 1-credit modules, including INTAG 416 and INTAG 418, each taught for one-third of the semester.

[INTAG 416 Cultivation and Improvement of Root, Tuber, and Plantain Crops

Spring. 1 credit. Prerequisite: An introductory biology or crops course (BIO G 101, HORT 102, SCAS 311, or equivalent) and SCAS/BIO G 473. Offered alternate years. Not offered 1995-96 and 1997-98; next offered 1996-97. M W F 10:10. H. D. Thurston.

An introduction to tropical root, tuber, and plantain crops, their importance, their culture, and their food, feed, and industrial uses. The cultural and socio-economic role of these crops in tropical societies will be considered, as well as the negative and positive aspects of their production and utilization. This is one of three 1-credit modules, including INTAG 414 and INTAG 418, each taught for one-third of the semester.

[INTAG 418 Horticultural Crops in the Tropics

Spring. 1 credit. Prerequisite: An introductory biology or crops course (BIO G 101, HORT 102, SCAS 311 or equivalent) and SCAS/BIO G 473. Offered alternate years. Not offered 1995-96 and 1997-98; next offered 1996-97. M W F 11:15. I. Merwin, E. Figueroa, and C. Wien.

A survey of fruit and vegetable crops of economic and/or dietary importance in the tropics. The natural history of horticultural crops, major regions and methods of production, domestic and export marketing systems, and various technological, ecological, and social factors that affect tropical fruit and vegetable production will be emphasized. This is one of three 1-credit modules,

including INTAG 414 and INTAG 416, each taught for one-third of the semester.]

INTAG 599 International Agriculture and Rural Development Project Paper
Fall and spring. 1-6 credits. Limited to M.P.S. candidates in International Agriculture and Rural Development. S-U grades only. Staff.

INTAG 602 Agriculture in the Developing Nations
Spring. 3 credits. Prerequisites: INTAG 300 or equivalent, INTAG 402, and permission of instructors. Cost of field-study trip includes air fare and approximately \$400 for lodging, meals, and personal expenses. T R 2:30-4:25 until midterm only. R. W. Blake.

Oriented to provide students an opportunity to observe agricultural development in a tropical environment and promote interdisciplinary exchange among staff and students. The two-week field-study trip during January to Latin American countries is followed by discussions and assignments dealing with problems in agriculture and livestock production in the context of social and economic conditions.

INTAG 603 Administration of Agricultural and Rural Development (also Government 692)
Spring. 4 credits. M 2:30-5:00. N. T. Uphoff and staff.

An intercollege course designed to provide graduate students with a multidisciplinary perspective on the administration of agricultural and rural development activities in developing countries. The course is oriented to students trained in agricultural and social sciences who are likely to have administrative responsibilities during their professional careers.

INTAG 650 Special Topics in International Agricultural and Rural Development

Fall or spring. 1-3 credits. Staff.
A seminar for new themes of agricultural and rural development. Offered occasionally. Specific content varies.

INTAG 685 Training and Development: Theory and Practice (also Communication 685, Education 685 and Industrial and Labor Relations 658)

Spring and summer. 4 credits. S-U grades optional. Charge for materials \$45. Lec, F 9:05-12:05; lab, 1 hour per week, to be arranged. At Communication Graduate Center. R. Colle, M. Ewert, D. Deshler.
Analysis, design, and administration of training programs for the development of human resources in small-farm agriculture, rural health and nutrition, literacy as nonformal education, and general community development. Designed for scientists, administrators, educator-trainers, and social organizers in rural and agricultural development programs in the U.S. and abroad.

INTAG 703 Seminar for Special Projects in Agricultural and Rural Development

Fall and spring. 1 credit. Required for graduate students enrolled in the M.P.S. (Agr.) degree program and majoring in international agricultural and rural development; others with permission of the program director. S-U grades only. M 12:20-2:15. R. W. Blake and staff.

The seminar provides students with the opportunity to develop and present their special projects. It also serves as a forum for discussion of current issues in low-income agricultural and rural development, with particular attention to interdisciplinary complexities.

Related Courses in Other Departments

Sociotechnical Aspects of Irrigation (ABEN 754 and GOVT 644)
Introduction to Global Economic Issues (ARME 100)
International Trade Policy (ARME 430)
Economics of Agricultural Development (ARME 464)
The World's Food (ARME 660)
[Seminar on Agricultural Trade Policy (ARME 730) Not offered 1995-96.]
[Macro Policy in Developing Countries (ARME 763) Not offered 1995-96.]
Tropical Livestock Production (AN SC 400)
[Tropical Forages (AN SC 403) Not offered 1995-96.]
Southeast Asia Seminar: Country Seminar (ASIAN 601 and 602)
Plants and Civilization (BIOPL 246)
Food, Agriculture, and Society (BIOES 469)
Seminar in International Planning (CRP 671)
Seminar in Project Planning in Developing Countries (CRP 675)
Intercultural and Development Communication (COMM 612)
Communication in the Developing Nations (COMM 624)
[Comparative Studies in Adult Education (EDUC 483) Not offered 1995-96.]
Planning Educational Systems (EDUC 678)
[Designing Extension and Continuing Education Programs (EDUC 681) Not offered 1995-96.]
Community Education and Development (EDUC 682)
International Postharvest Food Systems (FOOD 447)
Political Economy of Change: Rural Development in the Third World (GOVT 648)
International Environmental Issues (NTRES 400)
Religion, Ethics, and the Environment (NTRES 407)
National and International Food Economics (NS 457)
International Nutrition Problems, Policy, and Programs (NS 680)
International Nutrition Seminar (NS 698)
Special Topics in International Nutrition (NS 699)
Introduction to Plant Breeding (PL BR 201)
Plant Diseases in Tropical Agriculture (PL PA 655)
Rural Sociology and International Development (R SOC 205)
Comparative Issues in Social Stratification (R SOC 370)
[Gender Relations, Gender Ideologies, and Social Change (R SOC 425) Not offered 1995-96.]
Social Demography (R SOC 438)
[Population, Environment, and Development in Sub-Saharan Africa (R SOC 495) Not offered 1995-96.]
Contemporary Sociological Theories of Development (R SOC 606)
Land Reform, Old and New (R SOC 643)
[Social Movements in Agrarian Society (R SOC 723) Not offered 1995-96.]
[The Political Economy of Policy and Planning in Third World States (R SOC 725) Not offered 1995-96.]
[Production of Tropical Crops (SCAS 314) fall 1995.]
Properties and Appraisal of Soils of the Tropics (SCAS 471)
Ecology of Agricultural Systems (SCAS 473, and BIOES 473)

LANDSCAPE ARCHITECTURE

P. J. Trowbridge, Program coordinator;
M. I. Adleman, S. Baugher,
H. W. Gottfried, P. H. Horrigan,
D. W. Krall, L. J. Mirin, R. T. Trancik,
K. A. Wolf

LA 141 Freehand Drawing

Fall. 3 credits. Limited to 25 students. S-U grades optional.
Developing ability in freehand observation drawing. Freehand still life, landscape, figure, and perspective drawing will be included. Weekly sketchbook assignments.

LA 142 Introduction to Landscape Architecture

Spring. 4 credits. Limited to approximately 20 students; freshman landscape architecture majors or permission of instructor. Cost of basic drafting equipment and supplies, about \$200.
Fundamentals of landscape design applied to residential and other small-scale site-planning projects. Work in the studio introduces course participant to the design process, design principles, construction materials, planting design, and graphics.

LA 201 Design, Composition and Theory

Fall. 6 credits. Limited to landscape architecture majors. Cost of basic drafting equipment and supplies, about \$200; expenses for field trip, about \$250.
Basic design principles and processes applied to the design of the outdoor environment. Studio projects focus on the analysis, organization, and form of outdoor space through the use of three-dimensional components including structures, vegetation, and earthforms.

LA 202 Design, Composition and Theory

Spring. 6 credits. Prerequisite: LA 201 with a grade of C or better. Cost of supplies, about \$200; expenses for field trip, about \$250.
Understanding the role of basic design, design theory, and design languages in landscape architectural projects.

LA 261 Urban Archaeology (also CRP 261)

Fall. 3 credits.
Urban archaeologists study American Indian, colonial, and nineteenth-century sites which now lie within the boundaries of modern cities. This course explores how urban centers evolve; what lies beneath today's cities; and how various cultures have altered the urban landscape. Students will participate in a local archaeological excavation.

LA 282 The American Landscape

Spring. 3 credits.
An interdisciplinary survey of the cultural history of the American landscape, including perceptions of landscape as expressed in paintings, photographs, and literature. Landscape values, the relation of landscape to culture, landscape use, and the history of regional and national landscapes are general topics, all seen within the context of the history of the environment.

LA 301 Site Design and Detailing

Fall. 6 credits. Prerequisite: LA 202 with a grade of C or better. Cost of supplies, about \$200; expenses for field trip, about \$250.
Course participants will be engaged in the art and science of site-scaled design. This

includes gardens, parks, and residential projects, their design and technical solutions.

LA 302 Site Design and Detailing

Spring. 6 credits. Prerequisite: LA 301 with a grade of C or better. Cost of supplies, about \$200; expenses for field trip, about \$250.

This studio will engage course participants in a wide range of site-scaled projects such as subdivision developments, street improvement projects, and gardens. Projects and associated detailing will build upon knowledge gained in LA 301.

LA 310 Site Engineering

Fall. 4 credits. Prerequisite: permission of instructor.

Lectures and studio projects focusing on the development of a working knowledge of site grading, earthwork, storm-water management, site irrigation, site layout, and road alignment.

LA 312 Site Construction

Spring. 4 credits. Prerequisite: permission of instructor.

The design and use of construction materials, also including specifications, cost estimates, and methods used by landscape architects in project implementation. The course includes lectures, studio problems, and development of drawings leading to construction documentation for a selected project. Students will construct detail material prototypes and models.

LA 360 Pre-Industrial Cities and Towns of North America (also CRP 360)

Fall. 3 credits. Not offered 1996-97; next offered 1995-96 and 1997-98.

Various American Indian civilizations as well as diverse European cultures have all exerted their influences on the organization of town and city living. Each culture has altered the landscape in their own unique way as they created their own built environments.

LA 363/547 American Indians, Planners, and Public Policy (also CRP 363/547)

Spring. 3 credits.

Decisions made by public agencies and private enterprise too often lead to the flooding, polluting, strip-mining, or other destruction of American Indian reservations, archaeological sites, and burial grounds. The central focus of the course is how to address urban and regional problems without imperiling the cultural survival of minorities.

LA 401 Advanced Project Studio

Spring. 6 credits. Prerequisite: completion of LA 401 or the study abroad option with a grade of C or better. Cost of supplies and reproductions, about \$200; basic expenses for field trips, about \$200.

Site design and construction projects introduced as an evaluation of each student's professional competency in landscape architecture.

LA 402 Urban Design and Planning

Fall. 6 credits. Prerequisites: LA 302 with a grade of C or better. Cost of supplies, about \$200; basic expenses for field trip, about \$250.

A sequence of projects introducing students to advanced skills in large-scale spatial design, and historic precedent in an urban context.

LA 410 Computer Applications in Landscape Architecture

Fall or spring. 3 credits. Offered to landscape architecture students only. Limited to 15 students.

This course is designed to develop a working knowledge of various computer software applications (Autocad, Landcad, GIS, etc.) with emphasis on Autocad and Landcad. The course will explore other applications relative to land-use planning and the profession of Landscape Architecture.

LA 412 Professional Practice

Spring. 1 credit.

Presents the student with a comprehensive understanding of the role of the professional landscape architect and the problems and opportunities one may encounter in an office or other professional situations. Topics discussed include practice diversity, marketing professional services, office and project management, construction management, computers in the profession, and ethics.

LA 480 Principles of Spatial Design and Aesthetics (also City and Regional Planning 581)

Fall. 3 credits.

A lecture course that introduces the spatial and visual design vocabularies of cities. Aesthetic principles and theories of design are investigated for different types of urban spaces drawn from a variety of international examples, historic and modern. Included in the course are design methods and applications in the contemporary urban context of Europe and North America.

LA 483 Design Criticism

Spring. 3 credits.

A practicum in writing environmental design criticism. Emphasis on impressionistic writing, on analytical descriptions and interpretations or works, and on the role of criticism in environmental design discourse.

LA 486 Community Design Workshop

Spring. 3 credits. Permission of instructor. S-U grades optional.

This class will offer the opportunity to learn, hands-on, the design process through the designing and building of service-oriented community projects including parks, greenways, public spaces, playgrounds, gardens and urban design. This course will enable students to both study and experience design and implementation skills at all levels of the design process. Community design and workshop series. Students will learn skills related to community design in a series of workshops and work on a real project with a community.

LA 487 Experiential Community Design

Fall. 3 credits. Permission of instructor. S-U grades optional.

This class will offer the opportunity to learn, hands-on, the design process through the designing and building of service-oriented community projects including parks, greenways, public spaces, playgrounds, gardens and urban design. This course will enable students to both study and experience design and implementation skills at all level of the design process Community Build and Implementation. Students will be engaged in the community-build phase of the community design project initiated the previous spring semester.

LA 491 Design and Plant Establishment (also MORT 491)

Fall. 3 credits. Prerequisites: FOH 230 or permission of instructor.

This course will focus on the establishment of woody and herbaceous plants in urban and garden settings. By understanding the special constraints placed on plants, we will be able to critically assess and modify potential planting sites, select appropriate trees, shrubs, and ground covers for a given site, and learn about the principles and practices of plant establishment both in the ground and in contained environments. Design followed by specifications and graphic details will be produced to implement these practices. Techniques for tree preservation and land reclamation/ revegetation will also be discussed. Field work includes chemical and physical analysis of soils, vegetation, and site assessment.

LA 494 Special Topics in Landscape Architecture

Fall or spring. 1-3 credits; may be repeated for credit. S-U grades optional.

Topical subjects in landscape architectural design, theory, history, or technology. Group study of topics not considered in other courses.

LA 497 Individual Study in Landscape Architecture

Fall or spring. 1-5 credits; may be repeated for credit. Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grades optional.

Work on special topics by individuals or small groups.

LA 498 Undergraduate Teaching

Fall or spring. 1-3 credits. Prerequisites: previous enrollment in course to be taught and permission of instructor. Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grade optional.

Designed to give qualified undergraduates experience through actual involvement in planning and teaching courses under the supervision of department faculty.

LA 501 Theory, Composition, and Design

Fall. 6 credits. Limited to graduate students. Cost of drafting supplies about \$200. Field trip about \$250.

Basic design principles and processes applied to the design of the outdoor environment. Studio projects focus on the analysis, organization, and form of outdoor space through the use of three-dimensional components including structures, vegetation, and earthform.

LA 502 Design, Composition, and Theory

Spring. 6 credits. Limited to graduate students. Cost of drafting supplies, about \$200; expenses for field trip, about \$250.

The studio will focus on the spatial design of project-scale site development. Students will develop their expertise in applying the design theory, vocabulary, and graphic expression introduced in LA 501.

LA 505 Graphic Communication I

Fall. 3 credits. Prerequisites: concurrent enrollment in LA 501 or permission of instructor.

Basic skills in graphic presentation, including pencil-and-ink drawing and drafting techniques applicable to landscape architecture projects. Basic design in freehand drawing, orthographic projection, axonometric

projection, and lettering are covered in the course.

LA 506 Graphic Communication II

Spring. 3 credits. Prerequisites: LA 505 and concurrent enrollment in LA 502 or permission of instructor.

Course will focus on modes of landscape representation from ideation to presentation. Projects will in many cases correspond with LA 502 design projects. Representation modes will include for example: freehand, analysis and orthographic drawing; concept modelling; composite drawings; visual books.

LA 514 Advanced Site Grading

Spring. 3 credits. Limited to 8 students. Prerequisite: LA 310 or LA 610.

Grading skills and knowledge applied as a design component of site planning projects.

LANAR 520 Contemporary Issues in Landscape Architecture*

Fall. 2 credits.

*Offered through the College of Architecture, Art, and Planning.

LANAR 524 History of European Landscape Architecture*

Spring. 3 credits.

*Offered through the College of Architecture, Art, and Planning.

LANAR 525 History of American Landscape Architecture*

Fall. 3 credits.

*Offered through the College of Architecture, Art, and Planning.

[LA 569 Archaeology on Preservation Planning and Landscape (also CRP 569)]

Fall. 3 credits. Offered alternate years.

Not offered 1995-96; next offered 1996-97.

In response to federal, state, and local legislation, archaeology now plays an important role in design, planning, and land-use decisions. Students develop the research skills needed to complete environmental review projects and historic landscape plans.]

LA 590 Thesis Seminar

Fall. 2 credits.

For graduate students in their last year of study. Seminar in research methods and landscape knowledge, culminating in a thesis proposal.

LA 601 Project Design and Application

Fall. 6 credits. Limited to graduate students. Cost of supplies, about \$200; expenses for field trip, about \$250.

Design theory and process as applied to larger scale, site-specific projects while incorporating skills and techniques from site engineering.

LA 602 Natural Systems and Planting Design Studio

Fall. 6 credits. Limited to graduate students. Cost of drafting supplies, about \$200; expenses for field trip, about \$250.

The studio focuses upon site and regionally-based project scales which have as a primary concern natural systems. Projects may have nature-like or garden-like design expressions inherent in the studio exercises. Design knowledge of hydrology, soils, plant associations, culture, geography, history, and microclimate are necessary to engage studio projects.

LA 610 Site Engineering

Fall. 4 credits. Prerequisite: permission of instructor.

Lectures and studio projects focusing on the development of a working knowledge of site grading, earthwork, storm-water management, site irrigation, site layout, and road alignment.

LA 612 Site Construction

Spring. 4 credits. Prerequisite: permission of instructor.

Construction materials, specifications, cost estimates, and methods used by landscape architects in project implementation. The course includes lectures, studio problems, and development of construction documentation for a selected project. Students will construct prototypes using landscape construction materials.

LA 666 Pre-Industrial Cities and Towns of North America (also CRP 666)

Fall. 3 credits. Offered alternate years.

Not offered 1996-97; next offered 1995-96 and 1997-98.

Various American Indian civilizations as well as diverse European cultures have all exerted their influences on the organization of town and city living. Each culture has altered the landscape in their own unique way as they created their own built environments.

LA 680 Graduate Seminar in Landscape Architecture

Fall or spring. 1-3 credits. May be repeated for credit. Limited to graduate students. S-U grades optional.

Topical subjects in landscape architectural design, theory, history, or technology. Seminar topics and group study not considered in other courses.

LA 694 Special Topics in Landscape Architecture

Fall or spring. 1-3 credits; may be repeated for credit. S-U grades optional.

Topical subjects in landscape architectural design, theory, history, or technology. Group study of topics not considered in other courses.

LA 701 Urban Design and Planning (also CRP 555)

Spring. 6 credits. Limited to graduate students. Cost of supplies, about \$200; expenses for field trip, about \$250.

Application of urban-design and town-planning techniques to specific contemporary problems of city environments. Issues of urbanism are investigated and applied to physical design interventions and spatial typologies involving the street, square, block, garden, and park systems. Urban land-use development and public and private implementation of urban-design plans are examined. This is a specially arranged collaborative studio with the Department of City and Regional Planning.

LA 800 Master's Thesis in Landscape Architecture

Fall or spring. 9 credits.

Independent research, under faculty guidance leading to the development of a comprehensive and defensible design or study related to the field of landscape architecture. Work is expected to be completed in final semester of residency.

NATURAL RESOURCES

D. J. Decker, chair; R. A. Baer, M. B. Bain, B. L. Bedford, H. Carter, T. J. Fahey, T. A. Gavin, J. W. Gillett, J. Jacobson, B. A. Knuth, M. E. Krasny, C. C. Krueger, J. P. Lassoie, R. A. Malecki, B. P. May, R. J. McNeil, A. N. Moen, R. T. Oglesby, S. M. Penningroth, M. E. Richmond, J. Schelhas, C. L. Schofield, R. Slothower, C. R. Smith, L. H. Weinstein, B. T. Wilkins, J. B. Yavitt, W. D. Youngs

Note: class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

NTRES 100 Principles of Conservation

Fall. 3 credits. Limited to students

specializing in natural resources or with permission of instructor. Letter grade only. M W F 9:05; 1 hr disc to be arranged.

R. T. Oglesby.

The nature of natural resources, how they are managed, and their interactions with individuals and societies are considered. Case histories are used to illustrate both principles and practices. Emphasis will be on management of renewable resources based on ecological and cultural perspectives.

NTRES 101 The Environment

Spring. 2 or 3 credits. Letter grade only.

M 7:30-9:30 p.m. Optional 1 hr disc sec to be arranged. R. T. Oglesby.

An overview of Earth's environmental problems. Lectures will be presented by a series of Cornell's most distinguished authorities and by visiting experts on issues such as global climate change, loss of biological species, destruction of the stratospheric ozone layer and degradation of our planet's oceans. Students may not receive credit for NTRES 101 and 201 (Environmental Conservation). Students enrolled in NTRES 201 may earn one additional credit by attending lectures and registering for NTRES 494.

NTRES 201 Environmental Conservation

Spring. 3 credits. M W F 12:20; 1 hr disc sec to be arranged. T. J. Fahey.

As the end of the 20th century approaches, our lives are increasingly touched by questions about environmental degradation at local, regional, and global scales. Business as usual is being challenged. This course will stimulate you to go beyond the often simplistic portraits of the environmental dilemma offered by the mass media so that you will have a firmer basis for responsible citizenship and action on environmental issues.

NTRES 210 Introductory Field Biology

Fall. 4 credits. Limited to 90 students.

Open to sophomores and juniors with an adviser in Natural Resources or by permission of instructor. Prerequisites: BIO G 101 and 102 or equivalent.

2 overnight field trips required. Cost of field trips, approximately \$10. Lec, W 9:05; labs, M W 1:25-4:25 or T R 1:25-4:25. T. Gavin and C. Smith.

Introduction to methods of inventorying, identifying, and studying plants and animals. Students are required to learn the taxonomy, natural history, and how to identify approximately 150 species of vertebrates and 75 species of woody plants. Selected aspects of current ecological thinking are stressed. The interaction of students with biological events

in the field and accurate recording of these events are emphasized.

NTRES 215 Environmental Disruption and Regulation

Summer, 3-week session. 3 credits. Open to high school students. Optional field trips. M T W R F 9:30–12:15. M. Heiman. The physical and social context of human-environmental interrelations in advanced industrial societies. Interest-group positions and the United States regulatory response on air and water pollution; toxic, nuclear, and solid waste management; and workplace hazards. The conflicts and compatibility of economic growth, social justice, and environmental quality.

NTRES 230 Environment and Society

Summer, 6-week session. 3 credits. G. M. Berardi. Introduction to societal and environmental factors affecting famine and starvation, "overpopulation," deforestation, water degradation and global warming. Topics include sustainable development, gene banks and biotechnology, nutritional and environmental policy, models for conservation, alternative futures. Case studies from the United States and underdeveloped countries. Optional field trips.

NTRES 238 Principles of Fish Conservation

Spring. 2 credits. Prerequisite: general biology. T R 10:10–11:00. Fishery science staff. This lecture course imparts the biological principles used in protecting and enhancing fish and their environments. Emphasis is on behavior, ecology, and physiology with examples showing how biological principles are used in conservation. Topics include life history patterns, reproductive strategies, migrations, predator-prey relations, social behavior and habitat selection.

NTRES 253 Applied Ecology and Ecosystem Management

Spring. 3 credits. Prerequisites: introductory courses in biology and ecology. Lec M W 10:10–11:00, lab, M or F 2:30–4:00 or R 12:20–2:15. J. B. Yavitt. The application of ecological principles to renewable resource and environmental problems. The perspective is the interactions of species within the ecosystem, which is the basic unit of study. Topics include fisheries, forests, the conservation and management of wild species, invaders and pests, and pollution. The discussion section emphasizes quantitative analysis and the use of microcomputers.

NTRES 270 Conservation of Birds

Spring. 2 credits. C. R. Smith. A course for majors and nonmajors, focusing on bird conservation and management at the organism, population, community and landscape levels. Current resource management issues relevant to birds will be explored in the contexts of agricultural practices, habitat management, tropical deforestation, the design and management of natural preserves, endangered species management, global climate change and the economic importance of bird study as an outdoor recreational activity.

NTRES 271 Conservation of Birds Laboratory

Spring. 1 credit. Concurrent enrollment in NTRES 270 required. Limited to NTRES majors. A field-oriented course designed to teach skills of bird observation and identification based on the integration of field marks, songs and calls, and habitat cues. Topics covered will include the choice and effective use of field guides, binoculars, and other aids to bird identification; procedures for taking and organizing field notes; the relationships of birds to their habitats and to other birds; and methods and procedures for censusing and surveying songbird populations. Students are required to provide their own binoculars for field use.

NTRES 300 International Environmental Issues

Fall. 3 credits. Junior standing or above. T R 9:05–9:55; 1 hr disc sec to be arranged. R. McNeil and B. Wilkins. Lectures will survey international environmental issues, with some attention to causes and to solutions. Case studies will include such subjects as whales and whaling, tropical deforestation, endangered species and biodiversity, Law of the Sea, Antarctica, ozone depletion, global warming. Institutions such as treaties, development banks, international law, and trade agreements will be examined. Perspectives will include primarily ecology, secondarily ethics, economics, law.

NTRES 301 Forest Ecology

Fall. 3 credits. Prerequisite: Introductory Biology. M W F 11:15. T. J. Fahey. A comprehensive analysis of the distribution, structure, and dynamics of forest ecosystems. Topics include paleoecology of forests, ecophysiology of forest trees, disturbance, succession and community analysis, primary productivity, and nutrient cycling.

NTRES 302 Forest Ecology Laboratory

Fall. 1 credit. Cost of weekend trip approximately \$30. Concurrent enrollment in NTRES 301 required. M 1:25–4:25. T. J. Fahey. Field trips designed to familiarize students with the nature of regional forests and to provide experience with approaches to quantifying forest composition and its relation to environmental factors. Optional weekend field trips to Adirondacks and White Mountains, New Hampshire. Group research projects in local forests.

NTRES 303 Forest and Woodlot Management

Fall. 3 credits. Letter grades only. Lec, T R 10:10–11:00; lab R 12:20–4:25. T. J. Fahey. A practical, field-oriented course emphasizing multiple purpose management of small nonindustrial private forestland in the northeastern United States.

NTRES 304 Wildlife Species Ecology

Spring. 3 credits. Prerequisites: broad background in biology; this course is intended primarily for juniors, seniors, and graduate students. Lec, M W F 11:15. Two weekly 2-hour labs to be arranged. A. N. Moen. This course focuses on the physiological, behavioral, and nutrition characteristics of wild species, interactions among species, and their relationships with range characteristics and resources. Short field trips are taken

weekly. Computer-based information processing is an integral part of the course.

[NTRES 305 Maple Syrup Production

Spring. 2 credits. Limited to 20 students. Prerequisite: permission of instructor required. Letter grades only. Not offered 1995–96. Students work in most phases of the Arnot Forest maple operation and learn modern sap collecting, processing, and quality control in producing maple syrup.]

NTRES 306 Coastal and Oceanic Law and Policy

Summer. 2 credits. A special 1-week course offered at Cornell's Shoals Marine Laboratory (SML), on an island off Portsmouth, N.H. For more details and an application, consult the SML office, G14 Stimson Hall. Estimated cost (includes tuition, room and board, and ferry transportation), \$850. Intended for persons interested in careers in management of marine or coastal resources or in the natural sciences. Subjects include law and policy related to ocean dumping, marine sanctuaries, environmental impact statements, water and air pollution, fisheries management, offshore gas and oil production, and territorial jurisdiction. Lectures on the status and history of law are accompanied by discussion of relevant policy and efficacy of various legal techniques. A case study that requires extensive use of the laboratory's library and personnel is assigned. The week concludes with a mock hearing.

NTRES 308 Natural Resources Management

Fall. 3 credits. Prerequisite: junior standing. M W F 10:10. B. A. Knuth. Management of natural resources with a focus on fish, wildlife, forest, and water resources. Emphasis is on concepts necessary to formulate and achieve management goals and specific objectives. Topics include organismal, environmental, social, and institutional dimensions of management. Students will be assigned one case study issue for the term, on which all written and oral assignments will build. Grades are based on both individual and group performance.

NTRES 309 Land and Culture: Systems of Native American Resource Management

Spring. 3 credits. Prerequisite: none required; one course each in Natural Resources and American Indian Program recommended. T R 12:20–2:15. S. M. Penningroth. This course presents a cross-cultural examination of natural resource management on land inhabited by indigenous peoples, with an emphasis on the United States. Topics include Native religions, technologies, and science; the political and legal basis of tribal sovereignty; and "cultural economics", defined as the tension between traditional Native uses of natural resources and tribal economic development.

NTRES 350 Ecological Dimensions of Global Change

Fall. 3 credits. Prerequisites: college-level courses in biology and chemistry. T R 9:05–9:55, disc sec, R 10:10–11:00 or 3:35–4:25. J. B. Yavitt. A course for students in any major examining how human-induced changes in the biosphere (e.g., land-use change) force climatic change.

Lectures present a comprehensive understanding of our climatic system. Discussions consider the response of biosphere to different scenarios of climatic change and some of the policy intended to mitigate the effects of changes.

[NTRES 400 International Environmental Issues]

Fall. 4 credits. Limited to about 35 students. Prerequisite: junior standing or above. Not offered fall 1995.

International aspects of the preservation and development of environmental and natural resources. Concepts include development, resource ownership, exploitation, compensation, and preservation. Cultural differences in attitudes and behavior toward environment. Management practices under different cultural, economic, and social systems. Will cover current issues such as acid precipitation; management of migratory whales, fish, and waterfowl; Antarctic development; global climate and energy issues; and preservation of tropical rainforests and endangered species. Lecture and discussion, term paper, and examinations. Priority to: seniors, a few graduate students, others providing best mix of backgrounds, others with special needs, natural resources majors.]

[NTRES 401 Environmental and Natural Resources Policies]

Fall or spring. 3 or 4 credits. Prerequisites: junior standing and participation in Cornell-in-Washington Program.

Concepts and principles fundamental to the environmental policy process. Biological and ecological principles central to decision making in the natural resources arena, particularly at the national and international levels. Role of the legal system in the policy process; roles of citizen organizations, lobbyists, bureaucrats, legislators. Case studies, interviews with Washington officials, several short papers, one exam. A fourth credit available requires a more extensive written assignment and an oral presentation.

[NTRES 402 Natural Resources Policy, Planning, and Politics]

Spring. 3 credits. Prerequisites: junior standing and permission of instructor. Lec, January 2 week intersession; one 2 hr orientation session in December and four 2 hr sessions in January and February.

An introduction to the environmental policy process and its conceptual framework. Recognition of phenomena identified as natural resources or environmental problems and issues; steps leading to legislation or regulations to solve problems; implementation and evaluation stages; role of the legal system; roles of citizens, lobbyists, government actors. Case studies; presentations by and discussions with about twenty prominent Washington policy makers appearing as guest lecturers. Required interviews, term paper, oral reports. Several meetings in Ithaca before and after intensive January session in Washington.

[NTRES 404 Wildlife Populations Ecology]

Fall. 2 credits. Prerequisites: NTRES 304 recommended; programming skills required. Lec, M 12:20-1:10; lab 1:25-4:25. A. N. Moen.

This course focuses on population characteristics, structures, and computer modeling of population dynamics. Interactions among species and their relationships with range characteristics and resources are also evaluated within the concept of carrying capacity.

[NTRES 406 Ecology Risk Assessment]

Spring. 3 credits. Prerequisites: BIOES 261 or equivalent; permission of instructor if not an advanced student in natural sciences of engineering. Offered alternate odd years. Not offered 1995-96; next offered spring 1997. M W F 11:15-12:05. J. W. Gillett.

This course strives to develop understanding of and competence in the different types of ecological (non human health) risk assessments. Focus is on cases for chemical, physical, and biological stressors in a variety of circumstances. The proposed USEPA approach under development will serve as the working model.]

[NTRES 407 Religion, Ethics, and the Environment]

Spring. 4 credits. For juniors, seniors, and graduate students; others by permission only. S-U grades optional. T R 9:05-9:55; a hr disc to be arranged. R. A. Baer.

A study of how religion (mainly Christianity and Judaism), philosophy, and ethics contribute to our understanding and treatment of nature. Terms like religion, value, knowledge, nature, and the public interest are examined in detail. Particular themes include the structure of modern science, the nature of moral claims, character and moral development, and the role of mediating structures in fostering environmentally responsible behavior. Also, animal rights; responsibility to future generations; anthropocentric, biocentric, and theocentric views of human beings and nature.

[NTRES 408 Resource Management and Environmental Law]

Fall. 3 credits. For juniors, seniors, and graduate students. S-U grades optional. T R 10:10-12:05.

A senior-level course that introduces the use of legal concepts, doctrines, and remedies in natural resource and environmental management. For a variety of living resources and their habitats, it explores the common law and regulatory processes available for resolving conflicts between exploitation and protection and stresses a practical understanding of how public and private values, economic considerations, and constitutional limitations affect management techniques and objectives.

[NTRES 410 Wildlife Management Concepts and Applications]

Spring. 3 credits. Prerequisites: broad background in biology, NTRES 304 (Wildlife Species Ecology) or NTRES 404 (Wildlife Populations Ecology). This course is open to seniors and graduate students. M W F 9:05. A. Moen.

In-depth analyses of the ecological basis for decision making in wildlife management, computer simulations of management problems and effects of options, management information systems, and preparation of computer-based landscape files. Local field trips are taken.

[NTRES 411 Seminar in Environmental Ethics]

Fall. 3 credits. For graduate students, seniors, and juniors. S-U grades optional. W 1:25-3:50.

Moral concerns relative to agriculture and/or the environment. In successive years, the seminar will focus on such topics as (1) **animal rights and animal welfare**, (2) natural resources management and the concept of the public interest, (3) doing

environmental ethics in a democratic and pluralistic society, and, (4) land use ethics.

[NTRES 415 Principles and Practices of Agroforestry (also Hort 415)]

Spring. 2 credits. Prerequisites: senior or graduate standing or permission of instructor. S-U option. J. Lassoie and K. Mudge.

An introduction to modern and traditional agroforestry systems involving the spatial or temporal integration of multipurpose woody plants (trees and/or shrubs) with annual or perennial crops and/or with livestock. Interactions between woody and non-woody components of agroforestry systems will be considered from the standpoint of above and below ground resource capture. The sustainability of agroforestry systems will be critically examined from both a biophysical and socioeconomic perspective. Laboratory sessions will include field trips, case studies, use of computer-based sources of information, and practical skills involved in woody plant management (identification, propagation, planting, pruning, measurement.)

[NTRES 417 Wetland Resources]

Summer. 2 credits. Prerequisite: one year of college biology. A special 1-week course offered at Cornell's Shoals Marine Laboratory (SML), on an island off Portsmouth, N.H. For more details and an application, consult the SML office, G14 Stimson Hall. Estimated cost (includes tuition, room and board, and ferry transportation), \$850.

An examination of coastal and adjacent freshwater wetlands from historic, destruction, and preservation perspectives, including fresh- and salt-marsh ecology and management. Field trips to selected examples of the wetlands under discussion and follow-up laboratories emphasize successional features, plant identification and classification, and examination of the dominant insect and vertebrate associations.

[NTRES 418 Wetland Ecology and Management-Lecture]

Fall. 3 credits. (Students may not receive credit for NTRES 418 and NTRES 417 Wetland Resources, Shoals Marine Laboratory summer course.) T R 12:20-1:35. B. L. Bedford.

Examination of the structure, function, and dynamics of wetland ecosystems with an emphasis on principles required to understand how human activities affect wetlands. Current regulations, protection programs, and management strategies are considered.

[NTRES 419 Wetland Ecology and Management-Laboratory]

Fall. 1 credit. Optional. Concurrent enrollment in NTRES 418 is required. F 12:20-4:25.

An integrated set of laboratory field exercises designed to expose students to: (a) the diversity of wetland ecosystems; (b) the flora, fauna, soils, and hydrology of wetlands within the region; (c) methods of sampling wetlands vegetation, soils, and water; and (d) methods of wetland identification and delineation. Some exercises will require written reports.

NTRES 420 Introduction to Geographic Information Systems

Fall. 4 credits. For juniors, seniors and graduate students. Limited to 40 students. Prerequisite: experience with DOS. Material fee charged (\$10). Lec, T R 9:05; lab, M or T 1:25-4:30. R. Slothower.

This course will provide a comprehensive overview of the concepts, technology, and use of GIS as well as provide extensive hands-on experience with GIS for diverse applications. The course conveys the geographic and analytical skills necessary to define and resolve spatial information problems.

[NTRES 438 Fishery Management

Spring. 3 credits. Offered alternate odd years. Not offered 1995-96; next offered spring 1997. T R 8:00-8:55; plus disc.

Introduction to management as an adaptive process that focuses on achievement of goals. Coverage includes sport and commercial fisheries and species restoration. Topics include setting goals and objectives, regulations, habitat management, population control, stocking, and management of trout, reservoirs, the Great Lakes, and Pacific halibut. Ecological, social, political, and economic aspects of those topics are discussed.]

NTRES 442 Techniques in Fishery Science

Fall. 5 credits. Limited to 15 upperclass and graduate fishery students. Cost of field trips, no more than \$30. Offered alternate odd years. Not offered 1996-97; next offered fall 1995 and fall 1997. T R 1:25-4:25; 1 or more weekend field trips. C. C. Krueger.

Emphasis is on methods of collecting data from fish populations and their habitat. Topics include passive and active fish-capture methods, tagging and marking, and physical and chemical habitat measurements. Assumptions and limitations inherent in data sets, research planning, and scientific report writing are also discussed. Several field trips provide hands-on experience in data collection on streams and lakes.

[NTRES 450 Conservation Biology

Fall. 3 credits. Prerequisite: a reasonable biology background. Not offered fall 1995. Lec, T 10:10-12:05; disc R 10:10 or 11:15. T. A. Gavin.

Biological topics important to the maintenance of biological diversity will be emphasized. Examples include population viability analysis, and the analysis of the demography and genetics of small populations as they are affected by habitat fragmentation and isolation. Students will gain thorough familiarity with these concepts and their potential application through lectures, discussion, and use of computer models.]

NTRES 471 Management of Terrestrial Habitats

Spring. 2 credits. Prerequisites: NTRES 210, 304; statistics recommended; junior standing or above. Lec/lab, W 1:25-4:25. C. R. Smith.

A landscape ecological approach will be used to introduce students to habitat concepts and to methods of inventorying, measuring, monitoring, describing, classifying, and restoring terrestrial habitats at a variety of temporal and spatial scales. Field trips will be taken to areas managed by both public and private land management organizations.

NTRES 493 Research in Policy and Human Studies in Natural Resource Management

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grades optional. R. A. Baer, D. J. Decker, J. W. Gillett, B. A. Knuth, R. J. McNeil, B. T. Wilkins.

NTRES 494 Special Topics in Natural Resources

Fall or spring. 4 credits maximum. S-U grades optional.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

NTRES 495 Research in Wildlife Science

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grades optional. T. A. Gavin, R. A. Malecki, A. N. Moen, M. E. Richmond, C. R. Smith.

NTRES 496 Research in Forestry

Fall or spring. Credit to be arranged. Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grades; letter grade by permission of instructor. B. L. Bedford, T. J. Fahey, M. E. Krasny, J. P. Lassoie, J. B. Yavitt.

NTRES 497 Individual Study in Fishery Science

Fall or spring. Credit to be arranged. Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grades optional. M. Bain, C. C. Krueger, B. P. May, E. L. Mills, R. T. Oglesby.

NTRES 498 Teaching in Natural Resources

Fall and spring. 1-4 credits. Prerequisite: permission of instructor. Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grades optional.

Course designed to give students an opportunity to obtain teaching experience by assisting in labs, field trips for designated sections, discussions, and grading. Students will gain insights into the organization, preparation, and execution of course plans through application and discussions with instructor.

NTRES 500 Professional Projects—M.P.S.

Fall and spring. Credit to be arranged. Limited to graduate students working on professional master's projects. S-U grades only.

NTRES 601 Seminar on Selected Topics in Fishery Biology

Fall or spring. 1 credit. S-U grades optional.

NTRES 604 Seminar on Selected Topics in Resource Policy and Management

Fall. 2 credits. S-U grades optional. M 3:00-4:30.

Primarily for graduate students with a major or minor in resource policy and management and upper level undergraduates with a strong

interest in resource policy analysis. Topics include the policy process, actors and stakeholders, ethical dimensions, and evaluation. Emphasis is placed on discussion, faculty-student interaction, communication skills, and current resource policy issues.

NTRES 607 Ecotoxicology (Toxicology 607)

Spring. 3 credits. Prerequisites: graduate or senior status and two 300-level courses in chemistry, biological science, or toxicology. Offered alternate even years. Offered spring 1996 and 1998. M W F 11:15.

Lectures, readings, and special guests focus on the principles of effects of toxic chemicals on natural ecosystems, their components, and processes. Major topics include fate and transport of chemicals (chemodynamics), comparative biochemical toxicology, ecosystem process analysis, simulation through mathematical and physical (microcosm) models, and relationships to regulation and environmental management.

[NTRES 608 Resource Policy and Administration

Fall. 3 credits. Prerequisite: graduate standing; juniors and seniors with instructor's permission. Not offered 1995-96. T R 2:30-3:45. B. A. Knuth.

Discussion of policy, decision making, and administration with emphasis on concepts relevant to policy formulation, implementation, and evaluation. Specific applications are drawn from fisheries, wildlife, forest and water resource management. Topics include actors and stakeholders, organizational effectiveness, professionalism and ethics, resource policy philosophies, and problem-solving aids such as public involvement, conflict resolution, benefit/cost analysis, group decision processes, and program evaluation.]

NTRES 610 Introduction to Chemical and Environmental Toxicology

Fall. 3 credits. Prerequisites: biochemistry and animal physiology. Letter grade only. M W F 11:15-12:05.

Introduction to the basic concepts of toxicology, biological responses to toxicants, methods of assessing toxicity, and the role of epidemiology. The chemical and biological factors that affect toxicity and specific sources of toxicants, including air pollution, agriculture, industrial processes, natural occurring toxicants, and social poisons will be presented. Regulation of toxic materials will be introduced.

NTRES 612 Wildlife Science Seminar

Fall and spring. 1 credit. Prerequisite: permission of instructor. S-U grades optional.

Discussion of individual research or current problems in wildlife science.

NTRES 615 Case Studies and Special Topics in Agroforestry

Fall. 2 credits. Prerequisites: NTRES/HORT 415 or permission of instructor. S-U only. Hours to be arranged.

Interdisciplinary groups of students examine case study examples of agroforestry practices in developed and developing countries. Specific topical areas are examined in depth, leading to development of a team-written report and a class presentation. Extensive library research and participation in small group discussions are required.

NTRES 616 Forest Science and Management Seminar

Fall/spring. 1 credit. Permission of instructor.

Selected readings and discussions of research and/or current problems in forest science and management.

NTRES 618 Critical Issues in Conservation and Sustainable Development

Fall. 3 credits. Preference to graduate students with minor in conservation and sustainable development; seniors by permission. Limited to 30 students. T R 2:30-4:25. J. Schelhas.

Establishes a theoretical foundation for analyzing and addressing conservation and development issues from an interdisciplinary perspective. Engages students in the inherent conflicts between natural resource conservation and the development for human needs. Students will work in interdisciplinary groups to analyze issues and cases from both developing and developed countries.

NTRES 619 Field Practicum in Conservation and Sustainable Development

Spring. 3 credits. Prerequisites: NTRES 618; preference given to graduate students with minor in conservation and sustainable development; permission of instructor. Limited to 12 students. Includes two-week field study trip to a Latin American country in January. J. Schelhas.

An interdisciplinary study of a conservation and development problem in Costa Rica or the Dominican Republic. The course will use an interdisciplinary research methodology that includes group problem identification, individual or small group research projects, and synthesis of group work to identify key conservation issues and research priorities for a selected site.

NTRES 620 Applications of Geographic Information Systems

Spring. 3 credits. Limited to 12 students. Prerequisite: NTRES 420 or equivalent; permission of instructor. Possible field trip. Lec, W 9:05; lab M 1:25-4:30. R. Slothower.

Students use GIS techniques to resolve issues involving geographic information within diverse disciplines. Students design, complete, and present the spatial analysis of a problem within their field of study. Lectures, readings, and discussions address application areas and advanced topics in spatial analysis, modeling, and databases. Emphasis will include the integration of natural resource information into spatially oriented projects.

[NTRES 681 Detection of Genetic Variation—Lecture

Fall. 1 credit. Prerequisite: Introductory Genetics course. Not offered fall 1995. M 9:05. B. May.

An introduction to the molecular techniques available to detect genomic variation. The overall emphasis is on providing the student with the theoretical variation basis behind and the practical knowledge of these molecular methods. An optional companion laboratory course (NTRES 682) is also available.]

[NTRES 682 Detection of Genomic Variation—Laboratory

Fall. 2 credits. Concurrent registration in NTRES 681 and permission of instructor required. Not offered fall 1995. Two 3-hr labs per week to be arranged. B. May.

This laboratory course will present protocols and procedures common to many methods used to detect genomic variation as well as illustrating procedures limited to specific techniques.]

NTRES 694 Special Topics in Natural Resources

Fall or spring. 4 credits maximum. S-U grades optional.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

[NTRES 698 Current Topics: Environmental Toxicology (Toxicology 698)

Fall, spring. 1-3 credits. Prerequisites: graduate or senior standing in scientific discipline and permission of instructor. Not offered fall 1995.

A student-faculty colloquium on subjects of current interest, usually focusing on multidisciplinary aspects of topical problems (e.g., Superfund, oil spills).]

NTRES 800 Master's Thesis Research

Fall and spring. Credit to be arranged. Limited to graduate students working on master's thesis research. S-U grades only.

NTRES 900 Graduate-Level Thesis Research

Fall and spring. Credit to be arranged. Limited to graduate students in a Ph.D. program **only before** the 'A' exam has been passed. S-U grades only.

NTRES 901 Doctoral-Level Thesis Research

Fall and spring. Credit to be arranged. For students admitted to candidacy after the 'A' exam has been passed. S-U grades only.

Related Courses in Other Departments

See department advisers and curriculum materials for information about other related courses.

Development Studies (EDUC 682; R SOC 440; 495, 606, 721; CRP 670, 673)

Ecology and Biology (ENTOM 456, 471; BIOES 263, 272, 378, 457, 462, 471, 473, 475, 476, 478)

Environmental Law, Ethics, and Philosophy (S&TS 206; CRP 451, 453; PHIL 381)

Human Systems and Communication (COMM 421; CRP 453; R SOC 324, 660)

Physical Sciences (ABEN 321, 435, 475; SCAS 371; GEOL 104, 202; CEE 432)

Program Evaluation (HSS 689, 690, 691, 692, 693, 695, 696)

Public Policy and Politics (GOVT 427, 428; CRP 480; BIO & SOC 461)

Resource Economics (AG EC 100, 250, 450, 750, 751; ECON 309)

Spatial Data Interpretation (SCAS 461, 660; ABEN 250; CEE 615, 616)

PLANT BREEDING

E. D. Earle, chair; W. R. Coffman, M. M. Kyle, S. R. McCouch, M. A. Mutschler, W. D. Pardee, R. L. Plaisted, K. V. Raman, N. N. Roy, M. E. Smith, M. E. Sorrells, J. C. Steffens, S. D. Tanksley, D. R. Viands, K. N. Watanabe, R. W. Zobel

Emeritus Professors: R. E. Anderson, H. L. Everett, C. C. Lowe, H. M. Munger, and D. H. Wallace

Biometry courses are listed under "Biometry and Statistics."

Note: class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

PL BR 201 Introduction to Plant Breeding

Spring. 2 credits. Prerequisite: one year of introductory biology or permission of instructor. Lect, T R 11:15. S. R. McCouch.

This course describes how plant breeders use genetics to alter crop plants. Emphasis is on activities and accomplishments with important impacts on society. Topics to be discussed include the Green Revolution, hybrid crops, sustainable agriculture, biodiversity, pest-resistant lines, and genetically engineered food crops. Class periods include lectures, class discussions, hands-on exercises and excursions to the greenhouse.

PL BR 225 Plant Genetics

Spring. 4 credits. Prerequisite: one year of introductory biology or permission of instructor. Limited to 50 students. Lects, M W F 9:05; lab, T or W 1:25; lab section assignments at first lecture. Labs start first week. M. A. Mutschler.

An overview of classical and modern genetic principles using examples from a variety of ornamental, horticultural, and agronomic plant species. Labs provide hands-on experience and an independent project with *Brassica campestris*. The course may be used to partially fulfill the CALS distribution requirement GROUP B - Biological Sciences. Course redesigned for 1996.

PL BR 401 Plant Cell and Tissue Culture

Fall. 3 credits. Prerequisites: a course in plant biology, cell biology, or genetics, or permission of instructor. Lects, T R 10:10. E. D. Earle.

Lectures and demonstrations dealing with the techniques of plant tissue, cell, protoplast, embryo, and anther culture and the applications of those techniques to biological and agricultural studies. Methods for plant improvement via manipulations of cultured cells will be discussed. Six written assignments and a term paper are required.

PL BR 402 Plant Tissue Culture Laboratory

Fall. 1 credit. Enrollment limited. Prerequisites: PL BR 401 (may be taken concurrently) and written permission of instructor. W 1:25-4:25 (alternate weeks) plus 1 hr to be arranged. E. D. Earle.

Laboratory exercises complementing Plant Breeding 401. Techniques for establishing, evaluating, and utilizing plant organ, tissue and cell cultures will be covered. Experiments will use a broad range of plant materials.

PL BR 446 Plant Cytogenetics Laboratory

Spring. 2 credits. S-U grades optional. Prerequisites: BIOGD 281 or PL BR 225. Lab, M 1:25-4:30. K. N. Watanabe.

This course aims to provide fundamental knowledge and techniques in plant cytogenetics. Emphasis will be on applications to research on plant genetics and plant breeding. Plant materials involve a wide range of crop species. Specific topics will be covered by invited lecturers.

PL BR 494 Special Topics in Plant Breeding

Fall or spring. 4 credits maximum. S-U grades optional.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

PL BR 496 Internship in Plant Breeding

Fall or spring. Credits variable, may be repeated to a maximum of 6. Minimum of 60 on-the-job hours per credit granted.

Prerequisites: permission of adviser and enrollment during the pre-enrollment period of the semester before the internship. Student must be a plant breeding junior or senior with a minimum 3.0 average in plant breeding courses. Students must attach to their course enrollment materials a "CALs Independent Study, Research, Teaching, or Internship" form signed by the faculty member who will supervise their study and assign their credits and grade. S-U grades only. Staff.

On-the-job learning experience under the supervision of professionals in a cooperating organization. A learning contract is written between the faculty supervisor and student, stating the conditions of the work assignment, supervision, and reporting.

PL BR 497 Individual Study in Plant Breeding

Fall or spring. Credits variable, may be repeated to a maximum of 6. S-U optional. Prerequisite: permission of instructor. Students must register with an Independent Study form (available in 140 Roberts Hall). Staff.

PL BR 498 Undergraduate Teaching

Fall or spring. Credits variable, may be repeated to a maximum of 6. S-U optional. Prerequisites: permission of instructor, and previous enrollment in course to be taught or equivalent.

Students must register with an Independent Study form (available in 140 Roberts Hall). Staff.

Undergraduate teaching assistance in a plant breeding course. Teaching experience may include leading a discussion section, preparing and teaching laboratories, and tutoring.

PL BR 499 Undergraduate Research

Fall or spring. Credits variable, may be repeated to a maximum of 6. S-U optional. Prerequisite: permission of instructor. Students must register with an Independent Study form (available in 140 Roberts Hall). Staff.

Undergraduate research projects in plant breeding.

PL BR 603 Methods of Plant Breeding

Fall. 3 credits. Prerequisites: BIOGD 281 or PL BR 225 or equivalent and an introductory course in crop production. M W F 9:05. M. E. Smith.

A comprehensive examination of plant breeding methods, including inbreeding and population improvement methods. Operational details and practical limitations for each method will be considered, as will suitability for major breeding objectives (agronomic characteristics, quality, and biotic and abiotic stress tolerance). The goal is to familiarize students with tools available to plant breeders, criteria for choosing among them, and options for creatively modifying them for specific situations.

PL BR 604 Methods of Plant Breeding Laboratory

Fall. 2 credits. Prerequisite: PL BR 603 or equivalent (may be taken concurrently). T R 1:25-4:15. M. E. Sorrells and R. E. Anderson.

Field trips to plant breeding programs involve discussion of breeding methods used, overall goals, selection and screening techniques, and variety and germ plasm release. Additional labs include use of computers in plant breeding research and selection techniques for disease resistance. For a term project each student designs a comprehensive breeding program on a chosen crop.

PL BR 606 Advanced Plant Genetics

Spring. 3 credits. S-U grades optional. Prerequisites: BIOGD 281, PL BR 225, or equivalent. Lects, T R 10:10-11:25. M. M. Kyle.

This course provides an advanced survey of genetics in higher plants. Topics include genetic analysis of developmental and metabolic processes, cytogenetics, mating behavior and barriers, and aspects of population and quantitative genetics.

PL BR 608 Biochemical Approaches in Plant Breeding

Fall. 3 credits. Prerequisite: BIOBM 330, 331, or permission of instructor. Lects, M W 11:15; lab, W 7:30-10:30 p.m. J. C. Steffens.

A review of biochemical, spectroscopic, and immunological techniques used in the analysis, selection, and generation of crop plants. Examples from current literature and possible applications of new technologies will be discussed. Laboratory will emphasize biochemical techniques used in plant breeding programs. Students should expect to spend more hours in laboratory than suggested by the formal meeting times.

PL BR 622 Seminar

Fall or spring. 1 credit. S-U grades only. T 12:20. Staff and graduate students.

PL BR 629 Special Topics in Plant Science Extension

Spring. 2 credits. F 1:25-4:25. W. D. Pardee.

Designed for graduate students and advanced undergraduates to provide a broader knowledge of cooperative extension philosophy and methods. Developed for students interested in extension and research in public and commercial organizations. Topics relate to extension in other countries as well as in the United States.

PL BR 650 Special Problems in Research and Teaching

Fall or spring. 1 or more credits. Prerequisite: permission of instructor supervising the research or teaching. Staff.

PL BR 653.1 Concepts and Techniques in Plant Molecular Biology

Fall. 1 credit. S-U grades optional. Prerequisite: BIOGD 281 and BIOBM 332 or 330 or their equivalent. Recommended: BIOBM 331. Lects, M W F 10:10-11:00 (12 lecs). R. Wu and J. Steffens.

A review and update on molecular biology concepts relevant to plant sciences including DNA synthesis. RNA transcription and processing, and protein structure and translation. Methods applicable to plant molecular biology are described including isolation of nucleic acids, gel electrophoresis, recombinant DNA techniques, mutant production, DNA-protein interactions, and use of antibodies.

PL BR 653.2 Plant Biotechnology (also Plant Pathology 663 and BIO PL 653.2)

Fall. 1 credit. S-U grades optional. Prerequisite: BIO PL 653.1 or permission of instructor. E. D. Earle and M. Zaitlin.

Lects, M W F 10:10 (12 lecs) Sept. 6-Oct. 2. Applications of molecular biology and tissue culture to plant biotechnology are considered. Topics covered include gene introduction and tissue culture technologies, as well as use of cultured plant materials and transgenic plants to obtain resistance to insects, plant diseases and herbicides, to produce useful products, and to improve nutritional and food processing qualities. Regulatory and social issues relating to plant biotechnology are discussed.

PL BR 653.3 Plant Genome Organization

Fall. 1 credit. Prerequisite: BIOPL 653.1. Lects, M W F 10:10-11:00 (12 lecs) Oct. 4-Oct. 30. S. D. Tanksley.

This course will cover the origins and measurement of nuclear DNA variation in plants as well as the development and exploitation of molecular markers for breeding as well as the isolation of genes underlying interesting phenotypes.

PL BR 694 Special Topics in Plant Breeding

Fall or spring. 4 credits maximum. S-U grades optional.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

[PL BR 716 Perspectives in Plant Breeding Strategies

Spring. 3 credits. S-U grades optional. Prerequisite: PL BR 603. Offered alternate years. Not offered 1995-96; next offered 1996-97. T 1:25-2:15, R 12:20-2:15. M. E. Sorrells.

Emphasis is on discussion and evaluation of selected benchmark papers and current literature. Selection techniques and breeding objectives, methods, and strategies for both self- and cross-pollinated crops are reviewed and discussed. Extensive outside reading is required.]

PL BR 717 Quantitative Genetics in Plant Breeding

Spring. 3 credits. S-U grades only.
Prerequisites: PL BR 603 and BTRY 601.
Offered alternate years; next offered
1997-98. T R 8:30-9:55. D. R. Viands.

Discussion of quantitative genetics to help make decisions for more efficient plant breeding. Specific topics include components of variance (estimated from mating designs), gene pool development, linkage, heritability, phenotypic and genotypic correlation coefficients, and theoretical gain from selection. During one period, plants in the greenhouse will be evaluated to provide data for computing quantitative genetic parameters.

[PL BR 718 Breeding for Pest Resistance

Spring. 3 credits. Prerequisites: BIOGD 281 or PL BR 225, and PL BR 603 required. An introductory course in Plant Pathology and/or Entomology also highly recommended. Not offered 1995-96. Lec, T R 10:10-11:30. M. A. Mutschler.

A multidisciplinary examination of the challenge of incorporating disease and insect resistance into crop plants. Topics covered include national and international germplasm collections, identification of sources of resistance, resistance mechanisms in plants, monogenic and polygenic control of resistance, approaches to breeding for resistance stability of genetic resistance mechanisms, and the use of biochemical/physiological/molecular tools in breeding for pest resistance.]

PL BR 800 Master's-Level Thesis Research

Fall or spring. Credit to be arranged.
Prerequisite: permission of instructor.
S-U grades optional. Graduate faculty.

For students working on a master's thesis.

PL BR 900 Graduate-Level Dissertation

Fall or spring. Credit to be arranged.
Prerequisite: permission of instructor.
S-U grades optional. Graduate faculty.

For students in a Ph.D. program **only before** the "A" exam has been passed.

PL BR 901 Doctoral-Level Dissertation Research

Fall or spring. Credit to be arranged.
Prerequisite: permission of instructor.
S-U grades optional. Graduate faculty.

For students admitted to candidacy **after** the "A" exam has been passed.

PLANT PATHOLOGY

S. A. Slack, chair; J. R. Aist, P. A. Arneson, S. V. Beer, G. C. Bergstrom, B. B. Brodie, A. R. Collmer, T. P. Delaney, W. E. Fry, S. M. Gray, R. K. Horst, G. W. Hudler, R. P. Korf, J. W. Lorbeer, R. Loria, M. T. McGrath, M. G. Milgroom, E. B. Nelson, P. F. Palukaitis, W. A. Sinclair, H. D. Thurston, O. C. Yoder, M. Zaitlin, T. A. Zitter

Note: class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

PL PA 101 Freshman Writing Seminar: Pests, Pesticides, People, and Politics

Fall. 3 credits. Limited to 17 students.
Lecs, M W F 8:00.

This seminar will examine the use of pesticides, their impact on human health and

the environment, and their regulation. Beginning with Rachael Carson's classic *Silent Spring*, we will examine many facets of the pesticide controversy through readings in current popular literature, technical journals, government documents, industry propaganda, and publications of various so-called "public interest groups." We will emphasize the need for critical thinking as we explore the power of the written word to persuade.

PL PA 102 Freshman Writing Seminar: Environmental Issues and the Changing Global Climate

Spring. 3 credits. Limited to 17 students.
Lecs, T R 11:40. J. A. Laurence.

This seminar provides an opportunity to learn more about the biological, social, and political impact of environmental issues on scales ranging from local to global. Readings, discussions, and some hands-on experience will provide subjects for a seminar designed to teach writing at levels of single sentences to term papers.

PL PA 201 Magical Mushrooms, Mischievous Molds

Spring. 2 credits. S-U optional. Lecs, T R 11:15. G. W. Hudler.

A presentation of the fungi and their roles in nature and in shaping past and present civilizations. The historical and practical significance of fungi as decayers of organic matter, as pathogens of plants and animals, as food, and as sources of mind-altering chemicals will be emphasized.

PL PA 241 Plant Diseases and Disease Management

Spring. 4 credits. Prerequisite: one year of biology. Lecs, M W F 11:15; lab, T or W 1:25. P. A. Arneson.

An introduction to plant diseases, their diagnosis, and their management. Topics covered include fungi, bacteria, viruses, nematodes, and other plant pathogens; disease cycles, plant disease epidemiology, disease forecasting, and the principles and practices of plant disease management. This course is intended for students who want a practical knowledge of plant diseases and their control. It is not an adequate prerequisite for plant pathology courses numbered 600 and above.

PL PA 309 Introductory Mycology

Fall. 3 credits. Prerequisite: a year of biology or equivalent. Concurrent registration in PL PA 319 is recommended. Lecs, T R 9:05-9:55; labs, R 1:25-4:25. J. Raist.

An introduction to fungi, emphasizing biology, comparative morphology, and taxonomy.

PL PA 319 Field Mycology

Fall. 1 credit. Prerequisite: permission of instructor. R. P. Korf.

Study of mushrooms and other fungi on 7 field excursions followed by 7 evening labs devoted to identification and study of collections under the microscope. Emphasis on ecology, biology, and means of identification. There are no lectures; grades will be determined on basis of laboratory final.

PL PA 401 Basic Plant Pathology

Fall. 4 credits. Prerequisite: one year of biology and BIO S 241 or equivalent. Recommended: general microbiology, plant physiology. Lecs, T R 11:10; lab, T or W 1:25. W. A. Sinclair.

Principles and practice of plant pathology. Lectures and labs are coordinated to consider

types of plant pathogens and their population dynamics, disease cycles, diagnostic criteria and procedures, mechanisms of pathogen attack and plant defense, vector relationships, epidemiology, disease forecasting, loss assessment, and disease control. This course prepares students for graduate-level work in plant pathology.

PL PA 411 Plant Disease Diagnosis

Fall. 3 credits. For senior undergraduates specializing in plant pathology or pest management and for graduate students with a major or minor in plant pathology or plant protection. Limited to 20 students. Prerequisites: PL PA 241 or equivalent and permission of instructor. Lec, M 11:15; lab, M W 1:25-4:25. G. W. Hudler.

A method for diagnosis of plant disease is presented with emphasis on contemporary laboratory techniques and effective use of the literature.

[PL PA 443 Pathology of Trees and Shrubs

Fall. 3 credits. Prerequisites: PL PA 241 or equivalents. Not offered 1995-96. Lecs, M W 11:15; labs, F 1:25-4:25. G. W. Hudler.

For students preparing for careers in horticulture, urban forestry, and pest management. Deals with the nature, diagnosis, assessment, and treatment of diseases of trees and shrubs. Forest, shade, and ornamental plants are considered.]

PL PA 444 Integrated Pest Management

Fall. 4 credits. Prerequisites: BIO ES 261, ENTOM 212 or 241, or PL PA 301 or their equivalents or permission of instructor.

Lectures integrate the principles of pest control, ecology, and economics in the management of pest-crop systems. Laboratories consist of exercises to reinforce concepts presented in lecture and demonstrate pest monitoring techniques and the application of computer technology to management problems.

PL PA 494 Special Topics in Plant Pathology

Fall or spring. 4 credits maximum.
S-U grades optional.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

PL PA 497 Independent Study

Fall or spring. 1-5 credits. Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grades optional.

An opportunity for independent study of a special topic in mycology or plant pathology under the direction of a faculty member.

PL PA 498 Teaching Experience

Fall or spring. 1-5 credits. Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grades optional.

Undergraduate teaching assistance in a mycology or plant pathology course by mutual agreement with the instructor.

PL PA 499 Undergraduate Research

Fall or spring. 3–5 credits. Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grades optional.

An opportunity for research experience under the direction of a faculty member.

PL PA 642–661 Special Topics Series

Unless otherwise indicated, the following description applies to courses 642–661.

Fall or spring. 1 credit. Prerequisite:

permission of instructor. S-U grades only.

Weekly discussions of current topics in special areas of plant pathology and mycology.

Students are required to do extensive reading of current literature and to present oral and written reports.

PL PA 642 Plant Disease Epidemiology

Spring. T 12:20. M. G. Milgroom.

PL PA 644 Ecology of Soil-Borne Pathogens

Fall. Meets with PL PA 646. E. B. Nelson.

PL PA 645 Plant Virology

Fall. F 12:20. S. M. Gray.

PL PA 646 Plant Nematology

Spring. Meets with PL PA 644.
B. B. Brodie.

PL PA 647 Bacterial Plant Diseases

Fall and spring. M 9:05. S. V. Beer.

Emphasizes current research in phyto bacteriology undertaken in laboratories at Cornell.

PL PA 648 Molecular Plant Pathology

Fall. R 12:20. A. R. Collmer and
O. C. Yoder.

PL PA 649 Mycology Conferences

Fall. 1 credit. R. P. Korf.

PL PA 650 Diseases of Vegetable Crops

Fall. W. Hours to be arranged.
J. W. Lorbeer and T. A. Zitter.

PL PA 652 Field Crop Pathology

Spring. W 8:00. G. C. Bergstrom.

PL PA 654 Diseases of Florist Crops

Spring. F 12:20. R. K. Horst.

PL PA 655 Plant Diseases in Tropical Agriculture

Spring. T 12:20. H. D. Thurston.

PL PA 661 Diagnostic Lab Experience

Summer and fall. 1 or 2 credits. S-U grades only. Requires 3 hrs/wk per credit hour. Hours to be arranged. T. A. Zitter.

For graduate students and advanced undergraduates with a special interest in diagnosing plant diseases. Students will work in the Diagnostic Laboratory (Plant Pathology Department) under supervision of the diagnostician. Coursework or experience in diagnostic techniques is strongly advised. Priority will be given to graduate students in plant pathology and plant protection.

PL PA 662 Molecular Plant-Pathogen Interactions

Spring. 1 credit. Prerequisites: BIOGD 281, BIOBM 330 or 331, and BIOMI 653.1. Lecs, M W F 10:10 (12 lecs) Jan. 24–Feb. 19. P. F. Palukaitis, O. C. Yoder.

An examination of the molecular properties that control the development of host-parasitic interactions in both microorganisms (viruses, bacteria, and fungi) and higher plants. Contemporary theories describing the genetic

mechanisms of pathogenesis and resistance are discussed.

PL PA 663 Plant Biotechnology (PL BR 653.2)

Fall. 1 credit. Prerequisites: BIOGD 281, BIOBM 330 or 331, and BIOPL 653.1. Lecs, M W F 10:10 (12 lecs) Sept. 6–Oct. 20. M. Zaitlin, E. D. Earle.

Applications of molecular biology and tissue culture to plant biotechnology are considered. Topics covered include gene introduction and tissue culture technologies, as well as use of cultured plant materials and transgenic plants to obtain resistance to insects, plant diseases, and herbicides, to produce useful products, and to improve nutritional and food processing qualities. Regulatory and social issues relating to plant biotechnology are discussed.

PL PA 681 Plant Pathology Seminar

Fall and spring. 1 credit. Required of all plant pathology majors. S-U grades only.

PL PA 694 Special Topics in Plant Pathology

Fall or spring. 4 credits maximum. S-U grades optional.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

PL PA 701 Concepts of Plant Pathology: Organismal Aspects

Spring. 3 credits. For graduate students with majors or minors in plant pathology; others by permission. Prerequisites: PL PA 401 or equivalent and permission of instructor. Lecs, T R 9:05; lab/disc, R 2–4:25. A. R. Collmer.

Concepts in host-pathogen relationships with emphasis on roles of molecules and cells in determining the outcome of an interaction. Genetic, molecular biological, physiological, and cell biological approaches to experimental analysis of exemplary host-pathogen systems will be considered. Historical perspectives and recent research will be reviewed and analyzed. Students prepare and review mock grant proposals.

PL PA 702 Concepts of Plant Pathology: Population Aspects

Fall. 3 credits. For graduate students with a major or minor in plant pathology; others by permission. Prerequisite: PL PA 401 or permission of instructor. Lab = discussion section. Lec, T R 10:10; lab, T 2–4:25. M. G. Milgroom.

Theory and concepts in plant disease epidemiology and population biology of plant pathogens. Topics include: population dynamics of pathogens in time and space, interactions of pathogen and plant populations, and population genetics of pathogens. The discussion section will be used for examining current plant pathology literature and other exercises complementary to lecture material.

[PL PA 705 Phyto virology

Spring. 2 credits. For graduate students with a major or minor in plant pathology; others by permission. Prerequisite: PL PA 401 or equivalent. Offered alternate years. Not offered 1995–96. M. Zaitlin.

This course considers plant viruses and the diseases they cause. Consideration is given to virus structure and composition, classification,

replication, effects on hosts, modes of transmission, and the relationships of these aspects to principles of diagnosis and control.]

[PL PA 706 Phytonematology

Fall. 2 credits. For graduate students with a major or minor in plant pathology; others by permission. Prerequisite:

PL PA 401 or equivalent or permission of instructor. Not offered 1995–96.

Deals with morphology, anatomy, biology, physiology, ecology, detection and identification of plant pathogenic nematodes, evaluation of population data, interactions between nematodes and other plant pathogens, and methods of assessment of pathogenicity and plant damage.]

[PL PA 707 Phyto bacteriology

Fall. 2 credits. Prerequisites: general microbiology, lectures and laboratory; Introductory Plant Pathology. Offered alternate years. Not offered 1995–96.

A consideration of the prokaryotes that cause disease in plants and examples of the diseases they cause. The course emphasizes properties of bacterial pathogens that affect disease, methods for manipulation of the pathogens, and recent developments in phyto bacteriology. The current state of knowledge of important phytopathogenic genera including their genetics and mechanisms of pathogenesis will be reviewed. Laboratory practice in isolation, inoculation, identification, genetics, and physiology is included.]

PL PA 709 Phyto mycology

Spring. 2 credits. For graduate students with a major or minor in mycology or plant pathology; others by permission. Prerequisites: PL PA 401 and 309 or equivalents, or permission of instructor. Lec, F 1:25–2:30; lab, 2:30–4:30. J. W. Lorbeer.

Provides basic information on the biology of plant pathogenic fungi with selected emphasis on the structure, ecology, genetics, life cycles, and disease cycles of representative genera and species.

[PL PA 715 Phyto virology Laboratory

Spring. 2 credits. Limited to 12 students. Prerequisite: permission of instructor. S-U grades only. Not offered 1995–96.]

PL PA 735 Advanced Plant Virology

Spring. 3 credits. Prerequisite: permission of instructors. 3 lecs, hours to be arranged. P. Palukaitis and M. Zaitlin.

Topics in plant virology, with an emphasis placed on student discussion of current literature. Topics included are viral infection process, viral and viroid replication, viral recombination, viral movement, viral genes and their products, cross protection, detection of viruses, molecular approaches to resistance and the use of viruses as vectors for introducing genetic material into plants.

[PL PA 738 Genetics and Development of Filamentous Fungi

Fall. 2 credits. Prerequisite: BIOGD 281 or equivalent. Not offered 1995–96. Hours to be arranged. O. C. Yoder, B. G. Turgeon.

Classical and molecular approaches to the study of fungal genetics are discussed. Recently developed molecular technology is highlighted, with emphasis on transformation systems, gene disruption and replacement, gene over-expression, stability of transforming DNA, native transposons and plasmids,

karyotyping by chromosome separation, and secretion of heterologous proteins. Application of contemporary methodology to genetic dissection of developmental processes, such as plant pathogenesis (including host and tissue specificity), the mitotic and meiotic cell cycles, and conidium formation is described. Experimental evidence supporting various hypotheses to explain fungal pathogenicity is evaluated. Examples are chosen from investigations of recently developed plant pathogenic fungi such as *Cochliobolus heterostrophus* and *Magnaporthe grisea* and from well known genetic models such as *Aspergillus nidulans* and *Neurospora crassa*.]

PL PA 739 Advanced Mycology

Fall. 4 credits. Prerequisites: PL PA 309 or equivalent, a course in genetics, and permission of instructor. Offered alternate years. R. P. Korf.

A detailed study of the taxonomy, nomenclature, and biology of four major groups of fungi (rusts, smuts, peronosporales, and fungi imperfecti).

PL PA 788 Research in Molecular Plant Pathology

Fall and spring. 2, 4, or 6 credits. Prerequisite: permission of instructor. S-U grades only. S. V. Beer.

Guided research experiences in laboratories addressing questions concerning the interaction of pathogens (bacteria, fungi, viruses) and plants at the molecular level. Intended for beginning graduate students with a concentration in Molecular Plant Pathology and sufficient theoretical background and practical laboratory experience. Students submit plans and reports on each research experience.

PL PA 797 Special Topics

Fall or spring. 1-5 credits. S-U grades optional.

An opportunity for independent study of a special topic.

PL PA 798 Graduate Teaching Experience

Fall or spring. 1-5 credits. S-U grades. Hours to be arranged. Staff.

Graduate teaching assistance in a mycology or plant pathology course by mutual agreement with the instructor. This experience may include, but is not limited to, preparing, assisting in, and teaching laboratories, preparing and delivering lectures, leading discussion sessions, and tutoring.

PL PA 800 Master's-Level Thesis Research

Fall or spring. S-U grades optional. Credit to be arranged. Prerequisite: permission of adviser. Graduate faculty.

For student's working on a master's degree.

PL PA 900 Graduate-Level Thesis Research

Fall or spring. S-U grades optional. Credit to be arranged. Prerequisite: permission of adviser. Graduate faculty.

For students in a Ph.D. program who have not passed the "A" exam.

PL PA 901 Doctoral-Level Thesis Research

Fall or spring. S-U grades optional. Credit to be arranged. Prerequisite: permission of adviser. Graduate faculty.

For doctoral candidates who have passed the "A" exam.

POMOLOGY (FRUIT SCIENCE)

See Horticultural Sciences.

RURAL SOCIOLOGY

D. L. Brown, chair; P. R. Eberts, E. C. Erickson, S. Feldman, J. D. Francis, C. G. Geisler, N. Glasgow, D. T. Gurak, M. M. Kritz, T. A. Hirschl, T. A. Lyson, P. D. McMichael, M. J. Pfeffer, J. M. Stycos, R. W. Venables, L. B. Williams, F. W. Young

Note: class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

[R SOC 100 American Indian Studies: An Introduction

Fall. 3 credits. S-U grades optional. Not offered 1995-96. W 7-10 p.m.

R. W. Venables.

This course provides a foundation for the study of American Indians. Emphasis will be placed on social, cultural, historical, educational, and human development. Guest lecturers from Cornell's staff and the Indian communities and media presentations.]

R SOC 101 Introduction to Sociology

Fall or spring. 3 credits. Lects, T R 10:10-11:00; sec, various times.

E. C. Erickson and staff.

A survey of concepts and theories in sociology and an examination of social forces and institutions shaping modern societies. The major topics include culture and socialization, social stratification and social class, age, race, ethnic and gender inequality, deviance and social control, religious, education, and occupation organizations, urbanization and demographic change, social change and social movements, bureaucracy, environmentalism, and the uses of sociology.

R SOC 175 Issues in Contemporary American Indian Societies

Spring. 3 credits. S-U grades optional. W 7-10 p.m. R. W. Venables.

Early American Indian history and the postcontact period will be reviewed with an emphasis given to developments since 1789. Topics such as land claims, treaties, education, mineral and water rights, social problems, militant organizations, and civil rights will be covered, with guest lecturers and media presentations.

R SOC 200 Social Problems

Fall. 3 credits. S-U grades optional. M W F 9:05-9:55. T. A. Hirschl.

This course investigates a variety of current social problems from a sociological perspective. The course begins with an overview of sociological theories that may account for social problems and identifies common as well as competing elements of these theories. The theoretical framework is then applied to analyses of a variety of social problems, and these may vary semester to semester. Examples of social problems are homelessness, teenage pregnancy, deindustrialization, and homicide, among others. Emphasis in the course will be given to how social problems are measured, and students will be given an opportunity to test theories with data analysis.

R SOC 201 Population Dynamics

Spring. 3 credits. S-U grades optional. ALS students must register for this course as R SOC 201. T R 2:30-3:45. L. B. Williams.

This course provides an introduction to population studies. The primary focus is on the relationships between demographic processes (fertility, mortality, and migration) and social and economic issues. Discussion will cover special topics related to population growth and distribution, including marriage and family formation, labor force participation, urban growth and urbanization resource allocation, and the environment.

R SOC 205 International Development

Spring. 3 credits. M W F 10:10-11:00. P. D. McMichael.

New questions concerning development models in the post-Cold War era are examined from a comparative and global perspective on North-South relations. While the focus is the "Third World," the issues confronting it are often global, even when they concern the most basic issue of food security. Using films and various theoretical perspectives, we examine Southern societies (economies, ecologies, class/gender relations) and the impact of global forces on Southern resources. Such forces include new social diets, new forms of export production, development agencies, multilateral institutions, local bureaucracies, transnational corporations, the current debt crisis, and new technologies.

R SOC 206 Gender and Society

Spring. 3 credits. Lects, M W 11:15-12:05; sec, various times. N. Glasgow.

Course will familiarize students with origin of gender hierarchies, social and behavioral similarities/differences between females and males, and degree that biological, psychoanalytic, social psychological, and sociological perspectives help to understand the differences. Objectives will be met through lectures, readings, films, participant observations, and personal experiences. Cross-cultural comparisons of gender role behavior will be made.

[R SOC 208 Technology and Society

Fall. 3 credits. Offered alternate years.

Not offered 1995-96; next offered fall 1996. M W F 10:10-11:00. C. G. Geisler.

The relationship between technology and society is among the most pervasive concerns of our time. Ultimately, what makes a technology useful or "appropriate" is a sociological question. Lectures and readings review classical debates regarding technology and society. Herein, students compare high technologies and appropriate technologies, identify problems associated with technology transfer to other societies, and create a list of important criteria by which technologies are judged appropriate or inappropriate using numerous case studies.]

R SOC 213 Social Indicators, Data Management, and Analysis

Fall. 3 credits. T R 2:30-3:45. P. R. Eberts.

A survey of definitions of social indicators and general principles of social indicators research will be illustrated from data on both developed and less-developed countries. Data management and analysis of measures of poverty, level of living, inequality, quality of life, etc., based on census data, household surveys, and key-informant and other low-cost

techniques, will be examined, using personal computers.

R SOC 301 Theories of Society

Fall. 3 credits. Prerequisites: rural sociology or sociology course. S-U grades optional. M W F 11:15–12:05.
F. W. Young.

An introduction to the "classical" sociological theorists for juniors, seniors, and beginning graduate students. Emphasis on (1) the central concepts of the sociological tradition, (2) major classical theorists (Marx, Durkheim, Weber) and contemporary counterparts. The relevance of these theories of society to current events and social problems will be stressed.

[R SOC 318 Ethnohistory of the Northern Iroquois

Fall. 3 credits. S-U grades optional. Not offered 1995–96. T 1:25–4:25.
R. W. Venables.

The development of Iroquois (Houdeñosau-nee) history and culture is traced to the present day.]

[R SOC 320 Poverty in the United States

Spring. 3 credits. Prerequisite: 1 course in a social science. S-U grades optional. Not offered 1995–96. M W F 12:20–1:10. Staff.]

R SOC 324 Environment and Society

Fall. 3 credits. M W F 1:25–2:15.
M. J. Pfeffer.

The main objective of the course is to develop a critical understanding of the dominant trends in modern U.S. environmental thought; preservationism, conservationism, deep ecology, ecofeminism, social ecology, NIMBYism, risk assessment, and environmental equity. Another objective is to familiarize students with some major contemporary substantive environmental problems and policies. These topics include air and water quality, public lands management, biodiversity, deforestation, climate change, and ozone depletion.

R SOC 331 Demographic Analysis in Business and Government

Spring. 3 credits. S-U with permission of instructor. Prerequisite: R SOC 213 or a statistics course. M W F 1:25–2:15.
W. Brown.

An overview of the way demographic analysis is used in business and government. Through the use of case study and problem solving methods of learning, students come to understand how demographic concepts, methods, and data are used by demographers to solve problems in business and government. The course is designed for upper-level undergraduates from a variety of academic disciplines and career orientations. Students will work on problems drawn from consumer marketing, education, housing and real estate development, human resources, health services.

[R SOC 336 Rural Areas in Metropolitan Society

Fall. 3 credits. S-U grades optional. Prerequisite: a social science course. Offered alternate years. Not offered 1995–96; next offered fall 1996. T R 12:20–1:35. D. L. Brown.

This course analyzes the changing structure and role of small towns and rural areas in developed nations. The focus is on rural adaptation to major trends including increased societal differentiation and complexity;

increased societal interdependence, and rapid social, economic, technological, and ecological change. Alternative policies to ameliorate rural problems and/or enhance rural contributions to national development are considered.]

[R SOC 367 American Indian Tribal Governments

Fall. 3 credits. Not offered 1995–96. W 7:30–9:55 p.m. Staff.]

R SOC 370 Comparative Issues in Social Stratification

Fall. 3 credits. Prerequisite: an introductory social science course. T R 8:40–9:55. S. Feldman or T R 12:20–1:35. T. A. Lyson.

This course reviews both classical and contemporary issues in the comparative social stratification literature. Particular attention is given to the changing configurations of different labor markets, debates on the meaning of new economic constituencies, and the role of gender, race, ethnicity, and sexuality in assessing the patterns and meaning of inequality. Throughout the course we will give special attention to the importance of understanding how questions of measurement are constructed and employed in understanding social inequality.

R SOC 380 Independent Honors Research in Social Science

Fall and spring. 1–6 credits. Limited to students who have met the requirements for the honors program. A maximum of 6 credits may be earned in the honors program.

Students must submit written proposals by the third week of the semester of their senior year to the departmental honors committee representative, M. Pfeffer.

[R SOC 408 Human Fertility in Developing Nations

Spring. 3 credits. Offered alternate years. Not offered 1995–96; next offered spring 1997. T R 2:30–4:00. J. M. Stycos.

A review of the major literature dealing with the social causation of variation in human fertility. Emphasis will be on international comparisons and on the methodology of field research.]

R SOC 418 Population Policy

Spring. 3 credits. Prerequisite: R SOC 201 or permission of instructor. Offered alternate years. Not offered 1996–97. T R 10:10–11:25. J. M. Stycos.

The ways in which societies try to affect demographic trends. Special focus is on government policies and programs to reduce fertility.

[R SOC 425 Gender Relations, Gender Ideologies, and Social Change

Spring. 3 credits. Offered alternate years. Not offered 1995–96. R 1:55–4:25. S. Feldman.]

R SOC 430 Migration and Population Redistribution

Fall. 3 credits. Prerequisite: undergraduates, one demography course or permission of instructor. Offered alternate years. Not offered 1996–97. T R 8–9:55. D. L. Brown.

This course analyzes the determinants and consequences of internal migration in urban and rural areas of developed and developing nations. Economic and demographic interrelationships are emphasized as are implications of changes in local and regional

population size and composition for labor supply, the demand for goods and services, and infrastructure. Public policy implications of the inter-relations are investigated. Techniques and measurement issues associated with the analysis of migration and population distribution are discussed.

[R SOC 431 Social Demography of Minorities

Spring. 3 credits. S-U option. Not offered 1995–96; next offered spring 1997. T R 12:20–1:35. D. T. Gurak.

Ethnic conflict and accommodation is examined in diverse settings (societies and historical periods). Demographic indicators (such as residential segregation, marital patterns, mortality and fertility differentials, and occupational mobility) of underlying social conditions serve as the principal vehicle for evaluating the status of ethnic relations.]

R SOC 437 Aging and Aging Social Policy in the 1990s

Fall. 3 credits. Prerequisite: R SOC 101 or its equivalent. T R 12:20–1:35. N. Glasgow.

An analysis of the "graying" of America and the responses of the public and private sectors to this demographic revolution. Examines the interplay between basic and applied knowledge in social gerontology. Explores the formal and informal networks of services, in both rural and urban environments, that help maintain independent living arrangements by the elderly.

R SOC 438 Social Demography

Fall. 3 credits. T R 10:50–12:05. A. Basu. This course surveys the methods, theories, and problems of population studies. Attention is directed to the social, economic, and cultural determinants and consequences of population growth, distribution, and change. The core areas of demography, fertility, mortality, and migration are studied. Comparisons are made between developed and developing areas and between Africa, Asia, and Latin America.

[R SOC 439 Social and Demographic Changes in Asia

Spring. 3 credits. Prerequisite: R SOC 201. Offered alternate years. Not offered 1995–96.]

[R SOC 440 The Social Impact of Resource Development

Spring. 3 credits. S-U grades optional. Offered alternate years. Not offered 1995–96; next offered spring 1997. C. G. Geisler.

Social impact assessment (SIA) is a method of anticipating unwanted side-effects of projects, policies, and new technologies before they happen and a decision tool for mitigation. The seminar explores SIA applications in different parts of the world and pays particular attention to impacts on native and indigenous peoples. Students learn practical SIA skills and related theoretical/conceptual debates.]

R SOC 442 American Indian Philosophies: Selected Topics

Spring. 3 credits. S-U grades optional. Prerequisite: Permission of instructor. T 1:25–4:25. R. W. Venables.

This course provides an opportunity for students to read and discuss a wide range of American Indian philosophies.

[R SOC 475 Global Patterns of International Migration]

Fall. 3 credits. Prerequisite: R SOC 101. Offered alternate years. Not offered 1995-96. M W F 9:05-9:55. M. M. Kritz.]

[R SOC 490 Society and Survival]

Fall. 3 credits. Prerequisite: introductory sociology course or permission of instructor. Not offered 1995-96. T R 2:30-3:45. D. T. Gurak.]

[R SOC 492 Contemporary Issues Seminars: Developments in the Pacific Rim]

Spring. 1-2 credits. Not offered 1995-96. M 1:25-2:15. P. D. McMichael.]

[R SOC 494 Special Topics in Rural Sociology]

Fall or spring. 4 credits maximum. S-U grades optional.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

[R SOC 495 Population, Environment, and Development in Sub-Saharan Africa]

Fall. 3 credits. Not offered 1995-96. T R 2:30-3:45. M. M. Kritz.

The 47 countries of sub-Saharan Africa are experiencing rapid social change but serious economic, environmental, and social problems. This course will examine these trends by looking at their interrelations to demographic change. Both the traditional structures and the modernizing forces shaping sub-Saharan African development will be examined, and variations stemming from ethnic and colonial influences assessed. Family, and gender systems, education, urbanization, and demographic processes will be reviewed, as well as the role of state policy in affecting population, ecological and development change.]

[R SOC 497 Independent Study in Rural Sociology]

Fall or spring. 3 credits variable (may be repeated for credit). Students must register with an Independent Study form (available at 140 Roberts Hall). S-U grades optional.

Informal study may include a reading course, research experience, or public service experience.

[R SOC 603 Classical Sociological Theory]

Fall. 4 credits. S-U grades optional. Prerequisites: open to graduate students and undergraduates with permission of instructor. T R 3:35-5:15. M. J. Pfeffer.

Students will review the main streams of classical sociological thought, focusing on the work of Weber, Durkheim, and Marx. Course materials include original texts and secondary literature, used to examine the concepts, methods and explanation in classical sociological thought. An important focus of the course will be to critically evaluate the relevance of the classical theories to contemporary social change and development.

[R SOC 604 Theories of Social Change]

Spring. 3 credits. S-U grades optional. Not offered 1995-96. T R 3:35-4:50. S. Feldman or P. D. McMichael.]

[R SOC 606 Contemporary Sociological Theories of Development]

Spring. 3 credits. T R 3:35-5:20. F. W. Young.

Development is now understood to include life expectancy, health and education in addition to material well-being, and it remains a problem everywhere, in both the rich and poor countries, and within them, for regions and communities. Sociological explanations of development have recently crystallized around three competing positions: political economy, rational choice institutionalism, and sociological structuralism. The course will focus on these theories, their antecedents and close cousins, and their research and policy implications.

[R SOC 609 Population and Environment]

Spring. 3 credits. T R 10:10-11:40. J. M. Stycos.

A voluminous new literature is emerging, attempting to trace the connections between population dynamics and environmental change. The seminar will be devoted to a critical examination of this literature, stressing population change both as cause and consequence of environmental factors. In addition, the social and economic forces that mediate the population-environment relation will be examined.

[R SOC 610 Population and Development: Developed Nations]

Fall. 3 credits. Open to graduate students, and undergraduates with permission of instructor. Not offered 1995-96. W 1:25-4:25. D. L. Brown.]

[R SOC 618 Research Design I]

Fall. 4 credits. Prerequisite: a statistics course. Offered alternate years. Not offered 1995-96; next offered fall 1996. T R 12:20-2:15. J. D. Francis.

First of a two-semester sequence (may be taken individually) in introductory graduate methods. Discusses problems of measurement of reliability and validity. Common forms of measuring instruments are discussed. Concludes with an introduction to factor analysis. Students apply principles to development of several common types of scales. Computers will be used extensively.]

[R SOC 619 Research Design II]

Spring. 4 credits. Prerequisite: an introductory methods course and a statistics course. Offered alternate years. Not offered 1995-96; next offered spring 1997. T R 12:20-2:25. J. D. Francis.

The second part of the two-semester sequence in introductory graduate methods deals with principles of design, especially non-experimental designs, with emphasis on an intermediate-level treatment of the following topics: regression, analysis of variance, analysis of covariance. Special emphasis is given to use of categorical variables in regression. Students develop and examine several analytical models using actual data to familiarize themselves with data handling and processing. Extensive use of computers.]

[R SOC 625 State, Economy, and Society]

Spring. 3 credits. Offered alternate years. Not offered 1996-97. W 1:25-3:55. P. D. McMichael.

Reviews major issues concerning the relations between political and economic institutions and the role of states, markets, firms, social movements, and cultural institutions in the

process of social change. Theoretical perspectives are drawn from classical and modern social theory, including the application of comparative and historical methodologies. Substantive themes concern debates about the trajectories and crises of capitalism and socialism and the modern world economy.

[R SOC 630 Field Research Methods and Strategies]

Fall. 3 credits. Not offered 1995-96; next offered fall 1996. T R 8:30-9:55. L. B. Williams.

Course will cover a variety of methods: structured surveys, focus groups, in-depth interviews, participant observation, archival record analysis, among others. Frameworks by which research questions can be matched with appropriate field methodologies, choice of sample, data collection, etc., will be discussed. Assessment of strengths and weakness of various strategies of field research. Discussion of practical matters such as fieldworker recruitment and training, and data processing issues and ethnics of field work.]

[R SOC 640 Community and Changing Property Institutions]

Fall. 3 credits. R 2:30-5:00. C. G. Geisler.

The seminar acquaints students with the evolution of property rights, from antiquity to the present, and features a number of property debates (the biological basis of ownership; private versus public ownership; property and value; the so-called "tragedy of the commons"; the "new" property). Readings explore land use regulation and property rights, common property issues, opposing land ethics, and new property forms in the future.

[R SOC 641 Politics and Economics of Rural and Regional Development]

Fall. 3 credits. Limited to upperclass or graduate students. S-U grades optional. Offered alternate years. Not offered 1996-97. M 12:20-2:50. T. A. Lyson.

A survey of social, political, and economic factors in regional development. Theories of regional development and underdevelopment are explored. The neoclassical paradigm is offered as a benchmark against which other more "structural" alternatives can be compared. The politics of rural and regional development are explored through sets of readings dealing with industrial policy.

[R SOC 642 Regional Systems and Policy Analysis]

Spring. 3 credits. Prerequisites: a social or economic theory course and statistics, or permission of instructor. S-U grades optional. Not offered 1995-96. P. R. Eberts.]

[R SOC 643 Land Reform Old and New]

Spring. 3 credits. Offered alternate years. S-U grades optional. R 2:30-5:00. C. G. Geisler.

Land reform continues to be a major cornerstone of development planning. Between 1980 and 2000 the number of landless and near-landless in the Third World will approach one billion. Though land reform is a principal source of hope for the landless, its meanings are many and its models are controversial. The seminar acquaints students with land reform in antiquity as well as in contemporary settings (among others, Japan, the Philippines, Israel,

India, Brazil, Mexico, Russia, and the United States). Perennial issues of equity, efficiency, and sustainability will be discussed in each of these case study areas.

R SOC 645 Rural Economy and Society

Spring. 3 credits. Offered alternate years. Not offered 1996-97. W 7:30-10 p.m. S. Feldman.

The structure and dynamics of rural communities are examined in a comparative historical framework focusing on continuities and divergences among advanced and post colonial settings. Major topics include classical theories of rural social organization and their retheorization in contemporary peasant studies and agrarian political economy literatures, theorizations of locality, rurality and spatial complexity within the world economy, and critical issues framing the relationship between political and labor market restructuring and petty commodity and household production systems.

[R SOC 655 Advanced Techniques of Demographic Analysis]

Spring. 3 credits. Prerequisites: R SOC 481 or CEH 438, graduate standing or permission of instructor. Not offered 1995-96; next offered fall 1996. T R 4-5:30. D. T. Gurak.

An examination of analytical techniques that assumes a basic knowledge of demographic data and research methodology. Life tables, demographic estimates with incomplete data, survey techniques to supplement inadequate vital registration systems, data management, multi-level models, and other multivariate procedures are among the topics to be covered.]

R SOC 660 Social Analysis of Ecological Change

Fall. 3 credits. Prerequisite: graduate standing. T 1:25-4:25. P. Taylor.

Scientific studies of ecological and social processes, together with the interpretation of those studies by historians, sociologists, and anthropologists. Topics include ideas of nature, colonial conservation science, systems ecology, the tragedy of the commons, neo-Malthusianism, human ecology, local knowledge, nomadic pastoralism, political ecology, women and eco-development, and global environmental discourse.

R SOC 661 Sustainable Agriculture and Development

Fall. 3 credits. S-U grades optional. Prerequisites: graduate standing or instructor's permission. W 1:25-4:25. T. A. Lyson.

This course examines the relationship between local agriculture and development as these are embedded in a globalizing economy. Topics include an examination of the social scientific theoretical underpinnings of conventional agriculture, the social origins of sustainable agriculture, environmental and community sustainability, agricultural diversification strategies, and the political and policy contexts of more sustainable agricultural systems.

R SOC 694 Special Topics in Rural Sociology

Fall or spring. 4 credits maximum. S-U grades optional.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved

by the department curriculum committee, and the same course will not be offered more than twice under this number.

R SOC 694.1 Special Topics: Socio-Economic Issues in Protected Area Management

Fall. 2 credits. Enrollment limited to 20 students. T 12:20-2:15. C. Geisler and D. Chapman.

This course addresses various social science concerns in the management of protected areas in international perspective. These concerns pertain to areas where human presence is restricted and to a range of integrated conservation and development projects where production and protection agendas are both viewed as important to sustainability. It will follow a seminar format and requires a high degree of participation by students.

[R SOC 715 Comparative Research Methods]

Fall. 3 credits. Offered alternate years. Not offered 1995-96; next offered fall 1996. M 12:20-2:50. T. A. Lyson.

This seminar focuses on the comparative method in the social sciences. The logic of comparative inquiry forms the substantive base of the course. Topics include cross-national and cross-regional research design and an analysis of the comparative case study approach. Illustrations of the comparative research approach will cover a range of data types and problems.]

R SOC 718 Multidimensional Measurement and Classification

Fall. 4 credits. Prerequisite: previous course work in scaling and statistics. Offered alternate years. Not offered 1996-97. T R 12:20-2:15. J. D. Francis.

An advanced course in measurement and scaling, building from work by Thurstone, Guttman and Coombs to multidimensional measurements. Topics include philosophy of factor analysis, factor-analysis models, factoring design, factoring techniques, and comparison with factor-analysis models. Cluster analysis and multidimensional scaling are the other major techniques discussed. As matrix algebra is an integral part of these procedures, class time is devoted to this topic. Computers are used to analyze fit to models.

R SOC 719 Logistic and Log Linear Models

Spring. 4 credits. Prerequisites: two courses in statistics and one in methods. Offered alternate years. Not offered 1996-97. T R 12:20-2:15. J. D. Francis.

The first part of the course reviews multiple regression theory and procedures, after which extensions of these models to categorical data are discussed. Consideration is given to violations of assumptions and their effects. Then more advanced regression concepts and estimation techniques are discussed. The main focus of the course is on logit and log linear models. Computerized labs are an integral part of the course.

[R SOC 721 Sociology of Environment and Development]

Fall. 3 credits. Offered alternative years. Not offered 1995-96; next offered fall 1996. M 12:20-2:50. M. J. Pfeiffer.

This course examines society/environment relations in the contemporary environmental discourse and in sociology. Students evaluate such topics as sustainability, science and ethics, and the definition of nature. The

central objective is to evaluate sociological theories' treatment of the problems of environmentalism. Subsidiary objectives include the identification of key sociological issues in contemporary environmentalism, and review of environmental themes in sociological theory.]

[R SOC 723 Social Movements in Agrarian Society]

Spring. 3 credits. Offered alternate years. Not offered 1995-96; next offered spring 1997. W 1:25-4:00. F. W. Young.]

[R SOC 725 The Sociology of "Third World" States]

Fall. 3 credits. Offered alternate years. Not offered 1995-96; next offered fall 1996. W 1:25-3:55. S. Feldman.]

[R SOC 730 Sociology of the World Economy]

Spring. 3 credits. S-U grades optional. Offered alternate years. Not offered 1995-96; next offered spring 1997. W 1:25-3:55. P. D. McMichael.

Analyses of social change and development are increasingly sensitive to global context, including the sociology of the world economy as a multi-layered entity, anchored in an evolving division of world labor and interstate system. The analysis of transnational economic and cultural processes (such as food regimes, commodity chains, and international labor complexes), has substantive and methodological dimensions, considering a variety of levels and kinds of analysis of global processes. This includes global theories (and their limits), and methods of situating local processes within their world-historical context.]

[R SOC 741 Community Development and Local Control]

Spring. 3 credits. Offered alternate years. Not offered 1995-96. W 1:25-3:55. C. G. Geisler.]

[R SOC 751 Applications of Sociology to Development Programs]

Spring. 3 credits. Offered alternate years. Not offered 1995-96. E. C. Erickson.]

R SOC 771 Special Seminar

Fall or spring. Credit to be arranged. Limited to graduate students; others by permission of instructor.

R SOC 791 Teaching Experience

Fall or spring. 1-3 credits. Limited to graduate students. S-U grades only. Participation in the ongoing teaching program of the department.

R SOC 792 Public Service Experience

Fall or spring. Credit to be arranged. Limited to graduate students. S-U grades optional. Participation in the ongoing public service activities of the department.

R SOC 800 Master's-Level Thesis Research

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. S-U grades optional. Graduate faculty. For students admitted specifically to a Master's program.

R SOC 871-874 Informal Study

Fall or spring. Credit to be arranged. Limited to master's and doctoral degree candidates with permission of the graduate field member concerned. S-U grades optional.

R SOC 871 Rural Sociology**R SOC 872 Development Sociology****R SOC 873 Organization Behavior and Social Action****R SOC 874 Methods of Sociological Research****R SOC 900 Graduate-Level Thesis Research**

Fall or spring. Credit to be arranged.

Prerequisite: permission of instructor. S-U grades optional. Graduate faculty.

For students in a Ph.D. program **only** before the "A" exam has been passed.

R SOC 901 Doctoral-Level Thesis Research

Fall or spring. Credit to be arranged.

Prerequisite: permission of instructor. S-U grades optional. Graduate faculty.

For students admitted to candidacy **after** the "A" exam has been passed.

Related Courses in Other Departments

(Others may be added)

Introduction to Sociology (SOC 101)

Population Dynamics (SOC 205)

Gender and Society (WOMNS 206)

Social Analysis of Ecological Change (S&TS 660)

Population Policy (B SOC 414)

Gender Relations, Gender Ideologies, and Social Change (WMNS 524)

Special Topics: Socio-economic Issues in Protected Area Management (ARME 700)

Summer Session Courses

Introduction to Sociology (6-week session)

Environment and Society (3-week session)

Successful Aging: Today and Tomorrow (3-week session)

SOIL, CROP, AND ATMOSPHERIC SCIENCES

R. J. Wagenet, chair; M. Alexander, P. C. Bavey, D. R. Bouldin, R. B. Bryant, J. H. Cherney, S. J. Colucci, K. H. Cook, W. J. Cox, S. D. DeGloria, J. M. Duxbury, E. C. Fernandes, G. W. Fick, D. L. Grunes, R. R. Hahn, J. L. Hutson, S. D. Klausner, W. W. Knapp, L. V. Kochian, T. A. LaRue, R. F. Lucey, M. B. McBride, J. Mt. Pleasant, R. L. Obendorf, W. D. Pardee, J. H. Peverly, W. S. Reid, S. J. Riha, T. W. Scott, T. L. Setter, P. L. Steponkus, H. M. van Es, A. Van Wambeke, R. M. Welch, D. S. Wilks, M. W. Wysocki, R. W. Zobel

Note: class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

Courses by Subject

Atmospheric Science: 101/102, 131, 250, 331, 332, 334, 342, 343, 352, 353, 357, 435, 444, 446, 448, 451, 456, 635, 652, 692, 859, 959

Crop Science: 311, 312, 314, 315, 317, 608, 610, 612, 613, 614, 642, 690, 691, 829, 929

Remote Sensing: 461, 660

Soil Science: 260, 321, 362, 363, 364, 365, 371, 372, 373, 385, 471, 473, 483, 663, 666, 667, 669, 671, 675, 681, 693, 889, 989

General Courses**SCAS 190 Sustainable Agriculture**

Fall. 2 credits. Limited to 60 students.

S-U grades optional. Lec, R 9:05; labs, M 2:00-4:25, T 10:10-12:35. G. W. Fick.

This course is designed to be an enjoyable introduction to basic food production resources (soils, crops, and climates), and it emphasizes management concepts that conserve or renew those resources for continuing benefit to society. Presentations are targeted for non-majors and students new to the field and cover information of general value. Laboratories include several field trips and stress hands-on experience with soils, crops, and descriptive climatology. The laboratory is required.

SCAS 494 Special Topics in Soil, Crop and Atmospheric Sciences (undergraduate level)

Fall or spring. 4 credits maximum.

S-U grades optional.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number are approved by the department curriculum committee, and the same course is not offered more than twice under this number.

SCAS 497 Individual Study in Soil, Crop, and Atmospheric Sciences

Fall or spring. 1-6 credits. S-U grades optional.

Students must register with an Independent Study form (available in 140 Roberts Hall).

The topics in soil science or crop science or atmospheric science are arranged at the beginning of the term for individual study or for group discussions.

SCAS 498 Teaching Experience in Soil Science, Crop Science, and Atmospheric Science

Fall or spring. 1-5 credits. Students must register with an Independent Study form

(available in 140 Roberts Hall). S-U grades optional.

Teaching experience in soil science, crop science, or atmospheric science is obtained by assisting in the instruction of a departmental course.

SCAS 499 Undergraduate Research

Fall or spring. Credit to be arranged.

Students must register with an Independent Study form (available in 140 Roberts Hall).

Independent research on current problems selected from any phase of crop science, atmospheric science, or soil science.

SCAS 694 Special Topics in Soil, Crop and Atmospheric Sciences (graduate level)

Fall or spring. 4 credits maximum. S-U grades optional.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number are approved by the department curriculum committee, and the same course is not offered more than twice under this number.

SCAS 695 Planning and Reporting Research

Spring. 2 credits. Prerequisite: graduate student status or permission of the instructor.

Limited to 10 students. Lec to be announced. G. W. Fick.

This course is designed to prepare students in the SCAS Department and closely related fields for planning their graduate research and reporting research results. Emphasis is given to literature reviews, scientific writing and reviewing (either thesis proposals, grant proposals, or manuscripts for publication), and slide and poster presentations. Students are expected to work closely with their major professor as well as the instructor of the course.

Atmospheric Science**SCAS 101/102 Science of Earth Systems Colloquium (also ABEN 120/121, GEOL 123/124, SES 101/102)**

Fall and spring. 2 credits. Lec, T

2:30-4:25. T. Jordan.

Weekly one-hour seminars followed by discussion of current topics in the study of the earth system. Introduces the student to scientific issues relating to understanding our planet and managing the environment. See "Interdisciplinary Centers, Programs, and Studies" in the introductory section of the catalog for a complete description of a new program in the Science of Earth Systems.

SCAS 131 Basic Principles of Meteorology

Fall. 3 credits. Lects, T R 11:15; lab, T W

or R 1:25-4:25 and M W 7:00-9:30 p.m.

M. W. Wysocki.

A simplified treatment of the structure of the atmosphere: heat balance of the earth; general and secondary circulations; air masses, fronts, and cyclones; and hurricanes, thunderstorms, tornadoes, and atmospheric condensation. In the laboratory, emphasis is on techniques of analysis of weather systems.

SCAS 250 Meteorological Observations and Instruments

Spring. 3 credits. Prerequisite: SCAS 131.

Lecs, M W 12:20; lab, W 1:25-3:20.

M. W. Wysocki.

Methods and principles of meteorological measurements and observations, including surface, free-air, and remote systems. Instrument siting, mounting, and protection. Instrument response characteristics, calibration, and standardization. Recorders and data-logging systems. Laboratory exercises in observation and data analysis. Intended to serve as preparation for Observers Examination. Lab fee, \$45.

SCAS 331 Climate Dynamics (also ASTRO 331, SES 331)

Fall. 4 credits. Prerequisites: MATH 112

or 192 or equivalent. Lects, M W F

11:15-12:05; disc, T 1:25. K. H. Cook,

P. J. Gierasch.

Processes that determine climate and contribute to its change are discussed, including comparisons with climates of other planets. Applications to problems of climate change and variability include the astronomical theory of ice ages, greenhouse warming, the ozone hole, African drought, and Amazonian deforestation.

SCAS 332 Evolution of the Earth System (also SES 302, GEOL 302)

Spring. 4 credits. Prerequisites: MATH

112 or 192 and CHEM 207 or equivalent.

Lecs, M W F 11:15-12:05; disc, T 1:25.

B. Isacks and others.

Co-evolution of life and the earth system: Earth's early history; plate tectonics, continental drift and climate changes during the past billion years; mountain building, ice ages, and

our own emergence during the past ten million years. Introduction to methods of interpreting information preserved in the rock record.

SCAS 334 Microclimatology

Spring. 3 credits. Recommended: a course in physics. T R 10:10–11:25. D. S. Wilks.

The relationships of radiant energy, temperature, wind, and moisture in the atmosphere near the ground. The interplay between physical processes of the atmosphere, plant canopies, and soil is examined, with emphasis on the energy balance.

SCAS 342 Theoretical Meteorology I

Fall. 3 credits. Prerequisites: one year of calculus and one semester of physics. M W F 9:05–9:55. M. W. Wysocki.

Introduction to the thermodynamics and hydrostatics of the atmosphere and to the methods of description and quantitative analysis used in meteorology. Topics covered include thermodynamic processes of dry air, water vapor and moist air, and concepts of hydrostatics and stability.

SCAS 343 Theoretical Meteorology II

Spring. 3 credits. Prerequisites: one year each of calculus and physics. M W F 10:10. W. W. Knapp.

Introduction to atmospheric dynamics and to the methods of description and quantitative analysis used in meteorology. Topics considered include equations of atmospheric motion, motion in the free atmosphere, vertical variations of wind and pressure fields, mathematical representation and characteristics of fronts, mechanisms of pressure change, concepts of circulation and vorticity, and effects of friction on atmospheric motion.

SCAS 352 Synoptic Meteorology I

Spring. 3 credits. Prerequisites: SCAS 342 and concurrent enrollment in SCAS 343. Lects, T R 9:05; lab, M 1:25–3:25. M. W. Wysocki.

Weather map analysis and forecasting techniques are studied by applying the principles of fluid and heat flow. This course will strengthen previously introduced meteorological concepts that will be applied to forecasting mid-latitude synoptic scale weather systems, such as cyclones, anticyclones, jet streams, fronts, and waves.

SCAS 353 Application of Fortran in Meteorology

Fall. 3 credits. Prerequisites: SCAS 131 plus one computer programming course. Lec, T R 12:20–1:10; lab, F 1:25–3:20. M. W. Wysocki.

An introduction to numerical techniques using Fortran to solve meteorological problems. No previous experience with Fortran is expected.

SCAS 357 Atmospheric Air Pollution

Fall. 3 credits. Prerequisites: SCAS 342 and one semester of chemistry or permission of instructor. Offered alternate years. Not offered 1995–96; next offered fall 1996. M W F 11:15–12:05.

Course will examine sources, effects, transport, measurement, and controls of air pollution. The basic principles in each area will be discussed with an emphasis on their local, regional, and global impacts.]

SCAS 435 Statistical Methods in Meteorology

Fall. 3 credits. Prerequisite: an introductory course in statistics (e.g., BTRY 215 or ARME 310) and calculus. T R 10:10–11:25. D. S. Wilks.

Statistical methods used in climatology, operational weather forecasting, and selected meteorological research applications. Some statistical characteristics of meteorological data, including probability distributions, intercorrelations, and persistence. Operational forecasts derived from multiple regression models, including the MOS system. Forecast verification techniques and scoring rules. Time series analysis, EOFs, and other research topics as time permits.

SCAS 444 Tropical Meteorology

Spring. 3 credits. Prerequisites: SCAS 343 or instructor's approval. Offered alternate years. Not offered 1995–96; next offered spring 1997. M W F 11:15–12:05. K. H. Cook.

Structure and dynamics of the tropical atmosphere on a wide range of time and space scales ranging from meso-scale convective systems to planetary waves. Topics include hurricanes, monsoonal circulation, and El Niño.]

SCAS 446 Atmospheric Modeling

Spring. 3 credits. Prerequisites: SCAS 343, 451 or instructor's approval. Offered alternate years. Not offered 1995–97; next offered spring 1998. M W F 11:15–12:05. K. H. Cook.

Numerical models of the atmosphere, including simple climate, general circulation, and numerical weather prediction models. We will focus on choosing a set of governing equations for a particular application and translating that system into a diagnostic or predictive model.]

SCAS 448 Physical Meteorology

Fall. 3 credits. Prerequisites: a year each of calculus and physics. Offered alternate years. Offered fall 1995 and 1997. M W F 11:15. W. W. Knapp.

Primarily a survey of natural phenomena of the atmosphere, with emphasis on their underlying physical principles. Topics include composition and structure of the atmosphere, atmospheric optics, acoustics and electricity, solar and terrestrial radiation, and principles of radar probing of the atmosphere.

SCAS 451 Synoptic Meteorology II

Fall. 3 credits. Prerequisite: SCAS 343. Lects, T R 9:05; lab, M 1:25–3:20. S. J. Colucci.

Structure and dynamics of large-scale mid-latitude weather systems, such as cyclones, anticyclones and waves, from the perspective of the quasigeostrophic diagnostic model of the atmosphere.

SCAS 456 Mesoscale Meteorology

Spring. 3 credits. Prerequisite: SCAS 451 or permission of instructor. Offered alternate years. Offered spring 1996 and 1998. M W F 12:20–1:10. S. J. Colucci.

Structure and dynamics of mid-latitude mesoscale weather systems such as fronts, jets, squall lines, convective complexes, precipitation bands, downslope windstorms, mountain breezes, sea breeze circulations, and lake effect snowstorms.

SCAS 635 Advanced Statistical Meteorology

Fall. 3 credits. Prerequisites: coursework in or elementary knowledge of statistics, calculus, matrix algebra, and computer programming. Lec, T R 10:10–11:25, R 11:35–12:05. D. S. Wilks.

Lectures and topics concurrent with SCAS 435, plus an extra 40-minute session per week in which selected topics from SCAS 435 are treated in more depth, and additional topics are covered which may vary from year to year according to student interest. Term project required.

SCAS 652 Atmospheric Dynamics

Spring. 3 credits. Prerequisites: SCAS 451 or permission of instructor. Offered alternate years. Not offered 1995–96; next offered spring 1997. T R 12:20–1:35. S. J. Colucci.

Advanced topics in theoretical meteorology such as atmospheric waves, hydrodynamic instability, the general circulation of the atmosphere, and middle atmosphere dynamics.]

SCAS 692 Special Topics in Atmospheric Sciences

Fall or spring. 1–6 credits. S-U grades optional.

Study of topics in atmospheric science that are more specialized or different from other courses. Special topics to be covered will depend on staff and student interests.

SCAS 850 Master's-Level Thesis Research in Atmospheric Sciences

Fall or spring. Credit by arrangement. S-U grades only. Hours by arrangement. Graduate faculty.

Limited to students specifically in a master's program.

SCAS 950 Graduate-Level Dissertation Research in Atmospheric Sciences

Fall or spring. Credit by arrangement. S-U grades optional. Hours by arrangement. Limited to students in a Ph.D. program **only** before the "A" exam has been passed.

SCAS 951 Doctoral-Level Dissertation Research in Atmospheric Sciences

Fall or spring. Credit by arrangement. S-U grades optional. Hours by arrangement. Graduate faculty.

Limited to students admitted to candidacy **after** the "A" exam has been passed.

Crop Science

SCAS 311 Grain Crops

Fall. 4 credits. Prerequisite: SCAS 260 or BIOPL 241. Lects, M W F 10:10; lab, M or T 1:25–4:25. 1 or 2 field trips during lab periods (until 5 p.m. or on weekends!) R. L. Obendorf.

Principles of field-crop growth, development and maturation, species recognition, soil and climatic adaptations, liming and mineral nutrition, weed control, cropping sequences, management systems, and crop improvement are considered. Grain, protein, oil, fiber, and sugar crops are emphasized. Laboratory utilizes living plants, extensive crop garden, and computer simulation.

SCAS 312 Forage Crops

Spring. 4 credits. Prerequisites: SCAS 260 or BIOPL 241 or equivalent. Recommended: AN SC 212. Lects, M W F 11:15; lab, M or T 1:25–4:25. G. W. Fick.

The production and management of crops used for livestock feed are considered in terms of establishment, growth, maintenance, harvesting, and preservation. Forage grasses, forage legumes, and corn are emphasized, and consideration is given to their value as livestock feed in terms of energy, protein, and other nutritional components.

SCAS 314 Production of Tropical Crops

Spring. 3 credits. Offered 1996. Hours to be announced. E. C. Fernandes.

An introduction to major tropical cropping systems, their characteristics and management for sustainability.

SCAS 315 Weed Science

Fall. 3 credits. Prerequisite: introductory course in biology or botany. Staff.

Principles of weed science are examined. Emphasis is on (a) weed ecology, (b) chemistry of herbicides in relation to effects on the environment and plant growth, and (c) control of weeds in crops. Laboratory covers weed identification and ecology, herbicide selectivity, symptomology, and behavior in soil.

SCAS 317 Seed Science and Technology

Fall. 3 credits. Prerequisite: BIOPL 241 or equivalent. Offered alternate years. Offered fall 1995 and 1997. Lects, T R 11:15; lab, R 1:25-4:25. 2 all-day field trips will be scheduled during the semester. A. G. Taylor, Geneva Experiment Station. (Ithaca contact, R. L. Obendorf.)

The principles and practices involved in the production, harvesting, processing, storage, testing, quality management, certification, and use of high-quality seed from improved cultivars. Information is applicable to various kinds of agricultural seeds. Hands-on laboratory experience.

[SCAS 608 Water Status in Plants and Soils

Fall. 1 credit. Prerequisite: permission of instructor. S-U grades only. Offered alternate years. Offered fall 1996. Lec, 1 hour to be arranged; lab, R 1:25-4:25 or as arranged. T. L. Setter.

Techniques for field appraisal of the status of water in plants and soil, including methods used in physiological studies, such as the psychrometer, pressure chamber, gas exchange analyzer, and abscisic acid analysis with ELISA.]

SCAS 610 Physiology of Environmental Stresses

Spring. 3 credits. Prerequisite: BIOPL 242 or 341. Offered alternate years. Offered spring 1996 and 1998. Lects, T R 10:10-11:25. P. L. Steponkus.

A study of the responses of plants to environmental stresses, with emphasis on thermal stresses including chilling, freezing, and high temperature injury. Emphasis is on the physiological and biochemical basis of injury and plant resistance mechanisms at the whole-plant, cellular, and molecular levels.

SCAS 612 Seed Physiology

Spring. 3 credits. Prerequisite: plant physiology. T R 8:30-9:55. R. L. Obendorf.

Morphology, physiology, and biochemistry of cereal, legume, and oil-seed formation, composition, storage, and germination. Emphasis is on the deposition of seed reserves during seed formation, stabilization of reserves during storage, and mobilization of reserves during germination. Topics range from on-farm problems to molecular mechanisms.

SCAS 613 Physiology and Ecology of Yield

Spring. 3 credits. Prerequisite: plant physiology. M W F 12:20. T. L. Setter.

A study of the constraints on crop productivity from a physiological perspective. Influence of environment and genetics on the assimilation, translocation, and partitioning of carbon and nitrogen during crop ontogeny. Emphasis on growth processes of vegetative plant organs.

[SCAS 614 Research Methods in Weed Physiology

Spring. 2 credits. Prerequisite: SCAS 315 or equivalent. Offered alternate years. Not offered spring 1996. Staff.

Examination of a variety of modern techniques used to study herbicide absorption, translocation, metabolism, mode of action, and mechanism of resistance. Experiments will also be designed to study herbicide behavior and detection in soils. Laboratories will be accompanied by short lectures pertinent to experimental topics.]

[SCAS 642 Plant Mineral Nutrition (ALSO BIO PL 642)

Spring. 3 credits. Prerequisite: BIO PL 341 or equivalent. Offered alternate years. Next offered spring 1997. Lects, M W F 10:10-11. L. V. Kochian, R. M. Welch.

A detailed study of the processes by which plants acquire and utilize mineral nutrients from the soil. Topics will include the uptake, translocation, and compartmentation of mineral elements; root-soil interactions; metabolism of mineral elements; the involvement of mineral nutrients in various physiological processes; and nutrition of plants adapted to extreme environmental stresses (e.g., acid soils). Specific mineral elements will be emphasized to illustrate the above topics.]

SCAS 690 Root-Soil Interactions

Fall or spring. 1-2 credits. S-U grades optional. Hours to be arranged. R. W. Zobel.

A topic dealing with root-soil interaction will be selected during the first meeting of the term. Students will prepare one or two seminars based on published work on the topic. Possible topics include root genetics, root morphology, conservation tillage, and soil temperature.

SCAS 691 Special Topics in Crop Science

Fall or spring. 1-6 credits. S-U grades optional. Hours to be arranged. Staff.

Study of topics in crop science that are more specialized or different from other courses. Special topics to be offered will depend on staff and student interests.

SCAS 820 Master's-Level Thesis Research in Crop Science

Fall or spring. Credit by arrangement. S-U grades only. Hours by arrangement. Graduate faculty.

Limited to students specifically in a master's program.

SCAS 920 Graduate-Level Thesis Research in Crop Science

Fall or spring. Credit by arrangement. S-U grades only. Hours by arrangement. Graduate faculty.

Limited to students in a Ph.D. program **only before** the "A" exam has been passed.

SCAS 921 Doctoral-Level Dissertation Research in Crop Science

Fall or spring. Credit by arrangement. S-U grades only. Hours by arrangement. Graduate faculty.

Limited to students admitted for candidacy **after** the "A" exam has been passed.

Remote Sensing

[SCAS 461 Remote Sensing: Environmental Applications (also Civil and Environmental Engineering 411)

Spring. 3 credits. Prerequisite: permission of instructor. Not offered 1995-96.

A survey of how remote sensing is applied in various environmental disciplines. Laboratory emphasis is on using aircraft and satellite imagery for inventorying and monitoring surface features in engineering, planning, agriculture, and natural resource assessments.]

SCAS 660 Remote Sensing Fundamentals (also Civil and Environmental Engineering 610)

Fall. 3 credits. Prerequisite: permission of instructor. Lects, T R 10:10-11:15; lab, R 2:30-4:30. W. D. Philpot.

An introduction to equipment and methods used in obtaining information about earth resources and the environment from aircraft or satellite. Coverage includes sensors, sensor and ground-data acquisition, data analysis and interpretation, and project design.

Soil Science

SCAS 260 Introduction to Soil Science

Spring. 4 credits. Prerequisite: CHEM 103, 207 or 215. S-U grades optional. Lects, M W F 9:05; lab, M T W or R 1:25. R. B. Bryant.

A comprehensive introduction to the field of soil science, with emphasis on scientific principles and their application to solving soil management problems. The laboratory exercises stress quantitative measurement of soil properties.

SCAS 321 Soil and Water Management

Spring. 2 credits. Prerequisites: SCAS 190 or 260. S-U grades optional. Staff.

An interdisciplinary course intended to introduce students to the general principles of soil and water interaction and to the effects of human intervention in these processes. Aspects of soil and water management, including hydrology, soil erosion, irrigation, drainage, and water quality are examined. Case studies from both the United States and the tropics are used to illustrate basic principles.

SCAS 362 Soil Morphology

Fall. 1 credit. Undergraduates only.

Recommended for sophomores and juniors. R. 1:25-4:25; all day field trip required. R. B. Bryant and J. M. Galbraith.

The principles for field identification of soil properties, profiles, and landscapes are presented. A series of soil pits are examined, described, classified, and interpreted in the field.

SCAS 363 Intermediate Soil Science I: Genesis, Classification, and Survey

Fall, weeks 1-7. 2 credits. Prerequisite: SCAS 260. Lects, M W F 10:10; lab, W 1:25-4:25. One all day field trip is required. R. B. Bryant.

Factors and processes of soil formation. Principles of field identification, classification,

survey, and interpretation. Laboratory exercises and field trips provide practical training in soil morphology and landscape relations. Course ends at mid-semester and is part of a sequence of three Intermediate Soil Science courses.

SCAS 364 Intermediate Soil Science II: Physics

Fall, weeks 8–14. 2 credits. Prerequisites: SCAS 260, one year of calculus and consent of instructor. Lects, M W F 10:10; lab, W 1:25–4:25. P. C. Baveye.

Description and measurement of the status of water in soils. Theory of water, solute, and heat transport. Infiltration, drainage, and redistribution. Weekly laboratory and problem-solving sessions illustrate the concepts introduced in class. Course starts at mid-semester and is part of a sequence of three intermediate Soil Science courses.

SCAS 365 Intermediate Soil Science III: Chemistry and Microbiology

Spring. 3 credits. Prerequisite: SCAS 260. T R 10:10–11:30. M. B. McBride and M. Alexander.

The chemical properties and microorganisms of soil and the chemical reactions and transformations occurring in soil. This course is part of a sequence of three intermediate Soil Science courses.

SCAS 371 Hydrology and the Environment (also ABEN 371 and GEOL 204)

Spring. 3 credits. Students enrolled in the statutory colleges must enroll in ABEN 371 or SCAS 371. Prerequisite: 1 course in calculus. Lects, T R 9:05; lab, F 1:25–3:20. T. S. Steenhuis, J.-Y. Parlange, M. F. Walter, L. M. Cathles, P. C. Baveye.

Introduction to hydrology as a description of the hydrologic cycle and the role of water and chemicals in the natural environment. Includes precipitation, infiltration, evapotranspiration, groundwater, surface runoff, river meandering floods, and droughts. Case studies, short field trips, computer programs, and laboratories are used to foster an understanding of concepts and principles of hydrologic processes.

SCAS 372 Soil Fertility Management

Fall. 3 credits. Prerequisite: SCAS 260 or permission of instructor. M W F 9:05. D. R. Bouldin.

An integrated discussion of soil crop yield relationships, with emphasis on the soil as a source of mineral nutrients for crops and the role of fertilizers and manure in crop production.

SCAS 373 Soil, Water, and Aquatic Plants

Fall. 3 credits. Prerequisites: SCAS 260, BIO G 101–102, and CHEM 103–104 or equivalents. Lec, T R 11:15; lab, R 1:25–4:25. J. H. Peverly.

The success or failure of soil and water management is manifested in streams, wetlands, lakes, and aquifers. Chemical and biological changes downstream are studied and related to agricultural management techniques upstream. Basic chemical and physiological processes are presented and used to suggest appropriate responses to water management problems.

SCAS 385 Biogeochemical Cycles, Agriculture, and the Environment

Spring. 2 credits. Prerequisites: CHEM 103 or 207 and SCAS 260 or equivalent. Lects, T R 11:15–12:05. J. M. Duxbury.

The impact of agriculture on aspects of the global biogeochemical cycles of carbon, nitrogen, sulfur, and phosphorus is discussed and illustrated with current agricultural and environmental issues. Topics include sustainable agriculture, effects of nitrogen fixation, acid rain, global warming, and land disposal of wastes.

SCAS 471 Properties and Appraisal of Soils of the Tropics

Spring. 3 credits. Prerequisite: SCAS 260 or equivalent. S-U grades optional. No audits accepted. Offered alternate years. Offered spring 1996 and 1998. Lects, T R 12:20; disc, W 1:25–3:25. A. VanWambeke.

The course examines the conditions in which soils form, and considers ecological, geological and vegetational factors that produce the diversity that exists among them. The major kinds of soils are recognized, their management properties described, and methods to alleviate the constraints to crop production examined. Topics include the identification of soils, and their functions in sustaining traditional farming systems and advanced technological packages. The course pursues these themes reviewing the most recent sources of information generated in tropical countries and published in Latin-American, Francophone, and English journals. The last part of the course gives special attention to salt-affected soils, paddy rice cultivation and the characteristics of acid-sulfate soils.

[SCAS 473 Ecology of Agricultural Systems (also BIOES 473)]

Fall. 3 credits. Limited to 45 students. Prerequisite: BIOES 261 or permission of instructor. S-U grades optional. Offered alternate years. Next offered fall 1996. Lec and disc, T R 2:30–3:45. During the first 6 weeks of class, the Thursday meetings may run to 5:00 because of field trips. A. G. Power and staff.

Analysis of the ecological processes operating in agricultural systems, with an emphasis on the interactions between organisms. Topics include nutrient dynamics in agroecosystems, plant competition and facilitation, intercropping, the ecology of species invasions, mutualism in agroecosystems, plant-herbivore mutualism in agroecosystems, plant-herbivore relations, plant-pathogen interactions, biological pest control, and evolutionary processes in agriculture. Case studies from both the tropics and the temperate zone are used to illustrate important concepts.]

SCAS 483 Environmental Biophysics

Fall. 3 credits. Prerequisite: SCAS 260 or equivalent or permission of instructor. Lects, M W F 11:15. S. J. Riha.

Introduction to basic principles of energy and water transfer and storage in soil-plant systems. Energy budgets, soil heat flow, water movement in saturated and unsaturated soils, evapotranspiration, and water dynamics in the soil-plant-atmosphere continuum will be covered. Applications to agronomic and environmental problems and instrument design and use are considered through discussion and problems sets.

SCAS 663 Pedology

Spring. 3 credits. Prerequisite: SCAS 361 or permission of instructor. Textbook recommended, not required. Offered alternate years. Offered spring 1996 and 1998. R. B. Bryant.

Weathering, reactions, and processes of soil genesis. Principles of soil classification and the rationale and utilization of soil taxonomy. Development and significance of major groups of soils of the world.

SCAS 666 Advanced Soil Microbiology

Fall. 1 credit. Prerequisite: SCAS 476 or permission of instructor. S-U grades only for graduate students. T 12:20. M. Alexander.

Discussions of current topics in special areas of soil microbiology. Particular attention is given to biodegradation, bioremediation and fate of chemicals.

SCAS 667 Advanced Soil Physics

Spring. 3 credits. Prerequisites: One year of college physics and SCAS 483 or permission of instructor. S-U grades optional. Offered alternate years. Hours to be arranged. P. C. Baveye.

A detailed study of measurement processes and of the hydrostatics of aqueous solutions in soils and porous media, with emphasis on fundamental principles. Examination of the molecular aspects of water-solid interactions, including shrink-swell phenomena and the properties of absorbed water. Analysis of equilibrium water adsorption from thermodynamic and mechanistic (molecular) standpoints. Mechanical and thermodynamic analysis of the equilibrium status of aqueous solutions in deformable soils. Formal lectures are complemented by tutorial sessions.

SCAS 669 Organic Matter—Soils, Sediments, and Waters

Spring. 2 or 3 (with discussion) credits. Prerequisites: SCAS 260 and CHEM 357–358 or equivalent. T R 9:05; disc, W 1:25–2:15. J. M. Duxbury.

A discussion of current concepts on the chemical nature, dynamics, and properties of natural organics and organo-mineral associations in terrestrial and aquatic environments. Interaction with anthropogenic organics and effects of anthropogenic activities on natural organics are considered.

SCAS 671 Soil Chemistry

Fall. 3 credits. Prerequisite: one year of physical chemistry or permission of instructor. Offered alternate years. Next offered fall 1995 and 1997. Lects, M W F 11:15. M. B. McBride.

A detailed examination of the structure and surface chemistry of minerals common to soils. Ion exchange, mineral-solution equilibria, and adsorption reactions of silicate clays and oxides will be emphasized.

SCAS 675 Application of Soil-Plant-Atmosphere Models

Spring. 3 credits. Prerequisite: SCAS 483 or equivalent and COM S 100 or equivalent. Offered alternate years. Offered spring 1996. Lects, T R 1:25–2:45. S. J. Riha, J. L. Hutson.

Introduction to selection and use of soil-plant-atmosphere models. Topics covered will include problem analysis, general and specific types of models in current use, how to obtain and process data required to parameterize and drive models, and how to critically evaluate

and present model output. The course will use a case study approach in which different models are used to address a number of current agricultural and environmental problems. Strengths and weaknesses in the use of soil-plant-atmosphere models for teaching, research, extension and policy formation will be discussed.

SCAS 681 Soil Physics Research Seminar

Fall. 1 credit. Open to graduate students. P. C. Baveye, J. L. Hutson, H. van Es. Discussions of current topics in special areas of soil physics and presentation of research carried out by participants.

SCAS 693 Special Topics in Soil Science

Fall or spring. 1-6 credits. S-U grades optional.

Study of topics in soil science that are more specialized or different from other courses. Special topics to be covered will depend on staff and student interests.

SCAS 880 Master's-Level Thesis Research in Soil Science

Fall or spring. Credit by arrangement. S-U grades only. Hours by arrangement. Graduate faculty. Limited to students specifically in a master's program.

SCAS 980 Graduate-Level Dissertation Research in Soil Science

Fall or spring. Credit by arrangement. S-U grades only. Hours by arrangement. Graduate faculty. Limited to students in a Ph.D. program **only before** the "A" exam has been passed.

SCAS 981 Doctoral-Level Dissertation Research in Soil Science

Fall or spring. Credit by arrangement. S-U grades only. Hours by arrangement. Graduate faculty. Limited to students admitted to candidacy **after** the "A" exam has been passed.

VEGETABLE CROPS

See Horticultural Sciences.

FACULTY ROSTER

Abawi, George S., Ph.D., Cornell U. Prof., Plant Pathology (Geneva)
 Acree, Terry E., Ph.D., Cornell U. Prof., Food Science, and Technology (Geneva)
 Adleman, Marvin I., M. L. A., Harvard U. Prof., Landscape Architecture
 Agnello, Arthur M., Ph.D., North Carolina State U. Assoc. Prof., Entomology (Geneva)
 Aist, James R., Ph.D., U. of Wisconsin. Prof., Plant Pathology
 Albright, Louis D., Ph.D., Cornell U. Prof., Agricultural and Biological Engineering
 Aldwinckle, Herbert S., Ph.D., U. of London (England). Prof., Plant Pathology (Geneva)
 Alexander, Martin, Ph.D., U. of Wisconsin. Liberty Hyde Bailey Professor of Soil Science, Soil, Crop, and Atmospheric Sciences
 Allee, David J., Ph.D., Cornell U. Prof., Agricultural, Resource, and Managerial Economics
 Altman, Naomi S., Ph.D., Stanford U. Asst. Prof., Plant Breeding and Biometry

Andersen, Robert L., Ph.D., U. of Minnesota. Prof., Horticultural Sciences (Geneva)
 Anderson, Bruce L., Ph.D., U. of California at Berkeley. Assoc. Prof., Agricultural, Resource, and Managerial Economics
 Aneshansley, Daniel J., Ph.D., Cornell U. Assoc. Prof., Agricultural and Biological Engineering
 Apgar, Barbara J., Ph.D., Cornell U. Assoc. Prof., Animal Science
 Arneson, Phil A., Ph.D., U. of Wisconsin. Assoc. Prof., Plant Pathology
 Austic, Richard E., Ph.D., U. of California at Davis. Prof., Animal Science
 Awa, Njoku E., Ph.D., Cornell U. Assoc. Prof., Communication
 Baer, Richard A., Ph.D., Harvard U. Prof., Natural Resources
 Bain, Mark B., Ph.D., U. of Massachusetts. Assoc. Prof., Natural Resources
 Bandler, David K., M.P.S., Cornell U. Prof., Food Science
 Barbano, David M., Ph.D., Cornell U. Prof., Food Science
 Bartsch, James A., Ph.D., Purdue U. Assoc. Prof., Agricultural and Biological Engineering
 Bassuk, Nina L. Ph.D., U. of London (England). Prof., Floriculture and Ornamental Horticulture
 Batt, Carl A., Ph.D., Rutgers U. Assoc. Prof., Food Science
 Baugher, Sherene, Ph.D., SUNY Stonybrook. Asst. Prof., Landscape Architecture
 Bauman, Dale E., Ph.D., U. of Illinois. Prof., Animal Science
 Baveye, Philippe C., Ph.D., U. of California at Riverside. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
 Bedford, Barbara, Ph.D., U. of Wisconsin, Madison. Asst. Prof., Natural Resources
 Beer, Steven V., Ph.D., U. of California at Davis. Assoc. Prof., Plant Pathology
 Beermann, Donald H., Ph.D., U. of Wisconsin. Prof., Animal Science
 Bell, Alan W., Ph.D., U. of Glasgow (Scotland). Prof., Animal Science
 Bellinder, Robin R., Ph.D., Virginia Polytechnic Inst. and State U. Assoc. Prof., Fruit and Vegetable Science
 Bergstrom, Gary C., Ph.D., U. of Kentucky. Assoc. Prof., Plant Pathology
 Bills, Nelson L., Ph.D., Washington State U. Prof., Agricultural, Resource, and Managerial Economics
 Bjorkman, Thomas N., Ph.D., Cornell U. Asst. Prof., Horticultural Sciences (Geneva)
 Blake, Robert W., Ph.D., North Carolina State U. Prof., Animal Science
 Boisclair, Yves R., Ph.D., Cornell U. Asst. Prof., Animal Science
 Boisvert, Richard N., Ph.D., U. of Minnesota. Prof., Agricultural, Resource, and Managerial Economics
 Boor, Kathryn J., Ph.D., U. of California at Davis. Asst. Prof., Food Science
 Bouldin, David R., Ph.D., Iowa State U. Prof., Soil, Crop, and Atmospheric Sciences
 Bourne, Malcolm C., Ph.D., U. of California at Davis. Prof., Food Science and Technology (Geneva)
 Brady, John W., Jr., Ph.D., SUNY at Stonybrook. Assoc. Prof., Food Science
 Brake, John R., Ph.D., North Carolina State U. W.I. Myers Professor of Agricultural Finance, Agricultural, Resource, and Managerial Economics
 Broadway, Roxanne M., Ph.D., U. of California at Davis. Assoc. Prof., Entomology (Geneva)

Brown, Dan L., Ph.D., Cornell U. Assoc. Prof., Animal Science
 Brown, David L., Ph.D., U. of Wisconsin. Professor, Rural Sociology
 Brown, Susan K., Ph.D., U. of California at Davis. Assoc. Prof., Horticultural Sciences (Geneva)
 Bryant, Ray B., Ph.D., Purdue U. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
 Burr, Thomas J., Ph.D., U. of California at Berkeley. Prof., Plant Pathology (Geneva)
 Butler, Walter R., Ph.D., Purdue U. Prof., Animal Science
 Capps, Susan G., Ph.D., North Carolina State U. Asst. Prof., Agricultural and Biological Engineering
 Carlsen, William S., Ph.D., Stanford U. Assoc. Prof., Education
 Casella, George, Ph.D., Purdue U. Prof., Plant Breeding and Biometry
 Castillo-Chavez, Carlos, Ph.D., U. of Wisconsin. Assoc. Prof., Plant Breeding and Biometry
 Chapman, Lewis D., Ph.D., U. of California at Berkeley. Prof., Agricultural, Resource, and Managerial Economics
 Chase, Larry E., Ph.D., Pennsylvania State U. Assoc. Prof., Animal Science
 Cherney, Jerome H., Ph.D., U. of Minnesota. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
 Christy, Ralph D., Ph.D., Michigan State U. Assoc. Prof., Agricultural, Resource, and Managerial Economics
 Churchill, Gary A., Ph.D., U. of Washington. Asst. Prof., Plant Breeding and Biometry
 Coffman, W. Ronnie, Ph.D., Cornell U. Prof., Plant Breeding and Biometry
 Colle, Royal D., Ph.D., Cornell U. Prof., Communication
 Collmer, Alan R., Ph.D., Cornell U. Prof., Plant Pathology
 Colucci, Stephen J., Ph.D., SUNY. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
 Confrey, Jere, Ph.D., Cornell U. Assoc. Prof., Education
 Conneman, George J., Ph.D., Pennsylvania State U. Prof., Agricultural, Resource, and Managerial Economics
 Conrad, Jon M., Ph.D., U. of Wisconsin. Prof., Agricultural, Resource, and Managerial Economics
 Cook, Kerry H., Ph.D., North Carolina State U. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
 Cooke, J. Robert, Ph.D., North Carolina State U. Prof., Agricultural and Biological Engineering
 Cox, William J., Ph.D., Oregon State U. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
 Creasy, Leroy L., Ph.D., U. of California at Davis. Prof., Fruit and Vegetable Science
 Currie, W. Bruce, Ph.D., Macquarie U. (Australia) Prof., Animal Science
 Datta, Ashim K., Ph.D., U. of Florida. Assoc. Prof., Agricultural and Biological Engineering
 Davis, Paula M., Ph.D., Iowa State U. Asst. Prof., Entomology
 Decker, Daniel J., Ph.D., Cornell U. Assoc. Prof., Natural Resources
 DeGloria, Stephen D., Ph.D., U. of California at Berkeley. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
 de Gorter, Harry, Ph.D., U. of California at Berkeley. Assoc. Prof., Agricultural, Resource, and Managerial Economics
 Delaney, Terrance, Ph.D., U. of Washington. Asst. Prof., Plant Pathology

- Derksen, Richard C., Ph.D., U. of Illinois. Asst. Prof., Agricultural and Biological Engineering
- Deshler, J. David, Ed.D., U. of California at Los Angeles. Assoc. Prof., Education
- Dillard, Helene R., Ph.D., U. of California at Berkeley. Assoc. Prof., Plant Pathology (Geneva)
- Downing, Donald L., Ph.D., U. of Georgia. Prof., Food Science and Technology (Geneva)
- Dunn, James A., Ph.D., U. of Michigan. Prof., Education
- Durst, Richard A., Ph.D., Massachusetts Institute of Technology. Prof., Food Science and Technology (Geneva)
- Duxbury, John M., Ph.D., U. of Birmingham (England). Prof., Soil, Crop, and Atmospheric Sciences
- Earle, Elizabeth D., Ph.D., Harvard U. Prof., Plant Breeding and Biometry
- Eberts, Paul R., Ph.D., U. of Michigan. Prof., Rural Sociology
- Eckenrode, Charles J., Jr., Ph.D., U. of Wisconsin. Prof., Entomology (Geneva)
- Ellerbrock, LeRoy A., Ph.D., Cornell U. Assoc. Prof., Fruit and Vegetable Science
- Erickson, Eugene C., Ph.D., Michigan State U. Prof., Rural Sociology
- Everett, Robert W., Ph.D., Michigan State U. Prof., Animal Science
- Ewert, D. Merrill, Ph.D., U. of Wisconsin. Asst. Prof., Education
- Ewing, Elmer E., Ph.D., Cornell U. Prof., Fruit and Vegetable Science
- Fahey, Timothy J., Ph.D., U. of Wyoming. Assoc. Prof., Natural Resources
- Feldman, Shelley, Ph.D., U. of Connecticut. Assoc. Prof., Rural Sociology
- Fernandes, Erick C. M., Ph.D., North Carolina State U. Asst. Prof., Soil, Crop and Atmospheric Sciences
- Fick, Gary W., Ph.D., U. of California at Davis. Prof., Soil, Crop, and Atmospheric Sciences
- Figuerola, Enrique E., Ph.D., U. of California at Davis. Assoc. Prof., Agricultural, Resource, and Managerial Economics
- Fiori, Bart J., Ph.D., Cornell U. Assoc. Prof., Entomology (Geneva)
- Forsline, Philip L., M.S., U. of Minnesota. Asst. Prof., Horticultural Sciences (Geneva)
- Fox, Danny G., Ph.D., Ohio State U. Prof., Animal Science
- Francis, Joe D., Ph.D., U. of Missouri. Assoc. Prof., Rural Sociology
- Fry, William E., Ph.D., Cornell U. Prof., Plant Pathology
- Fury, Ronald B., Ph.D., Iowa State U. Prof., Agricultural and Biological Engineering
- Galton, David M., Ph.D., Ohio State U. Assoc. Prof., Animal Science
- Gavin, Thomas A., Ph.D., Oregon State U. Assoc. Prof., Natural Resources
- Gay, Geraldine K., Ph.D., Cornell U. Assoc. Prof., Communication
- Gebremedhin, Kifle G., Ph.D., U. of Wisconsin. Prof., Agricultural and Biological Engineering
- Geisler, Charles C., Ph.D., U. of Wisconsin. Prof., Rural Sociology
- German, Gene A., Ph.D., Cornell U. Prof., Agricultural, Resource, and Managerial Economics
- Gilbert, Cole, Ph.D. U. of Kansas. Asst. Prof., Entomology
- Gillett, James W., Ph.D., U. of California at Berkeley. Prof., Natural Resources
- Glasgow, Nina, Ph.D., U. of Illinois. Asst. Prof., Rural Sociology
- Glynn, Carroll, Ph.D., U. of Wisconsin. Assoc. Prof., Communication
- Gonsalves, Dennis, Ph.D., U. of California at Davis. Prof., Plant Pathology (Geneva)
- Good, George L., Ph.D., Cornell U. Prof., Floriculture and Ornamental Horticulture
- Gorewit, Ronald C., Ph.D., Michigan State U. Prof., Animal Science
- Gortzig, Carl F., Ph.D., Michigan State U. Prof., Floriculture and Ornamental Horticulture
- Gottfried, Herbert W., Ph.D., Ohio U. Prof., Landscape Architecture
- Gravani, Robert B., Ph.D., Cornell U. Prof., Food Science
- Gray, Stewart M., Ph.D., North Carolina State U. Assoc. Prof., Plant Pathology
- Grunes, David L., Ph.D., U. of California at Berkeley. Prof., Soil, Crop, and Atmospheric Sciences
- Gurak, Douglas T., Ph.D., U. of Wisconsin. Prof., Rural Sociology
- Hahn, Russell R., Ph.D., Texas A. & M. U. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
- Haith, Douglas A., Ph.D., Cornell U. Prof., Agricultural and Biological Engineering
- Hajek, Ann E., Ph.D., U. of California at Berkeley. Asst. Prof., Entomology
- Haller, Emil J., Ph.D., U. of Chicago. Prof., Education
- Halseth, Donald E., Ph.D., Cornell U. Assoc. Prof., Fruit and Vegetable Science
- Hang, Yong D., Ph.D., McGill U. (Canada). Prof., Food Science and Technology (Geneva)
- Harman, Gary E., Ph.D., Oregon State U. Prof., Horticultural Sciences (Geneva)
- Harwood, Edward D., Ph.D., U. of Wisconsin-Madison. Assoc. Prof., Cooperative Extension Administration
- Hedlund, Dalva E., Ph.D., Colorado State U. Assoc. Prof., Education
- Henick-Kling, Thomas, Ph.D., U. of Adelaide (Australia). Assoc. Prof., Food Science and Technology (Geneva)
- Hicks, James R., Ph.D., U. of Maryland. Assoc. Prof., Fruit and Vegetable Science
- Hintz, Harold F., Ph.D., Cornell U. Prof., Animal Science
- Hirschl, Thomas A., Ph.D., U. of Wisconsin. Assoc. Prof., Rural Sociology
- Hoch, Harvey, Ph.D., U. of Wisconsin. Prof., Plant Pathology (Geneva)
- Hoffmann, Michael P., Ph.D., U. of California. Asst. Prof., Entomology
- Hogue, Douglas E., Ph.D., Cornell U. Prof., Animal Science
- Horrigan, Paula H., M.L.A., Cornell U. Asst. Prof., Landscape Architecture
- Horst, R. Kenneth, Ph.D., Ohio U. Prof., Plant Pathology
- Hotchkiss, Joseph H., Ph.D., Oregon State U. Prof., Food Science
- Hrazdina, Geza, Ph.D., Eidg. Technische Hochschule at Zürich (Switzerland). Prof., Food Science and Technology (Geneva)
- Hudler, George W., Ph.D., Colorado State U. Assoc. Prof., Plant Pathology
- Hunter, James E., Ph.D., U. of New Hampshire. Prof., Plant Pathology (Geneva)
- Hunter, Jean B., D.En.Sc., Columbia U. Assoc. Prof., Agricultural and Biological Engineering
- Irwin, Lynne H., Ph.D., Texas A & M U. Assoc. Prof., Agricultural and Biological Engineering
- Jacobson, Jay S., Ph.D., Columbia U. Assoc. Prof., Natural Resources
- Jewell, William J., Ph.D., Stanford U. Prof., Agricultural and Biological Engineering
- Johnson, Patricia A., Ph.D., Cornell U. Assoc. Prof., Animal Science
- Jones, Lawrence R., Ph.D., U. of Illinois. Asst. Prof., Animal Science
- Kaiser, Harry M., Ph.D., U. of Minnesota. Assoc. Prof., Agricultural, Resource, and Managerial Economics
- Kalter, Robert J., Ph.D., U. of Wisconsin. Prof., Agricultural, Resource, and Managerial Economics
- Keshavarz, Kavous, Ph.D., U. of Georgia. Assoc. Prof., Animal Science
- Khan, Anwar A., Ph.D., U. of Chicago. Prof., Horticultural Sciences (Geneva)
- Knapp, Warren W., Ph.D., U. of Wisconsin. Prof., Soil, Crop, and Atmospheric Sciences
- Knipple, Douglas C., Ph.D., Cornell U. Assoc. Prof., Entomology (Geneva)
- Knoblauch, Wayne A., Ph.D., Michigan State U. Prof., Agricultural, Resource, and Managerial Economics
- Knuth, Barbara A., Ph.D., Virginia Polytechnic Inst. and State U. Assoc. Prof., Natural Resources
- Kochian, Leon V., Ph.D., U. of California at Davis. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
- Koeller, Wolfram, Ph.D., Phillips-University-Marburg (Germany). Assoc. Prof., Plant Pathology (Geneva)
- Krall, Daniel W., M.L.A. Cornell U. Assoc. Prof., Landscape Architecture
- Krasny, Marianne E., Ph.D., U. of Washington. Assoc. Prof., Natural Resources
- Kresovich, Stephen, Ph.D., Ohio State U. Assoc. Prof., Horticultural Sciences (Geneva)
- Kritz, Mary M., Ph.D., U. of Wisconsin. Assoc. Prof., Rural Sociology
- Krueger, Charles C., Ph.D., U. of Minnesota. Prof., Natural Resources
- Kyle, Margaret M., Ph.D., Cornell U. Asst. Prof., Plant Breeding and Biometry
- Kyle, Steven C., Ph.D., Harvard U. Assoc. Prof., Agricultural, Resource, and Managerial Economics
- Lacy, William B., Ph.D., U. of Michigan. Prof., Cooperative Extension Administration
- LaDue, Eddy L., Ph.D., Michigan State U. Prof., Agricultural, Resource, and Managerial Economics
- Lakso, Alan N., Ph.D., U. of California at Davis. Prof., Horticultural Sciences (Geneva)
- Lambert, Robert J., Jr., M.S., U. of Michigan. Prof., Floriculture and Ornamental Horticulture
- Langhans, Robert W., Ph.D., Cornell U. Prof., Floriculture and Ornamental Horticulture
- Lassoie, James P., Ph.D., U. of Washington. Prof., Natural Resources
- Lawless, Harry T., Ph.D., Brown U. Assoc. Prof., Food Science
- Ledford, Richard A., Ph.D., Cornell U. Prof., Food Science
- Lee, Chang Y., Ph.D., Utah State U. Prof., Food Science and Technology (Geneva)
- Lee, David R., Ph.D., U. of Wisconsin. Assoc. Prof., Agricultural, Resource, and Managerial Economics
- Lei, Xingen, Ph.D., Michigan State U. Asst. Prof., Animal Science
- Lesser, William H., Ph.D., U. of Wisconsin. Prof., Agricultural, Resource, and Managerial Economics
- Lewenstein, Bruce V., Ph.D., U. of Pennsylvania. Assoc. Prof., Communication

- Liebherr, James K., Ph.D., U. of California at Berkeley. Assoc. Prof., Entomology
- Lisk, Donald J., Ph.D., Cornell U. Prof., Fruit and Vegetable Science
- Lorbeer, James W., Ph.D., U. of California at Berkeley. Prof., Plant Pathology
- Loria, Rosemary, M.S., Michigan State U. Assoc. Prof., Plant Pathology
- Lucey, Robert F., Ph.D., Michigan State U. Prof., Soil, Crop, and Atmospheric Sciences
- Lund, Daryl B., Ph.D., U. of Wisconsin. Prof., Food Science
- Lyson, Thomas A., Ph.D., Michigan State U. Prof., Rural Sociology
- McBride, Murray B., Ph.D., Michigan State U. Prof., Soil, Crop, and Atmospheric Sciences
- McCouch, Susan, Ph.D., Cornell U. Asst. Prof., Plant Breeding and Biometry
- McCulloch, Charles E., Ph.D., Cornell U. Prof., Plant Breeding and Biometry
- McDonald, Daniel, Ph.D., U. of Wisconsin. Assoc. Prof., Communication
- McFerson, James R., Ph.D., U. of Wisconsin. Asst. Prof., Horticultural Sciences (Geneva)
- McGrath, Margaret T., Ph.D., Pennsylvania State U. Asst. Prof., Plant Pathology
- McLaughlin, Edward W., Ph.D., Michigan State U. Assoc. Prof., Agricultural, Resource, and Managerial Economics
- McLellan, Mark R., Ph.D., Michigan State U. Assoc. Prof., Food Science and Technology (Geneva)
- McMichael, Philip D., Ph.D., SUNY Binghamton. Prof., Rural Sociology
- McNeil, Richard J., Ph.D., U. of Michigan. Prof., Natural Resources
- Malecki, Richard A., Ph.D., U. of Missouri. Assoc. Prof., Natural Resources
- Marshall, Alicia A., Ph.D., Purdue U., Asst. Prof., Communication
- Merwin, Ian A., Ph.D., Cornell U. Asst. Prof., Fruit and Vegetable Science
- Milgroom, Michael G., Ph.D., Cornell U. Assoc. Prof., Plant Pathology
- Miller, Dennis D., Ph.D., Cornell U. Prof., Food Science
- Milligan, Robert A., Ph.D., U. of California at Davis. Prof., Agricultural, Resource, and Managerial Economics
- Millman, Jason, Ph.D., U. of Michigan. Prof., Education
- Moen, Aaron N., Ph.D., U. of Minnesota. Prof., Natural Resources
- Monk, David H., Ph.D., U. of Chicago. Prof., Education
- Morse, Roger A., Ph.D., Cornell U. Prof., Entomology
- Mount, Timothy D., Ph.D., U. of California at Berkeley. Prof., Agricultural, Resource, and Managerial Economics
- Mower, Robert G., Ph.D., Cornell U. Prof., Floriculture and Ornamental Horticulture
- Mt. Pleasant, Jane, Ph.D., North Carolina State U. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
- Mudge, Kenneth W., Ph.D., Washington State U. Assoc. Prof., Floriculture and Ornamental Horticulture
- Mulvaney, Steven J., Ph.D., Cornell U. Assoc. Prof., Food Science
- Mutschler, Martha A., Ph.D., U. of Wisconsin. Prof., Plant Breeding and Biometry
- Neal, Joseph C., Ph.D., North Carolina State U. Assoc. Prof., Floriculture and Ornamental Horticulture
- Nelson, Eric B., Ph.D., Ohio State U. Assoc. Prof., Plant Pathology
- Norvell, Wendell A., Ph.D., Colorado State U. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
- Novak, Joseph D., Ph.D., U. of Minnesota. Prof., Education
- Novakovic, Andrew M., Ph.D., Purdue U. Prof., Agricultural, Resource, and Managerial Economics
- Nyrop, Jan P., Ph.D., Michigan State U. Assoc. Prof., Entomology (Geneva)
- Obendorf, Ralph L., Ph.D., U. of California at Davis. Prof., Soil, Crop, and Atmospheric Sciences
- Oglesby, Ray T., Ph.D., U. of North Carolina. Prof., Natural Resources
- Oltenuacu, Elizabeth A., Ph.D., U. of Minnesota. Assoc. Prof., Animal Science
- Oltenuacu, Pascal A., Ph.D., U. of Minnesota. Prof., Animal Science
- Ostman, Ronald E., Ph.D., U. of Minnesota. Prof., Communication
- Palukaitis, Peter F., Ph.D., U. of Adelaide (Australia). Assoc. Prof., Plant Pathology
- Pardee, William D., Ph.D., Cornell U. Prof., Plant Breeding and Biometry
- Parks, John E., Ph.D., Virginia Polytechnic Inst. Assoc. Prof., Animal Science
- Parlange, Jean-Yves, Ph.D., Brown U. Prof., Agricultural and Biological Engineering
- Patrican, Lisa A., Ph.D., U. of Wisconsin. Asst. Prof., Entomology
- Peckarsky, Barbara L., Ph.D., U. of Wisconsin. Prof., Entomology
- Pell, Alice N., Ph.D., U. of Vermont. Assoc. Prof., Animal Science
- Petrovic, A. Martin, Ph.D., Michigan State U. Assoc. Prof., Floriculture and Ornamental Horticulture
- Peverly, John H., Ph.D., U. of Illinois. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
- Pfeffer, Max, Ph.D., U. of Wisconsin. Asst. Prof., Rural Sociology
- Pimentel, David, Ph.D., Cornell U. Prof., Entomology
- Pitt, Ronald E., Ph.D., Cornell U. Prof., Agricultural and Biological Engineering
- Poe, Gregory, Ph.D., U. of Wisconsin. Asst. Prof., Agricultural, Resource, and Managerial Economics
- Poleman, Thomas T., Ph.D., Stanford U. Prof., Agricultural, Resource, and Managerial Economics
- Pollak, E. John, Ph.D., Iowa State U. Prof., Animal Science
- Pool, Robert M., Ph.D., Cornell U. Prof., Horticultural Sciences (Geneva)
- Posner, George J., Ed.D., SUNY at Albany. Prof., Education
- Price, Hugh C., Ph.D., Michigan State U. Prof., Horticultural Sciences (Geneva)
- Pritts, Marvin P., Ph.D., Michigan State U. Assoc. Prof., Fruit and Vegetable Science
- Quaas, Richard L., Ph.D., Colorado State U. Prof., Animal Science
- Quirk, Susan M., Ph.D., Cornell U. Asst. Prof., Animal Science
- Rakow, Donald A., Ph.D., Cornell U. Assoc. Prof., Floriculture and Ornamental Horticulture
- Raman, Kandukuri, Ph.D., U. of Reading. Prof., Plant Breeding and Biometry
- Ranney, Christine K., Ph.D., U. of California at Davis. Assoc. Prof., Agricultural Economics
- Rao, M. Anandha, Ph.D., Ohio State U. Prof., Food Science and Technology (Geneva)
- Regenstein, Joe M., Ph.D., Brandeis U. Prof., Food Science
- Reid, W. Shaw, Ph.D., Michigan State U. Prof., Soil, Crop, and Atmospheric Sciences
- Reiners, Stephen, Ph.D., Ohio State U. Asst. Prof., Horticultural Sciences (Geneva)
- Reisch, Bruce, Ph.D., U. of Wisconsin. Prof., Horticultural Sciences (Geneva)
- Reissig, William H., Ph.D., Oregon State U. Prof., Entomology (Geneva)
- Richmond, Milo E., Ph.D., U. of Missouri. Assoc. Prof., Natural Resources
- Riha, Susan, Ph.D., Washington State U. Charles Lathrop Pack Professor, Assoc. Prof., Soil, Crop, and Atmospheric Sciences
- Ripple, Richard E., Ph.D., U. of Wisconsin. Prof., Education
- Rizvi, Syed S., Ph.D., Ohio State. Prof., Food Science
- Robinson, Richard W., Ph.D., Cornell U. Prof., Horticultural Sciences (Geneva)
- Robinson, Terence L., Ph.D., Washington State U. Assoc. Prof., Horticultural Sciences (Geneva)
- Roelofs, Wendell L., Ph.D., Indiana U. Liberty Hyde Bailey Professor of Insect Biochemistry, Entomology (Geneva)
- Rosenberger, David A., Ph.D., Michigan State U. Assoc. Prof., Plant Pathology (Geneva)
- Rutz, Donald A., Ph.D., North Carolina State U. Prof., Entomology
- Sanderson, John P., Ph.D., U. of California at Riverside. Prof., Entomology
- Sanford, John C., Ph.D., U. of Wisconsin. Assoc. Prof., Horticultural Sciences (Geneva)
- Scherer, Clifford W., Ph.D., U. of Wisconsin. Assoc. Prof., Communication
- Schrader, Dawn E., Ph.D., Harvard U. Assoc. Prof., Education
- Schulze, William D., Ph.D., U. of California at Riverside. Prof., Agricultural, Resource, and Managerial Economics
- Schwager, Steven J., Ph.D., Yale U. Assoc. Prof., Plant Breeding and Biometry
- Schwartz, Donald F., Ph.D., Michigan State U. Prof., Communication
- Scott, Jeffrey G., Ph.D., U. of California at Berkeley. Assoc. Prof., Entomology
- Scott, Norman R., Ph.D., Cornell U. Prof., Agricultural and Biological Engineering
- Seem, Robert C., Ph.D., Pennsylvania State U. Assoc. Prof., Plant Pathology (Geneva)
- Setter, Timothy L., Ph.D., U. of Minnesota. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
- Shanahan, James E., Ph.D., U. of Massachusetts-Amherst. Asst. Prof., Communication
- Shapiro, Michael A., Ph.D., U. of Wisconsin. Assoc. Prof., Communication
- Shelton, Anthony M., Ph.D., U. of California at Riverside. Prof., Entomology (Geneva)
- Shields, Elson J., Ph.D., U. of Wisconsin. Assoc. Prof., Entomology
- Siebert, Karl J., Ph.D., Pennsylvania State U. Prof., Food Science and Technology (Geneva)
- Sieczka, Joseph B., M.S., Cornell U. Assoc. Prof., Fruit and Vegetable Science
- Sinclair, Wayne A., Ph.D., Cornell U. Prof., Plant Pathology
- Slack, Steven A., Ph.D., U. of California at Davis. Prof., Plant Pathology
- Smith, Margaret E., Ph.D., Stanford U. Assoc. Prof., Plant Breeding and Biometry
- Smith, R. David, Ph.D., Cornell U. Assoc. Prof., Animal Science
- Soderlund, David M., Ph.D., U. of California at Berkeley. Prof., Entomology (Geneva)
- Sorrells, Mark E., Ph.D., U. of Wisconsin. Prof., Plant Breeding and Biometry
- Splitstoesser, Don F., Ph.D., U. of Wisconsin. Prof., Food Science and Technology (Geneva)
- Steenhuis, Tammo S., Ph.D., U. of Wisconsin. Assoc. Prof., Agricultural and Biological Engineering

- Steffens, John C., Ph.D., U. of Virginia. Assoc. Prof., Plant Breeding and Biometry
- Steponkus, Peter L., Ph.D., Purdue U. Prof., Soil, Crop, and Atmospheric Sciences
- Stepp, Pamela L., Ph.D., Cornell U., Asst. Prof., Communication
- Stiles, Warren C., Ph.D., Pennsylvania State U. Prof., Fruit and Vegetable Science
- Stoewsand, Gilbert S., Ph.D., Cornell U. Prof., Food Science and Technology (Geneva)
- Stover, Eddie W., Ph.D., U. of Maryland. Asst. Prof., Horticultural Science (Geneva)
- Straub, Richard W., Ph.D., U. of Missouri. Prof., Entomology (Geneva)
- Streeter, Deborah H., Ph.D., U. of Wisconsin. Assoc. Prof., Agricultural, Resource, and Managerial Economics
- Strike, Kenneth A., Ph.D., Northwestern U. Prof., Education
- Stycos, J. Mayone, Ph.D., Columbia U. Prof., Rural Sociology
- Sutphin, H. Dean, Ph.D., Ohio State U. Assoc. Prof., Education
- Tanksley, Steven D. Ph.D., U. of California at Davis. Prof., Plant Breeding and Biometry
- Tauber, Maurice J., Ph.D., U. of California at Berkeley. Prof., Entomology
- Tauer, Loren W., Ph.D., Iowa State U. Prof., Agricultural, Resource, and Managerial Economics
- Taylor, Alan G., Ph.D., Oklahoma State U. Assoc. Prof., Horticultural Sciences (Geneva)
- Tennessen, Daniel J., Ph.D., U. of Wisconsin, Asst. Prof., Floriculture and Ornamental Horticulture
- Thonney, Michael L., Ph.D., U. of Minnesota. Prof., Animal Science
- Thurston, H. David, Ph.D., U. of Minnesota. Prof., Plant Pathology
- Timmons, Michael B., Ph.D., Cornell U. Prof., Agricultural and Biological Engineering
- Tingey, Ward M., Ph.D., U. of Arizona. Prof., Entomology
- Tomek, William G., Ph.D., U. of Minnesota. Prof., Agricultural, Resource, and Managerial Economics
- Topoleski, Leonard D., Ph.D., Purdue U. Prof., Fruit and Vegetable Science
- Trancik, Roger T., M.L.A., Harvard U. Prof., Landscape Architecture
- Trowbridge, Peter J., M.L.A., Harvard U. Prof., Landscape Architecture
- Trumbull, Deborah J., Ph.D., U. of Illinois. Assoc. Prof., Education
- VanCampen, Darrell R., Ph.D., North Carolina State U. Assoc. Prof., Animal Science
- vanEs, Harold M., Ph.D., North Carolina State U. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
- VanEtten, Hans D., Ph.D., Cornell U. Prof., Plant Pathology
- VanSoest, Peter J., Ph.D., U. of Wisconsin. Prof., Animal Science
- Via, Sara, Ph.D., Duke U. Assoc. Prof., Entomology
- Viands, Donald R., Ph.D., U. of Minnesota. Prof., Plant Breeding and Biometry
- Villani, Michael G., Ph.D., North Carolina State U. Assoc. Prof., Entomology (Geneva)
- Wagenet, Robert J., Ph.D., U. of California at Davis. Prof., Soil, Crop, and Atmospheric Sciences
- Walker, Larry P., Ph.D., Michigan State U. Prof., Agricultural and Biological Engineering
- Walter, Michael F., Ph.D., U. of Wisconsin. Prof., Agricultural and Biological Engineering
- Walter, Reginald H., Ph.D., U. of Massachu-
- setts. Prof., Food Science and Technology (Geneva)
- Watkins, Christopher B., Rutgers U. Assoc. Prof., Fruit and Vegetable Science
- Weeden, Norman F., Ph.D., U. of California at Davis. Assoc. Prof., Horticultural Sciences (Geneva)
- Weiler, Thomas C., Ph.D., Cornell. Prof., Floriculture and Ornamental Horticulture
- Welch, Ross M., Ph.D., U. of California at Davis. Prof., Soil, Crop, and Atmospheric Sciences
- Wheeler, Quentin D., Ph.D., Ohio State U. Prof., Entomology
- White, Gerald B., Ph.D., Pennsylvania State U. Prof., Agricultural, Resource, and Managerial Economics
- White, Shirley A., Ph.D., Michigan State U. Prof., Communication
- Whitlow, Thomas H., Ph.D., U. of California at Davis. Asst. Prof., Floriculture and Ornamental Horticulture
- Wien, Hans C., Ph.D., Cornell U. Prof., Fruit and Vegetable Science
- Wilcox, Wayne F., Ph.D., U. of California at Davis. Assoc. Prof., Plant Pathology (Geneva)
- Wilkins, Bruce T., Ph.D., Cornell U. Prof., Natural Resources
- Wilks, Daniel S., Ph.D., Oregon State U. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
- Willett, Lois S., Ph.D., U. of California at Davis. Assoc. Prof., Agricultural, Resource, and Managerial Economics
- Williams, Linda, Ph.D., Brown U. Asst. Prof., Rural Sociology
- Wolfe, David W., Ph.D., U. of California at Davis. Assoc. Prof., Fruit and Vegetable Science
- Yarbrough, J. Paul, Ph.D., Iowa State U. Prof., Communication
- Yavitt, Joseph B., Ph.D., U. of Wyoming. Asst. Prof., Natural Resources
- Yoder, Olen C., Ph.D., Michigan State U. Prof., Plant Pathology
- Young, Frank W., Ph.D., Cornell U. Prof., Rural Sociology
- Zaitlin, Milton, Ph.D., U. of California at Los Angeles. Prof., Plant Pathology
- Zitter, Thomas A., Ph.D., Michigan State U. Prof., Plant Pathology
- Zobel, Richard W. Ph.D., U. of California at Davis. Assoc. Prof., Soil, Crop, and Atmospheric Sciences

COLLEGE OF ARCHITECTURE, ART, AND PLANNING

ADMINISTRATION

William G. McMinn, dean
 Stanley J. Bowman, associate dean
 Laurie Roberts, director of public affairs
 Cynthia K. Prescott, director of administrative operations
 Ray Dalton, director of minority educational affairs
 Jacquelyn Reed, acting director of minority educational affairs
 Donna L. Kuhar, registrar
 Elizabeth A. Cutter, director of admissions
 Margaret Webster, curator of visual resources facility
 Helen Johnson, director of career office

FACULTY ADVISERS

Architecture students are assigned faculty advisers for their first year. Upperclass students have one assigned adviser but are encouraged to seek assistance and advice from the most appropriate faculty member or college officer.

First-year students in the fine arts department are assigned faculty advisers for the first year. Students may then choose advisers in their major area of concentration.

Undergraduate students in the Program of Urban and Regional Studies are assigned faculty advisers.

All students in the college are invited to share their concerns and seek advice from the volunteer student advisers at anytime.

Specific inquiries regarding rules, procedures, or deadlines should be addressed to:

Kent L. Hubbell, chair, Department of Architecture

Porus Olpadwala, chair, Department of City and Regional Planning

Jean Locey, chair, Department of Art.

DEGREE PROGRAMS

	<i>Degree</i>
Architecture	B.Arch.
	B.F.A.
Fine Arts	B.F.A.
History of Architecture and Urbanism	B.S.
Urban and Regional Studies	B.S.

The college offers programs leading to the bachelor's degree—the five-year program in architecture leads to the Bachelor of Architecture; four-year programs in art and architecture lead to the Bachelor of Fine Arts. In addition, four-year programs with a concentration in either urban and regional studies or

history of architecture lead to the Bachelor of Science.

Graduate-level programs are offered in art, architectural design and urban design, architectural sciences, history of architecture and urbanism, historic preservation planning, city and regional planning, regional science, and landscape architecture.

Students in each of these programs work in physical proximity to one another and thus gain a broader understanding of their own special area of interest through contact with the students and faculty in other disciplines.

Early in its development the college set a limit on the number of students it would enroll and devised a selective method of admission. There are now more than 650 students and a full-time teaching staff of over fifty-five, supplemented by visiting professors and critics, part-time lecturers, and assistants. Teachers and students mix freely, and much instruction and criticism is on an individual basis.

The college's courses are integral parts of the professional curricula. Fundamental subjects are taught by faculty members whose experience provides them with professional points of view. The concentration of professional courses within the college is balanced by the breadth of view gained from courses and informal learning in the rest of the university. The college believes that this breadth is an essential element of professional education. This conviction is evident in the form of the curriculum, the methods of teaching, and the extracurricular life of teachers and students.

FACILITIES

The college occupies Sibley Hall, Olive Tjaden Hall, Rand Hall, and the Foundry. Facilities for architecture, and city and regional planning, as well as college administrative offices, the Visual Resources Facility, and the Fine Arts Library are located in Sibley Hall. The Department of Art is housed in Olive Tjaden Hall. Sculpture facilities are in the Foundry and shop facilities in Rand. The Green Dragon Cafe, a student eatery and lounge, is located in the basement of Sibley Dome. The college has three darkrooms that are available for general use by students in the college and serve as laboratories for the photography courses. A darkroom fee must be paid by each user. Information about darkroom rules and regulations, hours, and equipment is available at the darkroom circulation desk.

Through the generosity of the late Lillian P. Heller, the college also owns the Miller-Heller House, home of William H. Miller, the first student to enroll for the study of architecture at Cornell, and later a practicing architect in Ithaca. This building is used to house visiting teachers and guests of the college and for occasional receptions and social events.

Libraries

The Fine Arts Library, in Sibley Hall, serves the College of Architecture, Art, and Planning through its collections on architecture, fine arts, city and regional planning and landscape architecture. The library, with more than 150,000 books, is capable of supporting undergraduate, graduate, and research programs. Some 1,900 serials are currently received and maintained.

The Visual Resources Facility, made possible through gifts from George and Adelaide Knight, in Sibley Hall contains the F. M. Wells Memorial Slide Collection, which consists of a large and growing collection of slides of architecture, architectural history, and art. The collection now includes approximately 400,000 slides.

The facilities of the libraries of other schools and departments on campus and the John M. Olin Library, designed primarily as a research library for graduate students, are also available.

Museums and Galleries

The Herbert F. Johnson Museum of Art was formally opened in May 1973. Although many of its exhibitions and activities relate directly to academic programs of the university, the museum has no administrative affiliation with any department. In this way, its programs freely cross academic boundaries, stimulating interchange among disciplines. With a strong and varied collection and a continuous series of high-quality exhibitions, it fulfills its mission as a center for the visual arts at Cornell. Art galleries are also maintained in Willard Straight Hall, where loan exhibitions of paintings and graphic work by contemporary artists are held. Throughout the year, works of students, faculty, and staff in the College of Architecture, Art, and Planning and of guest artists may be viewed in the John Hartell Gallery in Sibley Dome and in the Olive Tjaden Gallery in Olive Tjaden Hall.

Rome Program

The College of Architecture, Art, and Planning's Rome Program was founded in the fall of 1986 to provide instruction in Italy for students seeking excellence in art, architecture, and other disciplines. The program offers an educational experience that draws upon the rich past of Rome, its resources in museums, its art and architecture, and its wide variety of cultural offerings. The school is located in the famous Palazzo Massimo in the center of the historical city next to such well-known Roman sights as Piazza Navona, the Pantheon, and Rome's famous outdoor market at the Campo dei Fiori.

The program in Rome offers components for students majoring in liberal arts, architecture, fine arts, and planning. Full course loads are available to all students in a curriculum that stresses the convergence of artistic, cultural, and architectural ideas vital to an understanding of the city. Students are responsible for planning course schedules that ensure their

particular requirements can be met, since course offerings in Rome are limited. For additional information, see individual department listings.

COLLEGE ACADEMIC POLICIES

Ownership of Student Work

All drawings, models, paintings, graphic art, and sculpture done in the studios and drafting rooms as a part of the instructional program are the property of the college until they have been graded and released by the instructor. Certain works may be selected by the college for retention for academic purposes.

Exhibitions of Student Work

Exhibitions of student work are held each semester as part of the yearly schedule of the Olive Tjaden Hall gallery and the John Hartell Gallery. These galleries display work from a specific course or exhibit examples of recent work by individual faculty, students, and visitors.

Scholastic Standards

Term by term, a candidate for an undergraduate degree in the college is required to pass all courses in which the student is registered and have a weighted average for the term of not less than C (2.0). The record of each student who falls below the standard will be reviewed by the Student Records Committee for appropriate action, as described below:

- 1) **Warning** means that the student's performance is not up to expectations. Unless improvement is shown in the subsequent term, the student may be placed on final warning or required to take a leave of absence from the college.
- 2) **Final Warning** indicates that the student's record is unsatisfactory. Unless considerable improvement is shown in the subsequent term, the student shall be required to take a leave of absence from the college.
- 3) **Required leave of absence: Academic Deficiency.** The student is dismissed from the college and may not continue studies in the college. A student who has been placed on a required leave of absence may apply for readmission after an absence of at least two semesters. Application for readmission is made by letter, addressed to the department chair. The student must submit evidence that his or her time has been well used, and, if employed, must submit a letter from an immediate superior. If a student chooses to register for courses, either extramurally at Cornell or at another institution, he or she should be advised that credit for these courses will not apply toward the degree but will appear on the student's transcript. The grades received for any courses taken while on a required leave of absence will not be counted into the grade point average. Readmission to the college is at the discretion of the Admissions Committee. Application for spring-term readmission must be made by November 15, and application for fall-term readmission must be made by April 15. Refer to the Architecture, Art & Planning Handbook

(Whitebook) for further information regarding required leave of absence.

- 4) **Required withdrawal: May Not Reregister,** College of Architecture, Art, and Planning. The student is dismissed from the college and is permanently prohibited from continuing studies in it. This dismissal does not preclude the possibility of applying for admission to another division of the university.

The above actions are not necessarily sequential. A student who has received a warning may be placed on a required leave of absence for academic deficiency at the end of the next term if performance during that time is deemed to be grossly deficient.

A cumulative average of at least C- (1.7) is required for graduation.

ARCHITECTURE

Kent Hubbell, chair; M. Cruvellier, W. Goehner, D. P. Greenberg, G. Hascup, L. F. Hodgden, M. Jarzombek, A. Kira, B. G. MacDougall, A. B. Mackenzie, W. G. McMinn, J. C. Miller, L. Mirin, V. Mulcahy, J. Ochshorn, C. F. Otto, A. Ovaska, C. W. Pearman, H. W. Richardson, M. L. Schack, J. P. Shaw, A. Simitch, V. K. Warke, J. Wells, M. Woods, J. Zissovici

Professional Degree Program

The first professional degree in architecture is the Bachelor of Architecture. This degree counts toward the professional registration requirements established by the various states, National Architectural Accrediting Board, and the National Council of Architectural Registration Boards. The professional program is normally five years in length and is designed particularly for people who, before they apply, have established their interest and motivation to enter the field. It therefore incorporates both a general and professional educational base.

The program is oriented toward developing the student's ability to deal creatively with architectural problems on analytical, conceptual, and developmental levels. The sequence courses in design, consisting of studio work augmented by lectures and seminars dealing with theory and method, are the core of the program. Sequences of studies in the history of architecture and cities, culture and society, visual studies, environmental science, structures, and building technology provide a base for the work in design.

In the first three years the student has the opportunity to establish a foundation in the humanities and sciences through electives. During the fourth and fifth years this base may expand through detailed further studies in these areas. Within the professional program a basis for understanding architecture in its contemporary and historical cultural contexts is established.

The structure of the program incorporates considerable flexibility for the individual student to pursue his or her particular interest in the fourth and fifth years. By carefully planning options and electives in the fifth year, it is possible for a qualified student to apply the last year's work for the Bachelor of Architecture degree to one of the graduate programs offered in the department. Some

students are then able to complete the requirements for the master's degree in one additional year.

Rome Program

The program offers the opportunity for students from Cornell and other universities to spend one or two terms of study in Rome. This option is open to fourth- and fifth-year Cornell architecture students; outstanding third-year students are admitted by petition and a review of their design record. Courses offered by this department include design, thesis, thesis introduction, history, theory, architectural science, and visual studies. In addition, courses are offered by other departments in Italian language, Italian culture, and history of art. The program provides a unique urban and architectural experience drawing from the rich past of the city for sources of instruction and inspiration.

Overlap Program

For qualified students the department offers an option that combines the fifth year of the undergraduate program with the first year of the Master of Architecture program. In the fall of the fourth undergraduate year interested students petition the department to substitute Arch 601-602 or 603-604 for Arch 501-502. At the same time, they complete graduate school applications and submit them with fee and portfolio to the graduate field secretary for architecture. Students accepted into the program may not normally begin until the fall of their fifth year and, once enrolled, may not transfer back into the 501-502 sequence.

Following admission into the Overlap Program, students may petition to apply toward the requirements of the master's degree a maximum of 30 credits, including Arch 601-602 or 603-604 and other advanced courses taken in excess of distribution requirements for the Bachelor of Architecture degree.

Curriculum

First Year

<i>Fall Term</i>	<i>Credits</i>
101 Design I	6
181 History of Architecture I	3
151 Drawing I	2
Math 111 Calculus or Math 106 or out-of-college elective	3-4
Out-of-college elective	3
	<hr/> 17-18

Spring Term

102 Design II	6
182 History of Architecture II	3
152 Drawing II	2
Math 111 or out-of-college elective	3-4
Out-of-college elective (freshman writing seminar suggested)	3
	<hr/> 17-18

Second Year

<i>Fall Term</i>	<i>Credits</i>
201 Design III	6
263 Structural Concepts	4
231 Architectural Analysis I	2

261 Site Planning	3
Out-of-college elective	3
	<hr/> 18
<i>Spring Term</i>	
202 Design IV	6
232 Architectural Analysis II	2
262 Building Technology, Materials, and Methods	3
264 Structural Elements	3
College elective	3
	<hr/> 17

Third Year

<i>Fall Term</i>	
301 Design V	6
361 Environmental Controls I— Lighting and Acoustics	3
363 Structural Systems	3
Departmental elective	3
Out-of-college elective	3
	<hr/> 18
<i>Spring Term</i>	
302 Design VI	6
342 Architecture as a Cultural System	3
362 Environmental Controls II— Mechanical and Passive Solar Systems	3
Departmental elective	3
College or out-of-college elective	3
	<hr/> 18

Fourth Year

<i>Fall Term</i>	
401 Design VII	6
411 Professional Practice	3
Departmental elective	3
College elective	3
Out-of-college elective	3
	<hr/> 18
<i>Spring Term</i>	
402 Design VIII	6
Departmental elective	3
Departmental elective	3
College or out-of-college elective	3
Out-of-college elective	3
	<hr/> 18

Fifth Year

<i>Fall Term</i>	
501 Design IX or 601 or 603 Overlap Program	6
Departmental elective	3
College or out-of-college elective	3
Out-of-college elective	3
Out-of-college elective	3
	<hr/> 18

<i>Spring Term</i>	
502 Design X or 602 or 604 Overlap Program	8
Departmental elective	3
College or out-of-college elective	3
College or out-of-college elective	3
	<hr/> 17

Required Departmental Courses

<i>Terms</i>	<i>Course Subject</i>	<i>Numbers</i>	<i>Credits</i>
10	design	101-502	62
1	mathematics	Math 111, Math 106, or approved equivalent	3-4
3	structures	263, 264, 363	10
4	technology	261, 262, 361, 362	12
2	architectural theory	231, 232	4
2	history of architecture	181, 182	6
1	architecture, culture and society	342	3
1	professional practice or seminar	411	3
2	drawing	151, 152	4
			<hr/> 107-108

Electives

<i>Departmental Terms</i>	<i>Credits</i>
3 history of architecture: 300-level	9
1 visual studies or computer graphics	3
2 architectural theory or non-sequence design	6
1 architectural structures, construction, and technology	3
	<hr/> 21

<i>College Terms</i>	<i>Credits</i>
2 art: any courses	6

<i>Out-of-College Terms</i>	<i>Credits</i>
1 computer programming or applications	3
1 freshman seminar	3
1 mathematics, physics, or biological sciences	3
1 humanities	3
	<hr/> 12

Free	
Of the electives, 15 credits are to be taken outside the College of Architecture, Art, and Planning, and 15 credits may be taken either in or outside the college.	30
Total credits	<hr/> 176

Transfer Students

Although the program leading to the Bachelor of Architecture is specifically directed to those who are strongly motivated to begin professional study when entering college, it is sufficiently flexible to allow transfers for students who have not made this decision until after they have been in another program for one or two years. Individuals who have already completed a nonprofessional undergraduate degree must also apply to transfer to the Bachelor of Architecture degree program, since the graduate program in architecture requires the Bachelor of Architecture degree or its equivalent for entrance.

Transfer students are responsible for completing that portion of the curriculum that has not been covered by equivalent work. Applicants who have had no previous work in architectural design must complete the ten-term design sequence. Since this sequence may be accelerated by attending summer terms, seven or eight regular terms and two or three summer terms are typically required.

For those who would benefit from an opportunity to explore the field of architecture before deciding on a commitment to professional education, the department offers an introductory summer program that includes an introductory studio in architectural design, lectures, and other experiences designed to acquaint the participants with opportunities, issues, and methods in the field of architecture.

Admission is offered to a limited number of transfer applicants who have completed a portion of their architecture studies in other schools. Each applicant's case is considered individually. Transfer students must complete a minimum of 70 credits and four terms in residence, taking 35 of the 70 credits (including four terms of design) in the Department of Architecture. Placement in the design sequence is based on a review of a representative portfolio of previous work.

Alternative Programs

Bachelor of Fine Arts

After completing the first four years of requirements, the student may choose to receive the degree of Bachelor of Fine Arts (B.F.A.) in architecture, which is not a professional degree.

Bachelor of Science in History of Architecture

The history of architecture major leads to a Bachelor of Science degree, conferred by the College of Architecture, Art, and Planning. The major is intended for transfer students from other programs at Cornell and from colleges and universities outside Cornell. Students in the Department of Architecture and the College of Arts and Sciences may take the major as part of a dual-degree program. The course of study in this major, available to students from a variety of academic backgrounds, offers the opportunity for a vigorous exploration of architecture and its history.

Admission requirements. Two years of undergraduate study, Arch 181 and 182 or the equivalent. Students transferring from a B.Arch. program must be in good standing in their design sequence.

Procedure. Students from Cornell may transfer to the program at the beginning of the fall term of their third or fourth year of study. They submit a short application as prospective internal transfer students. Before applying, all prospective internal transfer students meet with a history of architecture faculty member to discuss scheduling for the program.

Students who wish to transfer to the program from outside Cornell must apply to the Department of Architecture by March 15. Applications may be considered after this date but are given lower priority. Applications for both internal and external transfer students are available from Elizabeth Cutter, Admissions Office, College of Architecture, Art, and Planning, Cornell University, 135 East Sibley Hall, Ithaca, New York 14853-6701.

Curriculum. A student entering the program is assigned an adviser from the history of architecture faculty in the Department of Architecture. Adviser and student together prepare an appropriate two-year course of study according to the following guidelines:

- 1) 24 credits of 300-level courses in architectural history: Arch 380 through Arch 399
- 2) 12 credits in 600-level architectural history seminars: Arch 681 through Arch 699; or 8 credits in a 600-level seminar plus Arch 499, offered for honors candidates only
- 3) One 300-, 400-, or 600-level course in architectural theory
- 4) 24 credits in electives selected in consultation with the student's adviser
- 5) Language requirement, to be met in the manner specified for students enrolled in the College of Arts and Sciences

Honors program. Students will graduate with honors if, during their two years of study in the program, they have a cumulative average of B or better in all courses, have no grade lower than A- in all history of architecture courses taken at the 300 level, and have completed an honors thesis (Arch 499) deemed to be of distinguished quality by the history of architecture faculty.

Dual Degree Options

Students can earn both the B.S. and B.Arch. degrees either simultaneously or sequentially. Students who have transferred into the B.Arch. program at Cornell may find this to be a special opportunity for an enlarged and enriched program of study.

Students currently enrolled in the College of Arts and Sciences at Cornell can earn a B.A. in an arts college major and a B.S. in the history of architecture in five years. In this option, students complete a minimum of 150 credits, which includes the B.S. prerequisites and curriculum requirements and 100 credits of the usual distribution and major requirements in the College of Arts and Sciences. Further information about this option is available at the Admissions Office, 135 East Sibley Hall, and at the Academic Advising Center of the College of Arts and Sciences, 55 Goldwin Smith Hall.

Students may also elect to continue toward a Master of Arts degree in the history of architecture. The M.A. ordinarily requires a minimum of two years of graduate work beyond the bachelor's degree; with this special sequential degree arrangement that time is shortened to one year.

Summer Term in Architecture

The summer term offers students the opportunity of a concentrated period of design work. Design is offered at both undergraduate and graduate levels; the term is six to eight weeks in duration.

Undergraduate design sequence courses, including thesis, are offered at first- through fifth-year levels in Ithaca. Normally there is also a design program abroad for third-, fourth-, and fifth-year students.

Students from schools of architecture other than Cornell are welcome to apply to enroll in any summer program.

At the graduate level participation in the summer program cannot be undertaken without the consent of the student's Special Committee.

Furniture design, architectural structures, and computer visualization may be offered as elective courses, contingent upon student interest and faculty availability.

The department offers a Career Discovery Program in Architecture for high school students and undergraduates interested in exploring the possibility of a career in architecture.

Architectural Design

Courses in brackets are not offered this year.

A studio fee of \$65 is charged each semester for every design course (these fees are subject to change).

Sequence Courses

ARCH 101 Design I

Fall, 6 credits. Limited to department students.

An introduction to design as a conceptual discipline directed at the analysis, interpretation, synthesis, and transformation of the physical environment. Exercises are aimed at developing an understanding of the issues, elements, and processes of environmental design.

ARCH 102 Design II

Spring, 6 credits. Limited to department students. Prerequisite: Architecture 101 and Architecture 151. A continuation of Architecture 101.

Human, social, technical, and aesthetic factors related to space and form. Design problems range from those of the immediate environment of the individual to that of small social groups.

ARCH 201-202 Design III and IV

Fall and spring, 6 credits each term. Coregistration in Architecture 231-232 and completion of Architecture 151-152 required. Limited to department students. Prerequisite for Architecture 201 is Architecture 102 and Architecture 152. Prerequisite for Architecture 202 is Architecture 201.

ARCH 301-302 Design V and VI

Fall and spring, 6 credits each term. Limited to department students. Prerequisite for Architecture 301 is Architecture 202. Prerequisite for Architecture 302 is Architecture 301.

ARCH 401-402 Design VII and VIII

Fall and spring, 6 credits each term. Limited to department students. Prerequisite for Architecture 401 is Architecture 302. Prerequisite for Architecture 402 is Architecture 401.

Programs in architectural design, urban design, or architectural technology and environmental science, etc.

ARCH 501 Design IX

Fall or spring, 6 credits. Limited to department students. Prerequisite: Architecture 402.

Programs in architectural design, building typology investigations, and research leading to complete development of the student's thesis program. General instruction in the definition, programming, and development of a thesis is followed by tutorial work with the student's advisory committee.

ARCH 502 Design X—Thesis

Fall or spring, 8 credits. Prerequisite: Architecture 501 or Architecture 500 and Architecture 510. Required of B.Arch. candidates who must satisfactorily complete a thesis. Students accepted for admission to the Overlap Program are exempt from the thesis requirement.

ARCH 601-602 Special Program in Architectural Design

Fall and spring, 9 credits each term. Limited to students who have been accepted into the Overlap Program. Registration by petition only.

ARCH 603-604 Special Program in Urban Design

Fall and spring, 9 credits each term. Limited to students who have been accepted into the Overlap Program. Registration by petition only.

Graduate Courses

ARCH 701-702 Problems in Architectural Design

Fall and spring, 9 credits each term. Basic first-year design course for graduate students whose major concentration is architectural design.

ARCH 703-704 Problems in Urban Design

Fall and spring, 9 credits each term. Basic first-year design course for graduate students whose major concentration is urban design.

ARCH 801 Thesis or Research in Architectural Design

Fall or spring, 9 credits. Prerequisite: Architecture 701 and Architecture 702. Second-year design course for graduate students whose major concentration is architectural design.

ARCH 802 Thesis or Research in Urban Design

Fall or spring, 9 credits. Prerequisite: Architecture 703 and Architecture 704. Second-year design course for graduate students whose major concentration is regional design.

Elective Design Courses

ARCH 103-104 Elective Design Studio

103, fall; 104, spring, 6 credits each term. Limited to students from outside the department. Prerequisite for Architecture 103: permission of instructor required. Prerequisite for Architecture 104: Architecture 103 and permission of instructor.

ARCH 303 Special Problems in Architectural Design

Fall or spring. Variable credit (maximum, 3). Prerequisite: permission of instructor and approved independent study form. Independent study.

ARCH 200, 300, 400, 500 Elective Design

Fall or spring. 6 credits each term. Open by permission to transfer students who have not been assigned to a sequence course. Prerequisite: permission of department office. Each student is assigned to a class of appropriate level. Prerequisite for Architecture 500 is Architecture 402.

ARCH 605 Special Problems in Design

Fall or spring. Variable credit (maximum 3). Prerequisite: permission of instructor. Independent study.

Related Courses and Seminars**ARCH 110 Introduction to Architecture: Design Studio**

Summer session. 3 credits. S-U option. Open to non-architectural majors in college, high school students in 11th and 12th grades, and any individuals with a minimum of a high school diploma interested in exploring the field of architecture. Not offered every year.

A course designed to introduce students to ideas, principles, and methods of solving architectural problems in a studio setting. Through a graduated sequence of exercises culminating in a major term project, students explore the architectural concepts of space, form, function, and technology. Instruction is via highly personalized critiques of individual student work by assigned department faculty as well as by periodic reviews of group by invited faculty and guest critics. The course grade is based on the overall performance in the studio with special emphasis on the quality of a major studio project.

[ARCH 111 An Introduction to Architectural Design

Fall or spring. 4 credits. Open to out-of-department students only. Not offered 1995-96.

An introduction to architectural design as a conceptual discipline. Exercises will develop an understanding of architectural space and its elements.]

ARCH 317 Contemporary Italian Culture

Fall or spring. Variable credit (maximum, 3). For students in the Rome program only.

This course provides a broad view of the culture and social structure of Italy, drawing from Italian literature, history, and current events.

ARCH 411 Professional Practice

Fall or spring. 3 credits each term. An examination of organizational and management theories and practices for delivering professional design services. Included is a historic overview of the profession and a review of the architect's responsibilities from the precontract phase through construction. Application of computer technology in preparing specifications.

ARCH 510 Thesis Introduction

Foreign summer programs and Rome program only. 3 credits. Must be taken in conjunction with Architecture 500. Prerequisite for Architecture 500 is Architecture 402. Architecture 500 will be considered equivalent to Architecture 501 when taken concurrently with Architecture 510 during a foreign summer program or in Rome.

Lectures, seminars, and independent research leading to complete development of the student's thesis program. General instruction in the definition, programming, and development of a thesis.

ARCH 610 Graduate Design Seminar

Fall. 3 credits. Intended for but not limited to graduate students in the Architectural Design and Urban Design Program.

Issues in architectural and urban design. Required for first-year graduate students in design.

ARCH 611-612 Urban Housing Developments

611, fall; 612, spring. 3 credits each term. Limited to fourth- and fifth-year students in architecture and graduate students. Prerequisite: permission of instructor. Not offered every year.

ARCH 613 Transportation

Fall. 3 credits. Prerequisite: permission of instructor. Not offered every year. The impact of various transportation forms on the environment is considered from the perspectives of architects, engineers, planners, and human ecologists. Readings and discussions of past, current, and future transportation modes focus on aesthetic and physical aspects.

ARCH 614 Low-Cost Housing

Spring. 3 credits. Prerequisite: permission of instructor. Not offered every year. Aspects of low-cost housing involving engineering technology, architecture, physical planning, economics, and sociology.

ARCH 618-619 Seminar in Urban and Regional Design

618, fall; 619, spring. 3 credits each term. Limited to fifth-year and graduate students. Not offered every year.

A broad range of issues and problems of urban and regional development and the context in which the designer functions are surveyed. Selected case studies are presented by the participants and visitors.

Architectural Theory**ARCH 130 An Introduction to Architecture: Lecture Series**

Summer. 3 credits. S-U option. Open to non-architectural majors in college, high school students in 11th and 12th grades, and any individuals with a minimum of a high school diploma interested in exploring the field of architecture. Not offered every year.

A survey course that covers the many facets of architecture: history, design principles, preservations, landscape architecture, building technology, and cultural factors. The format of the course comprises lectures, demonstrations, films, and field trips. Course evaluation is based on quizzes and a final examination.

ARCH 131 An Introduction to Architecture

Fall. 3 credits. Open to out-of-department students only. Architecture 131 is not a prerequisite for Architecture 132.

Intended to familiarize non-architecture students with the art and science of architecture. Fundamentals of plan, section, and elevation, the primary elements that comprise an architectural form; basic organizational principles; the ways in which we perceive architectural space; and the various concepts of function in relation to form will be included among the topics to be covered, using examples from numerous times and cultures as well as from the contemporary Cornell campus.

ARCH 132 An Introduction to Architecture

Spring. 3 credits. Open to out-of-department students only. Architecture 131 is not a prerequisite for Architecture 132.

Non-architecture students are initiated into various types of architectural drawings and exposed to a variety of methods whereby architectural forms communicate both simple and complex meanings. Architecture in its relation to fields such as landscape architecture, urban design, structural design, interior design, set design, architectural history, preservation, and computer graphics will be included in the presentations, which will also deal with the various relationships established between an architect and a society. Cross-historical and cross-cultural examples will be used in developing in the student a degree of fluency in the languages of architectural discourse.

ARCH 231 Architectural Analysis I

Fall. 2 credits. Architecture students must register concurrently in Architecture 201. An introduction to analysis of the object of study in the interest of broadening one's understandings of the ways in which architecture can connote and denote meanings.

ARCH 232 Architectural Analysis II

Spring. 2 credits. Architecture students must register for this course concurrently with Architecture 202.

Advanced analytical studies focusing on complex architectural spaces, objects, images, and representations.

ARCH 335 Theory of Architecture

Fall or spring. 3 credits. Prerequisite: Architecture 231-232 or permission of instructor. Not offered every year.

ARCH 336 Theory of Architecture

Fall or spring. 3 credits. Limited to third-year students and above. Not offered every year.

Theories of modern architecture: De Stijl, cubist and purist painting, industrialized architecture, Le Corbusier's architecture and urban theories, architectural sequence, facades, the free plan, "DOM-INO" theory.

ARCH 337 Special Investigations in the Theory of Architecture I

Fall or spring. Variable credit (maximum, 3). Prerequisite: permission of instructor and approved independent study form. Independent study.

ARCH 338 Special Topics in the Theory of Architecture I

Fall or spring. 3 credits. Prerequisite: permission of instructor. Not offered every year.

Topic to be announced before preregistration.

ARCH 339 Elements, Principles, and Theories in Japanese Architecture

Spring. 3 credits. Not offered every year.

An examination of Japanese architecture—buildings and gardens—and their contexts—landscapes, settlements, and cities. The course is addressed to those interested in Japanese architecture as a manifestation of Japanese culture and as a subject for analysis. Emphasis is on underlying concepts, ordering principles, formal typologies, space and its representation, perceptual phenomena, and symbolic content. Readings focus on theoretical treatments of these aspects by Japanese and western writers.

ARCH 431 Theory of Architecture

Fall. 3 credits. Prerequisite: third-year status. Not offered every year.

Gardening and architecture: urban parks; villas and country houses; and Italian, French, and English landscape gardens. Site planning.

ARCH 432 Theory of Architecture

Spring. 3 credits. Prerequisite: third-year status. Not offered every year.

The development of urban form, urban intervention, contextualism, ideal cities, historic new towns, streets, piazzas, fortifications, public buildings and social housing types, site planning, and transportation.

ARCH 435 Architecture and Representation

Fall. 3 credits. Limited to degree candidates in architecture. Prerequisite: successful completion of Architecture 231–232. Not offered every year.

A study of architecture as it functions as a representational art, referring to its past while inferring its present.

ARCH 635 Critical Theory in Architecture

Spring. 3 credits. Prerequisite: permission of instructor. Not offered every year.

An inquiry into the fundamental principles of architectural criticism in theory and practice, with emphasis on the structures of criticism in the twentieth century.

ARCH 637 Special Investigations in the Theory of Architecture II

Fall or spring. Variable credit (maximum, 4). Prerequisite: permission of instructor and approved independent study form.

Independent study.

ARCH 638 Special Topics in the Theory of Architecture II

Fall or spring. 3 credits. Prerequisite: permission of instructor. Not offered every year.

Topic to be announced before preregistration.

ARCH 639 Principles of Design Process

Fall or spring. 3 credits. Limited to third-year architecture students and above; students in other colleges must have permission of instructor. Not offered every year.

Analysis of the major theories and techniques of design developed during the past fifteen years, with special emphasis on application to the solution of whole problems in architectural design.

Architecture, Culture, and Society**ARCH 342 Architecture as a Cultural System**

Spring. 3 credits. Architecture 445, 446, 447, or 448 can substitute with permission of instructor.

What have been the major issues in the theory and practice of architectural design through time and across cultures, and how is aesthetic judgment related to more general systems of ordering within a particular society or group? This course draws on concepts, methods, and findings from the broad field of cultural anthropology to address these questions. Case studies and examples are drawn from a wide range of architectural traditions around the world for which there is a significant ethnographic literature, with special emphasis on sub-Saharan Africa, India, and the United States. Topics include the ideational and formal relationships between folk and monumental traditions in complex societies, the structure of the ideal social order and its refraction in the material world, cosmological models and architectural form, geometries of non-Western traditions, and the relationship between indigenization and culture change.

ARCH 349 Undergraduate Investigations in Architecture, Culture, and Society

Fall or spring. Variable credit (maximum 3). Prerequisite: permission of instructor and approved independent study form.

Independent study.

ARCH 441–442 Special Topics in Architecture, Culture, and Society

Fall and spring. 3 credits each term. Prerequisite: permission of instructor.

Topic to be announced before preregistration.

ARCH 445 Architecture and the Mythic Imagination

Fall. 3 credits. Prerequisite: Architecture 342 or permission of instructor. Not offered every year.

This course focuses on traditional societies in which beliefs about architectural order are borne out of the mythic and religious imagination. Certain themes that are common to a range of cultures are explored in detail. They include the model of the human body as a source of architectural knowledge, the sacred center, the cosmic mountain, and architectural rituals as enactments of myths. Such themes are traced across cultures, through time and into contemporary theory.

ARCH 446 Topics in Architecture, Culture, and Society

Fall or spring. 3 credits. Prerequisite: Architecture 342 or permission of instructor.

ARCH 447 Architectural Design and the Utopian Tradition

Fall. 3 credits. Prerequisite: Architecture 342 or permission of instructor. Not offered every year.

This course explores the relationship between visionary architecture of the late 19th and 20th centuries and the wider utopian literature of the time. It first explores themes in utopian fiction as well as in anti-utopian tracts and then turns to the attempts of architects, planners, and artists to concretize visions of the ideal world. The course will devote special attention to the ways in which ideals grounded in the utopian tradition have emerged in the social criticism of housing and neighborhood design in the urban setting in recent times.

ARCH 448 The Indian Example and the Visual Tradition in Culture

Spring. 3 credits. Prerequisite: Architecture 342 or permission of instructor. Not offered every year.

This course provides a concise chronological summary of the major building traditions of Hindu India and explores the relationship between form and more general beliefs about the power of vision to reveal and transform. Topics include the sculptural program of the Hindu temple as a vehicle for the preservation and transmission of mythic texts, the oculus as an element and the eye as a motif, darshan, the spiritually transforming vision, and the destructive power of vision as revealed in myth and beliefs about "evil eye."

[ARCH 647–648 (867–868) Architecture in Its Cultural Context I and II

647, fall; 648, spring. 4 credits each term.

Prerequisite: permission of instructor.

Not offered 1995–96.

Fall term, theory; spring term, problem solving and method. An examination of the relationship between architecture and other aspects of culture. Emphasis on the motivations for particular architectural forms and especially on theories of architecture. Examples from the United States and Asia.]

ARCH 649 Graduate Investigations in Architecture, Culture, and Society

Fall or spring. Variable credit (maximum 4). Prerequisite: permission of instructor and approved independent study form.

Independent study.

Visual Studies

Darkroom fees charged for all photography courses.

ARCH 151 Drawing I

Fall. 2 credits.

Freehand drawing with emphasis on line and perspective representation of form and space.

ARCH 152 Drawing II

Spring. 2 credits. Prerequisite: Architecture 151.

Freehand drawing as a means of conceiving and expressing spatial form; line weight, shades and shadows, and figure drawing.

ARCH 251 Introductory Photo I (also Art 161)

Fall or spring. 3 credits each term.

For description see Art 161.

ARCH 351 Photography II (also Art 261)

Spring. 4 credits. Prerequisites: Architecture 251 or Art 161, or permission of instructor.

For description see Art 261.

[ARCH 356 Architectural Simulation Techniques

Fall or spring. 3 credits. Prerequisite: Architecture 151 or permission of instructor. Not offered 1995–96.

Two- and three-dimensional simulation techniques in architecture. Emphasis on simulation of environment, space, materials, and lighting as visual tools for architectural design.]

ARCH 450 Architectural Publications

Fall and spring. Variable credit (maximum 3). May be repeated for credit.

Colloquy and practicum on issues related to the production of an architectural journal, as well as other theoretical and practical production related to the exchange of

architectural ideas. Exercises will cover both theoretical as well as hands-on aspects of architectural publication.

ARCH 457 Special Project in Photography

Fall or spring. Variable credit (maximum, 3). Prerequisites: written proposal outlining the special project and permission of instructor. Not offered every year. Independent study.

ARCH 458 Special Investigations in Visual Studies

Fall or spring. Variable credit (maximum, 3). Prerequisites: permission of instructor and approved independent study form. Independent study.

ARCH 459 Special Topics in Visual Studies I

Fall or spring. 3 credits. Prerequisite: permission of instructor. Topics to be announced before preregistration.

ARCH 658 Special Investigations in Visual Studies II

Fall or spring. Variable credit (maximum 4). Prerequisites: permission of instructor and approved independent study form. Independent study.

ARCH 659 Special Topics in Visual Studies II

Fall or spring. 3 credits. Prerequisite: permission of instructor. Topic to be announced before preregistration.

Architectural Science and Technology Structures

ARCH 263 Structural Concepts

Fall. 4 credits. Prerequisite: Mathematics 111 or approved equivalent. Fundamental concepts of structural behavior. Statics and strength of materials. Introduction to and analysis of simple structural systems.

ARCH 264 Structural Elements

Spring. 3 credits. Prerequisite: Architecture 263. Concepts and procedures for the design of individual structural components (columns, beams, etc.) in steel, concrete, and timber construction.

ARCH 363 Structural Systems

Fall. 3 credits. Prerequisite: Architecture 264. Concepts and procedures for the design of overall structural framing systems in steel, concrete, and timber construction.

ARCH 463 Special Topics in Structures

Fall or spring. 3 credits. Limited to 30 students. Prerequisites: Architecture 263, 264, and 363 or permission of instructor. Not offered every year. Topic to be announced by preregistration.

ARCH 473 Special Investigations in Structures

Fall or spring. Variable credit (maximum 3). Prerequisite: permission of instructor and approved independent study form. Independent study.

Construction

[ARCH 160 The History of Architectural Technology]

Fall or spring. 3 credits. Not for students in the Department of Architecture. Not offered 1995-96.

Architectural technology is a seemingly illogical blend of scientific knowledge and empirical experience. Whereas it may seem chaotic to the nonprofessional, it is a product of logic in the widely differing areas of design, structure, installation, production and erection, material use, law, economics, and historical development. The evolution of this interdependence is treated using examples of architectural and civic engineering works and processes.]

[ARCH 161 An Introduction to Building Technology]

Fall. 3 credits. Open to out-of-department students only. Not offered 1995-96.

An introduction to building technology, materials, and construction systems for non-architecture majors. Topics will include structure (why buildings stand up); enclosure (mediation of environmental conditions); mechanical systems (how buildings provide comfort, hygiene, and life safety); and interior surfaces (walls, floors, ceilings, acoustical behavior, and fire safety). The relationship between the principles and practices underlying the construction of buildings ("technology") and what buildings look like ("design") will also be explored. Concepts rather than computation will be emphasized.]

ARCH 262 Building Technology, Materials, and Methods

Spring. 3 credits. Properties of materials—their use and application to the design of buildings and building systems. Discussion of various methods of building construction and assembly.

ARCH 465 Special Topics in Construction

Fall or spring. 3 credits. Limited to 30 students. Prerequisites: Architecture 262 or permission of instructor. Not offered every year. Topic to be announced by preregistration.

ARCH 475 Special Investigations in Construction

Fall or spring. Variable credit (maximum 3). Prerequisite: permission of instructor and approved independent study form. Independent study.

Environmental Controls

ARCH 261 Environmental Controls—Site Planning

Fall. 3 credits. The basic principles involved in design in the outdoor environment. A brief historical perspective. A development of inventory including grading and drainage. Foundations, surfacing, and construction.

ARCH 381 Environmental Controls—Lighting and Acoustics

Fall. 3 credits. Basic properties and principles of sound and light. Sound phenomena, noise control, absorption, acoustical design. Light, color, and form. Natural lighting possibilities and constraints. Good and bad examples of artificial lighting.

ARCH 362 Environmental Controls—Mechanical and Passive Solar Systems

Spring. 3 credits. Basic thermal analysis of buildings, human comfort criteria, energy conservation, passive solar design, HVAC distribution systems, overview of mechanical conveying systems and plumbing.

ARCH 464 Special Topics in Environmental Controls

Fall or spring. 3 credits. Limited to 30 students. Prerequisites: Architecture 261, 361, and 362 or permission of instructor. Not offered every year. Topic to be announced by preregistration.

ARCH 474 Special Investigations in Environmental Controls

Fall or spring. Variable credit (maximum 3). Prerequisite: permission of instructor and approved independent study form. Independent study.

Computer Applications

ARCH 372 Imaging and the Electronic Age

Spring. 3 credits. For undergraduate, non-computer-scientists. 2 lectures. 1 recitation. D. Greenberg. Historical technological advances which created major paradigm shifts for communications as well as advances in computer technology will be presented. Technical fundamentals of computer graphics capabilities will be emphasized. The latter half of the course will cover the effect of these scientific advances on many discipline-specific areas including architecture, art and animation, photography and the film industry, medicine, engineering design, the corporate structure, and education itself. The course will be heavily supplemented with pictorial content consisting of slides, movies, and live interactive demonstrations.

ARCH 374 Computer Graphics and Visualization

For description, see Computer Science 417.

ARCH 375 Practicum in Computer Graphics (also Computer Science 418)

Spring. 2 credits. Prerequisite: Computer Science 211. Recommended: Computer Science 314. Corequisite: Architecture 374. Not offered every year.

Two or three programming assignments dealing with sophisticated interactive vector graphics programs on calligraphic displays and solid-image generation on raster graphics displays.

ARCH 378 Computers in Architecture Seminar

Fall or spring. 3 credits. Prerequisites: Computer Science 100 or permission of instructor. Not offered every year. Exploration of the use of computers in a variety of ways encompassing architectural practice and education. Use of the computer is not required for this course.

ARCH 379 Design by Computer

Spring. 3 credits. Prerequisites: Limited to third-year students and above. Not offered every year. Exploration of the formalization of the design process for compatibility with the computer, and the role of computers in design. Lecture with CAD lab.

ARCH 476 Special Topics in Computer Applications

Fall or spring. 3 credits. Limited to 30 students. Prerequisites: Architecture 374 or 379 or permission of instructor. Not offered every year.

Topic to be announced by preregistration.

ARCH 477-478 Special Projects in Computer Graphics

477, fall; 478, spring. Variable credit (maximum, 4). Limited to third-year students and above. Prerequisites: Architecture 374 plus concurrent registration in Computer Science 314 or equivalent, and permission of instructor.

Advanced work in computer graphics input and display techniques, including storage tube, dynamic vector and color raster displays.

Graduate Courses**ARCH 761-762 Architectural Science Laboratory**

761, fall; 762, spring. 6 credits each term. Open to architectural science graduate students only.

Projects, exercises, and research in the architectural sciences.

ARCH 763-764 Thesis or Research in Architectural Science

763, fall; 764, spring. Variable credit (maximum, 12). Limited to architectural science graduate students.

Independent study.

Architectural History

The history of the built domain is an integral part of all aspects of the architecture curriculum, from design and theory to science and technology. Incoming students take Architecture 181-182 in the first year, and three additional courses from the 380-399 series, preferably in the third and fourth years. Seminars are intended for advanced undergraduate and graduate students and do not satisfy undergraduate history requirements. Courses with the same number may only be taken once to satisfy history of architecture or in-college requirements.

Sequence Courses**ARCH 181 History of Architecture I**

Fall. 3 credits. Required of all first-year students in architecture; open to all students in other colleges with an interest in the history of the built domain.

The history of the built environment as social and cultural expression from the earliest to more recent times. Themes, theories, and ideas in architecture and urban design are explored, beginning with the earliest written records.

ARCH 182 History of Architecture II

Spring. 3 credits. Required of all first-year students in architecture. Open to all students in other colleges with an interest in the history of the built domain; may be taken independently of Architecture 181.

The history of the built environment as social and cultural expression from more recent times to the present. Themes, theories, and ideas are addressed in greater detail for architecture and urban design leading to the present.

Directed Electives**ARCH 380 History of Theory**

Fall or spring. 3 credits. Prerequisites: Architecture 181-182 or permission of instructor. Not offered every year.

This course, in which classroom discussion and debate play a central role, explores the history of important theoretical issues involving art and architecture. The readings, which span from the Greeks to today, focus on more than just questions of aesthetics and include theories of ethics, origins, imagination, nature, society, and pedagogy.

ARCH 381 Greek and Roman Architecture and Urbanism

Fall or spring. 3 credits. Prerequisites: Architecture 181-182 or permission of instructor. Not offered every year.

The history of architecture and urban design in ancient Mediterranean civilizations, with emphasis on Greece and Rome. The course considers change and transformation of building types and their elements within the general context of social demands.

ARCH 382 Architecture of the Middle Ages

Fall. 4 credits. Prerequisites: Architecture 181-182 or permission of instructor. Credit for this course may be obtained by taking History of Art 332. Not offered every year.

A survey of medieval architecture from the Early Christian period to the late Gothic (A.D. 300-1500). Emphasis is given to the development of structural systems, form, function, and meaning of important medieval buildings.

ARCH 383 The City

Fall or spring. 3 credits. Prerequisites: Architecture 181-182 or permission of instructor. Not offered every year.

This course looks at the development of urban form and urban consciousness from the bronze age to the industrial revolution. It studies conceptions of the city, competing urban paradigms, images of cities both real and fictive, as well as the religious and cultural practices associated with city design.

ARCH 384 The Italian Renaissance: Architecture, Politics, and Urbanism

Fall or spring. 3 credits. Prerequisites: Architecture 181-182 or permission of instructor. Not offered every year.

This course focuses on the leading architects and theorists of the Renaissance from within the context of the political and cultural developments in Italy from 1300 to the mid-sixteenth century. The course also investigates specific architectural problems faced by designers as well as questions of architectural patronage, practices, and theories.

ARCH 385 Magnificent Utility—Architecture and the Arts of Persuasion

Fall or spring. 3 credits. Prerequisites: Architecture 181-182 or permission of instructor. Not offered every year.

Architects put revolutionary attitudes about form, space, light, and the arts into practice during the course of the seventeenth century. Focusing on the urban centers of Rome and Paris and the cultural landscapes of Spain, England, and Central Europe, this course explores how architecture, urban design, and the arts were employed to promote state and church.

ARCH 387 The Nineteenth Century—Style, Technology, and Individuality in the West

Fall or spring. 3 credits. Prerequisites: Architecture 181-182 or permission of instructor. Not offered every year.

An examination of the nineteenth-century efforts to create appropriate stylistic forms and expressions for emerging building technologies and typologies. The preservation of individual artistic expression against the backdrop of industrialization, urbanization, and professionalization will be emphasized. The course begins with Rationalist theory and its architectural expression and concludes with considerations of Art Nouveau, Modernismo, and Jugendstil.

ARCH 388 Modernism

Fall or spring. 3 credits. Prerequisites: Architecture 181-182 or permission of instructor. Not offered every year.

Precursors and proponents of the modern movement from the late nineteenth century into the 1940s are considered in this course. The cultural intents of the modern are examined in architectural and urban design for individuals, groups, and institutions, from Mies van der Rohe, Le Corbusier, and Frank Lloyd Wright to de Stijl, the Bauhaus, and design education. Attention is paid to the politics of design in the service of the state during the 1930s.

ARCH 389 Architecture, Revolution and Tradition

Fall or spring. 3 credits. Prerequisites: Architecture 181-182 or permission of instructor. Not offered every year.

From early eighteenth to early nineteenth century, European society underwent profound change. Political absolutism—the doctrine of unlimited government control—was challenged; Enlightenment attitudes—commitments to human reason, science and education—gained ascendancy. This course considers architectural and urban design in these times of tumult. It begins with efforts to foment architectural revolution within inherited traditions and ends with attempts to establish design traditions within revolutionary settings.

ARCH 390 American Architecture and Building I

Fall or spring. 3 credits. Prerequisites: Architecture 181-182 or permission of instructor. Not offered every year.

A review of architecture, building, and responses to the landscape from the prehistoric period to the Civil War. Architecture and building as social and collaborative arts will be emphasized and thus the contributions of artisans, clients, and users as well as professional architects and builders will be examined. The architectural expressions of Native Americans, African Americans, women, and others will be treated in addition to those of European colonists and settlers.

ARCH 391 American Architecture and Building II

Fall or spring. 3 credits. Prerequisites: Architecture 181-182 or permission of instructor. Not offered every year.

A continuation of Architecture 390 but may be taken independently. An account of American architecture, building, and responses to the environment from the post-Civil War period to the present day. Particular attention will be paid to the processes of industrialization, professionalization, and urbanization as well

as to the manifestations of gender, class, race, and ethnicity in the built and architectural environments.

ARCH 392 Modern Architecture On Film

Fall or spring. 3 credits. Prerequisites: Architecture 181-182 or permission of instructor. Not offered every year.

An exploration of certain themes deemed critical to modern architecture and urbanism through their representation in both commercial and avant-garde films from the medium's birth until the present day. The focus will vary each semester with particular emphases to include the modern house and housing, the modern city, technology and visions of the future, and finally the image of the architect. Representations of these themes in other forms such as painting, photography, theatre, literature, and advertising will also be examined. Selected readings in modern architecture and film, screenings in class, class discussions, presentations, and papers.

ARCH 393 The Cumulative City

Fall or spring. 3 credits. Prerequisites: Architecture 181-182 or permission of instructor. Not offered every year.

Well established cities were transformed by radical and unimagined change in the nineteenth and twentieth centuries. Politics and economies were recast, populations exploded, and new technologies reshaped transportation, communication, and building. This course explores transformation historically in the cumulative city, focusing on specific cities in America and Europe, Africa, and Asia. The cultural context of each city is examined to understand how it changed and how meanings became associated with evolving urban forms.

ARCH 394 Toward the Millennium

Fall or spring. 3 credits. Prerequisites: Architecture 181-182 or permission of instructor. Not offered every year.

Theory and practice in architecture and urbanism are investigated from the 1950s to the present. From the Americanized International Style to the recent internationalism of design attitudes, the immediate past is explored historically to probe the matrix of meanings associated with contemporary form, urbanism, and technology.

ARCH 395 Contemporary Issues in the Built Environment

Fall or spring. 3 credits. Prerequisites: Architecture 181-182 or permission of instructor. Not offered every year.

A consideration of how certain social, cultural, political, ethical, and economic issues are manifest in the architectural and built environments of the United States. Overarching issues will be examined through case studies such as the question of monuments and monumentality in a contemporary, multicultural society through the Vietnam Memorial in Washington, D.C., Holocaust museums and memorials, and the preservation of the Audubon Ballroom as a memorial to Malcolm X. Historical concerns and examples will be brought to bear on these contemporary manifestations of preservation, monumentality, gender, class, professional responsibility, and ethics and design as a collaborative art. A course for architects, planners, and preservationists but also clients and users of buildings and landscape.

ARCH 396 Special Topics in the History of Architecture and Urbanism

Fall or spring. 3 credits. Prerequisites: Architecture 181-182 or permission of instructor. Not offered every year. Topic to be announced.

ARCH 397 Special Topics in the History of Architecture and Urbanism

Fall or spring. 3 credits. Prerequisites: Architecture 181-182 or permission of instructor. Not offered every year. Topic to be announced.

ARCH 398 Special Topics in the History of Architecture and Urbanism

Fall or spring. 3 credits. Prerequisites: Architecture 181-182 or permission of instructor. Not offered every year. Topic to be announced.

ARCH 399 Special Topics in the History of Architecture and Urbanism

Fall or spring. 3 credits. Prerequisites: Architecture 181-182 or permission of instructor. Not offered every year. Topic to be announced.

Courses in Preservation

ARCH 583 Measured Drawing

For description, see CRP 567.

ARCH 584 Problems in Contemporary Preservation Practice

For description, see CRP 563.

ARCH 585 Perspectives on Preservation

For description, see CRP 562.

ARCH 586 Documentation for Preservation

For description, see CRP 560.

ARCH 587 Building Materials Conservation

For description, see CRP 564.

ARCH 588 Historic Preservation Planning Workshop: Surveys and Analyses

For description, see CRP 561.

Graduate Seminars in the History of Architecture and Urbanism

ARCH 680 Seminar in Historiography

Fall. 4 credits. Prerequisite: permission of instructor.

Historiographic and methodological issues are examined in relation to the history of architecture and urbanism. Taught by different faculty members in successive years, the seminar is required of all first- and second-year graduate students in the History of Architecture and Urbanism program.

ARCH 682 Seminar in Urban History

Fall or spring. 4 credits. Prerequisite: permission of instructor. Not offered every year.

Topic to be announced.

ARCH 683 Seminar in the History of Theory

Fall or spring. 4 credits. Prerequisite: permission of instructor. Not offered every year.

Topic to be announced.

ARCH 684 Seminar in the Italian Renaissance: Architecture, Politics, and Urbanism

Fall or spring. 4 credits. Prerequisite: permission of instructor. Not offered every year.

Topic to be announced.

ARCH 686 Seminar in Seventeenth- and Eighteenth-Century Architecture and Urbanism

Fall or spring. 4 credits. Prerequisite: permission of instructor. Not offered every year.

Topic to be announced.

ARCH 688 Seminar in Twentieth-Century Architecture and Urbanism

Fall or spring. 4 credits. Prerequisite: permission of instructor. Not offered every year.

Topic to be announced.

ARCH 689 Seminar in the History of Cities

Fall or spring. 4 credits. Prerequisite: permission of instructor. Not offered every year.

Topic to be announced.

ARCH 690 Seminar in American Architecture, Building, and Urbanism

Fall or spring. 4 credits. Prerequisite: permission of instructor. Not offered every year.

Topic to be announced.

ARCH 692 Seminar in Nineteenth-Century Architecture, Building, and Urbanism

Fall or spring. 4 credits. Prerequisite: permission of instructor. Not offered every year.

Topic to be announced.

ARCH 696 Seminar in Special Topics in the History of Architecture and Urbanism

Fall or spring. 4 credits. Prerequisites: permission of instructor. Not offered every year.

Topic to be announced.

ARCH 697 Seminar in Special Topics in the History of Architecture and Urbanism

Fall or spring. 4 credits. Prerequisite: permission of instructor. Not offered every year.

Topic to be announced.

ARCH 698 Seminar in Special Topics in the History of Architecture and Urbanism

Fall or spring. 4 credits. Prerequisite: permission of instructor. Not offered every year.

Topic to be announced.

ARCH 699 Seminar in Special Topics in the History of Architecture and Urbanism

Fall or spring. 4 credits. Prerequisite: permission of instructor. Not offered every year.

Topic to be announced.

Independent Study, Thesis, Dissertation

ARCH 299 Undergraduate Independent Study in the History of Architecture and Urbanism

Fall or spring. Variable credit (maximum, 3). Prerequisite: permission of instructor. May not be taken by students in design to satisfy undergraduate history requirements.

Independent study for undergraduate students.

ARCH 499 Undergraduate Thesis in the History of Architecture and Urbanism

Fall or spring. 4 credits. For B.S. honors candidates in history only.

ARCH 799 Graduate Independent Study in the History of Architecture and Urbanism

Fall or spring. Variable credit. Prerequisite: permission of instructor. Independent study for graduate students.

ARCH 899 M.A. Essay in the History of Architecture and Urbanism

Fall or spring. 4 credits. Independent preparation of the M.A. essay, often developed from topics investigated in Arch 680.

ARCH 999 Ph.D. Dissertation in the History of Architecture and Urbanism

Fall or spring. Variable credit. Independent study for the doctoral degree.

ART

J. N. Locey, chair; R. Bertoia, Z. Blum, S. Bowman, N. D. Daly, V. G. Kord, E. Meyer, G. Page, B. Perlus, S. Poleskie, J. L. Squier, W. S. Taft, K. WalkingStick, G. S. White, and visiting critics.

Undergraduate Program

The undergraduate curriculum in art, leading to the degree of Bachelor of Fine Arts, provides an opportunity for the student to combine a general liberal education with the studio concentration required for a professional degree. During the first three semesters all students follow a common course of study designed to provide a broad introduction to the arts and a basis for the intensive studio experience in the last three years. Beginning with the third year, students concentrate in painting, sculpture, photography, or printmaking.

Studio courses occupy approximately one-half of the student's time during the four years at Cornell; the remainder is devoted to a diversified program of academic subjects with a generous provision for electives.

The curriculum in art is a program of study within the College of Architecture, Art, and Planning. The intimate relationships between the fine arts and training in architecture and city planning is a source of special strength in the Cornell program and affords unusual benefits to the students in these three disciplines.

The undergraduate curriculum in art is an excellent background for a career in applied art although no specific technical courses are offered in such areas as interior design, fashion, or commercial art.

All members of the faculty in the Department of Art are active, practicing artists, whose work represents a broad range of expression.

A candidate for the B.F.A. degree who also wants to earn a Bachelor of Arts degree from the College of Arts and Sciences can arrange to do so. This decision should be made early in the candidate's career in the second or in some cases, the third year. Interested students should consult with their academic adviser. Each student is assigned an adviser in the

College of Arts and Sciences to provide needed guidance. Those students who are interested primarily in the history rather than in the practice of art should apply for admission to the College of Arts and Sciences with the objective of pursuing a major in the Department of History of Art in that college. Department of Art studio courses may then be taken as electives.

Bachelor of Fine Arts Degree Requirements

Credits and Distribution

130 credits are required for the BFA degree. A minimum of 67 are taken in the Department of Art and an additional 6 credits of Survey of World Art. A minimum of 49 are taken outside the department.

Curriculum

Students are expected to take an average course load of 16 credits per semester during their four years. They must complete an introductory course in each of the areas of painting, sculpture, printmaking, and photography and four in drawing by the end of the second year. If the printmaking introductory sequence is chosen, the student must take two introductory courses from among the three areas of printmaking. All studio courses may be repeated only for elective credit. No student may take less than one studio course in a semester unless there are exceptional circumstances expressed in the form of a petition. The department discourages accelerated graduation. However, a student may petition for consideration of early graduation by submission of a petition to the faculty before course enrollment in the spring semester of the student's junior year. **Any request to deviate from the standard curriculum must be petitioned prior to the act.**

Concentration

Students must plan their programs to complete 27 credits in one of the studio areas of painting, sculpture, or photography. In the area of printmaking, students must complete 26 credits. All B.F.A. students must complete a senior thesis in one area of concentration and are required to participate in the Senior Exhibition.

Concentration Requirements (27 credits total, 26 in printmaking)

The required courses for each concentration are as follows:

Painting: ART 121, 221, 321, 322, 421, 422 (Thesis)

Sculpture: ART 141, 241, 341, 342, 441, 442 (Thesis)

Printmaking: ART 131/132/133 (2 of 3); 231/232/233 (1 of 3); 331, 431, 432 (Thesis)

Photography: ART 161, 261, 263, 461, 462 and one of the following: ART 264, 265, 361 and ART 372

Dual Concentration

If a student is interested in studying in more than one area, he or she may choose to do a dual concentration. The dual concentration requires a first area, in which the thesis is conducted, and a non-thesis second area. Pre-thesis must be taken in the first area of concentration. In the first area of concentration, students must take 23 credits in one of

the areas of painting, photography, or sculpture, or 22 credits in printmaking. In the second area, students must take 15 credits in drawing, painting, photography, or sculpture or 14 credits in printmaking.

The required courses for the dual concentration are:

<i>First Area of Concentration</i>	<i>Total Credits</i>
Painting: ART 121, 221, 321, 421, 422	23
Sculpture: ART 141, 241, 341, 441, 442	23
Printmaking: ART 131/132/133 (2 of 3), 231/232/233 (1 of 3), 431, 432	22
Photography: ART 161, 261, 263/264/361/476 (1 of 4), 461, 462	23
<i>Second Area of Concentration</i>	<i>Total Credits</i>
Drawing: ART 151, 152, 251, 252, repeat 251	15
Painting: ART 121, 221, 321, 322	15
Sculpture: ART 141, 241, 341, 342	15
Printmaking: ART 131/132/133 (2 of 3), 231/232/233 (1 of 3), 331, 332	14
Photography: ART 161, 261, 263/264/265/361/476 (2 of 5)	15

Note: The total number of out-of-college elective credits required will be adjusted to allow for the additional credits required of the dual concentration.

Multimedia Concentration

The multimedia program enables students to fulfill concentration requirements by combining several studio disciplines, including out-of-department studio courses such as those offered in the departments of music, theatre, and dance, etc. In order to engage in the multimedia concentration, students must have a 3.0 grade average and must apply by petition. The number of students accepted will be limited.

The required courses for the concentration in **Multimedia** (33 credits) are:

100 and 200 level studios ART 1__, 2__	7
200 and 300 level studios ART 2__, 2__, 3__, 3__ (2 of 4)	8
Pre-Thesis and Thesis ART 481, 482	12
Out-of-college studio electives (minimum of 2)	6
OCE Studio, OCE Studio	
Total	33 credits

Note: The total number of in/out-of-college elective credits required will be adjusted to allow for the additional credits required of the multimedia concentration.

Out-of-College Requirements

A minimum of 49 electives credits must be taken outside of the college. In the first year, students must take two freshman writing seminars. Students are required to take courses from among three groups, which include: Physical and Biological Sciences (minimum of two courses, of at least 3 credits each); Social Sciences and History (minimum of three courses, of at least 3 credits each); and, Humanities and Expressive Arts (minimum of two courses, of at least 3 credits

each). All BFA students are required to take 12 credits in the History of Art. One course must be taken in each of the following areas:

Modern: 260, 265, 270, 361, 362, 364, 366, 367, 370, 376.

Non-Western: 280, 380, 381, 383, 384, 385, 386, 389, 396.

Elective: Any art history elective at the 300 level or above or any architectural history elective.

The university requirement of two terms in physical education must be met.

A candidate for the B.F.A. degree at Cornell is required to spend the last two terms of candidacy in residence at the university, subject to the conditions of the Cornell faculty legislation of November 14, 1962. No student may study in absentia for more than two terms.

Students who transfer into the undergraduate degree program in art must complete a minimum of four terms in residence at Cornell and a minimum of 60 credits at the university, of which 30 credits must be taken in the Department of Art, including four terms of studio work.

Rome Program

Students in good standing who have completed the requirements of the first two years of the curriculum are eligible for participation in the Rome Program. Students are admitted to the program by application and review of their record. Students in the department wishing to attend the Rome Program must register for a full semester of credits. The department recommends that students attend the program during the first or second semester of their junior year. Under special circumstances, seniors may also attend the Rome Program. Students wishing to spend two consecutive semesters in Rome are encouraged to do so. In both cases students must petition for special consideration. This petition must include the proposed course schedule for both semesters and must show signatures of approval by the adviser in the student's area of concentration, the department chair, and by the Rome Program Adviser.

Rome Curriculum

Art 400	Rome Studio	4
	Fulfills 4 credits of concentration	
Art 317	History of Art	4
Art 372*	Modern Art in Italy	3
Itala 111/112	Italian Language	4
Arch 317	Contemporary Italian Film	1

16 Total

Students may not take more than 16 credits a semester in the Rome Program. Students may study in Rome for one or two academic semesters.

*Fulfills Art 311, Issues in Contemporary Art.

For those students matriculating in fall of 1995:

Students are required to take ART 100, Basic Studio in Art; ART 111, Introductory Art Seminar; ART 171, Electronic Imaging in Art; ART 112, History of World Art; and a Freshman Writing Seminar during the fall semester of the freshman year. ART 113, History of World Art, and an additional Freshman Writing Seminar must be taken during the spring semester of the freshman year. ART 311, Issues in Contemporary Art, must be taken sometime during the junior or senior year.

First Year

<i>Fall Term (Required Curriculum)</i>	<i>Credits</i>
100 Basic Studio in Art	4
111 Introductory Art Seminar	1
151 Drawing I	3
171 Electronic Imaging in Art	3
112 History of World Art	3
Freshman Writing Seminar	3
	<hr/> 17

Spring Term (Required Curriculum)

121 Introductory Painting	3
141 Introductory Sculpture	3
152 Drawing II	3
113 History of World Art	3
Freshman Writing Seminar	3
	<hr/> 15

Second Year

<i>Fall Term (Required Curriculum)</i>	<i>Credits</i>
One of the following:	3
131 Introductory Etching	
132 Introductory Graphics	
133 Introductory Lithography	
161 Introductory Photography	3
251 Drawing III	3
Out-College Elective (OCE)/Art History	4
OCE	3
	<hr/> 16

Spring Term

200 Level Studio	3
200 Level Studio	4
252 Drawing IV	3
OCE/Art History	4
OCE	3
	<hr/> 17

Third Year

<i>Fall Term</i>	
200 Level Studio	4
Art Studio concentration	4
311 Issues in Contemporary Art	3
OCE	3
In/OCE	3
	<hr/> 17

Spring Term (Rome)

Art Studio concentration	4
OCE/Art History	4
In/OCE's	9
	<hr/> 17

Fourth Year

Fall Term

Pre-Thesis	6
In/OCE's	10
	<hr/> 16

Spring Term

Thesis	6
In/OCE's	9
	<hr/> 15

For those students who matriculated fall 1994:

Students are required to take ART 111, Introductory Art Seminar, and a Freshman Writing Seminar, during the fall semester of the freshman year. ART 110, Color, Form, and Space, must be taken during the spring semester of the freshman year. ART 311, Issues in Contemporary Art, must be taken sometime during the junior or senior year.

First Year

<i>Fall Term</i>	<i>Credits</i>
111 Introductory Art Seminar	1
121 Introductory Painting	3
141 Introductory Sculpture	3
151 Drawing I	3
Out-of-College Elective (OCE)/Art History	3
OCE/Freshman Writing Seminar	3
	<hr/> 16

Spring Term

110 Color, Form, and Space	3
One of the following:	3
131 Introductory Etching	
132 Introductory Graphics	
133 Introductory Lithography	
152 Drawing II	3
161 Introductory Photography	3
OCE	3-4
	<hr/> 15-16

Second Year

Fall Term

200 Level Studio	7-8
OCE/Art History	3
251 Drawing III	3
Elective(s)	3
	<hr/> 16-17

Spring Term

200 Level Studio	3-4
Art Studio concentration	4
OCE/Art History	3
252 Drawing IV	3
In/OCE	3
	<hr/> 16-17

Third Year

Fall Term

Art Studio concentration	4
311 Issues in Contemporary Art	3
OCE/Art History	3-4
In/OCE's	6
	16-17

Spring Term

Art Studio concentration	4
OCE/Art or Architectural History	3-4
In/OCE's	9
	16-17

Fourth Year

Fall Term

Pre-Thesis	6
In/OCE's	11
	17

Spring Term

Thesis	6
In/OCE's	10-11
	16-17

Students who matriculated before fall 1994, should refer to the Courses of Study and College Handbook for their entering year.

Graduate Program

The Master of Fine Arts program requires four terms of residence and sixty credits; it is intended for those who want to further their education as artists. Candidates must complete eighteen credits of course work in the history of art, either as a graduate or undergraduate student and must earn at least 12 credits for academic work outside the Department of Art.

Every M.F.A. candidate must (1) prepare a written thesis, (2) offer a thesis exhibition of studio work completed during residency, and (3) give an oral defense of the written thesis and exhibition. The written thesis may deal with the major concerns of the student's own work or with the aesthetic or historical issue in art. The oral defense of the written thesis is presented at the time of the thesis exhibition.

The art programs are housed in buildings that are open twenty-four hours a day (for students enrolled in our courses) and are near the Fine Arts Library (about 150,000 volumes) and the university's Herbert F. Johnson Museum of Art.

Graduate students in the painting program work in private studios housed in Olive Tjaden Hall.

The sculpture program has its own building, a 45-by-180 foot converted foundry with 14-foot ceilings and a bronze casting facility. Separate studios, complete gas- and arc-welding facilities, heavy-duty grinders, a drill press, a band saw, and a variety of portable power tools are provided.

In the printmaking program, students study in the various techniques, including relief, intaglio, lithography, serigraphy, and various photographic processes. Experiment and tradition, theory, history, and practice are part

of the program. Printmaking program facilities are in Olive Tjaden Hall and include etching presses, lithographic presses, and proof presses.

The photography program involves the study of various photographic processes such as black and white, color, nonsilver, and large-format, with emphasis on both aesthetics and technique. Photography facilities are located in Sibley Hall.

Course Information

Most courses in the Department of Art are open to students in any college of the university who have fulfilled the prerequisites or have permission of the instructor.

Fees are charged for all studio courses. See the specific course description for course fees.

To take advantage of the special opportunities afforded by summer study, the department has developed several summer-only courses.

Courses in Theory and Criticism

[ART 110 Color, Form, and Space

Spring. 3 credits. Fall enrollment limited to B.F.A. candidates. Not offered 1995-96. A study of traditional and contemporary ways of drawing and painting. An analysis of color theory and pictorial space.]

ART 111 Introductory Art Seminar

Fall. 1 credit. S-U only. Limited to B.F.A. students.

Students meet each week with a different member of the faculty. The varying artistic interests of the faculty are presented and discussed.

ART 112 History of World Art

Fall and spring. 3 credits. This two-semester course will survey world art from the Paleolithic era to the present. While primary emphasis will be placed upon the art and architecture of the western tradition, lectures on the visual arts outside that tradition will also be presented. The course will emphasize major monuments, important trends and developments, and critical approaches to the art of the past and present. The history of artistic styles will be studied in relation to cultural factors shaping the work of art such as patronage, politics, religion, and economics. The original settings and functions of works of art and buildings will be emphasized as will the possibilities and limitations of materials and techniques.

ART 113 History of World Art

Fall and spring. 3 credits. Continuation of Art 112.

ART 311 Issues in Contemporary Art

Fall. 3 credits. A seminar course in issues of contemporary art, including lectures by visiting artists.

ART 317 Art in Rome: Early Christian to the Baroque Age

Fall. 4 credits. General survey of the early Christian period to the fantastic vision of Piranesi in the eighteenth century. Special emphasis will be placed on the developments of the Renaissance and Baroque periods. Weekly lecture and field trips.

ART 318 Art in Rome: Renaissance in Rome and Florence

Spring. 4 credits. A direct knowledge of art in its historical context is the aim of this course. Open both to students interested in history and to those concentrating on the visual impact of art. Included are lectures and field trips.

ART 372 Special Topics in Art Studio/Rome: Modern Art in Italy

Fall or spring. 3 credits. This course is designed to introduce the art/art history student to contemporary developments in Italian art and to major issues concerning the art world. Significant movements of the twentieth century, including Futurism, Metaphysical painting, and Magic Realism will be discussed emphasizing post-war painting and sculpture. Visits with artists in studios, galleries and museums will introduce students to the exchange between artists, dealers and critics. Fulfills Art 311, Issues in Contemporary Art, requirements for Fine Arts majors.

ART 610 Seminar in Art Criticism

Fall or spring. 2 credits; may be repeated for credit. Four terms required for M.F.A. candidates. Historical and modern critical opinions and their relation to problems in the theory of art are studied.

Studio Courses in Painting

Fees for painting courses:

121, 221, 321, 322, 323, 421, 422: \$40

ART 121 Introductory Painting

Fall, spring, or summer. 3 credits. An introduction to the problems of artistic expression through the study of pictorial composition; proportion, space, shapes, and color as applied to abstract and representational design.

ART 123 Landscape Painting

Summer. 3 credits. Class meets outdoors at selected sites in the Ithaca area. A different motif is explored each week. Pen, pencil, and water- or oil-based colors (optional) are the materials employed. Analysis and discussion of the landscape work of Corot, Cézanne, van Gogh, Seurat, and others are included.

ART 124 Painting and Drawing

Summer. Variable credit (maximum 5). A special summer abroad course with emphasis on artistic expression and techniques, for students at all levels of skill. Included will be a mixture of painting and drawing assignments, self-initiated projects, and drawing sessions with a live model.

ART 221 Painting II

Fall or spring. 4 credits. Prerequisite: Art 121 or permission of instructor. A continuation of Art 121.

ART 321 Painting III

Fall. 4 credits. Prerequisite: Art 221 or permission of instructor. Continued study of the principles of painting and the selection and expressive use of materials and media. Group discussions and individual criticism.

ART 322 Painting IV

Spring. 4 credits. Prerequisite: Art 321 or permission of instructor.
Continued study of the principles of painting and the selection and expressive use of materials and media. Group discussions and individual criticism.

ART 323 Painting V

Fall, spring, or summer. 4 credits.
Prerequisite: Art 322 or permission of instructor.
Continued study of the principles of painting and the selection and expressive use of materials and media. Group discussions and individual criticisms.

ART 421 Pre-Thesis in Painting

Fall. 6 credits. Prerequisite: Art 322 or permission of instructor.
Further study of the art of painting through both assigned and independent projects executed in various media. Instruction through group discussions and individual criticism.

ART 422 Thesis in Painting

Fall or spring. 6 credits. Prerequisite: Art 321 or 322 or permission of instructor.
Advanced painting project to demonstrate creative ability and technical proficiency.

ART 721-722, 821-822 Graduate Painting

721 and 821, fall; 722 and 822, spring.
Credit as assigned. May be repeated for credit. Limited to M.F.A. students in painting.
Students are responsible, under faculty direction, for planning their own projects and selecting the media in which they are to work. All members of the faculty are available for individual consultation.

Studio Courses in Printmaking

Fees for printmaking courses:

Intaglio: 131, 231, 331.1, 332.1, 431.1, 432.1:	\$65
Lithography: 133, 233, 331.2, 332.2, 431.2, 432.2:	\$85
Screenprinting: 132, 232, 331.3, 332.3, 431.3, 432.3:	\$45

ART 131 Introductory Intaglio

Fall, spring, or summer. 3 credits.
A basic introduction to etching techniques, with emphasis on engraving, lift ground, relief printing, monotypes, and experimental techniques.

ART 132 Introductory Graphics

Fall, spring, or summer. 3 credits.
An introduction to the two-dimensional thought process and the language of vision. Students will explore design projects and the use of graphic materials, including collage, pochoir, and screen printing.

ART 133 Introductory Lithography

Fall, spring, or summer. 3 credits.
The theory and practice of lithographic printing, using limestone block and aluminum plate. Basic lithographic techniques of crayon, wash, and transfer drawing are studied.

ART 231 Intaglio Printing II

Fall or spring. 4 credits. Prerequisite: Art 131 or permission of instructor.
Continuation of the study and practice of methods of intaglio printing, with emphasis on techniques and color.

ART 232 Advanced Screen Printing (Book Arts)

Spring. 4 credits. Prerequisite: Art 132 and Art 161 or permission of instructor.
Students will expand their knowledge of screen printing to include photo stencil and printing on diverse materials such as cloth and plastic with the goal of producing a book or a portfolio of prints by the end of the semester.

ART 233 Lithography II

Fall or spring. 4 credits. Prerequisite: Art 133 or permission of instructor.
Continuation of the study and practice of lithographic printing, with emphasis on color.

ART 331 Printmaking III

Fall or spring. 4 credits. Prerequisite: Art 231, 232, or 233 or permission of instructor.
Study of the art of graphics through both assigned and independent projects. Work may concentrate in any one of the graphic media or in a combination of media.

ART 332 Printmaking IV

Fall. 4 credits. Prerequisite: Art 331 or permission of instructor.
Continuation and expansion of Art 331.

ART 431 Pre-Thesis in Printmaking

Spring. 6 credits. Prerequisites: Art 332 or permission of instructor.
Further study of the art of graphics through both assigned and independent projects executed in various media. Instruction through group discussions and individual criticism.

ART 432 Thesis in Printmaking

Fall or spring. 6 credits. Prerequisite: Art 331 or 332 or permission of instructor.
Advanced printmaking project to demonstrate creative ability and technical proficiency.

ART 731-732, 831-832 Graduate Printmaking

731 and 831, fall; 732 and 832, spring.
Credit as assigned; may be repeated for credit. Limited to M.F.A. candidates in graphic arts. Prerequisite: permission of instructor.
Students are responsible, under faculty direction, for planning their own projects and selecting the media in which they will work. Members of the faculty are available for consultation; discussion sessions of work in progress are held.

Studio Courses in Sculpture

Fees for sculpture courses:

141.1	\$50
241, 341, 342, 343, 441, 442	\$75

ART 141.1 Introductory Sculpture

Fall, spring, or summer. 3 credits.
A series of studio problems introduce the student to the basic considerations of artistic expression through three-dimensional design, i.e., modeling in Plasteline, building directly in plaster, casting in plaster, and constructing in wood and metal.

ART 141.2 Introductory Sculpture: Figurative Sculpture

Summer. 3 credits.
This course will introduce students to the figure by working directly from observation. Students will learn the basics of modeling in clay, making plaster molds, and casting in plaster. Daily hands-on demonstrations and

slide lectures will provide a historical overview. Open enrollment.

ART 141.3 Introductory Sculpture: Metal Fabrication and Bronze Casting

Summer. 3 credits.
This course will introduce students to materials, techniques, and processes associated with metal fabrication and bronze casting. Through a series of assignments, students will explore the unique character of metals.

ART 241 Sculpture II

Fall or spring. 4 credits. Prerequisites: Art 141 or permission of instructor.
Various materials, including clay, plaster, wood, stone, and metal, are used for exercises involving figurative modeling, abstract carving, and other aspects of three-dimensional form and design. Beginning in the second year, students are encouraged to explore the bronze casting process. The sculpture program, which is housed in its own building, contains a fully equipped bronze casting foundry.

ART 341 Sculpture III

Fall. 4 credits. Prerequisite: Art 241 or permission of instructor.
Continued study of the principles of sculpture and the selection and expressive use of materials and media. Group discussions and individual criticism.

ART 342 Sculpture IV

Spring. 4 credits. Prerequisite: Art 241 or permission of instructor.
Continuation and expansion of Art 341.

ART 343 Sculpture V

Fall, spring, or summer. 4 credits.
Prerequisite: Art 342 or permission of instructor.
Continued study of the principles of sculpture and the selection and expressive use of materials and media. Group discussions and individual criticism.

ART 441 Pre-Thesis in Sculpture

Fall. 6 credits. Prerequisite: Art 341, 342 or permission of instructor.
Further study of the art of sculpture through both assigned and independent projects executed in various media. Instruction through group discussions and individual criticism.

ART 442 Thesis in Sculpture

Fall or spring. 6 credits. Prerequisite: Art 341 or 342 or permission of instructor.
Advanced sculpture project to demonstrate creative ability and technical proficiency.

ART 741-742, 841-842 Graduate Sculpture

741 and 841, fall; 742 and 842, spring.
Credit as assigned. May be repeated for credit. Limited to M.F.A. students in sculpture.
Students are responsible, under faculty direction, for planning their own projects and selecting the media in which they are to work. All members of the faculty are available for individual consultation. Weekly discussion sessions of works in progress are held.

Studio Courses in Photography

Darkroom fees for photography courses:

Fee for B & W courses:	\$70.00
Fee for color courses:	\$150.00

Fee for an additional B & W course taken the same term: \$25.00
 Fee for an additional color course taken the same term: \$105.00
 Out-of-college students—\$10 per term course fee.

ART 161 Photography I (also Architecture 251)

Fall, spring, or summer. 3 credits.
 A basic lecture-studio course in black and white photography for beginners. Emphasis is on basic camera skills, darkroom techniques, and understanding of photography imagery.

[ART 166 Introduction to Photography for Non-Majors]
 Not offered 1995-96.]

ART 167 Photography

Summer. Variable credit (maximum 5).
 A special summer-abroad course with emphasis on both the techniques and aesthetics of black-and-white photography, for students at all levels of skill. Initial photographic assignments will be followed by other projects of the student's own choosing.

ART 168 Black-and-White Photography

Summer. 3 credits.
 Intended for students at all levels, from introductory to advanced. Emphasis on camera skills, darkroom techniques, and the content of black-and-white photographic imagery.

ART 169 Color Photography

Summer. 3 credits.
 Intended for students at all levels, from introductory to advanced. Emphasis on camera skills, darkroom techniques, and the content of color photographic imagery.

ART 261 Photography II (also Architecture 351)

Fall, spring, or summer. 4 credits.
 Prerequisites: Art 161 or Architecture 251, or permission of instructor.
 A continuation of Photography I concentrating on black and white photographic processes, history and theory of creative practice, and individual projects.

ART 263 Color Photography

Fall, spring, or summer. 4 credits.
 Prerequisite: Art 161 or permission of instructor.
 A studio course in color photography with emphasis on camera skills, darkroom techniques, and the content of color photography.

ART 264 Photo Processes

Fall or spring. 4 credits. Prerequisite: Art 161 or permission of instructor.
 A studio course in alternate and nonsilver photographic processes. Emphasis is on camera skill, basic techniques and processes, image content, and creative use of photo processes.

[ART 265 Studio Photography

Fall or spring. 4 credits. Prerequisite: Art 161 or permission of instructor. Not offered 1995-96.
 A course in the use of medium- and large-format cameras that explores technique, lighting, and the use of larger-format cameras for personal expression both in the studio and outdoors.]

[ART 361 Photography III

Fall, spring, or summer. 4 credits.
 Prerequisite: Art 161, 261, or permission of instructor. Not offered 1995-96.
 Continued study of creative use of photography, with emphasis on specialized individual projects.]

[ART 362 Photography IV

Fall, spring, or summer. 4 credits.
 Prerequisite: Art 161, 261 or permission of instructor. Not offered 1995-96.
 Continued study of creative use of photography, with emphasis on specialized individual projects.]

ART 461 Pre-Thesis in Photography

Fall. 6 credits. Prerequisite: Art 361 or permission of instructor.
 A studio course intended for photography majors and other qualified students.

ART 462 Thesis in Photography

Fall or spring. 6 credits. Prerequisite: Art 461 or permission of instructor.
 A studio course intended for photography majors and other qualified students. Advanced photography project to demonstrate creative ability and technical proficiency.

ART 751-752, 851-852 Graduate Photography

751 and 851, fall; 752 and 852, spring.
 Credit as assigned. May be repeated for credit. Limited to M.F.A. students in photography. Prerequisite: permission of instructor.

Students are responsible, under faculty direction, for planning their own projects and selecting the media in which they will work. Members of the faculty are available for consultation. Discussion sessions of work in progress are held.

Studio Courses in Drawing

Fees for drawing courses:
 151, 152, 251, 252: \$25

ART 151 Drawing I

Fall, spring, or summer. 3 credits.
 A course that is general in nature and introduces students to principles and techniques of representation. Emphasis will be on creating the illusion of space and form through line, the rendering of light and shade, and studies in perspective. In addition, the student will have the opportunity to explore various media such as charcoal, chalk, pencil, pen, ink and wash, etc.

ART 152 (251) Drawing II

Fall or spring. 3 credits. Prerequisite: Art 151.
 A general course in drawing that will emphasize figure study and life drawing. This course will build on the foundation of Art 151 concentrating on the analytical study of the figure. Students will explore a variety of materials, traditional and contemporary.

ART 158 Conceptual Drawing

Summer. 3 credits.
 Emphasis on drawing from the imagination. The generation of ideas and their development in sketches is stressed. The intent is not to produce finished art but rather to experience a series of problems that require image and design concepts different from those of the artist working directly from nature.

ART 159 Life and Still-Life Drawing

Summer. 3 credits.
 The human figure and still life are studied both as isolated phenomena and in relation to their environment. Focuses on helping the student observe and discover.

ART 251 (351) Drawing III

Fall or spring. 3 credits. Prerequisites: Art 152.
 An intermediate drawing course in which students will study composition, the articulation of form, and the illusion of space in a variety of materials. Expressive content, conceptualization, and the exploration of materials will be stressed.

ART 252 Drawing IV

Fall or spring. 3 credits. Prerequisites: Art 251.
 Advanced drawing with an emphasis on life drawing and figure composition. Individual expression will be encouraged along with creative investigation of materials and processes.

[ART 352 Anatomy for Artists

Spring. 3 credits. Prerequisites: Art 151, 159, and 251 or permission of instructor. Not offered 1995-96.
 Develops basic understanding of the structure of the human figure as it is relevant to artists through an in-depth study of the skeleton and muscle-tendon system. Focuses on improving understanding and skill in design and observation, as well as gaining an understanding of how the materials may be relevant to making art through the study of works by the masters.]

Graduate Thesis

ART 712 Graduate Thesis

Spring. Credit as assigned.
 For graduate students in their last term in the painting, sculpture, printmaking, and photography.

Special Studio Courses

Course fees:
 100 \$25
 171, 172 \$100

ART 100 Basic Studio in Art

Fall. 4 credits.
 An introductory course designed to teach basic art concepts and theory, to introduce all art media, and provide a basis for the study and practice of the visual arts.

ART 171 Electronic Imaging in Art (formerly Computer Art I)

Fall, spring, or summer. 4 credits.
 An introductory studio course that emphasizes the use of the computer as a tool for making art. Introduction to Apple Macintosh microcomputers and image scanning, and an exploration of various 2-D graphic image manipulation programs such as Adobe Photoshop. Additionally, an introduction to programs for 3-D modeling and rendering, and 3-D animation and editing.

[ART 172 Computer Art II

Fall, spring, or summer. Prerequisite: Art 171 or permission of instructor. Not offered 1995-96.
 A studio course in the use of the computer as a tool for making art. An introduction to graphics programs in the creation of multimedia projects on Apple Macintosh systems.

Emphasis is on combining graphics, scanned 2-D imagery, with 3-D animation and sound, with output to video.]

ART 372 Special Topics in Art Studio

Fall, spring, or summer. Variable credit. An exploration of a particular theme or project.

ART 372.1 Special Topics: Art and the Multicultural Experience

Fall. 3 credits. This course is intended to introduce students to a variety of ways of seeing, understanding, and appreciating art. A general survey and exploration of selected art works from ancient to contemporary and produced in Europe, the United States, Africa, and other non-western cultures will be made to provide a context for appreciating the aesthetic contributions of diverse ethnic cultures. The course will emphasize understanding the visual concepts, processes, techniques, and styles used by different cultures.

ART 372.4 Special Topics: Digital Photography

Fall. 4 credits. An advanced studio course in digital photography. Emphasis on individual projects exploring developing technologies in photography.

ART 379 Independent Studio

Summer. Credit by arrangement. Students who have the interest and ability to progress beyond the problems of their particular course may register for additional credits. Students plan courses of study or projects that must meet the approval of the instructors they have selected to guide their progress and criticize the results. A course fee may be charged.

ART 400 Rome Studio

Fall or spring. 4 credits. Prerequisite: permission of instructor. Fee: \$25. The content for the Rome studio will be determined by the instructor. Emphasis will be divided between work accomplished in the studio and work executed outdoors in the environs of Rome. Media will consist primarily of painting, drawing, sculpture, and photography, or those assigned by the instructor.

ART 471-476 Independent Studio

Fall, spring, or summer. Variable credit (maximum, 4). Students may register for two studios in a semester. May be repeated for credit. Prerequisite: written permission of instructor.

ART 471 Independent Studio—Electronic Imaging in Art

ART 472 Independent Studio—Painting

ART 473 Independent Studio—Graphics, Lithography, Intaglio

ART 474 Independent Studio—Sculpture

ART 475 Independent Studio—Drawing

ART 476 Independent Studio—Photography

ART 481 Pre-Thesis in Multi Media

Fall or spring. 6 credits. Prerequisite: permission of instructor. Students are responsible, under faculty direction, for planning their own projects and selecting the media in which they will work. The projects should reflect experiences gained

by exploring and combining various media including those taken in studio courses outside the department.

ART 482 Thesis in Multi Media

Fall or spring. 6 credits. Prerequisite: 481 or permission of instructor. Students are responsible, under faculty direction, for planning their own projects and selecting the media in which they will work. The projects should reflect experiences gained by exploring and combining various media including those taken in studio courses outside the department.

CITY AND REGIONAL PLANNING

P. Olpadwala, chair; S. Baugher, L. Beneria, R. S. Booth, T. Cameron, S. Christopherson, P. Clavel, S. Czamanski (emeritus), M. Drennan, J. F. Forester, director, URS; W. W. Goldsmith, W. Isard, B. G. Jones, B. Kelly (emeritus), D. Lewis, K. C. Parsons, J. W. Reps (emeritus), S. Saltzman, S. W. Stein (emeritus), M. A. Tomlan, R. T. Trancik, T. Victorisz (visiting)

The department offers several programs of study at both the undergraduate and graduate levels.

The Undergraduate Program in Urban and Regional Studies

The Program in Urban and Regional Studies (URS) is a four-year academic program aimed at assessing the problems of human communities and regions. Students graduating from the program receive a Bachelor of Science degree. The program is intended to provide both an excellent liberal arts education and a strong concentration of studies respecting urban and regional issues. The urban and regional studies courses in the program are designed to provide students a broad understanding of relevant issues, ability to assess those issues, and technical analysis skills. The URS Program is truly interdisciplinary, requiring students to confront urban and regional problems from a variety of perspectives and through the analytic tools of different disciplines.

Basic Degree Requirements

Requirements for Graduation: URS requirements include (1) eight semesters of residence, (2) 120 credits, (3) two freshman seminars, (4) qualification in one foreign language, (5) four groups of distribution requirements, (6) required courses for major, (7) area requirements for major, (8) free electives, (9) a minimum of 34 courses. The university requires students to complete two semesters of physical education.

- 1) General education
 - a. Freshman writing seminars: 2 courses
 - b. Foreign language: 3 courses or qualification in one foreign language
 - c. Distribution Requirements: 9 courses

Students must take a total of nine courses for the distribution requirement: four courses (of three or more credits each) from Groups 1 and 2, at least two of which are from Group 1, and at least one of which is from Group 2; five courses from Groups 3 and 4, with at least two in each group and two in the same department. No single course may satisfy

more than one distribution requirement. URS students must utilize the College of Arts and Sciences designation of specific courses that may be taken to meet the requirements for groups 1-4.

- Group 1: Physical and biological sciences (2-3 courses required)
- Group 2: Quantitative and formal reasoning (1-2 courses required)
- Group 3: Social sciences and history (2-3 courses required)
- Group 4: Humanities and the arts (2-3 courses required)

Advanced Placement Credit

Students may apply up to two courses of approved advanced placement credit in calculus, computer science, and science toward satisfaction of the distribution requirement in Groups 1 and 2 above, provided that they complete at least one science course during their undergraduate career. They may apply no advanced placement credit toward satisfaction of the distribution requirement in Groups 3 and 4. Grades of S-U courses applied to distribution requirements are not acceptable.

2. Required Courses for Major: 5 courses

- CRP 100: The American City
- CRP 101: The Global City: People, Production, and Planning in the Third World
- CRP 320: Introduction to Statistical Reasoning for Urban and Regional Analysis (statistics course)
- Micro Economics course (at least 3 credits, from approved list)
- Architecture course (at least 3 credits, from approved list)

Approved List of Micro Economics and Architecture Courses

Micro Economics:

- CE&H 110: Introductory Micro Economics
- CE&H 210: Intermediate Micro Economics
- ECON 101: Introduction to Micro Economics
- ECON 203: Micro Economics
- ECON 313: Intermediate Micro Economics

Architecture:

- ARCH 131: An Introduction to Architecture I
- ARCH 132: An Introduction to Architecture II
- ARCH 181: History of Architecture I
- ARCH 182: History of Architecture II

3. Area Requirements for Major: 11 courses

- A. Students must take one listed CRP course in each of the following 6 areas: Design, Economics, Environment, History, Politics/Policy, Quantitative Analysis
 - a. Design
 - CRP 415: Gender Issues in Planning and Architecture
 - CRP 481: Principles of Spatial Design and Aesthetics
 - CRP 482: Urban Land Use Concepts

b. Economics

CRP 400: Introduction to Urban and Regional Theory

CRP 401: Seminar in Urban Political Economy

CRP 404: Urban Economics

CRP 417: Industrial Restructuring: Implications for State and Local Policy

NOTE: This requirement *may not* be satisfied with the same course taken to complete the micro-economics course requirement under B.

c. Environment

CRP 380: Environmental Politics

CRP 451: Environmental Law

d. History

CRP 261: Urban Archaeology

CRP 360: Pre-Industrial Cities and Towns of North America

CRP 361: Seminar in American Urban History

CRP 461: Methods of Archival Research

CRP 462: The American Planning Tradition

e. Politics/Policy

CRP 314: Planning, Power, and Decision Making

CRP 315: The Progressive City

CRP 363: American Indians, Planners, and Public Policy

CRP 382: Urban Housing: Sheltered vs. Unsheltered Society

CRP 413: Planning and Political Economy I

CRP 414: Planning and Political Economy II

CRP 448: Social Policy and Social Welfare

f. Quantitative Analysis

CRP 321: Introduction to Quantitative Methods for the Analysis of Public Policy

CRP 421: Introduction to Computers in Planning

A. Students must take any additional 5 CRP courses (of at least 3 credits each, letter grade only)

4. Free Electives: 6-9 courses

5. Physical Education (2 terms of PE)

Required courses for graduation: 34

Required credits: 120

Honors Program

Each year a small number of well-qualified junior-year students will be accepted into the honors program. Each honors student will develop and write a thesis under the guidance of his or her faculty adviser. There will be a seventy-five-page limit on each honors thesis.

Off-Campus Opportunities

Cornell-in-Washington Program. Students in good standing may be eligible to earn degree credits in the Cornell-in-Washington program through course work and an urban-oriented externship in Washington, D.C. Students may work as externs with congressional offices, executive-branch agencies, interest groups, research institutions, and other organizations involved in the political process and public policy. Students also select one or two other seminars from such fields as government, history, economics, human development, architectural history, natural resources, and social policy. All seminars are taught by Cornell faculty members and carry appropriate credit toward fulfillment of major, distribution, and other academic requirements.

Cornell Abroad. Cornell encourages qualified undergraduates to study abroad in the belief that exposure to foreign cultures is an important component of a good education. In an increasingly interdependent world, the experience of living and learning in a foreign country is invaluable. With this in mind, the university is continuing to develop study abroad opportunities. Current programs are available in Great Britain, Spain, and Germany. Opportunities in Asia, the Mideast, and France should be forthcoming. The department encourages its students to explore these opportunities.

Cornell-in-Rome Program. The College of Architecture, Art, and Planning has a teaching facility in Rome located in the sixteenth-century Palazzo Massimo. Students in good standing are eligible to earn degree credits through course work undertaken with Cornell faculty assigned to Rome and with accredited instructors. Courses are available in areas of urban development, regional development, and architecture and art.

Research and fieldwork. Students are welcome to work with department faculty members on research or other opportunities that are appropriate to their particular interests. Fieldwork and community-service options also exist for students in the Urban and Regional Studies Program.

Additional Degree Options

Linked degree options. Urban and regional studies students have the opportunity to earn both a Bachelor of Science degree and a Master of Regional Planning (M.R.P.) degree in a fifth year of study. Ordinarily the professional M.R.P. degree requires two years of work beyond that for the bachelor's degree. This arrangement shortens that time by about one year. A minimum of 30 credits and a master's thesis or thesis project are required for the M.R.P. degree. Students apply to the Graduate School, usually in the senior year.

Dual degree option. A student in the Cornell College of Arts and Sciences currently can earn both a B.A. in an arts college major, plus a B.S. in urban and regional studies in a total of five years. Special requirements have been established for this dual degree program. Cornell students interested in pursuing the dual degree program should contact either the director of the Urban and Regional Studies Program or the appropriate dean of the College of Arts and Sciences for further information.

Admissions Requirements and Procedures

Among the most important criteria for admission to the Urban and Regional Studies Program are intellectual potential and commitment—a combination of ability, achievement, motivation, diligence, and use of educational and social opportunities. Nonacademic qualifications are important as well. The department encourages students with outstanding personal qualities, initiative, and leadership ability. Above all, the department seeks students with a high level of enthusiasm and depth of interest in the study of urban and regional issues. Applicants must complete a university admission application.

Transfer Students

In most cases, transfer applicants should no longer be affiliated with a high school and should have completed no fewer than 12 credits of college or university work at the time of application. A high school student who has completed graduation requirements at midyear and is taking college courses for the rest of the academic year should apply as a freshman. Prospective candidates who believe that their circumstances are exceptional should consult with the director of admissions in the Cornell division of interest to them before filing an application.

Forms for transfer application and financial aid are available from the Cornell University Office of Admissions, 410 Thurston Avenue, Ithaca, New York 14850-2488. Official transcripts of all high school and college work must be submitted along with SAT or ACT scores and letters of recommendation.

It is desirable for prospective transfers to have taken at least 6 credits in English. In addition, students should have taken basic college-level courses distributed across the natural and social sciences, humanities, and mathematics. Those applicants whose previous course work closely parallels the general education portion of the urban and regional studies curriculum will have relative ease in transfer. However, as there are no specific requirements for transfer, students with other academic backgrounds, such as engineering, architecture, fine arts, management, and agriculture, are eligible to apply.

Although an interview is not required, applicants are urged to visit the campus. Applicants who want further information regarding urban and regional studies may contact Professor Richard S. Booth, Program Director, Urban and Regional Studies, Cornell University, 106 West Sibley Hall, Ithaca, New York 14853-6701 (telephone: 607-255-4613).

The Graduate Program in City and Regional Planning

The major concentrations of course work in city and regional planning are in the following areas:

Built environment and urban development planning is concerned with physical facilities; the social, economic, and environmental forces that affect their design; and the process of development, plan making and administration.

History and historic preservation planning is a special program of study preparing students for work in history, analysis, and preservation of buildings, urban environments, and neighborhoods, including downtown business areas.

Regional planning and regional science are concerned with socioeconomic issues and functional planning at the regional level, the forces that generate economic growth and social development, and the ways in which resources can best be used.

Local and regional economic development is concerned with understanding and influencing how economic change may be harnessed to the benefit of communities, counteracting plant closings and more general regional decline and stimulating more equitable programs of socioeconomic change and development.

International planning offers a broad range of courses in international economic development, development planning, and political economy.

Quantitative methods and policy analysis courses are offered to prepare planners and researchers for a variety of situations and problems.

Complementing these concentrations, planning theory and political economy courses examine the organizational and planning processes and the political and economic conditions in which planning and international development operate.

Several graduate degrees are offered: the Ph.D.; the Master of Regional Planning (M.R.P.), for a two-year program; the Master of Arts (M.A.) in historic preservation planning, for a two-year program; and, in special cases, the Master of Professional Studies (International Development) [M.P.S.(I.D.)], for the twelve-month international planning program.

Off-Campus Opportunities

Rome Program. Graduate students have the opportunity to spend one or two semesters in Rome, studying at Cornell's center at the Palazzo Massimo. Instruction is given by Cornell professors-in-residence and by other faculty. The program is structured to include work assignments in one of the international development organizations headquartered in Rome.

Course Information

Most courses in the Department of City and Regional Planning are open to students in any college of the university who have fulfilled the prerequisites and have the permission of the instructor.

The department attempts to offer courses according to the information that follows. However, students should check with the department at the beginning of each semester for late changes.

Undergraduate Program in Urban and Regional Studies

CRP 100 The American City

Fall. 3 credits.

An introductory course on the evolution of urban problems and opportunities facing the majority of this country's population as we approach the last decade of the twentieth century. Readings, discussions, and brief papers exploring topics ranging from suburban development to central city poverty, from environmental threats to downtown revitalization, and from municipal finance to the new position of women in the urban economy.

CRP 101 The Global City: People, Production, and Planning in the Third World

Spring. 3 credits.

A critical look at the physical and social development of giant cities in the Third World. Their origins, roles, contributions, and shortcomings are examined. Their place in world political economy is evaluated. Policy prescriptions for their principal problems are discussed.

CRP 261 Urban Archaeology

For description, see LA 261.

CRP 271 Introduction to African Development (also ASRC 271)

Fall or spring. 3 credits.

A survey of development problems in Sub-Saharan Africa, including the importance of the natural resource base, the policy and institutional factors affecting development, and the human resource potential in the continent.

CRP 314 Planning, Power, and Decision Making

Fall. 3 credits.

This seminar examines various bases of political and professional power. We ask, What do professionals who want to serve the public need to know about power and decision-making processes in the institutional settings in which they operate? How and why can professionals make a difference when facing problems characterized by great complexity and severe inequalities among affected groups?

CRP 315 The Progressive City

Spring. 3 credits.

A review of attempts to incorporate the interest of working-class and poor constituencies through majority control of local governments. Topics to be covered include the role of the city in class formation; historical perspectives on urban political administration; contemporary populist, socialist, and progressive urban governments; and the search for an economic basis for progressive reforms.

CRP 320 Introduction to Statistical Reasoning for Urban and Regional Analysis

Fall. 4 credits.

An introduction to the role and use of quantitative methods in the study of urban and regional issues. Emphasis will be on statistical and related computer methods for the formulation, analysis, and testing of hypotheses and models of social, economic, and physical phenomena of cities and regions. This course will cover applicable methods in probability, descriptive statistics, estimation, hypothesis testing, and regression.

CRP 321 Introduction to Quantitative Methods for the Analysis of Public Policy

Spring. 3 credits.

An introduction to the role and use of quantitative methods in the study of urban and regional issues. This course will focus on various types of models commonly used to analyze urban and regional policy, including techniques for decision analysis, linear programming, cost-benefit analysis, simulation, and regression models, among others. Strengths and weaknesses of those methods will also be considered.

CRP 360 Pre-Industrial Cities and Towns of North America (also CRP 666, LA 360, and LA 666)

Fall. 3 credits. S-U grades optional. For description, see LA 360.

CRP 361 Seminar in American Urban History (also CRP 662)

Spring. 3 credits. Prerequisite: permission of instructor.

Seminar in the historical evolution of the American city. Emphasis on factors in urban growth, the process of urbanization, the urban reform movement, and intellectual and social responses to the city.

CRP 363 American Indians, Planners, and Public Policy (also CRP 547)

For description, see LA 363.

CRP 380 Environmental Politics

Spring. 4 credits.

Examines the politics of public decisions affecting the environment. Focuses on the roles played by different political actors, the powers of various interest groups, methods for influencing environmental decisions, and the political and social impacts of those decisions.

CRP 382 Urban Housing: Sheltered vs. Unsheltered Society (also CRP 582)

Fall or spring. 4 credits.

Homelessness is the latest in a continuing list of terms to describe unmet housing needs. To understand how and why such needs persist, even in good economic times, one must examine the nature of interactions between housing policies and housing market forces. This course examines the complex interaction of public and private actions in the development and redevelopment of urban housing. More specifically, the course seeks to investigate the many ways in which private and public policy decisions determine which groups in society will have access to housing. This course is appropriate for students with an interest in urban housing and a background in any of the following areas: urban economics, urban sociology, anthropology, history, or geography. The course will consist of lectures, a wide variety of readings, and guest speakers. Students will be evaluated on the basis of class discussions, two exams, a 15-20 page paper, and an oral presentation.

CRP 400 Introduction to Urban and Regional Theory

Fall. 4 credits. Open to juniors and seniors.

Introductory review of theories dealing with the spatial distribution of population and economic activity, drawn from various social science disciplines such as geography, economics, and sociology. Review of recent research dealing with such topics as population distribution, migration, location of industry and economic activity, and the spatial organization of urban and regional social systems.

CRP 401 Seminar in Urban Political Economy

Spring. 4 credits. Prerequisites: introductory economics or sociology; for URS students, CRP 400 also.

The world economy, the global city, and social change. Population, technology, and work in industrial and developing countries. Race, ethnicity, and nationality. Profits, subsistence, and poverty. Students may read and direct discussions on outstanding texts, write book reviews, and prepare brief reports.

CRP 404 Urban Economics (also CRP 604)

Fall or spring. 4 credits. Prerequisite: basic economics.

Urban phenomena are analyzed from an economic point of view. Areas examined include economic aspects of urbanization processes and policies, determinants of urban growth and decline, urban land and housing markets, urban transportation, and urban public services. Some time will be spent in discussing problems of cities in developing countries.

CRP 417 Industrial Restructuring: Implications for State and Local Policy (also CRP 517)

Fall. 4 credits.

A basic introduction to new issues arising from the way in which national and international economic shifts are affecting diverse United States localities. The course will focus on intra-industry restructuring, the location of economic activities, and state and local economic policy. Cases will be drawn from a variety of industries and national situations, with specific application to New York and other Northeast locations.

CRP 421 Introduction to Computers in Planning (also CRP 522)

Fall. 4 credits.

Students learn how to use microcomputers and software packages in the planning and problem-solving processes. Included are word processing, spreadsheets, mapping, and other types of packages that are useful for other classes and for professional work in the field. (WordPerfect, Lotus 1-2-3, dBase and MacGIS are examples of packages that have been taught in previous years.)

CRP 442 The Sociology of Science

For description, See S&TS 442.

CRP 448 Social Policy and Social Welfare (also CRP 548)

Spring. 4 credits.

This course addresses conceptual issues underlying social policy and the provision of social welfare and analyzes how different positions are reflected in a set of current social welfare controversies. The first part of the course will introduce principles that guide the development of social policy including fairness and justice. Various conceptions of society will be examined with reference to their influence on the extent and nature of social welfare provision, comparing the U.S. and other industrialized countries. The second part of the course will examine the relationship between economic change and social policy in the United States. A series of current social policy controversies (such as AIDS, homelessness, abortion, and workfare) will illustrate how values and assumptions about state, economy, and society affect the forms of social welfare provisions and how they are administered.

CRP 451 Environmental Law (also CRP 551)

Fall. 4 credits.

An introduction to how the legal system handles environmental problems. Study of federal statutes such as the National Environmental Policy Act, the Clean Air Act, and the Clean Water Act, and of important judicial decisions that have been handed down under federal environmental statutes and regulations. Discussion of environmental law topics from a policy management perspective. This course

is designed for undergraduate and graduate students interested in urban issues, planning, natural resources, government, environmental engineering, law, business, architecture, landscape architecture, etc. Course assignments for graduate students will differ in some aspects from those for undergraduates.

CRP 457 Community Service Fieldwork

Fall or spring. 4 credits variable. Permission is granted by instructor.

Undergraduate students work under the direction of a faculty member in the CRP department on a project that assists a public or nonprofit organization. Projects will involve urban and regional issues as defined by a "client" and agreed upon by the faculty member.

CRP 481 Principles of Spatial Design and Aesthetics (also CRP 581 and Landscape Architecture 480)

Fall. 3 credits. Course enrollment is restricted to planning and landscape architecture students unless special permission is granted by instructor.

A lecture course that introduces the spatial and visual design vocabularies of cities. Aesthetic principles and theories of design are investigated for different types of urban spaces drawn from a variety of international examples, historic and modern. Included in the course are design methods and applications in the contemporary urban context of Europe and North America.

CRP 482 Urban Land Use Concepts

Fall. 3 credits.

Explorations of the use of land in urban areas, with an emphasis on the experience of North American cities. The course reviews use types, use characteristics, and use relationships in terms of conflicting social and economic demands. Concepts of organizing urban space in the past and present are reviewed. Physical planning, site planning and urban design issues are discussed.

CRP 490 Student-Faculty Research

Fall or spring. 1-4 credits. Limited to undergraduate students in the Urban and Regional Studies Program. S-U grades only.

Research, reading, and/or writing project in which a student and faculty member choose a topic related to urban and regional studies.

CRP 492 Honors Thesis Research

Fall or spring. 4 credits. Limited to Urban and Regional Studies Program majors who have been selected as honor students by the department faculty.

Each selected student works with his or her thesis adviser.

CRP 493 Honors Thesis Writing

Fall or spring. 4 credits. Prerequisite: Completion of CRP 492.

Each selected student works with his or her thesis adviser.

CRP 495 Special Topics

Fall, spring, summer. 4 credits. Hours to be arranged.

CRP 497 Supervised Readings

Fall or spring. Variable 4 credits. Limited to upperclass students. Prerequisite: permission of instructor.

Graduate Courses and Seminars

Courses numbered from 500 to 599 and 600 to 699 are generally considered introductory or first-year courses; those numbered from 700 to 799 and 800 to 899 are generally considered more advanced. Upperclass undergraduate courses are numbered from 300 to 499. (Undergraduate students with the necessary prerequisites and permission of the instructor may enroll in courses numbered 500 and above.)

CRP 512 Public and Spatial Economics for Planners

Fall. 3 credits. Letter grade. No prior knowledge of economics.

Covers basic microeconomic theory and some topics in macroeconomics. What distinguishes it from foundation courses in economics is that the context of every topic is both spatial and public. The concept of space is central to city and regional planning, and the perspective of the public and nonprofit sectors is the perspective of city and regional planning. Both space and the public-nonprofit sectors are peripheral to (or absent from) the usual graduate foundations courses in economics. The course will also cover the economic theory necessary to understand the many applications of economics presented in subsequent courses in city and regional planning.

CRP 517 Industrial Restructuring: Implications for State and Local Policy (also CRP 417)

Fall. 4 credits. For description, see CRP 417.

CRP 520 Statistical and Mathematical Concepts for Planning

Fall. 3 or 4 credits.

An introduction to statistical and mathematical concepts and methods of importance in planning and policy analysis. Topics will include matrix algebra, probability, sampling, estimation, and regression as well as the use of a microcomputer statistical package.

CRP 521 Mathematical Foundation for Planning Analysis.

Fall. 1 credit. S-U only. Meets for two hours, once each week, for approximately half the semester.

Review of mathematical foundations for planning analysis. Topics include probability statistics, mathematical functions, and matrix algebra. Intended for students with prior course work as a refresher course in preparation for higher-level courses in planning analysis. Departmental permission required.

CRP 522 Introduction to Computers in Planning

For description, see CRP 421.

CRP 532 Real Estate Development Process

Fall. 3 credits.

Examination of various forms of development as well as the role of major participants in the processes. Review issues in residential, retail, industrial, office, and low-income housing projects. Some guest speakers and case studies.

CRP 533 Real Estate Marketing and Management

Spring. 3 credits.

The course focuses on the tenant or user as the basic source of the value of real estate. Students explore the characteristics and needs of tenants, and how the ownership and

management of buildings respond to these needs. Office buildings are considered in detail while key elements common to the operation and marketing of all types of property are reviewed. Topics include examination of tenant types, factors creating preferred locations, building services and operations, negotiation of lease agreements, marketing campaigns, and governmental regulations. Guest speakers and case studies.

CRP 541 The Politics of Technical Decisions I (also Government 628 and Science and Technology Studies 415)

Spring. 4 credits. For description, see S&TS 415.

CRP 545 Introduction to Public Policy Analysis and Management

For description, see CRP 321.

CRP 546 Conflict Resolution in Community and Environment

Fall. 3 credits.

This course will explore the theories and techniques of conflict resolution as they apply to community, environmental, and related public policy disputes. Analysis will complement skill-building. Issues of power, participation, and strategy are central to our examinations of negotiation and mediation practice.

CRP 547 American Indians, Planners, and Public Policy (also CRP 363)

For description, see LA 363.

CRP 548 Social Policy and Social Welfare (also CRP 448)

Spring. 4 credits. For description, see CRP 448.

CRP 549 Ethics and Practical Judgment in Planning

Spring. 4 credits variable.

An introduction to problems of practical judgment and ethics as they arise in planning and public-serving professional practice. Issues such as consent, interests, deliberation, and legitimacy are central concerns.

CRP 550 Built Environment

Fall or spring. 3 credits.

This course is intended to introduce graduate-level students to the study of the built environment. This course will include: 1) theoretical approaches to the study of the built environment; 2) an introductory survey of the literature on built environment "elements," such as streets, grids, houses; 3) consideration of methods used to understand how people affect and are affected by their immediate environment; and 4) special topics, particularly, historic landscapes and historic preservation. This course will emphasize examples from the United States but some international comparisons will be drawn.

CRP 551 Environmental Law (also CRP 451)

Fall. 4 credits. For description, see CRP 451.

CRP 552 Urban Land-Use Planning I

Fall. 3 credits.

Surveys, analyses, and plan-making techniques for guiding physical development of urban areas; location requirements, space needs, and interrelations of land uses. Emphasis on residential, commercial, and industrial activities and community facilities; housing and neighborhood conditions. Lectures, seminars, and field exercises.

CRP 553 Urban Land-Use Planning II

Spring. 3 credits. Prerequisite: CRP 552 or permission of instructor.

In-depth consideration of special issues in urban land-use planning, such as industrial districts, large-scale integrated development, Planned Unit Development, public and institutional facilities, open space, land banking, central business districts, neighborhoods, energy impacts, transportation impacts, and others.

CRP 555 Urban Systems Studio (also Landscape Architecture 701)

Fall. 6 credits. Prerequisite: permission of instructor.

Application of urban design and town planning techniques to specific contemporary problems of city environments. Issues of urbanism are investigated and applied to physical design interventions involving the street, square, block, garden, and park systems. Topics covered in the studio include urban land-use development, spatial systems and aesthetics, and public and private implementation of urban-design plans. This is a specially arranged collaborative studio with the Landscape Architecture Program.

CRP 557 City Planning Design Studio

Spring. 4 credits. Prerequisite: previous design courses or permission of instructor.

A series of individual and team small area design projects at district, neighborhood, and project scale. The course objective is to develop an understanding of the spatial issues, knowledge, and skills needed to design for the functional, aesthetic, social, and cost needs of urban communities. Studio projects, field trips, and reading.

CRP 558 City and Regional Planning Workshop

Fall and spring. 4 credits. S-U only.

Students work on urban issues, such as housing, traffic and parking, economic development, zoning, and related planning issues, with public or non-profit organizations in New York State. Projects are undertaken on a community-service basis for "clients" who specifically request planning assistance. Students work individually or in teams.

CRP 560 Documentation for Preservation (also Architecture 586)

Fall or spring. 3 credits.

Methods of identifying, recording, collecting, processing, and analyzing information dealing with historic and architecturally significant structures, sites, and objects.

CRP 561 Historic Preservation Planning Workshop: Surveys and Analyses (also Architecture 588)

Fall or spring. 4 credits.

Techniques for the preparation of surveys of historic structures and districts; identification of American architectural styles, focusing on upstate New York; and explorations of local historical resources, funding sources, and organizational structures. Lectures and training sessions. Emphasis on fieldwork with individuals and community organizations.

CRP 562 Perspectives on Preservation (also Architecture 585)

Fall. 3 credits.

Introductory course for preservationists. A survey of the historical development of preservation activity in Europe and America leading to a contemporary comparative overview. Field trips to notable sites and districts.

CRP 563 Problems in Contemporary Preservation Practice (also Architecture 584)

Spring. Variable credit.

A review and critique of ongoing preservation projects and an investigation of areas of expertise currently being developed. Presented by staff and guest lecturers.

CRP 564 Building Materials Conservation (also Architecture 587)

Spring. 3 credits. Open to juniors, seniors, and graduate students.

A survey of the development of building materials in the United States, chiefly during the nineteenth and early twentieth centuries, and a review of the measures that might be taken to conserve them.

CRP 565 Fieldwork or Workshop in History and Preservation

Fall or spring. Variable credit.

Work on applied problems in history and preservation planning in a field or laboratory setting or both.

CRP 567 Measured Drawing (also Architecture 583)

Fall. 3 credits. For undergraduate architecture students and graduate students in history and preservation. Prerequisite: permission of instructor.

Combines study of architectural drawing as historical documents with exercises in preparing measured drawings of small buildings. Presents the basic techniques of studying, sketching, and measuring a building and the preparation of a finished drawing for publication.

[CRP 574 Legal Aspects of International Planning

Fall. 3 credits. Offered alternate years. Not offered 1995-96.

Legal systems vary substantially around the world. Planners operate within the parameters established by the legal system of the nation in which they are working. This course allows each student to examine the legal structure of a particular nation (chosen by the student) and to explore how that country's legal system shapes/controls decisions regarding the use, management, and development of land resources. The course emphasizes written and oral presentations.]

CRP 581 Principles of Spatial Design and Aesthetics (also Landscape Architecture 480)

For description, see CRP 481.

CRP 582 Urban Housing: Sheltered vs. Unsheltered Society

For description, see CRP 382.

CRP 604 Urban Economics

For description, see CRP 404.

CRP 609.03 Special Topic: Introductory Workshop

Fall. 2 credits.

A short intensive workshop course designed to engage entering MRP students and selected faculty in a simulated or real world planning problem. Group problem solving, oral and written report presentation and graphics.

[CRP 613 The Political Economy of Gender and Work (also Women's Studies 613)

Fall. 3 credits. Not offered 1995-96.

This course focuses on different approaches to the analysis of gender and work, combining economic and feminist theory. Topics

include: gender, economic rationality and the rhetoric of economics; household theory; gender and the labor market; wage differentials; discrimination, and labor market policies; gender and technology; economic restructuring and women's work; gender and demographic change; issues in reproductive technologies. The empirical material in the course concentrates mostly, but not exclusively, on the United States.]

CRP 614 Gender and International Development (also Women's Studies 614)

Spring. 3 credits.

This course has four main objectives. First, to provide an analysis of the location of women in processes of development and to understand the centrality of gender in each case. Second, to examine theoretical and conceptual frameworks for the analysis, including an understanding of gender divisions and their interaction with other forms of inequality such as class, race, and ethnicity. Third, to reflect upon the linkages between the global economy and the gendered macro and micro processes of development. Fourth to provide a basis for research, practical action, and policy formulation and for evaluating directions and strategies for social change.

[CRP 615 The Politics of Planning

Spring. 4 credits. Not offered 1995-96.

This graduate-level seminar explores the relationship between the persons who do planning and the community, political, and social movement context for planning. A range of political models is addressed, and literature in politics, sociology, and organizational theory is part of the coverage. Methodology of field research is part of the course, and students will be encouraged to design research that puts them in touch with actual cases, persons, and recent local histories.]

CRP 616 Development and Change in the World Economy

Spring. 3 credits. Letter grade only.

This course concentrates on the current dynamics of national and international development, the globalization of national economies, and the forces and trends that are shaping this process. Beginning with an analysis of economic restructuring taking place since the late 1960s, the emphasis is on the factors affecting the new international division of labor and production, the labor market, consumption, trade and finance, and the distribution of resources. This includes the analysis of processes through which the current neoliberal model is being built, such as trade liberalization, labor market flexibilization, the erosion of nation states as economic units, and the formation of trade blocks and global institutions.

CRP 619.01 Special Topic: Planning Practice and Urban Structure

Fall. 4 credits.

This introductory graduate seminar has several objectives. It exposes students to the theory and history of (1) planning, administration, and related public intervention in urban affairs, (2) the growth and development of cities, and (3) the built environment. Topics are analyzed from the perspective of political economy. Students improve their understanding of the planning process and of the urban application of the social sciences, get practice in writing short papers, and explore one research topic in depth.

CRP 620 Planning Analysis

Spring. 4 credits.

A survey of commonly used techniques for analyzing various aspects of subnational socioeconomic systems. Emphasizes planning applications.

CRP 631 Local Economic Policy—Field Workshop

Fall or spring. 4 credits.

A group policy analysis exercise in an upstate New York city. Students do a combination of data analysis; interviews with labor, business, and public leaders; and problem papers addressed to current issues presented by a client group. Individual work is synthesized into a comprehensive report at the end of the semester.

CRP 635 Workshop: State Economic Development Strategies

Spring. 4 credits. S-U grades optional.

The purpose of this course/workshop is twofold: 1) to provide students with research tools useful in developing state-level economic development strategies; and 2) to provide a critical understanding of the primary economic development strategy used by U.S. state policymakers: firm specific subsidies. The course will consist of lecture and discussion meetings. The workshop sessions will include exercises in qualitative information gathering on economic development topics; use of the census in combination with geographic information systems for analysis and presentation; and shift-share analysis.

CRP 639.05 Special Topic: Regional Development, Planning, and the Market, with Emphasis on the Third World-I: Historical and Theoretical Perspective

Fall. 4 credits variable.

Historical and conceptual background, and relevant case material, for dealing with urban and regional development using production analysis with a focus on the Third World. Consequences of the organization of production for urban-rural and regional interactions will be emphasized. This historically oriented theoretical framework will be compared to location, central place, and interregional feedback theories.

CRP 639.06 Special Topic: Regional Development, Planning, and the Market, with Emphasis on the Third World-II: Current Policy Perspective

Spring. 4 credits variable.

The course focuses on what the market can or cannot accomplish in terms of guiding economic industrial, and regional development. Points of view represented range from completely unrestricted market operations to proactive industrial development policies in market contexts. Lessons are drawn from Third World regional development policy drawn from the experience.

CRP 642 Critical Theory and the Micro-politics of Practice

Spring. 4 credits variable.

Trying to "solve problems," planners and policy analysts set agendas, shape participation, negotiate relations of power. This seminar explores theories illuminating the communicative micro-politics of their daily practice. We explore issues of power and discourse, practical judgment and deliberation, productive and reproductive aspects of ordinary speech and action.

CRP 649.08 Special Topic: Neighborhood Planning Workshop

Spring. 4 credits.

The course immerses the student in the urban neighborhood as a unit for policy-making and planning. A three-phased approach is used to help students appreciate and understand the neighborhood as a social, cultural, and political unit. Learning experiences consist of lectures, seminar discussions, projects, in-class exercises and presentations by guests.

[CRP 653 Legal Aspects of Land-Use Planning

Fall. 3 credits. Not offered 1995-96.

Survey of leading cases and legal concepts in land-use planning, with particular attention to zoning, subdivision control, condemnation, and growth-control issues.]

CRP 659.18 Special Topic: Urban Public Finance

Fall. 4 credits. Prerequisite: prior exposure to microeconomics.

An overview of neoclassical public economics theory, particularly those aspects of the theory that are central to urban public finance. In part two, the unusual three-tiered fiscal system of the United States is described along with the evolving fiscal and economic role of large municipal governments. Part three of the course presents the public finance theory of taxation. Major taxes and other revenue sources utilized by large municipalities are described and analyzed. Part four is the heart of the matter, namely the measurement and analysis of the fiscal condition of cities.

CRP 661 Historic Preservation Planning Workshop: Plans and Programs

Fall or spring. 1-4 credits. Prerequisite: CRP 561.

Preparation of elements of historic preservation plans, designs, legislation, and special studies. Individual or group projects are selected by students. Fieldwork is emphasized.

CRP 662 Seminar in American Urban History (also CRP 361)

Spring. 3 credits. Prerequisite: permission of instructor. For description, see CRP 361.

CRP 663 Historic Preservation Law

Spring. 3 credits. Offered alternate years.

Law of historic district and landmark designation, tools for preservation (such as police power, taxation, eminent domain), and recent developments in state and federal historic preservation.

CRP 664 Economics and Financing of Neighborhood Conservation and Preservation

Fall. 3 credits.

The economic and financial aspects of historic preservation and neighborhood conservation. Topics include public finance, selected issues in urban economics, real estate economics, and private financing of real estate projects.

CRP 665 Preservation Planning and Urban Change

Fall. 3 credits.

An examination of fundamental planning concepts and issues as they relate to historic preservation. Neighborhood revitalization, federal housing programs, the role of public and private institutions, displacement, and other social issues are among the primary topics.

CRP 666 Pre-Industrial Cities and Towns of North American (also CRP 360)

Spring. 3 credits. S-U grades optional. For description, see CRP 360.

CRP 670 Regional Planning and Development in Developing Nations

Fall or spring. 4 credits. Prerequisite: second-year graduate standing.

Extensive case studies of development planning are analyzed. Focus is on the political economy of the process of regional development through urbanization and in particular on the concepts of equity and efficiency, external economies, export linkages, and internal self-sufficiency and integration. Resource development, national integration, human development, and migration problems are discussed.

CRP 671 Seminar in International Planning

Spring. 1 credit. S-U grades only.

The international planning lecture series sponsors lectures by visiting scholars or professionals in the field of international development and planning. The only formal requirement for the course is a brief evaluation of the series at the end of the semester.

CRP 673 Economics of Regional Development

Fall or spring. 2 or 4 credits.

This course deals with the historical process of regional and metropolitan development, emphasizing Third World problems. While its basic approach is mode-of-production analysis, it also critically surveys location, comparative advantage, and feedback system theories. Development is interpreted as the penetration of the capitalist mode of production into precapitalist societies. Its features are analyzed both in terms of the historical stages of expanding capitalism (mercantile phase, imperialism, multinationals) and in terms of the pre-existing (feudal, Asiatic) precapitalist mode of production. Regional and urban development planning problems are discussed in the light of the contradictions of the above process, as well as in the context of newly emerging Third World socialist countries.

CRP 675 Seminar in Project Planning in Developing Countries

Spring. 4 credits.

An examination of the problems and issues involved in preparing project proposals for presentation to funding agencies. Topics include technical design, financial feasibility, social impact analysis, and policy relevance, as well as techniques for effective presentation of proposals. The course is organized as seminar-workshop providing both an analysis of the critical elements of effective proposals and an opportunity to use those elements in the preparation of proposals. A multidisciplinary perspective is emphasized.

CRP 703 Contemporary Theories of Regional Development

Fall or spring. 4 credits.

An advanced seminar, mainly for doctoral candidates, to review recent contributions to the literature. After a fast-paced review of basic material in political economy, students will read and present summaries of works by major contemporary theorists. A final paper is required.

CRP 711 Planning and Organization Theory

Fall or spring. 4 credits.

Advanced seminar on theoretical models of planning, organization, and urban structure. The first part of the course, which may be taken separately for one credit, provides an overview of administrative issues affecting planning. Next, attention is given to theories of organizational structure, growth, and change. Final sessions are devoted to the influence of urban and regional structures as context. Critical reading, short papers, and seminar discussion characterize the course.

CRP 720 Quantitative Techniques for Policy Analysis and Program Management

Fall. 4 credits.

Selected analytical techniques used in the planning and evaluation of public policy and public investments are examined. Topics include simulation modeling, benefit-cost and cost-effectiveness analysis (including capital budgeting), and optimization strategies.

CRP 730 Methods of Regional Science and Planning I

Fall or spring. 4 credits variable.

An introduction to some of the major methods and models used in regional science and planning. This course is half of a two-semester sequence (see CRP 731). Either course may be taken first. Both courses will cover topics related to the structure and assumptions of the models, model development, and their applications in regional science and planning. Where appropriate, computer implementation will be considered. The spring semester emphasizes statistical and econometric models.

CRP 731 Methods of Regional Science and Planning II

Fall or spring. 4 credits.

See CRP 730. The fall semester will provide an introduction to deterministic methods and models such as input/output models, social accounting models, and optimization models.

CRP 732 Methods of Regional Science and Planning III

Fall or spring. 3 credits. Prerequisites: CRP 730 and CRP 731 or permission of the instructor.

An introduction to the design and implementation of Social Accounting Matrix and Computable General Equilibrium models and their uses, primarily in a regional context, for planning and policy analysis. The use of econometric methods and CGE models will be discussed. The GAMS software package will be used in related computer exercises.

[CRP 733 Seminar in Regional Models

Fall or spring. 3 credits. S-U grades optional. Prerequisites: sufficient methodological background to read the current literature. Not offered 1995-96.

A review of the classical and important current literature on socioeconomic and/or environmental models of subnational regions. Each student will be expected to identify his or her own area of interest and critically review and report to the class on important papers in that area.]

CRP 777 Theories of Development and Underdevelopment

Spring. 3 credits.

Various theories attempting to analyze and explain the phenomena of underdevelopment are examined. Although a range of thought

and approaches is considered, the accent is on aspects of political economy revolving around concepts of class and exploitation. Topics include the transition to capitalism; dependent and uneven development; various issues of growth and fluctuation under contemporary capitalism, including crises; rural and industrial development in less-developed countries and planning for development.

CRP 790 Professional Planning Colloquium I

Fall. 1 credit.

Visiting lecturers treat problems and opportunities in the practice of planning. Topical focus to be announced. The only formal requirements for the course are attendance and a brief evaluation at the semester's end.

CRP 792 Master's Thesis, Project, or Research Paper

Fall or spring. 10 credits variable. S-U grades optional.

CRP 794 Planning Internships

Fall, spring, or summer. 1-12 credits.

Combines a professional planning internship in a metropolitan area with academic study to provide experience and understanding of the planner's role in formulating and implementing plans and policies. Salaried internships in federal or state agencies, legislative offices, and comparable settings include development of research, analysis, and other technical skills. Weekly seminars draw on student field experiences, assigned readings, and guest speakers to examine current issues of federal, urban, and regional policy from the perspective of planning practice.

CRP 795 Master's Thesis in Preservation Planning

Fall or spring. 1-6 credits.

CRP 796 Colloquium Journal Publication Workshop

Fall or spring. 2 credits. S-U grades only.

Individual and group projects culminating in the production of a professional journal.

CRP 797 Supervised Readings

Fall or spring. 4 variable credits. Limited to graduate students. Prerequisites: permission of instructor.

CRP 798 Colloquium in Regional Science, Planning, and Policy Analysis

Fall or spring. 1 credit.

Presentation and discussion of current research by faculty, visitors, and graduate students working on their dissertations. Typically, the colloquium will meet once a week during the semester.

CRP 800 Advanced Seminar in Urban and Regional Theory I

Fall. 3 credits. Prerequisite: CRP 500.

The theory of urban spatial organization. Economic, technological, and social factors leading to urbanization and various kinds of spatial organizations are explored. Major theoretical contributions to the understanding of intraregional and intraurban distribution of population and economic activity are reviewed.

CRP 801 Advanced Seminar in Urban and Regional Theory II

Spring. 3 credits. Prerequisite: CRP 800.

A continuation of City and Regional Planning 800, concentrating on recent developments.

CRP 810 Advanced Planning Theory

Fall. 3 credits. Prerequisite: CRP 500 or 710.

A survey of the works of scholars who have contributed to current thinking about planning theory. Alternative assumptions concerning models of man and theoretical concepts concerning the nature of planning today are considered.

CRP 830 Seminar in Regional Sciences, Planning, and Policy Analysis

Fall or spring. Variable-4 credits. S-U grades only.

This seminar will provide an opportunity to review some of the literature and current research in regional science, planning, and policy analysis. Specific topics covered will vary each year. Empirical and analytical research will be emphasized. Students will be expected to prepare and present a research paper during the semester on some aspect of the topics under review.

CRP 890 Planning Research Seminar I

Fall or spring. 2 credits.

Intended for doctoral candidates in city and regional planning; other students welcome. Presentation and discussion of current problem areas and research by advanced doctoral students, faculty members, and visitors.

CRP 892 Doctoral Dissertation

Fall or spring. 1-2 credits.

Special Topic Courses

Fall or spring. Variable credit.

Typical topics are:

CRP 609 Urban and Regional Theory**CRP 619 Planning Theory and Politics****CRP 629 Quantitative Methods and Analysis****CRP 639 Regional Development Planning****CRP 649 Social-Policy Planning****CRP 659 Urban Development Planning****CRP 669 History and Preservation****CRP 679 Planning and Developing Regions****CRP 689 Environmental Planning****CRP 699 Regional Science****CRP 719 Planning Theory and Politics**

graduate curriculum directed to those who have undergraduate degrees in landscape architecture or architecture and a three-year graduate curriculum directed to those who have undergraduate degrees in other fields. Graduate studies in landscape architecture are administered through the Graduate School and lead to a Master of Landscape Architecture degree. Both of these degrees are accredited by the Landscape Architecture Accreditation Board (LAAB) of the American Society of Landscape Architects.

Dual Degree Options

Graduate students can earn a Master of Landscape Architecture and a Master of Science (Horticulture) or a Master of City and Regional Planning simultaneously. Students need to be accepted into both fields of study to engage in a dual degree program and must fulfill requirements of both fields of study. Thesis requirements are generally integrated for dual degrees.

Course Information***LA 141 Freehand Drawing**

Fall. 3 credits.

***LA 142 Introduction to Landscape Architecture**

Spring. 4 credits.

***LA 201 Design, Composition, and Theory**

Fall. 6 credits.

***LA 202 Design, Composition, and Theory**

Spring. 6 credits.

***LA 261 Urban Archaeology (also CRP 261)**

Fall. 3 credits.

***LA 282 The American Landscape**

Spring. 3 credits.

***LA 301 Site Design and Detailing**

Fall. 6 credits.

***LA 302 Site Design and Detailing**

Spring. 6 credits.

***LA 310 Site Engineering**

Fall. 4 credits.

***LA 312 Site Construction**

Spring. 4 credits.

***LA 360 Pre-Industrial Cities and Towns of North America (also CRP 666)**

Fall. 3 credits. Offered alternate years 1995-96/1997-98.

***LA 363 American Indians, Planners, and Public Policy (also CRP 363/547)**

Spring. 3 credits.

***LA 401 Advanced Project Studio**

Spring. 6 credits.

***LA 402 Urban Design and Planning**

Fall. 6 credits.

***LA 410 Computer Applications in Landscape Architecture**

Fall or spring. 3 credits.

***LA 412 Professional Practice**

Spring. 1 credit.

***LA 480 Principles of Spatial Design and Aesthetics (also CRP 481/581)**

Fall. 3 credits.

***LA 483 Design Criticism**

Spring. 3 credits.

***LA 486 Experiential Community Design**

Spring. 3 credits. Permission of instructor. S-U grades optional.

***LA 487 Experiential Community Design**

Fall. 3 credits. Permission of instructor. S-U grades optional.

***LA 491 Design and Plant Establishment (also HORT 491)**

Fall. 3 credits.

***LA 494 Special Topics in Landscape Architecture**

Fall or spring. 1-3 credits.

LANAR 497 Individual Study in Landscape Architecture

Fall or spring. 1-5 credits; may be repeated for credit. S-U grades optional. Work on special topics by individuals or small groups.

***LA 498 Undergraduate Teaching**

Fall or spring. 1-3 credits.

LANAR 501 Theory, Composition, and Design

Fall. 6 credits. Limited to graduate students. Cost of basic drafting equipment and supplies, about \$250. Cost of field trip \$250.

Basic design principles and processes applied to the design of the outdoor environment.

Studio projects focus on the analysis, organization, and form of outdoor space through the use of three-dimensional components including structures, vegetation, and earthform.

***LA 502 Design, Composition, and Theory**

Spring. 6 credits.

***LA 505 Graphic Communication I**

Fall. 3 credits.

***LA 506 Graphic Communication II**

Spring. 3 credits.

***LA 514 Advanced Site Grading**

Spring. 3 credits.

LANAR 520 Contemporary Issues in Landscape Architecture

Fall. 2 credits. S-U grades only.

Presentations on topics that are current and significant to the environmental design and planning fields. Issues are discussed from a landscape architecture point of view by practitioners and researchers representing a range of professions.

LANAR 524 (522) History of European Landscape Architecture

Spring. 3 credits.

A survey from classical times to the present, emphasizing design principles and techniques that have established the landscape architecture tradition in Europe. Particular reference is made to the manner in which environments such as gardens, streets, plazas, parks, and new towns reflect in their built form a range of response to demands of culture, economics, technology, security, the law, and ecology.

LANAR 525 (521) History of American Landscape Architecture

Fall. 3 credits.

Landscape architecture in the United States from Jefferson to the present is examined as a unique expression of the American experience. Influences exerted by the physical

LANDSCAPE ARCHITECTURE

The Landscape Architecture Program at Cornell is jointly sponsored by the College of Agriculture and Life Sciences (in association with the Department of Floriculture and Ornamental Horticulture) and the College of Architecture, Art, and Planning.

The Program

Program faculty: M. I. Adleman, S. Baugher, H. Gottfried, P. Horrigan, D. W. Krall, L. Mirin, R. T. Trancik, P. J. Trowbridge, K. A. Wolf.

The Landscape Architecture Department offers a four-year Bachelor of Science degree administered through the College of Agriculture and Life Sciences. The Landscape Architecture Graduate Program offers two professional degree alternatives: a two-year

landscape, the frontier and utopian spirit, and the cultural assumptions of democracy and capitalism are traced as they affect the forms of urban parks, private and corporate estates, public housing, transportation planning, national parks, and other open-space designs.

[*LA 569 Archaeology on Preservation Planning and Landscape (also CRP 569)]

Fall. 3 credits. Offered alternative years 1996-97.]

***LA 590 Thesis Seminar**

Fall. 2 credits.

***LA 601 Project Design and Application**

Fall. 6 credits. Limited to graduate students.

***LA 602 Natural Systems and Planting Design Studio**

Fall. 6 credits.

***LA 610 Site Engineering**

Fall. 4 credits.

***LA 612 Site Construction**

Spring. 4 credits.

***LA 666 Pre-Industrial Cities and Towns of North America (also CRP 666)**

Fall. 3 credits. Offered alternate years 1995-96/1997-98.

***LA 680 Graduate Seminar in Landscape Architecture**

Fall or spring. 1-3 credits.

***LA 694 Special Topics in Landscape Architecture**

Fall or spring. 1-3 credits.

***LA 701 Urban Design and Planning (also CRP 555)**

Spring. 6 credits.

LANAR 800 Master's Thesis in Landscape Architecture

Fall or spring. 9 credits.

Independent research under faculty guidance, leading to the development of a comprehensive and defensible design or study related to the field of landscape architecture. Work is expected to be completed in the final semester of residency.

*Offered through the College of Agriculture and Life Sciences.

FACULTY ROSTER

Baughner, Sherene, Ph.D., SUNY at Stony Brook, Visiting Prof., City and Regional Planning
 Beneria, Lourdes, Ph.D., Columbia U. Prof., City and Regional Planning
 Bertoia, Roberto, M.F.A., Southern Illinois U. Assoc. Prof., Art
 Blum, Zevi, B.Arch., Cornell U. Assoc. Prof., Art
 Booth, Richard S., J.D., George Washington U. Assoc. Prof., City and Regional Planning
 Bowman, Stanley J., M.F.A., U. of New Mexico. Prof., Art
 Cameron, Theresa A., Des. Dr., Harvard U., Visiting Asst. Prof., City and Regional Planning
 Christopherson, Susan M., Ph.D., U. of California at Berkeley. Asst. Prof., City and Regional Planning
 Clavel, Pierre, Ph.D., Cornell U. Prof., City and Regional Planning

Colby, Victor E., M.F.A., Cornell U. Prof. Emeritus, Art
 Crump, Ralph W., B.Arch., Cornell U. Prof. Emeritus, Architecture
 Cruvellier, Mark R., M. Eng., Ph.D., McGill U. (Canada). Asst. Prof., Architecture
 Czamanski, Stan, Ph.D., U. of Pennsylvania. Prof. Emeritus, City and Regional Planning
 Daly, Norman, M.A., Ohio State U. Prof. Emeritus, Art
 Drennan, Matthew P., Ph.D., New York University. Prof., City and Regional Planning
 Evett, Kenneth W., M.A., Colorado Coll. Prof. Emeritus, Art
 Forester, John, Ph.D., U. of California at Berkeley. Prof., City and Regional Planning
 Goehner, Werner H., Dipl. Ing., Technical U. Karlsruhe (Germany), M.Arch., Cornell U. Assoc. Prof., Architecture
 Goldsmith, William W., Ph.D., Cornell U. Prof., City and Regional Planning
 Greenberg, Donald P., Ph.D., Cornell U. Prof., Architecture
 Hascup, George E., B.Arch., U. of California at Berkeley. Assoc. Prof., Architecture
 Hodgden, Lee F., M.Arch., Massachusetts Inst. of Technology. Prof., Architecture
 Hubbell, Kent L., M.F.A.S., Yale. Nathaniel and Margaret Owens Distinguished Alumni Professor of Architecture. Prof., Architecture
 Isard, Walter, Ph.D., Harvard U. Prof., City and Regional Planning
 Jarzombek, Mark, Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Architecture
 Jones, Barclay G., Ph.D., U. of North Carolina. Prof., City and Regional Planning
 Kelly, Burnham, M.C.P., Massachusetts Inst. of Technology. Prof. Emeritus, City and Regional Planning
 Kira, Alexander, M.R.P., Cornell U. Prof., Architecture
 Kord, Victor, M.F.A., Yale U. Prof., Art
 Lewis, David B., Ph.D., Cornell U. Assoc. Prof., City and Regional Planning
 Locey, Jean N., M.F.A., Ohio U. Prof., Art
 MacDougall, Bonnie G., Ph.D., Cornell U. Assoc. Prof., Architecture
 Mackenzie, Archie B., M.Arch., U. of California at Berkeley. Assoc. Prof., Architecture
 McMinn, William G., M. Arch., U. of Texas at Austin. Dean, Prof., Architecture
 Meyer, Elisabeth H., M.F.A., U. of Texas. Assoc. Prof., Art
 Mikus, Eleanore, M.A., U. of Denver. Prof. Emeritus, Art
 Miller, John C., M.Arch., Cornell U. Prof., Architecture
 Mirin, Leonard J., M.L.A., U. of Michigan. Assoc. Prof., Landscape Architecture
 Mulcahy, Vincent J., M.Arch., Harvard U. Assoc. Prof., Architecture
 Ochshorn, Jonathan, M. Urban Design, City College of New York, Asst. Prof., Architecture
 Olpadwala, Porus, Ph.D., Cornell U. Assoc. Prof., City and Regional Planning
 Otto, Christian F., Ph.D., Columbia U. Prof., Architecture
 Ovaska, Arthur, M.Arch., Cornell U. Assoc. Prof., Architecture
 Page, Gregory, M.F.A., U. of Wisconsin. Assoc. Prof., Art
 Parsons, Kermit C., M.R.P., Cornell U. Prof., City and Regional Planning
 Pearman, Charles W., B.Arch., U. of Michigan. Prof., Architecture
 Perlus, Barry A., M.F.A., Ohio U., Assoc. Prof., Art

Poleskie, Stephen F., B.S., Wilkes Coll. Prof., Art
 Reps, John W., M.R.P., Cornell U. Prof. Emeritus, City and Regional Planning
 Richardson, Henry W., M.R.P., Cornell U. Assoc. Prof., Architecture
 Rowe, Colin F., M.A., U. of London (England). A. D. White Prof. Emeritus
 Saltzman, Sid, Ph.D., Cornell U. Prof., City and Regional Planning
 Saul, Francis W., M.S., Harvard U. Assoc. Prof. Emeritus, Architecture
 Schack, Mario L., M.Arch., Harvard U. Prof., Architecture
 Shaw, John P., M.Arch., Massachusetts Inst. of Technology. Prof., Architecture
 Simitch, Andrea, B.Arch., Cornell U. Assoc. Prof., Architecture
 Singer, Arnold. Prof. Emeritus, Art
 Squier, Jack L., M.F.A., Cornell U. Prof., Art
 Stein, Stuart W., M.C.P., Massachusetts Inst. of Technology. Prof. Emeritus, City and Regional Planning
 Taft, W. Stanley, M.F.A., California College of Arts and Crafts, Asst. Prof., Art
 Tomlan, Michael A., Ph.D., Cornell U. Asst. Prof., City and Regional Planning
 Trancik, Roger T., M.L.A.-U.D., Harvard U. Prof., Landscape Architecture/City and Regional Planning
 Ungers, O. Mathias, Diploma, Technical U. Karlsruhe (Germany). Prof. Emeritus, Architecture
 Vietorisz, Thomas, Ph.D., Massachusetts Inst. of Technology. Adjunct Prof., City and Regional Planning
 WalkingStick, Kay, M.F.A., Pratt Institute. Assoc. Prof., Art
 Warke, Val K., M.Arch., Harvard U. Assoc. Prof., Architecture
 Wells, Jerry A., B.Arch., U. of Texas. Prof., Architecture
 White, Gail S., M.F.A., Boston Museum School and Tufts U. Asst. Prof., Art
 Woods, Mary N., Ph.D., Columbia U. Assoc. Prof., Architecture
 Zissovici, John, M.Arch., Cornell U., Asst. Prof., Architecture

DIVISION OF BIOLOGICAL SCIENCES

The Division of Biological Sciences provides a unified curriculum for undergraduate majors enrolled in either the College of Agriculture and Life Sciences or the College of Arts and Sciences. Courses in biological sciences are integral to many disciplines and are basic requirements in many schools and colleges at Cornell.

Graduate study in the biological sciences is administered by more than a dozen specialized fields within the Graduate School, as described in the Announcement of the Graduate School.

ORGANIZATION

The Division of Biological Sciences is composed of seven sections: Biochemistry, Molecular and Cell Biology; Ecology and Systematics; Genetics and Development; Microbiology; Neurobiology and Behavior; Physiology; Plant Biology; and, in addition, the L. H. Bailey Hortorium and the Shoals Marine Laboratory.

Student services are provided by the division's Office for Academic Affairs and the Behrman Biology Center, both located in Stimson Hall, where academic advice, information on biological sciences course offerings, other important information, and counseling are available for undergraduates. The Office for Academic Affairs also follows the progress of biology majors and works closely with faculty advisers. Additional services and resources of the Biology Center include academic program planning, tutoring, lecture tapes, examination files, and information on undergraduate research opportunities. The center has comfortable areas for studying and relaxing.

The Shoals Marine Laboratory, a cooperative venture with the University of New Hampshire, is located on Appledore Island in the Gulf of Maine. Its base office in Stimson Hall provides advising and career counseling for students interested in the marine sciences and administers the SEA Semester program for Cornell students pursuing studies at Woods Hole or aboard the schooner *Westward* or brigantine *Corwith Cramer*.

FACULTY

P. J. Bruns, director; H. T. Stinson, Jr., associate director; E. Adkins-Regan, K. K. Adler, E. E. Alani, C. F. Aquadro, W. J. Arion, A. H. Bass, D. M. Bates, A. Bensadoun, K. W. Beyenbach, A. W. Blackler, S. E. Bloom, R. Booker, A. C. Borrer, A. P. Bretscher, W. J. Brown, W. R. Butler, J. M. Calvo, R. R. Capranica, B. F. Chabot, J. L. Cisne, R. A. Corradino, W. L. Crepet, P. J. Davies, J. I. Davis, T. E. Dawson, A. Dobson, A. A. Dhondt, J. J. Doyle, S. E. Ealick, T. Eisner, S. T. Emlen, P. P. Feeny, G. W. Feigenson, J. W. Fitzpatrick, A. S. Flecker, R. H. Foote, J. E. Fortune, T. D. Fox, M. A. Geber,

W. C. Ghiorse, J. Gibson, Q. H. Gibson, R. F. Gilmour, M. L. Goldberg, C. H. Greene, N. G. Hairston, Jr., B. P. Halpern, M. R. Hanson, R. G. Harrison, R. M. Harris-Warrick, C. D. Harvell, L. O. Hedin, J. D. Helmann, L. A. Heppel, G. P. Hess, P. C. Hinkle, C. D. Hopkins, K. A. Houpt, T. R. Houpt, R. W. Howarth, S. H. Howell, H. C. Howland, R. R. Hoy, T. C. Huffaker, A. T. Jagendorf, L. W. Jelinski, P. A. Karplus, M. N. Kazarinoff, E. B. Keller, K. J. Kempf, K. A. R. Kennedy, L. V. Kochian, A. S. Kondrashov, R. P. Korf, T. A. LaRue, R. L. Last, A. C. Leopold, S. A. Levin, J. K. Liebherr, G. E. Likens, J. T. Lis, E. R. Loew, M. A. Luckow, R. E. McCarty, D. K. McCleam, D. McCobb, A. R. McCune, J. M. Fessenden MacDonald, R. J. MacIntyre, E. L. Madsen, P. L. Marks, J. K. Moffat, R. P. Mortlock, J. B. Nasrallah, M. E. Nasrallah, P. W. Nathanielsz, L. Nicholson, K. J. Niklas, K. C. Nixon, T. G. Owens, D. J. Paolillo, M. V. Parthasarathy, D. Pimentel, T. R. Podleski, A. G. Power, W. B. Provine, A. Quaroni, H. K. Reeve, M. E. Richmond, J. W. Roberts, D. Robertshaw, E. Rodriguez, R. B. Root, M. J. Rossman, J. B. Russell, M. M. Salpeter, A. M. Schneiderman, T. D. Seeley, D. I. Shalloway, J. P. Shapleigh, P. W. Sherman, R. M. Spanswick, D. B. Stern, V. J. Stewart, D. N. Tapper, J. F. Thompson, R. Turgeon, B.-K. Tye, S. Via, V. M. Vogt, C. Walcott, R. H. Wasserman, R. O. Wayne, W. W. Webb, N. F. Weeden, Q. D. Wheeler, D. B. Wilson, S. C. Winans, D. W. Winkler, M. F. Wolfner, J. F. Wootton, R. Wu, S. A. Zahler, S. H. Zinder

Other Teaching Personnel

G. S. Albrecht, J. E. Blankenship, R. A. Calvo, P. W. Concannon, M. L. Cordts, C. Eberhard, P. R. Ecklund, J. C. Glase, J. M. Griffiths, J. B. Heiser, B. R. Johnson, C. H. McFadden, S. Merkel, C. M. Rehkugler, H. C. Reiss, B. M. Tyler

DISTRIBUTION REQUIREMENT

In the College of Agriculture and Life Sciences, the biological sciences distribution requirement (Group B) is for a minimum of 9 credits, including at least 6 credits of introductory biology satisfied by Biological Sciences 109–110, 105–106, or 101 and 103 plus 102 and 104, or 107–108 or any combination of the first term of one sequence and the second term of another. Advanced placement in biology with a score of 4 or 5 (6 or 8 credits, respectively) satisfies the requirement for introductory biology. The additional credits may be satisfied by any biological sciences courses *except Biological Sciences 152, 200* (unless permission of associate director is obtained), 202, 205, 206, 208, 209, 301, or 367.

For College of Arts and Sciences students matriculating before fall 1992, the biological sciences distribution requirement is for a two-

semester introductory biology sequence selected from Biological Sciences 109–110, 105–106, or 101 and 103 plus 102 and 104, or 107–108 or any combination of the first term of one sequence and the second term of another. An Advanced Placement score of 4 or 5 fulfills one-half the distribution requirement. Students must take an upper-level biology course to complete the distribution requirement in biological sciences. The remainder of the distribution requirement may be satisfied by an upper-level course (200+) offered by the Division of Biological Sciences *other than Biological Sciences 152, 200* (except by permission of associate director), 202, 205, 206, 208, 209, 301, or 367; Anthropology 101; or Chemistry 222 or any combination of the first term of one sequence and the second term of another.

For students in the College of Arts and Sciences who matriculate fall 1992 or later, all courses offered by the Division of Biological Sciences can be used toward fulfillment of the biological distribution requirement except *Biological Sciences 152, 200* (unless permission of the associate director is obtained), 202, 205, 206, 208, 209, 301, or 367. The following courses are especially suitable for the distribution requirement because they have no prerequisites: Biological Sciences 101–104, 105–106, 107–108, 109–110, 154, 160, 170, 184, 192, 201, 207, 212, 246, 264, 266, 275. *Note that introductory biology can only count for distribution credit when taken as a two-semester sequence: 109–110, 105–106, or 101 and 103 plus 102 and 104, or 107–108, or a combination of the first term of one sequence and the second term of another.* Advanced placement in biology with a score of 4 or 5 (6 or 8 credits, respectively) may be applied to the Group 1 distribution area in accordance with regulations stipulated by the Arts College.

In the College of Human Ecology, the natural sciences distribution requirement is for at least 6 credits selected from Biological Sciences 109–110, 101 and 103 plus 102 and 104, 105–106 or 107–108 or from specified courses in chemistry or physics. Advanced placement in biology with a score of 4 or 5 (6 or 8 credits, respectively) also satisfies the distribution requirement in the natural sciences.

Note: Biological Sciences 101–102–103–104 should be taken as a unit by students of any college except those with advanced placement credit.

Switching from one introductory biology sequence to another at midyear may not be possible because of variation in presentation of topics. Students must receive permission of the instructor to switch sequences. Taking sequences in reverse or inconsecutive order is strongly discouraged.

THE MAJOR

The Division of Biological Sciences offers a major in biological sciences to students enrolled in either the College of Agriculture and Life Sciences or the College of Arts and Sciences. The undergraduate program is coordinated for students in both colleges through the division's Office for Academic Affairs, where students submit their applications to the major and obtain biology faculty advisers.

During the second semester of the sophomore year, all students who intend to major in biological sciences must apply for acceptance into the major with the associate director for academic affairs, in 200 Stimson Hall. Students in the College of Agriculture and Life Sciences who were admitted directly to the major complete the application process to declare a program of study area and to assure satisfactory progress toward completion of the major. Acceptance into the major requires completion of the course sequences in introductory biology, chemistry, and mathematics (see requirements 1-3 below), plus one semester of organic chemistry lectures. In addition, a 2.75 Cornell cumulative grade-point average is required for final acceptance into the major except for those students admitted directly to the major as freshmen (College of Agriculture and Life Sciences students only) or as transfers. Students in the process of completing these prerequisites for admission to the major may be accepted on a *provisional* basis. Final acceptance into the major is required for graduation with a biological sciences major. It is the student's responsibility to assure that final acceptance has been granted.

Whenever possible, students should include the introductory biology, chemistry, and mathematics sequences in their freshman schedule and complete the organic chemistry lecture course in their sophomore year. Students are not encouraged to continue with the major in biological sciences unless performance in these four subjects gives evidence of capacity to perform satisfactorily at a more advanced level.

The requirements for the biological sciences major are listed below. These courses, with the exception of the language requirement, should be taken for a letter grade, unless the course is offered for S-U grades only.

- 1) **Introductory biology for majors** (one year): Biological Sciences 101 and 103 plus 102 and 104, or 105-106. Biological Sciences 107-108, offered during the eight-week Cornell Summer Session for 8 credits, also satisfies the introductory biology requirement for majors. Students may choose to accept advanced placement if they have received a score of 5 on the Advanced Placement Examination of the College Entrance Examination Board (CEEB). Students with a score of 4 must fulfill the introductory biology requirement by taking Biological Sciences 101-102, 101 and 103, 102 and 104, or 103-104. These students should consult information available in the course office (1140 Comstock Hall) and in the Biology Center (216 Stimson Hall) to determine which semester to take to complete the introductory biology requirement. For students in doubt, completion of Biological Sciences 101

and 103 is advised. These students receive a total of 8 introductory biology credits (4 AP credits plus 4 course credits).

- 2) **General chemistry** (one year): Chemistry 207-208,* or 103-208, or 215-216,* or 103-104-208.
- 3) **College mathematics** (one year): two semesters of calculus (Mathematics 111-112, 191-192, or their equivalents) or one semester of calculus plus either Mathematics 105 or Statistics and Biometry 102. Education 115 may not be used to fulfill any part of this requirement.
- 4) **Organic chemistry**: Chemistry 253 and 251, or 253 and 301, or 357-358 and 251, or 357-358 and 301, or 359-360 and 251, or 359-360 and 301.
- 5) **Physics**: Physics 207-208,* 112-213,* or 101-102. Those who take Physics 112-213 are advised to complete Physics 214 as well.
- 6) **Genetics**: Biological Sciences 281.
- 7) **Biochemistry**: Biological Sciences 330, or 331 and 332, or 333.
- 8) **Evolutionary Biology**: Biological Sciences 278.
- 9) **A program of study** selected from the outline below.
- 10) **Foreign language**: students registered in the College of Agriculture and Life Sciences must satisfy the foreign language requirement of the Division of Biological Sciences by (a) presenting evidence of successful completion of three or more years of study of a foreign language in high school or (b) attaining a score of 560 or more on the reading portion of the College Entrance Examination Board achievement test or (c) achieving "qualification" status in a language as defined by the College of Arts and Sciences or (d) successfully completing at least 6 college credits in a foreign language. Students registered in the College of Arts and Sciences must satisfy the language requirement as stated by that college.

*Since modern biology has an important physical and quantitative orientation, students are advised to undertake basic science courses that emphasize this approach. Asterisks in the above list indicate the courses that provide this orientation, but all courses listed are acceptable.

Although not required for the biological sciences major, a course in statistics is recommended for students planning graduate study or a research career. Students should consult their faculty advisers when choosing appropriate courses in statistics.

Programs of Study and Requirements

As noted in the list of requirements above, students accepted into the biological sciences major must choose a program of study. The program of study requirements are designed to help students achieve depth in one area of biology while ensuring that the selected advanced courses form a coherent and meaningful unit. Because of the flexibility allowed in satisfying these requirements, students should consult their faculty advisers.

The possible programs of study are listed below.

- 1) **Animal Physiology**: BIOAP 311, Introductory Animal Physiology, Lectures; BIOAP 313, Histology: The Biology of Tissues; BIOAP 316, Cellular Physiology; and BIOAP 319, Animal Physiology Experimentation. The Program of Study in Animal Physiology emphasizes whole-animal, tissue, and cell physiology, and provides considerable opportunity for studies using live animals. It is intended especially for students contemplating careers in biomedical practice or research.
- 2) **Biochemistry**: Quantitative Chemistry (Chemistry 300 or completion of Chemistry 215-216 for the general chemistry requirement for the major); a minimum of four credits of organic chemistry laboratory (Chemistry 301-302 or 251-252-302 or 301 or 251-252); one of the 5-credit options of Biochemistry (331 and 332 or 330 for 5 credits) is strongly recommended; 4 credits of biochemistry laboratory courses (BIOBM 630 and 634, or 630 and 638, or 634 and 638, or 430) (see note below); and Physical Chemistry (Chemistry 389-390.1 or 287-288 or 287-390.1 or 389-288). Note that Chemistry 288 is designed for biologists. It is recommended that students interested in graduate work in biochemistry take the more rigorous organic chemistry and physics sequences (Chemistry 357-358 or 359-360 and Physics 207-208), six credits of organic chemistry laboratory, and a third semester of calculus in preparation for the more rigorous physical chemistry sequence (Chemistry 389-390). Students interested in biochemistry should complete a year of introductory chemistry other than Chemistry 103-104 before the start of their sophomore year. Students are also urged to complete introductory biology in their freshman year.

Note: The 600-level biochemistry laboratory courses are each one-half semester long. Students must register for *two* of these courses in a single semester, for a total of 4 credits. The specific courses offered in any semester may vary. All courses emphasize qualitative and quantitative aspects of modern approaches to research in biochemistry, molecular and cell biology, and expect some student input into experimental design based on readings of original papers.

- 3) **Cell Biology**: Chemistry 300 or 215-216, Quantitative Chemistry; BIOBM 432, Survey of Cell Biology; 4 credits of biochemistry laboratory courses (strongly recommended either 630 and 634, or 630 and 638, or 634 and 638) (See "Note" under Biochemistry); and at least 5 additional credits chosen from the following courses: BIONB 222, Neurobiology and Behavior II: Introduction to Neurobiology; BIO G 305, Basic Immunology; BIOAP 313, Histology: The Biology of the Tissues; BIOPL 345, Plant Anatomy; BIOBM 435-436, Undergraduate Biochemistry Seminar; BIOBM 437, Oncogenes and

Cancer Viruses; BIOPL 444, Plant Cell Biology; BIOGD 483, Molecular Aspects of Development; BIOBM 636, Cell Biology; BIOBM 639, The Nucleus; AN S 419, Animal Cytogenetics.

Students interested in cell biology should complete a year of introductory chemistry other than Chemistry 103–104 before the start of their sophomore year. Students are also urged to complete introductory biology in their freshman year and are strongly encouraged to take one of the 5-credit options of Biochemistry (331 and 332 or 330 for 5 credits). If graduate work in cell biology is anticipated, students should consider taking a physical chemistry sequence (Chemistry 389–390.1 or 287–288 or 287–390.1 or 389–288).

- 4) *Ecology and Evolutionary Biology*: BIOES 261, Ecology and the Environment, and 10 credits from the following course lists, including at least one course from each group:

(a) BIOPL 241, Introductory Botany; BIOES 274, Functional and Comparative Morphology of Vertebrates; BIOES 373, Biology of the Marine Invertebrates; BIOES 466 and 468, Physiological Plant Ecology, Lectures and Laboratory; BIOES 471, Mammalogy; BIOES 472, Herpetology; BIOES 475, Ornithology; BIOES 476, Biology of Fishes; ENTOM 212, Insect Biology.

(b) BIOES 263, Field Ecology; BIOES 272, Functional Ecology of the Vertebrates; BIOPL 448, Plant Evolution and the Fossil Record; BIOES 452, Herbivores and Plants: Chemical Ecology and Coevolution; BIOES 455, Insect Ecology; BIOES 456, Stream Ecology; BIOES 457 and 459, Limnology: Ecology of Lakes, Lectures and Laboratory; BIOES 461, Population and Evolutionary Ecology; BIOES 462, Marine Ecology; BIOES 463 and 465, Plant Ecology and Population Biology, Lectures and Laboratory; BIOES 464, Macroevolution; BIOES 470, Ecological Genetics; BIOES 473, Ecology of Agricultural Systems; BIOES 478, Ecosystem Biology; BIOES 479, Paleobiology; BIOGD 481, Population Genetics.

Note: One 400-level, 4-credit course offered at Shoals Marine Laboratory may be applied toward the 10 credits. Students are encouraged to gain experience in some aspect of field biology through course work at a biological field station or work experience.

Note: The Ecology and Evolutionary Biology program of study offers an undergraduate specialization in Marine Biology and Oceanography. A description of this specialization can be found in the section entitled COURSES IN MARINE SCIENCE.

- 5) *General Biology*: The Program of Study in General Biology requires a minimum of 13 credit hours from courses offered by the Division of Biological Sciences in addition to courses counted towards requirements 1–8 above. These credits must include one course (200-level or above) from the courses listed for at least three of the eight other programs of study (see pages 124–125), and must

include a course with a laboratory (200-level or above) and a minimum of two upper-level (300 and above) courses of two or more credits. BIO G 498 may not be used as one of the upper-level courses. BIO G 499 (minimum of 2 credits, but no more than 3 credits) may count as one of the upper-level courses, and may count as the laboratory course with approval of the adviser.

- 6) *Genetics and Development*: A minimum of 13 credits, usually chosen from the following courses: BIOGD 385, Developmental Biology; BIOGD 389, Embryology; BIONB 423, Neurogenetics; BIOBM 438, Yeast Genetics and Molecular Biology; BIOES 470, Ecological Genetics; BIOGD 481, Population Genetics; BIOGD 482, Human Genetics and Society; BIOGD 483, Molecular Aspects of Development; BIOGD 484, Molecular Evolution; BIOMI 485, Bacterial Genetics; BIOBM 633, Biosynthesis of Macromolecules; BIOBM 639, The Nucleus; BIOPL 641, Laboratory in Plant Molecular Biology; BIOPL 644, Plant Growth and Development; BIOPL 652, Plant Molecular Biology II; BIOPL 653, Plant Molecular Genetics; BIOES 663, Theoretical Population Genetics; BIOGD 682, Fertilization and the Early Embryo; BIOGD 684, Advanced Topics in Population Genetics; BIOGD 686, Mammalian Development; BIOGD 687, Developmental Genetics; BIOMI 694, Genetics of Diverse Bacteria; PL BR 606, Advanced Plant Genetics.

Up to 3 credits for this program of study may be chosen from other biological sciences courses with approval of the faculty adviser.

- 7) *Microbiology*: BIOMI 290, General Microbiology, Lectures; BIOMI 291, General Microbiology, Laboratory; BIOMI 300, Seminar in Microbiology; BIOMI 391, Advanced Microbiology Laboratory; and at least 5 credits from the following course lists, including at least one course from each group: (a) BIOMI 485, Bacterial Genetics; or BIOMI 416, Microbial Physiology; and (b) BIOMI 415, Bacterial Diversity; or BIOMI 451, Structure and Function of Bacterial Cells.
- 8) *Neurobiology and Behavior*: The two-semester introductory course sequence, Neurobiology and Behavior I and II (BIONB 221 and 222) with discussion section (4 credits per term), and 7 additional credits, among which must be a course from the neurobiology and behavior offerings. BIONB 420, BIO G 498 and 499, and BIONB 720 may not be used as this neurobiology and behavior course. However, these readings and independent research courses may form part of the additional credits (beyond those provided by the advanced neurobiology and behavior course) required to complete the Program of Study in Neurobiology and Behavior.

Note: Students who declare the Program of Study in Neurobiology and Behavior after taking BIONB 221 or 222 for only 3 credits must complete additional course work in

neurobiology and behavior. These students should consult the chair of the Section of Neurobiology and Behavior (W363 Seeley G. Mudd Hall) to determine what course(s) to use to make up the deficiency.

- 9) *Plant Biology*: Students choose one area of study from the following two options:

Option (a) *Botany*: Students are required to take Introductory Botany (BIOPL 241). Students should then choose, with the aid of their faculty adviser, a minimum of three of the following courses, for a total of at least 10 additional credits, to round out their botanical training: BIOPL 242 and 244, Plant Physiology, Lectures and Laboratory; BIOPL 246, Plants and Civilization; BIOPL 248, Taxonomy of Vascular Plants; BIOPL 342 and 344, Plant Physiology, Lectures and Laboratory; BIOPL 343 and 347, Molecular Biology and Genetic Engineering of Plants, Lectures and Laboratory; BIOPL 345, Plant Anatomy; BIOPL 359, Biology of Grasses; BIOPL 444, Plant Cell Biology; BIOPL 445, Photosynthesis; BIOPL 447, Molecular Plant Systematics; BIOPL 448, Plant Evolution and the Fossil Record; BIOES 463 and 465, Plant Ecology and Population Biology, Lectures and Laboratory; or BIOES 466 and 468, Physiological Plant Ecology, Lectures and Laboratory.

Option (b) *Plant Biotechnology*: Students are required to take BIOPL 343 and 347, Molecular Biology and Genetic Engineering of Plants, Lectures and Laboratory. Students choose, in consultation with their faculty adviser, a minimum of 10 additional credits from the following list: BIOPL 241, Introductory Botany; BIOPL 242 and 244, Plant Physiology, Lectures and Laboratory; BIOPL 342 and 344, Plant Physiology, Lectures and Laboratory; BIOPL 346, Algal Physiology; BIOPL 444, Plant Cell Biology; BIOPL 648, Plant Biochemistry; PL BR 401, Plant Cell and Tissue Culture; or PL BR 402, Plant Tissue Culture Laboratory.

- 10) *Independent Option*: A special program for students interested in nutrition is available under this option. Students interested in courses in biophysics should contact the Office for Academic Affairs (200 Stimson Hall) for further information. In addition, students who want to undertake a course of study not covered by the nine existing programs of study or the special program may petition the Division of Biological Sciences Curriculum Committee. Information on independent options and Curriculum Committee petition forms are available in the Office for Academic Affairs, 200 Stimson Hall.

Independent Research and Honors Program

Individual research projects under the direction of a faculty member are encouraged as an aspect of study within a program of study. Applicants for research projects are accepted by the individual faculty members, who take into account students' previous

academic accomplishments, interests, and goals and the availability of space and equipment suitable for the proposed project. Students accepted for independent research enroll for credit in Biological Sciences (BIO G) 499 (Undergraduate Research in Biology) with the written permission of the faculty supervisor. Students register for this course in 200 Stimson Hall. Any faculty member in the Division of Biological Sciences may act as a supervisor. Faculty supervisors outside the division are acceptable only if a faculty member of the division agrees to take full responsibility for the quality of the work. Information on faculty research activities and undergraduate research opportunities is available in the Behrman Biology Center, 216 Stimson Hall.

Research credits may not be used in completion of the following program of study areas: animal physiology; biochemistry; cell biology; ecology and evolutionary biology; genetics and development; microbiology; plant biology. No more than 4 credits of research may be used in completion of the Program of Study in Neurobiology and Behavior.

The honors program in biological sciences is designed to offer advanced training in laboratory or field research through the performance of an original research project under the direct guidance of a member of the Cornell faculty. Applications for the honors program are available in the Office for Academic Affairs, 200 Stimson Hall, and must be submitted to the Honors Program Committee by the deadline announced early in the senior year. Application forms for the honors program are separate from the enrollment forms for Biological Sciences (BIO G) 499 (Undergraduate Research in Biology). To qualify for the program, students must have been accepted into the biological sciences major, have completed at least 30 credits at Cornell, and have an overall Cornell cumulative grade-point average of at least 3.00. In addition, students must have at least a 3.00 Cornell cumulative grade-point average in all biology, chemistry, mathematics, and physics courses. (Grades earned in courses in other departments that are used to fulfill major requirements are included in this computation.) In addition, candidates must have a faculty member to supervise their research. Any faculty member in the Division of Biological Sciences may act as a supervisor. Students may also work with faculty supervisors outside the division. Students who select supervisors outside the division must arrange for a faculty member of the division to serve as cosigner of the research. The division cosigner must agree to meet with the student on a regular basis, to report to the Honors Program Committee on the progress of the work approximately two months before the thesis is due, and to serve as a reviewer of the thesis. An honors candidate usually enrolls for credit in Biological Sciences (BIO G) 499 (Undergraduate Research in Biology) under the direction of the faculty member acting as honors supervisor, although it is not necessary to do so. Students choosing to earn credit for honors research must enroll in Biological Sciences (BIO G) 499 (Undergraduate Research in Biology) separate from the honors program. Requirements of the honors program include participation in honors research seminars during two semesters, submission of an acceptable honors thesis, completion of all major requirements, and

maintenance of the 3.00 Cornell cumulative grade-point average through graduation. Recommendation to the faculty that a candidate graduate with honors is the responsibility of the Honors Program Committee.

Students interested in the honors program should consult their faculty advisers early during their junior year. Students are strongly encouraged to begin their research projects in their junior year, although they are not formally admitted to the honors program until the beginning of their senior year. Students who are considering study abroad during their junior year should consult with a member of the Honors Committee during their sophomore year to plan a reasonable schedule for honors research. The Honors Program requires that student participants attend honors seminars in which they give oral presentations during the first and second semesters of their senior year. Therefore, students who are considering studying away from campus during the senior year should consult with a member of the Honors Committee no later than the beginning of the first semester of their junior year. Details pertaining to thesis due dates, seminars, and other requirements may be obtained from the chair of the Honors Program Committee or from the Office for Academic Affairs, 200 Stimson Hall. Information on faculty research activities is available in the Behrman Biology Center, 216 Stimson Hall. Deviation from any of the requirements of the Honors Program requires a petition in the form of a letter to the Honors Program Committee, c/o 200 Stimson Hall.

CURRICULUM COMMITTEE

Many decisions pertaining to the curriculum, to division-wide requirements, and to the programs of study are made by the Curriculum Committee of the division. The committee consists of faculty and elected student members and welcomes advice and suggestions from all interested persons.

ADVISING

Students in need of academic advice are encouraged to consult their advisers, come to the Behrman Biology Center (216 Stimson Hall), or contact the associate director for academic affairs (200 Stimson Hall).

Students interested in marine biology should visit the Cornell Marine Programs Office, G14 Stimson Hall.

Students interested in the multidisciplinary program Biology and Society should see "Special Programs and Interdisciplinary Studies," in the College of Arts and Sciences section of this catalog.

INDEX OF COURSES

The following course identifiers are used to denote biological sciences courses in specific areas: General Courses, BIO G; Animal Physiology, BIOAP; Biochemistry, Molecular and Cell Biology, BIOBM; Ecology and Systematics, BIOES; Genetics and Development, BIOGD; Microbiology, BIOMI;

Neurobiology and Behavior, BIONB; Plant Biology, BIOPL; Shoals Marine Laboratory, BIOSM.

Note: Biological sciences courses count as agriculture and life sciences credits for students in the College of Agriculture and Life Sciences and as arts and sciences credits for students in the College of Arts and Sciences.

Course Index

Course	Page	Course	Page
101	129	331	133
102	129	332	133
103	129	333	134
104	129	341 (new)	146
105	129	342	146
106	129	343	147
107	129	344	147
108	129	345	147
109	129	346	147
110	129	347	147
111	129	359	147
112	133	363	150
113	133	364	151
114	133	365	151
115	136	366	151
116	150	367	151
117	150	368	151
118	170	369	151
119	140	370	151
120	141	371	136
121	130	372	151
122	130	373	137
123	130	385	140
124	130	389	140
125	130	391	141
126	131	396	143
127	131	398	142
128	143	400	130
129	143	401	130
130	133	402	151
131	133	403	130
132	133	406	142
133	133	408	142
134	146	409	151
135	146	413	152
136	146	415	142
137	146	416	142
138	146	419	132
139	146	420	144
140	136	421	144
141	136	422 (new)	144
142	136	423	144
143	136	424	144
144	136	426	144
145	136	427	144
146	136	428	144
147	136	429	144
148	140	430	134
149	140	432	134
150	141	435	134
151	141	436	134
152	141	437	134
153	141	438	134
154	141	441	147
155	130	443	147
156	150	444	147
157	131	445	147
158	132	447	147
159	132	448	147
160	132	449	152
161	132	450	131
162	143	451	142
163	143	452	137
164	143	453	147
165	143	455	137
166	150	456	137
167	143	457	137
168	150	458	132
169	133		

Course	Page	Course	Page
459	137	664	139
461	137	665	139
462	137	668	139
463	137	669	139
464	137	670	139
465	137	672	139
466	137	673	139
467 (new)	131	674	139
468	137	682	140
469	131	684	140
470	138	685 (new)	142
471	138	686	140
472	138	687	140
473	138	692	135, 142
474	138	694	142
475	138	705	131
476	138	706	131
477	152	710	132
478	138	711	132
479	138	713	132
480	140	714	132
481	140	715	132
482	140	717	132
483	140	719	133
484	140	720	145
485	142	721	145
491	144	723	145
492	144	724	145
493	145	732	135
494	145	733	135
495	145	734	135
496	145	735	135
497	145	736	135
498	131	737	135
499	131	738	135
606	131	740	149
615	132	741 (new)	149
619	132	742	149
623	145	743 (new)	149
626	145	749	149
630	134	750	135
631	134	751	135
632	134	757	132
633	134	760	139
634	134	767	139
635	135	780	141
636	135	781	141
637	135	782	141
638	135	783	141
639	135	786	141
641	147	787	141
642	148	790	145
643	148	791 (new)	142
644	148	792	146
645	148	793	146
646	148	794	146
647	148	795	142
648	135, 148	796	142
649	148	797	142
651	148	798	142
652	142, 148	799	142
653	149	811	133
654	149	812	133
655	149	830	135
656	149	831	135
658	132	832	135
660	138	833	135
661	138	835	136
662	138	836	136
663 (new)	139	840	149

GENERAL COURSES (BIO G)

BIO G 101-102 Biological Sciences, Lectures

101, fall; 102, spring. 2 credits each term. Prerequisite: concurrent enrollment in Bio G 103 (fall) or 104 (spring). Passing grade (D or better) in 101 is prerequisite to 102 unless permission is obtained from instructor. May not be taken for credit after Bio G 105-106 or 109-110. S-U grades optional, with permission of instructor. Lects, M W F 9:05 or 10:10. 2 lecs each week; to accommodate these, students must reserve all 3 days. Evening prelims: fall, Sept. 28 and Nov. 14; spring, Feb. 22 and Apr. 4. K. K. Adler.

Designed both for students who intend to specialize in biological sciences and for those who want to obtain a thorough knowledge of biology as part of their general education. The fall semester covers the chemical and cellular basis of life, energy transformations, and cell and tissue biology. The spring semester covers genetics, development, evolution, and ecology. Each topic is considered in the light of modern evolutionary theory.

BIO G 103-104 Biological Sciences, Laboratory

103, fall; 104, spring. 2 credits each term. Prerequisite: concurrent enrollment in BIO G 101 (fall) or 102 (spring). 103 is prerequisite to 104 unless permission is obtained from instructor. No admittance after second week of classes. S-U grades optional, with permission of instructor. Lab, M T W or R 1:25-4:25, M or W 7:30-10:30 p.m., or T R or S 8-11. One 3-hour lab each week and a weekly lec for discs, special lecs, etc. J. C. Glase, P. R. Ecklund, and staff.

BIO G 103-104 is designed to provide laboratory experience with major biological phenomena in order to support an understanding of the important concepts, principles, and theories of modern biology. A second objective of the laboratory course is to help students gain expertise in the methods used by biologists to construct new knowledge. Students are exposed to basic concepts, research methods, including laboratory and data transformation techniques, and instrumentation in the major areas of biology. First-semester topics include biochemistry, physiology, invertebrate diversity, and behavior. In the second semester, laboratory experience is provided in the areas of genetics, biotechnology, immunology, plant biology, population genetics and growth, and ecology. During the first semester, dissection of a doubly-pithed frog is included. Pithing is done by the instructor.

BIO G 105-106 Introductory Biology

105, fall; 106, spring. 4 credits each term (or 2 credits, with permission of instructor). Enrollment limited to 200 students. Prerequisite: 105 is prerequisite to 106, unless written permission is obtained from instructor. May not be taken for credit after BIO G 101-104 or 109-110. No admittance after first week of classes. Estimated cost for dissection kit, \$11. S-U grades optional, with written permission of instructor. Lec, T 9:05 (1st lec of fall term, R 8/31 9:05); additional study and lab hours to be arranged. C. H. McFadden and staff.

Designed primarily for biology majors, preprofessionals, and other students who desire a challenging, broad introduction to fundamental concepts of biology. Physiology, anatomy (accompanied by preserved vertebrate and invertebrate dissection), and biochemistry are strongly emphasized in the fall semester. Subjects of study in the spring semester are genetics, development, ecology, evolution, behavior, and the diversity of organisms (accompanied by preserved vertebrate dissection). The course uses an autotutorial format and offers considerable flexibility in scheduling. Completion of the course requires mastery of a group of core units. Testing on these units is primarily by oral examination. Students who take the course must respect deadlines. Four formal laboratory sessions are offered each semester; additional laboratory work is included in the core units. Evaluation is based on written reports on experimental work or on extensive dissections (both vertebrate and invertebrate) with practical exams. Performance on the core units, the laboratories, and the final examination determine the final grade. Students who object to dissecting live invertebrates should talk to the instructor before registering.

BIO G 107-108 General Biology

Summer (8-week session); 107, weeks 1-4; 108, weeks 5-8). 4 credits each. Prerequisite: one year of college or permission of instructor; BIO G 101-103, 105, or 107 is a prerequisite for 108. Fee, \$25 for weeks 1-4; \$15 for weeks 5-8. Lects, M-R 9-12; labs, M T R 1:30-4:30, F 9-12. Staff.

Designed for students who plan further study in biology and for students who want a broad course in biology as part of their general education. BIO G 107 covers biological metabolism, first at the molecular level and then progressively to the organ system level. The laboratory work involves an introduction to some major techniques, vertebrate dissection, and a survey of plant organization. BIO G 108 seeks to integrate the topics of genetics, developmental biology, population biology, and ecology in a general consideration of biological evolution. The laboratory work is a continuation of the material covered in BIO G 107 and involves more techniques, a survey of animal organization, and the design and performance of a field study. BIO G 107-108 fulfills the introductory biology requirement for majors and forms a suitable introductory biology course sequence for students intending to go to medical school.

BIO G 109-110 Biological Principles

109, fall; 110, spring. 3 credits each term. Limited to 600 students. A passing grade in 109 or 101-103 or 105 is prerequisite to 110 unless written permission is obtained from the instructor and the student has at least 3 credits of college biology. Since 109-110 together constitute an integrated survey, 109 cannot be used to satisfy the College of Arts and Sciences or College of Agriculture and Life Sciences distribution requirement unless it is followed by 110 or an exemption is obtained from the instructor. May not be taken for credit after BIO G 101-104 or 105-106. This course sequence may be used to fulfill the distribution requirement in the Colleges of Agriculture and Life Sciences, Arts and Sciences, and Human Ecology but may not be used as an introductory course for the major in biological sciences. Note that this

course satisfies the prerequisite for many, but not all second- and third-level courses in biology. Letter grade only. Lects, M W F 9:05 or 10:10; lab, M T W R or F 2-4:25 or T 10:10-12:35. Students do not choose lab sections during course enrollment; lab assignments are made during first day of classes. Each student must attend lab on alternate weeks. Evening prelims: fall, Sept. 28 and Nov. 14; spring, Feb. 22 and Apr. 2. C. Eberhard and staff.

Students who do not plan to major in biology may take this broad introductory course in modern biology. It is not a course in social biology but addresses itself to biological principles with academic rigor. The content is designed to appeal to anyone who seeks a comprehensive knowledge of biology as part of a general education. Laboratory sections enable small groups of students to meet with the course staff and are used for problem-solving experiments, demonstrations, and discussions. No live dissections are involved; there are dissections of vertebrate and invertebrate material (observation required).

BIO G 152 Special Topics in Biology

Spring. 1 credit. Limited to 30 students. Prerequisites: superior performance in BIO G 109 or equivalent and concurrent enrollment in BIO G 102, 106, or 110, or written permission of instructor. S-U grades only. *This course may not be used in fulfillment of college distribution requirements.* Lec, T 3:35; occasional field trips to be arranged. Guest lecturers discuss topics in their field of research interest. C. Eberhard, staff, and guest lecturers.

This course is designed to complement introductory biology by providing an opportunity for deeper exploration of selected topics of interest. Class involvement and discussion are encouraged.

BIO G 170 Evolution of the Earth and Life (also Geological Sciences 102)

Spring. 3 credits. Recommended: GEOL 101. S-U grades optional. Lects, T R 9:05 or 11:15; lab, M T W or R 2:00-4:25; field trips during lab. J. L. Cisne. Earth systems and their evolution. Earth history's astronomical context. Plate tectonics, continental drift, and their implications for climate and life. Coevolution of life and the atmosphere. Precedents for ongoing global change. Dinosaurs; mass extinctions; human ancestry. Laboratories on reconstructing geological history and mapping ancient geography. Fossil-collecting on field trips.

BIO G 200 Special Studies in Biology

Fall, spring, or summer. 1-3 credits. Prerequisites: transfer- or special-student status and written permission of instructor and of the associate director of the Division of Biological Sciences. Students must register using a special form available in Stimson 200. S-U grades optional, with permission of instructor. Hours to be arranged. Staff.

A registration device for students who want to take only a portion of a regular biological sciences course—for example, only the lectures or only the laboratory in a course that includes both. Only students who have already had training equivalent to the portion of the regular course that is to be omitted may register in this manner. This course may not be substituted for 100-level courses and may not be used in fulfillment of college distribu-

tion requirements except by permission of the associate director of the division.

[BIO G 201 Biotechnology: The "New" Biology (also Biology and Society 201)]

Spring. 3 credits. This course is for students *not* majoring in biological sciences. Students who have taken or are currently enrolled in BIOGD 281 or BIOBM 330 or 331 may not enroll. S-U grades optional. Not offered 1995-96. Lects, T R 2:30-4:25. Disc, T or R 3:35 starting week 3; disc assignments made during week 2. J. M. Fessenden MacDonald, J. M. Calvo, S. Howell.

Designed for nonmajors, a general introduction to the application and issues of modern molecular biology in medicine and agriculture. Information on recombinant DNA technology, monoclonal antibodies, plant cell culture techniques, and embryo manipulation methods is presented. Topics include medical diagnostics and treatments; environment, agriculture, and food; and economic, social-policy, regulatory, ethical, and legal issues that surround biotechnology. The course is taught in three modules and the topics vary from year to year. Topics for 1995 are human gene mapping and genetic screening, crop plant biotechnology, immunodiagnostics and therapy, and AIDS and cancer. Recommended for those students who want to understand some new research discoveries, their applications, and social, legal, ethical, and policy issues stemming from them.]

BIO G 207 Evolution (also History 287 and Science and Technology Studies 287)

Fall or summer. 3 credits. Intended for students with no background in college biology. May not be taken for credit after BIOES 278. S-U grades optional. Lects, T R 10:10; disc, 1 hour each week to be arranged. W. B. Provine.

Evolution is the central concept in biology. This course examines evolution in historical and cultural contexts. Aims of the course include understanding the major issues in the history and current status of evolutionary biology, and exploration of the implications of evolution for culture. Issues range from controversies over mechanisms of evolution in natural populations to the conflict between creationists and evolutionists.

BIO G 208 Drawing the Human Figure

Summer (6-week session). 3 credits. Labs, M T W 3:00-5:15. K. Kucharski.

Human anatomy. Emphasis on learning correct anatomical information relating to the skeletal and muscular systems as approached through observation and drawing practices.

BIO G 209 Introduction to Natural Science Illustration

Summer (6-week session). 2 credits. Limited to 12 students. Prerequisite: free-hand drawing or permission of instructor. S-U grades optional. Lects and labs, T R 6:30-9:30 p.m. B. S. King.

An introduction to the art of natural science illustration for publication, and to the techniques of various media including pencil, pen and ink, watercolor, colored pencil, scratchboard, and carbon dust. Potentials and limitations of line and half-tone reproduction, copyright, and portfolio presentation are discussed.

BIO G 305 Basic Immunology Lectures (also Veterinary Microbiology 315)

Fall. 3 credits. Strongly recommended: basic courses in microbiology, biochemistry, and genetics. S-U grades optional, with permission of instructor. Lects, T R 8:30-9:55. Evening prelims: Sept. 28, Oct. 26, and Nov. 16. A. J. Winter.

A survey of immunology, with emphasis on the biological functions of the immune response.

BIO G 400 Undergraduate Seminar in Biology

Fall or spring. Variable credit (1-3 credits assigned for individual seminar offerings). May be repeated for credit. S-U grades optional. Sem to be arranged. Staff.

From time to time specialized seminars on topics of interest to undergraduates are offered by visiting faculty or faculty from the Sections of Ecology and Systematics, Genetics and Development, or Plant Biology. Topics and instructors are listed in the division's catalog supplement issued at the beginning of the semester. For students interested in Biochemistry, Physiology, or Neurobiology, please see descriptions under appropriate section.

BIO G 401 Introduction to Scanning Electron Microscopy

Fall or spring, weeks 1-8. 1 credit. Limited to 8 students (fall), 12 students (spring). Prerequisite: permission of instructor. S-U grades optional. Lec, M 10:10; lab, T R or F 9:05-12:15 or T W or R 1:25-4:25. Fee may be charged. M. V. Parthasarathy.

An introductory course that includes the principle and use of the scanning electron microscope. Students use biological material to explore and understand some of the fine biological architecture. In addition to preparing the specimens, the students use the scanning electron microscope to study and obtain micrographs of features that interest them.

BIO G 403 Transmission Electron Microscopy for Biologists

Fall. 1, 3, or 4 credits (4 credits if student takes both sections). Limited to 12 students. Prerequisites: BIOAP 313, BIOPL 345 or 443, or written permission of instructor. S-U grades optional. Lec, T 11:15; labs, M W or T R 1:25-4:25. Two sections: Sec 01, 1 credit, weeks 1-4; sec 02, 3 credits, weeks 5-12. Students may register for one or both sections. Fee may be charged. M. V. Parthasarathy.

Section 01, 1 credit, weeks 1-4, covers the principles and use of the transmission electron microscopy (TEM), with emphasis on proper operation of the instrument and interpretation of images obtained. Negatively stained materials are used for viewing with the transmission electron microscope. Section 02, 3 credits, weeks 5-12, covers the principles and techniques of preparing biological material for transmission electron microscopy. Using animal, plant, and microbe materials this section studies chemical fixtures, cryofixations, ultrathin sectioning, immunogold localization, quantitative microscopy, and metal shadowing techniques. Students have two additional weeks to complete laboratory assignments at the end of each section.

BIO G 450 Light and Video Microscopy for Biologists

Spring. 3 credits. Limited to 12 students. Prerequisites: one year of introductory biology and permission of instructor. Lects, T R 1:25–2:30; lab, R 2:30–4:30. R. O. Wayne.

Theoretical and practical aspects of light microscopy, including brightfield, darkfield, phase-contrast, polarization, Hoffman-modulation contrast, interference, differential-interference contrast, and fluorescence microscopy, as well as video- and computer-based digital image enhancement, are studied. Students learn both qualitative and quantitative techniques to probe noninvasively the structure and function of living plant cells.

BIO G 467 Seminar in the History of Biology (also History 415, Biology and Society 447, and Science and Technology Studies 447)

Fall. 4 credits. Limited to 18 students. Prerequisite: permission of instructor required; register for course in Corson E139. Sem, T R 12:20–2:15 p.m. W. B. Provine.

Specific topic changes each year. Readings from scientists and historians, sociologists, and philosophers of science. The course helps students to evaluate assertions that the synthesis remains robust and assertions that the synthesis has disintegrated.

BIO G 469 Food, Agriculture, and Society (also Biology and Society 469 and Science and Technology Studies 469)

Spring. 3 credits. Limited to 20 students. Prerequisite: an introductory ecology course or permission of instructor. S-U grades optional. Lects, T R 1:25–2:40. A. G. Power.

A multidisciplinary course dealing with the social and environmental impact of food production in the United States and developing countries. Agroecosystems of various kinds are analyzed from biological, economic, and social perspectives. The impacts of traditional, conventional, and alternative agricultural technologies are critically examined in the context of developed and developing economies. Specific topics include pest management, soil conservation, plant genetic resources, biotechnology, and sustainable development.

BIO G 498 Teaching Experience

Fall or spring. 1–4 credits. Enrollment limited. Prerequisites: previous enrollment in the course to be taught or equivalent, and written permission of instructor. *Students in the College of Arts and Sciences may not count credits from this course toward the 120 credits required for graduation.* S-U grades optional, with permission of instructor. Hours to be arranged. Staff.

Designed to give qualified undergraduate students teaching experience through actual involvement in planning and assisting in biology courses. This experience may include supervised participation in a discussion group, assisting in a biology laboratory, assisting in field biology, or tutoring. Biological sciences courses currently offering such experience include BIO G 105–106; BIOAP 311, 319; BIOBM 231, 330, 331, 430; BIOES 274, 475; and BIOMI 291, 292.

BIO G 499 Undergraduate Research in Biology

Fall or spring. Variable credit. *Students in the College of Arts and Sciences may not register for more than 6 credits per term with one supervisor or 8 credits per term with more than one supervisor.* Prerequisite: written permission of staff member who supervises the work and assigns the grade. *Students must register in the Office for Academic Affairs in 200 Stimson Hall.* Each student must submit an independent study statement describing the proposed research project during course registration. (Special forms for this purpose are available in the college offices and in 200 Stimson Hall.) Any faculty member in the Division of Biological Sciences may act as a supervisor. Faculty supervisors outside the division are acceptable only if a faculty member of the division agrees to serve as cosigner, taking full responsibility for the quality of the work. S-U grades optional. Hours to be arranged. Staff.

Practice in planning, conducting, and reporting independent laboratory and library research programs. Research credits may *not* be used in completion of the following programs of study: animal physiology; biochemistry; cell biology; ecology and evolutionary biology; genetics and development; microbiology; plant biology. No more than 4 credits of research may be used in completion of the program of study in neurobiology and behavior.

BIO G 606 Freeze-Fracture Technique

Spring, weeks 9–14. 1 credit. Primarily for graduate students. Limited to 8 students. Prerequisites: BIO G 403 or equivalent, and permission of instructor. S-U grades only. Lec, M 10:10; disc to be arranged; labs, M W 1:25–4:25. Fee may be charged. M. V. Parthasarathy.

Principles of freeze-fracturing and freeze-substitution technique, freezing artifacts, and interpretation of images.

BIO G 705 Advanced Immunology Lectures (also Veterinary Microbiology 705)

Spring. 3 credits. Prerequisite: BIO G 305 or permission of instructor. Offered alternate years. Lects, M W F 9:05.

Coordinator: R. G. Bell.

Coverage at an advanced level of molecular and cellular immunology.

[BIO G 706 Immunology of Infectious Diseases and Tumors (also Veterinary Microbiology 719)]

Spring. 2 credits. Prerequisite: BIO G 305 or permission of instructor. S-U grades optional, with permission of instructor. Offered alternate years. Not offered 1995–96. Lec, R 10:10–12:05. Coordinator: R. G. Bell.

Coverage at an advanced level of the immunology of diseases caused by selected bacteria, viruses, protozoa, and helminths, and tumor immunology.]

Related Courses in Other Departments

The Sea: An Introduction to Oceanography (Biological Sciences [BIOES] 154)

Medicine and Civilization (Biology and Society 322)

Pathogenic Bacteriology and Mycology (Biological Sciences [BIOMI] 304 and Veterinary Microbiology 318)

Viruses and Disease (Biological Sciences [BIOMI] 308 and Veterinary Microbiology 417)

ANIMAL PHYSIOLOGY (BIOAP)**BIOAP 212 Human Physiology for Non-Biology Majors**

Spring. 3 credits. May not be taken for credit after BIOAP 311. Limited to 130 students. This course may be used toward the science distribution requirement of the College of Arts and Sciences and the Group B distribution requirement of the College of Agriculture and Life Sciences. This course may not be used to fulfill the requirements of any Program of Study in the biological sciences major. Lects, M W F 1:25; disc, M W or F 2:15. Evening prelims: Feb. 29 and Apr. 16. P. W. Concannon and staff.

Introduction to the physiology of all major organ systems and the relation of that physiology to human health and disease. Emphasis on understanding of major body functions and control mechanisms regulating each organ system. Students develop a fundamental understanding of how their bodies work that will be the basis of making informed decisions about their own health and medical needs and those of their families. Taught by staff of research physiologists and cooperating physicians.

[BIOAP 214 Biological Basis of Sex Differences (also Biology and Society 214 and Women's Studies 214)]

Fall. 3 credits. Limited to non-biology majors and freshman and sophomore biology majors; junior and senior biology majors may register with permission of instructor. Prerequisite: one year of introductory biology. S-U grades optional. Offered alternate years. Not offered 1995–96. Lects, T R 8:30–9:55; occasional discussion to be arranged. J. E. Fortune.

The structural and functional differences between the sexes are examined. Emphasis is placed on mechanisms of mammalian reproduction; where possible, special attention is given to studies of humans. Current evidence on the effects of gender on nonreproductive aspects of life (behavior, mental, and physical capabilities) is discussed. The course is intended to provide students with a basic knowledge of reproductive endocrinology and with a basis for objective evaluation of sex differences in relation to contemporary life.]

BIOAP 311 Introductory Animal Physiology, Lectures (also Veterinary Physiology 346)

Fall. 3 credits. Prerequisites: one year of college biology, chemistry, and mathematics. Recommended: previous or concurrent course in physics. S-U grades optional, with permission of instructor. Lects, M W F 11:15. Evening prelims: Sept. 26 and Nov. 2. E. R. Loew and staff.

A general course in animal physiology emphasizing principles of operation, regulation, and integration common to a broad range of living systems from the cellular to the organismal level. Structure/function relationships are stressed along with underlying physico-chemical mechanisms.

BIOAP 312 Farm Animal Behavior (also Animal Science 305)

Spring. 2 credits. Prerequisites: an introductory course in animal physiology. Recommended: at least one animal production course or equivalent experience. S-U grades optional. Lects, T R 11:15. E. A. Oltenacu, K. A. Houpt.

The behavior of production species (avian and mammalian) influences the success of any management program. Students study behaviors relating to feeding, reproduction, and social interactions of domestic animals, and their physiological basis. Management systems for commercial livestock production and their implications for animal behavior and welfare are stressed.

BIOAP 313 Histology: The Biology of the Tissues

Fall. 4 credits. Prerequisite: one year of introductory biology. Recommended: BIOBM 330 or 331, or their equivalents; and organic chemistry. Lects, T R 1:25; labs, T R 2:30-5:00. Staff.

Provides students with a basis for understanding the microscopic and functional organization of vertebrates, as well as methods of analytic morphology at the cell and tissue levels. Dynamic interrelations of structure, composition, and function in cells and tissues are emphasized. The course may include work with invertebrate or vertebrate animals.

BIOAP 316 Cellular Physiology

Spring. 4 credits. Limited to 100 students, with preference given to students studying in animal physiology. Each lab limited to 24 students. Prerequisite: concurrent or previous enrollment in BIOBM 330 or 331 and 332 or 333. Lects, M W F 9:05; lab, M T or W 1:25-5:00 (a R 1:25-5:00 lab may be added if enrollment exceeds 72 students). Evening prelims: Feb. 27, Apr. 4, and April 30. A. Quaroni and staff.

Lectures introduce students to the most current information on the way cells function and regulate themselves and neighboring cells and on what molecules are involved in these regulatory processes. Laboratories provide an introduction to cell and organ culture and to immunological techniques used to study cell structure and function *in vivo* and *in vitro*. Experiments performed in the laboratory are closely related to, and provide practical experience with, subjects covered in the lectures. Vertebrate animals are used in this course. No experimentation is performed on live animals.

BIOAP 319 Animal Physiology Experimentation

Fall. 4 credits. Designed for upper-level undergraduate and graduate students studying in physiology, and other students interested in biomedically related professions. Graduate students in the Field of Physiology and related fields without equivalent background are strongly encouraged to enroll. Each of 4 afternoon laboratory sections limited to 30 students. Prerequisite: concurrent or previous enrollment in BIOAP 311 or permission of instructor based on previous meritorious performance in another introductory animal physiology course. Lec, F 12:20; lab, M T W or R 12:20-5:00 (includes disc section). R. A. Corradino.

A series of student-conducted *in vitro* and *in vivo* experimental exercises designed to illustrate basic physiological processes in animals and to introduce students to animal

physiology research techniques, instrumentation, experimental design, and interpretation of results. Techniques include anesthesia, dissection, vivisection under anesthesia, physiographic and computer recording and analysis. Experiments with living tissues and live animals examine properties of blood, muscle, and nerves; cardiovascular, respiratory, and renal function and their control; and endocrine regulation of renal, cardiovascular, and reproductive tissue activity. Experimental resources include live animals of several vertebrate species, including frogs, rats, and rabbits, which are euthanized in conjunction with the laboratory exercises. Written reports of laboratory activities are required. Grading is based on evaluation of these reports, quizzes, and laboratory performance.

BIOAP 419 Advanced Animal Physiology Experimentation

Spring. 3 credits. Prerequisite: BIOAP 319 previous semester. Limited to 6 selected students. Lec to be arranged. Coordinator: R. A. Corradino.

Advanced research on selected aspects of laboratories conducted in BIOAP 319, Animal Physiology Experimentation.

BIOAP 458 Mammalian Physiology

Spring. 3 credits. Enrollment limited. Graduate student auditors allowed. Prerequisite: BIOAP 311 or equivalent. Students not meeting this prerequisite must obtain written permission of instructor in T9 026 Vet Research Tower before the first class. Lects, M W F 10:10. Evening prelims: Feb. 20, Mar. 26, and Apr. 23. K. W. Beyenbach and staff.

The course offers an in-depth treatment of selected topics in mammalian and human physiology. Emphasis is on concepts and a working knowledge of physiology. Selected topics include: basic functional elements of biological systems; recurrent themes in physiology; design of multicellular animals; mammalian fluid compartments; homeostasis; membrane and epithelial transport; electrophysiology; cardiovascular physiology; gastrointestinal physiology; renal physiology; and acid/base physiology. The lectures incorporate clinical correlations whenever appropriate. Occasional guest lecturers talk about work and careers in basic research and/or clinical medicine. Recommended for biological sciences majors, pre-med and pre-vet students, and beginning graduate students in physiology, nutrition, and animal science.

BIOAP 615 Nutrition, Physiology, and Biochemistry of Mineral Elements (also Veterinary Physiology 759 and Nutritional Sciences 659)

Spring. 2 credits. Prerequisites: courses in basic physiology, intermediate biochemistry, and general nutrition. Lec, T 2:30-4:25. R. Schwartz, R. H. Wasserman, D. R. Van Campen, C. C. McCormick.

Lectures on nutritional aspects and physiological, biochemical, and hormonal relationships of the major macroelements and microelements, with emphasis on recent developments. Discussions of methodologies of mineral research and essentiality, transport, function, homeostasis, interrelationships, and toxicity of various mineral elements.

BIOAP 619 Lipids (also Nutritional Sciences 602)

Fall. 2 credits. Lects, T R 11:15. A. Bensadoun.

Advanced course on biochemical, metabolic, and nutritional aspects of lipids. Emphasis is

placed on critical analysis of current topics in lipid methodology; lipid absorption; lipoprotein secretion, molecular structure, and catabolism; molecular biology, function and regulation of lipoprotein receptors; mechanism of hormonal regulation of lipolysis and fatty acid synthesis; and cholesterol metabolism and atherosclerosis.

BIOAP 658 Molecular Mechanisms of Hormone Action (also Veterinary Physiology 758)

Spring. 2 credits. Prerequisite: permission of instructor. Minimum enrollment of 6 required. Offered alternate years. Lects, T R 10:10. R. A. Corradino.

An advanced course developed from the current literature on endocrine mechanisms. Primarily a lecture course with student discussion.

BIOAP 710-718 Special Topics in Physiology

Fall or spring. 1 or 2 credits for each topic. May be repeated for credit. Enrollment in each topic may be limited. S-U grades optional, with permission of instructor. Lectures, laboratories, discussions, and seminars on specialized topics. Five topics offered fall 1995; three topics offered spring 1996.

BIOAP 711 The Physiological Control Systems That Control Ingestive Behavior: Food and Water Intake

Fall. 1 credit. Offered alternate years. Lec, 1 hour each week to be arranged. T. R. Houpt.

A variety of species are considered with emphasis on common mammalian species: rat, dog, goat, pig, horse, and human. A mixed lecture/seminar format is used.

BIOAP 712 Plasma Lipoprotein

Spring. 1 credit. Offered alternate years. Lec, 1 hour each week to be arranged. A. Bensadoun.

BIOAP 713 Thermoregulation and Exercise

Fall. 1 credit. Offered alternate years. Lec, 1 hour each week to be arranged. D. Robertshaw.

An examination of the competing demands on the body of exercise and heat exposure with particular emphasis on the cardiopulmonary system and integration of thermoregulatory reflexes.

BIOAP 714 Membrane and Epithelial Transport

Fall. 1 credit. Offered alternate years. Lec, 1 hour each week to be arranged. K. W. Beyenbach.

The course begins with a series of lectures on the structure and function of membrane pumps, carriers, and channels. Thereafter, the students read and discuss recent review articles on these subjects. When appropriate, there are laboratory demonstrations to illustrate how some of these transport systems are studied experimentally.

BIOAP 715 Acid-Base Relations (also Veterinary Physiology 627)

Fall or spring. 2 credits. Autotutorial. A. Dobson.

BIOAP 717 Structure and Function of Joints with Emphasis on Arthritis

Fall. 1 credit. Open to undergraduates and graduate students. Offered alternate years. Lec, R 3:00. G. Lust.

BIOAP 718 Evolution of Color

Spring. 1 credit. Offered alternate years.
Lec, 1 hour each week to be arranged.
E. R. Loew.

BIOAP 719 Graduate Research in Animal Physiology (also Veterinary Physiology 628)

Fall or spring. Variable credit. Prerequisites: written permission of the section chair and of the staff member who supervises the work and assigns the grade. Students must register in Vet Research Tower 825. S-U grades optional. Hours to be arranged. Staff.

Similar to BIO G 499 but intended for graduate students who are working with faculty members on an individual basis.

BIOAP 757 Current Concepts in Reproductive Biology

Fall. 3 credits. Limited to 20 students. Prerequisites: undergraduate degree in biology and a strong interest in reproductive biology. S-U grades optional. Offered alternate years. Lec, 2 hours each week to be arranged; disc, 1 hour each week to be arranged. J. E. Fortune, W. R. Butler, and staff.

A team-taught survey course in reproductive physiology/endocrinology. Lectures by a number of reproductive biologists on various aspects of male reproductive function (endocrine regulation, testis function, spermatogenesis, and sperm physiology/function); female reproductive function (endocrinology, ovarian development and functions, oocyte physiology/function); fertilization and early embryo development; pregnancy; parturition; puberty; and reproductive technology. Student participation in the form of discussions and/or presentations.

BIOAP 811 Advanced Physiological Methods I

Fall. 2 credits. Enrollment limited. Prerequisites: graduate student status or permission of course coordinator. S-U grades only. Lab to be arranged. Coordinator: P. W. Nathanielsz.

This is a course primarily for graduate students in physiology and related disciplines. Experiments are carried out in the laboratories of physiology faculty members to acquaint graduate students with the latest techniques/methods in physiological research. Three modules are offered each semester by arrangement with the course coordinator.

BIOAP 812 Advanced Physiological Methods II

Spring. 2 credits. Enrollment limited. Prerequisites: graduate student status or permission of course coordinator. S-U grades only. Lab to be arranged. Coordinator: P. W. Nathanielsz.

This is a course primarily for graduate students in physiology and related disciplines. Experiments are carried out in the laboratories of physiology faculty members to acquaint graduate students with the latest techniques/methods in physiological research. Three modules are offered each semester by arrangement with the course coordinator.

Related Courses in Other Departments

Adaptations of Marine Organisms (Biological Sciences [BIOSM] 413)

Advanced Work in Animal Parasitology (Veterinary Microbiology 737)

Animal Development (Veterinary Anatomy 507)

Animal Reproduction and Development (Animal Science 300)

Developmental Biology (Biological Sciences [BIOGD] 385)

Embryology (Biological Sciences [BIOGD] 389)

Fundamentals of Endocrinology (Animal Science 427)

Insect Morphology (Entomology 322)

Integration and Coordination of Energy Metabolism (Biological Sciences [BIOBM] 637 and Nutritional Sciences 636)

Neuroanatomy (Veterinary Anatomy 504)

Sensory Function (Biological Sciences [BIONB] 492)

Teaching Experience (Biological Sciences [BIO G] 498)

Undergraduate Research in Biology (Biological Sciences [BIO G] 499)

BIOCHEMISTRY, MOLECULAR AND CELL BIOLOGY (BIOBM)**BIOBM 132 Orientation Lectures in Biochemistry**

Spring, weeks 1-3. No credit. Primarily for freshmen, sophomores, and transfer students. S-U grades only (registered students receive an unsatisfactory grade for nonattendance). Lec, S 10:10-11:00, for first three S of semester. Section chair and staff.

Discussions by six professors about their research and promising areas for research in the future.

BIOBM 231 General Biochemistry

Fall. 3 credits. Intended for students who have not studied biochemistry previously and who do not expect to pursue it further. Not recommended for students who have taken organic chemistry. Prerequisite: CHEM 104 or 208 or equivalent. Preregistration with instructor required (306 B Rice Hall). S-U grades optional. Lects, M W F 12:20. J. M. Griffiths.

A brief introductory section relating organic chemistry to biochemistry is given, followed by the biochemical material in the usual one-semester introductory courses. Topics of general interest are also included.

BIOBM 232 Recombinant DNA Technology and Its Applications (also Biology and Society 232)

Spring. 3 credits. S-U grades optional. Limited to freshmen with AP 4 or 5 in biology. Possible fee for course material. Lects and disc, M W F 11:15. J. M. Calvo.

An introduction to molecular approaches to biology. Basic concepts underlying recombinant DNA technology together with strategies for cloning genes are discussed. Much of the course deals with applications of recombinant DNA technology to basic research and to biotechnology. Applications to be discussed include screening for genetic diseases, animal and plant improvement, and production of proteins useful in medicine, agriculture, and industry. Some implications of this technology to society are presented and discussed. Recommended especially for students desiring

a firm background in recombinant DNA technology in preparation for taking genetics and biochemistry.

BIOBM 234 Recombinant DNA Applications, Discussion

Spring. 1 credit. Concurrent registration in BioBM 232 required. Limited to 16 students in each section. S-U grades optional. Disc, F 10:10 or 12:20.

J. M. Fessenden MacDonald.

Applications discussed include screening for genetic diseases, HIV and other maladies; gene therapies; DNA fingerprinting; agricultural uses—animals, plants, and food products; and drugs, diagnostics, and vaccines. Social, ethical, legal, and economic issues are discussed as well as new linkages between agriculture and medicine.

BIOBM 330-332 Principles of Biochemistry

Introductory biochemistry is offered in two formats: individualized instruction (330) and lectures (331 and 332). *Individualized instruction is offered to a maximum of approximately 200 students each semester. Lectures given fall semester (331) and spring semester (332).*

BIOBM 330 Principles of Biochemistry, Individualized Instruction

Fall or spring. 4 or 5 credits (5-credit option includes 4 additional paper discussion sections and 4 computer-aided macromolecular visualization activities). Prerequisites: one year of introductory biology for majors and CHEM 253 or 358 or equivalent, or permission of instructor. May not be taken for credit after BIOBM 331, 332, or 333. S-U grade optional for graduate students only. Hours to be arranged. Evening prelims: fall, Oct. 24; spring, Mar. 12. J. E. Blankenship, G. S. Albrecht, P. C. Hinkle, R. Wu, and staff.

Fourteen units that cover protein structure and function, enzymes, basic metabolic pathways, DNA, RNA, protein synthesis, and an introduction to gene cloning. No formal lectures; autotutorial format. The four-credit option includes discussion sessions on three research papers on protein structure and function. The five-credit option includes four additional research papers on molecular biology and four other activities that include use of a silicon-graphics workstation, discussion of review articles, or discussion of other research papers.

BIOBM 331 Principles of Biochemistry: Proteins and Metabolism

Fall. 3 credits. Prerequisites: one year of introductory biology for majors and CHEM 253 or 358 or equivalent, or permission of instructor. May not be taken for credit after BIOBM 330 or 333. S-U grades with permission of instructor. Lects, M W F 10:10. Evening prelim: Oct. 19. G. W. Feigenson.

The chemical reactions important to biology, and the enzymes that catalyze these reactions, are discussed in an integrated format. Topics include methods for studying proteins, protein folding, enzyme catalysis, bioenergetics, and key reactions of synthesis and catabolism.

BIOBM 332 Principles of Biochemistry: Molecular Biology

Spring. 2 credits. Prerequisites: one year of introductory biology for majors and one semester of organic chemistry, or permission of instructor. May not be taken

for credit after BIOBM 330 or 333.

S-U grades optional, with permission of instructor. Lects, T R 12:20. T. C. Huffaker.

A comprehensive course in molecular biology that covers the structure and properties of DNA, DNA replication and recombination, synthesis and processing of RNA and proteins, the regulation of gene expression, and the principles and uses of recombinant DNA technologies.

BIOBM 333 Principles of Biochemistry, Lectures

Summer (6-week session). 4 credits.

Prerequisite: CHEM 253 or 358 or equivalent. Lects, M-F 9-11:00.

J. M. Griffiths.

The chemistry of biological substances and their transformations in living organisms. The major areas of biochemistry are covered comprehensively. For advanced undergraduates and graduate students; a prerequisite for the intermediate and advanced courses in biochemistry offered during the fall and spring terms or a terminal course.

BIOBM 430 Basic Biochemical Methods

Fall or spring. 4 credits. Enrollment limited. Prerequisites: either BIOBM 330 or 333 or 332 and concurrent enrollment in 331, organic chemistry lectures and laboratory, and permission of instructor obtained by preregistering in Rice 306 B. Concurrent registration in BIOBM 330 or 331 may be arranged in the fall term for graduate students. Lec and disc, F 1:25; labs, M W or T R 12:20-4:25.

J. M. Griffiths and staff.

A laboratory course designed to introduce students to the biochemical techniques commonly used in the study of biological materials. Various assay methods, chromatography, electrophoresis, and use of the scintillation counter are taught. Students work in small groups and rotate through three modules. An enzymology module teaches methods used in protein isolation, purification, the study of enzyme kinetics and of enzyme characterization. In the nucleic acids module, students are introduced to recombinant DNA methodology and isolating and studying some of the properties of calf thymus DNA. In the fall, the third module is a study of lipids. Students isolate and purify lipids from a source of individual choice, quantify the material for lipid content and degree of fatty acid saturation, identify the various lipids by thin layer chromatography, and analyze for phosphate and cholesterol content. During the spring term, the third module introduces students to techniques used in the clinical laboratory. Methods used in blood and urine analyses are applied to the students' own samples; some nutritional assays are done for protein and vitamin content of foods.

BIOBM 432 Survey of Cell Biology

Spring. 3 credits. Prerequisite: BIOBM 330 or 333 or 331 and 332 or equivalent. S-U grades optional for graduate students only. Lects, M W 8:40-9:50. W. J. Brown and staff.

A survey of a wide array of topics focusing on the general properties of eucaryotic cells. The topics include methods used for studying cells, the structure and function of the major cellular organelles, and analyses of cellular processes such as mitosis, endocytosis, cell motility, secretion, cell-to-cell communication, gene expression, and oncogenesis. Some of the material is covered in greater depth in

BIOBM 437; BIOGD 483; BIOBM 632, 636, and 639.

BIOBM 435-436 Undergraduate Biochemistry Seminar

435, fall; 436, spring. 1 credit each term. May be repeated for credit. Limited to upperclass students. Prerequisite: BIOBM 330 or 333 or 331 and 332 or written permission of instructor. S-U grades only. Sem to be arranged. Organizational meeting first W of each semester at 4 p.m. Fall: G. P. Hess; spring: staff.

Selected papers from the literature on a given topic are evaluated critically during six or seven two-hour meetings.

BIOBM 437 Oncogenes and Cancer Viruses (also Toxicology 437)

Fall. 3 or 4 credits (4 credits for participation in the writing component of the course). Undergraduates are required to do the 4-credit option. Prerequisite: BIOBM 330 or 333 or 331 and 332. Recommended: BIOGD 281. S-U grades optional. Lects, T R 12:20-1:35; disc, W 7:30 p.m. D. I. Shalloway.

The use of animal cells in culture as an experimental system for studying the cellular mechanisms involved in carcinogenesis through the use of recombinant DNA and biochemical methods. Topics include immortalization of cells, the cell cycle, differences between normal and neoplastically transformed cells, growth factors, molecular biology and biochemistry of cancer viruses, and structure and function of viral and cellular oncogenes. Understanding of relevant experimental techniques, experimental design, and comprehension of primary research literature is emphasized. This is *not a survey course*; it is designed primarily for students planning a career in research. A series of exercises to develop scientific writing skills are required for undergraduate students except by special permission. Depending on availability, graduate students may also participate in this writing component. Four credits are given when the writing component is included.

[BIOBM 438 Yeast Genetics and Molecular Biology

Spring. 2 credits. Prerequisites: BIOGD 281 and BIOBM 330 or 332 or 333, or permission of instructor. S-U grades optional. Offered alternate years. Not offered 1995-96. Lec, W 8-9:55 p.m. B.-K. Tye.

An advanced overview of genetic studies in yeast, primarily *Saccharomyces cerevisiae*. Special attention is given to the use of yeast as a model for studying problems in cell biology in eukaryotes. Both genetic and molecular approaches to selected problems of biological interest are discussed.]

BIOBM 630 Experimental Cell Biology

Fall or spring. 2 credits. Prerequisites: BIOBM 330, or 331 and previous or concurrent enrollment in 332, or 333; concurrent enrollment in BIOBM 634 or 638; and permission of instructor, obtained by filling out an enrollment form (available in 107 Biotechnology and 301C Rice Hall). Class assignments are affected by the date these enrollment forms are returned. Preference given to undergraduate biology majors in the Biochemistry or Cell Biology Program of Study, and to graduate students with a minor in the Field of Biochemistry, Molecular and Cell Biology. Labs, fall:

T 9:05-4:25 (seven weeks); spring: M W 1:25-4:25 or R 9:05-4:25 (seven weeks); disc, fall or spring: 1 hour each week for seven weeks to be arranged. J. Gibson.

Experiments include preparation and transfer of primary cell cultures and established cell lines, immunofluorescence microscopy, transfection of mammalian cells, steady state and kinetic analysis of cellular protein synthesis by radioisotope incorporation and electrophoretic methods, and detection of DNA-protein interactions.

BIOBM 631 Protein Structure and Function

Fall. 3 credits. Prerequisites: BIOBM 330 or 333 or 331 and 332, physical chemistry, and organic chemistry. S-U grades optional. Lects, M W F 9:05. L. Nicholson.

Presentations on the principles of protein structure and the nature of enzymatic catalysis. Specific topics include protein folding, stability, dynamics and evolution, folded conformations and structure prediction, ligand binding energetics, and the structural basis of catalysis.

BIOBM 632 Membranes and Bioenergetics

Spring. 2 credits. Prerequisite: BIOBM 330 or 333 or 331 and 332 or equivalent. Offered alternate years. Lects, T R 11:15. P. C. Hinkle.

Structure and dynamics of biological membranes, physical methods, model membranes, ionophores, ion-transport ATPases, mitochondrial and chloroplast electron transfer chains, and examples of transport from plants, animals, and bacteria. Emphasis given to structure of membrane proteins.

BIOBM 633 Biosynthesis of Macromolecules

Fall. 2 credits. Prerequisite: BIOBM 330 or 333 or 331 and 332. Recommended: BIOGD 281. Lects, T R 9:05. J. W. Roberts, D. B. Wilson.

Synthesis of DNA, RNA, and proteins, and regulation of gene expression.

BIOBM 634 Experimental Proteins and Enzymology

Fall or spring. 2 credits. Prerequisites: BIOBM 330, or 331 and previous or concurrent enrollment in 332, or 333; concurrent enrollment in BIOBM 630 or 638; and permission of instructor, obtained by filling out an enrollment form (available in 107 Biotechnology and 301C Rice Hall). Class assignments are affected by the date these enrollment forms are returned. Preference given to undergraduate biology majors in the Biochemistry or Cell Biology Programs of Study, and to graduate students with a minor in the Field of Biochemistry, Molecular and Cell Biology. Labs, fall: T 9:05-4:25 (seven weeks); spring: T or R 9:05-4:25 (seven weeks); disc, fall or spring: 1 hour each week for seven weeks to be arranged. V. M. Vogt.

Experiments include purification of two enzymes by ion exchange chromatography or by affinity chromatography, determination of kinetic parameters for one enzyme, analysis by rate zonal sedimentation, SDS-polyacrylamide gel electrophoresis, and immunoblotting.

[BIOBM 635 Enzymes and Metabolic Regulation (also Nutritional Sciences 635)]

Spring. 2 credits. Prerequisites: at least 4 credits of Principles of Biochemistry and CHEM 358 or 360, or permission of instructor. Offered alternate years. Not offered 1995-96. Lects, T R 9:05. M. N. Kazarinoff.

Lectures on the identification and characterization of regulatory steps in metabolism, considered from both theoretical and practical aspects. The intracellular mechanisms of regulation are emphasized, with specific examples in mammalian metabolism examined in detail.]

BIOBM 636 Cell Biology

Spring. 2 credits. Prerequisites: BIOBM 330 or 333 or 331 and 332, and 432, or their equivalents. Lec, T 9:05-11:00. A. P. Bretscher.

Lectures covering current topics in cell biology, including a detailed discussion of secretion, endocytosis, membrane-bound organelles, membrane recycling, the cytoskeleton, cell motility, junctions, the cell cycle, and related topics. Together with BIOBM 632 and 639, this course provides broad coverage of the cell biology subject area.

BIOBM 637 Integration and Coordination of Energy Metabolism (also Nutritional Sciences 636)

Fall. 3 credits. Prerequisite: BIOBM 330 or 331 or 333 or equivalent. Lects, M W F 9:05. Evening prelims to be arranged. W. J. Arion.

The elements and dynamics of energy metabolism in humans and higher animals are developed systematically through biochemical characterizations of the metabolic components and structure of major tissues and organs. Emphasis is placed on correlations with physiologic functions. Mechanisms that control energy metabolism within individual tissues and coordinate these processes *in vivo* are analyzed in the contexts of selected physiologic and pathologic stresses.

BIOBM 638 Experimental Molecular Biology

Fall or spring. 2 credits. Prerequisites: BIOBM 330, or 331 and previous or concurrent enrollment in 332, or 333; concurrent enrollment in BIOBM 630 or 634; and permission of instructor, obtained by filling out an enrollment form (available in 107 Biotechnology and 301C Rice Hall). Class assignments are affected by the date these enrollment forms are returned. Preference given to undergraduate biology majors in the Biochemistry or Cell Biology Programs of Study, and to graduate students with a minor in the Field of Biochemistry, Molecular and Cell Biology. Labs, fall: T 9:05-4:25 (seven weeks); spring: T or R 9:05-4:25 (seven weeks); disc, fall or spring: 1 hour each week for seven weeks to be arranged. B. M. Tyler.

Selected experiments on DNA, including cloning, restriction mapping, sequencing, and PCR. The course emphasizes quantitative aspects as well as experimental design in modern biochemical research.

BIOBM 639 The Nucleus

Spring. 2 credits. Prerequisite: BIOBM 330 or 333 or 331 and 332 or equivalent. Recommended: BIOGD 281. Lec, M 7:30-9:25 p.m. J. T. Lis.

Lectures on topics of eucaryotic gene organization, regulation of gene expression, RNA processing, chromatin structure, the structure and movement of chromosomes, and the architecture of the nucleus. This course covers the structure and function of the nucleus at the molecular and cell biological levels, and together with BIOBM 632 and 636, provides broad coverage of the cell biology subject area.

[BIOBM 648 Plant Biochemistry (BIOPL 648)]

Spring. 3 credits. Prerequisites: BIOBM 330 or 333 or 331 and 332, organic chemistry, and a course in plant physiology. Offered alternate years. Not offered 1995-96. Lects, M W F 9:05. A. T. Jagendorf and staff.

Selected areas of plant biochemistry are reviewed in the context of the plant life cycle and responses to the environment. Topics include metabolism of lipids, carbohydrates, organic acids, and proteins; nitrogen and sulfur assimilation; respiration; photosynthesis; development and replication of chloroplasts; and cell-wall composition and properties. Attention is paid to operation of control mechanisms.]

BIOBM 692 Protein-Nucleic Acid Interactions (BIOMI 692)

Spring. 3 credits. Prerequisites: BIOBM 330 or 333 or 331 and 332 and 633. Lects, T R 10:10-11:25. J. D. Helmann.

The physical and chemical bases of protein-nucleic acid interactions are explored including both theory and specific examples. Proteins considered include: bacterial non-specific and sequence specific DNA and RNA binding proteins, nucleic acid polymerases, recombinases, topoisomerases, DNA repair enzymes, and nucleases.

BIOBM 732-737 Current Topics in Biochemistry

Fall or spring. 1/2 or 1 credit for each topic. May be repeated for credit.

Prerequisite: BIOBM 330 or 333 or 331 and 332 or equivalent. S-U grades only.

Lectures and seminars on specialized topics. Topics for fall and spring to be announced in the division's course supplement published at the beginning of each semester.

[BIOBM 738 Macromolecular Crystallography (also Chemistry 788)]

Spring. 3 credits. S-U grades optional. Prerequisite: permission of instructor. Offered alternate years. Not offered 1995-96. Lects, M W F 10:10. S. A. Ealick, P. A. Karplus, J. C. Clardy.

Lectures briefly cover the fundamentals of crystallography and focus on methods for determining the 3-dimensional structures of macromolecules. These include crystallization, data collection, multiple isomorphous replacement, molecular replacement, model building, refinement, and structure interpretation.]

BIOBM 750 Cancer Cell Biology (also Veterinary Pathology 750)

Spring. 3 credits. Prerequisite: BIOBM 330 or 333 or 331 and 332 or equivalent. Offered alternate years. Lects to be arranged. J. Guan, R. Levine, B. Pauli, D. Shalloway, A. Yen.

This course focuses on the role of oncogenes, tumor suppressor genes, extracellular matrix and cell surface adhesion receptors in tumorigenesis and tumor progression. The course is taught in large part from the

contemporary literature. Course topics include cell proliferation and oncogenes, regulatory effects of cell-substrate and cell-cell interactions, and angiogenesis, invasion, and metastasis.

BIOBM 751 Ethical Issues and Professional Responsibilities (also Toxicology 751 and Science and Technology Studies 751)

Fall or spring. 2 credits. Limited to graduate students beyond first year. S-U grades only. Sem, W 2:30-4:15. Additional sections may be offered. Organizational meeting W 2:30 (fall: Sept. 6; spring: Jan. 24). J. M. Fessenden MacDonald.

Ethical issues in research and the professional responsibilities of scientists are discussed in a case-study format. Topics to be discussed include regulations; data selection, manipulation, and representation; fraud, misconduct, and whistle-blowing; conflicts of interest and commitment; authorship, ownership, and intellectual properties; peer review and confidentiality; scientific response to external pressure; legal liabilities; and professional codes of ethics.

BIOBM 830 Biochemistry Seminar

Fall or spring. No credit. Sem, F 4:30. Staff.

Lectures on current research in biochemistry, presented by distinguished visitors and staff members. Lectures are open to everyone, but registration limited to graduate students in Biochemistry, Molecular and Cell Biology.

BIOBM 831 Advanced Biochemical Methods I

Fall. 6 credits. Limited to graduate students majoring in biochemistry. S-U grades optional. Labs and discs, 12 hours each week to be arranged. Organizational meeting first R of semester, 10:10. B. M. Tyler and staff.

This course emphasizes experimental design and the concepts implicit in current approaches to research in biochemistry and cell biology. Students are required to read papers and participate actively in discussions in order to design their own protocols before performing experiments using the techniques most common in the recent literature of these fields.

BIOBM 832 Advanced Biochemical Methods II

Spring. 6 credits. Limited to graduate students majoring in biochemistry. S-U grades only. Lab to be arranged. Staff (Coordinator: G. W. Feigenson, graduate faculty representative).

Research in the laboratories of two or three different professors chosen by the student. Arrangements are made jointly between the graduate field representative and the research adviser.

BIOBM 833 Research Seminar in Biochemistry

Fall or spring. 1 credit each term. May be repeated for credit. Required of, and limited to, second-, third-, and fourth-year graduate students majoring in biochemistry. S-U grades only. Sem, T 5-6:30 p.m. T. C. Huffaker, W. J. Brown, J. T. Lis.

Each student presents one seminar per year on his or her thesis research and then meets with instructors and thesis committee members for evaluation.

BIOBM 835-836 Methods and Logic in Biochemistry, Molecular and Cell Biology

835, fall; 836, spring. 1 credit each term. Limited to first-year graduate students majoring in the Field of Biochemistry, Molecular and Cell Biology. S-U grades only. Sem and disc to be arranged. Fall: S. E. Ealick, G. P. Hess; spring: A. P. Bretscher, J. M. Calvo.

A seminar course with critical discussion by students of original research papers. A variety of topics in biochemistry, molecular and cell biology are covered.

Related Courses in Other Departments

Lipids (Biological Sciences [BIOAP] 619 and Nutritional Sciences 602)

Molecular Aspects of Development (Biological Sciences [BIOGD] 483)

Molecular Mechanisms of Hormone Action (Biological Sciences [BIOAP] 658 and Veterinary Medicine 758)

Teaching Experience (Biological Sciences [BIO G] 498)

Undergraduate Research in Biology (Biological Sciences [BIO G] 499)

ECOLOGY AND EVOLUTIONARY BIOLOGY (BIOES)**BIOES 154 The Sea: An Introduction to Oceanography (also Geological Sciences 104)**

Spring. 3 credits. S-U grades optional, with permission of either instructor. Lects, M W 11:15; lab, M or W 7:30-10 p.m. or M T W R or F 2-4:25. Evening prelims: Feb. 22 and Apr. 2. C. H. Greene, W. M. White.

A survey of the physics, chemistry, geology, and biology of the oceans for both science and non-science majors. Topics include: sea-floor spreading and plate tectonics; marine sedimentation, chemistry of seawater; ocean currents and circulation; the oceans and climate, ocean ecology, coastal processes, marine pollution and waste disposal, and marine resources.

BIOES 261 Ecology and the Environment

Fall or summer. 4 credits. Prerequisite: one year of introductory biology. S-U grades optional. Lects, M W F 11:15; disc, W or R 1:25, 2:30, or 3:35. Evening prelim: Oct. 17. N. G. Hairston, Jr., P. P. Feeny.

An introduction to principles of ecology concerning the interactions between organisms and their environment. The course covers both terrestrial and aquatic ecology, drawing examples from both plant and animal studies. Phenomena that occur at the individual, population, community, and ecosystem levels of organization are discussed. Ecological principles are extensively applied to current environmental problems and issues.

BIOES 263 Field Ecology

Fall. 2 credits. Limited to 25 students. Prerequisite: concurrent or previous enrollment in BIOES 261. Lec, R 1:25; lab, F 12:20-5:00. One weekend field trip to the Hudson Valley. Small fee for field trip. P. L. Marks.

Field exercises designed to give students direct experience with field work, with emphasis on developing observational skills, journal keeping, and a landscape perspective. Topics include plant succession, niche relationships of insects, influence of herbivores and competition on plant performance, decomposition of soil litter, sampling plankton, and use of scientific collections.

BIOES 264 Birds in Biology, Lectures

Spring. 2 credits. May not be taken for credit after BIOES 475. Intended for students with no background in biology. S-U grades optional. Lects, M W 9:05. A. A. Dhondt.

Using birds as a starting point, this course aims at bringing exciting new insights in bird biology to non-majors. Bird research has often generated new insights in the biological sciences. Starting from studies on birds a number of topics from a variety of biological disciplines can be addressed. These include problems from behavioral ecology (mating systems, sperm competition, extra-pair paternity, territorial behavior, song), from population ecology (population dynamics, micro-evolution, competition), from evolutionary biology (trade-offs in life history theory, optimal clutch size) and from conservation biology (biodiversity, habitat fragmentation, inbreeding).

BIOES 266 Birds in Biology, Laboratory

Spring. 1 credit. Limited to 40 students. Intended for students with no background in biology. Prerequisite: concurrent enrollment in BIOES 264. S-U grades optional. Lab, S 9:05-12:05; some all-day field trips to be arranged. Carpooling to the Vertebrate Collections at Research Park is necessary several times during the semester. A. A. Dhondt.

Laboratories supplement the lecture course and provide hands-on experience. Laboratories include field trips, some field-research experience, and work in the Cornell bird collections.

BIOES 272 Functional Ecology of Vertebrates

Fall. 4 credits. Enrollment limited to 60 students (15 per laboratory section); preference given to sophomores and juniors. Prerequisite: one year of introductory biology for majors. Offered alternate years; next offered spring 1998. Lects, M W F 9:05; lab, M T W or R 1:25-4:25. Fee, \$15. J. B. Heiser.

An introductory course for students interested in organismal biology. The features of the physical environment that are important to insects and vertebrates are used to illustrate the interaction of physiological, behavioral, and morphological characteristics in organismal activity and homeostasis. Laboratories include a survey of the diversity of endothermal and ectothermal animals, ecophysiological measurements, and measurements of important environmental parameters in local habitats. This course uses live and preserved vertebrate animals for field observations and laboratory exercises.

[BIOES 274 Functional and Comparative Morphology of Vertebrates

Spring. 4 credits. Prerequisite: one year of introductory biology. Offered alternate years. Not offered 1995-96. Lects, M W F 12:20; labs, M T or W 1:25-4:25. Evening prelims to be announced. Fee, \$15. D. K. McClearn.

An exploration of the relations between form and function in biological systems with an emphasis on trends in vertebrate evolution. Lectures integrate data from topics such as locomotion, feeding, size, and scaling with issues of historical importance and current interest (e.g., correlation of body parts, adaptationist explanations, developmental constraints, criteria for determining biomechanical and energetic "efficiency"). Laboratories include dissections of preserved vertebrate animals and noninvasive live animal demonstrations (motion analysis, surface electrode, and force-plate recordings).

BIOES 275 Human Biology and Evolution (also Anthropology 275 and Nutritional Sciences 275)

Fall. 3 credits. S-U grades optional, with permission of either instructor. Offered alternate years. Lects, W F 10:10; disc, M 10:10. K. A. R. Kennedy, J. D. Haas.

An introduction to the biology of *Homo sapiens* through an examination of human evolution, biological diversity, and modes of adaptation to past and present environments. Evolutionary theory is reviewed in relation to the current evidence from the fossil record and studies of the evolution of human behavior. A survey of human adaptation covers a complex of biological and behavioral responses to environmental stress. Human diversity is examined as the product of long-term evolutionary forces and short-term adaptive responses. Topics such as creationism, the Piltdown fraud, the sociobiology debate, genetic engineering, race and IQ, and racism are presented as examples of current issues in human biology.

BIOES 278 Evolutionary Biology (formerly BIOES 378)

Fall or spring. 3 or 4 credits. (4-credit option involves writing component and two discussion sections per week; limited to 20 students each semester. Students may not preregister for the 4-credit option; interested students complete an application form on the first day of class.) Limited to 300 students; not open to freshmen fall semester. Prerequisite: one year introductory biology or permission of instructor. S-U grades optional. Lects, T R 9:05; disc, 1 hour each week to be arranged. Evening prelims: Fall, Oct. 5 and Nov. 9; spring, Feb. 27 and Apr. 2. Fall, M. A. Geber; spring, S. Via.

The course considers explanations for patterns of diversity and for the apparent "good fit" of organisms to the environment. Topics covered include the genetic and developmental basis of evolutionary change, processes at the population level, the theory of evolution by natural selection, levels of selection, concepts of fitness and adaptation, modes of speciation, long-term trends in evolution, rates of evolution, and extinction. Students taking the 4-credit option read additional materials from the primary literature and write a series of essays in place of the regular prelims.

[BIOES 371 Human Paleontology (also Anthropology 371)

Fall. 4 credits. Prerequisite: one year of introductory biology or ANTH 101 or permission of instructor. Offered alternate years. Not offered 1995-96; next offered fall 1997. Lects, M W F 2:30; lab, 1 hour each week to be arranged; occasional field trips. K. A. R. Kennedy.

A broad survey of the fossil evidence for human evolution with special attention to

skeletal and dental anatomy, geological contexts, paleoecology, dating methods, archaeological associations, and current theories of human origins and physical diversity.]

BIOES 373 Biology of the Marine Invertebrates

Fall. 4 credits. Limited to 30 students. Prerequisite: one year of introductory biology for majors. Offered alternate years. Lects, M W F 10:10; lab, W 1:25-4:25; 1 optional weekend field trip to Shoals Marine Laboratory. \$60 fee for optional field trip. C. D. Harvell.

An introduction to the biology and evolution of the major invertebrate phyla, concentrating on marine representatives. In addition to the evolution of form and function, lectures cover aspects of ecology, behavior, physiology, chemical ecology, and natural history of invertebrates. The Shoals field trip is an excellent opportunity to study representatives of most of the major phyla in their natural habitat. Laboratory demonstrations on campus involve live marine and freshwater invertebrates.

[BIOES 452 Herbivores and Plants: Chemical Ecology and Coevolution (also Entomology 452)]

Spring. 3 credits. Prerequisites: one year of introductory biology, BIOES 261, CHEM 253 or 357/358 and 251 or 301, or permission of instructor. S-U grades optional. Offered alternate years. Not offered 1995-96. Lects, M W F 11:15. Field trips, additional lectures, or laboratory demonstrations may be held in place of F lecture. P. P. Feeny.

Topics include significance of plant chemistry in mediating interactions between plants and herbivorous animals; mechanisms and strategies of plant finding and exploitation by animals, especially insects, and of defense and escape by plants; evolutionary hypotheses for ecological patterns of resistance and attack; and implications for human food and agriculture.]

BIOES 455 Insect Ecology (also Entomology 455)

Fall. 3 credits. Prerequisites: BIOES 261 or equivalent and ENTOM 212 or knowledge of another taxon. Offered alternate years. Lects, M W F 11:15. R. B. Root.

Topics include the nature and consequences of biotic diversity, biogeography, coevolution, adaptive syndromes exhibited by various guilds, population regulation, impact of insects on ecosystems, comparative and functional analysis of communities, and differences in the organization of natural and managed systems. Ecological and evolutionary principles are integrated by thorough study of exemplars.

[BIOES 456 Stream Ecology (also Entomology 456)]

Spring. 4 credits. Recommended: BIOES 261. S-U grades optional, with permission of instructor. Offered alternate years. Not offered 1995-96. Lects, T R 9:05; labs, T W or R 1:25-4:25. Field project with term paper. B. L. Peckarsky, M. B. Bain.

Lecture addresses the patterns and processes occurring in stream ecosystems, including channel formation; water chemistry; watershed influences; plant, invertebrate, and fish community structure; nutrient cycling; trophic dynamics, colonization and succession;

community dynamics; conservation; and the impacts of disturbances. Lab: A field project includes descriptive and experimental techniques and hypotheses testing related environmental assessment.]

[BIOES 457 Limnology: Ecology of Lakes, Lectures

Fall. 3 credits. Prerequisite: BIOES 261 or written permission of instructor. Recommended: introductory chemistry. Offered alternate years. Not offered 1995-96. Lects, M W F 11:15. N. G. Hairston, Jr.

The study of continental waters, with emphasis on lakes and ponds. Factors regulating nutrient cycling processes, population and community dynamics of freshwater organisms, and physical and chemical properties of fresh water are considered.]

[BIOES 459 Limnology: Ecology of Lakes, Laboratory

Fall. 2 credits. Prerequisite: concurrent or previous enrollment in BIOES 457. Offered alternate years. Not offered 1995-96. Lab, T W or R 1:25-4:25; 1 weekend field trip. Fee, \$10. N. G. Hairston, Jr. and staff.

Laboratories and field trips devoted to studies of the biological, chemical, and physical properties of lakes and other freshwater environments. Vertebrate dissection (fish) during one laboratory exercise and during a portion of weekend field trip.]

[BIOES 461 Population and Evolutionary Ecology

Spring. 4 credits. Prerequisites: BIOES 261 or 278 plus two semesters of calculus, or permission of instructor. S-U grades optional. Offered alternate years. Not offered 1995-96. Lects, M W F 9:05; lab, M or T 1:25-4:25. D. W. Winkler, A. S. Kondrashov.

Problems of ecology are viewed from an evolutionary perspective, exploring issues of adaptation and fitness definition by developing advanced understanding of demography and interspecific interactions. Blending theory and empirical findings, the course explores population dynamics; life-history theory; dispersal; competition; predation; parasite-host coevolution; mutualisms; and sexual, kin, and group selection. Methods of estimation and analysis are learned in laboratory.]

[BIOES 462 Marine Ecology

Spring. 3 credits. Prerequisite: BIOES 261. Offered alternate years. Not offered 1995-96. Lects and disc, M W F 10:10. C. D. Harvell.

Lectures and discussion focus on current research in broad areas of marine ecology with an emphasis on processes unique to marine systems. A synthetic treatment of multiple levels of organization in marine systems including organismal, population, community, ecosystems, and evolutionary biology.]

[BIOES 463 Plant Ecology and Population Biology, Lectures

Fall. 3 credits. Prerequisite: BIOES 261 or 278 or equivalents, or permission of instructor. Recommended: some taxonomic familiarity with vascular plants and concurrent enrollment in BIOES 465. Offered alternate years. Not offered 1995-96. Lects, M W F 11:15. M. A. Geber, P. L. Marks.

This course examines the biological and historical factors affecting the structure of

plant communities, and the distribution, abundance, and population dynamics of individual species. The influence of the environment, disturbance history, competition, and herbivory on the organization of plant communities are considered first. Plant populations are then studied through an analysis of plant life histories and plant-plant and plant-animal interactions. Throughout the course an attempt is made to blend empirical patterns, experimental results, and theory. Readings are drawn from the primary literature.]

BIOES 464 Macroevolution

Spring. 4 credits. Limited to 25 students. Prerequisite: BIOES 278 or permission of instructor. S-U grades optional, with permission of instructor. Offered alternate years. Lects, T R 10:10-11:30; disc, 1 hour each week to be arranged. A. R. McCune.

An advanced course in evolutionary biology centered on large-scale features of evolution. Areas of emphasis include patterns and processes of speciation, phylogeny reconstruction, the origins and fate of variation, causes of major evolutionary transitions, and patterns of diversification and experimentation in the fossil record. Discussion of these problems involve data and approaches from genetics, morphology, systematics, paleobiology, development, and ecology.

[BIOES 465 Plant Ecology and Population Biology, Laboratory

Fall. 1 credit. Prerequisite: concurrent enrollment in BIOES 463. Offered alternate years. Not offered 1995-96. Lab, F 12:05-5:00. M. A. Geber, P. L. Marks.

Laboratory and field exercises designed to give firsthand experience with the ecology and population biology of plants. Emphasis is on making observations and measurements of plants in the field and greenhouse, and on simple data analysis.]

BIOES 466 Physiological Plant Ecology, Lectures

Spring. 3 credits. Limited to 35 students. Prerequisite: BIOES 261 or introductory plant physiology. S-U grades optional, with permission of instructor. Offered alternate years. Lects, T R 10:10-11:25. T. E. Dawson.

A detailed survey of the physiological approaches used to understand the relationships between plants and their environment. Lectures explore physiological adaptation; limiting factors; resource acquisition and allocation; photosynthesis, carbon, and energy balance; water use and water relations; nutrient relations; linking physiology, development, and morphology; stress physiology; life history and physiology; the evolution of physiological performance; and physiology at the population and community and ecosystem levels. Readings draw from the primary literature and textbooks.

BIOES 468 Physiological Plant Ecology, Laboratory

Spring. 2 credits. Limited to 15 students. Prerequisite: previous or concurrent enrollment in BIOES 466. Offered alternate years. Lab, T 1:25-4:25, plus additional lab hours to be arranged. T. E. Dawson.

A detailed survey of the physiological approaches used in understanding the relationships between plants and their environment. Laboratories apply physiological techniques to specific ecological problems

Wetzel
Muller
Chapin
Hutchinson
Simpson

and cover aspects of experimental design and computer-aided data analysis. Most laboratories run past the three-hour period, with students spending an average of 3 hours/week in additional lab time for this course.

[BIOES 470 Ecological Genetics (also Entomology 470)]

Spring. 4 credits. Prerequisite: BIOES 278 or permission of instructor. S-U grades optional. Offered alternate years. Not offered 1995-96. Lects, T R 10:10-11:30; disc, 1 hour each week to be arranged. S. Via.

A study of the relationships between genetic and ecological processes in populations. Topics include consequences of genetic variation in age-structured populations; demographic concepts of fitness; evaluation of methods for measuring genetic variation and natural selection on ecologically important traits; genetics of competitive ability and predator avoidance; genetic and ecological aspects of phenotypic plasticity; character displacement; maintenance of genetic variability; limits to selection. How theory can be used to formulate hypotheses about evolutionary mechanisms in natural populations is considered and experiments designed to test such hypotheses are evaluated.]

[BIOES 471 Mammalogy]

Spring. 4 credits. Recommended: BIOES 274. S-U grades optional, with permission of instructor. Offered alternate years; next offered fall 1997. Lects, M W F 12:20; lab, M T or W 1:25-4:25; 1 weekend field trip required. Carpooling to the Vertebrate Collections at Research Park is necessary several times during the semester. Fee, \$15. D. K. McCleam.

Lectures on the evolution, classification, distribution, and adaptations of mammals. Laboratory and fieldwork on systematics, ecology, and natural history of mammals of the world, with primary emphasis on the North American fauna. Systematics laboratories held in the museum at Research Park. Live animals are studied in the field and are sometimes used in the laboratory for nondestructive demonstrations or experiments. The systematics laboratory exercises are based on museum specimens.

[BIOES 472 Herpetology]

Spring. 4 credits. Recommended: BIOES 274. S-U grades optional, with permission of instructor. Offered alternate years. Not offered 1995-96. Lects, T R 12:20; labs, M W or T R 1:25-4:25; occasional field trips and special projects. Fee, \$15. Staff.

Lectures cover various aspects of the biology of amphibians and reptiles, including evolution, zoogeography, ecology, behavior, and physiology. Laboratory includes systematics, functional morphology, and behavior. Live animals are studied in the field and are used in the laboratory for non-destructive demonstrations and experiments. The systematics laboratory exercises are based on museum specimens and dissection of preserved materials.]

[BIOES 473 Ecology of Agricultural Systems (also Soil, Crop, and Atmospheric Sciences 473)]

Fall. 3 credits. Limited to 45 students. Prerequisite: BIOES 261 or permission of instructor. S-U grades optional. Offered alternate years. Not offered 1995-96. Lects and discs, T R 2:30-3:45. During the first 6 weeks of class, the Thursday meetings

may run to 5:00 because of field trips.

A. G. Power and staff.

Analysis of the ecological processes operating in agricultural systems, with an emphasis on the interactions between organisms. Topics include nutrient dynamics in agroecosystems, plant competition and facilitation, intercropping, the ecology of species invasions, mutualism in agroecosystems, plant-herbivore relations, plant-pathogen interactions, biological pest control, and evolutionary processes in agriculture. Case studies from both the tropics and the temperate zone are used to illustrate important concepts.]

[BIOES 474 Laboratory and Field Methods in Human Biology (also Anthropology 474)]

Spring. 5 credits. Limited to 16 students with permission of instructor obtained by preregistering in E231 Corson. Prerequisite: one year of introductory biology or ANTHR 101 or permission of instructor. Offered alternate years. Not offered 1995-96. Lects and labs, T R 10:10-12:05; additional hours to be arranged. Independent research project required.

K. A. R. Kennedy.

Practical exercises and demonstrations of modern approaches to the methodology of physical anthropology. Emphasis on comparative human anatomy, osteology, description of skeletal and living subjects, paleopathology, skeletal maturation, and relevant field techniques for the archaeologist and forensic anthropologist. There is a dissection of a profused (dead) nonhuman primate, usually a macaque or baboon. Students attend demonstrations of the dissection prepared by the prosector (a hired graduate student).]

[BIOES 475 Ornithology]

Fall. 4 credits. Limited to 30 students, with permission of instructor obtained by preregistering in E241 Corson. Recommended: BIOES 274. S-U grades optional, with permission of instructor. Offered alternate years. Not offered 1995-96. Lects and labs, T R 12:20-4:25; occasional field trips and special projects. Carpooling to the Vertebrate Collections at Research Park is necessary once a week. Fee, \$15. D. W. Winkler.

Lectures cover various aspects of the biology of birds, including anatomy, physiology, systematics, evolution, behavior, ecology, and biogeography. Laboratory includes dissection of dead material, studies of skeletons and plumages, and specimen identification of avian families of the world and species of New York. Independent projects emphasize research skills.]

[BIOES 476 Biology of Fishes]

Fall. 4 credits. Limited to 24 students. Recommended: BIOES 272 or 274 or equivalent experience in vertebrate zoology. S-U grades optional, with permission of instructor. Offered alternate years. Not offered 1995-96. Lects, M W F 10:10; lab, M 1:25-4:25. A small lab fee may be required. A. R. McCune.

An introduction to the study of fishes: their structure, evolution, distribution, ecology, physiology, behavior, classification, and identification, with emphasis on local species. Live animals are studied in the field and are sometimes used in the laboratory for nondestructive demonstrations or experiments. The systematics and dissection laboratories use preserved specimens.]

[BIOES 478 Ecosystem Biology]

Spring. 4 credits. Prerequisite: BIOES 261 or equivalent. S-U grades optional. Offered alternate years. Not offered 1995-96. Lects and discs, T R 10:10-12:05. L. O. Hedin, R. W. Howarth.

Analysis of ecosystems in terms of energy flow and nutrient cycles, emphasizing an experimental approach and comparative aspects of terrestrial, freshwater, and marine ecosystems. Consideration of anthropogenic effects on ecosystems, such as from acid precipitation and offshore oil pollution. Analysis of climate change and regional environmental change from an ecosystem perspective.]

[BIOES 479 Paleobiology (also Geological Sciences 479)]

Fall. 3 credits. Prerequisites: one year of introductory biology for majors and either BIOES 272 or 274, GEOL 375, BIOES 373, or permission of instructor. Offered alternate years. Lects, M W F 12:20. J. L. Cisne and staff.

A survey of the major groups of organisms and their evolutionary histories. Intended to fill out the biological backgrounds of geology students and the geological backgrounds of biology students concerning the nature and significance of the fossil record for their respective studies.

[BIOES 660 Field Studies in Ecology and Systematics]

Spring. Variable credit. Prerequisites: BIOES 261, a taxon-oriented course, and permission of instructor. Estimated cost of room and board (exclusive of transportation) to be announced. Lects and labs to be arranged. R. B. Root, P. L. Marks.

This course provides students an opportunity to learn techniques and a new biota by participating in an intensive series of field exercises. An extended field trip is scheduled during either intercession or spring break. The region visited, trip objectives, and other details are announced by the instructor in charge in the division's catalog supplement issued at the beginning of the semester. Meetings on campus are devoted to orientation and reports on completed projects. Class leaves Ithaca March 15 and returns March 31; class based at the Archbold Biological Station in central Florida. There are four evening meetings of class before departure.

[BIOES 661 Environmental Policy (also ALS 661 and Biology and Society 461)]

Fall and spring. 3 credits each term. (Students must register for 6 credits each term, since an "R" grade is given at the end of the fall term.) Limited to 12 students. Prerequisite: permission of instructor. Sem, R 2:30-4:30. D. Pimentel.

This course uses an interdisciplinary approach to focus on complex environmental and energy problems. Ten to twelve students, representing several disciplines, investigate significant environmental problems. The research team spends two semesters preparing a scientific report for publication in *Science* or *BioScience*.

[BIOES 662 Mathematical Ecology (also Statistics and Biometry 662)]

Spring. 3 credits. Prerequisites: one year of calculus and a course in statistics. Recommended: a general ecology course. S-U grades optional, with permission of instructor. Offered alternate years. Not

offered 1995-96. Lects, M W F 12:20.

C. Castillo-Chavez and staff.

Mathematical and statistical analysis of populations and communities: theory and methods. Spatial and temporal pattern analysis. Deterministic and stochastic models of population dynamics. Model formulation, parameter estimation, simulation, and analytical techniques.]

BIOES 663 Theoretical Population Genetics

Spring. 3 credits. Prerequisites: knowledge of basic population genetics (e.g., BIOGD 481), and some mathematics (e.g., MATH 111). Primarily for graduate students; permission of instructor required for undergraduates. S-U grades optional. Offered alternate years. Lec, 2 hours each week to be arranged; lab (computer), 3 hours each week to be arranged. A. S. Kondrashov.

Theoretical population genetics (TPG) is one of the areas of current evolutionary biology. The course explains why TPG is successful in its domain and what its limitations are. Students analyze the effects of seven elementary factors of population dynamics (mutation, selection, drift, migration, segregation, recombination, and non-random mating). Consideration of biologically relevant situations when several factors act simultaneously (migration-drift, mutation-selection-drift, segregation-recombination-selection, etc.) leads to studying the changes of not only the population state, but of the "rules of the game" themselves (evolution of reproductive isolation, life history, recombination, mutability, etc.). Students study in detail several topics of general biological interest (maintenance of quantitative variability, evolution of aging, and sexual selection). Active use of computers in analyzing the models, but no formal training in programming required.

[BIOES 664 Seminar in Insect-Plant Interactions (also Entomology 664)]

Spring. 2 credits. Intended for seniors and graduate students. Limited to 15 students. Prerequisites: courses in entomology, ecology, evolution, and organic chemistry and permission of instructor. S-U grades optional. Offered alternate years. Not offered 1995-96. Sem to be arranged. Staff.

Presentations and discussions by students on the evolution of patterns of interaction between plants and insects, emphasizing critical evaluation of concepts and evidence.]

BIOES 665 Limnology Seminar

Spring. 1 credit. May be repeated for credit. Primarily for graduate students; written permission of instructor required for undergraduates. S-U grades optional. Offered alternate years. Sem to be arranged. N. G. Hairston, Jr.

A seminar course on advanced topics in freshwater ecology.

BIOES 668 Principles of Biogeochemistry

Spring. 4 credits. Limited to 20 students. Prerequisite: solid background in ecology, environmental chemistry, or related environmental science. Permission of instructor required for undergraduates. S-U grades optional. Offered alternate years. Lects and discs, T R 10:10-12:05. R. W. Howarth, L. O. Hedin.

Lectures cover the biotic controls on the chemistry of the environment and the chemical control of ecosystem function. Emphasis is on cycles of major elements and minor elements globally and in selected ecosystems, stressing the coupling of element cycles. A comparative approach is used to illustrate similarities and differences in element cycling among ecosystems. Analysis of both theoretical and applied issues, including global atmospheric changes and factors controlling the acidification of lakes and soils.

[BIOES 669 Plant Ecology Seminar

Spring. 1 credit. May be repeated for credit. Suggested for students majoring or minoring in plant ecology. S-U grades optional. Not offered 1995-96. Sem to be arranged. Staff.

Includes review of current literature, student research, and selected topics of interest to participants.]

BIOES 670 Graduate Seminar in Vertebrate Biology

Fall or spring. 1 credit. May be repeated for credit. Primarily for graduate students; written permission of instructor required for undergraduates. S-U grades only. Sem to be arranged. Staff.

Seminar presentations and discussions by students on areas of current research in vertebrate biology. Topics vary from semester to semester.

[BIOES 672 Graduate Seminar in Physiological Ecology

Spring. 2 credits. May be repeated for credit. Limited to 12 students. Prerequisite: a course in plant or animal physiology, especially BIOES 466 or 467. Permission required for undergraduates. S-U grades only. Offered alternate years. Not offered 1995-96. Sem, 2 hours each week to be arranged. T. E. Dawson and staff.

Discussion of topics on water balance, energetics, and temperature regulation emphasize parallels and contrasts in the relations of animals and plants to their biophysical environments. Each student leads a discussion and prepares a written review of a topic, drawing on the primary literature of his or her own research interests.]

[BIOES 673 Human Evolution: Concepts, History, and Theory (also Anthropology 673)]

Fall. 3 credits. Prerequisite: one year of introductory biology, ANTHR 101, or permission of instructor. Offered alternate years. Not offered 1995-96. Lec, M 2:30; sem and disc, W 7:30-9:30 p.m. K. A. R. Kennedy.

The historical background of present-day concepts of man's evolutionary variations and adaptations in space and time is surveyed. The formation of biological anthropology as an area of scientific inquiry within the social and biological sciences is reviewed. Students select their own topics within a broad range of readings in the history of Western concepts of human origins, diversity, and place in nature.]

[BIOES 674 Principles of Systematics (also Entomology 674)]

Spring. 4 credits. Limited to 15 students. Prerequisite: permission of instructor. Recommended: an introductory biological systematics course. Offered alternate years. Not offered 1995-96. Lects, disc, and labs, M W 1:25-4:25. Q. D. Wheeler and staff.

An introduction to modern theory and methods of systematic biology. Lectures are on theoretical systematics and include species concepts, classification, phylogenetics, and biogeography. Laboratories include modern methods of analysis of data, including cladistic hand and computer methods and numerical methods. Laboratory grade is based in part on a final paper.]

BIOES 760 Special Topics in Evolution and Ecology

Fall or spring. 1-3 credits. May be repeated for credit. Enrollment limited. S-U grades optional, with permission of instructor. Hours to be arranged. Staff.

Independent or group intensive study of special topics of current interest. Content varies and is arranged between student and staff member.

BIOES 767 Current Topics in Ecology and Evolutionary Biology

Fall. 4 credits. Prerequisite: permission of instructor required for undergraduates. S-U grades only. Lects and discs, T R 8-9:55. One weekend field trip. Staff.

Critical evaluation and discussion of theory and research in ecology and evolutionary biology. Lectures by faculty and student-led discussions of topics in areas of current importance.

Related Courses in Other Departments

Advanced Soil Microbiology (Soil, Crop, and Atmospheric Sciences 666)

Advanced Work in Animal Parasitology (Veterinary Microbiology 737)

Animal Social Behavior (Biological Sciences [BIONB] 427)

Early People: The Archaeological and Fossil Record (Anthropology 203 and Archaeology 203)

Evolution of the Earth and Life (Biological Sciences [BIO G] 170 and Geological Sciences 102)

Marine Sciences Courses (Biological Sciences [BIOSM] 363-370, 477)

Related Courses in Entomology (Entomology 212, 331, 332, 370, 453, 471, 621, 631, 634, 636, 672)

Related Courses in Natural Resources (Natural Resources 270, 302)

Taxonomy of Vascular Plants (Biological Sciences [BIOPL] 248)

Teaching Experience (Biological Sciences [BIO G] 498)

Undergraduate Research in Biology (Biological Sciences [BIO G] 499)

Undergraduate Seminar in Biology (Biological Sciences [BIO G] 400)

Veterinary Parasitology (Veterinary Microbiology 510)

GENETICS AND DEVELOPMENT (BIOGD)

BIOGD 184 Understanding Genetics

Spring. 3 credits. May not be taken for credit after BIOGD 281 or 282. This course may be used toward the science distribution requirement of the College of Arts and Sciences and the Group B distribution requirement of the College of Agriculture and Life Sciences. This course may not be used to fulfill the requirements for any Program of Study in the biological sciences major. S-U grades optional. Lects, M W F 9:05. T. D. Fox.

An introduction to genetics for students majoring in fields other than biology. Genetics is a rapidly developing science that is providing insight into all aspects of biology and practical tools which increasingly affect our lives. The course shows how major conclusions about inheritance have been derived from the experimental evidence, drawing on examples from the biology of humans, other animals, plants, fungi, and bacteria. It also illustrates current and future applications of genetic discoveries. For example, the basic principles of inheritance, in conjunction with methods for the isolation and detection of specific gene fragments, is used to understand the detection of genetic diseases and the identification of individuals (DNA fingerprinting). Other topics to be covered include the origin of mutations, use of genetic methods to alter the properties of organisms and the influence of inheritance on behavior.

BIOGD 281 Genetics

Fall, spring, or summer (8-week session). 5 credits. Not open to freshmen in fall semester. Enrollment may be limited to 200 students. Prerequisite: one year of introductory biology or equivalent; written permission of instructor required for students who have taken BIOGD 282. No admittance after first week of classes. Lects, T R 10:10-12:05; lab, T W or F 2:30-4:25; additional hours to be arranged. Students do not choose lab sections during course enrollment; lab assignments are made during first day of classes.

T. D. Fox, M. L. Goldberg, R. J. MacIntyre.

A general study of the fundamental principles of genetics in eukaryotes and prokaryotes. Discussions of gene transmission, gene action and interaction, gene linkage and recombination, gene structure, gene and chromosome mutations, genetic aspects of differentiation, genes in populations, breeding systems, and extrachromosomal inheritance. Aspects of recombinant DNA technology are discussed. In the laboratory, students perform experiments with microorganisms and conduct an independent study of inheritance in *Drosophila*.

BIOGD 282 Human Genetics

Spring. 2 or 3 credits (2 credits if taken after BIOGD 281). Each discussion limited to 25 students. Prerequisite: one year of introductory biology or equivalent; permission of instructor required for students who have taken BIOGD 281. May not be taken for credit after BIOGD 184. S-U grades optional. Lects, M W 10:10 (lects, also F 10:10 1st 3 weeks only); disc, R 10:10 or F 10:10 or 11:15.

R. A. Calvo.

A course designed for nonmajors. Lectures provide the technical background needed to

understand controversial personal, social, and legal implications of modern genetics that are discussed in section meetings.

BIOGD 385 Developmental Biology

Fall. 3 credits. Prerequisite: BIOGD 281. Lects, M W F 11:15. A. W. Blackler.

An introduction to the morphogenetic, cellular, and genetic aspects of the developmental biology of animals.

[BIOGD 389 Embryology

Spring or summer. 3 credits. Limited to seniors. Prerequisites: one year of introductory biology and a knowledge of mammalian adult anatomy. Not offered 1995-96. Lects, T R 10:10; labs, T R 2-4:25. A. W. Blackler.

A course in the embryonic development of vertebrate animals, with emphasis on the comparative aspects of morphogenesis and function at the tissue level. The laboratory has a strong morphogenetic bias, emphasizing the comparative aspects of developmental anatomy. Preserved materials are used in the laboratory.]

BIOGD 480 Seminar in Developmental Biology

Spring. 1 credit. May be repeated for credit. Limited to upperclass students. S-U grades only. Sem to be arranged. A. W. Blackler.

Topic for spring, 1996: The Vertebrate Limb.

BIOGD 481 Population Genetics

Fall. 4 credits. Prerequisite: BIOGD 281, BIOES 378, or equivalents. Lects, M W F 10:10; disc, M 2:30 or T 1:25. C. F. Aquadro.

Population genetics is the study of the transmission of genetic variation through time and space. The class explores how to quantify this variation, what the distribution of variation tells us about the structure of natural populations, and about the processes that lead to evolution. Topics include the diversity and measurement of genetic variation, mating and reproductive systems, selection and fitness, genetic drift, migration and population structure, mutation, multilocus models, the genetics of speciation, quantitative traits, and the maintenance of molecular variation. Emphasis is placed on DNA sequence variation, and the interplay between theory and the data from experiments and natural populations. Specific case studies include the population genetic issues involved in DNA fingerprinting, the genetic structure and evolution of human populations, and the study of adaptation at the molecular level. Examples are drawn from studies of animals, plants, and microbes.

BIOGD 482 Human Genetics and Society

Fall. 3 credits. Enrollment limited to 24 senior biological sciences majors, with preference given to students studying genetics and development. Prerequisites: BIOGD 281 and BIOBM 330 or 333 or 331 and 332. S-U grades optional. Disc, T 2:30-4:25 and R 2:30-3:30. R. A. Calvo, H. T. Stinson.

Presentation of some of the science and technology, plus discussion of the ethical, social, and legal implications of recent advances in human genetics. Among the topics considered are new reproductive strategies, eugenics, genetic counseling, genetic screening (prenatal, neonatal, presymptomatic, carrier, and workplace), wrongful life and wrongful birth, genetic

effects of abused substances, genetics and behavior, and therapy for genetic diseases. Students lead most discussions. There is a major writing component in the course.

[BIOGD 483 Molecular Aspects of Development

Spring. 3 credits. Prerequisites: BIOGD 281; BIOBM 332 (preferred) or 330 or 333; and BIOGD 385. Offered alternate years. Not offered 1995-96. Lects, T R 2:30-4:00. M. F. Wolfner.

An advanced course in developmental biology, with emphasis on the molecular events underlying developmental processes. Simultaneously, a molecular biology course that focuses on how development modulates and uses transcriptional, post-transcriptional, translational and post-translational regulation of gene expression and cellular events such as cell-cell communication. Numerous developmental systems are discussed and analyzed in microorganisms, plants and, especially, animals including fruit flies, nematode worms, and vertebrates such as mice and humans. Course readings include original research articles. Discussion emphasizes specific experiments and approaches, results and their interpretation.]

BIOGD 484 Molecular Evolution

Spring. 3 credits. Prerequisites: BIOGD 281 and organic chemistry. Offered alternate years. Lects, T R 11:15. R. J. MacIntyre.

An analysis of evolutionary changes in proteins and nucleic acids. Theories on the evolution of the genetic code and the construction of phylogenetic trees from biochemical data are discussed. The second half of the course concerns the evolution and the organization of genomes from viruses to higher eukaryotes.

BIOGD 682 Fertilization and the Early Embryo

Spring. 2 credits. Prerequisites: BIOGD 281; BIOBM 332 (preferred), 330 or 333; and BIOGD 385. Offered alternate years. Lec, R 2:30-4:25. M. F. Wolfner.

This course treats the earliest events in the formation of a new organism. The methods and findings of genetic, developmental, and molecular analyses are discussed. Readings in the recent literature and discussions focus on pre-gastrulation embryos from several animal species. Topics include fertilization, pronuclear fusion, triggering mitosis, cleavage divisions, cytoplasmic determinants, changes in nuclear and cytoplasmic architecture, and midblastula transition.

[BIOGD 684 Advanced Topics in Population Genetics

Spring. 2 credits. Limited to 20 students. Prerequisites: BIOGD 481 or equivalent and written permission of instructor. S-U grades optional. Offered alternate years. Not offered 1995-96. Lec, T 2:30-4:25. C. F. Aquadro.

An in-depth exploration of current areas of research in population genetics. Readings primarily from recent books and the current literature. Specific topics are announced the previous fall and in the division's catalog supplement. Format includes lectures, discussion, and presentations by students.]

[BIOGD 686 Mammalian Development

Spring. 3 credits. Limited to 25 students. Prerequisites: BIOGD 281, BIOBM 330 or 332, and BIOGD 385, or their equivalents.

S-U grades optional. Offered alternate years. Not offered 1995-96. Leccs, T R 10:10-11:25. Staff.

An in-depth study of mammalian development using the mouse as the animal model. The course covers classical embryology beginning with gametogenesis followed by morphogenetic and biochemical analyses of pre- and post-implantation development. Current topics in experimental embryology, including genetic analysis of mutants, study of cell lineage with chimeras, *in vitro* culturing of embryonic stem cells, and molecular approaches to understanding development are examined.]

BIOGD 687 Developmental Genetics

Fall. 2 credits. Limited to 20 students. Prerequisites: BIOGD 281 and 385 or their equivalents. S-U grades optional. Offered alternate years. Lec to be arranged. K. J. Kemphues.

Selected topics focus on the use of genetic analysis in understanding mechanisms of development. Topics are drawn primarily from studies in *Drosophila*, *Caenorhabditis*, and mouse. Possible topics include pattern formation, cell lineage, neural development, maternal information in development, germ cell development, sex determination, and intercellular communication. Students read current literature and are given the opportunity to discuss each topic in class.

BIOGD 780 Current Topics in Genetics

Fall or spring. 2 credits. May be repeated for credit. Primarily for graduate students, with preference given to majors in the Field of Genetics; written permission of instructor required for undergraduates. Limited to 20 students. No auditors. S-U grades optional, with permission of instructor. Sem to be arranged. Staff.

A seminar course with critical presentation and discussion by students of original research papers in a particular area of current interest. Content of the course and staff direction vary each year and are announced a semester in advance.

BIOGD 781 Problems in Genetics and Development

Fall. 2 credits. Limited to first-year graduate students in the Field of Genetics and Development. Disc to be arranged. Staff.

An introduction to the research literature in selected areas through weekly problem sets and discussions.

BIOGD 782-783 Current Genetics/Development Topics

Fall or spring. 1/2 or 1 credit for each topic. May be repeated for credit. S-U grades only. Lectures and seminars on specialized topics to be announced.

BIOGD 786 Research Seminar in Genetics and Development

Fall and spring. 1 credit. Limited to and required of second-, third-, and fourth-year graduate students in Genetics and Development. S-U grades only. Sem, W 12:20-1:30. Staff.

Each graduate student presents one seminar per year based on his or her thesis research. The student then meets with the thesis committee members for an evaluation of the presentation.

BIOGD 787 Seminar in Genetics and Development

Fall or spring. 1 credit. Limited to graduate students in Genetics and Development. S-U grades only. Sem, M 4-5:00. Staff.

Seminars in current research in genetics and developmental biology conducted by distinguished visitors and staff.

Related Courses in Other Departments

Advanced Plant Genetics (Plant Breeding 606)

Animal Development (Veterinary Anatomy 507)

Biosynthesis of Macromolecules (Biological Sciences [BIOBM] 633)

Current Topics in Biochemistry (Biological Sciences [BIOBM] 731-736)

Evolutionary Biology (Biological Sciences [BIOES] 278)

Laboratory in Molecular Biology and Genetic Engineering of Plants (Biological Sciences [BIOPL] 347)

Laboratory in Plant Molecular Biology (Biological Sciences [BIOPL] 641)

Molecular Biology and Genetic Engineering of Plants (Biological Sciences [BIOPL] 343)

Neurogenetics (Biological Sciences [BIONB] 423)

Plant Cytogenetics (Plant Breeding 446)

Plant Growth and Development (Biological Sciences [BIOPL] 644)

Plant Molecular Biology I (Biological Sciences [BIOPL] 653)

Plant Molecular Biology II (Biological Sciences [BIOPL] 652)

Protein-Nucleic Acid Interactions (Biological Sciences [BIOIM] 692)

The Nucleus (Biological Sciences [BIOBM] 639)

Undergraduate Research in Biology (Biological Sciences [BIO G] 499)

Yeast Genetics and Molecular Biology (Biological Sciences [BIOBM] 438)

MICROBIOLOGY (BIOMI)

BIOMI 192 Microorganisms on the Planet Earth

Spring. 3 credits. May not be taken for credit after BIOMI 290. S-U grades optional. Leccs, M W F 11:15. R. P. Mortlock.

A course in microbiology designed to introduce students, who have a limited background in science, to the microorganisms that populate our planet earth. Among the microorganisms studied are the bacteria, the archaeobacteria, some of the single-celled plants and animals, and the viruses. Topics covered are the basic nature of microorganisms, their evolution on earth, their composition and growth, their role in the ecology of this planet, their role in human history and disease, and their use in bioengineering. This course is not a prerequisite for advanced courses in microbiology.

BIOMI 290 General Microbiology, Lectures

Fall, spring, or summer (6-week session). 2 or 3 credits (2 credits if taken after

BIOMI 192). Prerequisites: one year of introductory biology for majors and one year of college chemistry, or equivalent. Recommended: concurrent registration in BIOMI 291. Leccs, M W F 11:15. M. L. Cordts, S. M. Merkel.

A comprehensive overview of the biology of microorganisms, with emphasis on bacteria. Topics include microbial cell structure and function, physiology, metabolism, genetics, diversity, and ecology. Applied aspects of microbiology are also covered such as biotechnology, the role of microorganisms in environmental processes, and immunology and medical microbiology.

BIOMI 291 General Microbiology, Laboratory

Fall or spring, 2 credits. Summer (6-week session), 2 or 3 credits. Prerequisite: concurrent or previous enrollment in BIOMI 290. Labs, M W 2-4:25, or T R 11:15-1:45 or 2-4:25. C. M. Rehkuglar.

A study of the basic principles and techniques of laboratory practice in microbiology, and fundamentals necessary for further work in the subject.

BIOMI 292 General Microbiology, Discussion

Spring. 1 credit. Prerequisite: concurrent or previous enrollment in BIOMI 290. S-U grades only. Disc to be arranged. C. M. Rehkuglar, E. Seacord.

A series of discussion groups in specialized areas of microbiology to complement BIOMI 290.

BIOMI 300 Seminar in Microbiology

Spring. 1 credit. Required of biological science students in the microbiology program of study. Strongly recommended for students considering the microbiology program of study. S-U grades only. Sem, W 12:20. Staff.

A series of lectures and seminars designed to present students with laboratory safety training and acquaint them with research projects in microbiology on the Cornell campus.

BIOMI 304 Pathogenic Bacteriology and Mycology (also Veterinary Microbiology 318)

Spring. 2 or 4 credits (4 credits with lecture and laboratory). Limited to 40 students. Prerequisites: BIOMI 290 and 291. Strongly recommended: BIO G 305. Offered alternate years. Leccs, T R 1:25; labs, T R 2:25-5:00. E. Tullson.

The study of the major bacterial and fungal agents of infectious disease, with emphasis on the function of virulence mechanisms and the host-parasite interaction. Lectures cover the significance of normal flora, antibiotic therapy and drug resistance, and vaccine development. Laboratories emphasize techniques for isolation, culture, and identification of infectious agents. Animal models are used to help understand certain pathogenic mechanisms.

BIOMI 391 Advanced Microbiology Laboratory

Fall. 3 credits. Prerequisites: BIOMI 290, 291, and BIOBM 330 or 331 or 333. Preference given to biological sciences students in the microbiology program of study. Lab, M W or T R 1:25-4:25; disc, F 1:25. J. B. Russell and staff.

A laboratory course that illustrates basic principles of experimental microbiology. The course is organized into four modules which

last three weeks each: 1) ecology, 2) physiology, 3) genetics, and 4) structure and function. Students select a topic from one of the modules and conduct a two-week independent experiment at the end of the semester.

[BIOMI 398 Environmental Microbiology]
Spring. 3 credits. Prerequisite: BIOES 261 or BIOMI 290 or SCAS 260 or permission of instructor. Offered alternate years. Not offered 1995-96. Lects, M W F 10:10. W. C. Ghoirse, E. L. Madsen.

The biology, behavior, and function of microorganisms in natural environments are discussed in relation to past and present environmental conditions on Earth. The role of microorganisms in ecologically and environmentally significant processes is also considered through discussion of specific topics such as elemental cycles, nutrient cycling, transformation of pollutant chemicals, wastewater treatment, and environmental biotechnology.]

BIOMI 406 Clinical Microbiology
Fall and spring. 15 credits each semester. Prerequisite: permission of instructor. Hours to be arranged. R. P. Mortlock.

Training and practical experience in clinical microbiology in the hospital laboratory of the Cornell Medical College and New York Hospital in New York City. Emphasis is on developing students' capability in the isolation and rapid identification of organisms from various types of clinical specimens. This course is intended to prepare the student for state and federal licensing in various areas of clinical microbiology. This is a full-time program, taking place from September to August of the student's senior year.

BIOMI 408 Viruses and Disease (also Veterinary Microbiology 417)
Spring. 3 credits. Prerequisites: BIOMI 290, 291, BIO G 305; and permission of instructor. Recommended: BIOGD 281. Lects, M W 7:30 p.m. J. Casey.

The course covers basic concepts in virology with emphasis on virus-host interactions, strategies for gene regulation, and mechanisms of pathogenicity. Selected viral infections that result in immune dysfunction and neoplasia are highlighted in the context of approaches to prevent or reduce the severity of diseases.

[BIOMI 415 Bacterial Diversity]
Fall. 3 credits. Prerequisites: BIOMI 290, 291, and BIOBM 330 or 331 or 333. Not offered 1995-96. Lects, M W F 11:15. S. H. Zinder.

A consideration of the physiology, ecology, genetics, and practical potential of important groups of bacteria. Topics include molecular methods for determining bacterial phylogeny and taxonomy, the evolution of diverse mechanisms of energy conservation, fixation of carbon and nitrogen, and adaptation to extreme environments.]

BIOMI 416 Microbial Physiology
Spring. 3 credits. Prerequisites: BIOMI 290, 291, and BIOBM 330 or 331 or 333, or their equivalents. S-U grades optional for students not specializing in the microbiology program of study. Lects, M W F 11:15. J. P. Shapleigh.

The concern is with the physiological and metabolic functions of microorganisms. Consideration is given to chemical structure, regulation, growth, and the energy metabo-

lism of prokaryotic organisms. Special attention is given to those aspects of microbial metabolism not normally studied in biochemistry courses.

BIOMI 451 Structure and Function of Bacterial Cells
Fall. 3 credits. Prerequisites: BIOMI 290 and BIOBM 330 or 331 or 333 or permission of instructor. Recommended: BIOMI 415. S-U grades optional. Offered alternate years. Lects, M W F 10:10. W. C. Ghoirse.

Morphology, ultrastructure, macromolecular organization, and life cycles of bacterial cells are considered with regard to chemical composition and physiological and ecological function of cellular components.

BIOMI 485 Bacterial Genetics
Fall. 2 credits. Graduate students, see BIOMI 685. Prerequisite: BIOGD 281. Recommended: BIOMI 290 and BIOBM 330 or 331 and 332 or 333. Lects, W 7:30-9:25 p.m. V. J. Stewart.

Concepts and principles of formal genetic analysis as applied to prokaryotes, with emphasis on enterobacteria and their viruses. Topics include mutagenesis and isolation of mutants; genetic exchange, recombination and mapping; complementation, epistasis and suppression; transposons; gene expression and regulation; and genetics of bacterial pathogenesis. Written assignments consist of two take-home essay exams and one term paper.

BIOMI 652 (Section 04) Molecular Plant-Microbe Interactions (BIOPL 652, Sec 04)
Spring. 1 credit. Prerequisites: BIOGD 281, BIOBM 330 or 331 or 333, and BIOPL 653 (section 01) or their equivalents. S-U grades optional. Lects, M W F 10:10 (12 lecs) Mar. 27-Apr. 22. S. C. Winans.

Course focuses on the interactions of *Agrobacteria* and *Rhizobium* with plants. Topics on *Agrobacterium*-plant interactions include plant-microbe recognition mechanisms, T-DNA transfer process, oncogenesis, and use of *Agrobacterium* to produce transgenic plants. Topics on *Rhizobium*-plant interactions include regulation of nitrogenase activity and expression, organization and function of the *sym* plasmid, nodule development, and plant genetics involved in plant-microbe interaction.

BIOMI 685 Advanced Bacterial Genetics (also BIOMI 485)
Fall. 2 credits. Limited to graduate students in Biological Sciences; see BIOMI 485. Prerequisites: BIOGD 281 or equivalent, BIOBM 330 or 331 and 332 or equivalent, and permission of instructor. Recommended: BIOMI 290 or equivalent. Lec, W 7:30-9:25 p.m.; disc, R 10:10. V. J. Stewart.

Concepts and principles of formal genetic analysis as applied to prokaryotes, with emphasis on enterobacteria and their viruses. Topics include mutagenesis and isolation of mutants; genetic exchange, recombination and mapping; complementation, epistasis and suppression; transposons; gene expression and regulation; and genetics of bacterial pathogenesis. Lectures and written assignments are shared with BIOMI 485; advanced topics from the primary literature are critically evaluated in the discussion.

BIOMI 692 Protein-Nucleic Acid Interactions
Spring. 3 credits. Prerequisites: BIOBM 330 or 331 or 333 and 633. Lects, T R 10:10-11:25. J. D. Helmann.

The physical and chemical bases of protein-nucleic acid interactions are explored including both theory and specific examples. Proteins considered include bacterial non-specific and sequence specific DNA and RNA binding proteins, nucleic acid polymerases, recombinases, topoisomerases, DNA repair enzymes, and nucleases.

BIOMI 694 Genetics of Diverse Bacteria
Spring. 3 credits. Prerequisite: BIOMI 485 or equivalent. Lects, M W 2:30-3:45. S. C. Winans.

Selected topics in bacterial diversity, with strong emphasis placed on underlying molecular mechanisms. Topics include interactions between bacteria and plants and animals, prokaryotic developmental biology, biodegradation of xenobiotics, and synthesis of antibiotics.

BIOMI 791 Advanced Topics in Bacterial Genetics
Fall or spring. 1 credit. May be repeated for credit. Prerequisite: graduate standing in microbiology. S-U grades only. Disc, T 4-5:00. Fall: S. C. Winans; spring: V. J. Stewart.

Discussion and critical evaluation of selections from the contemporary literature in bacterial genetics and molecular biology.

BIOMI 795-796 Current Topics in Microbiology
Fall, 795; spring, 796. 1/2 or 1 credit for each topic. May be repeated for credit. Designed primarily for graduate students in microbiology. Prerequisite: upper-level courses in microbiology. S-U grades only. Lects to be arranged. Staff.

Lectures and seminars on special topics in microbiology.

BIOMI 797 Graduate Seminar in Microbiology
Fall and spring. 1 credit each semester. All students in the Graduate Field of Microbiology must enroll for at least their first three semesters in residence. Students are expected to lead discussions on recent primary literature in microbiology. S-U grades only. Sem to be arranged. Staff.

BIOMI 798 Graduate Research Seminar in Microbiology
Fall and spring. 1 credit each semester. Required of all graduate students in the Graduate Field of Microbiology. S-U grades only. Sem to be arranged. Staff. A seminar relating to the research activities of those enrolled. Students who have completed the BIOMI 797 series requirement are required to present a seminar concerning their research interests and activities at least once each year.

BIOMI 799 Microbiology Seminar
Fall and spring. Required of all graduate students in the Graduate Field of Microbiology and open to all who are interested. Sem to be arranged. Staff.

Related Courses in Other Departments

Advanced Animal Virology, Lectures (Veterinary Microbiology 708)

Advanced Food Microbiology (Food Science 607)

- Advanced Immunology Lectures (Biological Sciences [BIO G] 705 and Veterinary Microbiology 705)
- Advanced Soil Microbiology (Soil, Crop, and Atmospheric Sciences 666)
- Advanced Work in Bacteriology, Virology, or Immunology (Veterinary Microbiology 707)
- Algal Physiology (Biological Sciences [BIOPL] 346)
- Bacterial Plant Diseases (Plant Pathology 647)
- Basic Immunology, Lectures (Biological Sciences [BIO G] 305 and Veterinary Microbiology 315)
- Bioprocessing Applications in Agriculture (Agricultural and Biological Engineering 467)
- Ciliophorology (Biological Sciences [BIOSM] 409)
- Ecology of Soil-Borne Pathogens (Plant Pathology 644)
- Food Microbiology, Laboratory (Food Science 395)
- Food Microbiology, Lectures (Food Science 394)
- Immunology of Infectious Diseases and Tumors (Biological Sciences [BIO G] 706 and Veterinary Microbiology 719)
- Intermediate Soil Science: Chemistry and Microbiology (Soil, Crop, and Atmospheric Sciences 364)
- Introduction to Bioprocess Engineering (Chemical Engineering 643)
- Introduction to Scanning Electron Microscopy (Biological Sciences [BIO G] 401)
- Introductory Mycology (Plant Pathology 309)
- Light and Video Microscopy for Biologists (Biological Sciences [BIO G] 450)
- Limnology: Ecology of Lakes, Lectures (Biological Sciences [BIOES] 457)
- Magical Mushrooms, Mischievous Molds (Plant Pathology 201)
- Microbiology for Environmental Engineering (Civil and Environmental Engineering 651)
- Plant Virology (Plant Pathology 645)
- Principles of Biogeochemistry (Biological Sciences [BIOES] 668)

NEUROBIOLOGY AND BEHAVIOR (BIONB)

BIONB 221 Neurobiology and Behavior I: Introduction to Behavior

Fall. 3 or 4 credits (4 credits with discussion section and written projects, or writing-intensive section). 4-credit option required of students studying neurobiology and behavior. Each discussion limited to 20 students, with preference given to students studying neurobiology and behavior. Not open to freshmen. Prerequisite: one year of introductory biology for majors. May be taken independently of BIONB 222. S-U grades optional. Lecs, M W F 12:20; disc to be arranged. T. D. Seeley and staff.

A general introduction to the field of behavior. Topics include evolution and behavior, behavioral ecology, sociobiology, chemical ecology, communication, rhythmicity, orientation and navigation, and hormonal mechanisms of behavior.

BIONB 222 Neurobiology and Behavior II: Introduction to Neurobiology

Spring. 3 or 4 credits (4 credits with discussion and written projects). 4-credit option required of students studying neurobiology and behavior. Each discussion limited to 20 students, with preference given to students studying neurobiology and behavior. Not open to freshmen. Prerequisites: one year of introductory biology for majors and one year of chemistry. May be taken independently of BIONB 221. S-U grades optional. Lecs, M W F 12:20; disc to be arranged. M. Salpeter.

A general introduction to the field of cellular and integrative neurobiology. Topics include neural systems, neuroanatomy, developmental neurobiology, electrical properties of nerve cells, synaptic mechanisms, neurochemistry, motor systems, sensory systems, learning, and memory.

BIONB 322 Hormones and Behavior (also Psychology 322)

Spring. 3 or 4 credits; the 4-credit option involves a one-hour section once a week in which students are expected to read original papers in the field and participate in discussion. Limited to juniors and seniors; open to sophomores only by permission. Prerequisites: BIONB 221 or 222 or one year of introductory biology plus a course in psychology. S-U grades optional. Lecs, M W F 11:15; disc to be arranged. D. Gudermuth.

Following a review of the neural and endocrine systems, this course connects endocrine physiology to specific behaviors observed in various species, including humans. Although the relationship between sexual physiology and behavior is strongly emphasized, the lectures also describe hormonal contributions to parental behavior, aggression, stress, learning and memory, homeostasis, and biology rhythms. Topics for the discussion sections are chosen by the students within the context of hormonal influences on behavior.

BIONB 324 Biopsychology Laboratory (also Psychology 324)

Fall. 4 credits. Limited to 20 upperclass students. Prerequisites: laboratory experience in biology or psychology, BIONB 221 and 222 or PSYCH 123 and 222; and permission of instructor. Labs, T R 1:25-4:25. T. J. DeVoogd.

Experiments designed to provide research experience in animal behavior (including learning) and its neural and hormonal mechanisms. A variety of techniques, species, and behavior patterns are included. Live animals are used in the laboratory.

BIONB 325 Neurodiseases - Molecular Aspects

Fall. 3 credits. Prerequisites: two courses from BIONB 222, BIOGD 281, BIOBM 330, or 331; co-registration in one of the two is acceptable. S-U grades optional. Offered alternate years. Lecs, T R 9:05; disc, T 2:30. T. R. Podleski.

The intent of this course is to teach students how to use recombinant DNA techniques for the study of neurodiseases. How are genes responsible for diseases identified and how are the functions of these genes studied? Attention is focused on those neural diseases in which significant advances have been made using these techniques, for example, Alzheimer's, Huntington's, color blindness,

affective disorders, disorders affecting ion channels, and muscular dystrophies. In addition to the molecular studies, when appropriate, time is devoted to discussions of other aspects of the diseases. Emphasis is placed on how these studies provide a useful approach to studying the nervous system by exposing the functions of genes that would be difficult to identify in other ways.

BIONB 326 The Visual System

Spring. 4 credits. Prerequisite: BIONB 222 or BIOAP 311, or permission of instructor. S-U grades optional. Offered alternate years. Lecs, M W F 10:10; disc, 1 hour each week to be arranged. H. C. Howland.

The visual systems of vertebrates are discussed in breadth and depth. Topics covered include the optics of eyes, retinal neurophysiology, structure and function of higher visual centers, and ocular development.

BIONB 328 Biopsychology of Learning and Memory (also Psychology 332)

Spring. 3 credits. Prerequisites: one year of biology and either a course in biopsychology or BIONB 222. Lecs, M W F 11:15. T. J. DeVoogd.

This course surveys the approaches that have been or are currently being used in order to understand the biological bases for learning and memory. Topics include invertebrate, "simple system" approaches, imprinting, avian song learning, hippocampal and cerebellar function, and human pathology. Many of the readings are from primary literature.

BIONB 396 Introduction to Sensory Systems (also Psychology 396)

Spring. 3 or 4 credits (4 credits with term paper). Registration for the 4-credit option requires permission of instructor.

Prerequisites: an introductory course in biology or biopsychology, plus a second course in neurobiology or behavior or perception or cognition or biopsychology. Students are expected to have elementary knowledge of perception, neurophysiology, behavior, and chemistry. No auditors. Offered alternate years. Lecs, M W F 10:10. B. P. Halpern.

This course is taught using the Socratic method, in which the instructor asks questions of the students. Students read, analyze, and discuss in class difficult original literature dealing with both those characteristics of sensory systems that are common across living organisms and those sensory properties which represent adaptations of animals to particular habitats or environments. Classroom discussion can increase, but not decrease, a student's final grade. There are two preliminary exams and a final exam. The principles and limitations of major methods used to examine sensory systems are considered. General principles of sensory systems and auditory, visual, and somesthetic systems are covered. One aspect of each system (e.g., localization of objects in space by sound, color vision, and thermoreception) is selected for special attention. Two or more textbooks, and a course packet of reproduced articles are used. At the level of *An Introduction to the Physiology of Hearing*, 2nd edition, by J. O. Pickles; *Physiological acoustics, neural coding, and psychoacoustics*, by W. L. Gulick, G. A. Gescheider, and R. D. Frisina; *The Retina: An approachable part of the brain*, by J. E. Dowling; *Handbook of Physiology—The Nervous System. III. Sensory Processes*, edited by J. M. Brookhard and V. B. Mountcastle.

BIONB 420 Topics in Neurobiology and Behavior

Fall or spring. Variable credit. May be repeated for credit. Primarily for undergraduates. S-U grades optional. To be arranged. Staff.

Courses on selected topics in neurobiology and behavior; can include lecture and seminar courses. Topics, instructors, and time of organizational meetings are listed in the division's catalog supplement issued at the beginning of the semester.

BIONB 421 Effects of Aging on Sensory and Perceptual Systems (also Psychology 431 and 631)

Fall. 3 or 4 credits (4 credits with term paper). Limited to 25 students. Prerequisites: introductory course in biology or psychology, plus a second course in perception, neurobiology, cognition, or biopsychology. No auditors. S-U grades optional. Offered alternate years. Lects, T R 10:10-11:25. B. P. Halpern.

A literature-based examination of post-maturation changes in the perceptual, structural, and physiological characteristics of somesthetic, chemosensory, visual and auditory systems. Emphasis is on human data, with non-human information included when especially relevant. The course examines the current developments in human sensory prosthetic devices, and in regeneration of receptor structures. Brief written statements (preferably by electronic mail) of questions and problems related to each set of assigned readings are required at least one day in advance of each class meeting. This course is taught using the Socratic Method, in which the instructor asks questions of the students. Students are expected to come to each class having already done, and thought about, the assigned readings.

BIONB 422 Modeling Behavioral Evolution

Spring. 4 credits. Limited to 25 students. Prerequisites: BIONB 221, one year of calculus, one course in probability or statistics, and permission of instructor (Office: W309 Mudd Hall; phone: 255-3594). This course is open to advanced undergraduates and graduate students. S-U grades optional. Lects, T R 2:30-4:00; computer lab, one class period per week to be arranged. H. K. Reeve.

This is an intensive lecture and computer lab course on modeling strategies and techniques in the study of behavioral evolution. Population-genetics (including quantitative-genetics), static optimization, dynamic programming, and game-theoretic methods are emphasized. These approaches are illustrated by application to problems in optimal foraging, sexual selection, sex ratio evolution, animal communication, and the evolution cooperation and conflict within animal social groups. Students learn to assess critically recent evolutionary theories of animal behavior, as well as to develop their own testable models for biological systems of interest or to extend pre-existing models in novel directions. The *Mathematica* software program is used as a modeling tool in the accompanying computer lab (no prior experience with computers required).

BIONB 423 Neurogenetics

Fall. 3 credits. Limited to junior, senior, and graduate students. Prerequisites: permission of instructor, one year of introductory biology or equivalent, and

BIOGD 281. Strongly recommended: BIONB 222. S-U grades optional. Offered alternate years. Lects, T R 2:30; disc, R 3:35. A. M. Schneiderman.

Lectures, discussions, and student presentations focus on the uses of genetics for the study of the nervous system. Emphasis is on recent advances in genetic and molecular biological techniques and their application to the study of neural development and behavior. Both invertebrate and vertebrate systems are discussed, and main consideration is given to the fruit fly and the mouse. Readings are taken primarily from original journal articles.

BIONB 424 Neuroethology (also Psychology 424)

Spring. 3 credits. Prerequisites: BIONB 221 and 222. Offered alternate years. Lects, T 9:05-11:05; R 9:05-9:55. C. D. Hopkins.

In the 1950s through the 1970s, ethologists attempted to understand the mechanisms of animal behavior through the use of comparative methods, evolutionary analysis, careful observations of animals in their native habitats, and clever experimentation. Now, with the explosion of knowledge and techniques in the neurosciences, many of the ethologist's mechanisms are being explained in terms of neural systems. This course reviews the status of research in neuroethology, including mechanisms of acoustic communication in insects and in vertebrates, echolocation in bats and sound localization in owls, electroreception and electrolocation, and visual processing. In addition, the course reviews studies of the neural systems involved in decision making, in initiating action, and in coordinating fixed acts. Assigned readings include original articles from the scientific literature. A term paper or equivalent is required. Recitations scheduled in class.

[BIONB 426 Electronics for Neurobiology

Spring. 3 credits. Limited to 20 students. Prerequisites: BIONB 222 and one year of introductory physics. Offered alternate years. Not offered 1995-96. Lects, T R 9:05; lab, 4 hours each week to be arranged. Staff.

The course deals with electronics as applied to neurobiology and behavior. Analog circuits centered around operational amplifiers are emphasized. Topics include a review of basic electrical concepts; the cell as circuit, voltage, and current amplifiers; transducers (temperature, light, pressure, etc.); filtering; timing circuits; radiotelemetry; basic trouble shooting; and reading schematics. In the last third of the term, students design and construct a circuit (both circuit board and housing box) of their own choosing relative to their research and/or interests.]

[BIONB 427 Animal Social Behavior

Fall. 4 credits. Limited to 30 students. Prerequisites: BIONB 221 and BIOES 261 or 278, and advance permission of instructor. S-U grades optional, with permission of instructor. Offered alternate years. Not offered 1995-96. Lects and discs, M W 2:30-4:25. S. T. Emlen.

An interesting course for upper-division students interested in behavioral ecology and sociobiology. Lectures, discussions, and student presentations examine topics including adaptation, spacing systems, mating systems, sexual selection, sex ratios, inbreeding and outbreeding, mate choice, conflict and

cooperation in animal societies, and the evolution of deceit, honesty, and altruism.]

BIONB 428 Topics in Behavior

Fall or spring. 2-4 credits. (Credits based on number of lectures and/or field exercises as outlined in the division's catalog course supplement and subject to approval through the associate director's office.) May be repeated for credit. Primarily for undergraduates. S-U grades optional.

Courses on selected topics in behavior; can include lecture and seminar courses; may include laboratory. Past topics have included animal orientation, insect behavior, bio-rhythms, and communication. Topics, instructors, and time of organizational meeting are listed in the division's catalog supplement issued at the beginning of each semester.

[BIONB 429 Olfaction and Taste: Structure and Function (also Psychology 429)

Fall. 3 or 4 credits (4 credits with term paper or research project, which can, but need not, study nonhuman vertebrates). Preference given to junior and senior psychology and biology majors and graduate students. Graduate students, see PSYCH 629. Prerequisite: a 300-level course in biopsychology or equivalent. Offered alternate years. Not offered 1995-96. Lects, T R 9:05. B. P. Halpern.

The structural and functional characteristics of olfaction and taste are explored by reading and discussing current literature in these areas. Structure is examined at the light levels of electron microscopes as well as at the molecular level. Function is examined primarily in its neurophysiological and biochemical aspects. The emphasis is on vertebrates, especially air-breathing vertebrates in the case of olfaction, although there is some coverage of invertebrate forms. A textbook and a course packet of reproduced articles are used. At the level of *Smell and Taste in Health and Disease*, edited by T. V. Getchell, R. L. Doty, L. M. Bartoshuk, and J. B. Snow; *The Neurobiology of Taste and Smell*, edited by T. E. Finger and W. L. Silver.]

BIONB 491 Principles of Neurophysiology

Spring. 4 credits. Limited to 20 students. Prerequisite: BIONB 222 or written permission of instructor. S-U grades optional for graduate students. Lects, M W 10:10; lab, M or W 12:20-4:25; additional hours to be arranged. B. R. Johnson.

A laboratory-oriented course designed to teach the theory and techniques of modern cellular neurophysiology. Lecture time is used to present laboratory exercise results, to supplement laboratory topics, and for discussion of primary research papers. Intracellular and extracellular recording techniques are used to analyze neuronal properties such as resting potentials, electrical and chemical synaptic transmission, ionic currents under voltage-clamp, and functional expression of foreign membrane proteins in *Xenopus oocytes*. A variety of preparations are used as model systems. Computer acquisition and analysis of laboratory results are emphasized.

[BIONB 492 Sensory Function (also Psychology 492)

Spring. 3 or 4 credits. (The 4-credit option involves a one-hour section once a week, in which students are expected to

participate in discussion. The 4-credit option is not always offered.) Prerequisite: a 300-level course in biopsychology or BIONB 222 or BIOAP 311, or permission of instructors. Students are expected to have a knowledge of elementary physics, chemistry, and behavior. S-U grades optional. Offered alternate years. Not offered 1995-96. Lects, M W F 10:10; disc, hours to be arranged. B. P. Halpern, H. C. Howland.

This course covers classical topics in sensory function such as vision, hearing, touch, and balance, as well as some more modern topics like sensory coding, location of stimulus sources in space, the development of sensory system, and nonclassical topics such as electroreception and internal chemoreceptors. Both human and nonhuman systems are discussed. In all cases the chemical, physical, and neurophysiological bases of sensory information are treated, and the processing of this information is followed into the central nervous system. At the level of *The Senses*, edited by Barlow and Mollon, and *An Introduction to the Physiology of Hearing*, 2nd edition, by Pickles.]

[BIONB 493 Developmental Neurobiology

Fall. 3 credits. Prerequisite: BIONB 222 or permission of instructor. S-U grades optional, with permission of instructor. Offered alternate years. Not offered 1995-96. Lects, M W F 9:05. R. Booker. Lectures covering the development of the nervous system, taking examples from both vertebrates and invertebrates. Emphasis is on cellular and molecular issues, that is, How do nerve cells differentiate both morphologically and biochemically? The role of cues such as hormones and developmental genes in neural development is discussed. Readings are taken from original journal articles.]

[BIONB 494 Comparative Vertebrate Neuroanatomy

Spring. 3 credits. Intended for juniors, seniors, and graduate students. Prerequisite: BIONB 222 or equivalent. S-U grades optional. Offered alternate years. Not offered 1995-96. Lects, T R 10:10-11:30. A. H. Bass. Organization and evolution of neuroanatomical pathways as substrates for species-typical vertebrate behaviors. The course is divided into three major sections: development, general principles of brain organization, and co-evolution of vertebrate brain and behavior.]

[BIONB 495 Membrane Ion Channels

Spring. 3 credits. Limited to 15 students. Prerequisites: BIONB 222, college introductory physics, and calculus, or permission of instructor. S-U grades optional. Offered alternate years. Not offered 1995-96. Lects, M W F 10:10. Staff. The functional and mechanistic aspects of membrane ion channels, beginning with basic concepts and model systems. Theories of ion permeation and channel gating are discussed. Development of membrane ion channels during neuron differentiation and the role of membrane channels in disease states are also considered.]

[BIONB 496 Bioacoustic Signals in Animals and Man

Spring. 3 credits. Limited to 12 junior, senior, and graduate students. Prerequisites: one year of introductory biology, PHYS 101-102 or 207-208, and permission of instructor. S-U grades optional.

Offered alternate years. Not offered 1995-96. Lects, M W 9:05; lab to be arranged. C. W. Clark, R. R. Hoy. Humans and most terrestrial animals live in a world of sound. Acoustic signals mediate social interactions and predator-prey behavior. This course teaches students about animal acoustical communication by introducing them to the different communication systems that are based on sound. The course presents the physical properties of sound, the physiological mechanisms of sound production and hearing, and an analysis of the behavioral context of signaling. In the laboratory students learn how to record, synthesize, and analyze acoustic signals with the aid of tape recorders and the Macintosh computer. Laboratories are designed around the lecture material and provide "real-world" exercises designed to stimulate discovery of the fundamental principles described in class. Class research projects on a selected topic in bioacoustics are required. The laboratory is based on software instrumentation running on a Macintosh II platform equipped with A/D-D/A data acquisition boards.]

[BIONB 497 Neurochemistry and Molecular Neurobiology

Fall. 3 credits. Limited to 30 students. Prerequisites: BIONB 222 and either BIOBM 330 or 331 and 332, or permission of instructor. S-U grades optional. Offered alternate years. Lects, T R 9:05; disc, T 2:25. R. M. Harris-Warrick. This course focuses primarily on the biochemistry/molecular biology of neurons. Emphasis is on the molecular properties of these cells that account for their unique function. The presynaptic regulation of release and postsynaptic mechanism of action of the major classes of neurotransmitters are discussed, as well as selected neuromodulators and hormones. Readings are selected primarily from research journals.

[BIONB 623 Chemical Communication (also Chemistry 622)

Fall. 3 credits. Primarily for research-oriented students. Limited to 30 students. Prerequisites: one year of introductory biology for majors or equivalent, course work in biochemistry, and CHEM 358 or equivalent. Offered alternate years. Not offered 1995-96. Lects, M W 1:25; disc, F 1:25. J. Meinwald, T. Eisner, W. L. Roelofs, and guest lecturers. The production, transmission, and reception of chemical signals in communicative interactions of animals, plants, and microorganisms. Studies of insects are emphasized. Specific topics are treated with varying emphasis on chemical, biochemical, ecological, behavioral, and evolutionary principles. The discussion sessions focus on readings from the recent literature and involve student-led discussions of contemporary topics.]

[BIONB 626 Sex Differences in Brain and Behavior (also Psychology 524)

Spring. 2 credits. Limited to 12 students. Prerequisite: BIONB 322 or permission of instructor. Not offered 1995-96. Discs and sems to be arranged. T. J. DeVoogd. A survey of the newly discovered animal models for sex differences in the brain. Topics include the role of steroids in brain development, whether hormones can modify the structure of the adult brain, and the consequences of such sex differences in anatomy for behavior.]

BIONB 720 Seminar in Advanced Topics in Neurobiology and Behavior

Fall or spring. Variable credit. May be repeated for credit. Primarily for graduate students; written permission of instructor required for undergraduates. S-U grades optional. Sem to be arranged. Staff and students. Designed to provide several study groups each semester on specialized topics. A group may meet for whatever period is judged adequate to enable coverage of the selected topics. Ordinarily, topics are selected and circulated during the preceding semester. Discussion of current literature is encouraged. Suggestions for topics should be submitted by faculty or students to the chair of the Section of Neurobiology and Behavior.

BIONB 721 Introductory Graduate Survey in Neurobiology and Behavior

Fall. 2 credits each term. Required of graduate students majoring in neurobiology and behavior. Concurrent registration in BIONB 221 and 222 not required. S-U grades only. Lects and discs, T R 11:15-12:05, alternate weeks. T. R. Podleski. Lectures by faculty and student-led discussions on topics of current importance in neurobiology and behavior. Topics are linked to the materials presented in BIONB 221 and 222. Class meets twice a week, every other week. Students are required to write four term papers, over the two semesters, on selected topics in two of three sub-areas: (1) cellular and molecular neurobiology; (2) integrative neurobiology; (3) behavior.

BIONB 723 Advanced Topics in Animal Behavior

Fall or spring. Variable credit. May be repeated for credit. Primarily for graduate students in behavior. Prerequisite: permission of instructor. S-U grades optional. Sem to be arranged. Staff. A seminar on a specific topic in animal behavior. The instructor presents lectures during the first few course meetings; the remainder of the course is devoted to student presentations. Topic and instructor are listed in the division's catalog supplement issued at the beginning of the semester.

BIONB 724 Field Methods in Animal Behavior

Fall or spring. Variable credit. May be repeated for credit. Primarily for graduate students in behavior. Prerequisite: permission of instructor. S-U grades optional. Sem and fieldwork to be arranged. Staff. A seminar-field experience course designed for first-year graduate students in animal behavior. Weekly seminars discussing field methodology, data collection, and hypothesis testing are followed by an intensive period (ten days to two weeks) in the field. Specific topics and field sites vary from semester to semester. Topic and instructor are listed in the division's catalog supplement issued at the beginning of the semester.

BIONB 790 Advanced Topics in Cellular and Molecular Neurobiology

Fall or spring. Variable credit. May be repeated for credit. Limited to graduate students and advanced undergraduates studying neurobiology and behavior. Prerequisite: BIONB 222. S-U grades optional. Lects and sem to be arranged. Staff.

A lecture-seminar course on selected topics in cellular and molecular neurobiology. Students read original papers in the scientific literature and lead discussions of these articles. Suggestions for topics may be submitted by faculty or students to the chair of the Section of Neurobiology and Behavior. Topic and instructor are listed in the division's catalog supplement issued at the beginning of the semester.

BIONB 792 Advanced Laboratory in Cellular and Molecular Neurobiology

Fall or spring. 2 credits. May be repeated for credit. Primarily for graduate students. Prerequisites: BIOBM 330 or 331 or equivalent, BIONB 491 or equivalent, and written permission of instructor. S-U grades optional. Lab to be arranged. Staff.

A two-week intensive laboratory course designed to provide experience with a specific technique currently used in cellular and molecular neurobiology. The technique under study and instructor in charge vary from semester to semester and are listed in the division's catalog supplement issued at the beginning of the semester.

BIONB 793 Advanced Topics in Integrative Neurobiology

Fall or spring. Variable credit. May be repeated for credit. Primarily for graduate students; written permission of instructor required for undergraduates. S-U grades optional. Lects and discs to be arranged. Staff.

A course designed to provide in-depth knowledge of current research in anatomical and physiological bases of vertebrate and invertebrate behavior. Readings are primarily from specialty books and selected journal articles. Topic and instructor are listed in the division's catalog supplement issued at the beginning of the semester.

BIONB 794 Advanced Laboratory Techniques in Integrative Neurobiology

Fall or spring. Variable credit. May be repeated for credit. Prerequisite: permission of instructor based upon a personal interview. Lab to be arranged. Staff. A laboratory in the integrative, or neuroethological, approach to studies of animal behavior. Designed to provide practical working knowledge of research methods in anatomical, physiological, and behavioral approaches to studies of vertebrate and invertebrate behavior. Laboratory technique to be covered and instructor are listed in the division's catalog supplement issued at the beginning of the semester.

Related Courses in Other Departments

- Animal Behavior (Psychology 535)
- Biochemistry and Human Behavior (Psychology 361 and Nutritional Sciences 361)
- Brain and Behavior (Psychology 425)
- Developmental Biopsychology (Psychology 422)
- Evolution of Human Behavior (Psychology 326)
- Human Behavior: A Sociobiological Perspective (Anthropology 476)
- Insect Behavior Seminar (Entomology 662)
- Neurobiology of Animal Behavior (Biological Sciences [BIOSM] 327)
- Primates and Evolution (Anthropology 490)

Primate Behavior and Ecology (Anthropology 390)

Teaching Experience (Biological Sciences [BIO G] 498)

Undergraduate Research in Biology (Biological Sciences [BIO G] 499)

PLANT BIOLOGY (BIOPL)

BIOPL 241 Introductory Botany

Fall. 3 credits. Lects, T R 9:05; lab, M T W or R 1:25-4:25, or W 7:30-10:30 p.m. K. J. Niklas.

Introductory botany for those interested in the plant sciences. Emphasizes structure, reproduction, and classification of angiosperms and the history of life on earth. Laboratory emphasizes development of skills in handling plant materials, including identification. First and second weeks of laboratory are field trips, starting with the first day of classes. *Those who register for an evening laboratory are still required to attend the afternoon field trips.*

BIOPL 242 Plant Physiology, Lectures

Spring. 3 credits. Primarily for undergraduates in agricultural sciences, but also for any Biological Sciences students wanting to know about plant function. Suitable as a second-level course for nonmajors to satisfy the biology distribution requirement. Prerequisites: one year of introductory biology and/or BIOPL 241. Recommended: one year introductory chemistry. Concurrent enrollment in BIOPL 244 required of undergraduates except those majoring in the social sciences or humanities, for whom it is recommended. May not be taken for credit after BIOPL 342 except by written permission of instructor. Lects, M W F 10:10. P. J. Davies.

How plants function and grow. Examples deal with crop plants or higher plants where possible, though not exclusively. Topics include cell structure and function; plant metabolism, including photosynthesis; light relations in crops; plant-water relations; water uptake, transport, and transpiration; irrigation of crops; sugar transport; mineral nutrition; growth and development—hormones, flowering, fruiting, dormancy, and abscission; stress; tissue culture; and genetic engineering.

[BIOPL 243 Taxonomy of Cultivated Plants

Fall. 4 credits. Prerequisite: one year of introductory biology or written permission of instructor. May not be taken for credit after BIOPL 248. Not offered 1995-96. Lects, M W 10:10; labs, M W 2-4:25. M. A. Luckow.

A study of ferns and seed plants, their relationships, and their classification into families and genera, emphasizing cultivated plants. Particular emphasis is placed on gaining proficiency in identifying and distinguishing families and in preparing and using analytic keys. Attention is also given to the economic importance of taxa, to the basic taxonomic literature, and to the elements of nomenclature.]

BIOPL 244 Plant Physiology, Laboratory

Spring. 2 credits. Prerequisite: concurrent enrollment in BIOPL 242. May not be taken for credit after BIOPL 344. Disc and lab, M T W or R 12:20-4:25. C. Reiss.

Experiments exemplify concepts covered in BIOPL 242 and offer experience in a variety of biological and biochemical techniques, including use of small amounts of radioisotopes.

BIOPL 245 Plant Biology

Summer (6-week session). 3 credits. Limited to 24 students. Lects, M-F 11:30-12:45; labs, M W 2-5:00. S. Williams. Introductory botany, including plant identification. Emphasizes structure, reproduction, and classification of angiosperms. Most of the laboratory work is conducted outdoors in an area that surpasses most biological stations. Those who lack college-level biology are expected to work more closely with the instructor on supplemental instructional materials.

BIOPL 246 Plants and Civilization

Spring. 3 credits. Lects, T R 11:15; disc, T or W 1:25 or W or R 12:20. D. M. Bates. A consideration of the role that plants have played and continue to play in the evolution of human cultures. Emphasis is on the interactions between humans and the plant environment, the nature of plants and manner in which humans use and integrate them into their cultures, and the problems and concerns related to contemporary and future use of plant resources.

BIOPL 248 Taxonomy of Vascular Plants

Spring. 4 credits. Prerequisite: one year of introductory biology. May not be taken for credit after BIOPL 243. S-U grades optional. Lects, M W F 9:05; lab, W or R 1:25-4:25. J. I. Davis.

An introduction to the classification of vascular plants, with attention to the goals of taxonomy, the processes of plant evolution, and the means of analyzing evolutionary relationships among plants. The laboratory concentrates on methods of plant identification and presents an overview of vascular plant diversity, with particular attention to the flowering plants.

BIOPL 341 Plants in Laboratory Teaching

Fall. 2 credits. Limited to 16 students. Prerequisite: one year of introductory biology. S-U grades optional. Disc and lab, F 2:30-4:25. C. Reiss, D. J. Paolillo. This course is intended for science education students who intend to teach biology at the high school level. The focus is on how to use plants in the biology laboratory in interesting ways, with particular emphasis on using plants to demonstrate basic biological principles. Hands-on experience is provided in experimental set-up and performance. Additional emphasis given to experimental design, data collection and analysis, and actual experience in a high school biology teaching laboratory.

BIOPL 342 Plant Physiology, Lectures

Spring. 3 credits. Prerequisites: one year of introductory biology, organic chemistry, and either concurrent enrollment in BIOPL 344 or written permission of instructor. May not be taken for credit after BIOPL 242 unless written permission is obtained from instructor. Lects, T R 10:10-11:25. A. T. Jagendorf, T. G. Owens.

The behavior, growth, transport processes, and environmental response of plants. Topics include membrane properties, solute and water transport, and function of osmotic forces; mineral and organic nutrition; stress resistance; growth and development controls;

metabolism, including photosynthesis and respiration; and responses to environmental influences.

BIOPL 343 Molecular Biology and Genetic Engineering of Plants

Fall. 2 credits. Prerequisite: one year general biology or permission of instructor. S-U grades optional. Lecs, T R 11:15. M. E. Nasrallah.

An introduction to current studies involving recombinant DNA technology and its application to the analysis of basic plant processes. The course emphasizes genetic transformation methodology, molecular genetic approaches to the study of selected plant systems, and prospects for plant improvement using biotechnology. The course is directed at undergraduates who wish to become familiar with plants as experimental organisms. Selected topics attempt to illustrate the uniqueness of plant life and how it differs from other systems.

BIOPL 344 Plant Physiology, Laboratory

Spring. 2 credits. Prerequisite: concurrent enrollment in BIOPL 342. May not be taken for credit after BIOPL 244. Similar to BIOPL 244 but at a more advanced level. Lab, W 1:25-4:25; disc, W 12:20. C. Reiss.

Experiments exemplify concepts covered in BIOPL 342 and offer experience in a variety of biological and biochemical techniques, including use of small amounts of radioisotopes.

BIOPL 345 Plant Anatomy

Fall. 4 credits. Limited to 15 students. Prerequisite: one year of introductory biology or a semester of botany. Offered alternate years. Lecs, M W 9:05; labs, M W 2-4:25. D. J. Paolillo.

A descriptive course with equal emphasis on development and mature structure. Lecture, laboratory, and reading are integrated in a study guide. The laboratory offers the opportunity to develop the practical skills required to make anatomical diagnoses and to write anatomical descriptions.

BIOPL 346 Algal Physiology

Fall. 3 credits. Prerequisites: one year of introductory biology for majors and BIOPL 242 or 342, or permission of instructor. S-U grades optional. Offered alternate years. Lecs, T R 8:30-9:55. T. G. Owens.

This course takes an interdisciplinary approach to the study of algae with an emphasis on the physiology, biochemistry, and ecology of this diverse group of organisms. The algal classes are briefly described with consideration of traditional and emerging criteria for classification of the algae. The majority of the course focuses on interactions of algae with the physical/chemical environment, uptake of inorganic compounds, algal photosynthesis, metabolic strategies, and population dynamics of planktonic algae and benthic macrophytes. There is no laboratory section with this course.

BIOPL 347 Laboratory in Molecular Biology and Genetic Engineering of Plants

Fall. 2 credits. Limited to 24 students. Prerequisite: BIOPL 343 or permission of instructor. Concurrent enrollment in BIOPL 343 is encouraged. S-U grades optional. Lab, W 1:25-4:25. M. E. Nasrallah.

The laboratory provides experience in handling and experimenting with the plant

Arabidopsis thaliana. Selected experiments include the preparation and analysis of nucleic acids, methods used in the detection and isolation of plant genes, analysis of gene expression using antibody and nucleic acid probes, mutant isolation, and methods of gene transfer to plants.

[BIOPL 359 Biology of Grasses

Fall. 3 credits. Limited to 24 students. Prerequisite: one year of introductory biology or an introductory plant taxonomy course, or permission of instructor. S-U grades optional. Offered alternate years. Not offered 1995-96; next offered fall 1997. Lecs, T R 10:10; lab, T 1:25-4:25. J. I. Davis.

Systematics and ecology of the graminoid plant families (grasses, sedges, and rushes), with principal emphasis on grasses. Major topics include taxonomy, phylogenetics, physiology, reproductive biology, ecotypic variation, speciation, biogeography, and population biology. The role of graminoids as ecosystem dominants, weeds, and the origins of cultivated species are discussed. Laboratory concentrates on the diversity of grasses.]

[BIOPL 441 Crop Plant Systematics and Evolution

Fall. 2 credits. Prerequisite: an advanced-level course in the plant sciences with taxonomic content or permission of instructor. Offered alternate years. Not offered 1995-96. Lecs, R 12:20-2:15. D. M. Bates.

An integrated study of the systematics and evolution of agronomic and horticultural species. Processes of domestication, the evolutionary history of selected cultigens, the nature of weeds and land races, classification and nomenclature as applied to cultivated plants, and underexploited plant resources are among the topics considered.]

[BIOPL 443 Research Methods in Systematic Botany

Fall or spring. 2 credits. Limited to 10 students. Prerequisite: BIOPL 248 or equivalent. Offered alternate years. Not offered 1995-96. Lab, F 1:25-4:25; additional hours to be arranged. Bailey Hortorium staff.

An introduction to the methodology of plant systematic research: field studies; sampling and collecting methods; preparation of taxonomic revisions and monographs; numerical methods of data analysis; and laboratory methods in cytogenetics, comparative anatomy, and comparative chemistry, as applied to problems in plant systematics.]

BIOPL 444 Plant Cell Biology

Fall. 4 credits. Limited to 24 students. Prerequisites: one year of introductory biology or permission of instructor. Lecs, M W F 9:05; lab, M or W 1:25-4:25. R. O. Wayne.

Evidence from microscopy, physiology, biochemistry, and molecular biology is used to try to unravel the mystery of the living cell. The dynamics of protoplasm, membranes, and the various organelles are studied. The mechanisms of cell growth and division, the relationship of the cytoskeleton to cell shape and motility, the interaction of the cell with its environment, and the processes that give rise to multicellular differentiated plants are investigated.

[BIOPL 445 Photosynthesis

Fall. 3 credits. Prerequisites: CHEM 104 or 208, MATH 106 or 111, and either PHYS 102 or 208 or permission of instructor. Offered alternate years. Not offered 1995-96. Lecs, M W F 10:10. T. G. Owens.

A detailed study of the processes by which plants use light energy to grow. Structure of the photosynthetic apparatus, light absorption and antenna processes, photochemistry, and electron transport are emphasized. The course incorporates biophysical, biochemical, physiological, and molecular aspects of photosynthesis. Photosynthetic carbon metabolism is not covered in detail. Discussions include relevant material in bacterial, algal, and higher-plant photosynthesis.]

BIOPL 447 Molecular Plant Systematics

Fall. 3 credits. Prerequisites: BIOPL 248, and BIOGD 281, or written permission of instructor. Offered alternate years. Lecs, T R 8:30-9:55. J. J. Doyle.

The study of variation at the molecular level and its application to the taxonomy and evolution of plants, particularly angiosperms. Emphasis is on the use of molecular evidence, particularly DNA data, for reconstructing phylogenies. Theory and methods of phylogenetic reconstruction are discussed. The organization and evolution of nuclear, mitochondrial, and chloroplast genomes, genes, and gene products are described from the standpoint of their utility for addressing a diversity of evolutionary questions. These questions span the entire taxonomic spectrum, and include such issues as the origin of angiosperms, evolution of species related to important crop plants, and population studies of hybridization.

[BIOPL 448 Plant Evolution and the Fossil Record

Spring. 3 credits. Prerequisite: BIOPL 241 or equivalent, or permission of instructor. Offered alternate years. Not offered 1995-96. Lecs, T R 9:05; lab, R 12:20-2:15. K. J. Niklas.

An introduction to evolution, surveying major changes in plants from the origin of life to the present. Emphasis is placed on plant form and function, adaptations to particular ecologic settings, and evolutionary theory as it relates to plants.]

BIOPL 453 Principles and Practice of Historical Biogeography (also Entomology 453)

Fall. 3 credits. Prerequisite: a course in systematics or permission of instructor. S-U grades optional. Lecs, T R 10:10; lab/disc, R 2:30-4:25. J. K. Liebherr, M. A. Luckow.

This course provides a comprehensive survey of the current methods and techniques used in historical biogeography, and the development of modern biogeographic theory in the context of classical and ecological methods of analysis. Brief summaries of geological and paleontological aspects of biogeography are presented, and large-scale biogeographic patterns discussed. The laboratories focus on hands-on computer applications of modern techniques and discussion of controversial issues in biogeography.

BIOPL 641 Laboratory in Plant Molecular Biology

Spring. 4 credits. Prerequisites: BIOGD 281 or equivalent, BIOBM 330 or 331 or equivalent, and permission of instructor. S-U grades optional. Lab, T 9:05-4:30.

J. B. Nasrallah, M. R. Hanson, S. D. Tanksley, P. F. Palukaitis. Selected experiments on genome organization, gene expression, and gene transfer in plants. The course emphasizes the application of molecular biology methodology to plant systems. Students may have additional lab time to complete assignments.

[BIOPL 642 Plant Mineral Nutrition (also Soil, Crop, and Atmospheric Sciences 642)]

Spring. 3 credits. Prerequisite: BIOPL 342 or equivalent. Offered alternate years. Not offered 1995-96. Lec, M W F 10:10. L. V. Kochian, R. M. Welch.

A detailed study of the processes by which plants acquire and use mineral nutrients from the soil. Topics include the uptake, translocation, and compartmentation of mineral elements; root-soil interactions; the metabolism of mineral elements; the involvement of mineral nutrients in various physiological processes; and the nutrition of plants adapted to extreme environmental stresses (e.g., acid soils). Specific mineral elements are emphasized to illustrate these topics.]

[BIOPL 643 Plant Physiology, Advanced Laboratory Techniques]

Fall. 4 credits. Prerequisites: organic chemistry, biochemistry, and a course in plant physiology. S-U grades only. Lab, T or W 8-5:00; disc, M 4:30-5:30. A. T. Jagendorf and staff.

An introduction to some modern methods in experimental plant biology. A partial list of techniques used includes fluorescence measurements, infrared CO₂ analysis, gel electrophoresis and Western blots, cellular electrode measurements, microtiter plate technology for enzyme assays, sensitive growth measurements, HPLC and GC-MS, and computer interfacing with laboratory equipment.

[BIOPL 644 Plant Growth and Development]

Spring. 3 credits. Prerequisites: BIOPL 345 and either 242 or 342 or their equivalents, or written permission of instructor. Offered alternate years. Lec, M W F 9:05. P. J. Davies, D. J. Paolillo.

Explores the changes that occur during plant growth and development and their control: morphological and anatomical changes in apices, tissue differentiation, organ formation, embryo development, gene regulation, hormone action and interaction, the influence of light in development, flowering, fruiting, dormancy, abscission, and senescence.

[BIOPL 645 Families of Tropical Flowering Plants]

Fall. 1 credit. Prerequisite: written permission of instructor. S-U grades only. Offered alternate years. Lec and disc, F 11:15. K. C. Nixon.

The families of flowering plants encountered solely or chiefly in tropical regions are considered in lectures, discussions, and demonstrations, with the aim of providing basic points of recognition for, and an understanding of, diversity and relationships in these families for the student venturing into the tropics.

[BIOPL 646 Families of Tropical Flowering Plants: Field Laboratory]

Intersession. 3 credits. Limited to 20 students, with preference given to graduate students from member institutions

of the Organization for Tropical Studies. Prerequisite: BIOPL 243 or 248 or equivalent. Recommended: BIOPL 645. S-U grades only. For more details and application, contact the L. H. Bailey Hortorium, 467 Mann Library. Offered alternate years. K. C. Nixon.

An intensive orientation to families of tropical flowering plants represented in forests of the American tropics. Emphasis on field identification combined with laboratory analysis of available materials in a "whole-biology" context.

[BIOPL 647 Seminar in Systematic Botany]

Fall or spring. 1 credit. May be repeated for credit. Prerequisite: written permission of course coordinator required for undergraduates. S-U grades optional. Sem, T 11:15-1:10. Bailey Hortorium staff. Lectures and discussions led by staff, visitors, and students on topics of current importance to systematic botany.

[BIOPL 648 Plant Biochemistry]

Spring. 3 credits. Prerequisites: organic chemistry, biochemistry, and a course in plant physiology. Offered alternate years. Not offered 1995-96. Lec, M W F 9:05. A. T. Jagendorf and staff.

Selected areas of plant biochemistry are reviewed in the context of the plant life cycle and responses to the environment. Topics include metabolism of lipids, carbohydrates, organic acids, phenolic compounds, and proteins; nitrogen and sulfur assimilation; respiration; photosynthesis; development and replication of chloroplasts; and cell-wall composition and properties. Attention is paid to operation of control mechanisms.]

[BIOPL 649 Transport of Solutes and Water in Plants]

Fall. 3 credits. Prerequisite: BIOPL 342 or equivalent. Offered alternate years. Lec, T R 10:10-11:30. R. M. Spanswick.

Transport of ions, water, and organic materials in plants; mechanisms of ion transport; relationships between ion transport and metabolism; ion uptake and transport in higher plants; phloem transport; and water relations of single cells and whole plants.

[BIOPL 651 Quantitative Whole-Plant Physiology]

Fall. 3 credits. Prerequisites: introductory physics, calculus, and plant physiology. S-U grades only. Offered alternate years. Not offered 1995-96. Lec, T R 10:10-11:30. R. M. Spanswick.

An exploration of the extent to which physiological processes and their interactions can be formulated in a quantitative manner and integrated to describe various aspects of plant behavior, including growth and yield. Consideration is given to characterization of the plant environment, energy balance, gas exchange, water relations, photosynthesis, respiration, translocation, nutrient supply, and the timing of developmental events.]

[BIOPL 652 Plant Molecular Biology II]

Spring. 1-5 credits (1 credit per section). Prerequisites: BIOGD 281 and BIOBM 330 or 332, or their equivalents. Recommended: BIOBM 331. S-U grades optional.

A series of four-week modules on specialized topics. Coordinator: S. H. Howell.

Section 01 Molecular Plant-Pathogen Interactions (also Plant Pathology 662)

1 credit. Lec, M W F 10:10 (12 lecs) Jan. 24-Feb. 19. P. F. Palukaitis, O. C. Yoder, A. R. Collmer.

An examination of the molecular properties that control the development of host-parasite interactions in both microorganisms (viruses, bacteria, and fungi) and higher plants. Contemporary theories describing the genetic mechanisms of pathogenesis and resistance are discussed.

Section 02 Molecular Biology of Plant Organelles

1 credit. S-U grades optional. Lec, M W F 1:25 (12 lecs) Jan. 24-Feb. 19. M. R. Hanson (even years), D. B. Stern (odd years).

An in-depth examination of the molecular biology of plant mitochondria (even years) and plastids (odd years). Topics include the organization and expression of organelle genomes, RNA editing, organelle transformation, expression of nuclear genes for organelle proteins. Special topics include cytoplasmic male sterility and gene regulation during plastid development.

Section 03 Molecular Aspects of Plant Development II

1 credit. S-U grades optional. Lec, M W F 10:10 (12 lecs) Feb. 21-Mar. 25. S. H. Howell.

A systems approach to the study of plant development from a molecular perspective. Topics include molecular genetics of flowering, embryogenesis, meristem function, vascular formation, root development; consideration of cell lineages and positional information.

Section 04 Molecular Plant-Microbe Interactions

1 credit. S-U grades optional. Lec, M W F 10:10 (12 lecs) Mar. 27-Apr. 22. S. C. Winans.

Course focuses on the interactions of *Agrobacteria* and *Rhizobia* with plants. Topics on *Agrobacterium*-plant interactions include plant-microbe recognition mechanisms, T-DNA transfer process, oncogenesis and use of *Agrobacterium* to produce transgenic plants. Topics on *Rhizobium*-plant interactions include regulation of nitrogenase activity and expression, organization and function of the *sym* plasmid, nodule development, and plant genetics involved in plant-microbe interaction.

Section 05 Plant Gene Evolution and Phylogeny

1 credit. Lec, M W F 1:25 (12 lecs) Mar. 27-Apr. 22. J. J. Doyle.

Practical applications of molecular systematics/evolution for plant molecular biologists and other non-systematists. The course focuses on two basic issues: methods and principles for inferring relationships among genes and the use of data to hypothesize relationships among plants. Evolutionary patterns and processes of genes and gene families are discussed, as well as rates of sequence evolution, paralogy and orthology, the effects of recombination and concerted evolution of gene phylogenies, and the implications of using gene or allele phylogenies to infer organismal evolutionary patterns. The principles of distance and parsimony methods are described, and computer methods for reconstructing gene phylogenies are discussed.

BIOPL 653 Plant Molecular Biology I

Fall. 1-4 credits (1 credit per section). Prerequisites: BIOGD 281 and BIOBM 330 or 332, or their equivalents. Recommended: BIOBM 331. S-U grades optional.

A series of four-week modules on specialized topics. Coordinator: S. H. Howell.

Section 01 Concepts and Techniques in Plant Molecular Biology (also Plant Breeding 653.1)

1 credit. Lects, M W F 10:10 (12 lecs) Sept. 6-Oct. 2. R. Wu, J. Steffins.

A review and update on molecular biology concepts relevant to plant sciences including DNA synthesis, RNA transcription and processing, and protein structure and translation. Methods applicable to plant molecular biology are described including isolation of nucleic acids, gel electrophoresis, recombinant DNA techniques, mutant production, DNA-protein interactions, and use of antibodies.

Section 02 Plant Biotechnology (also Plant Breeding 653.2 and Plant Pathology 663)

1 credit. Lects, M W F 10:10 (12 lecs) Sept. 6-Oct. 2. M. Zaitlin, E. D. Earle.

Applications of molecular biology and tissue culture to plant biotechnology are considered. Topics covered include gene introduction and tissue culture technologies; as well as use of cultured plant materials and transgenic plants to obtain resistance to insects, plant diseases, and herbicides, to produce useful products, and to improve nutritional and food processing qualities. Regulatory and social issues relating to plant biotechnology are discussed.

Section 03 Plant Genome Organization and Function (also Plant Breeding 653.3)

1 credit. Lects, M W F 10:10 (12 lecs) Oct. 4-Nov. 1. S. D. Tanksley.

Molecular structure and evolution of plant nuclear genomes are explored. Topics covered include mechanisms for packaging DNA into chromosomes, molecular structure of telomeres and centromeres, DNA replication and methylation, and molecular biology of plant transposons. Methods for genetic and physical mapping of plant genomes are discussed as well as applications of mapping tools for gene isolation and plant breeding.

Section 04 Molecular Aspects of Plant Development I

1 credit. Lects, M W F 10:10 (12 lecs) Nov. 6-Dec. 4. J. B. Nasrallah.

The module explores current approaches to the elucidation of molecular signals and signal transduction pathways as they relate to the establishment of the differentiated state of plant cells and organs. Topics include the use of classical and molecular genetics, gene tagging methods, and transgenic plants for the study of cellular differentiation, hormonal and light responses, and cell-cell signaling.

[BIOPL 654 Botanical Nomenclature

Fall. 1 credit. Prerequisite: written permission of instructor. S-U grades only. Offered alternate years. Not offered 1995-96. Lec and disc to be arranged. R. P. Korf.

An analysis of the International Code of Botanical Nomenclature and its application to various plant groups.]

BIOPL 655 Seminar in Ethnobotany (also Anthropology 627)

Fall. 2 or 4 credits (4 credits with independent tutorial). Prerequisite: written permission of instructor for undergraduates. Lec, W 1:25; disc, W 2:30. D. M. Bates, C. R. Franquemont.

An exploration of ethnobotany, the study of the interrelationships of people and plants viewed from anthropological and botanical perspectives. Contemporary issues, theory, and methodology are considered. Topics include subsistence systems, crop domestication, traditional medicine, indigenous resource management, and preceptions of nature, among others.

BIOPL 656 Topics in Paleobotany

Spring. 1 credit. Prerequisite: BIOPL 448 or equivalent background in evolution, or written permission of instructor. Lab and disc to be arranged. K. J. Niklas.

A series of selected topics to provide a background in plant evolution, paleobotanical literature, and evolutionary theory. Among the topics discussed are the origin of a terrestrial flora, the evolution of the seed plants, and the origin and adaptive radiation of the angiosperms.

BIOPL 740 Plant Biology Seminar

Fall and spring. No credit (no official registration). Required of graduate students doing work in plant biology. Sem, F 11:15. Staff.

Lectures on current research in plant biology, presented by visitors and staff.

BIOPL 741 Problems in Plant Cell and Molecular Biology

Fall. 2 credits. Limited to first- and second-year graduate students in the Plant Cell and Molecular Biology Program. Disc to be arranged. Staff.

An introduction to the research literature in plant molecular and cellular biology through weekly problem sets and discussions.

BIOPL 742 Current Topics in Plant Molecular Biology

Fall or spring. 1 credit. Limited to 20 students. Primarily for graduate students, with preference given to majors or minors in plant molecular biology; written permission of instructor required for undergraduates. S-U grades only. Sem, 1 hour each week to be arranged. Staff.

A seminar with critical presentation and discussion by students of original research papers concerning the molecular biology of plants. Staff direction varies each year and is announced a semester in advance.

BIOPL 743 Current Research in Plant Cell and Molecular Biology

Fall. 1 credit. Limited to graduate students; written permission from a member of the Plant Cell and Molecular Biology Program required for undergraduates. Lec to be arranged. Staff.

An introduction for graduate students to the research being conducted by Cornell faculty in the Plant Cell and Molecular Biology Program.

BIOPL 749 Graduate Research in Botany

Fall or spring. Variable credit. May be repeated for credit. S-U grades optional. Hours to be arranged. Staff.

Similar to BIO G 499 but intended for graduate students who are working with faculty members on an individual basis.

BIOPL 840 Current Topics in Plant Physiology

Fall or spring. 2 credits. May be repeated for credit. S-U grades only. Sem to be arranged.

Seminar reports by graduate students on current literature in experimental plant physiology or related areas.

Related Courses in Other Departments

Introductory Mycology (Plant Pathology 309)

Marine Botany: Ecology of Marine Plants (Biological Sciences [BIO SM] 449)

Mycology Conferences (Plant Pathology 649)

Phycomycology (Plant Pathology 709)

Plant Ecology and Population Biology, Lectures and Laboratory (Biological Sciences [BIOES] 463 and 465)

Plant Ecology Seminar (Biological Sciences [BIOES] 669)

Plant Cytogenetics Laboratory (Plant Breeding 446)

Teaching Experience (Biological Sciences [BIO G] 498)

Undergraduate Research in Biology (Biological Sciences [BIO G] 499)

COURSES IN MARINE SCIENCE

Cornell offers an extensive listing of undergraduate courses in marine science.

Undergraduates interested in pursuing studies in marine science are encouraged to explore the undergraduate specialization in Marine Biology and Oceanography offered through the Division of Biological Sciences and the summer program of courses offered by the Shoals Marine Laboratory. Further information on both can be found at the Cornell Marine Programs Office, G14 Stimson Hall.

Undergraduate Specialization in Marine Biology and Oceanography

Biological Sciences majors in the ecology and evolutionary biology program of study have the option of specializing their program of study in the areas of marine biology and oceanography. In addition to fulfilling the major and the ecology and evolutionary biology program of study requirements, students in marine biology and oceanography are encouraged to enroll in the following courses:

- 1) BIOES 154, The Sea: An Introduction to Oceanography,
- 2) BIOES 364, Field Marine Science or a 400-level BIOSM field course at the Shoals Marine Laboratory,
- 3) BIOES 462, Marine Ecology.

Students in this specialization are exposed to an integrated program of study, emphasizing a natural progression of formal course work combined with ample opportunities for practical field experience.

SHOALS MARINE LABORATORY (BIOSM)

G14 Stimson Hall, 255-3717

The objective of the Shoals Marine Laboratory (SML) is to provide undergraduates, beginning graduate students, and other interested adults a unique opportunity to explore marine sciences in an island setting noted for its biota, geology, and history. SML has established a national reputation for excellence and has become North America's largest marine field station focusing on undergraduate education.

The summer population of Appledore Island is limited to about one hundred people at any one time. Participants and faculty members can literally and figuratively immerse themselves in their explorations, free from distractions common to most academic institutions. Because SML is a residential facility, a sense of community develops that makes courses and seminars at SML outstanding educational and intellectual experiences. Participants learn from and exchange ideas with a wide range of specialists whose primary interests are marine but whose perspectives often differ, providing fertile ground for lively discussions.

Credit courses at Shoals Marine Laboratory are full-time, intensive learning experiences. Courses may be taken sequentially, but not concurrently. A typical day combines lecture sessions, laboratory and field work, field trips to nearby islands and the mainland, and collecting and research excursions aboard the Laboratory's 47-foot research vessel, *John M. Kingsbury*. Field experience is an integral component of all courses, using Appledore's extensive intertidal zone, wading bird rookeries, and seabird colonies. Faculty, drawn from Cornell University, the University of New Hampshire, and other leading academic institutions, are selected not only based on their academic excellence, but also on their teaching ability in the field. In addition, numerous guest lecturers include engineers, coastal planners, and specialists from private industry, government, and the academic community.

The Ithaca campus functions of the Shoals Marine Laboratory are centered in the Cornell Marine Programs Office, G14 Stimson Hall. The office serves as an advising center for students interested in the marine sciences, maintains a browsing library with updated information on graduate study and career opportunities as well as on marine programs at other institutions, and administers the SEA Semester, a 17-credit program offered in cooperation with the Sea Education Association.

The following marine sciences courses are currently administered by the Cornell Marine Programs Office.

BIOSM 160 The Oceanography of the Gulf of Maine

Summer. 4 credits. S-U grades optional. Limited to 24 students. A special 2-week course offered aboard the *SSV Corwith Cramer* and at Cornell's Shoals Marine Laboratory (SML) on an island off Portsmouth, N.H. For more details and an application, contact the SML office, G14 Stimson Hall or the Sea Education Association office at P.O. Box 6, Woods Hole, MA, 02543. Estimated cost (includes

tuition, room and board aboard ship and on the island, and ferry transportation), \$2,600. Daily lecs, labs, and fieldwork for 2 weeks. SML faculty.

An exciting opportunity to explore the offshore and near-coastal environments of the Gulf of Maine for pre-college and first-year non-science majors. Students spend ten days aboard the Sea Education Association's *SSV Corwith Cramer* and sail from Woods Hole, MA, to the Isles of Shoals via Georges Bank and the Gulf of Maine. Besides operating the ship, students study the many characteristics of this unique ocean environment. Following the sea component, students spend seven days at the Shoals Marine Laboratory to collect data characteristic of the Isles of Shoals coastal environment.

BIOSM 161 Introduction to Field Marine Science

Summer. 4 credits. S-U grades optional. A special 2-week course offered at Cornell's Shoals Marine Laboratory (SML) on an island off Portsmouth, N.H. For more details and an application, consult the SML office, G14 Stimson Hall. Estimated cost (includes tuition, room and board, and ferry transportation), \$1,700. Offered alternate years. Not offered 1995-96.

This course allows students who are not biology majors to experience the breadth of the marine sciences under field conditions at an island laboratory. Aspects of biology, geology, earth science, chemistry, and physics are included. Specific topics include beach, salt marsh, tidal mud flat, tide pool, and benthic offshore environments; identification of marine plants and animals; chemical and physical oceanography; marine geology; and ecology of kelp beds and urchin barrens.]

BIOSM 204 Biological Illustration

Summer. 2 credits. A special 1-week course offered at Cornell's Shoals Marine Laboratory (SML) on an island off Portsmouth, N.H. For more details and an application, consult the SML office, G14 Stimson Hall. Estimated cost (includes tuition, room and board, supplies, and ferry transportation), \$950. Daily sessions for 1 week. SML faculty.

General discussion of scientific publishing, illustration labeling, color techniques, and printing processes. The course provides the scientist or science student a chance to experience several illustration techniques with the goal of obtaining an overview of scientific and wildlife illustrations. The student may choose a single technique to explore in depth. Course size is limited so that individual attention can be emphasized.

BIOSM 309 Coastal Ecology and Bioclimates

Summer. 4 credits. Prerequisite: one year of college-level biology; background preferred in physics/physical geography. S-U grades optional. A special 2-week course offered at Cornell's Shoals Marine Laboratory (SML) on an island off Portsmouth, N.H. For more details and an application consult the SML office, G14 Stimson Hall. Estimated cost (includes tuition, room and board, and ferry transportation), \$1,850. Daily lecs, labs, and fieldwork for 2 weeks. SML faculty.

A study of the fundamentals of organism-environment interaction developed through defining and measuring abiotic factors including solar radiation, temperature,

atmospheric moisture, precipital wind, and currents. In-site exploration of the dynamics of meteorology and the role of abiotic and biotic factors in the life of coastal and marine plants and animals including humans.

BIOSM 327 Neurobiology of Animal Behavior

Summer. 4 credits. Prerequisite: permission of instructor and successful performance in college-level introductory biology and chemistry courses with laboratories. Recommended: course work in neurobiology, psychology, and animal behavior. S-U grades optional. A special 2-week course offered at Cornell's Shoals Marine Laboratory (SML) on an island off the coast of Portsmouth, N.H. For more details and an application, consult the SML office, G14 Stimson Hall. Estimated cost (includes tuition, room and board, and ferry transportation), \$1,850. Daily lecs, labs, and fieldwork for 2 weeks. SML faculty.

Neural mechanisms underlie all behaviors, from simple reflexes to complex social interactions. The functional elements of those mechanisms often are common to both vertebrate and invertebrate nervous systems. The course focuses on neural mechanisms of behavior in marine organisms, a topic that has produced significant biomedical discoveries. Students gain hands-on experience with a spectrum of modern research techniques for behavioral, systems, cellular, and molecular approaches. A visiting scientist program allows student interaction with research scientists.

BIOSM 329 Ecology of Animal Behavior

Summer. 4 credits. Prerequisite: one year of introductory college biology. Recommended: course work in ecology, psychology, or behavior. S-U grades optional. A special 2-week course offered at Cornell's Shoals Marine Laboratory (SML) on an island off Portsmouth, N.H. For more details and an application, consult the SML office, G14 Stimson Hall. Estimated cost (includes tuition, room and board, and ferry transportation), \$1,850. Daily lecs, labs, and fieldwork for 2 weeks. SML faculty.

The ecological significance of behaviors of coastal organisms, with emphasis on field and laboratory research methods. Lectures and readings address the major subareas of behavior (communication, orientation, social behavior, foraging, predator avoidance, and sensory mechanisms). Each student engages in short-term behavioral observation and prepares a research proposal for studying a problem within the course subject area.

BIOSM 363 Marine Biology for Teachers

Summer. 3 or 4 credits (4-credit option: additional 4 days for individual research). Primarily for teachers, grades 6 through 12, but open to others with teaching experience. Prerequisite: one year of introductory college biology. S-U grades optional. A special 10-day course offered at Cornell's Shoals Marine Laboratory (SML), on an island off Portsmouth, N.H. For more details and an application, consult the SML office, G14 Stimson Hall. Estimated cost (includes tuition, room and board, and ferry transportation), \$1,450. Daily lecs, labs, and fieldwork for 10 days. SML faculty.

Designed to give an overview of living marine organisms (algae, invertebrates, fishes, marine

mammals, and shorebirds) and of the environment they inhabit. Fieldwork is emphasized. Occasional lectures and films deal with additional topics such as coastal-zone problems, marine fisheries, economics of marine organisms, and educational resources of the marine environment.

BIOSM 364 Field Marine Science

Summer. 6 credits. Prerequisite: one year of college biology. S-U grades optional. A special 4-week course offered twice each summer at Cornell's Shoals Marine Laboratory (SML), on an island off Portsmouth, N.H. For more details and an application, consult the SML Office, G14 Stimson Hall. Estimated cost (includes tuition, room and board, and ferry transportation), \$2,850. Daily lecs, labs, and fieldwork for 4 weeks. 3 core faculty members assisted by up to 15 visiting lecturers, including representatives of governmental agencies. SML faculty.

Designed for the student who desires an initial overview of the marine sciences, this course emphasizes living material in natural habitats. Most of the course work is concerned with the biology of intertidal plants and animals, biological oceanography, ichthyology, and fisheries. Attention is also given to introductory physical and chemical oceanography and marine geology. Marine ecology and the effects of human activity on the marine environment are included. Students apply this knowledge by conducting a transect study toward the end of the course.

BIOSM 365 Underwater Research

Summer. 4 credits. Prerequisites: one year of college-level biology, recognized scuba certification, and a medical examination. S-U grades optional. A special 2-week course offered at Cornell's Shoals Marine Laboratory (SML), on an island off Portsmouth, N.H. For more details and an application, consult the SML office, G14 Stimson Hall. Estimated cost (includes tuition, room and board, and ferry transportation), \$1,950. Daily lecs and fieldwork for 2 weeks. Team-taught by a diving-safety officer, two faculty members, and guest lecturers.

For competent divers only. Covers special problems of underwater research, including random sampling, use of dive tables, underwater instrumentation, special diving equipment, photographic techniques, integration with boat and shore facilities, and emergency procedures. Students are required to conduct a transect study on both soft and hard substrates.

BIOSM 366-370 SEA Semester

In cooperation with the Sea Education Association (SEA), the Shoals Marine Laboratory offers a semester-length sequence of courses designed to provide college undergraduates with a thorough academic, scientific, and practical understanding of the sea. *This sequence is repeated approximately once every two months throughout the year.* Students spend the first half of SEA Semester (a six-week shore component) in Woods Hole, MA, receiving instruction in oceanography, nautical science, and maritime studies. The second half of SEA Semester (a six-week sea component) is spent at sea aboard the R/V *Westward* or the R/V *Corwith Cramer*. Enrollment is open to men and women judged capable of benefiting from SEA Semester; no specific prior training or study is

required. Cornell students enrolled in the SEA Semester must take the entire sequence.

For more information, contact the Shoals Marine Laboratory office, G14 Stimson Hall, or call SEA directly at 1-800-552-3633. Program costs are to be paid in place of regular Cornell tuition and fees: tuition for the entire 17-credit SEA Semester, about \$8,500; room and board about \$2,500.

Instructors for the SEA Semester include faculty of the Sea Education Association and the Woods Hole Oceanographic Institution and others.

Shore Component (six weeks)

BIOSM 366 SEA Introduction to Oceanography

3 credits. Prerequisite: concurrent enrollment in BIOSM 367 and 368. A survey of the characteristics and processes of the global ocean. Oceanographic concepts are introduced and developed from their bases in biology, physics, chemistry, and geology. Provides a broad background in oceanography with special attention to areas pertinent to the subsequent cruise. Guest lecturers from the Woods Hole research community interpret current trends and activities in this rapidly evolving field. Students develop individual projects to be carried out at sea.

BIOSM 367 SEA Introduction to Maritime Studies

3 credits. Prerequisite: concurrent enrollment in BIOSM 366 and 368. An interdisciplinary consideration of our relationship with the marine environment. Covers the elements of maritime history, law, literature, and art necessary to appreciate our marine heritage and to understand the political and economic problems of contemporary maritime affairs.

BIOSM 368 SEA Introduction to Nautical Science

3 credits. Prerequisites: concurrent enrollment in BIOSM 366 and 367. An introduction to the technologies of operation at sea. The concepts of navigation (piloting, celestial, and electronic), naval architecture, ship construction, marine engineering systems, and the physics of sail are taught from their bases in astronomy, mathematics, and physics. Provides the theoretical foundation for the navigation, seamanship, and engineering that students employ at sea.

Sea Component (six weeks)

Courses 369 and 370 take place aboard the R/V *Westward*, a 125-foot steel auxiliary-powered staysail schooner built in 1961, or the R/V *Corwith Cramer*, a 134-foot steel auxiliary-powered brigantine built in 1987 for SEA. Both ships normally put to sea with a ship's company of thirty-four. The professional staff of nine includes the captain, the chief scientist, three science watch officers, three deck watch officers, an engineer, and a steward. In addition, one or more visiting investigators are frequently aboard. Up to twenty-four students round out the complement.

BIOSM 369 SEA Practical Oceanography I

4 credits. Prerequisite: BIOSM 366. Theories and problems raised in the shore

component are tested in the practice of oceanography at sea. Students are introduced to the tools and techniques of the practicing oceanographer. During lectures and watch standing, students are instructed in the operation of basic oceanographic equipment; in the methodologies involved in the collection, reduction, and analysis of oceanographic data; and in the attendant operations of a sailing oceanographic research vessel.

BIOSM 370 SEA Practical Oceanography II

4 credits. Prerequisites: BIOSM 368 and 369. Building on the experience of Practical Oceanography I, students assume increasing responsibility for conducting oceanographic research and overseeing operations of the vessel. The individual student is ultimately responsible directly to the chief scientist and the master of the vessel for the safe and orderly conduct of research activities and related operations of the vessel. Each student undertakes an individual research project designed during the shore component.

BIOSM 372 SEA Practical Oceanography III

Summer. 3 credits. Prerequisites: BIOSM 366, 367, and 368. Theories and problems raised in class are tested in the practice of oceanography at sea. During lectures and watch standing, students are instructed in the operation of basic oceanographic equipment, in the methodologies involved in the collection, analysis, and reduction of oceanographic data, and in the attendant operations of sailing an oceanographic research vessel. Group research projects are completed.

BIOSM 402 Marine Pollution

Summer. 4 credits. Prerequisites: one year of college-level biology and chemistry or permission of instructor. S-U grades optional. A special 2-week course offered at Cornell's Shoals Marine Laboratory (SML), on an island off Portsmouth, N.H. For more details and an application, consult the SML office, G14 Stimson Hall. Estimated cost (includes tuition, room and board, and ferry transportation), \$1,850. Daily lecs, labs, and fieldwork for 2 weeks. SML faculty.

Dispersion modeling and the effects of pollutants (including oil, outfalls, solid wastes, sludge and dredge spoils, and radioactive wastes) are discussed from the perspectives of elementary physical oceanography and biological processes. Laboratories include basic methods for targeting and tracing wastewater, organic carbon determinations, and practical field projects.

BIOSM 409 Ciliophorology

Summer. 2 credits. Prerequisite: permission of instructor. A special 1-week course offered at Cornell's Shoals Marine Laboratory (SML) on an island off Portsmouth, N.H. For more details and an application, consult the SML office, G14 Stimson Hall. Estimated cost (includes tuition, room and board, and ferry transportation), \$950. Daily lecs and lab for 1 week. SML faculty.

A special course that examines ciliophoran biology in depth through lectures and laboratory exercises. Topics include a detailed look at the ciliate faunules found in such diverse habitats as salt marshes, sandy

sediment interstitial spaces, the Gulf Stream and the Sargasso Sea, marine caves, and benthic hydrothermal vents. Laboratory focuses on examining silver stained specimens, and covers staining techniques, as well as back scattered and secondary SEM and TEM methodologies.

BIOSM 413 Adaptations of Marine Organisms

Summer. 6 credits. Prerequisite: BIOSM 364 or permission of instructor. S-U grades optional. A special 3-week course offered at Cornell's Shoals Marine Laboratory (SML) on an island off Portsmouth, N.H. For more details and an application, consult the SML office, G14 Stimson Hall. Estimated cost (includes tuition, room and board, and ferry transportation), \$2,500. Daily lecs, labs, and fieldwork for 3 weeks. SML faculty.

An introduction to the physiological ecology and functional morphology of marine plants and animals, with emphasis on selected algal and invertebrate examples from the Gulf of Maine. Topics covered include photosynthesis in the marine environment; respiration in intertidal organisms; carbohydrates, proteins, and lipids as nutrients in the sea; acclimation and tolerance of tide-pool biota; and biological responses to competition and grazing. Field and laboratory exercises explore principles and procedures used to characterize the physical, chemical, and biotic environment of intertidal and shallow subtidal organisms, including determination of temperature, light, salinity, oxygen and nutrient levels, and *in vivo* functional analyses of metabolic phenomena. The process of scientific investigation is the predominant theme of the course.

BIOSM 449 Marine Botany: Ecology of Marine Plants

Summer. 4 credits. Prerequisite: BIOSM 364 or one year of introductory biology. S-U grades optional. A special 2-week course offered at Cornell's Shoals Marine Laboratory (SML), on an island off Portsmouth, N.H. For more details and an application, consult the SML office, G14 Stimson Hall. Estimated cost (includes tuition, room and board, and ferry transportation), \$1,850. Daily lecs, labs, and fieldwork for 2 weeks. SML faculty.

An overview of the major marine algal groups, including aspects of anatomy, morphology, development, life histories, physiology, and use. Laboratories and fieldwork emphasize relationships between distribution and major environmental parameters and involve student projects.

BIOSM 477 Marine Vertebrates

Summer. 6 credits. Prerequisites: permission of instructor and a course in vertebrate biology. S-U grades optional. A special 3-week course offered at Cornell's Shoals Marine Laboratory (SML), on an island off Portsmouth, N.H. For more details and an application, consult the SML office, G14 Stimson Hall. Estimated cost (includes tuition, room and board, and ferry transportation), \$2,500. Daily lecs, labs, and fieldwork for 3 weeks. SML faculty.

Topics in marine vertebrate biology emphasizing laboratory studies, field collections or observations, and readings from the current literature. Topics covered include systematics of fishes of the Gulf of Maine, elasmobranch

physiology, interpretation of life history and parameters from otolith microstructure, teleost skeletomuscular structure and function, population biology and the contemporary Gulf of Maine fishery, Mesozoic marine reptiles, the biology of sea turtles in cold water, coloniality in sea birds, avian adaptations to life at sea, evolution and systematics of marine mammals, diving physiology, and ecology and conservation of existing marine mammal populations. Dissection of vertebrate animals is a part of one or more laboratory sessions.

ARKEO Archaeology of Maritime Communities (Archaeology 300: Individual Study in Archaeology)

Summer. 2 credits. Prerequisite: a strong interest in history. A special 1-week course offered at Cornell's Shoals Marine Laboratory (SML), on an island off Portsmouth, N.H. For more details and an application, consult the SML office, G14 Stimson Hall. Estimated cost (includes tuition, room and board, and ferry transportation), \$950. Daily lecs, labs, and fieldwork for 1 week. SML faculty.

Fieldwork on various land sites and their adjacent offshore marine environments. Artifact analysis, preliminary conservation, and the proper recording of finds are emphasized. Methods of archaeological research, including the use of archives and historical materials, and publication methodologies as well as the larger questions in the discipline are discussed.

ARKEO Archaeology Underwater (Archaeology 319)

Summer. 2 credits. Prerequisites: recognized scuba certification and a medical examination required for students engaging in underwater research; also open to non-divers. A special 1-week course offered at Cornell's Shoals Marine Laboratory (SML), on an island off Portsmouth, N.H. For more details and an application, consult the SML office, G14 Stimson Hall. Estimated cost (includes tuition, room and board, and ferry transportation), \$950. Daily lecs, labs, and fieldwork for 1 week. SML faculty.

An introduction to the subject and a review of this contemporary subdiscipline of archaeology. The approach of the course is practical, with a strong potential for actual on-site experience in search, site recognition, survey, and recording. The course also covers the history and development of the subject, the legal aspects of underwater research, and the worldwide potential of the field. Since any archaeological research project involves a great deal more than digging, the course provides ample opportunities for those who are interested in the subject but are not divers or sufficiently experienced in scuba.

GEOL Marine and Coastal Geology (Geological Sciences 213)

Summer. 2 credits. Prerequisite: an introductory course in geology or permission of instructor. A special 1-week course offered at Cornell's Shoals Marine Laboratory (SML), on an island off Portsmouth, N.H. For more details and an application, consult the SML office, G14 Stimson Hall. Estimated cost (includes tuition, room and board, and ferry transportation), \$950. Daily lecs, labs, and fieldwork for 1 week. SML faculty.

With "the New England coast" defined as beginning at the -200 meter isobath and

proceeding westward, this course examines specific geological events and processes important in shaping the area's bedrock and surficial sediments. Petrology, geophysics, and the Pleistocene geology of the region are investigated. Consideration of the geologic history of New England within the plate tectonic model is emphasized. Examination of insular geology is used to integrate micro-, meso-, and macro-scale geological evolution of continental margins in general. Marine geology is approached through basic geophysical exploration and bottom-sediment collection followed by data analysis and interpretation. Experience aboard a coastal research vessel is an integral part of the course.

NTRES Coastal and Oceanic Law and Policy (Natural Resources 306)

Summer. 2 credits. A special 1-week course offered at Cornell's Shoals Marine Laboratory (SML) on an island off Portsmouth, N.H. For more details and an application, consult the SML office, G14 Stimson Hall. Estimated cost (includes tuition, room and board, and ferry transportation), \$950. Daily lecs and disc for 1 week. SML faculty.

Intended for persons interested in careers in management of marine or coastal resources or in the natural sciences. Subjects include law and policy related to ocean dumping, marine sanctuaries, environmental impact statements, water and air pollution, fisheries management, offshore gas and oil production, and territorial jurisdiction. Lectures on the status and history of law are accompanied by discussion of relevant policy and analysis of the efficacy of various legal techniques. A case study that requires extensive use of the laboratory's library and personnel is assigned. The week concludes with a mock hearing.

NTRES Wetland Resources (Natural Resources 417)

Summer. 2 credits. Prerequisite: one year of college-level biology. A special 1-week course offered at Cornell's Shoals Marine Laboratory (SML), on an island off Portsmouth, N.H. For more details and an application, consult the SML office, G14 Stimson Hall. Estimated cost (includes tuition, room and board, and ferry transportation), \$950. Daily lecs, labs, and fieldwork. SML faculty.

An examination of coastal and adjacent freshwater wetlands from historic, destruction, and preservation perspectives, including fresh- and salt-marsh ecology and management. Field trips to selected examples of the wetlands under discussion and follow-up laboratories emphasize successional features, plant identification and classification, and examination of the dominant insect and vertebrate associations.

FACULTY ROSTER

New York State College of Agriculture and Life Sciences

Adler, Kraig K., Ph.D., U. of Michigan. Prof., Neurobiology and Behavior
Alani, Eric E., Ph.D., Harvard U. Asst. Prof., Genetics and Development
Anderson, John M., Ph.D., New York U. Prof. Emeritus, Genetics and Development

- Banks, Harlan P., Ph.D., Cornell U. Liberty Hyde Bailey Prof. of Botany Emeritus, Plant Biology
- Bates, David M., Ph.D., U. of California at Los Angeles. Prof., Bailey Hortorium
- Beyenbach, Klaus W., Ph.D., Washington State U. Prof., Physiology/Veterinary Physiology†
- Bruns, Peter J., Ph.D., U. of Illinois. Prof., Genetics and Development
- Cade, Thomas J., Ph.D., U. of California at Los Angeles. Prof. Emeritus, Ecology and Systematics
- Calvo, Joseph M., Ph.D., Washington State U. William T. Keeton Professor in Biological Sciences, Biochemistry, Molecular and Cell Biology
- Chabot, Brian F., Ph.D., Duke U. Prof., Ecology and Systematics
- Clayton, Roderick K., Ph.D., California Inst. of Technology. Prof. Emeritus, Plant Biology
- Corradino, Robert A., Ph.D., Cornell U. Prof., Physiology/Veterinary Physiology
- Crepet, William L., Ph.D., Yale U. Prof., Bailey Hortorium
- Daniel, Louise J., Ph.D., Cornell U. Prof. Emeritus, Biochemistry, Molecular and Cell Biology
- Davies, Peter J., Ph.D., U. of Reading (England). Prof., Plant Biology*
- Davis, Jerrold L., Ph.D., U. of Washington. Assoc. Prof., Bailey Hortorium
- Dhondt, André A., Ph.D., Ghent State U. (Belgium). Edwin H. Morgens Professor of Ornithology, Ecology and Systematics/Laboratory of Ornithology
- Dondero, Norman C., Ph.D., Cornell U. Prof. Emeritus, Microbiology
- Doyle, Jeffrey J., Ph.D., Indiana U. Assoc. Prof., Bailey Hortorium
- Dress, William J., Ph.D., Cornell U. Prof. Emeritus, Bailey Hortorium
- Ealick, Steven E., Ph.D., U. of Oklahoma. Prof., Biochemistry, Molecular and Cell Biology
- Eisner, Thomas, Ph.D., Harvard U. Jacob Gould Schurman Professor, Neurobiology and Behavior
- Emlen, Stephen T., Ph.D., U. of Michigan. Prof., Neurobiology and Behavior
- Feeny, Paul P., Ph.D., Oxford U. (England). Prof., Ecology and Systematics/Entomology
- Fitzpatrick, John W., Ph.D., Princeton U. Prof., Ecology and Systematics/Laboratory of Ornithology
- Fox, Thomas D., Ph.D., Harvard U. Prof., Genetics and Development
- Ghiorse, William C., Ph.D. Rensselaer Polytechnic Inst. Prof., Microbiology
- Gibson, Jane, Ph.D., U. of London (England). Prof., Biochemistry, Molecular and Cell Biology
- Goldberg, Michael L., Ph.D., Stanford U. Assoc. Prof., Genetics and Development
- Hanson, Maureen R., Ph.D., Harvard U. Prof., Genetics and Development
- Harrison, Richard G., Ph.D., Cornell U. Prof., Ecology and Systematics
- Harris-Warrick, Ronald M., Ph.D., Stanford U. Prof., Neurobiology and Behavior
- Harvell, C. Drew, Ph.D., U. of Washington. Assoc. Prof., Ecology and Systematics
- Helmann, John D., Ph.D., U. of California at Berkeley. Asst. Prof., Microbiology
- Hopkins, Carl D., Ph.D., Rockefeller U. Prof., Neurobiology and Behavior
- Howarth, Robert W., Ph.D., Massachusetts Inst. of Technology/Woods Hole Oceanographic Institution. David R. Atkinson Professor in Ecology and Environmental Biology, Ecology and Systematics/Soil, Crop, and Atmospheric Sciences/Center for the Environment
- Ingram, John W., Ph.D., U. of California at Berkeley. Prof. Emeritus, Bailey Hortorium
- Jagendorf, André T., Ph.D., Yale U. Liberty Hyde Bailey Professor of Plant Physiology, Plant Biology
- Keller, Elizabeth B., Ph.D., Cornell U. Prof. Emeritus, Biochemistry, Molecular and Cell Biology
- Kemphues, Kenneth J., Ph.D., Indiana U. Assoc. Prof., Genetics and Development
- Kingsbury, John M., Ph.D., Harvard U. Prof. Emeritus, Plant Biology
- Lis, John T., Ph.D., Brandeis U. Prof., Biochemistry, Molecular and Cell Biology*
- Loew, Ellis R., Ph.D., U. of California at Los Angeles. Assoc. Prof., Physiology/Veterinary Physiology†
- Luckow, Melissa A., Ph.D., U. of Texas at Austin. Asst. Prof., Bailey Hortorium
- MacDonald, Russell E., Ph.D., U. of Michigan. Prof. Emeritus, Biochemistry, Molecular and Cell Biology
- MacIntyre, Ross J., Ph.D., Johns Hopkins U. Prof., Genetics and Development
- Madsen, Eugene L., Ph.D., Cornell U. Asst. Prof., Microbiology
- Marks, Peter L., Ph.D., Yale U. Prof., Ecology and Systematics*
- McCune, Amy R., Ph.D., Yale U. Assoc. Prof., Ecology and Systematics
- Mortlock, Robert P., Ph.D., U. of Illinois. Prof., Microbiology
- Nasrallah, June B., Ph.D., Cornell U. Assoc. Prof., Plant Biology
- Nasrallah, Mikhail E., Ph.D., Cornell U. Prof., Plant Biology
- Naylor, Harry B., Ph.D., Cornell U. Prof. Emeritus, Microbiology
- Niklas, Karl J., Ph.D., U. of Illinois. Prof., Plant Biology
- Nixon, Kevin C., Ph.D., U. of Texas at Austin. Assoc. Prof., Bailey Hortorium
- Owens, Thomas G., Ph.D., Cornell U. Assoc. Prof., Plant Biology
- Paolillo, Dominick J., Jr., Ph.D., U. of California at Davis. Prof., Plant Biology
- Parthasarathy, Mandayam V., Ph.D., Cornell U. Prof., Plant Biology
- Quaroni, Andrea, Ph.D., U. of Pavia (Italy). Prof., Physiology
- Reeve, H. Kern, Ph.D., Cornell U. Asst. Prof., Neurobiology and Behavior
- Roberts, Jeffrey W., Ph.D., Harvard U. Robert J. Appel Professor of Cellular and Molecular Biology, Biochemistry, Molecular and Cell Biology
- Rodriguez, Eloy, Ph.D., U. of Texas. Prof., Bailey Hortorium/Plant Biology
- Root, Richard B., Ph.D., U. of California at Berkeley. Prof., Ecology and Systematics/Entomology
- Russell, James B., Ph.D., U. of California at Davis. Prof., Microbiology
- Seeley, Jr., Harry W., Ph.D., Cornell U. Prof. Emeritus, Microbiology
- Shalloway, David I., Ph.D., Massachusetts Inst. of Technology. Greater Philadelphia Prof., Biochemistry, Molecular and Cell Biology
- Shapleigh, James P., Ph.D., U. of Georgia. Asst. Prof., Microbiology
- Spanswick, Roger M., Ph.D., U. of Edinburgh (Scotland). Prof., Plant Biology
- Srb, Adrian M., Ph.D., Stanford U. Jacob Gould Schurman Prof. Emeritus, Genetics and Development
- Steward, Frederick C., Ph.D., U. of Leeds (England). Charles A. Alexander Prof. Emeritus, Biological Sciences
- Stewart, Valley J., Ph.D., U. of Virginia. Assoc. Prof., Microbiology/Genetics and Development
- Tye, Bik-Kwoon, Ph.D., Massachusetts Inst. of Technology. Prof., Biochemistry, Molecular and Cell Biology
- Uhl, Charles H., Ph.D., Cornell U. Prof. Emeritus, Plant Biology
- Uhl, Natalie W., Ph.D., Cornell U. Prof. Emeritus, Bailey Hortorium
- Vogt, Volker M., Ph.D., Harvard U. Prof., Biochemistry, Molecular and Cell Biology
- Walcott, Charles, Ph.D., Cornell U. Prof., Neurobiology and Behavior/Laboratory of Ornithology
- Wayne, Randy O., Ph.D., U. of Massachusetts. Assoc. Prof., Plant Biology
- Winans, Stephen C., Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Microbiology
- Winkler, David W., Ph.D., U. of California at Berkeley. Assoc. Prof., Ecology and Systematics
- Wu, Ray, Ph.D., U. of Pennsylvania. Prof., Biochemistry, Molecular and Cell Biology
- Zahler, Stanley A., Ph.D., U. of Chicago. Prof. Emeritus, Genetics and Development
- Zinder, Stephen H., Ph.D., U. of Wisconsin. Prof., Microbiology

Other Teaching Personnel

- Blankenship, James E., M.S., Cornell U. Lecturer, Biochemistry, Molecular and Cell Biology
- Calvo, Rita A., Ph.D., Cornell U. Sr. Lecturer, Genetics and Development
- Cordts, Marcia L., Ph.D., Cornell U. Lecturer, Microbiology
- Ecklund, P. Richard, Ph.D., Oregon State U. Sr. Lecturer, Neurobiology and Behavior
- Glase, Jon C., Ph.D., Cornell U. Sr. Lecturer, Neurobiology and Behavior
- Griffiths, Joan M., Ph.D., Cornell U. Lecturer, Biochemistry, Molecular and Cell Biology
- Heiser, John B., Ph.D., Cornell U. Sr. Lecturer, Ecology and Systematics
- McFadden, Carol H., Ph.D., Cornell U. Sr. Lecturer, Physiology
- Merkel, Susan, M.S., Cornell U. Lecturer, Microbiology
- Rehkugler, Carole M., M.S., Cornell U. Sr. Lecturer, Microbiology
- Reiss, H. Carol, M.S., Cornell U. Sr. Lecturer, Plant Biology
- Tyler, Bonnie M., Ph.D., Massachusetts Inst. of Technology. Lecturer, Biochemistry, Molecular and Cell Biology

Joint Appointees

- Bloom, Stephen E., Assoc. Prof., Poultry and Avian Sciences/Biological Sciences
- Borror, Arthur C., Adjunct Prof., U. of New Hampshire/Biological Sciences
- Butler, Walter R., Assoc. Prof., Animal Science/Physiology
- Flecker, Alexander S., Adjunct Asst. Prof., Center for the Environment/Ecology and Systematics
- Foote, Robert H., Jacob Gould Schurman Prof. Emeritus, Animal Science/Physiology
- Greene, Charles H., Adjunct Assoc. Prof., Center for the Environment/Ecology and Systematics
- Howell, Stephen H., Adjunct Prof., Boyce Thompson Institute/Plant Biology
- Kochian, Leon V., Adjunct Assoc. Prof., USDA Science and Education Administration/Plant Biology
- Korf, Richard P., Prof., Plant Pathology/Bailey Hortorium
- LaRue, Thomas A., Adjunct Prof., Boyce Thompson Institute/Plant Biology
- Last, Robert L., Adjunct Assoc. Prof., Boyce Thompson Institute/Genetics and Development

Liebherr, James K., Assoc. Prof., Entomology/Bailey Hortorium
 McCarty, Richard E., Adjunct Prof., Johns Hopkins U./Biochemistry, Molecular and Cell Biology
 Moffat, J. Keith, Adjunct Prof., U. of Chicago/Biochemistry, Molecular and Cell Biology
 Pimentel, David, Prof., Entomology/Ecology and Systematics
 Richmond, Milo E., Assoc. Prof., USDI Fish and Wildlife Service/Natural Resources/Ecology and Systematics
 Rossman, Michael J., Adjunct Prof., Purdue U./Biochemistry, Molecular and Cell Biology
 Stern, David B., Adjunct Assoc. Prof., Boyce Thompson Institute/Plant Biology
 Thompson, John F., Adjunct Prof., USDA Science and Education Administration/Plant Biology
 van Tienhoven, Ari, Prof. Emeritus, Poultry and Avian Sciences/Physiology
 Via, Sara, Assoc. Prof., Entomology/Ecology and Systematics
 Weeden, Norman F., Assoc. Prof., Horticultural Sciences/Bailey Hortorium
 Wheeler, Quentin D., Assoc. Prof., Entomology/Bailey Hortorium

College of Arts and Sciences

Aquadro, Charles F., Ph.D., U. of Georgia. Prof., Genetics and Development/Ecology and Systematics
 Bass, Andrew H., Ph.D., U. of Michigan. Assoc. Prof., Neurobiology and Behavior
 Blackler, Antonie W., Ph.D., U. of London (England). Prof., Genetics and Development†
 Booker, Ronald, Ph.D., Princeton U. Asst. Prof., Neurobiology and Behavior
 Bretscher, Anthony P., Ph.D., Leeds U. (England). Prof., Biochemistry, Molecular and Cell Biology
 Brown, William J., Ph.D., U. of Texas Health Science Center at Dallas. Assoc. Prof., Biochemistry, Molecular and Cell Biology
 Capranica, Robert R., Sc.D., Massachusetts Inst. of Technology. Prof. Emeritus, Neurobiology and Behavior
 Dawson, Todd E., Ph.D., U. of Washington. Asst. Prof., Ecology and Systematics
 Feigenson, Gerald W., Ph.D., California Inst. of Technology. Prof., Biochemistry, Molecular and Cell Biology
 Geber, Monica A., Ph.D., U. of Utah. Asst. Prof., Ecology and Systematics
 Gibson, Quentin H., Ph.D./D.Sc., Queen's U. (Northern Ireland). Greater Philadelphia Professor Emeritus in Biological Sciences, Biochemistry, Molecular and Cell Biology
 Gilbert, Perry W., Ph.D., Cornell U. Prof. Emeritus, Neurobiology and Behavior
 Hairston, Nelson G., Jr., Ph.D., U. of Washington. Prof., Ecology and Systematics
 Halpern, Bruce P., Ph.D., Brown U. Prof., Neurobiology and Behavior/Psychology
 Hedin, Lars O., Ph.D., Yale U. Asst. Prof., Ecology and Systematics
 Heppel, Leon A., Ph.D., U. of California at Berkeley. Prof. Emeritus, Biochemistry, Molecular and Cell Biology
 Hess, George P., Ph.D., U. of California at Berkeley. Prof., Biochemistry, Molecular and Cell Biology
 Hinkle, Peter C., Ph.D., New York U. Prof., Biochemistry, Molecular and Cell Biology
 Howland, Howard C., Ph.D., Cornell U. Prof., Neurobiology and Behavior/Physiology
 Hoy, Ronald R., Ph.D., Stanford U. Prof., Neurobiology and Behavior†

Huffaker, Tim C., Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Biochemistry, Molecular and Cell Biology
 Karplus, P. Andrew, Ph.D., U. of Washington. Assoc. Prof., Biochemistry, Molecular and Cell Biology
 Kennedy, Kenneth A. R., Ph.D., U. of California at Berkeley. Prof., Ecology and Systematics
 Kondrashov, Alexey S., Ph.D., Res. Computer Center and Inst. of Developmental Biology (Russia). Asst. Prof., Ecology and Systematics
 Leonard, Samuel L., Ph.D., U. of Wisconsin. Prof. Emeritus, Genetics and Development
 MacDonald, June M. Fessenden, Ph.D., Tufts U. Assoc. Prof., Biochemistry, Molecular and Cell Biology/Program on Science, Technology, and Society
 McCleam, Deedra K., Ph.D., Harvard U. Asst. Prof., Ecology and Systematics
 McCobb, David, Ph.D., U. of Iowa. Asst. Prof., Neurobiology and Behavior
 McFarland, William N., Ph.D., U. of California at Los Angeles. Prof. Emeritus, Ecology and Systematics
 Nicholson, Linda, Ph.D., Florida State U. Asst. Prof., Biochemistry, Molecular and Cell Biology
 Podleski, Thomas R., Ph.D., Columbia U. Prof., Neurobiology and Behavior†
 Power, Alison G., Ph.D., U. of Washington. Assoc. Prof., Ecology and Systematics/Science and Technology Studies
 Provine, William B., Ph.D., U. of Chicago. Charles A. Alexander Professor of Biological Sciences, Ecology and Systematics/History
 Salpeter, Miriam M., Ph.D., Cornell U. Prof., Neurobiology and Behavior/Applied and Engineering Physics§
 Schneiderman, Anne M., Ph.D., Harvard U. Asst. Prof., Neurobiology and Behavior
 Seeley, Thomas D., Ph.D., Harvard U. Prof., Neurobiology and Behavior
 Sherman, Paul W., Ph.D., U. of Michigan. Prof., Neurobiology and Behavior
 Turgeon, Robert, Ph.D., Carleton U. (Canada). Assoc. Prof., Plant Biology
 Wallace, Bruce, Ph.D., Columbia U. Prof. Emeritus, Genetics and Development
 Wilson, David B., Ph.D., Stanford U. Prof., Biochemistry, Molecular and Cell Biology
 Wolfner, Mariana F., Ph.D., Stanford U. Prof., Genetics and Development

Other Teaching Personnel

Albrecht, Genia S., Ph.D., U. of Washington. Sr. Lecturer, Biochemistry, Molecular and Cell Biology
 Eberhard, Carolyn, Ph.D., Boston U. Sr. Lecturer, Plant Biology
 Johnson, Bruce R., Ph.D., Boston U. Sr. Lecturer, Neurobiology and Behavior

Joint Appointees

Adkins-Regan, Elizabeth, Prof., Psychology/Neurobiology and Behavior
 Levin, Simon A., Adjunct Prof., Princeton U./Ecology and Systematics†
 Likens, Gene E., Adjunct Prof., Institute of Ecosystem Studies/Ecology and Systematics

New York State College of Veterinary Medicine

Fortune, Joanne E., Ph.D., Cornell U. Prof., Physiology/Veterinary Physiology
 Gasteiger, Edgar L., Ph.D., U. of Minnesota. Prof. Emeritus, Physiology
 Gilmour, Robert F., Ph.D., SUNY Upstate Medical Center. Assoc. Prof., Physiology†

Hansel, William, Ph.D., Cornell U. Liberty Hyde Bailey Prof. Emeritus, Physiology
 Lengemann, Frederick W., Ph.D., U. of Wisconsin at Madison. Prof. Emeritus, Physiology
 Robertshaw, David, Ph.D., Glasgow U. (Scotland). Prof., Physiology/Veterinary Physiology
 Tapper, Daniel N., Ph.D., Cornell U. Prof., Physiology/Veterinary Physiology
 Wasserman, Robert H., Ph.D., Cornell U. Prof., Physiology/Veterinary Physiology/Nutritional Sciences*‡

Other Teaching Personnel

Concannon, Patrick W., Ph.D., Cornell U. Sr. Lecturer, Physiology

Joint Appointees

Dobson, Alan, Prof., Veterinary Physiology/Physiology
 Houpt, Katherine A., Prof., Veterinary Physiology/Physiology
 Houpt, T. Richard, Prof., Veterinary Physiology/Physiology
 Nathanielsz, Peter W., Leading Prof., Clinical Sciences/Veterinary Physiology/Physiology
 Sellers, Alvin F., Prof. Emeritus, Veterinary Physiology/Physiology
 Wootton, John F., Prof., Veterinary Physiology/Physiology

College of Engineering

Joint Appointees

Cisne, John L., Assoc. Prof., Geological Sciences/Biological Sciences
 Jelinski, Lynn W. Prof., Biotechnology Program/Biological Sciences
 Webb, Watt W., Prof., Applied and Engineering Physics/Biological Sciences

Division of Biological Sciences

Stinson, Harry T., Jr., Ph.D., Indiana U. Prof., Biological Sciences/Genetics and Development*

Division of Nutritional Sciences

Joint Appointees

Arion, William J., Prof., Nutritional Sciences/Biochemistry, Molecular and Cell Biology
 Bensadoun, Andre, Prof., Nutritional Sciences/Physiology
 Kazarinoff, Michael N., Assoc. Prof., Nutritional Sciences/Biochemistry, Molecular and Cell Biology
 Wright, Lemuel D., Ph.D., Oregon State Coll. Prof. Emeritus, Nutritional Sciences/Biochemistry, Molecular and Cell Biology

*Joint appointment with the College of Arts and Sciences.

†Joint appointment with the College of Veterinary Medicine.

‡Joint appointment with the College of Agriculture and Life Sciences.

§Joint appointment with the College of Engineering.

COLLEGE OF ENGINEERING

ADMINISTRATION

John E. Hopcroft, dean

Michael S. Isaacson, associate dean for research and graduate studies

Gerald Rehkugler, associate dean for undergraduate programs

Mark K. Spiro, associate dean for administration

Deborah Cox, assistant dean for student services

Murray Deathe, assistant dean for development and alumni relations

FACILITIES AND SPECIAL PROGRAMS

Most of the academic units of the College of Engineering are on the Joseph N. Pew, Jr. Engineering Quadrangle. Facilities for applied and engineering physics are located in Clark Hall on the College of Arts and Sciences campus, and facilities for agricultural and biological engineering are centered in Riley-Robb Hall on the campus of the New York State College of Agriculture and Life Sciences.

Special university and college facilities augment the laboratories operated by the various engineering schools and departments, and special centers and programs contribute to opportunities for study and research.

Computing equipment, for example, is widely available through centers administered by the university and by the College of Engineering, as well as in laboratories run by schools, departments, or programs. The university facilities include personal computers for student use, terminals connected to the mainframe, computer-graphics equipment, and a supercomputer. The College of Engineering operates, in addition to several computing centers for student use, a workstation facility, which provides advanced computer-graphics equipment used in course work throughout the college.

Cornell programs and centers of special interest in engineering include the following:

Center for Applied Mathematics. A cross-disciplinary center that administers a graduate program.

Center for the Environment. A sponsor of interdisciplinary programs that are currently in the areas of environmental law and policy, ecosystem research, remote sensing, water resources, the global environment, biological resources, waste management, and solid-waste combustion.

Center for Radiophysics and Space Research. An interdisciplinary unit that facilitates research in astronomy and the space sciences.

Center for Theory and Simulation in Science and Engineering. A national supercomputer facility used for advanced research in engineering and the physical and biological sciences.

Cornell Electronic Packaging Alliance. A cooperative venture involving Cornell and several corporations in the areas of computing and microelectronics, organized to undertake precompetitive, interdisciplinary research in electronic packaging.

Cornell High Energy Synchrotron Source (CHESS). A high-energy synchrotron radiation laboratory operated in conjunction with the university's high-energy storage ring. Current research programs at CHESS are in areas of structural biology, chemistry, materials science, and physics.

Center for Manufacturing Enterprise. A joint venture of Cornell, industrial organizations, and the federal government to encourage the development and implementation of modern manufacturing systems.

Cornell Program in Power Systems Engineering. A research and instructional program centered in a laboratory that has a complete real-time model of an electric power system.

Cornell Waste Management Institute. A research, teaching, and extension program within the Center for Environmental Research that addresses the environmental, technical, and economic issues associated with solid waste; one facility sponsored by the institute is the Combustion Simulation Laboratory in the Sibley School of Mechanical and Aerospace Engineering.

Institute for the Study of the Continents. An interdisciplinary organization that promotes research on the structure, composition, and evolution of the continents.

Laboratory of Plasma Studies. A center for interdisciplinary research in plasma physics and lasers.

Materials Science Center. An interdisciplinary facility with substantial support from the National Science Foundation, providing sophisticated equipment.

Mathematical Sciences Institute. An interdisciplinary program in applications of mathematics funded by the U.S. Army.

National Astronomy and Ionosphere Center. The world's largest radio-radar telescope facility, operated by Cornell in Puerto Rico.

National Earthquake Engineering Research Center. A facility recently established by the National Science Foundation at a group of universities in New York State to study response and design of structures in earthquake environments.

National Institutes of Health/National Science Foundation Developmental Resource in Biophysical Imaging and Optoelectronics. A resource that develops novel measurement and optical instrumentation for solving biophysical problems.

National Nanofabrication Facility (part of the National Nanofabrications Users Network). A center that provides equipment and services for research in the science, engineering, and technology of structures (for electronic, chemical, physical, and biological applica-

tions) with dimensions as small as nanometers.

Program of Computer Graphics. An interdisciplinary research center that operates one of the most advanced computer-graphics laboratories in the United States.

Program on Science, Technology, and Society. A cross-disciplinary unit that sponsors courses and promotes research on the interaction of science, technology, and society.

SRC Center for the Program on Microscience and Technology. A center sponsored by the Semiconductor Research Corporation to promote research essential to the development of VLSI devices and circuits.

Statistics Center. Coordinates a university-wide program in statistics and probability.

Ward Laboratory of Nuclear Engineering. Irradiation, isotope production, and activation analysis facilities for interdisciplinary research.

Programs sponsored by College of Engineering units include several for industrial affiliates. These are in the areas of injection molding, computer science, materials science, geologic study of the continents, and nanometer scale structures.

DEGREE PROGRAMS

Cornell programs in engineering and applied science lead to the degrees of Bachelor of Science, Master of Engineering (with field designation), Master of Science, and Doctor of Philosophy.

General academic information concerning the Bachelor of Science degree is given here under the heading "Undergraduate Study." Curricula for major studies are described under the various academic areas.

Programs leading to the Master of Science and Doctor of Philosophy degrees are administered by the Graduate School. They are described in the *Announcement of the Graduate School* and the special announcement *Graduate Study in Engineering and Applied Science*. The professional Master of Engineering programs and cooperative programs with the Johnson Graduate School of Management are described below.

UNDERGRADUATE STUDY

Bachelor of Science (B.S.) degrees are offered in the following areas:*

- Agricultural and biological engineering†
- Chemical engineering
- Civil engineering
- College program
- Computer science
- Electrical engineering
- Engineering physics

Geological sciences

Materials science and engineering

Mechanical engineering

Operations research and engineering

Students in the College of Engineering begin their undergraduate studies in the Common Curriculum, which is administered by the faculty members of the College Curriculum Governing Board (CCGB) through the associate dean for undergraduate programs and the Engineering Advising office. Subsequently most students enter *field* programs, which are described separately for each academic area. Criteria for entrance into the field programs are described in the section titled "Affiliation with a Field Program." Alternatively students may enter the *College Program* (described below), which permits them to pursue a course of study adapted to individual interests.

Students interested in bioengineering may arrange a suitable curriculum with a bioengineering option within one of the field programs or through the College Program. Information about the bioengineering option is available in the Engineering Advising office, 167 Olin Hall. Students interested in environmental engineering may pursue the environmental option offered by the School of Civil and Environmental Engineering.

*Agricultural and biological engineering, chemical engineering, civil engineering, electrical engineering, engineering physics, materials science and engineering, mechanical engineering, and operations research and engineering are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology.

†To major in agricultural and biological engineering students normally enroll in the College of Agriculture and Life Sciences for the first and second years, and jointly in that college and the College of Engineering for the third and fourth years. However, students enrolled in the College of Engineering for the first two years may affiliate with the field of agricultural and biological engineering and become jointly enrolled in the Colleges of Agriculture and Life Sciences and Engineering for the third and fourth years.

Requirements for Graduation

To receive the Bachelor of Science degree, students must meet the requirements of the Common Curriculum, as set forth by the College of Engineering, including the requirements of the field program, as established by the school or department with which they become affiliated. Students entering the college in the Class of 1998 or later must meet the Common Curriculum as explained below. (Further explanation of the revised Common Curriculum and field flow charts are provided in the 1995-96 edition of the *Engineering Undergraduate Handbook*.)

Course Category	Credits
1) Mathematics	16
2) Physics	8-12
3) Chemistry	4-8
4) Freshman writing seminar*	6
5) Computer programming†	4

- 6) Engineering distribution (3 courses)
 - a. One Introduction to Engineering (ENGR1) 3
 - b. Two other distribution courses (ENGRD) 6
- 7) Liberal studies distribution (6 courses) 18
- 8) Approved electives 6
- 9) Field program
 - a. Field required courses 30 cr. min.
 - b. Field approved electives 9
 - c. Courses outside the field 9

*One writing-intensive technical course or a course in technical or scientific writing must also be taken; this course may simultaneously satisfy some other requirement.

†One approved course in computing applications must also be taken; this course may simultaneously satisfy some other requirement, such as an engineering distribution course, an approved elective, or a field program course.

From 123 to 129 credit hours are required for graduation; the specific number of required credit hours will vary depending on which field program is chosen. (See field curricula for specific field requirements.) Two terms of physical education must be taken in the freshman year and students must meet the swimming requirement to satisfy a university requirement.

Mathematics

The normal program in mathematics includes Mathematics 191, 192, 293, and 294. Every student must attain a grade of at least C- in Mathematics 191, 192, 293, and 294, or other courses that may be approved as substitutes for these courses. If this requirement is not met the first time a course is taken, the course must be repeated immediately and a satisfactory grade attained before the next course in the sequence may be taken. Courses that are taken a second time in order to meet this requirement do not yield additional credit toward a degree.

Physics

The normal program in physics includes Physics 112, 213, and 214 or the corresponding honors courses (Physics 116, 217, and 218). Engineering students are required to have attained a minimum grade of C- in Mathematics 191 or equivalent before taking Physics 112. The same minimum grade is required in each subsequent mathematics course before taking the physics course for which it is a prerequisite (e.g., C- in Mathematics 192 before taking Physics 213, or C- in Mathematics 293 before taking Physics 214). Students in the field programs of ABEN, ChE, CEE (environmental track), or OR&IE may substitute Chemistry 208 for Physics 214.

Chemistry

Chemistry 211 or 207 is required for all students.

Chemistry 211 is a course designed for students who do not intend any further study in chemistry and may be taken either in the fall or spring of the freshman year.

In general, students intending to affiliate with the following departments and schools should take Chemistry 211: electrical engineering,

operations research and industrial engineering, computer science, mechanical and aerospace engineering, applied and engineering physics (applied and engineering physics students should discuss this option with the field consultant), and civil engineering (not students in the environmental engineering option). Students in chemical engineering must take Chemistry 207 in the fall of their freshman year, to be followed by Chemistry 208 in the spring term. All students considering environmental engineering, materials science and engineering, geological sciences, or a health-related career such as medicine should take Chemistry 207.

Freshman Writing Seminars

Each semester of their freshman year, students choose a freshman writing seminar from among more than seventy courses offered by over twenty different departments in the humanities, social sciences, and expressive arts. These courses offer the student practice in writing English prose. They also assure beginning students the benefits of a small class.

Technical Writing

In addition to the two Freshman Writing Seminars required, engineering students must take a course that includes a significant amount of technical and scientific writing. This course may be used to satisfy another graduation requirement. A student can fulfill the technical writing requirement by enrolling in an engineering course specifically designed to include a writing-intensive component or by taking a course in technical or scientific writing. Courses that currently satisfy this requirement are A&EP 264, CHEM E 432, COMM 352*, COMM 360*, COMM 363*, COMM 365*, ENGR 350, ENGR 435, M&AE 427, MS&E 435, and MS&E 443-444 if both courses are taken. Students participating in the Engineering Cooperative Program may also arrange for a writing-intensive co-op experience to satisfy this requirement. Additional courses are being reviewed. Updated information on these approved courses may be obtained from Engineering Advising, 167 Olin Hall.

*Note that there is limited enrollment in all Communications Department writing courses.

Computing

In either the first or second term of their freshman year, students normally take COM S 100, Introduction to Computer Programming. Before graduation they must take an additional course with a significant amount of computing applications; this course may also be used to meet another graduation requirement. Courses that satisfy this requirement are ABEN 475, COM S 212, ENGRD 211 or 212, ENGRD 222, ENGRD 241, ENGRD 264, ELE E 423, M&AE 389, M&AE 489, M&AE 575, M&AE 578, and M&AE 670. The recommended choice for students intending to enter the Field Program in Engineering Physics is ENGRD 264; in Chemical Engineering, ENGRD 222 or 241; in Computer Science, ENGRD 211 or COM S 212; in Electrical Engineering, ENGRD 211; in Civil Engineering, ENGRD 241; in Mechanical Engineering, M&AE 389, M&AE 489, M&AE 575, or M&AE 670; and in Operations Research and Engineering, ENGRD 211.

Engineering Distribution

Three engineering distribution courses (9 credits) are required. One course must be an Introduction to Engineering Course (designated by ENGR1). The Introduction of Engineering course will introduce students to the engineering process and provide a substantive experience in an open-ended problem solving context. See the Introduction to Engineering Course listing for currently offered courses.

The other two distribution courses must be selected from two different categories listed below. A student may use any one of the possible substitutions described.

1) *Scientific computing*

ENGRD 211, Computers and Programming
ENGRD 212, Modes of Algorithmic Expression
ENGRD 222, Introduction to Scientific Computing
ENGRD 241, Engineering Computation

2) *Materials science*

ENGRD 261, Introduction to Mechanical Properties of Materials
ENGRD 262, Introduction to Electrical Properties of Materials

3) *Mechanics*

ENGRD 202, Mechanics of Solids
ENGRD 203, Dynamics

Students in the Field Program in Engineering Physics may substitute A&EP 333 for ENGRD 203.

4) *Probability and statistics*

ENGRD 270, Basic Engineering Probability and Statistics

Students in the Field Program in Electrical Engineering may substitute ELE E 310 for ENGRD 270. Students in the Field Program in Engineering Physics may substitute ELE E 310 or Mathematics 471 for ENGRD 270. Students in the Field Programs in Civil Engineering and Agricultural and Biological Engineering may substitute CEE 304 for ENGRD 270.

5) *Electrical sciences*

ENGRD 210, Introduction to Electrical Systems
ENGRD 230, Introduction to Digital Systems
ENGRD 264, Computerized-Instrumentation Design

6) *Thermodynamics and energy balances*

ENGRD 219, Mass and Energy Balances
ENGRD 221, Thermodynamics

7) *Earth and life sciences*

ENGRD 201, Introduction to the Physics and Chemistry of the Earth

8) *Biology and chemistry*

BIO S 101 and 103, Biological Sciences, Lecture and Laboratory
BIO S 105, Introductory Biology
BIO S 107, General Biology (summer only)
CHEM 389, Physical Chemistry I

Some fields require a specific engineering distribution course as a prerequisite for the upperclass course sequence. These requirements are:

Chemical Engineering: ENGRD 219

Civil Engineering: ENGRD 202, and ENGRD 219 (for environmental option)

Computer Science: ENGRD 211 or ENGRD 212

Electrical Engineering: ENGRD 230

Materials Science and Engineering: ENGRD 261 or 262

Mechanical Engineering: ENGRD 202

Operations Research and Engineering: ENGRD 270

Liberal Studies Distribution

The six required liberal studies courses (totaling at least 18 credits) may be chosen from approved courses in four categories: (a) humanities or history; (b) social sciences, (c) foreign languages, and (d) expressive arts.

At least two courses must be chosen from category (a). No more than 3 credits toward this requirement may be taken in category (d). At least two courses in categories (a) or (b) must be from the same field of study. One of these courses must be at or above the 200-level or be an explicit prerequisite of the other.

No freshman seminar may be used to meet the liberal studies requirement.

Following each category is a list of approved courses. Every effort has been made to keep the lists up to date, but errors sometimes occur. Students who wish to use a course that seems to fit the category description but is not listed should contact the Engineering Advising office.

a) Humanities or History

Architecture 181, 182

Art 317, 318

Africana Studies 202, 204, 205, 211, 219, 280, 285, 344, 350, 360, 361, 370, 381, 405, 422, 425, 431, 432, 455, 460, 471, 475, 482, 483, 490

Anthropology 290, 355, 356, 420

Archeology (courses in Old World Archeology and 493)

Asian Studies (courses in Asian art, literature, religion or cultural history)

Classics (all courses except 285, 356, 360, 361 and language courses)

Collective Bargaining, Labor Law and Labor History 100, 101, 303, 304, 305, 381, 384, 385, 386, 406, 482

Comparative Literature (all courses)

Economics 315, 323, 324, 325, 326

Engineering 250, 292

English (all courses except ENGL 285 and writing courses, whose numbers end in the 80s; e.g., 288, 289, 382, etc.)

French Literature (all courses)

German Literature (all courses)

History (all courses)

History of Art (all courses)

International and Comparative Labor Relations 430

Italian Literature (all courses)

Jewish Studies 274, 351, 352

Labor Economics 448

Music (only introductory, music theory, and music history courses)

Natural Resources 407

Near Eastern Studies (courses listed under history, civilization, or literature)

Philosophy (all courses except courses in logic)

Religious Studies 101

Russian Literature (all courses)

Spanish Literature (all courses)

Theater Arts (only courses in Theater Studies, film analysis and history)

Women's Studies 227, 238, 273, 307, 336, 357, 426

b) Social Sciences

Africana Studies 171, 172, 190, 191, 231, 280, 290, 301, 302, 344, 345, 346, 352, 382, 400, 410, 420, 451, 460, 481, 484, 485, 495

Agricultural Economics 100, 252, 332, 430, 431, 450, 464, 492

Anthropology (all courses except 101 and courses in Biological and Ecological Anthropology)

Archeology (all courses except those in Methodology and Technology)

Architecture 342

City and Regional Planning 100, 101, 218, 261, 314, 382, 404

Collective Bargaining, Labor Law and Labor History 384

Communication 116, 120, 314, 416

Consumer Economics and Housing (110, 111, 247, and any course having one or more of these as a prerequisite)

Design and Environmental Analysis 150, 250

Economics (all courses except 105, 315, 317, 318, 319, 320, 326. Engineering students should generally take Economics 203-204 and *not* 101-102, unless they have had no calculus.)

Education 210, 211, 212, 271, 310, 311, 317, 321, 322, 360, 378, 477

Engineering 360

Government (all courses)

Human Development and Family Studies (all courses)

Human Service Studies (all courses)

International and Comparative Labor Relations (all courses)

Labor Economics (all courses)

Linguistics (all courses)

Natural Resources 201

Organizational Behavior (all courses)

Psychology (all courses *except* 123, 307, 322, 324, 326, 332, 350, 361, 396, 422, 425, 426, 429, 465, 470, 471, 472, 473, 475, 476, 478, 479, 492)

Rural Sociology (all courses)

Sociology (all courses)

Textiles and Apparel 245

Women's Studies 210, 218, 220, 238, 244, 277, 281, 297, 305, 321, 353, 362, 365, 366, 372, 406, 408, 425, 428, 438, 450, 454, 463, 468, 479, 480, 493

c) Foreign Language

This category includes all foreign language courses; if two or more foreign language courses are used to fulfill part of the liberal studies requirement, then they must be a sequence of courses in the same language. The rules for placement and advanced placement credit in languages are those of the College of Arts and Sciences. Speakers of languages other than English may obtain up to 6 advanced placement credits according to these rules.

d) Expressive Arts

Africana Studies 303, 425, 430

Art (studio courses)

Biological Sciences 208, 209

Communications (all courses)

Design and Environmental Analysis 101, 102, 114

Engineering (all Engineering Communications courses, which are designated ENGR)

English (expository and creative writing courses, whose numbers end in the 80's, e.g., 288, 289, 382, etc.)

Floriculture (courses in Freehand Drawing and Scientific Illustration)

Industrial and Labor Relations 452

Music (courses in musical performance and musical organizations and ensembles)

Theater Arts (all courses except those listed in category (a) above)

Electives

Six credits of approved electives are required. Approved electives can help develop the skills of a broadly educated engineer, so students should give serious thought to their educational objectives and not propose approved-elective courses haphazardly. Advisers generally accept as approved electives: one introduction to engineering course, engineering distribution courses, courses stressing oral or written communication, upper-level engineering courses, advanced courses in mathematics, and rigorous courses in the biological and physical sciences. Courses in business, economics, and language are often approved by advisers when they serve a student's educational and academic objectives. In other cases, the student's interests are better served by approved electives that expand the field program or other parts of the curriculum, including the humanities and social sciences requirement.*

In addition, nine credits of electives are determined by field approval. These electives are designated by the field program faculty and the field program faculty advisers. These electives are a part of a coordinated field curriculum, and students should refer to the Field Program curricula for descriptions of the field approved electives.

To ensure breadth of engineering studies, field programs also will include nine hours of courses outside the major.

Students are encouraged to take as many courses offered at the university in addition to the minimum engineering curriculum requirement as they wish.

*No ROTC courses may be used as approved electives unless they are co-listed by an academic department.

Social Issues of Technology

It is important for engineers to realize the social and ethical implications of their work. Consequently, in selecting their humanities, social sciences, approved electives, and free electives, students are urged to consider courses listed within the "Science, Technology, and Society" undergraduate area of concentration (see Interdisciplinary Centers and Programs section). These courses may provide students with an important perspective on their studies and their future careers.

Engineering Advising Office

From the time that students enter the college as freshmen until they apply for an affiliation with a major field or the College Program during the fall term of the sophomore year, they are under the administration of the Engineering Advising office, which implements the academic policies of the College Curriculum Governing Board. The office also offers general advising and counseling services, publishes a college newsletter, and serves as the primary resource center for undergraduate students in the college. The Engineering Minority Programs office and the Women's Programs in Engineering office provide additional specialized services.

Freshman Year

At the end of the freshman year, students are expected to have completed or received credit for at least eight courses, including Math 191, Math 192, Chemistry 211 or 207, Physics 112, COM S 100, two terms of Freshman Writing Seminars, and an Introduction to Engineering course. In addition, students need to complete two terms of physical education during their first year. *Many variations in the freshman schedule are possible*, depending on the individual student's background, advanced placement credit, and career goals. Those receiving advanced placement for first term calculus may take Physics 112 in term one. Students with an interest in bioengineering may take biology in terms one and two as approved electives. Students preparing to study medicine should take one year of biology and Chemistry 207 and 208 in the first year.

Affiliation with a Field Program

Students must apply for affiliation with a field program during the first term of their sophomore year. This is done by going to the undergraduate field consultant's office in the field of their choice and completing the "Application for Field Affiliation" form. To affiliate with a field program, students must (1) have a 2.0 cumulative grade point average and (2) have satisfied the field's course and grade requirements as specified below:

Field Program	Courses and Minimum Grade Requirements
Agricultural and Biological Engineering	No more than one grade below C in mathematics and science courses and ABEN 151 or equivalent
Applied and Engineering Physics	2.7 GPA in all mathematics and physics courses

Chemical Engineering	No more than one grade below C- in chemistry, mathematics, physics, or chemical engineering courses and a 2.2 GPA in mathematics, science, and chemical engineering courses
Civil & Environmental Engineering	A grade of C- in ENGRD 202 and a 2.0 GPA in all engineering and science courses
Computer Science	A grade of B- in COM S 280, ENGRD 211 or 212 and all mathematics courses
Electrical Engineering	A grade of C or better in all 200-level mathematics and physics courses
Geological Sciences	Passing grades in required field courses
Material Sciences & Engineering	A grade of C in ENGRD 261 or 262
Mechanical & Aerospace Engineering	A grade of C- in mathematics and science courses and ENGRD 202
Operations Research and Engineering	A grade of C- in Math 191 and 192

Students must be affiliated or conditionally affiliated by the end of their fourth semester or they will be withdrawn from the College of Engineering, unless allowed to participate in a terminal semester.

Special Programs

College Program

Individually arranged courses of study under the College Program are possible for those well-qualified students whose educational objectives cannot be met by one of the regular field programs. Often the desired curriculum is in an interdisciplinary area. Each program is developed by the student in consultation with faculty advisers and must be approved by the College Program Committee, which is responsible for supervising the student's work.

Students apply to enter the College Program by the end of the first term of the sophomore year. A student should seek assistance in developing a coherent program from professors in the proposed major and minor subject areas. If approved, the program is the curricular contract to which the student must adhere. Normally, students applying to the College Program should have a 3.0 cumulative grade point average.

Every curriculum in the College Program, with the exception of certain faculty-sponsored programs, must comprise an engineering major and an educationally related minor. The major may be in any subject area offered by schools or departments of the college; the minor may be in a second engineering subject area or in a logically connected nonengineering area. The combinations must clearly form an engineering education in scope and in substance and should include engineering design and synthesis as well as engineering sciences. In addition to 48 credits

in the major and minor subjects, including at least 32 credits in engineering courses, each program includes the normally required courses in humanities and social sciences and approved electives.

Further information about the College Program may be obtained from the associate dean for undergraduate programs, 221 Carpenter Hall.

College Program in the Science of Earth Systems

A new curriculum in the Science of Earth Systems highlights study of the Earth as one of the outstanding intellectual challenges in modern science and as the necessary foundation for the future management of our home planet. The curriculum coalesces Cornell's strengths across a broad range of earth and environmental sciences to provide students with a rigorous scientific foundation for the study of our complex, highly interactive earth. Students in the College of Engineering can take this curriculum under the College Program. The curriculum includes a freshman/sophomore emphasis on strong preparation in mathematics, physics, chemistry, and biology. In the junior and senior years, students take a set of four core common courses and an additional set of advanced disciplinary or interdisciplinary courses that build on the basic sequences. The curriculum in Science of Earth Systems is outlined in more detail in the section, Interdisciplinary Centers, Programs, and Studies, in the front part of the catalog. Students interested in the new field should select ENGR 122 and ENGRD 201 and contact Profs. B. Isacks, W. Brutsaert, Y. Parlange, or M. Kelley.

Bioengineering Option

Students who elect this option will graduate with a B.S. degree in one of the traditional fields and with an administrative note on their transcript formally recognizing their efforts in bioengineering.

The requirements for completion of the option are four courses (12 credit hours minimum) and one credit hour of Bioengineering Seminar (ENGRG 501). These courses can simultaneously satisfy other degree requirements and are not necessarily four additional courses. These four courses must be selected from two categories: science-based courses and bioengineering courses. At least one course must be from the science-based course list and at least two from the bioengineering course list. Each student interested in the bioengineering option can request through the Engineering Advising office a bioengineering adviser who would assist the student in course selection for this option. The bioengineering adviser is in addition to the student's regular academic adviser.

A list of approved courses is available in the Engineering Advising office, 167 Olin Hall.

International Programs

An international perspective, sensitivity to other cultures, and the ability to read and speak a second language are increasingly important to today's engineers. In keeping with the university goals of internationalizing the curriculum, the College of Engineering encourages students to study or work abroad during their undergraduate years. The college

sponsors a specially designed Semester in Europe program, supports students who wish to study abroad in regular exchange programs, and offers a special International Scholars College program for students to minor in international studies and study abroad during their junior year. For further information on these and other opportunities to add an international dimension to your undergraduate education, see Professor Richard Lance, 322 Thurston Hall; telephone: 255-5064; e-mail: rhl1@cornell.edu. Information on co-op programs abroad is available from the Engineering Professional Programs office in 148 Olin Hall.

Dual Degree Option

A special academic option, intended for superior students, is the dual degree program, in which both a Bachelor of Science and a Bachelor of Arts degree can be earned in about five years. Students registered in the College of Engineering or the College of Arts and Sciences may apply and, after acceptance of their application, begin the dual program in their second or third year. Those interested should contact the coordinator of dual degree programs, 172 Goldwin Smith Hall; the associate dean for undergraduate programs in 221 Carpenter Hall; or an adviser in Engineering Advising, 167 Olin Hall.

Double Major in Engineering

The Double Major option, which makes it possible to develop expertise in two allied fields of engineering, generally requires at least one semester beyond the usual four years. Students affiliate with one field in the normal way and then petition to enter a second field before the end of their junior year. All the requirements of both fields must be satisfied. Further information is available from Engineering Advising, 167 Olin Hall, and the individual field consultant offices.

Engineering Communications Program

The ability to communicate effectively is an essential aspect of successful professional practice. The Engineering Communications Program offers instruction in written, oral, and visual presentation. Engineering Communications (ENGR 350) and Communications for Engineering Managers (ENGR 435) are three-credit seminar courses designed for students who desire intensive work in these areas. Examples from real-life engineering contexts are analyzed, and many specific assignments are presented as professional case studies. Students learn to address audiences having different levels of technical expertise and to investigate the social and ethical implications of written and oral communication. These courses fulfill the college's technical writing requirement (see Requirements for Graduation). The program also offers courses on topics of special interest and independent studies or projects in technical/professional communications. In addition to offering free-standing communications courses, the program works with engineering fields to integrate communications into technical courses. The program's faculty also advises student publications, facilitates writing and oral presentation competitions, and arranges discussions of professional communications with students and alumni. For further information, contact the director, 205 Carpenter Hall.

Engineering Cooperative Program

A special program for undergraduates in most fields of engineering is the Engineering Cooperative Program, which provides an opportunity for students to gain practical experience in industry and other engineering-related enterprises before they graduate. By supplementing course work with carefully monitored, paid jobs, co-op students are able to explore their own interests and acquire a better understanding of engineering as a profession.

Sophomores in the upper half of their class are eligible to apply for the co-op program. (Students in computer science and agricultural and biological engineering are eligible, even though they may not be registered in the College of Engineering.) Applicants are interviewed by representatives of cooperating companies and select their work assignments from any offers they receive. Those students who are offered assignments and elect to join the program usually take their fifth-term courses at Cornell during the summer following their sophomore year and begin their first co-op work assignment that fall. They return to Cornell to complete term six with their classmates and then undertake a second work assignment with the same company the following summer. Co-op students return to campus for their senior year and graduate with their class.

Further information may be obtained from the Engineering Professional Programs office, 148 Olin Hall.

MASTER OF ENGINEERING DEGREE PROGRAMS

One-year Master of Engineering (M.Eng.) programs are offered in thirteen fields. These programs are discussed in this announcement in connection with the corresponding upperclass engineering field programs because the curricula are integrated. Cornell baccalaureate engineering graduates frequently continue their studies in the M.Eng. program, although the program is also open to qualified graduates of other schools. The M.Eng. degrees and the academic fields under which they are described are listed below.

M.Eng. (Aerospace): Mechanical and aerospace engineering

M.Eng. (Agricultural and Biological): Agricultural and biological engineering

M.Eng. (Chemical): Chemical engineering

M.Eng. (Civil & Environmental): Civil and environmental engineering

M.Eng. (Computer Science): Computer science

M.Eng. (Electrical): Electrical engineering

M.Eng. (Engineering Physics): Applied and engineering physics

M.Eng. (Geology): Geological sciences

M.Eng. (Materials): Materials science and engineering

M.Eng. (Mechanical): Mechanical and aerospace engineering

M.Eng. (Engineering Mechanics): Theoretical and Applied Mechanics

M.Eng. (Nuclear): Nuclear science and engineering

M.Eng. (OR&IE): Operations research and industrial engineering

Candidates for a professional master's degree who wish to specialize in areas related to manufacturing may avail themselves of two special programs. The manufacturing systems engineering option may be centered in any one of the fields listed above. This option is attested to by a Dean's Certificate in addition to a diploma at the time of graduation. An industrial internship program provides opportunities to combine on-campus education with off-campus industrial experience.

An M.Eng. option of potential interest to engineers from all fields is the program in engineering management, offered by the School of Civil and Environmental Engineering. This option is described in the section related to the M.Eng. (Civil & Environmental) degree. A new management option in the M.Eng. (Chemical) degree program is also available.

Cornell engineering graduates in the upper half of their class will generally be admitted to M.Eng. programs; however, requirements for admission vary by field. Superior Cornell applicants who will be, at the time of matriculation, eight or fewer credits short of a baccalaureate degree may petition for early admission. Other applicants must have a baccalaureate degree or its equivalent from a college or university of recognized standing, in an area of engineering or science that is judged appropriate for the proposed field of study. They must also present evidence of undergraduate preparation equivalent to that provided by a Cornell undergraduate engineering education, a transcript, two letters of recommendation, and a statement of academic purpose. A candidate who is admitted with an undergraduate background that is judged inadequate must make up any deficiencies in addition to fulfilling the regular course requirements for the degree. Applicants from foreign universities must submit the results of the Graduate Record Examination aptitude tests and must have an adequate command of the English language. Financial aid providing partial support is available for very highly qualified candidates, primarily those who are residents of the U.S. Industry-sponsored internships, which extend the program to two years, are also available to residents of the United States. Application forms and further information are available from the graduate field offices.

Cooperative Programs with the Johnson Graduate School of Management

Two programs culminate in both Master of Engineering and Master of Business Administration degrees. One, which Cornell students enter during their undergraduate career, makes it possible to earn the B.S., M.Eng., and M.B.A. in six years—one year less than such a program would normally require. The second program, which is available to students who already hold baccalaureate degrees from Cornell or other institutions, requires five semesters and leads to both the M.Eng. and M.B.A.

Undergraduate students at Cornell interested in the six-year program should seek advice and information from the department with whose field they intend to affiliate during their upperclass years. Information about

admission to either program and about special scholarship aid may be obtained from the Engineering Professional Programs office, 148 Olin Hall.

ACADEMIC PROCEDURES AND POLICIES

Advanced Placement Credit

The College of Engineering awards a significant amount of advanced placement (AP) credit to entering freshmen who demonstrate proficiency in the subject areas of introductory courses. Students may qualify for AP credit in one of two ways:

- 1) by receiving sufficiently high scores on advanced placement examinations given and scored by the College Entrance Examination Board (CEEB); or
- 2) by receiving sufficiently high scores on Cornell's departmental placement examinations, which are given during orientation week before fall-term classes begin. Advanced placement is granted only to first-term freshmen, and the placement examinations are scored before the students begin classes.

Advanced placement credit is intended to permit students to develop more challenging and stimulating programs of study. Students who receive AP credit for an introductory course may use it in three different ways.

- 1) They may enroll in a more advanced course in the same subject right away.
- 2) They may substitute an elective course from a different area.
- 3) They may enroll in fewer courses, using the AP credit to fulfill basic requirements.

Acceptable Subjects and Scores

The most common subjects for which AP credit is awarded in the College of Engineering, and the scores needed on qualifying tests, are listed below. In mathematics, physics, chemistry, and computer science, AP credit is awarded only for courses required in the engineering curriculum.

Mathematics: Math 191, 192, 293, and 294 are required.

First-term math (Math 191). AP credit may be earned by:

- a score of 3 or 4 on the CEEB BC exam, or
- a score of 4 or 5 on the CEEB AB exam, or
- a passing score on the Cornell departmental exam for first-term math.

First-year math (through Math 192). AP credit may be earned by:

- a score of 5 on the CEEB BC exam, or
- a passing score on the Cornell departmental exam for first-year math.

Physics: Physics 112 or 116 and 213 or 217 are required.

Physics 112. AP credit may be earned by:

- a score of 4 or 5 on the mechanics portion of the CEEB exam, or
- a score of 5 on the CEEB B exam *only* if the student has at least one semester of AP or transfer credit in first-term mathematics at the time of matriculation, or
- a passing score on the Cornell departmental exam for Physics 112.

Note: Students who have received credit for Physics 112 **may not** enroll in Physics 213 unless concurrently enrolled in Math 293.

Physics 213. Students, receiving a 5 on the Electricity and Magnetism portion of the C exam may choose to accept AP credit for Physics 213 or placement in Physics 217 with no AP credit for Physics 213. For advice or more information contact Professor Rich Galik, the departmental representative. His telephone number is 607/255-3633.

Chemistry: Chem 207 or Chem 211 is required.

Chem 207 or Chem 211. AP credits may be earned by:

- a score of 5 on the CEEB AP exam, or
- a passing score on the Cornell departmental exam for Chemistry.

Note: Students who are successful in obtaining AP credit for Chem 207 and who are considering majors in chemical engineering or materials science and engineering should consider enrolling in Chem 215. Those who are offered AP credit for Chem 207 and then elect to take Chem 215 will also receive academic credit for Chem 207. You may want to discuss this option with your faculty adviser.

Computing: Computer Science 100 is required. AP credit may be earned by:

- a score of 4 or 5 on the CEEB A or AB exam, or
- a passing score on the Cornell departmental exam for Computer Science 100.

Biology: Biology is not required of engineering students, although it is a popular option as an elective, especially for students who intend to pursue health-related careers. AP credit may be earned as follows:

- eight credits will be offered to students who receive a 5 on the CEEB AP exam;
- students receiving a 4 on the CEEB AP exam will be offered six credits.

Those who want to study more biology should contact the Office for Academic Affairs, Division of Biological Sciences, 200 Stimson Hall, to discuss proper placement.

Freshman Writing Seminar: Two Freshman Writing Seminars (for a total of six credits) are required.

- AP credit for one Freshman Writing Seminar may be earned by a score of 5 on the CEEB AP English exam.

A score of 4 on the AP English exam will earn a student three credits in English. These three credits cannot be applied toward the Freshman Writing Seminar requirement, but can be applied toward the expressive arts category in the Liberal Studies Distribution

requirement. AP credit earned in the humanities and social sciences cannot be used to fulfill the "upper level" liberal studies requirement.

Liberal Studies Distribution: Six courses beyond two Freshman Writing Seminars are required. Students may earn AP credit toward the liberal studies distribution by taking College Entrance Examination Board (CEEB) AP tests. AP credit earned in the humanities or social sciences cannot be used to fulfill the "upper level" liberal studies requirements.

Modern Languages: Students may earn AP credit for competence in a foreign language by taking the College Entrance Examination Board (CEEB) AP test or by taking the Cornell Advanced Standing Examination (CASE). Those who score 4 or 5 on the CEEB AP test are entitled to three credits. In order to qualify for the CASE exam, the student must score at least 650 on a College Placement Test (taken either in high school or at Cornell during Orientation Week). A score of 2 on the CASE entitles the student to three credits, and a score of 3 entitles the students to six credits. Modern language AP credits may be used to satisfy the foreign language category of the liberal studies distribution, or may meet an approved elective requirement, contingent on discussions with the faculty adviser.

General Policies for AP Credit

The general policies in the College of Engineering governing awards of AP credit are as follows:

1. AP credit will not be offered in any subject area without a documented examination (CEEB or departmental).
2. All AP examinations (both CEEB and departmental) are normally taken and scored before fall-term classes begin. Students who take CEEB AP tests in high school should have an official report of their scores sent directly to Cornell as soon as possible. Those who wish to take departmental examinations must do so during Orientation Week; permission to take these tests after the start of fall-term classes must be requested in a written petition to the College's Committee on Academic Standards, Petitions, and Credit (ASPAC), and must be filed within the first three weeks of the fall semester.
3. Except when permission for late testing has been granted, students offered AP credit must accept or decline within the first three weeks of the first term at Cornell in the Engineering Registrar's office, 170 Olin Hall. Final AP awards are recorded on the last day of the third week.

A more detailed description of the college's policies concerning advanced placement credit and its use in developing undergraduate programs may be found in the pamphlet *Advanced Placement and Transfer Credit for First-Year Engineering Students*, which may be obtained from Engineering Advising, 167 Olin Hall.

Transfer Credit

Entering freshmen and transfer students who have completed courses at recognized and accredited colleges may, under certain conditions, have credits for such courses transferred to Cornell. Such courses must represent academic work in excess of that

required for the secondary school diploma. Courses deemed acceptable for transfer credit must be equivalent in scope and rigor to courses at Cornell.

Transfer credit must be applied for by petition, and the application must be accompanied by a course description. Transfer Credit forms are available from the Engineering Advising office or Registrar. An official transcript (bearing the institutional seal and registrar's signature) must be sent to the Engineering Registrar's office before official transfer credit will be awarded.

To apply for transfer credit to satisfy requirements in mathematics, science, and engineering courses, and the Freshman Writing Seminar, a student must receive approval from the department offering an equivalent course at Cornell. The department certifying the course may require course materials, textbooks used, etc., in addition to the course description before approving the course.

To apply for transfer credit to satisfy liberal studies distribution or elective requirements, departmental approval is not required. The course will be reviewed for approval by a representative of the Committee on Academic Standards, Petitions, and Credit (ASPAC) in the Engineering Advising office.

Cornell does not award credit for courses in which a student earned a grade less than C; schools and departments may stipulate a higher minimum grade.

College courses completed under the auspices of cooperative college and high school programs will be considered for advanced placement credit only if students demonstrate academic proficiency by taking the appropriate CEEB or Cornell departmental placement examination, as described in the Advanced Credit section.

After matriculation no more than 18 credits of transfer or Cornell extramural credit may be used to satisfy bachelor's degree requirements. Summer session courses taken at Cornell are not considered transfer credits.

Transfer students may transfer up to 36 credits for each year spent in full-time study at another institution, provided that the courses are acceptable for meeting graduation requirements. No more than 72 transfer credits may be used to meet graduation requirements.

A more detailed description of the college's regulations governing transfer credit may be found in the pamphlet, *Advanced Placement and Transfer Credit for First-Year Engineering Students*, available from Engineering Advising, 167 Olin Hall.

Academic Standing

Full-time students are expected to remain in good academic standing. The criteria for good standing change somewhat as a student progresses through the four years of the engineering curriculum. At all times, the student must be making adequate progress toward a degree, but what this actually means varies from field to field.

Requirements for freshman engineering students to be in good standing at the end of the first semester are as follows. Failure to meet these standards will result in a review by the Committee on Academic Standards, Petitions, and Credit (ASPAC), and the actions of warning, stern warning, required leave of

absence, or withdrawal from the College of Engineering may be taken.

1. at least 12 credits passed, including at least two courses from mathematics, science, and/or engineering;
2. a C- or better in the mathematics course;
3. a semester average of 2.0 or higher.

Requirements for second-semester freshman and first-semester sophomores to be in good standing are as follows. Failure to meet these standards will result in a review by the Committee on Academic Standards, Petitions, and Credit (ASPAC), and the actions of warning, stern warning, required leave of absence, or withdrawal from the College of Engineering may be taken.

1. at least 14 credits passed in courses that meet engineering degree requirements;
2. a C- or better in the mathematics course, if one was taken;
3. a semester average of 2.0 or higher.

Academic Progress

The total number of credits required for graduation range from 123 to 129, depending upon the field program. Therefore, an average semester credit load ranges from approximately 15 to 16 credits.

Because mathematics is pivotal to the study and practice of engineering, students must earn a grade of C- or better in Math 191, 192, 293, and 294. Those who fail to meet this standard are allowed to repeat a course once, in the following semester. Failure to achieve at least a C- the second time will generally result in dismissal from the engineering program. Physics and advanced mathematics courses often have mathematics prerequisites, and having to repeat the prerequisite course may delay your progress in the physics and mathematics curricula.

Dean's List

Dean's List citations are presented each semester to engineering students with exemplary academic records. The criteria for this honor, which are determined by the dean of the college, are a term average of 3.25 or higher with no failing, unsatisfactory, or *incomplete* grades (even in physical education) and 12 credits or more of **letter grades**. Students may earn Dean's List status retroactively if they meet these criteria after making up incompletes according to college rules.

S-U Grades

The option of receiving a grade of "satisfactory" or "unsatisfactory" (S-U) in a particular course, rather than a grade on a graduated scale, may be selected only in the following circumstances: Students who want to take a course on an S-U basis must have completed at least one full semester of study at Cornell, and they may take only one course per semester on an S-U basis. Only courses in the liberal studies and approved electives categories may be taken as S-U courses. Students may preregister for the S-U option. To change a grading option, a properly completed and approved add/drop form must be filed with the registrar of the College of Engineering by the end of the first three weeks of the semester. After this deadline, the grading option *may not be changed under any circumstances*, even by petition, and no

courses may be added with the S-U option selected.

The S-U policy does not apply to courses in physical education and other courses that are not taken to fulfill degree requirements. When a particular course is offered **only** on an S-U basis, a student may petition to take a second S-U course in the same term.

Residence Requirements

Candidates for an undergraduate degree in engineering must spend at least four semesters or an equivalent period of instruction as full-time students at Cornell. They must also spend at least three semesters of this time affiliated with an engineering field program or with the College Program.

Students who are voluntarily not enrolled at Cornell as full-time students may take individual courses extramurally through the School of Continuing Education and Summer Sessions. Students who have been required to take time off are permitted to register for courses extramurally only with the approval of their field (or the college, for unaffiliated students). No more than 18 credits earned through extramural study or acquired as transfer credit (or a combination thereof) may be used to satisfy the requirements for the bachelor's degree in engineering.

Degree candidates may spend periods of time studying away from the Cornell campus with appropriate authorization. Information on programs sponsored by other universities and on procedures for direct enrollment in foreign universities is available at the Cornell Abroad office, 474 Uris Hall. Programs should be planned in consultation with Professor Richard Lance, 322 Thurston Hall, or with the staff of Engineering Advising, who can provide information on credit-evaluation policies and assist in the petitioning process.

Transferring within Cornell

It is not uncommon for students to change their academic or career goals after matriculation in one college and decide that their needs would be better met in another college at Cornell. While transfer between colleges is not guaranteed, efforts are made to assist students in this situation.

The office responsible for assisting students with the transfer process is the Internal Transfer Division office. Students who wish to transfer out of the College of Engineering to another college at Cornell should consult initially with the Engineering Advising office.

Students who wish to transfer into the College of Engineering can make application to the Office of Engineering Admissions—application forms are available in the Carpenter Hall Annex. Students who would enter the college as second-semester sophomores or upper-classmen must be accepted by a field program as part of the admission process. Others may be accepted into the college without the requirement of field affiliation.

Students who hope to transfer into engineering should take courses in mathematics, chemistry, computer science, and physics that conform to the requirements of the Common Curriculum. Interested students should discuss their eligibility with an adviser in Engineering Advising, 167 Olin Hall.

Leave of Absence

A leave of absence may be voluntary, medical, or required. Following is a description of each:

Voluntary Leave: Students sometimes find it necessary to suspend their studies. To do this, students must petition for a leave of absence for a specified period of time and receive written approval.

Affiliated students request leave through their fields. Unaffiliated students request leave through Engineering Advising; the first step is an interview to establish conditions for the leave and subsequent return. Those who take a leave before affiliating with a field and while not in good standing may be given a "conditional leave." This requires them to meet specific conditions, established at the time the leave is granted, before they will be reinstated.

Leaves of absence are not generally granted for more than two years. A leave of absence or withdrawal granted during a semester goes into effect on the day it is requested and lasts for a *minimum of six months*. Leaves requested after the twelfth week of a semester generally take effect at the end of the semester, and all courses in which the student was registered at the time of the request are treated as having been dropped. Students who owe money to the university are ineligible for leaves of absence. If courses taken during a leave are to satisfy Cornell degree requirements, they must be approved *in advance* through a formal transfer petition. No more than 18 credits earned while on leave can be used to meet degree requirements.

Students who intend to take a leave of absence should check with the Office of Financial Aid and Student Employment to find out about financial implications; this is especially true for those who have taken out educational loans. Medical insurance eligibility may also be affected.

To return after a leave of absence, the conditions established when the leave was granted must be satisfied, and the college must be notified.

Students wishing to rejoin the college who have not yet affiliated with a field should request permission to rejoin in a letter to Engineering Advising; affiliated students should contact their field office. This must be done at least six weeks before the beginning of the semester in which the student wishes to return. The letter should describe the student's activities while away from Cornell, detail any academic work completed during this time, and specify the courses the student intends to take upon return.

Medical Leave: Medical leaves are granted by the college only upon recommendation by a physician from Gannett Health Center. Such leaves are granted for at least six months and up to five years with the understanding that the student may return at the beginning of any term after the medical condition in question has been corrected. In some cases students must satisfy the Gannett Health Center that the condition has been corrected before they may return. The student's academic standing will also be subject to review at the time of the leave and on return.

Required Leave: A required leave of absence is imposed in cases where the academic

progress of a student is so poor that simply continuing into the next semester does not appear prudent. An example where a leave of absence would be required might be failure in several courses in a semester. Unless the student is ahead in the curriculum, returning later to repeat the semester makes better academic sense than continuing without the necessary background. In many cases, the leave is dictated by courses that are only offered in the fall or the spring semester. Leaves are given when the probability of success is increased substantially by deferring the student's return by one semester (or, in unusual circumstances, one year).

Withdrawal from the College

A withdrawal from the College of Engineering may be voluntary or required. Following is a description of each:

Voluntary Withdrawal: Students who voluntarily withdraw from the engineering degree program sever all connection with the college. Unaffiliated students who wish to withdraw should do so through Engineering Advising. Affiliated students should contact their field office. If a withdrawal is requested during the semester, courses in which the student is enrolled must be dropped in accordance with applicable regulations.

Any student who fails to register in the first three weeks of the semester, without benefit of a leave of absence or permission for study in absentia, will be deemed to have withdrawn.

Students who withdraw from the College of Engineering are eligible to apply for admission to one of the other six colleges at Cornell. The intra-university transfer process should be followed.

If students who have withdrawn subsequently wish to return, they must make a formal application for readmission. This is rarely granted. It is subject to a review of the student's academic background and depends on available space in the college and in the student's major field.

Required Withdrawal: Students are withdrawn from the college only when their overall record indicates that they are either incapable of completing the program or not sufficiently motivated to do so. This action only withdraws them from the College of Engineering and does not, in and of itself, adversely affect their ability to transfer and complete a degree in one of the other colleges in the university.

ENGINEERING CAREER SERVICES

Individual advising and group seminars are available for students who desire assistance in career and job-search matters. Interviews are arranged between students and more than 250 national companies that visit the campus to recruit technical graduates. A state-of-the-art résumé referral service is offered for a small fee. Both undergraduate and graduate students can use these services to pursue permanent or summer employment opportunities. Further information on all services is available from the Engineering Career Services office, 201 Carpenter Hall (255-5103).

AGRICULTURAL AND BIOLOGICAL ENGINEERING

M. F. Walter, chair; L. D. Albright, D. J. Aneshansley, J. A. Bartsch, S. G. Capps, J. R. Cooke, A. K. Datta, R. C. Derksen, R. B. Furry, K. G. Gebremedhin, D. A. Haith, J. B. Hunter, L. H. Irwin, W. J. Jewell, D. C. Ludington, J.-Y. Parlange, R. E. Pitt, G. E. Rehkugler, N. R. Scott, T. S. Steenhuis, M. B. Timmons, L. P. Walker

Bachelor of Science Curriculum

The Field Program in Agricultural and Biological Engineering prepares students for engineering practice in biological and physical systems represented in agriculture and its supporting industries and agencies, environmental or resource protection agencies, the biotechnological industries, the health industries, international engineering, and the food industries. Engineering is applied to production, handling, storage, processing, distribution, and use of plant and animal products and biomass. Issues of environmental quality and safety and preservation of soil, water, and energy resources are important. Emerging areas of study include engineering aspects of biotechnology and animal and human health. Biological sciences are integrated into the field program along with engineering design and studies in the physical sciences. Areas of concentration include agricultural engineering, biological engineering, and environmental systems engineering.

The program is jointly administered by the College of Engineering and the College of Agriculture and Life Sciences. Students are enrolled only in the College of Agriculture and Life Sciences during their first four semesters and jointly in the College of Engineering in the remaining semesters. Engineering college tuition is required for one year and is typically paid during the fifth and sixth semesters of study. Additional information about the program may be found in the section on the College of Agriculture and Life Sciences in this publication.

Graduates find employment in agricultural and food processing industries, environmentally related firms and government agencies, and the biotechnology and health industries. Many graduates pursue a professional (Master of Engineering) or research (Master of Science or doctoral) degree. Agricultural and biological engineers are employed in private industry, consulting firms, government agencies, utility companies, and educational institutions. The unique blend of engineering and the biological sciences and the breadth of education of the agricultural and biological engineer has been attractive to employers.

For further details see the department's undergraduate programs publication, available at 207 Riley-Robb Hall, or contact the field's coordinator of instruction Professor Kifle Gebremedhin at 255-2499.

The field program requirements are outlined below.

<i>Basic Subjects</i>	<i>Credits</i>
Math 191, 192, 293, 294, Calculus for Engineers and Engineering Mathematics	16
Chem 211, General Chemistry, or equivalent	4

Phys 112, 213, 214, Physics I, II, and III (organic chemistry or biochemistry may be substituted for Physics 214) 12

Introductory biological sciences 6 or 8

ABEN 151, Introduction to Computer Programming 4

ABEN 200, Undergraduate Seminar 1

Engineering distribution (two courses, including Mechanics of Solids) 6

Liberal studies (two freshman seminars and at least two courses in humanities or history) 24

Advanced and Applied Subjects

Engineering sciences in any field (must include fluid mechanics and thermodynamics), plus ABEN 250, 350, 396 and 496 (Engineering Applications in Biological Systems, Transport Principles, Fundamental of Design, and Capstone Design Project, respectively) and a minimum of three agricultural and biological engineering courses (at least 9 credits) chosen from courses numbered 450 to 495 35

Biological or agricultural sciences (at least 3 credits of biological sciences beyond the introductory level) 9

Approved electives (at least 3 credits in the College of Agriculture and Life Sciences) 6

Total (minimum) 123

Master of Engineering (Agricultural and Biological) Degree Program

The program for the M.Eng.(Agricultural and Biological) degree is intended primarily for those students who plan to enter engineering practice. The curriculum is planned as an extension of an undergraduate program in agricultural and biological engineering but can accommodate graduates of other engineering disciplines. The curriculum consists of 30 credits of courses intended to strengthen the students' fundamental knowledge of engineering and develop their design skills. At least three of the required 30 credits are earned for an engineering design project that culminates in a written and oral report.

A candidate for the M.Eng.(Agricultural and Biological) degree may choose to concentrate in one of the subareas of agricultural and biological engineering or take a broad program without specialization. The subareas include aquaculture, agricultural engineering, biological engineering, energy, environmental engineering, food engineering, structures and their environments, waste management, and highway engineering. Elective courses are chosen from among engineering subject areas relevant to the student's interests and design project. Courses in technical communication, mathematics, biology, and the physical sciences may also be taken as part of a coherent program. Master of Engineering students in agricultural and biological engineering can qualify for the Dean's Certificate in energy, manufacturing, or bioengineering by choosing their design project and some electives from the designated topic areas. More information is available from the ABEN Student Services office, 207 Riley Robb Hall (255-2173), or the Master of Engineering (ABEN) faculty

representative, Professor Jean B. Hunter, at 255-2297.

APPLIED AND ENGINEERING PHYSICS

R. A. Buhman, director; M. S. Isaacson, associate director; B. W. Batterman, J. D. Brock, T. A. Cool, H. G. Craighead, H. H. Fleischmann, A. L. Gaeta, B. R. Kusse, R. V. E. Lovelace, T. N. Rhodin (emeritus), J. Silcox, W. W. Webb, F. W. Wise; dual appointments: K. B. Cady, D. D. Clark, V. O. Kostroun, R. L. Liboff, R. N. Sudan, G. J. Wolga; adjunct faculty: D. H. Bilderback; senior research associate: E. J. Kirkland

Bachelor of Science Curriculum

The undergraduate engineering physics curriculum is designed for students who want to pursue careers of research or development in applied science or advanced technology and engineering. Its distinguishing feature is a focus on the physics and mathematics fundamentals, both experimental and theoretical, that are at the base of modern engineering and research and have a broad applicability in these areas. By choosing areas of concentration, the students may combine this physics base with a good background in a conventional area of engineering or applied science.

The industrial demand for graduates with baccalaureates is high, and many students go directly to industrial positions where they work in a variety of areas that either combine, or are in the realm of, various more conventional areas of engineering. Recent examples include bioengineering, computer technology, electronic-circuit and instrumentation design, energy conversion, environmental engineering, geological analysis, laser and optical technology, microwave technology, nuclear technology, software engineering, solid-state device development, technical management, and financial consulting. A number of our graduates go on for advanced study in all areas of basic and applied physics, as well as in a diverse range of areas in advanced science and engineering. Examples include applied physics, astrophysics, atmospheric sciences, biophysics, cell biology, computer science and engineering, electrical engineering, environmental science, fluid mechanics, geotechnology, laser optics, materials science and engineering, mechanical engineering, medical physics, mathematics, medicine, nuclear engineering, oceanography, and physics. The undergraduate program can also serve as an excellent preparation for medical school, business school, or specialization in patent law.

The engineering physics program fosters this breadth of opportunity because it both stresses the fundamentals of science and engineering and gives the student direct exposure to the application of these fundamentals. Laboratory experimentation is emphasized, and ample opportunity for innovative design is provided. Examples are A&EP 110, The Laser and Its Applications in Science, Technology, and Medicine (a freshman Introduction to Engineering course); A&EP 264, Computer-Instrumentation Design (a recommended sophomore engineering distribution course); A&EP 330, Modern Experimental Optics (a junior/senior

course); A&EP 363, Electronic Circuits (a sophomore/junior course); Physics 410, Advanced Experimental Physics; and A&EP 438, Computational Engineering Physics (a senior computer laboratory).

Undergraduates who plan to enter the Field Program in Engineering Physics are advised to arrange their Common Curriculum with their developing career goals in mind. Students are also encouraged to take Physics 112 or Physics 116 during their first semester (if their advanced placement credits permit) and are recommended to satisfy the computing applications or technical writing requirement with the engineering distribution course A&EP 264. Engineering physics students need to take only two engineering distribution courses, since A&EP 333, which they take in their junior year, counts as a third member of this category. Engineering Physics students are advised to take A&EP 363 in the spring semester of the sophomore year. Students with a year of advanced placement in math may wish to enroll in A&EP 321 and 322 in their sophomore year.

In addition to the requirements of the Engineering Common Curriculum,* the upperclass course requirements of the field program are as follows:

Course	Credits
A&EP 333, Mechanics of Particles and Solid Bodies	4
A&EP 355, Intermediate Electromagnetism	4
A&EP 356, Intermediate Electrodynamics	4
A&EP 361, Introductory Quantum Mechanics	4
A&EP 363, Electronic Circuits	4
A&EP 423, Statistical Thermodynamics	4
A&EP 434, Continuum Physics	4
Physics 410, Advanced Experimental Physics	4
A&EP 321, Mathematical Physics I; Mathematics 421; or T&AM 610 (applied mathematics)	4
A&EP 322, Mathematical Physics II; Mathematics 422; or T&AM 611 (applied mathematics)	4
Applications of quantum mechanics†	3 or 4
Four technical electives‡	12-16
A third approved elective (in addition to the two required by the Common Curriculum)	3

Total field credits=58 credit hours minimum.

*The Engineering Common Curriculum allows students to take only 4 courses each semester of their freshman year if they so desire. This course load is fully consistent with the requirements of the EP major, but entering students with strong preparation are encouraged to consider taking an additional course during one or both semesters of the freshman year so that they may have additional flexibility in developing a strong, individualized educational program in their latter years, and for best maintaining such options as a semester or year abroad, or early graduation.

†Some courses (though the list is not all-inclusive) that will satisfy this requirement are Physics 444, Nuclear and High-Energy Particle Physics; Physics 454, Introductory Solid-State Physics; A&EP 438, Computational Engineer-

ing Physics; A&EP 440, Quantum and Nonlinear Optics; A&EP 609, Low-Energy Nuclear Physics; ELE E 430, Lasers and Optical Electronics; and ELE E 531, Quantum Electronics I.

‡If a scientific computing course was not selected as an engineering distribution course, one of these technical electives may be needed to satisfy the computing applications requirement. For students going on to graduate school a third course in mathematics is recommended.

Areas of concentration. A distinctive aspect of the Engineering Physics curriculum is the strong opportunity it provides students to develop individualized programs of study to meet their particular educational and career goals. These can include the pursuit of dual majors or the development of a broad expertise in one or more of a number of advanced technical and scientific areas. With at least seven technical and approved electives in the sophomore, junior, and senior years, Engineering Physics majors are encouraged to work closely with their adviser to develop a coherent academic program that is in accordance with those goals. For those students who look toward an industrial position after graduation, these electives should be chosen to widen their background in a specific area of practical engineering. A different set of electives can be selected as preparation for medical, law, or business school. For students who plan on graduate studies, the electives provide an excellent opportunity to explore upper-level and graduate courses, and to prepare themselves particularly well for graduate study in any one of a number of fields. Various programs are described in a special brochure available from the School of Applied and Engineering Physics, Clark Hall. Students interested in these options are advised to consult with their EP adviser, a professor active in their area of interest, or with the associate director of the school, Professor Michael S. Isaacson.

Electives need not be all formal course work. Qualified students are encouraged to undertake informal study under the direction of a member of the faculty (A&EP 490). This may include research or design projects in areas in which faculty members are active.

The variety of course offerings and many electives provide a sizable flexibility in scheduling. If scheduling conflicts arise, the school may allow substitution of courses nearly equivalent to the listed required courses.

The Engineering Physics program requires that a minimum GPA of 2.7 (B-) be attained in all physics and mathematics courses taken by a student before entering the Engineering Physics field unless approval is obtained from the A&EP associate director. To remain in good standing in the field, the engineering physics student is expected to pass every course for which he or she is registered, to earn a grade of C- or better in specifically required courses, and to attain each semester a grade point for that semester of at least 2.3. In addition, students with a cumulative GPA of 3.5 or greater who elect to do an independent study project (A&EP 490) are eligible for a degree with honors.

Master of Engineering (Engineering Physics) Degree Program

The M.Eng. (Engineering Physics) degree may lead directly to employment in engineering design and development or may be a basis for further graduate work. Students have the opportunity to broaden and deepen their preparation in the general field of applied physics, or they may choose the more specific option of preparing for professional engineering work in a particular area such as laser and optical technology, microstructure science and technology, device physics, materials characterization, or software engineering. A wide latitude is allowed in the choice of the required design project.

One example of a specific area of study is solid-state physics and chemistry as applied to microstructure science and technology. Core courses in this specialty include the micro-characterization of materials (A&EP 661) and the microprocessing and microfabrication of materials (A&EP 662). The design project may focus on such areas as semiconductor materials, device physics, microstructure technology, or optoelectronics. Another area of study may be applied optics where core courses can be chosen from applied physics, electrical engineering, and physics.

Each individual program is planned by the student in consultation with the program chair. The objective is to provide a combination of a good general background in physics and introductory study in a specific field of applied physics. Candidates may enter with an undergraduate preparation in physics, engineering physics, or engineering. Those who have majored in physics usually seek advanced work with an emphasis on engineering; those who have majored in an engineering discipline generally seek to strengthen their physics base. Candidates coming from industry usually want instruction in both areas. All students granted the degree will have demonstrated competence in an appropriate core of basic physics; if this has not been accomplished at the undergraduate level, subjects such as electricity and magnetism, or classical, quantum, and statistical mechanics should be included in the program.

The general requirement for the degree is a total of 30 credits for graduate-level courses or their equivalent, earned with a grade of C or better and distributed as follows:

- 1) a design project in applied science or engineering (not less than 6 nor more than 12 credits)
- 2) an integrated program of graduate-level courses, as discussed below (14 to 20 credits)
- 3) a required special-topics seminar course (4 credits)

The design project, which is proposed by the student and approved by the program chair, is carried out on an individual basis under the guidance of a member of the university faculty. It may be experimental or theoretical in nature; if it is not experimental, a laboratory physics course is required.

The individual program of study consists of a compatible sequence of courses focused on a specific area of applied physics or engineering. It is planned to provide an appropriate combination of physics and physics-related courses (applied mathematics, statistical

mechanics, applied quantum mechanics) and engineering electives (such as courses in biophysics, chemical engineering, electrical engineering, materials science, computer science, mechanical engineering, or nuclear engineering). Additional science and engineering electives may be included. Some courses at the senior level are acceptable for credit toward the degree; other undergraduate courses may be required as prerequisites but are not credited toward the degree.

Students interested in the M.Eng.(Engineering Physics) degree program should contact Professor R. V. E. Lovelace.

APPLIED MATHEMATICS

The Center for Applied Mathematics administers a broadly based interdepartmental graduate program that provides opportunities for study and research in a wide range of the mathematical sciences. For detailed information on opportunities for graduate study in applied mathematics, contact the director of the Center for Applied Mathematics, 657 Engineering and Theory Center Building.

There is no special undergraduate degree program in applied mathematics. Undergraduate students interested in application-oriented mathematics may select an appropriate program in the Department of Mathematics or one of the departments in the College of Engineering.

A list of selected graduate courses in applied mathematics may be found in the description of the Center for Applied Mathematics, in the section "Interdisciplinary Centers and Programs."

CHEMICAL ENGINEERING

W. L. Olbricht, director; A. B. Anton, P. Clancy, C. Cohen, T. M. Duncan, J. R. Engstrom, K. E. Gubbins, D. A. Hammer, P. Harriott, D. L. Koch, R. P. Merrill, A. Panagiotopoulos, F. Rodriguez, M. L. Shuler, P. H. Steen, W. B. Streett

Bachelor of Science Curriculum

The undergraduate Field Program in Chemical Engineering comprises a coordinated sequence of courses beginning in the sophomore year and extending through the fourth year. Special programs in biochemical engineering and polymeric materials are available. Students who plan to enter the field program take Chemistry 208 as an approved elective during the freshman year. The program for the last three years, for students who have taken two engineering distribution courses during the first year and entered Cornell before Fall 1994 is as follows:

Term 3	Credits
Math 293, Engineering Mathematics	4
Phys 213, Electricity and Magnetism	4
Chem 389, Physical Chemistry (approved elective)	4
CHEME 219 (engineering distribution course)	3
Humanities or social sciences course	3

Term 4

Math 294, Engineering Mathematics	4
Phys 214, Optics, Waves, and Particles	4
Chem 290-390, Physical Chemistry	6
Engineering distribution course	3
Humanities or social sciences course	3

Term 5

Chem 253, Organic Chemistry**	4
Chem 251, Organic Chemistry Laboratory	2
CHEME 313, Chemical Engineering Thermodynamics	4
CHEME 323, Fluid Mechanics	3
Humanities or social sciences course	3

Term 6

Applied Science elective†	3
CHEME 101, Nonresident Lectures	1
CHEME 324, Heat and Mass Transfer	3
CHEME 332, Analysis of Separation Processes	4
CHEME 390, Reaction Kinetics and Reactor Design	3
Humanities or social sciences course	3

Term 7

CHEME 432, Chemical Engineering Laboratory	4
CHEME 472, Process Control	3
Electives*	6

Term 8

CHEME 462, Chemical Process Design	4
Humanities or social sciences course	3
Electives*	3
Humanities or social sciences course	3

*The electives in terms seven and eight comprise 6 credits of technical electives, and 3 credits of CHEME process or systems elective. CHEME process or systems electives include CHEME 564, Design of Chemical Reactors; CHEME 566, Systematic Methods for Process Design; CHEME 640, Polymeric Materials; CHEME 643, Introduction to Bioprocess Engineering; CHEME 656, Separations Using Membranes or Porous Solids; CHEME 661, Air Pollution Control.

**Chemistry 357 may be substituted for CHEM 253. The applied science elective must then be CHEM 358.

†Applied science electives include Biological Sciences 290, General Microbiology Lectures; Biological Sciences 330 and 331, Principles of Biochemistry; CEE 654, Aquatic Chemistry; CHEME 640, Polymeric Materials; CHEME 673, Adsorption and Reactions on Chemically Reactive Solids; Food Science 409, Food Chemistry; MS&E 331, Structure of Materials; MS&E 332, Electrical and Magnetic Properties of Materials; MS&E 441, Microprocessing of Materials; MS&E 449, Introduction to Ceramics; MS&E 452, Properties of Solid Polymers; any A&EP course numbered 333 or above; any Chemistry course numbered 301 or above; any Physics course numbered 300 or above.

Students entering in Fall 1994 or later should contact the field office for a copy of the curriculum.

Master of Engineering (Chemical) Degree Program

The professional master's degree, M.Eng.(Chemical), is awarded at the end of one year of graduate study with successful completion of 30 credits of required and elective courses in technical fields including engineering, mathematics, chemistry, physics, and business administration. Courses emphasize design and optimization based on the economic factors that affect design alternatives for processes, equipment, and plants. General admission and degree requirements are described in the college's introductory section.

Specific requirements include

- 1) two courses in advanced chemical engineering fundamentals chosen from CHEME 711, 713, 731, 732, and 751
- 2) two courses in applied chemical engineering science chosen from CHEME 564, 566, 640, 643, 656, and 661
- 3) a minimum of 3 credits of a design project, CHEME 565

Dean's certificate programs in Bioengineering, Engineering Management, Energy Engineering, and Manufacturing are available. A program offered jointly with the Food Science Department is also available, leading to both the Master of Engineering and the Master of Professional Studies degrees.

CIVIL AND ENVIRONMENTAL ENGINEERING

A. H. Meyburg, director; J. F. Abel, associate director; J. J. Bisogni, Jr., W. H. Brutsaert, G. G. Deierlein, R. I. Dick, P. Gergely, J. M. Gossett, M. D. Grigoriu, D. A. Haith, K. C. Hover, A. R. Ingrassia, G. H. Jirka, F. H. Kulhawy, J. A. Liggett, L. W. Lion, P. L-F. Liu, D. P. Loucks, W. R. Lynn, L. K. Nozick, T. D. O'Rourke, T. Peköz, W. D. Philpot, M. J. Sansalone, R. E. Schuler, C. A. Shoemaker, J. R. Stedinger, H. E. Stewart, M. A. Turnquist, R. N. White

Bachelor of Science Curriculum

The School of Civil and Environmental Engineering offers an accredited undergraduate program in civil engineering and permits students to pursue one of two options leading to the B.S. degree: civil engineering or environmental engineering. Within civil engineering, students may emphasize structural engineering, geotechnical engineering, hydraulics and hydrology, or transportation. The environmental engineering curriculum emphasizes study of environmental engineering, environmental and water resource systems, and hydraulics and hydrology. Sample curricula are available in the school office, 220 Hollister Hall.

Requirements for Admission to the Field:

Students planning to enter the Field Program in Civil and Environmental Engineering are required to complete ENGRD 202, Mechanics of Solids, either before or during the sophomore year with a grade of C- or better. Additional requirements for affiliation in the field are grade-point averages of at least 2.0: (1) in all engineering and science courses, (2) in the term immediately prior to affiliation, and (3) cumulatively for all courses.

Recommended Engineering Distribution Courses:

The recommended engineering distribution course for students planning to enter the environmental engineering option is ENGRD 219, Mass and Energy Balances. Students entering the environmental option who have not taken ENGRD 219 will be required to do so as part of the Field Program.

Recommended engineering distribution courses for students planning to enter the civil engineering option are:

ENGRD 261, Introduction to Mechanical Properties of Materials, for students interested in structural engineering or civil engineering materials;

ENGRD 201, Introduction to the Physics and Chemistry of the Earth, for students interested in geotechnical engineering;

ENGRD 221, Thermodynamics, for students interested in fluid mechanics and hydraulics/hydrology;

ENGRD 211, Computers and Programming, for students interested in transportation.

Field Program:

These field program requirements will apply to all students in the Class of 1998, and students in the Class of 1997 are strongly encouraged to follow these new curriculum options as well.

Environmental Engineering

For the Field Program in Environmental Engineering, students must take CHEM 208 in place of PHYS 214. The following nine courses are required in addition to those required for the Common Curriculum:

Courses	Credits
ENGRD 241, Engineering Computation*	3
CHEM 253, Elementary Organic Chemistry	4
BIOMI 290, General Microbiology, Lectures	3
CEE 304, Uncertainty Analysis in Engineering†	4
CEE 323, Engineering Economics	3
CEE 331, Fluid Mechanics	4
CEE 341, Introduction to Geotechnical Engineering	4
CEE 351, Environmental Quality Engineering	3
ABEN 475, Environmental System Analysis	3

Additional requirements include a set of two field-approved electives and three design electives from an approved list of courses which is available in the school office. In addition, students must complete one technical communications course from among the courses designated ENGRC or approved Communications courses. If the technical communications course is taken as an expressive art, then students must take an additional approved elective.

Civil Engineering

For the Field Program in Civil Engineering, students may elect to substitute CHEM 208 for PHYS 214. The following nine courses are required in addition to those required for the Common Curriculum.

Courses	Credits
ENGRD 203, Dynamics	3
ENGRD 241, Engineering Computation*	3
CEE 304, Uncertainty Analysis in Engineering†	4
CEE 323, Engineering Economics	3
CEE 331, Fluid Mechanics	4
CEE 341, Introduction to Geotechnical Engineering	4
CEE 351, Environmental Quality Engineering	3
CEE 361, Transportation Engineering	3
CEE 371, Structural Behavior	4

Additional requirements include a set of two field-approved electives (one from outside the field) and three design electives from an approved list of courses which is available in the school office. In addition, students must complete one technical communications course from among the courses designated ENGRC or approved Communications courses. If the technical communications course is taken as an expressive art, then students must take an additional approved elective from a department or school other than Civil and Environmental Engineering.

*ENGRD 241 can be used to satisfy both the computer application requirement and a field program requirement.

†ENGRD 270 may be accepted (on petition) as a substitute for CEE 304 in the field program, but only if ENGRD 270 is taken before entry into the field, or in some special cases where co-op or study abroad programs necessitate such a substitution.

Master of Engineering (Civil) Degree Program

The M.Eng. (Civil) degree program is a 30-credit (usually ten-course) curriculum designed to prepare students for professional practice. There are two options in this program: one in civil and environmental engineering design and one in engineering management. Both options require a broad-based background in an engineering field. Applicants holding an ABET-accredited (or equivalent) undergraduate degree in engineering automatically satisfy this requirement. Those without such preparation will require course work beyond the graduate program's 30-credit minimum to fulfill the engineering preparation requirement. Both options also require one course in professional practice and a two-course project sequence. The project entails synthesis, analysis, decision making, and application of engineering judgment. Normally it is undertaken in cooperation with an outside practitioner, and it includes an intensive, full-time, three-week session between semesters. The general degree requirements and admissions information are described above in the section entitled "Master of Engineering Degree Programs." Each student's program of study is designed individually in consultation with an academic adviser and then submitted to the school's Professional Degree Committee for approval.

For the M.Eng. (Civil) program in civil and environmental engineering design options, the requirements are:

- 1) Three courses, one in professional engineering practice (CEE 503) and a two-course design project (CEE 501 and 502)
- 2) Specialization in a major—three to five courses in either environmental engineering, environmental and public systems engineering, geotechnical engineering, hydraulic engineering, remote sensing, structural engineering, or transportation engineering
- 3) Two courses in a single related or minor area
- 4) Technical electives (up to two courses)

Courses in the minor and electives may consist of graduate or advanced courses in fields related to the major, either inside or outside of the school.

For the M.Eng. (Civil) program in the engineering management option, the requirements are:

- 1) Five courses: Management Practice (CEE 590), Engineering Management Methods (CEE 593 and 594), and the Management Project (CEE 591 and 592).
- 2) One course in finance, accounting, or engineering economics, as appropriate given a student's background.
- 3) One course in individual and/or organizational behavior from a recommended list.
- 4) Three courses from a disciplinary or functional specialization, subject to adviser's approval.

The School of Civil and Environmental Engineering cooperates with the the Johnson Graduate School of Management in two joint programs leading to both Master of Engineering and Master of Business Administration degrees. See the introductory section under College of Engineering.

Applications for the six-year B.S./M.Eng./M.B.A. program must be submitted at the beginning of the sixth term of study.

COMPUTER SCIENCE

R. L. Constable, chair; K. Birman, B. Bloom, C. Cardie, T. Coleman, B. Donald, D. Gries, J. Hartmanis, T. Henzinger, J. E. Hopcroft, D. Huttenlocher, D. Kozen, P. Pedersen, K. Pingali, M. Rauch, R. A. Rubinfeld, G. Salton, F. B. Schneider, B. Smith, D. Subramanian, R. Teitelbaum, S. Toueg, N. Trefethen, C. Van Loan, S. Vavasis, T. vonEicken, R. Zabih

Bachelor of Science Curriculum

The Field Program in Computer Science is intended for students who are interested in the computing process and in the fundamental structure of algorithms, data, and languages that underlie that process.

A student entering the Field Program in Computer Science must take COM S 211 or 212 and COM S 280 before beginning the upperclass sequence. Students who do not earn a grade of B- or better in both COM S 211 or 212 and COM S 280 are strongly advised against attempting the computer science field program. Students who have not maintained an average of at least 3.0 in the mathematics courses required by the Common Curriculum are also discouraged

from entering the program. Apart from these requisites and those of the college, the courses required for the Field Program in Computer Science are:

<i>Course Work</i>	<i>Credits</i>
Systems sequence	11
COM S 314, Systems and Organization	
COM S 410, Data Structures	
COM S 414, Systems Programming and Operating Systems	
Theory sequence	8
COM S 381 or 481, Theory of Computing	
COM S 482, Analysis of Algorithms	
Numerical Analysis	3-4
COM S 222, Scientific Computation, or	
COM S 421, Numerical Solutions of Algebraic Equations	
Computer science electives	8-9
Two nonrequired computer science courses numbered 400 or above,* plus a laboratory project course (for example, COM S 413, 415, 418, 433, 463, or 473).	
Related electives	14-16
One mathematically oriented course plus three courses forming an upper-level concentration in mathematics, operations research, electrical engineering, or another technical area.	

*Must be three or more credits.

For more information, refer to the *Computer Science Undergraduate Handbook*, available from 303 Upson Hall.

The performance of students in the Field of Computer Science is reviewed each term. To remain in good standing with the department, they must have an overall term average of at least 2.3 with no courses failed and a term average for field program courses of at least 2.7 with no course grade less than C-, and they must be making satisfactory progress in the field.

Cooperative Program with the Johnson Graduate School of Management

Undergraduates majoring in computer science may be interested in a program that can lead, in the course of six years, to B.S., M.Eng.(Computer Science), and M.B.A. degrees. This program, which is sponsored jointly by the College of Engineering and the Johnson Graduate School of Management, enables students to study several subjects required for the M.B.A. degree as part of their undergraduate curriculum. Planning must begin early, however, if all requirements are to be completed on schedule.

For further details and assistance in planning a curriculum, students should contact the assistant director of undergraduate programs in Upson Hall.

Master of Engineering (Computer Science) Degree Program

The one-year program leading to the degree of M.Eng.(Computer Science) admits forty to seventy students a year. A strong undergraduate background in computer science or a related field is required. Early admission is available for Cornell seniors who apply in the fall semester.

The emphasis of the curriculum can be on programming languages and systems or theory of algorithms and theory of computation or numerical analysis, artificial intelligence, or

information processing, which includes databases and information organization and retrieval. The required design project could be, for example, the design of a compiler for a large subset of a general-purpose programming language, or the solution of a significant engineering problem using computer science techniques.

ELECTRICAL ENGINEERING

J. S. Thorp, director; J. M. Ballantyne, T. Berger, A. W. Bojanczyk, G. M. Brown, H.-D. Chiang, R. C. Compton, D. F. Delchamps, L. F. Eastman, D. T. Farley, T. L. Fine, Z. Haas, D. A. Hammer, C. Heegard, S. S. Hemami, C. R. Johnson, Jr., M. C. Kelley, P. M. Kintner, R. Kline, J. P. Krusius, M. E. Leeser, R. L. Liboff, Y.-H. Lo, N. C. MacDonald, P. R. McIsaac, J. A. Nation, T. W. Parks, A. Phillips Jr., C. R. Pollock, C. Pottle, A. P. Reeves, C. E. Seyler, Jr., J. R. Shealy, R. N. Sudan, C. L. Tang, R. J. Thomas, H. C. Tornig, G. J. Wolga

Bachelor of Science Curriculum

The undergraduate Field Program in Electrical Engineering provides a foundation that reflects the broad scope of this engineering discipline.

Concentrations include computer engineering; control systems; electronic circuit design; information, communication, and decision theory; microwave electronics; plasma physics; power and energy systems; quantum and optical electronics; radio and atmospheric physics; and semiconductor devices and applications.

New Curriculum (starting with Class of 1998)

Students planning to enter the Field Program in Electrical Engineering must take ELE E 230, Introduction to Digital Systems, as an engineering distribution course. The fall of the sophomore year is the preferred term for EE 230 for students without advanced standing in mathematics. Electrical engineering students with an interest in computer engineering are encouraged to take COM S 211 as an engineering distribution course prior to entry into the field program. In addition, the field program begins normally in the spring of the sophomore year, as shown below. All of these courses (except ELEE 210) are taught only once a year, either spring or fall, as indicated in the course descriptions.

Course	Credits
<i>Field Required Courses</i>	
ELE E 210, Introduction to Electrical Systems	3
ELE E 215, Electrical Systems Laboratory	3
ELE E 301, Electrical Signals and Systems I	4
ELE E 303, Electromagnetic Waves and Fields I	4
ELE E 315, Electrical Laboratory	4
A choice of three courses from among:	12
ELE E 302, Electrical Signals and Systems II	
ELE E 304, Electromagnetic Waves and Fields II	
ELE E 306, Fundamentals of Quantum and Solid State Electronics	

ELE E 308, Fundamentals of Computer Engineering

ELE E 310, Probability and Random Signals*

Field Elective Courses

Electrical Engineering Approved Electives†	12
Electives Outside Field‡ (3 courses)	9
Total minimum field credits	51

*ELE E 310 can be taken in place of ENGRD 260 or 270 or TAM 310 to satisfy the college application of probability and statistics requirement.

†Must include two electrical engineering laboratory courses and at least one course at the 400-level or above.

‡See *Electrical Engineering Handbook* for detailed definitions, but must include one course at the 300-level or above. At least one of the required electrical engineering laboratory courses must be selected from a list including ELE E 320, 425, 430, 453, 457, 475, 476, 488, 497 and 530. The other may be selected from the above list or from among ELE E 423, 426, 433, 451, 452, 471, 472, 481, 526, 536, 539, 554, and 558.

All students graduating with a B.S. degree must fulfill the engineering design requirement. To meet this requirement, students must demonstrate that they have completed courses that contain at least 16 credits of engineering design. A table listing the engineering design content of all relevant electrical engineering and computer science courses is available in the electrical engineering undergraduate program office.

Undergraduate specialization is achieved through the various electrical engineering elective courses, as well as other courses in related technical fields within engineering, mathematics, the physical sciences, and the analytical biological sciences. The School of Electrical Engineering offers more than thirty courses that are commonly taken as electives by undergraduates.

Maximum technical course scheduling flexibility in the field program is preserved only for those students who do not complete their 6 credits of college approved electives prior to entry into the field program. Accordingly, intended electrical engineering students are advised to consider course selection carefully during their first three terms in engineering.

An electrical engineering honors program also exists for those students who so desire and meet the program entrance requirements. The honors program requires additional courses, a required undergraduate research or design project, or an honors thesis. Details are available in the *1995-96 Electrical Engineering Handbook*.

Students with advanced standing frequently take one or more graduate-level courses prior to graduation and may actually begin the Master of Electrical Engineering program in their last semester of undergraduate course work so long as 8 or fewer credits remain toward B.S. degree requirements and a 3.0 GPA has been maintained. Admission must be approved in advance of this last semester of undergraduate work.

All students majoring in electrical engineering are expected to meet the following academic standards:

1. Students must achieve a grade-point average of at least 2.3 every semester.
2. No course with a grade of less than C- may be used to satisfy degree requirements in the field program or serve as a prerequisite for a subsequent electrical engineering course.
3. Students must complete satisfactorily ELE E 210, ELE E 215, MATH 294, and PHYS 214 by the end of the first semester in the Field Program of Electrical Engineering, and make adequate progress toward the degree in subsequent semesters.
4. Honors program students must meet the GPA and progress requirements specified in the *Electrical Engineering Handbook* to remain active participants.

Master of Engineering (Electrical) Degree Program

The M.Eng.(Electrical) degree program prepares students either for professional work in electrical engineering and closely related areas or for further graduate study in a doctoral program. The M.Eng. degree differs from the Master of Science degree mainly in its emphasis on engineering design and analysis skills rather than basic research.

The program requires 30 credits of advanced technical course work, including a minimum of four courses in electrical engineering. An electrical engineering design project is also required and may account for 3 to 8 credits of the M.Eng. program. Occasionally, students take part in very extensive projects and may apply for a waiver of the 8-credit maximum and increase the project component to 10 credits. Students with special career goals, such as engineering management, may apply to use up to 8 credits of approved courses that have significant technical content, but are taught in disciplines other than engineering, mathematics, or the physical sciences.

Although admission to the M.Eng.(Electrical) program is highly competitive, all well-qualified students are urged to apply. Further information is available from the Master of Electrical Engineering Program Office in 222 Phillips Hall.

GEOLOGICAL SCIENCES

B. L. Isacks, chair; R. W. Allmendinger, K. Attoh, M. Barazangi, W. A. Bassett, J. M. Bird, A. L. Bloom, L. D. Brown, L. M. Cathles, J. L. Cisne, T. E. Jordan, D. E. Karig, R. W. Kay, S. Mahlburg Kay, F. H. T. Rhodes, W. B. Travers, D. L. Turcotte, W. M. White

Bachelor of Science Curriculum

Study in geological sciences is offered for engineering students who are preparing for careers in earth sciences and for those who want a broad background in the geological sciences as preparation for careers in other engineering fields. The Department of Geological Sciences is organized as an intercollege department in the College of Arts and Sciences and the College of Engineering. College of Arts and Sciences students should consult that college's section on geological sciences as well as the course listing here.

The Department of Geological Sciences is also taking part in a new intercollege program in

the Science of Earth Systems, which will be available to students in the Colleges of Arts and Sciences, Engineering, and Agricultural and Life Sciences beginning fall 1995. This program, which is being developed as a new intercollege major, will emphasize a strong preparation in basic mathematics and sciences and an integrated approach to the study of the earth system including the lithosphere, biosphere, hydrosphere, and atmosphere. The aim is to prepare students for graduate study and careers across the broad spectrum of earth sciences required for successful understanding and management of our planet. For a description of the program and proposed requirements for the major, see the section, Interdisciplinary Centers, Programs, and Studies, in the front part of the catalog.

All geology majors take substantially the same set of upper-level geology courses regardless of their college affiliation. The difference between the curricula for students in engineering (B.S.-degree candidates) and those in arts and sciences (B.A.-degree candidates) is in their respective college requirements such as distribution courses, languages, social sciences, and humanities requirements. Both B.S.- and B.A.-degree programs stress a balanced overview of geology, without specialization. Within the B.S.-degree program, substantial specialization can be achieved by careful selection of field approved electives.

Students in the College of Engineering who may wish to affiliate with the Field Program of Geological Sciences may take ENGR 122 and ENGRD 201 as distribution courses. As a prerequisite for the major, they should take GEOL 201 (ENGRD 201) or GEOL 101 or 103 as a field approved elective, preferably during their freshman or sophomore year. For those interested in geobiology, BIO G 101-103 and 102-104 are recommended. Chemistry 208 may be substituted for PHYS 214 with approval of the adviser.

Geological Sciences requires the following courses for the engineering major: GEOL 210, 214, 326, 355, 356, 375, and 388. GEOL 210 plus 214 count as one course for purposes of graduation requirements. At least two field approved electives should be GEOL 400 or 600-level courses.

In addition, a requirement for field experience may be met by completing one of the following: (a) GS 491-492 (Undergraduate Research) based on field work (2-credit minimum); (b) GS 437 (Geophysical Field Methods) as an additional field approved elective (3 credits); (c) An approved field course taught by another college or university (3 credit minimum); (d) GS 212 (Special January Field Trip) (2 credits). Field observations made during GS 212 could be the basis for GS 491-492.

Core courses may be taken in any reasonable sequence, except that GEOL 355, which is offered in the fall, should be taken before GEOL 356, which is offered in the spring. GEOL 326, 355, 356, and 375 should be taken relatively early in the major program.

It is recommended that students intending to specialize in *geophysics* select most of their field approved electives from the appropriate advanced geology courses and the following courses or their equivalents; these guidelines also apply to the students' choice of other electives outside the major field.

A&EP 333, Mechanics of Particles and Solid Bodies

A&EP 355, Intermediate Electromagnetism

A&EP 356, Intermediate Electrodynamics

A&EP 434, Continuum Physics

Phys 410, Advanced Experimental Physics

T&AM 310-311, Advanced Engineering Analysis I and II

It is recommended that students intending to specialize in *geochemistry* (including petrology and mineralogy) select most of their field approved electives from the appropriate advanced geology courses and the following courses or their equivalents; these guidelines also apply to the students' choice of other electives outside the major field.

CEE 654, Aquatic Chemistry

Chem 207, 208, General Chemistry

Chem 287-288, Introductory Physical Chemistry

Chem 300, Quantitative Chemistry

Chem 301, Experimental Chemistry I

Chem 302, Experimental Chemistry II

Chem 303, Experimental Chemistry III

Chem 357-358, Introductory Organic Chemistry

Chem 389-390, Physical Chemistry I and II

MS&E 331, Structural Characterization and Properties of Materials

MS&E 335, Thermodynamics of Condensed Systems

It is recommended that students intending to specialize in *geobiology* select most of their field approved electives from the appropriate advanced geology courses and the following courses or their equivalents; these guidelines also apply to the students' choice of other electives outside the major field.

BIOPL 241, Introductory Botany

BIOES 261, Ecology and the Environment

BIOES 274, Functional and Comparative Morphology of Vertebrates

BIOES 278, Evolutionary Biology

BIOES 371, Human Biology and Evolution

BIOES 373, Biology of the Marine Invertebrates

BIOPL 448, Plant Evolution and the Fossil Record

Chem 253, Elementary Organic Chemistry

It is recommended that students who want to pursue further training or immediate employment in *applied geology* (environmental and engineering geology, geohydrology, petroleum geology, or geological engineering) select most of their field approved electives from the appropriate advanced geology courses and the following courses or their equivalents, with two of the four from the same field; these guidelines also apply to the students' choice of other electives outside the major field.

GEOL 204 (also SCAS 371 and ABEN 371), Hydrology and the Environment

ABEN 475, Environmental Systems Analysis

ABEN 671, Analysis of the Flow of Water and Chemicals in Soils

SCAS 361, Genesis, Classification, and Geography of Soils

SCAS 366, Soil Chemistry

SCAS 667, Soil Physics

CEE 331, Fluid Mechanics

CEE 332, Hydraulic Engineering

CEE 341, Introductory Soil Mechanics

CEE 351, Environmental Quality Engineering

CEE 611, Remote Sensing Applications

CEE 612, Physical Environment Evaluation

CEE 615, Digital Image Processing

CEE 633, Flow in Porous Media and Groundwater

CEE 640, Foundation Engineering

MS&E 331, Structural Characterization and Properties of Materials

MS&E 445, Mechanical Properties of Materials

OR&IE 260, Introductory Engineering Probability

OR&IE 370, Introduction to Statistical Theory with Engineering Applications

Students intending to specialize in *economic geology* or pursue careers in the mining industries or mineral exploration should consider including economics courses among their liberal studies distribution courses and should select most of their field approved electives from the groups of courses listed above for geochemistry and applied geology plus the following additional courses; these guidelines also apply to the students' choice of other electives outside the major field.

CEE 654, Aquatic Chemistry

CEE 741, Rock Engineering

Students who want a more general background or who want to remain uncommitted with regard to specialty must choose at least two of their field approved electives from the same field, at a level comparable to the courses listed above. The electives outside the field may be chosen from offerings in other science or engineering fields or the liberal arts, but should be at the 300 level or above. Students may request substitution of GEOL 491 and 492, Undergraduate Research, for a fourth-year field approved elective.

Students intending to pursue graduate study in geology are reminded that some graduate schools require proficiency in reading the scientific literature in one or two of the three languages, French, German, and Russian. Undergraduate preparation in foreign languages is advantageous for many careers, as well.

Master of Engineering (Geological Sciences Degree Program)

The Master of Engineering (Geological Sciences) degree is intended to provide future professional geologists with the geological and engineering background they will need to analyze and solve engineering problems that involve geological variables and concepts. Students may choose a program from one of several options, or tailor a program to meet their special interests with the help of a faculty adviser.

The program requires 30 credits of postgraduate instruction, at least 10 of which must involve engineering design. Students must

also complete a design project, worth between 3 and 12 credits, that has a significant geological component and results in substantial conclusions or recommendations.

General information on admission and degree requirements for the M.Eng. degree programs can be found in the college's introductory section.

MATERIALS SCIENCE AND ENGINEERING

C. Y. Li, director; D. G. Ast, J. M. Blakely, R. Dieckmann, E. Giannelis, D. T. Grubb, E. J. Kramer, C. Ober, R. Raj, A. L. Ruoff, S. L. Sass, M. O. Thompson

Bachelor of Science Curriculum

Students majoring in materials science and engineering are required to take MS&E 261, Introduction to Mechanical Properties of Materials, or MS&E 262, Introduction to Electrical Properties of Materials, before affiliating with the field. They are strongly urged to take it as an engineering distribution course during their sophomore year. Students in materials science and engineering must concentrate in a specialization which may cover an area such as materials science, solid state, metallic materials, ceramic materials, polymeric materials, or electronic materials.

Specialization is achieved through the selection of technical electives in the junior and senior years. Optional research involvement courses provide undergraduates with the opportunity to work with faculty members and their research groups on current projects.

The requirements for a Bachelor of Science degree in Materials Science and Engineering are:

1. Completion of common curriculum including humanities and social sciences.
2. Completion of 11 required field courses below:

MS&E 331, Structural Characterization of Materials

MS&E 332, Electrical and Magnetic Properties of Materials

MS&E 335, Thermodynamics of Condensed Systems

MS&E 336, Kinetics, Diffusion, and Phase Transformations

MS&E 441, Microprocessing of Materials

MS&E 442, Macroprocessing of Materials

MS&E 433/435, Senior Materials Laboratory I or Senior Thesis I

MS&E 444/435, Senior Materials Laboratory II or Senior Thesis II

MS&E 445, Mechanical Properties of Materials

MS&E 447 & 448, Materials Design Concepts I & II

3. Four courses in a technical specialization.
4. Twelve credits of other electives.
5. One of the elective or specialization courses must include substantial chemical synthesis (e.g., MS&E 414, MS&E 452, CHEM 208 or CHEM 253).

To continue in good standing in the Field of Materials Science and Engineering, students must

- 1) Maintain an overall 2.0 term average.
- 2) Maintain an average of 2.3, with no grade below C, in the department's core curriculum.
- 3) Completion of MS&E 261 or 262 with a minimum grade of C prior to affiliation.

The department's core curriculum consists of all the required MS&E courses including MS&E 261 or 262 and the four courses comprising the student's area of specialization.

An attractive and very challenging program combines the materials science and engineering curriculum with that of either electrical engineering or mechanical engineering, leading to a double major. The combination of materials science and engineering with electrical engineering is particularly well suited to students who will eventually be employed in the electronic materials industry. Mechanical engineers knowledgeable in materials science also will be well equipped for technical careers. Curricula leading to the double-major degree must be approved by both of the departments involved. Students are urged to plan such curricula as early as possible.

Master of Engineering (Materials) Degree Program

Students who have completed a four-year undergraduate program in engineering or the physical sciences can be considered for admission into the M.Eng.(Materials) program. This program consists of 30 credits, including course work and a master's design project. The project, which requires individual effort and initiative, is carried out under the supervision of a faculty member. Twelve credits are devoted to the project, which is normally experimental in nature, although analytical projects are also possible.

Courses for the additional 18 credits are selected from the graduate-level classes in materials science and engineering and from other related engineering fields approved by the faculty. Typically half of the courses are from MS&E. One 3-credit technical elective must include advanced mathematics (modeling, computer application, or computer modeling), beyond the MS&E undergraduate requirements.

MECHANICAL AND AEROSPACE ENGINEERING

D. A. Caughey, director; P. L. Auer, C. T. Avedisian, D. L. Bartel, G. Berkooz, J. F. Booker, I. D. Boyd, P. R. Dawson, P. C. T. deBoer, E. M. Fisher, A. R. George, F. C. Gouldin, S. Kannapan, S. Leibovich, M. Y. Louge, J. L. Lumley, M. P. Miller, F. C. Moon, F. K. Moore, R. M. Phelan, S. B. Pope, M. L. Psiaki, E. L. Resler, Jr., S.-f. Shen, D. L. Taylor, K. E. Torrance, H. B. Voelcker, K. K. Wang, Z. Warhaft, R. Warkentin, C. H. K. Williamson, N. Zabarav

Members of the faculty of the graduate Fields of Aerospace Engineering and Mechanical Engineering are listed in the *Announcement of the Graduate School*.

Bachelor of Science Curriculum in Mechanical Engineering

The upperclass Field Program in Mechanical Engineering is designed to provide a broad background in the fundamentals of this discipline as well as to offer an introduction to the many professional and technical areas with which mechanical engineers are concerned. The program covers both major streams of the field of mechanical engineering.

Mechanical systems, design, and materials processing is concerned with the design, analysis, testing, and manufacture of machinery, vehicles, devices, and systems. Particular areas of concentration are mechanical design and analysis, vehicle engineering, biomechanics, and materials processing and precision engineering. Other topics covered are computer-aided design, vibrations, control systems, and dynamics.

Engineering of fluids, energy, and heat-transfer systems is concerned with the efficient conversion of energy in electric power generation and aerospace and surface transportation, the environmental impact of engineering activity (including pollutants and noise), and the experimental and theoretical aspects of fluid flow, heat transfer, thermodynamics, and combustion. Specific areas of concentration include aerospace engineering; heat, energy, and power engineering; and thermo-fluid sciences.

The undergraduate program is a coordinated sequence of courses beginning in the sophomore year. During the fall term sophomore students who plan to enter the Mechanical Engineering Program take ENGRD 202 (also T&AM 202) as an engineering distribution course. They also are urged to take ENGRD 221 (also M&AE 221), which is a field requirement that may simultaneously satisfy Common Curriculum requirements as an engineering distribution course. Occasionally because of study abroad or requirements for second majors or pre-med, students cannot complete all of the required sophomore courses on schedule. In such cases students should delay ENGRD 221 until the first semester of the junior year. The Sibley School is supportive of students with unusual requirements, but any delays or substitutions must be discussed with and receive approval from the student's adviser.

The requirements for the degree of Bachelor of Science in Mechanical Engineering are as follows:

1. Completion of the Common Curriculum. During the upperclass years this will typically mean earning credit for five humanities or social science courses.
2. Completion of the field requirements, which consist of eleven required courses (beyond ENGRD 202 already mentioned), and five elective courses (24 credits).

The eleven required courses are:

- M&AE 212, Mechanical Properties and Processing of Engineering Materials
- M&AE 221, Introduction to Thermodynamics
- M&AE 225, Mechanical Design and Synthesis
- T&AM 203, Dynamics
- ELE E 210, Introduction to Electrical Systems
- M&AE 323, Introduction to Fluid Mechanics

- M&AE 324, Heat Transfer
- M&AE 325, Mechanical Design and Analysis
- M&AE 326, System Dynamics
- M&AE 427, Fluids/Heat Transfer Laboratory
- M&AE 428, Engineering Design

Electives

Students should use the flexibility provided by the field approved electives, approved electives, and humanities /social sciences electives to develop a program to meet their specific goals.

Field Approved Electives

The upper-level program includes five field approved electives. Using these five courses, the student must satisfy the following requirements.

At least three of the courses must be upper-level (300+) M&AE courses. Of these three, two must satisfy a concentration chosen by the student.

Typically these are two courses chosen from an appropriate subset of the school's upper-class offering.

However, students can petition for approval of two related courses to form a custom concentration.

The standard concentrations are

- Fluids/Aerospace Engineering, M&AE 305, 423, 506, 507
- Thermo-Fluids M&AE 423, 449, 506, 543
- Materials Processing M&AE 412, 414
- Mechanical Systems M&AE 389, 465, 469, 478, 489
- Vehicle Engineering M&AE 386, 449, 486, 506, 507

Of the three upper-level M&AE courses, one must be an approved design elective. The design offerings may change from year to year.

Typically this list includes M&AE 401, 464, 486, and 489.

Note that the design elective must be taken during the senior year. Note that a single course may satisfy both the design and concentration requirements, in which case the third course could be any upper level M&AE course.

One of the courses must be an approved upper-level mathematics course taken after Math 294. The course must include some material on statistics. Currently, the approved courses are T&AM 310 and OR&IE 270.

One of the field approved electives can be viewed as a technical elective and can be any course at an appropriate level, chosen from engineering, mathematics, or science (physics, chemistry, or biological sciences). Appropriate level is interpreted as being at a level beyond the required courses of the college curriculum. Note that courses in economics, business, and organizations are not accepted. Advisers may approve such courses as approved electives.

Approved Electives

To maximize flexibility (i.e., the option for study abroad, COOP, internships, pre-med, and flexibility during the upper-class years), the Sibley School faculty recommends that students delay use of approved electives until after term three. The faculty encourages

students to consider the following as possible approved electives:

- any engineering distribution course
- course stressing oral or written communications
- courses stressing the history of technology
- rigorous courses in the physical sciences (physics, biology, chemistry)
- courses in informational science (mathematics, computer science)
- courses in methodologies (modeling, problem solving, synthesis, design)
- course in technology (equipment, machinery, instruments, devices, processes)
- courses in business enterprise operations (economics, financial, legal, etc.)
- courses in organizational behavior
- courses in cognitive sciences.

Recommendation on Humanities/Social Sciences Electives

Students are encouraged to build a program that includes studies in

- history of technology
- societal impacts of technology
- history
- foreign languages
- ethics
- communications
- political science
- aesthetics
- economics
- architecture

An additional graduation requirement of the field program is proof of elementary competence in technical drawing. The demonstration of competence is expected before completion of M&AE 325, Mechanical Design and Analysis. This proof may be given in a number of ways, including satisfactory completion of

- a. a technical drawing course in high school or in a community college,
- b. ENGRG 102, Drawing and Engineering Design,
- c. another technical drawing course at Cornell, or
- d. a departmental examination.

The computer applications requirement of the Common Curriculum may be satisfied by several courses, including M&AE 389 or 489.

The writing requirement of the Common Curriculum is satisfied by M&AE 427.

Introduction to Electrical Systems (ELE E 210) may be replaced or supplemented by Introductory Electronics (PHYS 360).

A limited set of third-year courses is offered each summer under the auspices of the Engineering Cooperative Program.

Applicability: The curriculum requirements described above apply to the Class of '98 and beyond. Graduates of the Classes of '96, and '97 may choose to complete their studies under the previous requirements or those described above. Generally the Sibley School expects the Classes of '96 and '97 to use the

requirements described above. More detailed materials describing the Mechanical Engineering Program may be obtained from the Sibley School of Mechanical and Aerospace Engineering, Upson Hall.

Preparation in Aerospace Engineering

Although there is no separate undergraduate program in aerospace engineering, students may prepare for a career in this area by majoring in mechanical engineering and taking courses from the aerospace engineering concentration such as M&AE 305, 506, and 507. Students may prepare for the graduate program in aerospace engineering by majoring in mechanical engineering, in other appropriate engineering specialties such as electrical engineering or engineering physics, or in the physical sciences. Other subjects recommended as preparation for graduate study include thermodynamics, fluid mechanics, applied mathematics, chemistry, and physics.

Master of Engineering (Aerospace) Degree Program

The M.Eng. (Aerospace) degree program provides a one-year course of study for those who wish to develop a high level of competence in engineering science, current technology, and engineering design.

The program is designed to be flexible so that candidates may concentrate on any of a variety of specialty areas. These include aerodynamics, acoustics and noise, turbulent flows, rarefied and non-equilibrium flows, combustion, dynamics and control, CFD, etc.

A coordinated program of courses for the entire year is agreed upon by the student and the faculty adviser. This proposed program, together with a statement of purpose, is submitted for approval to the M&AE Master of Engineering Committee during the first week of class; any subsequent changes must also be approved by the committee. An individual student's curriculum includes a 4- to 8-credit design course, a major concentration consisting of a minimum of 12 credits, and sufficient technical electives to meet the total degree requirement of 30 credits (of which at least 28 credits must have letter grades).

The design projects may arise from individual faculty and student interests or from collaboration with industry. All projects must have an aerospace engineering design focus and have the close supervision of a faculty member.

The courses that constitute the major concentration must be graduate-level courses in aerospace engineering. In general, all courses must be beyond the level of those required in an undergraduate engineering program; credit may be granted for an upper-level undergraduate course if the student has done little or no previous work in that subject area, but such courses must have the special approval of the M&AE Master of Engineering Committee.

The technical electives may be courses of appropriate level in mathematics, physics, chemistry, or engineering; a maximum of 6 credits may be taken in areas other than these if the courses are part of a well-defined program leading to specific professional objectives. It is expected that all students will use technical electives to develop proficiency in mathematics beyond the minimum required

of Cornell engineering undergraduates if they have not already done so before entering the program. Courses in advanced engineering mathematics or statistics are particularly recommended.

Students should check with the M&AE graduate field office (104 Upson Hall) for additional degree requirements.

Master of Engineering (Mechanical) Degree Program

The M.Eng. (Mechanical) degree program provides a one-year course of study for those who wish to develop a high level of competence in engineering science, current technology, and engineering design.

The program is designed to be flexible so that candidates may concentrate on any of a variety of specialty areas. These include biomechanical engineering, combustion, energy and power systems, fluid mechanics, heat transfer, materials and manufacturing engineering, mechanical systems and design, CFD, CAE, CAD, CAM, etc.

A coordinated program of courses for the entire year is agreed upon by the student and the faculty adviser. This proposed program, together with a statement of purpose, is submitted for approval to the M&AE Master of Engineering Committee during the first week of class; any subsequent changes must also be approved by the committee. An individual student's curriculum includes a 4- to 8-credit design course, a major concentration consisting of a minimum of 12 credits, and sufficient technical electives to meet the total degree requirement of 30 credits (of which at least 28 credits must have letter grades).

The design projects may arise from individual faculty and student interests or from collaboration with industry. All projects must have a mechanical engineering design focus and have the close supervision of a faculty member.

The courses that constitute the major concentration must be graduate-level courses in mechanical and aerospace engineering or a closely related field such as theoretical and applied mechanics. In general, all courses must be beyond the level of those required in an undergraduate engineering program; credit may be granted for an upper-level undergraduate course if the student has done little or no previous work in that subject area, but such courses must have the special approval of the M&AE Master of Engineering Committee.

The technical electives may be courses of appropriate level in mathematics, physics, chemistry, or engineering; a maximum of 6 credits may be taken in areas other than these if the courses are part of a well-defined program leading to specific professional objectives. It is expected that all students will use technical electives to develop proficiency in mathematics beyond the minimum required of Cornell engineering undergraduates if they have not already done so before entering the program. Courses in advanced engineering mathematics or statistics are particularly recommended.

Students should check with the M&AE graduate field office (104 Upson Hall) for additional degree requirements.

Students enrolled in the M.Eng. (Mechanical) degree program may take courses that also

satisfy the requirements of the Manufacturing, Energy, or Electronic Packaging option programs leading to special dean's certificates in those areas.

NUCLEAR SCIENCE AND ENGINEERING

Faculty members in the graduate Field of Nuclear Science and Engineering who are most directly concerned with the Master of Engineering (Nuclear) curriculum include K. B. Cady (faculty representative), D. D. Clark, H. H. Fleischmann, D. A. Hammer, V. O. Kostroun, and S. C. McGuire

Undergraduate Study

Although there is no special undergraduate field program in nuclear science and engineering, students who intend to enter graduate programs in this area are encouraged to begin specialization at the undergraduate level. This may be done by choice of electives within regular field programs (such as those in engineering physics, materials science and engineering, and civil, chemical, electrical, or mechanical engineering) or within the College Program.

Master of Engineering (Nuclear) Degree Program

The two-term curriculum leading to the M.Eng.(Nuclear) degree is intended primarily for individuals who want a terminal professional degree, but it may also serve as preparation for doctoral study in nuclear science and engineering. The course of study covers the basic principles of nuclear reactor systems with a major emphasis on reactor safety and radiation protection and control. The special facilities of the Ward Laboratory of Nuclear Engineering are described in the *Announcement of the Graduate School*.

The interdisciplinary nature of nuclear engineering allows students to enter from a variety of undergraduate specializations. The recommended background is (1) an accredited baccalaureate degree in engineering, physics, or applied science; (2) physics, including atomic and nuclear physics; (3) mathematics, including advanced calculus; and (4) thermodynamics. Students should see that they fulfill these requirements before beginning the program. In some cases, deficiencies in preparatory work may be made up by informal study during the preceding summer. General admission and degree requirements are described in the college's introductory section.

The following courses are included in the 30-credit program:

Fall term

NS&E 509, Nuclear Physics for Applications
A&EP 612, Nuclear Reactor Theory
A&EP 633, Nuclear Engineering
Technical elective

Spring term

A&EP 651, Nuclear Measurements Laboratory
NS&E 545, Energy Seminar
Technical elective

Engineering design project

Mathematics or physics elective

Engineering electives should be in a subject area relevant to nuclear engineering, such as energy conversion, radiation protection and control, feedback control systems, magnetohydrodynamics, controlled thermonuclear fusion, and environmental engineering. The list below gives typical electives.

M&AE 651, Advanced Heat Transfer

ELE E 581, Introduction to Plasma Physics

ELE E 582, Advanced Plasma Physics

ELE E 589, Magnetohydrodynamics

ELE E 471, Feedback Control Systems

ELE E 472, Digital Control Systems

A&EP 638, Intense Pulsed Electron and Ion Beams: Physics and Technology

A&EP 661, Microcharacterization

NS&E 484, Introduction to Controlled Fusion: Principles and Technology

MS&E 459, Physics of Modern Materials Analysis

Program for Applications of Nuclear Analytical Methods (PANAM)

This new program was initiated in 1993-94. It provides for specialization by Ph.D. candidates with either a major or a minor in NS&E. For those with majors in non-nuclear fields who expect to use nuclear analytical methods in their research, the sequence NS&E 509-551-590 forms a suitable minor in NS&E. The laboratory course 551 has been offered since spring 1989. The lecture course 509, offered for the first time in 1993, covers nuclear physics without requiring quantum mechanics as a prerequisite. For NS&E majors, PANAM offers the opportunity to extend and develop new nuclear-analytical methods, for example, uses of cold neutrons and neutron-depth profiling with conversion electrons. They would normally follow the M.Eng. program in the first year, continue with advanced courses in the second year (including a full quantum-mechanical treatment of nuclear physics), and begin, as early as possible, independent projects as precursors to thesis research.

OPERATIONS RESEARCH AND INDUSTRIAL ENGINEERING

J. A. Muckstadt, director; J. Renegar, D. Ruppert, associate directors; L. J. Billera, R. G. Bland, D. C. Heath, P. L. Jackson, W. L. Maxwell, N. Prabhu, S. I. Resnick, R. Roundy, G. Samorodnitsky, L. W. Schruben, D. B. Shmoys, E. Slate, E. Tardos, M. J. Todd, L. E. Trotter, Jr., B. W. Turnbull

Bachelor of Science Curriculum in Operations Research and Engineering

The program is designed to provide a broad and basic education in the techniques and modeling concepts needed to analyze and design complex systems and to provide an introduction to the technical and professional areas with which operations researchers and industrial engineers are concerned. Exceptional students interested in pursuing graduate

studies are encouraged to speak with their faculty advisers concerning an accelerated program of study.

A student who intends to enter the Field Program in Operations Research and Engineering should plan to take Basic Engineering Probability and Statistics (ENGRD 270) immediately after completing Math 192. Early consultation with a faculty member of the school or with the associate director for undergraduate studies can be helpful in making appropriate choices. The required courses for the OR&E field program and the typical terms in which they are taken are as follows:

Term 5	Credits
OR&IE 310, Industrial Systems Analysis	4
CS 211, Computers & Programming	3
OR&IE 320, Optimization I	4
OR&IE 350, Cost Accounting, Analysis, and Control	4
OR&IE 360, Engineering Probability and Statistics II	4
A course in humanities and social sciences	3
A non-OR engineering course	3
Term 6	Credits
OR&IE 321, Optimization II	4
OR&IE 361, Introductory Engineering Stochastic Processes	4
Behavioral science†	3
Course in humanities and social sciences	3

†The behavioral science requirement can be satisfied by any one of several courses, including the Johnson Graduate School of Management (JGSM) course, NCC 504 (offered only in the fall), which is recommended for those contemplating the pursuit of a graduate business degree, and Industrial and Labor Relations 170, 171, 320, and 461. The adviser must approve the selection in all cases.

The basic senior-year program, from which individualized programs are developed, consists of the following courses:

	Minimum credits
OR&IE 580, Digital Systems Simulation	4
Three upperclass OR&E electives as described below	9
Two non-OR electives	6
Two courses in humanities and social sciences	6
Two approved electives	8

Available OR&E electives are as follows:

Manufacturing and distribution systems: OR&IE 416, 417, 451, 480, 516, 525, and 562 and JGSM NBA 601 and 641*

Optimization methods: OR&IE 431, 432, and 435

Applied probability and statistics: OR&IE 462, 475 (2 credits), 476 (2 credits), 561, 563, 575, and 577

*No more than one course in the Johnson Graduate School of Management may be taken as an OR&E elective.

Scholastic requirements for the field are a passing grade in every course, an overall

average of at least 2.0 for each term the student is enrolled in the school, an average of 2.0 or better for OR&E field courses, and satisfactory progress toward the completion of the degree requirements. The student's performance is reviewed at the conclusion of each term.

Master of Engineering (OR&IE) Degree Program

This one-year professional degree program stresses applications of operations research and industrial engineering and requires completion of a project. The course work centers on additional study of analytical techniques, with particular emphasis on engineering applications, especially in the design of new or improved man-machine systems, information systems, and control systems.

General admission and degree requirements are described in the introductory "Degree Programs" section. The M.Eng.(OR&IE) program is integrated with the undergraduate Field Program in Operations Research and Engineering. Also welcome are requests for admission from Cornell undergraduates in engineering programs other than OR&E or from qualified non-Cornellians. To ensure completion of the program in one calendar year, the entering student should have completed courses in statistics and in computer programming (Pascal or C). Students interested in the manufacturing engineering option should obtain further information regarding program requirements from the office of the Center for Manufacturing Enterprise, 103 Engineering and Theory Center Building. Information concerning industrial internships can be obtained from the Master of Engineering Program Office, 148 Olin Hall.

I. For matriculants with preparation comparable to that provided by the undergraduate Field Program in Operations Research and Engineering:

Fall term	Credits
OR&IE 516, Case Studies	1
OR&IE 893, Applied OR&IE Colloquium	1
OR&IE 599, Project	1
Three technical electives	9
Spring term	Credits
OR&IE 894, Applied OR&IE Colloquium	1
OR&IE 599, Project	minimum of 4
Three technical electives	9

At least 12 credit hours of the electives specified above must be chosen from the list of courses offered by the School of Operations Research and Industrial Engineering. Other restrictions apply. A minimum of 30 credits must be taken to complete the program.

II. For matriculants from other fields who minimally fulfill the prerequisite requirements (students who have the equivalent of OR&IE 520, 523, and 570 will take technical electives in their place):

<i>Fall term</i>	<i>Credits</i>
OR&IE 560, Engineering and Probability Statistics II	
OR&IE 520, Operations Research I	4
OR&IE 516, Case Studies	1
OR&IE 580, Digital Systems Simulation	4
OR&IE 893, Applied OR&IE Colloquium	1
OR&IE 599, Project	1
<i>Spring term</i>	
OR&IE 523, Introduction to Stochastic Modeling	4
OR&IE 894, Applied OR&IE Colloquium	1
OR&IE 599, Project	minimum of 4
Two technical electives	6

The project requirement can be filled in a variety of ways. Common elements in all project experiences include working as part of a group of three to five students on an engineering design problem, meeting with a faculty member on a regular basis, and oral and written presentation of the results obtained. Most projects address problems that actually exist in manufacturing firms, financial firms, etc.

Cooperative Program with the Johnson Graduate School of Management

Undergraduates majoring in operations research and engineering may be interested in a cooperative program at Cornell that leads to both Master of Engineering and Master of Business Administration (M.B.A.) degrees. With appropriate curriculum planning such a combined B.S./M.Eng./M.B.A. program can be completed in six years.

An advantage for OR&E majors is that they study, as part of their undergraduate curriculum, several subjects that are required for the M.B.A. degree. (This is because modern management is concerned with the operation of production and service systems, and much of the analytical methodology required to deal with operating decisions is the same as that used by systems engineers in designing these systems.) An early start on meeting the business-degree requirements permits students accepted into the cooperative program to earn both the M.Eng.(OR&IE) and M.B.A. degrees in two years rather than the three years such a program would normally take.

The details of planning courses for this program should be discussed with the admissions office of the Johnson Graduate School of Management.

In accordance with this program the candidate would qualify for the B.S. degree at the end of four years, the M.Eng.(OR&IE) degree at the end of five years, and the M.B.A. degree at the end of six years.

Further details and application forms may be obtained at the office of the School of Operations Research and Industrial Engineering, Engineering and Theory Center Building, and at the admissions office of the Johnson Graduate School of Management.

STATISTICS CENTER

The Cornell Statistics Center coordinates university-wide activities in statistics and probability at the graduate and research level. Students interested in graduate study in statistics and probability should apply to the Field of Statistics or to one of the other graduate fields that offer related coursework.

A list of courses in statistics and probability suitable for graduate students in the Field of Statistics is given under the heading "Statistics Center" in the section "Interdisciplinary Centers and Programs" at the front of this book. Further information can be obtained from the director of the Statistics Center, Professor S. R. Searle, or from the graduate field representative for statistics, Professor M. Wells, both at 482 Caldwell Hall.

THEORETICAL AND APPLIED MECHANICS

J. T. Jenkins, chair; J. A. Burns, H. D. Conway, J. M. Guckenheimer, E. W. Hart, T. J. Healey, C. Y. Hui, R. H. Lance, S. Mukherjee, Y. H. Pao, S. L. Phoenix, R. H. Rand, P. Rosakis, A. L. Ruina, W. H. Sachse, S. Strogatz, A. Zehnder

Undergraduate Study

The Department of Theoretical and Applied Mechanics is responsible for courses in engineering mechanics and engineering mathematics, some of which are part of the Common Curriculum.

College Program in Engineering Science

A student may enroll in the College Program in Engineering Science, which is sponsored by the Department of Theoretical and Applied Mechanics. The College Program is described in the section on undergraduate study in the College of Engineering.

Master of Engineering (Engineering Mechanics) Degree Program

Composite materials designed to meet specific requirements of weight, strength, and rigidity are used increasingly in the manufacture of everyday structures and components. The Master of Engineering (Engineering Mechanics) degree program focuses on the mechanical behavior of advanced composite materials and structures and prepares students to play a role in the development of this new technology. Students from diverse engineering backgrounds, such as mechanics, structures, and materials, as well as aerospace and biomedical engineering, can normally complete the requirements for the professional Master of Engineering degree in one year.

Students usually select courses totaling 20 credits, which may be chosen from four different departments. These courses explore the nature of modern composite materials, provide a background in the fundamentals of these materials and their mechanics, and introduce techniques that will be useful in subsequent work. The program offers a series of topical, four-week mini courses on specialized subjects related to composites,

taught by experts in the field. The degree program requires satisfactory completion of 30 credits of course work, including 12 credits of courses that involve analysis, computation, design, or laboratory experience. Of these 12 credits, at least 6 must be earned in T&AM 501, 502 (*Topics in Composites I; II*), 555 (*Introduction to Composite Materials*), or 655 (*Advanced Composite Materials and Structures*). Up to 10 credits will be awarded for an individual project involving composites. The balance of the required credits may be earned in elective courses chosen from those in the course listing below or others approved by the student's adviser.

The Department of Theoretical and Applied Mechanics has several laboratories equipped for the fabrication and mechanical testing of composite materials and structures. Extensive computing resources are available for numerical computations, design, or other numerical- or simulation-research activities related to composites. The Materials Science Center, the Center for Theory and Simulation in Science and Engineering, and the Computer-Aided Design Instructional Facility provide additional state-of-the-art laboratories and computer resources. Core courses in the M.Eng.(Engineering Mechanics) program are:

<i>Course</i>	<i>Credits</i>
T&AM 555, Introduction to Composite Materials	3
T&AM 655, Advanced Composite Materials and Structures	4
T&AM 663, Solid Mechanics I	4
T&AM 501, Topics in Composites I	1-3
<i>Selected from the following:</i>	
Analysis of Composite Structures	
Mechanical Testing of Composite Constituents	
Fracture Testing of Composites	
Reliability Models for Composites	
Design Principles for Composite Structures	
Biological Composites	
T&AM 502, Topics in Composites II	1-3
<i>Selected from the following:</i>	
Effective Properties of Composites	
Interface Failure and Fracture Processes in Composites	
Boundary-Element Methods for Composites	
Nondestructive Testing of Composites	
Software for Composite Design	
Novel Composite Structures	
T&AM 591, Master of Engineering Design Project I	3-5
T&AM 592, Master of Engineering Design Project II	5-10
Complementary courses from other departments include:	
MS&E 450, Physical Metallurgy	3
MS&E 452, Properties of Solid Polymers	3
MS&E 605, Plastic Flow and Fracture of Materials	3

M&AE 465, Biomechanical Systems— Analysis and Design	3
M&AE 569, Mechanical and Aerospace Structures	3
M&AE 670, Mechanical and Aerospace Structures II—Finite-Element Methods	4
CEE 770, Engineering Fracture Methods	3
CEE 772, Finite-Element Analysis	3

ENGINEERING COURSES

Courses offered in the College of Engineering are listed under the various departments and schools.

Courses are identified with a standard abbreviation followed by a three-digit number.

Introduction to Engineering	ENGR1
Engineering Distribution	ENGRD
Engineering General Interest	ENGRG
Engineering Communications	ENGRC
Agricultural and Biological Engineering	ABEN
Applied and Engineering Physics	A&EP
Chemical Engineering	CHEME
Civil and Environmental Engineering	CEE
Computer Science	COM S
Electrical Engineering	ELE E
Geological Sciences	GEOL
Materials Science and Engineering	MS&E
Mechanical and Aerospace Engineering	M&AE
Nuclear Science and Engineering	NS&E
Operations Research and Industrial Engineering	OR&IE
Theoretical and Applied Mechanics	T&AM

ENGINEERING COMMON COURSES

Courses of General Interest

Courses in this category are of general interest and cover technical, historical, and social issues relevant to the engineering profession. These courses may also include seminar or tutorial type courses.

ENGRG 101 The Computer Age (also COM S 101)

Summer. 3 credits. Not offered every year. Credit is granted for both COM S 100 and 101 only if 101 is taken first.

An introduction to computer science and programming for students in nontechnical areas. The aims of the course are to acquaint the student with the major ideas in computer science and to develop an appreciation of algorithmic thinking. Topics may include the history of computation; microtechnology; the retrieval and transmission of information; scientific computing; computer graphics, art, and music; robotics, natural-language processing, and machine intelligence. Students become acquainted with the notion of an algorithm by writing several programs in Pascal or Scheme and testing them on microcomputers. The amount of programming is about half that taught in Engr 100.

ENGRG 102 Drawing and Engineering Design (also M&AE 102)

Fall, spring. 1 credit. Half-term course offered twice each semester. Enrollment limited to thirty students each half term. Recommended for students without previous mechanical drawing experience. S-U grades optional.

Introduction to sketching, drawing, and graphic techniques useful in design, analysis, and presentation of ideas. Use of computer-aided drafting software is introduced in the final design project.

ENGRG 150 Engineering Seminar

Fall. 1 credit. First-year students only. S-U grades only.

Weekly discussions with selected faculty advisers to give students information about the various fields of engineering and related career opportunities. Topics may include recent science and engineering developments, applications of engineering principles, and a view of campus resources. Visits to campus academic and research facilities may be included.

ENGRG 250 Technology in Western Society (also ELE E 250)

Fall. 3 credits. Meets liberal studies distribution requirement.

An investigation of the history of technology in Western society from ancient Egyptian times to the present, focusing on Western Europe up to the British industrial revolution in the late eighteenth century, and on the United States thereafter. Topics include the economic and social aspects of industrialization; the myths of heroic inventors like Morse, Edison, and Ford; the government's promotion and regulation of technology through such measures as the patent system, the funding of research and development, and regulatory legislation; the origins of modern systems of mass production; and the spread of the automobile and microelectronics cultures in the United States.

ENGRG 290 Engineering in Europe

Spring. 2 credits. Open only to participants in the Semester in Europe Program. S-U grades only.

A specially designed course for students in residence in Hamburg, Germany. Weekly seminars associated with approximately ten weekly field trips to engineering sites in and around Hamburg. Students will be required to maintain written journals of field trips, prepare memos to the record of field trips, assemble associated readings, as well as present oral reports on selected industries. A term paper is required. No unexcused absences.

ENGRG 298 The Electrical and Electronic Revolutions (also ELE E 298)

Spring. 3 credits. Approved for humanities distribution, not as field electives.

Explores the history of electricity in society from the 1830s to the present by considering the technical and social history of telecommunications, the electric-power industry, microelectronics, radio, television, and computers. Emphasis is placed on the changing relationship between science and technology, the institutional context of research and development, the economic aspects of innovation, and the social relations of this technology.

ENGRG 323 Engineering Economics and Management (also CEE 323)

Spring. 3 credits. Primarily for juniors and seniors. R. E. Schuler.

Introduction to engineering and business economics and to project management. Intended to give students a working knowledge of money management and how to make economic comparisons of alternative engineering designs or projects. The impact of inflation, taxation, depreciation, financial planning, economic optimization, project scheduling, and legal and regulatory issues are introduced and applied to economic investment and project-management problems.

ENGRG 356 Women in Engineering Career Planning Seminar

Spring. 1 credit. Limited to 25 students.

S-U grades only. Open to juniors and seniors in engineering and related fields or permission of instructor.

Covers aspects of transition to the engineering profession and related issues especially of interest to women. Topics include career and life planning, the job-search process, interviewing strategies, juggling career and family, graduate education, sexual harassment and sexism in the workplace, professionalism, and networking. Corporate professionals and Cornell faculty and staff participate in class discussions.

ENGRG 360 Ethical Issues in Engineering

Spring. 3 credits. A social-science elective for engineering students. Open to juniors and seniors.

A discussion of ethical issues encountered in engineering practice, such as the rights of engineers in corporations, responsibility for harmful actions, whistleblowing, conflicts of interest, and decision making based on cost-benefit analysis. Codes of ethics of professional engineering societies and ethical theory will be used to help sort out conflicting obligations the engineer may feel toward public safety, professional standards, employers, colleagues, and family. Students will present a case study to the class, along the lines of the Space-Shuttle Challenger disaster, the Kansas City Hyatt-Regency Hotel walkway failure, or the Cornell computer "worm."

ENGRG 461 Engineering for Entrepreneurs

Fall. 3 credits.

Intent is to provide students with the tools and skills necessary to identify, evaluate, and undertake new business ventures. A major course project will be the development of a business plan for an innovative new venture and will require the detailing of manufacturing, support, and information systems as well as staffing and cost data. Intended for juniors and seniors in the College of Engineering, this course is open to all undergraduates.

ENGRG 501 Bioengineering Seminar

Fall, spring. 1 credit. Primarily for juniors, seniors, and graduate students.

M. L. Shuler.

Broad survey of all aspects of bioengineering, including biomedical, bioprocess, biological, and bioenvironmental engineering and aspects of biotechnology. Sessions may be technical presentations or discussions.

Engineering Communications Courses

Courses in this category, offered by the Engineering Communications Program, develop writing and communications skills relevant to engineers.

ENGR 233/433 Topics in Engineering Communications

TBA. 3 credits.

Topics vary as the need and interest arise. Offerings might include: introductory technical communications, graphic presentation of engineering material, desktop publishing, information technologies, advanced problems in engineering communications, technology and the law. Fulfills the college technical writing requirement.

ENGR 234/434 Independent Study in Engineering Communications

TBA. Variable credits (1-3). Credit and course level (234 or 434) determined by the amount and intellectual level of the work.

Students work closely with a Communications Program instructor to pursue an aspect of professional communications not available through regular course work. Projects may involve writing technical documentation, creating user manuals, analyzing and producing technical graphics, or reading and writing about problems in engineering practice. Interested students should contact the Engineering Communications Program.

ENGR 301 Writing in Engineering

TBA. 1 credit. Prerequisite: Permission of instructor. Can be used to satisfy requirements in expressive arts as a free or approved elective. *This course can only be taken in conjunction with a "writing-intensive" engineering class.*

Some "writing-intensive" engineering classes may require students to enroll in this supplementary course. Instructors from the Engineering Communications Program work with engineering faculty members to prepare students for writing assignments. Intended to strengthen understanding of the course content while enhancing communications skills. May be taken more than once, with different engineering courses.

ENGR 350 Engineering Communications

Fall, spring, summer. 3 credits. Limited to 20 students per section.

Emphasizes technical and professional writing; also includes oral and visual presentation. Communications in real-life engineering contexts are analyzed, with case studies and assignments modeled on professional situations. Students learn to adapt language and formats—letters, memoranda, instructions, definitions, proposals, reports—to audiences having different needs and levels of technical expertise. Students also consider the social and ethical implications of the communications they encounter and produce. Taught as a workshop, with ample time for discussion. The goal throughout is clear, well-organized, responsible, and forceful professional communication. Lab fee will be charged to cover photocopying costs. Fulfills the college technical writing requirement.

ENGR 435 Communications for Engineering Managers

Fall, spring. 3 credits. Limited to 20 students per section.

Guidance and practice in professional writing and in developing effective responses to case

studies that replicate actual problems in industry. Learn techniques for planning and organizing action; controlling and monitoring progress; motivating, leading, coaching, and appraising co-workers; handling organizational power and politics; and managing conflict. Focus on issues such as writing successful proposals, managing engineering teams and projects, and communicating with lawyers, regulators, and the general public. Fulfills the college technical writing requirement. Lab fee will be charged to cover photocopying costs.

Introduction to Engineering Courses

Courses in this category are freshman-level courses intended to introduce students to various aspects of engineering. They have no prerequisites and are always cross-listed with a department.

ENGR 110 The Laser and Its Applications in Science, Technology, and Medicine (also A&EP 110)

Fall, spring. 3 credits.

The principles of laser action, types of laser systems, elements of laser design, and applications of lasers in science, technology, and medicine are discussed. In the laboratory students build and operate a nitrogen laser and a tunable dye laser. Demonstration experiments with several types of lasers illustrate phenomena such as holography, laser processing of materials, and Raman spectroscopy.

ENGR 111 Materials by Design (also MS&E 111)

Fall. 3 credits. E. P. Giannelis.

Explores the relationship between atomic structure and macroscopic properties of such diverse materials as metals, ceramics, polymers, and semiconductors. Hands-on project involves dissecting and analyzing various consumer products like a disposable camera or portable cassette player. Emphasis is placed on materials identification and their selection to perform an engineering function.

ENGR 112 Introduction to Chemical Engineering (also CHEM 112)

Fall, spring. 3 credits. Limited to freshmen. T. M. Duncan, C. Cohen.

Design and analysis of processes involving chemical change. Strategies for design, such as creative thinking, conceptual blockbusting, and (re)definition of the design goal, in the context of contemporary chemical engineering. Methods for analyzing designs, such as mathematical modeling, empirical analysis by graphics, and dynamic scaling through dimensional analysis, to assess product quality, economics, safety, and environmental issues.

ENGR 113 Environmental Systems Engineering (also CEE 113)

Fall. 3 credits. Not open (without instructor's permission) to upper-division engineering students, who should take CEE 120 instead. Staff.

Introduction to analysis, management, and modeling of environmental systems. Discussion of physical, chemical, and biological processes affecting environmental quality. Use of computers to simulate environmental phenomena. Examples include management of water resources, ecosystems concepts, solid waste management, and water quality in surface and ground waters.

ENGR 114 An Introduction to Electrical Engineering Design

Spring. 3 credits.

An introduction to electrical engineering and electronic circuit design. Students work in small groups on a series of electric circuit projects leading to the team design of a working fiber optic transmitter-receiver system. The laboratories and lectures introduce the concepts and principles of electronic circuits and focus upon circuits useful in the design project. Laboratory fee required.

ENGR 115 Engineering Application of Operations Research (also OR&IE 115)

Fall, spring. 3 credits.

An introduction to the problems and methods of Operations Research and Industrial Engineering focusing on problem areas (including inventory, network design, and resource allocation), the situations in which these problems can be found, and several standard solution techniques. In the computer laboratory, students will encounter problem simulations and use some standard software packages.

ENGR 116 Modern Structures (also CEE 116)

Fall. 3 credits. A. R. Ingraffea.

An introduction to the basic principles of structural engineering and to structural forms. Emphasis is placed on how various types of structures carry loads. Concepts are illustrated by a series of case studies of major structures such as spacecraft, skyscrapers, bridges, shell structures, and dams. The philosophy of engineering design and lessons learned from structural failures and earthquakes are discussed. A semester project involves the design and construction of a small balsa-wood bridge.

ENGR 117 Introduction to Mechanical Engineering (also M&AE 117)

Spring. 3 credits.

An introduction to topics of current interest in mechanical engineering. Specific topics vary from offering to offering. Students are urged to check in Upson 112 for details. In 1993, the course was "The Engine and the Atmosphere." This course discussed engines and their design including constraints imposed by the laws of thermodynamics, the combustion process, and the products of the exhaust. This led to a discussion of local and global environmental problems, including greenhouse warming. The dilemma of productivity versus environmental degradation and the engineer's role in this was also discussed. This offering was intended for students wishing to study mechanical engineering as well as environmental, chemical, and civil engineering.

ENGR 118 Design Integration: A Portable CD Player (also MS&E 118)

Spring. 3 credits.

This course will examine the roles of various engineering disciplines on the design of a portable compact disc (CD) player. Students will be introduced to elements of mechanical, electrical, materials, environmental, manufacturing, and computer engineering as related to the CD player. Laboratory sessions and demonstrations will be used to illustrate the principles of design.

ENGR1 121 Fission, Fusion, and Radiation (also NS&E 121)

Spring. 3 credits.

A lecture, demonstration, and laboratory course on (1) the physical nature and biological effects of nuclear radiation; (2) the benefits and hazards of nuclear energy; (3) light-water reactors, breeder reactors, and fusion reactors; and (4) the uses of nuclear radiation in physical and biological research. The laboratory work and demonstrations involve criticality and the control of Cornell's two research reactors; detection of, and protection against, nuclear radiation; neutron activation analysis using gamma-ray spectroscopy; and plasma sources and devices.

ENGR1 122 Earthquake! (also Geology 122)

For description, see GEOL 122. L. Brown.

[ENGR1 123 Sensors and Actuators

Fall. 3 credits. Not offered 1995-96.]

ENGR1 181 Engineering in Context (also Science and Technology Studies 181)

Fall. 3 credits. No prerequisites.

Illustrated lec; multimedia lab.

Fundamental engineering principles designed to introduce engineering and other majors to the traditions and practices of the engineering profession and their effects on our culture. (Technological literacy for non-engineers.) Development of scientific and engineering-design principles in a variety of technological contexts. Overview of the development of engineering as a profession and the evolution of the design process. The relationship between science, technology, and engineering. Civil, mechanical, electrical, chemical, and other engineering project case studies. The implications and uses of information technologies in society.

ENGR1 185 Art, Archaeology, and Analysis (also ARKEO 285, ART 272, CLASS 285, ENGL 285, MS&E 285, NS&E 285, PHYS 200)

Spring. 3 credits. 3 lec. Does not meet liberal studies distribution requirements.

An interdepartmental course on the application of techniques of physical sciences and engineering to issues in cultural research. In each portion of the course, several archaeological artifacts or works of art will be discussed with a focus on the historical and technical aspects of their creation and on their analysis by modern methods including microscopic, infra-red, and x-ray examination and by techniques using neutrons. Determination of chemical composition and/or spatial patterns and images are used to identify pigments, inks, clays, etc., to deduce geographical origins; to date and authenticate the objects; and to assess their state for purposes of conservation.

Engineering Distribution Courses

Courses in this category are sophomore-level courses cross-listed with a department. These courses are intended to introduce students to more advanced concepts of engineering and may require pre- or co-requisites.

ENGRD 201 Introduction to the Physics and Chemistry of the Earth (also GEOL 201)

Spring. 3 credits. Prerequisites: Mathematics 191 and Physics 112.

L. M. Cathles.

Formation of the solar system: accretion and evolution of the earth. The rock cycle:

radioactive isotopes and the geological time scale, plate tectonics, rock and minerals, earth dynamics, mantle plumes. The hydrologic cycle: runoff, floods and sedimentation, groundwater flow, contaminant transport. Weathering cycle: chemical cycles, CO₂ (weathering), rock cycle, controls on global temperature (CO₂ or ocean currents), oil and mineral resources.

ENGRD 202 Mechanics of Solids (also T&AM 202)

Fall, spring. 3 credits.

Principles of statics, force systems, and equilibrium; frameworks; mechanics of deformable solids, stress, strain, statically indeterminate problems; mechanical properties of engineering materials; axial force, shearing force, bending moment, plane stress; Mohr's circle; bending and torsion of bars; buckling and plastic behavior.

ENGRD 203 Dynamics (also T&AM 203)

Fall, spring. 3 credits. Prerequisite:

T&AM 202, coregistration in Mathematics 294, or permission of instructor.

Newtonian dynamics of a particle, systems of particles, a rigid body. Kinematics, motion relative to a moving frame. Impulse, momentum, angular momentum, energy. Rigid-body kinematics, angular velocity, moment of momentum, the inertia tensor. Euler equations, the gyroscope.

ENGRD 210 Introduction to Electrical Systems (also ELE E 210)

Fall, spring. 3 credits. Corequisites:

Mathematics 294 and Physics 213.

Circuit elements and laws, analysis techniques, operational amplifiers. Response of linear systems, with an introduction to complex frequency and phasors, forced response, average power, transfer function, pole-zero concepts, and the frequency spectrum.

ENGRD 211 Computers and Programming

For description, see COM S 211.

ENGRD 212 Structure and Interpretation of Computer Programs

For description, see COM S 212.

ENGRD 219 Mass and Energy Balances (also CHEME 219)

Fall. 3 credits. Co-requisite: physical or organic chemistry or permission of instructor. C. Cohen.

Engineering problems involving material and energy balances. Batch and continuous reactive systems in the steady and unsteady states. Introduction to phase equilibria for multicomponent systems. Humidification processes.

ENGRD 221 Thermodynamics (also M&AE 221)

Fall, spring. 3 credits. Prerequisites:

Mathematics 192 and Physics 112.

The definitions, concepts, and laws of thermodynamics. Applications to ideal and real gases, multiphase pure substances, gaseous reactions. Heat-engine and heat-pump cycles, with an introduction to energy-conversion systems.

ENGRD 222 Introduction to Scientific Computation

For description, see COM S 222.

ENGRD 230 Introduction to Digital Systems (also ELE E 230)

Fall, spring. 4 credits. Prerequisite:

COM S 100.

An introduction to basic principles and design techniques for digital systems such as computers and communications systems. Includes Boolean algebra, switching circuits, finite state machines, and system design methodology.

ENGRD 241 Engineering Computation (also CEE 241)

Fall, spring. 3 credits. Prerequisites:

COM S 100 and Math 293. Co-requisite:

Math 294. J. R. Stedinger, P. L.-F. Liu.

This course introduces the discipline of numerical methods while developing programming and graphics proficiency with MATLAB and spreadsheets. Numerical analysis topics considered are accuracy, precision, Taylor-series approximations, truncation and round-off errors, condition numbers, operation counts, convergence, and stability. Included are numerical methods for solving engineering problems that entail roots of functions, simultaneous linear equations, regression, interpolation, numerical differentiation and integration, and ordinary differential equations. The context and solution of partial differential equations are broached. Applications are drawn from different areas of engineering.

ENGRD 261 Introduction to Mechanical Properties of Materials (also MS&E 261)

Fall. 3 credits. S. L. Sass.

The relationship of elastic deformation, plastic deformation, and fracture properties to structure and defects on a microscopic scale in metals, ceramics, polymers, and composite materials. Design and processing of materials to achieve high modulus, damping capacity, hardness, fracture strength, creep resistance, or fatigue resistance. Flaw-tolerant design methods using fracture mechanics.

ENGRD 262 Introduction to Electrical Properties of Materials (also MS&E 262)

Fall. 3 credits. Prerequisite: co-registra-

tion in PHYS 213 or electricity and magnetism in high school physics.

M. O. Thompson.

Electrical and structural properties of semiconductors, the operation of p-n junctions and transistors, and the processing methods used to form modern integrated circuits. Electrical conduction in metal films, semiconductors, bipolar and field-effect transistors and light-emitting diodes. Diffusion, ion implantation, oxidation, metallization, and other process steps in fabricating semiconductor devices. Interplay between structural and electrical properties and their application to the design of semiconductor devices and integrated circuits.

ENGRD 264 Computerized Instrumentation Design (also A&EP 264)

Fall, spring. 3 credits. Prerequisites: Engr 100 or CS 100. 1 lec, 1 lab. Fall: T. Cool; spring: J. Brock.

This course covers the use of a small computer in an engineering or scientific research laboratory. Various experiments are performed using an IBM-AT style computer (80486) running MS-DOS. The experiments and devices to be investigated include: input and output ports, analog to digital converters (ADC), digital to analog converters (DAC), thermistors, optical sensors, digital temperature control, non-linear least squares curve fitting of experimental data, thermal diffusion,

and viscosity of fluids. A second goal of this course is to develop effective written communication skills in the context of science and engineering. A number of rhetorical principles will be presented that can produce clarity in communication without oversimplifying scientific issues. Students will prepare progress reports, technical reports, and formal articles based on the experiments.

ENGRD 270 Basic Engineering Probability and Statistics (also OR&IE 270)

Fall, spring. 3 credits. Prerequisite: first-year calculus.

This course should give students a working knowledge of basic probability and statistics and their application to engineering. Computer analysis of data and simulation are emphasized. Topics include random variables, probability distributions, expectation, estimation, testing, experimental design, quality control, and regression.

AGRICULTURAL AND BIOLOGICAL ENGINEERING

Courses in agricultural and biological engineering will be found in the section listing the offerings of the College of Agriculture and Life Sciences.

APPLIED AND ENGINEERING PHYSICS

A&EP 110 The Laser and Its Applications in Science, Technology, and Medicine (also ENGR 110)

Fall, spring. 3 credits. This is a course in the Introduction to Engineering series.

For description see Engineering Common Courses.

A&EP 264 Computer-Instrumentation Design (also ENGR 264)

Fall, spring. 3 credits. Prerequisites: Engr 100 or COM S 100.

For description see Engineering Common Courses.

A&EP 303 Introduction to Nuclear Science and Engineering I (also NS&E 303)

Fall. 3 credits. Prerequisite: Physics 214 or Mathematics 294.

For description see NS&E 303.

A&EP 320 Engineering Biophysics: The Physics of Life

Spring. 3 credits. Prerequisites: freshman and sophomore chemistry, physics, math.

Introduction to biophysics for engineers to students interested in bioengineering.

A&EP 321 Mathematical Physics I

Fall, summer. 4 credits. Prerequisite:

Math 294. Intended for upper-level undergraduates in the physical sciences.

Review of vector analysis; complex variable theory, Cauchy-Riemann conditions, complex Taylor and Laurent series, Cauchy integral formula and residue techniques, conformal mapping; Fourier Series; Fourier and Laplace transforms; ordinary differential equations; separation of variables. Texts: *Mathematical Methods for Physicists*, by Arfken; *Mathematical Physics*, by Butkov.

A&EP 322 Mathematical Physics II

Spring. 4 credits. Prerequisite: A&EP 321.

Second of the two-course sequence in mathematical physics intended for upper-level undergraduates in the physical sciences.

Partial differential equations, Bessel functions, spherical harmonics, separation of variables, wave and diffusion equations, Laplace, Helmholtz and Poisson's Equations, transform techniques, Green's functions; integral equations, Fredholm equations, kernels; complex variables, theory, branch points and cuts, Riemann sheets, method of steepest descent; tensors, contravariant and covariant representations; group theory, matrix representations, class and character. Texts: *Mathematical Methods for Physicists*, by Arfken; *Mathematical Physics*, by Butkov.

A&EP 330 Modern Experimental Optics (see also PHYS 330)

Fall. 4 credits. Enrollment limited.

Prerequisites: Physics 214 or equivalent.

Lec M 2:30-3:20; lab T W 1:25-4:25.

E. Bodenschatz.

A practical laboratory course in basic and modern optics. The various projects cover a wide range of topics from geometrical optics to classical wave properties such as interference, diffraction, and polarization. Each experimental setup is equipped with standard, off-the-shelf optics and opto-mechanical components to provide the students with hands-on experience in practical laboratory techniques currently employed in physics, chemistry, biology and engineering. The students will also be introduced to digital imaging and image processing techniques.

A&EP 333 Mechanics of Particles and Solid Bodies

Fall, summer. 4 credits. Prerequisites:

Physics 112 or 116 and coregistration in A&EP 321 or equivalent or permission of instructor.

Newton's mechanics; constants of the motion; many-body systems; linear oscillations; variational calculus; Lagrangian and Hamiltonian formalism for generalized coordinates; non-inertial reference systems; central-force motion; motion of rigid bodies; small vibrations in multi-mass systems; nonlinear oscillations; basic introduction to relativistic mechanics. Emphasis on mathematical treatments, physical concepts, and applications. (On the level of *Classical Dynamics*, by Marion and Thornton).

A&EP 355 Intermediate Electromagnetism

Fall, summer. 4 credits. Prerequisites:

PHYS 214 or 217 and coregistration in A&EP 321 or equivalent, or permission of instructor.

Topics: vector calculus, electrostatics, analytic and numerical solutions to Laplace's equation in various geometries, electric and magnetic multipoles, electric and magnetic materials, energy in fields, quasistatics and magnetic circuit design. Emphasis is on developing proficiency with analytical and numerical solution techniques in order to solve real-world design problems.

A&EP 356 Intermediate Electrodynamics

Spring. 4 credits. Prerequisite: A&EP 355

and coregistration in A&EP 322 or equivalent, or permission of instructor.

Topics: electromagnetic waves, waveguides, transmission lines, dispersive media, radiation, special relativity, interference phenomena.

Emphasis on physical concepts and developing ability to design/analyze microwave circuits and antenna arrays.

A&EP 360 Electronic Circuits (also A&EP 363)

Fall, spring. 4 credits. Prerequisites:

Physics 208 or 213 or permission of the instructor. No previous experience with electronics assumed, however the course moves quickly through some introductory topics such as basic DC circuits. Fall term usually less crowded. 1 lec, 2 labs. Fall:

E. Kirkland; spring: J. Alexander.

Analyze, design, build and experimentally test circuits used in scientific and engineering instrumentation (with discrete components and integrated circuits). Analog circuits: resistors, capacitors, operational amplifiers (linear amplifiers with feedback, oscillators, comparators), filters, diodes and transistors. Digital circuits: combinatorial (gates) and sequential (flip-flops, counters, shift registers) logic. Computer interfacing introduced and used to investigate digital to analog (DAC) and analog to digital conversion (ADC) and signal averaging.

A&EP 361 Introductory Quantum Mechanics

Spring. 4 credits. Prerequisites: A&EP

333 or Physics 318; coregistration in A&EP 322 or equivalent and in A&EP 356 or Physics 326.

A first course in the systematic theory of quantum phenomena. Topics include the harmonic oscillator, the Dirac formalism, angular momentum, the hydrogen atom, and perturbation theory.

A&EP 363 Electronic Circuits

Fall, spring. 4 credits. Prerequisites:

Physics 208 or 213 or permission of the instructor. No previous experience with electronics assumed; however, the course moves quickly through some introductory topics such as basic DC circuits. Fall term usually less crowded. 1 lec, 2 labs. Fall:

E. Kirkland; spring: J. Alexander.

Analyze, design, build and experimentally test circuits used in scientific and engineering instrumentation (with discrete components and integrated circuits). Analog circuits: resistors, capacitors, operational amplifiers (linear amplifiers with feedback, oscillators, comparators), filters, diodes and transistors. Digital circuits: combinatorial (gates) and sequential (flip-flops, counters, shift registers) logic. Computer interfacing introduced and used to investigate digital to analog (DAC) and analog to digital conversion (ADC) and signal averaging.

A&EP 423 Statistical Thermodynamics

Fall. 4 credits. Prerequisite: Introductory three-semester physics sequence plus one year of junior-level mathematics.

Quantum statistical basis for equilibrium thermodynamics, microcanonical, canonical and grand canonical ensembles, and partition functions. Classical and quantum ideal gases, paramagnetic and multiple-state systems. Maxwell-Boltzmann, Fermi-Dirac, and Bose-Einstein statistics and applications. Introduction to systems of interacting particles. At the level of *Thermal Physics*, by Kittel and Kroemer, and *Statistical Physics*, by Rosser.

A&EP 434 Continuum Physics

Spring. 4 credits. Prerequisites: A&EP 333 and 356 or equivalent.

Elasticity and Fluid Mechanics: Basic phenomena of elasticity, simple beams, stress and strain tensors, materials equations, equations of motion, general beam equations, waves; Fluids: basic phenomena, Navier Stokes equation, scaling laws, Reynolds and Froude numbers, Poiseuille flows, Stokes drag on sphere, boundary layers, inviscid and incompressible flows, potential flow, conservation laws, Bernoulli equation, vorticity and circulation, life of wings, jets, instabilities, introduction to turbulence. Projects in combination with AEP 438 possible. At the level of Lai, Rubin and Kreml. *Continuum Mechanics*, and Tritton, *Introduction to Fluid Mechanics*.

A&EP 438 Computational Engineering Physics

Spring. 3 credits. Prerequisites: COM S 100, A&EP 321, 333, 355, 361, or equivalent, or permission of instructor; co-registration in 361 permitted.

Numerical computation (derivatives, integrals, differential equations, matrices, boundary-value problems, relaxation, Monte Carlo methods, etc.) will be introduced and applied to engineering physics problems that cannot be solved analytically (three-body problem, electrostatic fields, quantum energy levels, etc.). Computer programming required (in C or optionally C++, FORTRAN, or Pascal). Some prior exposure to programming assumed but no previous experience with C assumed.

A&EP 440 Quantum and Nonlinear Optics

Spring. 4 credits. Prerequisites: A&EP 356, A&EP 361 or equivalent.

An introduction to the fundamentals of the interaction of laser light with matter. Topics include the propagation of laser beams in bulk media and in guided-wave structures, the origins of optical nonlinearities, harmonic generation, self-focusing, optical bistability, propagation of ultrashort pulses, solitons, optical phase conjugation, optical resonance and two-level atoms, atom cooling and trapping, multiphoton processes, spontaneous and simulated scattering, ultra-intense laser-matter interactions.

A&EP 484 Introduction to Controlled Fusion: Principles and Technology (also ELE E 484, M&AE 559, and NS&E 484)

Spring. 3 credits. Not offered every year. Prerequisites: Physics 112, 213, and 214, or equivalent background in electricity and magnetism and mechanics, and permission of instructor. Intended for seniors and graduate students.

For description see NS&E 484.

A&EP 490 Independent Study in Engineering Physics

Credit to be arranged.

Laboratory or theoretical work in any branch of engineering physics under the direction of a member of the faculty. The study can take a number of forms; for example, design of laboratory apparatus, performance of laboratory measurements, computer simulation or software developments, theoretical design and analysis. Details to be arranged with respective faculty member.

A&EP 606 Introduction to Plasma Physics

For description, see ELE E 581.

A&EP 607 Advanced Plasma Physics

For description, see ELE E 582.

[A&EP 609 Low-Energy Nuclear Physics

Fall. 4 credits. Prerequisite: an introductory course in modern physics, including quantum mechanics. Offered alternate years. Not offered 1995-96.

The nuclear interaction. Properties of ground and excited states of nuclei; models of nuclear structure; alpha, beta, gamma radioactivity; low-energy nuclear reactions—resonant and nonresonant scattering, absorption, and fission. At the level of *Introduction to Nuclear Physics*, by Enge.]

A&EP 612 Nuclear Reactor Theory

Fall. 4 credits. Prerequisites: a year of advanced calculus and some nuclear physics.

Physical theory of fission reactors. Fission and neutron interactions with matter; theory of neutron diffusion; slowing down and thermalization; calculations of criticality and neutron-flux distribution in nuclear reactors. Reactor kinetics. At the level of *Nuclear Reactor Theory*, by Lamarsh.

A&EP 615 Molecular Biophysics of Cell Dynamics

To be arranged. 3 credits. Prerequisite: Graduate or senior level in science or engineering.

Physical mechanisms in cellular function: statistical thermodynamics of ion channel molecules, single channel recording, receptor signaling, molecular motility and mobility. Intermolecular forces, spontaneous self-assembly of mesoscopic structures, molecular mechanisms of secretion, supramolecular mechanisms in memory and development.

A&EP 633 Nuclear Engineering

Fall. 4 credits. Prerequisite: introductory course in nuclear engineering.

The fundamentals of nuclear reactor engineering, reactor siting and safety, fluid flow and heat transfer, control, environmental effects, and radiation protection.

A&EP 634 Nuclear Engineering Design Seminar

Spring. 4 credits. Prerequisite: A&EP 633.

A group design study of a selected nuclear system. Emphasis is on safety, siting, and radiation protection in the design of nuclear systems.

A&EP 638 Intense Pulsed Electron and Ion Beams: Physics and Technology

Spring. 2 credits. Prerequisites: A&EP 606 (ELE E 581) and 607 (ELE E 582) or equivalent, or permission of instructor. Offered when demand warrants.

Topics include (1) theoretical aspects of intense electron and ion beams, such as equilibria and stability; (2) technology of intense beam production, such as pulsed-power generator principles, and electron and ion diode operation; and (3) applications of intense beams, such as to controlled fusion, microwave generation, and laser pumping. Extensive discussion of experimental results.

A&EP 651 Nuclear Measurements Laboratory

Spring. 4 credits. Prerequisite: A&EP 609 or equivalent. Primarily for graduate students in nuclear fields. A less-intensive related course, NS&E 551, is intended for

students in non-nuclear fields in which nuclear methods are used.

Lectures on interaction of radiation with matter, radiation protection, and nuclear instruments and methods. About fifteen experiments are available in radiation detection, attenuation, and measurement; electronic instrumentation, including computerized systems; activation analysis; neutron radiography; neutron moderation and reactor physics; neutron diffraction; and low-energy nuclear physics with neutron beams. The TRIGA reactor and the Zero Power Reactor critical facility are used. Students select seven or eight experiments to meet their interests and needs. At the level of *Radiation Detection and Measurement*, by Knoll.

A&EP 661 Microcharacterization

Fall. 3 credits. Prerequisites: introductory three-semester physics sequence or an introductory course in modern physics. At the senior/first-year graduate level.

The basic physical principles underlying the many modern microanalytical techniques available for characterizing materials from volumes less than a cubic micron. Discussion centers on the physics of the interaction process by which the characterization is performed, the methodology used in performing the characterization, the advantages and limitations of each technique, and the instrumentation involved in each characterization method.

A&EP 662 Micro/Nano-fabrication and Processing

Spring. 3 credits.

An introduction to the fundamentals of micro and nano-fabricating and patterning thin-film materials and surfaces, with emphasis on electronic materials, with emphasis on electronic and optical materials, micromechanics, and other applications. Vacuum and plasma thin-film deposition processes. Photon, electron, X-ray, and ion-beam lithography. Techniques for pattern replication by plasma and ion processes. Emphasis is on understanding the physics and materials science that define and limit the various processes. At the level of Brodie and Muray.

A&EP 681-689 Special Topics in Applied Physics

Topics, instructors, and credits to be announced each term. Typical topics include quantum superconducting devices, physics of submicron conductors, nonlinear fluctuators, biophysical processes, molecular fluorescence.

A&EP 711 Principles of Diffraction (also MS&E 610)

Spring. 4 credits. Offered alternate years.

Introduction to diffraction phenomena as applied to solid-state problems. Scattering and absorption of neutrons, electrons, and X-ray beams, with particular emphasis on synchrotron radiation X-ray sources. Diffraction from two- and three-dimensional periodic lattices. Fourier representation of scattering centers and the effect of thermal vibrations. Diffraction from almost periodic structures, surface layers, gases, and amorphous materials. Survey of dynamical diffraction from perfect and imperfect lattices. Several laboratory experiments will be conducted.

A&EP 751/752 Project

751, fall and spring. 6-12 credits to be arranged. Required for candidates for the M.Eng. (Engineering Physics) degree. Independent study under the direction of a member of the university faculty. Students participate in an independent research project through work on a special problem related to their field of interest. A formal and complete research report is required.

A&EP 753 Special Topics Seminar in Applied Physics

Fall. 4 credits. Prerequisite: undergraduate physics. Required for candidates for the M.Eng. (Engineering Physics) degree and recommended for seniors in engineering physics.

Special topics in applied science, with focus on areas of applied physics and engineering that are of current interest. Subjects chosen are researched in the library and presented in a seminar format by the students. Effort is made to integrate the subjects within selected subject areas such as atomic, biological, computational, optical, plasma, and solid-state physics, or microfabrication technology, as suggested by the students and coordinated by the instructor.

CHEMICAL ENGINEERING

CHEME 101 Nonresident Lectures

Spring. 1 credit. F. Rodriguez. Given by lecturers invited from industry and from selected departments of the university to assist students in their transition from college to industrial life.

CHEME 112 Introduction to Chemical Engineering (also ENGR 112)

Fall, spring. 3 credits. Limited to freshmen. T. M. Duncan, C. Cohen. For description see Engineering Common Courses.

CHEME 219 Mass and Energy Balances (also ENGR 219)

Fall. 3 credits. Corequisite: physical or organic chemistry or permission of instructor. C. Cohen. For description see Engineering Common Courses.

CHEME 313 Chemical Engineering Thermodynamics

Fall. 4 credits. Corequisite: physical chemistry. A. Z. Panagiotopoulos. A study of the first and second laws, with application to batch and flow processes. Thermodynamic properties of fluids; applications of thermodynamics to compressors, power cycles, refrigeration; thermodynamic analysis of processes. Thermodynamics of mixtures, phase equilibria and phase diagrams. Estimation methods. Heat effects, chemical equilibria.

CHEME 323 Fluid Mechanics

Fall. 3 credits. Prerequisites: CHEME 219 and engineering mathematics sequence. W. B. Streett. Fundamentals of fluid mechanics. Macroscopic and microscopic balances. Applications to problems involving viscous flow.

CHEME 324 Heat and Mass Transfer

Spring. 3 credits. Prerequisite: CHEME 323. D. A. Hammer. Fundamentals of heat and mass transfer. Macroscopic and microscopic balances.

Applications to problems involving conduction, convection, and diffusion.

CHEME 332 Analysis of Separation Processes

Spring. 4 credits. Prerequisites: CHEME 313 and 323. W. B. Streett.

Analysis of separation processes involving phase equilibria and mass transfer; some use of the digital computer. Phase equilibria; binary and multicomponent distillation; liquid-liquid extraction; gas absorption, absorption, membrane separations.

CHEME 390 Reaction Kinetics and Reactor Design

Spring. 3 credits. Prerequisites: CHEME 313 and 323. R. P. Merrill.

A study of chemical reaction kinetics and principles of reactor design for chemical processes.

CHEME 432 Chemical Engineering Laboratory

Fall. 4 credits. Prerequisites: CHEME 323, 324, 332, and 390. Staff.

Laboratory experiments in fluid dynamics, heat and mass transfer, kinetics, other operations. Correlation and interpretation of data. Technical report writing.

CHEME 462 Chemical Process Design

Spring. 4 credits. Prerequisite: CHEME 432. Staff.

A consideration of process and economic alternatives in selected chemical processes; design and assessment.

CHEME 472 Process Control

Fall. 3 credits. Prerequisites: CHEME 324 and 390. J. R. Engstrom.

Analysis of the dynamics of chemical processes and design of feedback and feedforward control systems. Laplace transform techniques; stability analysis; frequency-response analysis. An introduction to multivariable control. The laboratory includes experiments on transient response, frequency response, controller tuning, and discussions of typical process instrumentation.

CHEME 481 Biomedical Engineering

Fall. 3 credits. Prerequisite: CHEME 324 or equivalent or permission of instructor. D. A. Hammer.

Special topics in biomedical engineering, including cell separations, blood flow, design of artificial devices, biomaterials, image analysis, biological transport phenomena, pharmacokinetics and drug delivery, biomedical transducers (ECG and pace makers), and analysis of physiological processes such as adhesion, mobility, secretion, and growth.

CHEME 490 Undergraduate Projects in Chemical Engineering

Fall, spring. Variable credit. Research or studies on special problems in chemical engineering.

CHEME 491 Undergraduate Teaching in Chemical Engineering

Fall, spring. 1 credit. Methods of instruction in chemical engineering acquired through discussions with faculty and by assisting with the instruction of freshmen and sophomores.

CHEME 520 Chemical, Pharmaceutical, and Food Processing

Spring. Variable to 3 credits. Prerequisite: seniors or M.Eng. students with one term of college chemistry, C. Cohen, R. Finn, and S. Mulvaney.

This course consists of three equal parts, each worth one credit. The chemical part is open to non-chemical engineers only and covers process fundamentals, design, and control of continuous large-scale chemical processes. Pharmaceutical processing covers fermentation, purification, and sterilization. Food processing emphasizes food preservation principles and technology.

CHEME 562 Managing Chemical Process Design

Spring. 1 or 2 credits. Prerequisite: CHEME 462. Staff.

Guidance and evaluation of chemical process designs developed by teams of chemical engineers.

CHEME 564 Design of Chemical Reactors

Spring. 3 credits. Prerequisite: CHEME 390 or equivalent. Not offered spring 1996 and 1998; next offered spring 1997. P. Harriott.

Design, scale-up, and optimization of chemical reactors with allowance for heat and mass transfer and nonideal flow patterns. Homework problems feature analysis of published data for gas-solid, gas-liquid, and three-phase reaction systems.

CHEME 565 Design Project

Fall, spring. 3 or 6 credits. Required for students in the M.Eng.(Chemical) program. Design study and economic evaluation of a chemical processing facility, alternative methods of manufacture, raw-material preparation, food processing, waste disposal, or some other aspect of chemical processing.

[CHEME 566 Systematic Methods for Process Design

Spring. 3 credits. Prerequisite: CHEME 332 or equivalent. Not offered 1995-96. An introduction to the synthesis and use of computer systems for steady-state simulation of chemical processes. Systematic design methods for vapor-liquid processes, including synthesis methods for separation systems and heat exchanger networks.]

CHEME 590 Special Projects in Chemical Engineering

Fall, spring. Variable credit. Limited to graduate students. Non-thesis research or studies on special problems in chemical engineering.

CHEME 640 Polymeric Materials

Fall. 3 credits. F. Rodriguez. Chemistry and physics of the formation and characterization of polymers. Principles of fabrication.

CHEME 642 Polymeric Materials Laboratory

Spring. 2 or 3 credits. Prerequisite: CHEME 640. F. Rodriguez. Experiments in the formation, characterization, fabrication, and testing of polymers.

CHEME 643 Introduction to Bioprocess Engineering

Spring. 3 credits. Prerequisite: CHEME 390 or permission of instructor. No prior background in the biological sciences required. M. L. Shuler.

A discussion of principles involved in using microorganisms, tissue cultures, and enzymes for processing. Application to food, fermentation, and pharmaceutical industries and to biological waste treatment.

CHEME 645 Advanced Concepts in Biological Engineering

Spring. 3 credits. Prerequisite: CHEME 643 or equivalent or permission of instructor. Not offered spring 1997; next offered spring 1996. D. A. Hammer.

Fundamentals of biochemical and biomedical engineering, with additional emphasis on cell and membrane biophysics. Topics include cell-surface receptor phenomena, protein diffusion, cell adhesion, membrane biophysics, cell motility and growth, mathematical immunology, virus binding and infection, enzyme catalysis, bioseparation, and genetically modified organisms.

[CHEME 648 Polymers in Electronics and Related Areas

Spring. 3 credits. Prerequisite: 640 or permission of instructor. Not offered 1995-96. F. Rodriguez.

Applications of polymers as resists for microlithography, as insulators, and as conductors. Radiation effects, polymer synthesis, and surface characterization. Additional special topics may be covered.]

[CHEME 656 Separations Using Membranes or Porous Solids

Spring. 3 credits. Prerequisites: ChemE 324 and 332. Not offered spring 1996 and 1998; next offered spring 1997. P. Harriott.

Diffusion of small molecules in gases, liquids, and solids. Membrane separation processes including gas separation, pervaporation, reverse osmosis, and ultrafiltration. Purification of gases and liquids by adsorption, ion exchange, and chromatography.]

CHEME 661 Air Pollution Control

Fall. 3 credits. P. Harriott.

Origin of air pollutants, U.S. emission standards, dispersion equations. Design of equipment for removal of particulate and gaseous pollutants formed in combustion and chemical processing.

CHEME 673 Adsorption and Reactions on Chemically Reactive Solids

Fall. 3 credits. R. P. Merrill.

The physics and chemistry of reactions at solid surfaces are presented in molecular detail. The emphasis is on the use of modern spectroscopic techniques to determine the geometric structure, electronic properties, and reaction sequences on well-defined surfaces. Examples from the preparation of optoelectronic materials and from catalysis will be given to illustrate the concepts and principles presented.

CHEME 675 Synthetic Polymer Chemistry (also MS&E 671 and Chemistry 671)

Fall. 4 credits. Prerequisites: Chem 359-360 or equivalent or permission of instructor. MS&E 620 is recommended.

For description see Chemistry 671.

[CHEME 681 Dynamics of Colloidal Systems

Fall. 3 credits. Prerequisite: basic understanding of thermodynamics and fluid dynamics. Offered alternate years. Not offered fall 1995 and fall 1997; next offered fall 1996. A. Z. Panagiotopoulos.

Fundamental descriptions of colloidal systems under equilibrium and non-equilibrium conditions. Phase equilibria of surfactant systems, thermodynamics of micelle formation, forces between colloidal particles, electrokinetic phenomena, flocculation and aggregation, transport of surfactant in interfacial systems, stability of emulsions, and dynamics of thin films. Open to advanced undergraduates and graduate students from all fields.]

CHEME 711 Advanced Chemical Engineering Thermodynamics

Fall. 3 credits. Prerequisite: CHEME 313 or equivalent. K. E. Gubbins.

Postulatory approach to thermodynamics. Legendre transformations. Equilibrium and stability of general thermodynamic systems. Applications of thermodynamic methods to advanced problems in chemical engineering. Introduction to statistical mechanical ensembles, phase transitions, Monte Carlo methods, and theory of liquids.

CHEME 713 Chemical Kinetics and Dynamics

Spring. 3 credits. Prerequisite: CHEME 390 or equivalent. J. R. Engstrom.

Microscopic and macroscopic viewpoints. Connections between phenomenological chemical kinetics and molecular reaction dynamics. Reaction cross sections, potential energy surfaces, and dynamics of bimolecular collisions. Molecular beam scattering. Transition state theory. Unimolecular reaction dynamics. Complex chemically reacting systems: reactor stability, multiple steady states, oscillations, and bifurcation. Reactions in heterogeneous media. Free-radical mechanisms in combustion and pyrolysis.

CHEME 721 Thermodynamics and Phase Change Heat Transfer (also M&AE 652)

Spring. 4 credits. Prerequisite: graduate standing or permission of instructor.

For description see M&AE 652.

CHEME 731 Advanced Fluid Mechanics and Heat Transfer

Fall. 3 credits. Prerequisites: CHEME 323 and 324 or equivalent. D. L. Koch.

Derivation of the equations of motion for Newtonian fluids. Low Reynolds number fluid dynamics, lubrication theory, inviscid fluid dynamics. Boundary layer theory. Convective and conductive heat transfer.

CHEME 732 Diffusion and Mass Transfer

Spring. 2 credits. Prerequisite: CHEME 731 or equivalent. D. L. Koch.

Conservation equations in multicomponent systems, irreversible thermodynamics, dispersion, and Brownian diffusion. Mass transfer for convective diffusion in liquids. Application to a variety of problems such as coagulation of aerosols, diffusion through films and membranes, liquid-liquid extraction, chemical vapor deposition, polymer rheology and diffusion, and reaction-diffusion systems.

CHEME 741 Selected Topics in Biochemical Engineering

Fall. 1 credit (may be repeated for credit). Prerequisite: CHEME 643 or permission of instructor. M. L. Shuler.

Discussion of current topics and research in biochemical engineering for graduate students.

[CHEME 745 Physical Polymer Science I

Fall. 3 credits. Prerequisite: CHEME 711 or equivalent. Not offered fall 1995 and 1997; next offered fall 1996. C. Cohen.

Thermodynamic properties of dilute, semidilute, and concentrated solutions from both classical and scaling approaches. Characterization techniques of dilute solutions: osmometry, light scattering, viscometry, and sedimentation. Rubber elasticity; mechanical and thermodynamic properties of gels. Polymer melts: equations of state and glass transition phenomena.]

CHEME 751 Mathematical Methods of Chemical Engineering Analysis

Fall. 4 credits. A. B. Anton.

Application of advanced mathematical techniques to chemical engineering analysis. Mathematical modeling, scaling, regular and singular perturbation, multiple scales, asymptotic analysis. Linear and nonlinear ordinary differential equations, partial differential equations.

[CHEME 753 Analysis of Nonlinear Systems: Stability, Bifurcation, and Continuation

Fall. 3 credits. Prerequisite: CHEME 751 or equivalent. Offered alternate years. Not offered 1996. P. H. Steen.

Elements of stability and bifurcation theory. Branch-following techniques. Stability of discrete and continuous systems. Application to elasticity, reaction-diffusion, and hydrodynamic systems using software for continuation problems.]

[CHEME 772 Theory of Molecular Liquids

Spring. 3 credits. Prerequisite: CHEME 711 or equivalent. Not offered 1996 or 1998; next offered 1997.

Theory of intermolecular forces, and equilibrium statistical mechanics for nonspherical molecules. Distribution functions. Applications to thermodynamics of such fluids using integral equation and perturbation theory techniques. Mixture properties, phase diagrams for mixtures with polar or quadrupolar components. Surface properties.]

CHEME 774 Atomistic Simulation of Materials

Spring. 3 credits. Prerequisite: Competence in FORTRAN, PASCAL, or C. Prior knowledge of statistical mechanics helpful. Offered alternate years.

A. Z. Panagiotopoulos.

The statistical mechanical theory behind Monte-Carlo and Molecular-Dynamics computer-simulation techniques. Strong emphasis is placed on students writing their own MC and MD code. Calculation of distribution functions, thermodynamic, kinetic and structural properties. Introduction to the application of computer graphics to simulation. Interparticle forces and application of atomistic simulation of systems containing metals, semiconductors, and biological materials. Issues of code efficiency and vectorization.

CHEME 790 Seminar

Fall, spring. 1 credit each term.

General chemical engineering seminar required of all graduate students in the Field of Chemical Engineering.

CHEME 792 Advanced Seminar in Thermodynamics

Fall, spring. 1 credit.
A forum for talks by graduate students and faculty members on topics of current interest in thermodynamics and statistical mechanics.

CHEME 890 Thesis Research

Fall, spring. Variable credit.
Thesis research for the M.S. degree in chemical engineering.

CHEME 990 Thesis Research

Fall, spring. Variable credit.
Thesis research for the Ph.D. degree in chemical engineering.

CIVIL AND ENVIRONMENTAL ENGINEERING**General****CEE 113 Environmental Systems Engineering (also ENCRI 113)**

Fall. 3 credits. Staff.
For description see Engineering Common Courses.

CEE 116 Modern Structures (also ENCRI 116)

Fall. 3 credits. A. R. Ingrassia.
For description see Engineering Common Courses.

CEE 120 Readings on the Environment

Spring. 1 credit.
A reading course from an introductory environmental text. Topics include structure and dynamics of ecosystems, water habitats and communities, water resources, toxic-waste pollution of surface and groundwater, international water-pollution problems, energy resources, nuclear-waste disposal, hydroelectric power, environmental carcinogens. Not available to students receiving credit for ENCRI 113 or Natural Resources 201.

CEE 241 Engineering Computation (also ENGRD 241)

Fall or spring. 3 credits. Prerequisites: COM S 100 and Math 293. Corequisite: Math 294. J. R. Stedinger, P. L.-F. Liu.
For description see Engineering Common Courses.

CEE 304 Uncertainty Analysis in Engineering

Fall. 4 credits. Prerequisite: first-year calculus. M. Grigoriu.
An introduction to probability theory and statistical techniques, with examples from civil, environmental, agricultural, and related disciplines. The course covers data presentation, probability theory, commonly used probability distributions, parameter estimation, probability plotting and normality tests, confidence intervals, hypothesis testing, simple linear regression, and nonparametric statistics. Examples include structural reliability, models of vehicle arrivals, and distributions describing wind speeds, floods, pollutant concentrations, and soil and material properties. Total quality management employed.

CEE 309 Special Topics in Civil and Environmental Engineering

Fall, spring. 1-6 credits. Staff.
Supervised study by individuals or groups of upper-division students on an undergraduate research project or on specialized topics not covered in regular courses.

CEE 400 Senior Honors Thesis

Fall, spring. Variable credits. Staff.
Available to students admitted to the CEE Honors Program. Supervised research or project work resulting in an honors thesis.

CEE 501 Civil and Environmental Engineering Design Project I

Fall. 3 credits. Required for students in the M.Eng.(Civil) program. Staff.
Design of major civil engineering project. Planning and preliminary design in fall term; final design in January intersession (CEE 502).

CEE 502 Civil and Environmental Engineering Design Project II

Spring (work required during January intersession). 3 credits. Required for students in the M.Eng.(Civil) program. Prerequisite: CEE 501. Staff.
A continuation of CEE 501.

CEE 503 Professional Practice in Engineering

Spring. 3 credits. Required for and limited to students in the M.Eng.(Civil) program. Staff.
Financial, legal, regulatory, ethical, and business aspects of engineering practice are examined in detail. Students are expected to develop their understanding of the interrelations among the physical, social, economic, and ethical constraints on engineering design.

CEE 601 Water Resources and Environmental Engineering Seminar

Fall. 1 credit.
Presentation of topics of current interest.

Remote Sensing**[CEE 411 Remote Sensing: Environmental Applications (also SCAS 461)]**

Spring. 3 credits. Prerequisite: permission of instructor. Not offered 1995-96. Offered 1996-97 and 1997-98. Staff.
A survey of how remote sensing is applied in various environmental disciplines. Laboratory emphasis is on using aircraft and satellite imagery for inventorying and monitoring surface features in engineering, planning, agriculture, and natural resource assessments.]

CEE 610 Remote Sensing Fundamentals (also Agronomy 660)

Fall. 3 credits. Prerequisite: permission of instructor. W. D. Philpot.
An introduction to equipment and methods used in obtaining information about earth resources and the environment from aircraft or satellite. Coverage includes sensors; sensor and ground-data acquisition; data analysis and interpretation; and project design.

CEE 615 Digital Image Processing

Spring. 3 credits. Prerequisites: facility with algebra and trigonometry (e.g., Math 109) and statistics (e.g., CEE 304 or Agricultural Economics 310), or permission of instructor. W. D. Philpot.
An introduction to digital image-processing concepts and techniques, with emphasis on remote-sensing applications. Topics include image acquisition, enhancement procedures, spatial and spectral feature extraction, and classification. Assignments will require the use of image-processing software and graphics.

CEE 617 Project—Remote Sensing

On demand. 1-6 credits. W. D. Philpot.
Students may elect to undertake a project in remote sensing. The work is supervised by a professor in this subject area.

CEE 618 Special Topics—Remote Sensing

On demand. 1-6 credits. W. D. Philpot.
Supervised study in small groups on one or more special topics not covered in the regular courses. Special topics may be of a theoretical or applied nature.

CEE 619 Seminar in Remote Sensing (also SCAS 662)

Spring. 1 credit. S-U grades only.
Lectures on current developments in assessing earth resources or the environment. Each week a different topic on remote sensing or geographic information systems is presented by specialists from government, industry, Cornell, or other research or academic institutions.

CEE 710 Research—Remote Sensing

On demand. 1-6 credits. W. D. Philpot.
For students who want to study one particular area in depth. The work may take the form of laboratory investigation, field study, theoretical analysis, or development of design procedures.

CEE 810 Thesis—Remote Sensing

Fall, spring. 1-12 credits. Students must register for credit with the professor at the start of each term. W. D. Philpot.
A thesis research topic is selected by the student with the advice of the faculty member in charge and is pursued either independently or in conjunction with others working on the same topic.

Environmental and Public Systems

See also CEE 120.

CEE 323 Engineering Economics and Management (also ENGRG 323)

Spring; usually offered in summer for Engineering Co-op Program. 3 credits.
Primarily for juniors and seniors.
R. E. Schuler.

For description see Engineering Common Courses.

CEE 422 The Economics of Infrastructure and a Sustainable Environment (also ECON 422)

Fall. 4 credits. Prerequisite: Mathematical version of intermediate micro-economics (CEE 321 or ECON 203 or 313).
R. E. Schuler.

Analysis of the broad economic, technological, and ecological environments in which products, projects and engineered systems are implemented. Infrastructure includes public physical capital (roads, utilities, water, and sewer), human capital (education and R&D), and biological capital (biodiversity, resources, and the natural environment). Market failures that must be resolved include the environment, public goods, renewable resources, scale economies, urbanization, demographics and technological innovation. Planning tools presented include methods for assessing project demand, cost-benefit analysis, choosing proper discount rate, dealing with uncertainty, financial constraints, and when and how to price. Also discussed are problems of sustainability, the allocation of scarce and previously nonmarketed resources, and the planning and management of activities with uncertain environmental consequences.

CEE 423 Environmental Quality Systems Analysis

Spring. 3 credits. Prerequisites: Math 294 and systems (CEE 323). Intended for undergraduates who have not taken OR&IE 320 or ABEN 475. Most lectures concurrent with CEE 623.
C. A. Shoemaker.

Applications of optimization and simulation methods to the development of plans and the design and operation of facilities for managing environmental quality. Algorithms for nonlinear programming, linear programming, and sensitivity analysis. See description of CEE 623 for water quality applications.

CEE 529 Water and Environmental Resources Problems and Policies

Fall. 3 credits. Intended primarily for graduate engineering and non-engineering students but open to qualified upperclass students. Prerequisite: permission of instructor. D. J. Allee and L. B. Dworsky.

Evaluation, appraisal, and prospects for problems involving water and environmental resources. Organization and public policies in the federal system.

[CEE 620 Water-Resources Systems I

Fall. 3 credits. Prerequisite: CEE 323 or equivalent. Not offered 1995-96. Offered 1996-97 and 1997-98.

Development and application of deterministic and stochastic optimization and simulation models for water-resources planning and management. River-basin modeling, including reservoir design and operation, irrigation planning and operation, hydropower-capacity development, flow augmentation, flood control and protection, and water-quality prediction and control.]

CEE 621 Water-Resources Systems II: Stochastic Hydrology

Spring. 3 credits. Prerequisites: CEE 304 and 620 or permission of instructor. Offered 1995-96 and 1997-98. Not offered 1996-97. J. R. Stedinger.

Course examines statistical, time series, and stochastic optimization methods used to address water resources problems. Statistical issues include properties of moments and other statistical estimators; maximum likelihood, method of moments, and method of L-moments estimation; censored datasets and historical information; probability plotting; Bayesian inference and index flood methods; ARMA and Box-Jenkins models; and disaggregation and multivariate stochastic streamflow models. Course also addresses Monte Carlo methods, stochastic simulation of water resource systems, and stochastic reservoir-operation optimization models.

CEE 623 Environmental Quality Systems Analysis

Spring. 3 credits. Prerequisites: Math 294 and optimization (ABEN 475, CEE 593, or OR&IE 320/520 or permission of instructor). C. A. Shoemaker.

Applications of optimization, simulation methods, and uncertainty analysis to the design and operation of facilities for managing the quality of surface- and groundwater. Applications include location of wastewater, solid waste, and hazardous-waste facilities, restoration of dissolved oxygen levels in rivers, and reclamation of contaminated aquifers. Optimization applications use linear programming, and integer, dynamic, and nonlinear programming.

CEE 628 Environmental and Water Resources Systems Analysis Seminar

Spring. 1 credit. Prerequisite: permission of instructor. Staff.

Graduate students and faculty members give informal lectures on various topics related to ongoing research in environmental or water resources systems planning and analysis.

CEE 722 Environmental and Water Resources Systems Analysis Research

On demand. Variable credit. Prerequisite: permission of instructor. Preparation must be suitable to the investigation to be undertaken. Staff.

Investigations of particular environmental or water resources systems problems.

CEE 729 Special Topics in Environmental or Water Resources Systems Analysis

On demand. Variable credit. Staff. Supervised study, by individuals or small groups, of one or more specialized topics not covered in regular courses.

CEE 820 Thesis—Environmental and Water Resource Systems

Fall, spring. 1-12 credits. Students must register for credit with the professor at the start of each term. Staff.

A thesis research topic is selected by the student with the advice of the faculty member in charge and is pursued either independently or in conjunction with others working on the same topic.

Fluid Mechanics and Hydrology**CEE 331 Fluid Mechanics**

Fall; usually offered in summer for Engineering Co-op Program. 4 credits. Prerequisite: Engr 202 (may be taken concurrently). W. H. Brutsaert.

Hydrostatics, the basic equations of fluid flow, potential flow and dynamic pressure forces, viscous flow and shear forces, steady pipe flow, turbulence, dimensional analysis, open-channel flow. Elements of design in water supply systems, canals, and other hydraulic schemes.

CEE 332 Hydraulic Engineering

Spring. 4 credits. Prerequisite: CEE 331. P. L.-F. Liu.

Application of fluid-mechanical principles to problems of engineering practice and design: hydraulic machinery, water-distribution systems, open-channel design, river engineering, groundwater flow, and pollutant dispersal. Lectures supplemented by laboratory work and a design project.

[CEE 431 Geohydrology (also ABEN 471 also GEOL 445)

For description, see GEOL 445. Not offered 1995-96 and 1996-97; offered 1997-98.]

CEE 432 Hydrology

Spring. 3 credits. Prerequisite: CEE 331. Intended for undergraduates. Lectures concurrent with CEE 632. W. H. Brutsaert.

Introduction to hydrology as a description of the water cycle and the role of water in the natural environment, and other issues for environmental engineers. Physical and statistical prediction methods for design related to hydrologic processes. Hydrometeorology and evaporation. Infiltration and base flow. Surface runoff and channel routing. Linear and nonlinear hydrologic systems. Storage routing and unit hydrograph methods.

CEE 433 Pollutant Transport and Transformation in the Environment

Fall. 3 credits. Prerequisite: CEE 331.

Intended for undergraduates. Lectures concurrent with CEE 655. J. J. Bisogni. Introduction to the physical transport and chemical and biochemical transformation processes that govern the fate and distribution of pollutants in the environment. See description for CEE 655.

CEE 435 Coastal Engineering

Spring. 4 credits. Prerequisite: CEE 331. P. L.-F. Liu.

Introduction to water wave phenomena, including wave generation, shoaling, refraction, diffraction, and breaking. Applications of wave theories to engineering design problems such as forces on coastal structures and beach erosion in coastal zones. Lectures supplemented by four laboratory assignments and a design project.

[CEE 630 Advanced Fluid Mechanics

Fall. 3 credits. Prerequisite: CEE 331. Not offered 1995-96 and 1996-97; offered 1997-98.

Introduction to tensor analysis; conservation of mass, momentum, and energy. Rigorous treatment includes study of exact solutions of the Navier-Stokes equations. Asymptotic approximations at low and high Reynolds numbers. Similitude and modeling. Laminar diffusion of momentum, mass, and heat.]

[CEE 631 Flow and Contaminant Transport Modeling in Groundwater

Spring. 3 credits. Prerequisites: Mathematics 294 or equivalent, Engr 241 or experience in numerical methods and programming, and elementary fluid mechanics. Not offered 1995-96 and 1996-97; offered 1997-98.

Potential flows and their calculation. Numerical methods include finite difference, finite elements, and boundary elements. Fundamental equations of saturated and unsaturated flow in porous media. Flow in fractured media. Numerical modeling of transport in porous media. Diffusion and advective diffusion in one, two, and three dimensions. Anisotropy. Additional terms for reactive substances. The course will include the use of computer programs.]

CEE 632 Hydrology

For description, see CEE 432. W. H. Brutsaert.

[CEE 633 Flow in Porous Media and Groundwater

Fall. 3 credits. Prerequisite: CEE 331. Not offered 1995-96 and 1997-98; offered 1996-97.

Fluid mechanics and equations of single-phase and multiphase flow; methods of solution. Applications involve aquifer hydraulics, pumping wells; drought flows; infiltration, groundwater recharge; land subsidence; seawater intrusion, miscible displacement; transient seepage in unsaturated materials.]

[CEE 634 Boundary Layer Meteorology

Fall. 3 credits. Prerequisite: CEE 331 or permission of instructor. Not offered 1995-96 and 1997-98; offered 1996-97.

Physical processes in the lower atmospheric environment: turbulent transport in the atmospheric boundary layer, surface-air interaction, disturbed boundary layers, radiation. Applications include sensible and latent heat transfer from lakes, plant canopy flow and evapotranspiration, turbulent

diffusion from chimneys and cooling towers, and related design issues.]

[CEE 635 Small and Finite Amplitude Water Waves]

Fall. 3 credits. Prerequisite: CEE 435 or equivalent. Not offered 1995-96 and 1997-98; offered 1996-97. P. L.-F. Liu.
Review of linear and nonlinear theories of ocean waves. Discussion on the applicability of different wave theories to engineering problems.]

[CEE 636 Environmental Fluid Mechanics]

Spring. 3 credits. Prerequisite: CEE 655 or permission of instructor. Offered alternate years. Not offered 1995-96 and 1996-97; offered 1997-98.
Mass- and heat-transport processes in the environment and their interaction with pollutant discharges. Mechanics of discretely and continuously stratified fluids, internal waves, density currents, selective withdrawal, and baroclinic motions. Flow stability, mixing, and turbulence. Turbulent diffusion and shear flow dispersion, including effects of buoyancy. Convective instabilities and mixed-layer dynamics. Concentrated sources of momentum and buoyancy: jets and plumes and their behavior in the environment. Applications to mixing processes in rivers, lakes, the ocean, and the atmosphere.]

CEE 638 Hydraulics Seminar

Spring. 1 credit. Open to undergraduates and graduates and required of graduate students majoring in hydraulics or hydraulic engineering. Staff.
Topics of current interest in fluid mechanics, hydraulic engineering, and hydrology.

CEE 639 Special Topics in Hydraulics

On demand. Variable credit. Staff.
Special topics in fluid mechanics, hydraulic engineering, or hydrology.

[CEE 732 Computational Hydraulics]

Fall. 3 credits. Prerequisite: elementary fluid mechanics or permission of instructor. Offered alternate years. Not offered 1995-96 and 1996-97; offered 1997-98. J. A. Liggett.
Numerical methods for solving hydraulics and fluid-mechanics problems. Solutions for elliptic, parabolic, and hyperbolic equations. Finite-difference, finite-element, and boundary-integral methods.]

CEE 735 Research in Hydraulics

On demand. Variable credit. Staff.
The student may select an area of investigation in fluid mechanics, hydraulic engineering, or hydrology. The work may be either experimental or theoretical in nature. Results should be submitted to the instructor in charge in the form of a research report.

CEE 830 Thesis—Fluid Mechanics and Hydrology

Fall, spring. 1-12 credits. Students must register for credit with the professor at the start of each term. Staff.
A thesis research topic is selected by the student with the advice of the faculty member in charge and is pursued either independently or in conjunction with others working on the same topic.

Geotechnical Engineering

CEE 341 Introduction to Geotechnical Engineering

Spring. 4 credits. H. A. Stewart.
Soil as an engineering material. Chemical and physical nature of soil. Engineering properties of soil. Stresses and stress analysis of soil. Basic theory and design for water flow in soil, one-dimensional consolidation of clay and silts, and shear-strength problems. Introduction to slope stability, earth pressure, geosynthetics, and landfill and waste-containment issues. Introduction to laboratory testing. Synthesis of soil analysis and laboratory-test results for the design of engineering structures.

CEE 640 Foundation Engineering

Fall. 3 credits. Prerequisite: CEE 341. F. H. Kulhawy.
Soil exploration, sampling, and in-situ testing techniques. Bearing capacity, stress distribution, and settlement. Design of shallow and deep foundations. Compaction and site preparation. Seepage and dewatering of foundation excavations.

CEE 641 Retaining Structures and Slopes

Spring. 3 credits. Prerequisite: CEE 341. T. D. O'Rourke.
Earth pressure theories. Design of rigid, flexible, braced, tied-back, slurry, and reinforced soil structures. Stability of excavation, cut, and natural slopes. Design problems stressing application of course material under field conditions of engineering practice.

CEE 643 Pavement Engineering (also ABEN 692)

Spring. 4 credits. Limited to engineering seniors and graduate students. Prerequisite: CEE 341 and 642. L. H. Irwin.
For description see ABEN 692.

CEE 648 Seminar in Geotechnical Engineering

Fall, spring. 1 credit. Staff.
Presentation and discussion of topics in current research and practice in geotechnical engineering.

CEE 649 Special Topics in Geotechnical Engineering

On demand. 1-6 credits. Staff.
Supervised study of special topics not covered in the formal courses.

CEE 740 Engineering Behavior of Soils

Fall. 4 credits. Prerequisite: CEE 341. H. A. Stewart.
Detailed study of the physiochemical nature of soil. Stress states due to geostatic loading and stress-history effects. In-depth evaluation of stress-strain-strength, compressibility, and hydraulic conductivity of natural soils. Field-testing methods for determining properties based on laboratory testing. Laboratory sessions include in-situ field testing, simple index tests, and complete laboratory characterization of important soil properties.

CEE 741 Rock Engineering

Fall. 3 credits. Prerequisite: CEE 341 or permission of instructor. Recommended: introductory geology. T. D. O'Rourke.
Geological and engineering classifications of intact rock, discontinuities, and rock masses. Laboratory and field evaluation of properties. Stress states and stress analysis. Design of foundations on, and openings in, rock masses. Analysis of the stability of rock slopes.

CEE 744 Advanced Foundation Engineering

Spring. 2 credits. Prerequisite: CEE 640. Offered 1995-96 and 1997-98; not offered 1996-97. F. H. Kulhawy.
A continuation of CEE 640, with detailed emphasis on special topics in soil-structure interaction. Typical topics include lateral and pullout loading of deep foundations, pile group behavior, foundations for offshore structures, foundations for special structures.

CEE 745 Soil Dynamics

Spring. 4 credits. Prerequisite: permission of instructor. H. A. Stewart.
Study of soil behavior under dynamic loading conditions. Foundation design for vibratory loadings. Introductory earthquake engineering including field and laboratory techniques for determining dynamic soil properties and liquefaction potential. Design of embankments and retaining structures under dynamic loading conditions. Laboratory experiments and demonstrations using resonant column and a range of cyclic testing equipment.

[CEE 746 Embankment Dam Engineering]

Spring. 2 credits. Prerequisites: CEE 641 and 741, or permission of instructor. Not offered 1995-96 and 1997-98; offered 1996-97. F. H. Kulhawy.
Principles of analysis and design for earth and rockfill dams. Materials, construction methods, internal and external stability, seepage and drainage, performance monitoring, abutment and foundation evaluation. Introduction to tailings dams.]

CEE 749 Research in Geotechnical Engineering

On demand. 1-6 credits. Staff.
For the student who wants to pursue a particular geotechnical topic in considerable depth.

CEE 840 Thesis—Geotechnical Engineering

Fall, spring. 1-12 credits. Students must register for credit with the professor at the start of each term. Staff.
A thesis research topic is selected by the student with the advice of the faculty member in charge and is pursued either independently or in conjunction with others working on the same topic.

Environmental Engineering

CEE 351 Environmental Quality Engineering

Spring; usually offered in summer for Engineering Co-op Program. 3 credits. L. W. Lion.
Introduction to engineering aspects of environmental quality control. Quality parameters, criteria, and standards for water and wastewater. Emphasis on water-quality control concepts, theory, and methods. Elementary analysis pertaining to the modeling of pollutant reactions in natural systems, and introduction to design of unit processes for water and wastewater treatment.

CEE 352 Water Supply Engineering

Fall. 3 credits. Prerequisite: CEE 351. R. I. Dick.
Analysis of contemporary threats to human health from water supply systems. Criteria and standards for potable-water quality. Water-quality control theory. Design of water supply facilities.

CEE 453 Laboratory Research in Environmental Engineering

Fall. 2 credits. Prerequisites: CEE 351, CEE 352. Enrollment limited to 12. J. J. Bisogni Jr. and M. L. Weber-Shirk.

Laboratory investigations reflecting faculty research on current environmental problems. Laboratory exercises will change from year to year. Possible topics include: Acid rain/lake chemistry; contaminated soil-site assessment, risk assessment, and remediation; packed tower air stripping treatment of contaminated groundwater; pollutant dispersion/transport in rivers; drinking water filtration for pathogen removal; oxygen sag in rivers; and biodegradation in landfills.

CEE 651 Microbiology for Environmental Engineering

Fall. 2 credits. Prerequisite: one semester of college chemistry. J. M. Gossett.

A self-paced autotutorial introduction to fundamental aspects of microbiology, organic chemistry, and biochemistry pertinent to environmental engineering. Course work consists of assigned readings, study questions, and brief exams.

CEE 653 Water Chemistry for Environmental Engineering

Fall. 3 credits. Prerequisite: one semester of college chemistry or permission of instructor. L. W. Lion.

Principles of chemistry applicable to the understanding, design, and control of water and wastewater treatment processes and to reactions in receiving waters. Topics include chemical thermodynamics, reaction kinetics, acid-base equilibria, mineral precipitation/dissolution, and electrochemistry. The focus of the course is on the mathematical description of chemical reactions relevant to engineered processes and natural systems, and the numerical or graphical solution of these problems.

CEE 654 Aquatic Chemistry

Spring. 3 credits. Prerequisite: CEE 653 or Chemistry 287-288. J. J. Bisogni.

Concepts of chemical equilibria applied to natural aquatic systems. Topics include acid-base reactions, buffer systems, mineral precipitation, coordination and redox reactions, Eh-pH diagrams adsorption phenomena, humic acid chemistry, and chemical-equilibria computational techniques. In-depth coverage of topics covered in CEE 653.

CEE 655 Pollutant Transport and Transformation in the Environment

For description, see CEE 433. J. J. Bisogni.

CEE 658 Sludge Treatment, Utilization, and Disposal

Spring. 3 credits. Prerequisite: CEE 352 or permission of instructor. R. I. Dick.

Analysis of the quantity and quality of residues produced from municipal and industrial water-supply and pollution-control facilities and other residue-producing processes as functions of process design and operational variables. Alternatives for reclaiming or disposing of hazardous and nonhazardous residues with assessment of potential environmental impacts. Fundamental factors influencing performance of treatment processes for removing water from sludges and for altering sludge properties prior to reuse or ultimate disposal. Considerations in selecting and integrating of sludge-management processes to approach optimal design.

CEE 659 Environmental Quality Engineering Seminar

Spring. 1 credit. Prerequisite: enrollment as graduate student in environmental engineering. Staff.

Presentation and discussion of current research and design projects in environmental engineering.

CEE 750 Research in Environmental Engineering

On demand. 1-6 credits. Staff.

For students who want to study a particular area in depth. The work may take the form of laboratory investigation, field study, theoretical analysis, or development of design and analysis procedures.

CEE 755 Environmental Engineering Processes I

Fall. 3 credits. Prerequisite: Previous or concurrent enrollment in CEE 653 or permission of instructor. J. M. Gossett.

Theoretical and engineering aspects of chemical and physical phenomena and processes applicable to the removal of impurities from water, wastewater, and industrial wastes and to their transformation in receiving waters. Analysis and design of treatment processes and systems.

CEE 756 Environmental Engineering Processes II

Spring. 3 credits. Prerequisites: CEE 651 and 755, or permission of instructor. J. M. Gossett.

Theoretical and engineering aspects of biological phenomena and processes applicable to the removal of impurities from water, wastewater, and industrial wastes and to their transformation in receiving waters. Biokinetic analysis and design of biological treatment process.

CEE 757 Environmental Engineering Processes Laboratory I

Fall. 2 credits. Prerequisite: concurrent enrollment in CEE 653 and CEE 755. J. J. Bisogni.

Laboratory studies of aquatic chemistry and physical/chemical processes of environmental engineering. Topics include gravimetric analyses; acids/bases; alkalinity; gas chromatography; UV-visible and atomic absorption spectrophotometry; adsorption; filtration; ion exchange; gas transfer; sedimentation; characterization of reactor mixing regimes; coagulation.

CEE 758 Environmental Engineering Processes Laboratory II

Spring. 2 credits. Prerequisite: CEE 651 and concurrent enrollment in CEE 756. J. M. Gossett.

Laboratory studies of microbiological phenomena and environmental engineering processes. Topics include microscopy; biochemical and chemical oxygen demand; biological treatability studies; enumeration of bacteria.

CEE 759 Special Topics in Environmental Engineering

On demand. Variable credit. Staff.

Supervised study in special topics not covered in formal courses.

CEE 850 Thesis—Environmental Engineering

Fall, spring. 1-12 credits. Students must register for credit with the professor at the start of each term. Staff.

A thesis research topic is selected by the student with the advice of the faculty member

in charge and is pursued either independently or in conjunction with others working on the same topic.

Transportation**CEE 361 Introduction to Transportation Engineering**

Spring; usually offered in summer for Engineering Co-op Program. 3 credits. A. H. Meyburg.

Introduction to technological, economic, and social aspects of transportation. Emphasis on design and functioning of transportation systems and their components. Supply-demand interactions; system planning, design, and management; traffic flow and control intersection and network analysis. Institutional and energy issues; environmental impact.

CEE 362 Highway Engineering (also ABEN 491)

Fall. 3 credits. Prerequisites: Fluid mechanics (may be taken concurrently) and junior standing in engineering. L. H. Irwin.

For description, see ABEN 491.

CEE 463 Transportation and Information Technology

Fall. 3 credits. Prerequisite: CEE 361 or permission of the instructor. L. K. Nozick.

Focuses on shift from building new infrastructure to improving the utilization of current facilities. Reviews major legislation that solidifies this shift and examines the role of computer and telecommunications technology. Technologies to be considered include tags and readers, weigh-in-motion, cellular communication technology, the global positioning system, on-board navigation systems, databases, and distributed databases.

CEE 664 Transportation Systems Design

Spring. 3 credits. Prerequisite: CEE 361.

Staff. Advanced techniques for physical and operational design of transportation systems, including analytical modeling techniques underlying design criteria. Evaluation of alternative designs. Management and operating policies, including investment strategies. Facility location decisions, networks, and passenger and freight terminals.

CEE 762 Transportation Research

On demand. Variable credit. Staff.

In-depth investigation of a particular transportation planning or engineering problem mutually agreed upon between the student and one or more faculty members.

CEE 764 Special Topics in Transportation

On demand. Variable credit. Staff.

Advanced subject matter not covered in depth in other regular courses.

CEE 860 Thesis—Transportation Engineering

Fall, spring. 1-12 credits. Students must register for credit with the professor at the start of each term. Staff.

A thesis research topic is selected by the student with the advice of the faculty member in charge and is pursued either independently or in conjunction with others working on the same topic.

Structural Engineering

See also CEE 116.

CEE 371 Structural Behavior

Spring. 4 credits. Prerequisite: Engr 202. A. R. Ingraffea.

Fundamental concepts of structural engineering: behavior, analysis, and design. Loads, structural materials, structural form, statically determinate analysis, approximate analysis of indeterminate systems. Use of interactive graphical analysis programs. Fundamentals of behavior of steel and concrete members. Introduction to limit states design.

CEE 372 Structural Analysis

Fall; usually offered in summer for Engineering Co-op Program. 4 credits. Prerequisite: CEE 371. J. F. Abel.

Fundamentals of statically indeterminate structures. Moment-area and virtual-work methods of displacement computation. Matrix flexibility and stiffness methods. Moment distribution analysis. Influence lines. Computer applications to practical structures. Role and limitations of analysis in design. The art of structural modeling for analysis and design.

CEE 373 Design of Concrete Structures

Fall. 4 credits. Prerequisites: CEE 372 or permission of instructor. P. Gergely.

Behavior and design of reinforced concrete and prestressed concrete structures. Design project.

CEE 374 Design of Steel Structures

Spring. 4 credits. Prerequisite: CEE 372 or permission of instructor. T. Peköz.

Behavior and design of steel members, connections, and structures. Discussion of structural systems for buildings and bridges.

CEE 376 Civil Engineering Materials

Spring. 3 credits. K. C. Hover.

Engineering properties of concrete, steel, wood, masonry, and other structural materials. Design characteristics and significance of test results of materials used in engineering works. Developing QA/QC programs and writing specifications. Extensive laboratory testing and report writing.

CEE 671 Random Vibration

Spring. 3 credits. Prerequisites: M&AE 326, CEE 779, and OR&IE 260; or equivalent and permission of instructor. Offered 1995-96 and 1997-98; not offered 1996-97. M. D. Grigoriu.

Review of random-process theory, simulation, and first-passage time. Linear random vibration: second-moment response descriptors and applications from fatigue; seismic analysis; and response to wind, wave, and other non-Gaussian load processes. Nonlinear random vibration: equivalent linearization, perturbation techniques, Fokker-Planck and Kolmogorov equations, Itô calculus, and applications from chaotic vibration, fatigue, seismic analysis, and parametrically excited systems.

CEE 672 Fundamentals of Structural Mechanics

Spring. 3 credits. Staff.

Theory of elasticity, energy principles, plate flexure, failure theories for structural design, beams on elastic foundation, finite-difference method, plate theory, energy principles, introduction to finite-element method.

CEE 673 Advanced Structural Analysis

Fall. 3 credits. Prerequisites: CEE 372 and computer programming. A. R. Ingraffea.

Matrix analysis of structures, computer programming of displacement (stiffness) method, use of interactive graphical analysis programs, solution methods, errors and accuracy, special analysis procedures, virtual work in matrix analysis, and introduction to nonlinear analysis and finite-element methods.

[CEE 675 Concrete Materials and Construction

Spring. 3 credits. Prerequisite: CEE 376 or equivalent. Offered alternate years. Not offered 1995-96 and 1997-98; offered 1996-97. K. C. Hover.

Materials science, structural engineering, and construction technology involved in the materials aspects of the use of concrete. Cement chemistry and physics, mix design, admixtures, engineering properties, testing of fresh and hardened concrete, and the effects of construction techniques on material behavior. Lab assignments.]

[CEE 677 Stochastic Mechanics

Spring. 3 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1995-96 and 1997-98; offered 1996-97. M. D. Grigoriu.

Review of concepts of probability theory, random processes, and random fields. Analytical and numerical methods for reliability analysis. Methods for solution of random eigenvalue problems, equilibrium of uncertain systems and systems with random imperfections, and propagation problems in stochastic systems. Applications include stochastic finite elements, probabilistic fracture mechanics, and dynamic Daniels systems.]

CEE 680 Structural Engineering Seminar

Fall, spring. 1 credit. Limited to qualified seniors and graduate students. Staff.

Presentation of topics of current interest in the field of structures.

[CEE 770 Engineering Fracture Mechanics

Fall. 3 credits. Prerequisite: CEE 772 or permission of instructor. Offered alternate years. Not offered 1995-96 and 1997-98; offered 1996-97. A. R. Ingraffea.

Fundamentals of fracture-mechanics theory. Energy and stress-intensity approaches to fracture. Mixed-mode fracture. Fatigue-crack propagation. Finite- and boundary-element methods in fracture mechanics. Introduction to elastic-plastic fracture mechanics. Interactive computer graphics for fracture simulation. Laboratory techniques for fracture-toughness testing of metals, concrete, and rock.]

CEE 772 Finite Element Analysis

Spring. 3 credits. Prerequisites: CEE 672 and 673, or permission of instructor. J. F. Abel.

Conceptual, theoretical, and practical bases for finite-element analysis in structural mechanics and other disciplines. Development and evaluation of formulations for one-, two-, and three-dimensional elements. Introduction to boundary-element analysis. Interactive computer graphics for finite- and boundary-element analysis.

CEE 773 Structural Reliability

Fall. 3 credits. Prerequisite: permission of instructor. Offered alternate years. Offered 1995-96 and 1997-98; not offered 1996-97. M. D. Grigoriu.

Review of probability theory, practical measures for structural reliability, second-moment reliability indices, probability models for strength and loads, probability-based

design codes, reliability of structural systems, imperfection-sensitive structures, fatigue, stochastic finite-element techniques, elementary concepts of probabilistic fracture mechanics.

CEE 774 Advanced Concrete Structures I

Fall. 3 credits. Prerequisite: undergrad course in concrete structures. R. N. White.

Role of material properties in structural performance; design code philosophies; behavior and design of reinforced and prestressed concrete flexural sections; deflection control for RC and PC structures including load balancing for PC structures; continuity effects; serviceability issues; behavior and design of RC and PC slab systems; plastic truss (strut-and-tie) approach for torsion, deep beams, and shear; vertical framing systems.

CEE 775 Advanced Concrete Structures II

Spring. 3 credits. Prerequisite: CEE 774 or equivalent. R. N. White.

Ductility and its enhancement; prestress loss calculations; short-term and long-term deflection predictions; shrinkage and temperature effects and their control; extension of plastic truss approach to corbels, brackets, and connections; slender columns and biaxial bending; composite construction; anchorage region behavior in PC beams; strip method for design of slabs with unusual geometry; shear walls; bridges; directions of design codes.

CEE 776 Advanced Design of Metal Structures

Fall. 3 credits. Prerequisite: CEE 374 or equivalent. T. Peköz.

Preliminary design of structural systems. Design of members and connections. Behavior and computer-aided design of building frames. Design of composite members.

[CEE 777 Advanced Behavior of Metal Structures

Spring. 3 credits. Prerequisite: CEE 374 or equivalent. Not offered 1995-96 and 1996-97; offered 1997-98. T. Peköz.

Analysis of elastic and inelastic stability. Behavior and design of hot-rolled and cold-rolled steel and aluminum members, elements, and frames. Critical review of design specifications.]

CEE 779 Structural Dynamics and Earthquake Engineering

Spring. 3 credits. P. Gergely.

Modal analysis, numerical methods, and frequency-domain analysis. Introduction to earthquake-resistant design.

[CEE 780 Advanced Concrete Material Science

Fall. 3 credits. Prerequisites: CEE 376 or equivalent and CEE 675. Not offered 1995-96 and 1997-98; offered 1996-97. K. C. Hover.

Advanced study of the chemistry, physics, and microstructure of cement and concrete. Investigation of cement manufacture and chemistry, hydration reactions and effect of admixtures. Study of microstructure with scanning electron microscopy, and porosity. Engineering properties and behavior include failure mechanisms and elastic and viscoelastic behavior. Durability. Student presentations.]

CEE 783 Civil and Environmental Engineering Materials Project

On demand. 1-3 credits. K. C. Hover. Individual projects or reading and study assignments involving engineering materials.

CEE 785 Research in Structural Engineering

On demand. Variable credit. Staff. Pursuit of a branch of structural engineering beyond what is covered in regular courses. Theoretical or experimental investigation of suitable problems.

CEE 786 Special Topics in Structural Engineering

On demand. Variable credit. Staff. Individually supervised study or independent design or research in specialized topics not covered in regular courses. Occasional offering of such special courses as Shell Theory and Design, and Advanced Topics in Finite Element Analysis.

CEE 880 Thesis—Structural Engineering

Fall, spring. 1-12 credits. Students must register for credit with the professor at the start of each term. Staff.

A thesis research topic is selected by the student with the advice of the faculty member in charge and is pursued either independently or in conjunction with others working on the same topic.

Engineering Management**CEE 590 Engineering Management Practice**

Fall. 3 credits. Prerequisite: permission of instructor. M. A. Turnquist.

An introduction to the work and skills of management, especially for the management of projects. Planning, organizing, communicating, scheduling, controlling, and correcting will be covered in combination of lectures, readings, outside assignments, and in-class role-playing exercises.

CEE 591 Engineering Management Project

Fall. 3 credits. Prerequisite: permission of instructor. M. A. Turnquist and L. K. Nozick.

An intensive evaluation of the management aspects of a major engineering project or system. Most students will work on a large group project in the area of project management, but students may also work singly or in small groups on an engineering management topic of special interest to them.

CEE 592 Engineering Management Project

Spring. 3 credits. Prerequisite: permission of instructor. M. A. Turnquist and L. K. Nozick.

A continuation of CEE 591.

CEE 593 Engineering Management Methods I: Data, Information, and Modeling

Fall. 3 credits. Prerequisites: OR&IE 320 and OR&IE 270 or CEE 304 or equivalent. L. K. Nozick.

Methods for managing data and transforming data into information. Modeling as a means to synthesize information into knowledge that can form the basis for decisions and actions. Application of statistical methods and optimization to managerial problems in project scheduling, quality control, forecasting, and resource allocation.

CEE 594 Engineering Management Methods II: Managing Uncertain Systems

Spring. 3 credits. Prerequisite: CEE 593 or permission of instructor.

M. A. Turnquist.

Modeling and managing systems in which uncertainty is a major determinant of system behavior. Systems which are subject to breakdown, deterioration and queuing. Simulation as a tool for analyzing uncertain systems. Projects and case studies to illustrate application of the methods.

CEE 595 Construction Planning and Operations

Fall. 3 credits. Prerequisite: permission of instructor. K. C. Hover.

A course on the fundamentals of construction planning: organization of the worksite, construction planning, scheduling, and cost estimating, bidding, design of falsework and shoring systems, construction loadings, materials handling for construction, optimization of construction processes, applications of computer methods.

CEE 597 Risk Analysis and Management

Spring. 3 credits. Prerequisite: CEE 304 or OR&IE 270 or equivalent.

J. R. Stedinger.

Course develops a working knowledge of risk terminology, analytic tools used to analyze environmental and technological risks, and social and psychological risk issues. Discussions address life risks in the U.S., transportation risks, transportation of hazardous materials, waste incineration and remediation, public health risks such as AIDS, regulatory policy, risk communication, environmental risk issues in the media, and risk management.

CEE 692 Special Topics in Engineering Management

On demand. 1-6 credits. Staff.

Individually supervised study of one or more specialized topics not covered in regular courses.

CEE 694 Research in Engineering Management

On demand. 1-6 credits. Staff.

The student may select an area of investigation in engineering management. Results should be submitted to the instructor in charge in the form of a research report.

COMPUTER SCIENCE

The Department of Computer Science is part of both the College of Arts and Sciences and the College of Engineering.

COM S 099 Fundamental Programming Concepts

Fall. 2 credits. No prerequisites. S-U grades only.

This course is designed for students who intend to take COM S 100 but are not adequately prepared for that course. Students who do not intend to take COM S 100 but want some introduction to computers and programming should take COM S 101 instead. Students cannot receive credit for both COM S 101 and COM S 099. Basic programming concepts and problem analysis are studied. The programming language used is Pascal. Students with previous programming experience should not take this course.

COM S 100 Introduction to Computer Programming

Fall, spring, summer. 4 credits. Students who plan to take COM S 101 and also 100 must take 101 first.

An introduction to elementary computer programming concepts. Emphasis is on techniques of problem analysis and the development of algorithms and programs. The subject of the course is programming, not a particular programming language. The principal programming language is C. The course does not presume previous programming experience. Programming assignments are tested and run on interactive, stand-alone microcomputers. During most semesters, two versions of COM S 100 are available as described below.

COM S 100a Introduction to Computer Programming

Standard version of COM S 100. No college-level mathematics is assumed. Register for COM S 100.

COM S 100b Introduction to Computer Programming

Prerequisite: MATH 111, 191 or equivalent. Offered fall only.

Alternative version of COM S 100, emphasizing examples and applications involving continuous mathematics, including trigonometry and calculus. Register for COM S 100. COM S 100b is not always available at all COM S 100 lecture hours.

COM S 101 The Computer Age (also ENGRG 101)

Summer. 3 credits. Credit is granted for both COM S 100 and 101 only if 101 is taken first.

An introduction to computer science and programming for students in nontechnical areas. The aims of the course are to acquaint the student with the major ideas in computer science and to develop an appreciation of algorithmic thinking. Topics may include the history of computation; microtechnology; the retrieval and transmission of information; scientific computing; computer graphics, art, and music; robotics, natural-language processing, and machine intelligence. Students become acquainted with the concept of an algorithm by writing several programs in Pascal or Scheme and testing them on microcomputers. The amount of programming is about half that taught in COM S 100.

COM S 211 Computers and Programming (also ENGRD 211)

Fall, spring, summer. 3 credits. Credit will not be granted for both COM S 211 and 212. Prerequisite: COM S 100 or equivalent programming experience.

Intermediate programming in a high-level language and introduction to computer science. Topics include program development, proofs of program correctness, program structure, recursion, abstract data types, object-oriented programming, data structures, and analysis of algorithms. Pascal is the principal programming language.

COM S 212 Structure and Interpretation of Computer Programs (also ENGRD 212)

Fall, spring. 4 credits. Credit will not be granted for both COM S 211 and 212. Prerequisite: COM S 100 or equivalent programming experience.

A challenging introduction to programming languages and computer science that emphasizes alternative modes of algorithmic

expression. Topics include recursive and higher-order procedures, performance analysis of algorithms, proofs of program correctness, probabilistic algorithms, symbolic hierarchical data, abstract data types, polymorphic functions, object-oriented programming, infinite data types, simulation, and the interpretation of programs. Programs are written in Scheme, a dialect of LISP.

COM S 212 emphasizes a varied collection of advanced programming concepts and techniques available in a modern functional programming language. In contrast, COM S 211 focuses on perfecting programming skills in a conventional imperative programming language. Corrective transfers between COM S 211 and 212 (in either direction) are encouraged during the first few weeks of instruction.

COM S 214 A Taste of UNIX and C

Fall, spring. 1–2 credits. Prerequisite: COM S 211 or equivalent programming experience. S-U grades only. Will not be offered after 1995–96.

A brief introduction to the UNIX operating system and the C programming language. Recommended for students who intend to pursue the computer science major. Taught in the first four to eight weeks of the semester. The 2-credit version involves an implementation project.

COM S 222 Introduction to Scientific Computation (also ENGRD 222)

Spring. 3 credits. Prerequisites: COM S 100 and pre/corequisite of MATH 221 or MATH 293.

An introduction to elementary numerical analysis and scientific computation. Topics include interpolation, quadrature, linear and nonlinear equation solving, least-squares fitting, and ordinary differential equations. The Matlab computing environment is used. Vectorization, efficiency, reliability, and stability are stressed. Special lectures on parallel computation and high-performance Fortran.

COM S 280 Discrete Structures

Fall, spring. 4 credits. Prerequisite: COM S 211 or 212 or permission of instructor.

Covers mathematical aspects of programming and computing. Topics will be chosen from the following: mathematical induction; logical proof; propositional and predicate calculus; combinatorics and discrete mathematics covering manipulation of sums, recurrence relations, and generating-function techniques; basic number theory; sets, functions, and relations; partially ordered sets; graphs.

COM S 314 Introduction to Digital Systems and Computer Organization

Fall, spring, summer. 4 credits. Prerequisite: COM S 211, 212, or equivalent.

Introduction to computer organization. Topics include representation of information, machine-assembly languages, processor organization, interrupts and I/O, memory hierarchies, combinatorial and sequential circuits, data path and control unit design, RTL, and microprogramming.

COM S 381 Introduction to Theory of Computing

Fall. 4 credits. Prerequisite: COM S 280 or permission of instructor. Credit will not be granted for both COM S 381 and COM S 481. Collective transfers between COM S 381 and COM S 481 (in either direction)

are encouraged during the first few weeks of instruction.

An introduction to modern theory of computing: automata theory, formal languages, and effective computability.

[COM S 400 The Science of Programming

Spring. 4 credits. Prerequisite: COM S 280 or equivalent. Not offered spring 1996; next offered spring 1997.

The practical development of correct programs based on the conscious application of principles that are derived from a mathematical notion of program correctness. Besides dealing with conventional sequential programs, the course covers implementations of abstract data types and contains an introduction to problems with concurrency. Issues in programming-language design that arise from program correctness are discussed. Programs are written but not run on a computer.]

COM S 401 Software Engineering: Technology and Technique

Fall. 4 credits. Prerequisite: COM S 410 and knowledge of the C programming language.

An introduction to the programming languages, tools, and methods used in modern software development. Programming methodologies: modularity, data abstraction, object-oriented programming. Effective use of C++. Programming tools, software libraries, and interface definition languages. General techniques will be complemented with programming experience.

COM S 410 Data Structures

Fall, spring, summer. 4 credits. Prerequisite: COM S 280 or permission of instructor.

Lists, trees, graphs, arrays, and other forms of data structure and their implementation. Relationship between language and data structure, emphasizing abstract data types. Dynamic storage allocation and memory management. Detailed study of searching and sorting methods. Analysis to determine the more efficient algorithm in a given situation.

[COM S 411 Programming Languages and Logics

Fall. 4 credits. Prerequisite: COM S 410 or permission of instructor. Not offered fall 1995; next offered fall 1996 and 1998.

The major concepts of programming languages, with emphasis on synthesis and interpretation. Language-based programming methodologies, including object-oriented, functional, and logic programming. Design and criticism of programming languages. Type theory and typed lambda-calculus. Exercises in several unusual programming languages.]

COM S 412 Introduction to Compilers and Translators

Spring. 3 credits. Prerequisites: COM S 314, 381, 410. Corequisite: COM S 413. Not offered every year; next offered spring 1996 and 1998.

Overview of the internal structure of modern compilers, with emphasis on implementation techniques. Topics covered include lexical scanning, simple parsing techniques, symbol-table manipulation, type-checking routines, code generation, and simple optimizations. The course entails a compiler implementation project.

COM S 413 Practicum in Compilers and Translators

Spring. 2 credits. Prerequisites: COM S 314, 381, 410. Corequisite: COM S 412. Not offered every year; next offered spring 1996 and 1998.

A compiler implementation project related to COMS 412.

COM S 414 Systems Programming and Operating Systems

Fall. 3 credits. Prerequisite: COM S 314 or permission of instructor.

An introduction to the logical design of systems programs, with emphasis on multiprogrammed operating systems. Topics include process synchronization, deadlock, memory management, input-output methods, information sharing, protection and security, and file systems. The impact of network and distributed computing environments on operating systems is also discussed.

COM S 415 Practicum in Operating Systems

Fall. 2 credits. Prerequisite: COM S 410. Corequisite: COM S 414.

The practical aspects of operating systems are studied through the design and implementation of an operating system kernel that supports multiprogramming, virtual memory, and various input-output devices. All the programming for the project is in a high-level language.

COM S 417 Computer Graphics and Visualization (also ARCH 374)

Spring. 3 credits. Prerequisite: COM S 211 or 212.

An introduction to the principles of interactive computer graphics and scientific visualization. Topics include surface modeling, animation, perspective transformations, hidden-line and hidden-surface algorithms, lighting models, image synthesis, and application to scientific data analysis.

COM S 418 Practicum in Computer Graphics (also ARCH 375)

Spring. 2 credits. Enrollment limited. Permission of instructor. Prerequisite: COM S 211 or 212. Recommended: COM S 314. Co-requisite: COM S 417.

Programming assignments dealing with interactive computer graphics and visualization of scientific data.

COM S 421 Numerical Analysis

Fall. 4 credits. Prerequisites: Mathematics 294 or equivalent, one additional mathematics course numbered 300 or above, and knowledge of programming.

Modern algorithms for systems of linear equations, systems of nonlinear equations, numerical optimization, and numerical solution of differential equations. Some discussion of methods suitable for parallel computation.

COM S 422 Parallel Computing for Scientific Problems

Spring. 4 credits. Enrollment limited. Permission of instructor. Prerequisites: Math 294, COM S 222 or COM S 421, knowledge of C and FORTRAN.

Parallel algorithms and programming environments for important scientific problems, such as fluid flow, systems of particles, and large-scale optimization. This course will involve algorithm development on some of the world's fastest computers, including a Connection Machine and a hypercube.

COM S 432 Introduction to Database Systems

Spring. 3 credits. Prerequisites: Either COM S 211 or 212, and 410, or permission of instructor. Recommended: COM S 314.

Introduction to modern database management systems. Concepts in data modeling and query processing. Storage structures and access methods. Design and analysis of relational databases. Concurrency control. Object-oriented databases.

COM S 433 Practicum in Database Systems

Spring. 2 credits. Corequisite: COM S 432.

Issues related to the design and implementation of database-management systems will be addressed. Students will implement a simplified relational database system, including a file-access method and query-processing algorithms.

[COM S 444 Distributed Systems and Algorithms

Fall. 4 credits. Corequisite: COM S 414 or permission of instructor. Not offered fall 1995; next offered fall 1996.

The fundamentals of distributed systems and algorithms. Topics include the problems, methodologies and paradigms necessary for understanding and designing distributed applications, with an emphasis on fault-tolerant computing. Theoretical concepts will be complemented with practical examples of their application in current distributed systems.]

[COM S 462 Robotics and Machine Vision

Spring. 3 credits. Prerequisite: Permission of instructor, COM S 410, and COM S 381. Co-requisite: COM S 463. Not offered spring 1996; next offered spring 1997.

Introduction to the science of robotics and machine vision using a combination of programming techniques, applied mathematics, algorithms, and lab experiments. Topics include task-level robot planning and programming, hand-eye systems, feature detection and object recognition, motion planning, shape reconstruction, compliant motion and assembly, model-based planning and recognition, uncertainty and error, active sensing, and manipulation.]

[COM S 463 Robotics and Machine Vision Lab

Spring. 2 credits. Prerequisite: Permission of instructor, COM S 410, and COM S 381. Co-requisite: COM S 462. Not offered spring 1996; next offered spring 1997. 1 lab.

Use physical robots (vision systems, hand-eye systems, and mobile robots) in the Computer Science Robotics and Vision Teaching Laboratory. Students should be comfortable both with mathematical concepts and programming, know LISP or Scheme, have a mastery of calculus and linear algebra, a strong background in algorithms, and an ability to work independently.]

COM S 472 Foundations of Artificial Intelligence

Fall. 3 credits. Prerequisites: COM S 107 or COM S 212, COM S 280 and COM S 410. Open to juniors, seniors, and graduate students. 3 lecs.

A challenging introduction to the major subareas and current research directions in

artificial intelligence. Topics include knowledge representation, search, problem solving, natural-language processing, vision, robotics, logic and deduction, planning, and machine learning.

COM S 473 Practicum in Artificial Intelligence

Fall. 2 credits. Prerequisite: COM S 107 or COM S 212, COM S 280 and COM S 410. Corequisite: COM S 472.

Project portion of COM S 472. Topics include Common LISP programming, representation systems, deductive retrieval, databases and frame languages, and truth-maintenance-system implementations.

COM S 481 Introduction to Theory of Computing

Fall. 4 credits. Prerequisite: COM S 280 or permission of instructor. Credit will not be granted for both COM S 381 and COM S 481. Corrective transfers between COM S 481 and COM S 381 (in either direction) are encouraged during the first few weeks of instruction.

A faster-moving and deeper version of COM S 381.

COM S 482 Introduction to Analysis of Algorithms

Spring. 4 credits. Prerequisites: COM S 410 and either 381 or 481, or permission of instructor.

Techniques used in the creation and analysis of algorithms. Combinatorial algorithms, computational complexity, NP-completeness, and intractable problems.

COM S 486 Applied Logic (also Mathematics 486)

Fall or spring. 4 credits. Prerequisites: Mathematics 222 or 294, COM S 100, and some additional course in mathematics or theoretical computer science.

Propositional and predicate logic, compactness and completeness by tableaux, natural deduction, and resolution. Equational logic. Herbrand Universes and unification. Rewrite rules and equational logic, Knuth-Bendix method and the congruence-closure algorithm and λ -calculus reduction strategies. Topics in Prolog, LISP, ML, or Nuprl. Applications to expert systems and program verification.

COM S 490 Independent Reading and Research

Fall, spring. 1-4 credits. Independent reading and research for undergraduates.

COM S 501 Software Engineering: Technology and Technique

Fall. 4 credits. Prerequisite: COM S 410 and knowledge of the C programming language.

An introduction to the programming languages, tools, and methods used in modern software development. Programming methodologies: modularity, data abstraction, object-oriented programming. Effective use of C++. Programming tools, software libraries, and interface definition languages. General techniques will be complemented with programming experience.

[COM S 511 Modern Programming Languages

Fall. 4 credits. Prerequisites: COM S 410 and a project course or permission of instructor. Not offered fall 1995; next offered fall 1996 and 1998.

Current trends in programming languages, with emphasis on programming methodologies supported by languages. Topics will include object-oriented programming, modularity and data abstraction, functional and declarative programming, concurrency, logic programming, and programming language design. There will be programming exercises in several new languages.]

COM S 514 Practical in Distributed Systems

Fall or spring. 4 credits. Prerequisites: COM S 414 or permission of instructor. Not offered every year; semester to be announced.

Practical issues in designing and implementing distributed software. Topics include local and wide-area network protocols, replicated data, dynamic reconfiguration, monitoring for and reacting to failures or recoveries, distributed computation, synchronization, and techniques for expressing coarse-grained parallelism at the application level.

COM S 515 Practicum in Distributed Systems

Fall or spring. 1-2 credits. Co-requisite: COM S 514. Not offered every year; semester to be announced.

The practical aspects of distributed systems are studied through the design and implementation of a significant system. Students may work alone or in teams. The project varies from year to year, at the discretion of the instructor.

COM S 516 High-performance Computer Architecture

Spring. 4 credits. Prerequisite: COM S 314 required; COM S 412 or 414 highly recommended.

Introduces techniques used in high-performance computer architecture. Covers pipelining of instruction execution to superscalar, superpipelined, and speculative architectures; memory system design, including caches, operating system support in the form of naming and protection schemes; introduction to parallel architectures.

COM S 522 Parallel Computing for Scientific Problems

For description, see COM S 422.

[COM S 562 Robotics and Machine Vision

Spring. 3 credits. Prerequisites: permission of instructor, COM S 410, and COM S 381/481. Co-requisite: COM S 563. Not offered spring 1996; next offered spring 1997.

For description, see COM S 462.]

[COM S 563 Robotics and Machine Vision Lab

Spring. 2 credits. Prerequisites: permission of instructor, COM S 410, and COM S 381/481. Co-requisite: COM S 562. Not offered spring 1996; next offered spring 1997.

For description, see COM S 463.]

COM S 572 Introduction to Automated Reasoning

Spring. 3 credits.

This course teaches the use of a modern theorem proving system such as Nuprl or PVS or HOL. It covers the underlying logic as well as system operation and style of use. Assignments and projects involve the use of these systems on typical problems in software or hardware engineering and on the issues

arising in creating a database of formalized mathematics.

COM S 600 Computer Science and Programming

Fall. 1 credit. Prerequisite: graduate standing in computer science or permission of instructor. Not offered every year; semester to be announced.

An introduction to practical, modern ideas in programming methodology. Covers style and organization of programs, basic techniques for presenting proofs of correctness of programs, and the use of a "calculus" for the derivation of programs.

COM S 611 Advanced Programming Languages

Fall. 4 credits. Prerequisites: COM S 410 and 381 or 481, or permission of instructor.

A study of programming paradigms; functional, imperative, and logic programming. The untyped lambda-calculus. The typed lambda-calculus, type systems, polymorphism, type inference. Formal semantics of programming languages. Elements of domain theory and type theory. Models of programming logic.

COM S 612 Compiler Design for High-Performance Architectures

Spring. 4 credits. Prerequisites: COM S 314 and 412 or permission of instructor.

Compiler design for pipelined and parallel architectures. Program analysis: data and control dependencies, dataflow analysis, efficient solution of dataflow equations, dependence tests, solution of Diophantine equations. Architecture and code generation for instruction-level parallel (ILP) processors: pipelined, VLIW and superscalar architectures, code reorganization and software pipelining. Architecture and code generation for multi-processors: shared- and distributed-memory architectures, latency tolerance and avoidance, loop transformations to enhance parallelism and locality of reference.

COM S 613 Concurrent Programming

Spring. 4 credits. Prerequisite: COM S 414 or permission of instructor. Not offered every year; semester to be announced.

Advanced techniques in, and models of, concurrent systems. Synchronization of concurrent processes; parallel programming languages; deadlock; verification.

COM S 614 Advanced Systems

Spring. 4 credits. Prerequisite: COM S 414 or permission of instructor.

An advanced course in systems, emphasizing contemporary research in distributed systems. Topics may include communication mechanisms, consistency in distributed systems, fault-tolerance, knowledge and knowledge-based protocols, performance, scheduling, concurrency control, and authentication and security issues.

COM S 615 Theory of Concurrent Systems

Spring. 4 credits. Prerequisites: COM S 611 or permission of instructor. Not offered every year; semester to be announced.

Modeling, specification, and verification of concurrent systems. Topics in modeling will include interleaving vs. partial-order semantics, and linear time vs. branching time. Among the specification methods discussed are temporal logic, automata, process algebra, and Petri nets. Verification methods include

proof calculi, model checking, and refinement mappings. Advanced topics will include open systems and real time.

COM S 617 Frontiers of Parallel Computer Systems

Fall. 4 credits. Prerequisites: COM S 314 or 516 required; COM S 411, 412, or 414. Not offered every year; semester to be announced.

Focus on the architecture, compiler, and operating system aspects required to support features taken for granted in sequential computing, such as portable parallel programs, powerful debuggers, multi-user machine access, virtual memory, and fast I/O.

COM S 618 Topics in the Theory of Distributed Systems

Fall. 4 credits. Prerequisites: COM S 444 or COM S 614 or permission of instructor. Not offered every year; next offered fall 1995.

This course focuses on research in distributed systems and algorithms. It covers the fundamental problems and presents some of the latest results and open questions in both message-passing and shared-memory systems. Problems will be viewed from a theoretical standpoint with an emphasis on precise specifications, proofs of correctness, upper and lower bounds on various complexity measures and impossibility results.

COM S 621 Matrix Computations

Fall. 4 credits. Prerequisites: Mathematics 411 and 431 or permission of instructor. Stable and efficient algorithms for linear equations, least squares, and eigenvalue problems. Direct and iterative methods are considered. The Matlab system is used extensively.

COM S 622 Numerical Optimization and Nonlinear Algebraic Equations

Spring. 4 credits. Prerequisite: COM S 621.

Modern algorithms for the numerical solution of multidimensional optimization problems and simultaneous nonlinear algebraic equations. Emphasis is on efficient, stable, and reliable numerical techniques with strong global convergence properties: quasi-Newton methods, modified Newton algorithms, and trust-region procedures. Special topics may include large-scale optimization, quadratic programming, and numerical approximation.

COM S 624 Numerical Solution of Differential Equations

Spring. 4 credits. Previous exposure to numerical analysis, mathematical analysis including Fourier methods, and differential equations. Not offered every year; semester to be announced.

Finite difference and spectral methods for the solution of differential equations. A fast-moving course that begins with a three-week survey of numerical methods for ODEs, then moves on to Fourier analysis and methods for PDEs, especially parabolic and hyperbolic equations. Other topics covered include numerical stability, the treatment of boundary conditions, and multigrid methods. This course combines theory and programming (in Matlab), emphasizing fundamental principles more than applications.

COM S 631 Multimedia Systems

Fall. 4 credits. Prerequisites: COM S 414 or permission of instructor. Hardware and software issues involved in computer manipulation of audio, video, and

images. Topics include media capture, representation, compression, editing, processing, storage, and transportation. Special emphasis on the processing of digital video, including algorithms for special effects and automatic extraction of content, and applications of parallel architectures to video processing.

COM S 635 Automatic Text Processing and Information Retrieval

Spring. 4 credits. Prerequisite: COM S 410 or equivalent or permission of instructor. Letter grade only.

Modern methods for natural language text processing. Topics include text analysis, storage and retrieval, automatic spelling aids, text compression and encryption, language understanding systems, automatic abstracting, and text generation and translation.

COM S 661 Robotics

Fall. 4 credits. Prerequisites: COM S 482 and permission of instructor. Not offered every year; semester to be announced.

State-of-the-art in theoretical and experimental robotics, with an emphasis on robot-motion planning. Topics include: Task-level robot planning, collision-free path planning, grasp synthesis, modeling and propagating uncertainty, planning compliant motions for precision assembly, geometrical planning theories, motion planning with dynamics (and dynamic constraints), computational complexity of robot-motion planning, computational theories of friction, impact, and the physics of manipulation, and error detection and recovery in robotics.

COM S 662 Robotics Laboratory

Fall. 4 credits. Prerequisite: graduate standing or permission of instructor. Not offered every year; semester to be announced.

Introduction to the use of equipment and techniques in a modern robotics laboratory. Includes robot programming, force sensing, compliant motion, and mechanical assembly.

COM S 664 Machine Vision

Spring. 4 credits. Prerequisites: undergraduate-level understanding of algorithms and Math 221 or equivalent.

An introduction to computer vision. The following topics will be covered: edge detection, image segmentation, stereopsis, motion and optical flow, shape reconstruction, shape representations and extracting shapes from images, model-based recognition. Students will be required to implement several of the algorithms covered in the course and evaluate them on both synthetic and real images.

COM S 672 Advanced Artificial Intelligence

Spring. 4 credits. Prerequisite: COM S 472 or permission of instructor. Not offered every year; semester to be announced.

Advanced course in the computational study of intelligent behavior. Covers current issues in the design and implementation of agents that operate in the face of limited computational, perceptual, and effectory resources. How agents choose action (planning) and how they improve action choice using feedback from the world (learning) are the chief topics. Heuristic search with limited resources, planning in dynamic worlds, representations change, reasoning under uncertainty, active learning, knowledge

assimilation, AI applications to engineering problems, and building integrated intelligent agents are covered. Exercises include building a small mobile robot and programming a player for a video game.

COM S 681 Analysis of Algorithms

Fall. 4 credits. Prerequisite: COM S 381 or 481, or permission of instructor.

Methodology for developing efficient algorithms, primarily for graph theoretic problems. Understanding of the inherent complexity of natural problems via polynomial-time algorithms, randomized algorithms, NP-completeness, randomized reducibilities. Additional topics such as parallel algorithms and efficient data structures.

COM S 682 Theory of Computing

Spring. 4 credits. Prerequisite: COM S 381 or 481, or permission of instructor. Advanced treatment of theory of computation, computational-complexity theory, and other topics in computing theory.

COM S 683 Parallel Algorithms

Fall. 4 credits. Prerequisite: COM S 681. Not offered every year; semester to be announced.

This course is a general survey of parallel algorithms and architectures, based on *Introduction to Parallel Algorithms and Architectures: Arrays, Trees, Hypercubes*, by F. Thomson Leighton. This course is organized according to architectural paradigms and repeats the analysis of various classes of problems for each class of architectures: arrays and trees, meshes of trees, and hypercubes and related networks. The emphasis is practical. Topics include arrays of processors, systolic retiming, packet routing, randomized packet routing, sorting algorithms, computational geometry, graph and matrix algorithms, fast evaluation of straight-line code, FFT, and NC.

COM S 684 Introduction to Symbolic Computation

Spring. 4 credits. Prerequisites: COM S 381 or 481, or permission of instructor. Not offered every year; semester to be announced.

Introduction to the algorithms used for algebraic problems in symbolic computing and their mathematical and complexity theoretic foundations. Topics include simplification of, and arithmetic operations with, continued fractions, polynomials, rational functions and elements of algebraic extensions, polynomial factorization, and techniques for questions in algebraic geometry. Related topics may also be included.

COM S 685 Computational Geometry

Fall. 4 credits. Prerequisite: COM S 681 or permission of instructor. Not offered every year; semester to be announced.

The study of algorithms for geometric problems. Topics include: convex hulls, arrangements of lines, planes and hyperplanes, intersection problems, triangulations, proximity (Voronoi diagrams and Delaunay triangulations), geometric searching, randomized algorithms, parallel algorithms, and geometric optimization.

COM S 709 Computer Science Colloquium

Fall, spring. 1 credit. S-U grades only. For staff, visitors, and graduate students interested in computer science.

A weekly meeting for the discussion and study of important topics in the field.

COM S 713 Seminar in Systems and Methodology

Fall, spring. 4 credits. Prerequisites: a graduate course employing formal reasoning such as COM S 600, 611, 613, 615, 671, a logic course, or permission of instructor. Not offered every year; semester to be announced.

Discussion of contemporary issues in the design and analysis of computing systems. Emphasis on the proper use of rigor, models, and formalism.

COM S 715 Seminar in Programming Refinement Logics

Fall, spring. 4 credits. Prerequisite: permission of instructor. Topics in programming logics, possibly including type theory, constructive logic, decision procedures, heuristic methods, extraction of code from proofs, and the design of proof-development and problem-solving systems.

COM S 717 Topics in Parallel Architectures

Fall. 4 credits. Prerequisite: COM S 612 or permission of instructor. Not offered every year; semester to be announced. Covers topics in parallel computers. Material includes: architectures of parallel computers, parallelizing compilers, operating systems for parallel computers, and languages (functional and logic-programming languages) designed for parallel computation.

COM S 718 Topics in Computer Graphics

Fall or spring. 4 credits. Prerequisite: COM S 417 or permission of instructor. Not offered every year; semester to be announced. Covers advanced topics in computer graphics and applications of computer graphics to scientific computation.

COM S 719 Seminar in Programming Languages

Fall, spring. 4 credits. Prerequisite: COM S 611 or permission of instructor. S-U grades only.

COM S 722 Topics in Numerical Analysis

Fall or spring. 4 credits. Prerequisite: COM S 621 or 622 or permission of instructor. Not offered every year; semester to be announced. Topics are chosen at instructor's discretion.

COM S 729 Seminar in Numerical Analysis/ACRI

Fall, spring. 1-4 credits (to be arranged). Prerequisite: permission of instructor. S-U grades only.

COM S 739 Seminar in Text Processing and Information Retrieval

Fall, spring. 4 credits. Prerequisite: COM S 635 or permission of instructor. S-U grades only.

COM S 754 Seminar in Work-in-Progress Distributed Systems

Fall or spring. 1 credit.

COM S 761 Dynamic Manipulation and Scientific Computation

Spring. 4 credits. Prerequisites: COM S 462 or 661, a strong background in robotics and algorithms (e.g., COM S 481), and permission of the instructor. Not offered every year; semester to be announced.

Most work in dynamic manipulation, an important new area in robotics, uses computer-controlled devices, and yet has been non-computational in flavor. This course surveys the field and attempts to apply methods from numerical and symbolic computation to cast the field into a precise framework and place it on a firm algorithmic footing. Required readings include papers by a variety of researchers.

COM S 762 Robot Café

Spring. 4 credits. Prerequisite: COM S 661. Not offered every year; semester to be announced. Advanced seminar on varying topics.

COM S 773/774 Proseminar in Cognitive Studies I & II (also Cognitive Studies, Philosophy, Linguistics, and Psychology 773/774)

Fall and spring. 2 credits. This is a year-long lecture-and-discussion course that is intended to provide graduate students with an interdisciplinary introduction to the study of knowledge, its presentation, acquisition, and use. Topics may include the psychology of perception and cognition; the philosophy of mind, language, and knowledge; the phonology, syntax, and semantics of natural language; computational approaches to natural language processing, vision, and reasoning; parallel distributed processing; and neuropsychology.

COM S 784 Seminar in Computational Algebra

Fall, spring. 4 credits. Not offered every year; semester to be announced. Informal weekly seminar in which current topics in computational algebra and symbolic mathematics are discussed.

COM S 789 Seminar in Theory of Algorithms and Computing

Fall, spring. 2-4 credits. Prerequisite: permission of instructor. S-U grades only.

COM S 790 Special Investigations in Computer Science

Fall, spring. Prerequisite: permission of a computer science adviser. Letter grade only. Independent research or Master of Engineering project.

COM S 890 Special Investigations in Computer Science

Fall, spring. Prerequisite: permission of a computer science adviser. S-U grades only. Master of Science degree research.

COM S 990 Special Investigations in Computer Science

Fall, spring. Prerequisite: permission of a computer science adviser. S-U grades only. Doctoral research.

ELECTRICAL ENGINEERING

Core Courses

ELE E 210 Introduction to Electrical Systems (also ENGRD 210)

Fall, spring. 3 credits. Corequisites: Mathematics 294 and Physics 213. For description, see Engineering Common Courses.

ELE E 215 Electrical Engineering Laboratory I

Spring. 3 credits. Co-requisite: ENGR 210. Letter grade only.

Basic electric and electronic instrumentation. Measurements and design involving circuits with both active and passive elements; characterization of semiconductor devices. Introduction of the personal computer as a laboratory aid. Technical report writing and communication skills.

ELE E 230 Introduction to Digital Systems (also ENGRD 230)

Fall, spring. 4 credits. Prerequisite: COM S 100.

For description, see Engineering Common Courses.

ELE E 301 Electrical Signals and Systems I

Fall. 4 credits. Prerequisites: a grade of at least C+ in Engr 210 and C in Mathematics 293 and 294.

Continuous- and discrete-time signals and systems; Fourier series and transforms; bilateral Laplace and z transforms; convolution; FFTs and DFTs; applications to modulation, filtering, and sampling.

ELE E 302 Electrical Signals and Systems II

Spring. 4 credits. Prerequisite: ELE E 301. Linear time-invariant systems as models for electrical networks; network topology; nodal analysis, loop analysis, modified nodal analysis, and state variable analysis; unilateral Laplace transforms for solving vector differential equations; elementary nonlinearities.

ELE E 303 Electromagnetic Fields and Waves

Fall. 4 credits. Prerequisites: grades of C or better in Physics 213, 214, and Mathematics 294.

Electrostatics, magnetostatics, quasistatics; electromagnetic energy and force; Maxwell's equations in integral and differential form; Poynting's theorem; wave equation; plane electromagnetic waves, phase and group velocities, dispersive media; wave reflection and transmission; dielectric and conducting interfaces; guided waves on finite-transmission lines; transient pulse propagation.

ELE E 304 Electromagnetic Fields and Applications

Spring. 4 credits. Prerequisite: ELE E 303. Theory of electromagnetic fields and waves building on the foundations established in ELE E 303. Recommended for students interested in wireless communication, high data rate electronics, space based communications systems and fiber optics. Review of Maxwell's equations, boundary conditions, vector and scalar potentials, electromagnetic waves, and the wave equation. Theory of electromagnetic waves including transmission lines, waveguides, and fiber optic guides. Cavities, radiation from dipoles and arrays of dipoles, and other transmitting-receiving systems. If time permits, topics will be included on wave propagation in anisotropic media such as the near space regions of the earth, crystals, and ferrites.

ELE E 306 Fundamentals of Quantum and Solid-State Electronics

Spring. 4 credits. Prerequisites: Physics 214 and Mathematics 294.

Introductory quantum mechanics and solid-state physics necessary for understanding

lasers and modern solid-state electronic devices. Quantum mechanics is presented in terms of wave functions, operators, and solutions of Schrodinger's equation. Topics include the formalism and methods of quantum mechanics, the hydrogen atom, the structure of simple solids, energy bands, Fermi-Dirac statistics, and the basic physics of semiconductors. Applications studied include a simple metal, thermionic emission, and the p-n junction.

ELE E 308 Fundamentals of Computer Engineering

Spring. 4 credits. Prerequisite: ELE E 230 and CS 211.

An introduction to foundations of computer engineering: structured computer organization; assembly language programming; data structures and algorithms; and computer arithmetic. Practical applications of these concepts.

ELE E 310 Introduction to Probability and Random Signals

Spring. 4 credits. Prerequisite: Mathematics 294. This course may be used in place of Engr 270 to help satisfy the engineering distribution requirement. It can then also meet a field breadth requirement if 3 additional credits of field approved or out-of-field elective are taken.

Introduction to the theory of probability as a basis for modeling random phenomena and signals, calculating the response of systems incorporating these models, and making estimates, inferences, and decisions in the presence of chance and uncertainty. Applications of these models will be given in such areas as communications, control, and device modeling. Specific topics include the basic concept of probability and its representations through densities, cumulative distribution functions, and characteristic functions; conditional probability; independence; scalar and vector random variables and nonlinear transformations of data; expectation, conditional expectation, moments, correlation; laws of large numbers and central limit theorem; linear least mean square estimation; Bayes and Neyman-Pearson decision making.

ELE E 315 Electronic Circuit Design

Fall. 4 credits. Prerequisites ELE E 210 and ELE E 215.

Design of electronic circuits for applications such as computers, signal processing, communication, microelectronics, optoelectronics, measurements/sensing, power electronics and control. Top-down approach starting from design specifications. Circuits with analog, digital, and mixed analog/digital functions. Introduction to design of electronic building blocks and extensive discussion of circuit design with existing building blocks. Design approach based on first order estimation, analytic equations, and circuit simulation. The laboratory environment includes the following computer-aided functions: design; instrumentation; data acquisition and analysis; simulation, verification, and testing; reporting and presentation.

Computer Engineering**ELE E 423 Computer Methods for Circuit Simulation**

Fall. 4 credits. Prerequisite: ELE E 302.

Satisfies undergraduate computer-applications requirement.

Numerical techniques presented in the context of circuit simulation. Solution of linear and

nonlinear algebraic equations; integration; solution of ordinary differential equations; alternative forms of circuit-equation formulation. Starting from a program to simulate simple, linear passive, steady-state circuits, the instructor will add, and the students improve on, procedures that will finally result in a nonlinear transient integrated-circuit simulator that involves most of the techniques discussed in class.

ELE E 439 VLSI Digital System Design

Fall. 4 credits. Prerequisites: EE 230 and EE 315.

Custom VLSI design as seen by a system designer. Emphasis on structured design methodologies for VLSI systems. Topics include MOS transistors, design rules for MOS integrated circuits, implementation of common digital components, clocking disciplines for VLSI, tools for computer-aided design, system design for performance, and novel architectures for VLSI systems.

ELE E 539 Practicum in VLSI Design

Fall and spring (year-long course).

2 credits each semester. Prerequisites:

EE 475 or consent of instructor.

Corequisite: EE 439.

A year-long implementation project related to EE 439. Students will design a chip and have it fabricated in the fall semester and test it for functionality and performance in the spring semester. Students are required to take the course both fall and spring.

ELE E 445 Computer Networks and Telecommunications

Fall. 3 credits. Prerequisites: ELE E 308 (or COM S 314) and a course in probability.

Design, analysis, and implementation of local area networks, wide area networks, and telecommunications systems; circuit switching, packet switching, broad band switching; protocols; asynchronous transfer mode systems.

ELE E 475 Computer Structures

Fall. 4 credits. Prerequisite: ELE E 308 (or COM S 280 and 314), ENGRD 230.

Methods of designing digital computers and the hardware-software interface to the systems they function with. Topics will include types of control sequencers, memory and I/O organization and interfacing, interrupt hardware design, floating-point hardware and basic architectural alternatives. Laboratory groups will design and build a small digital computer. User-programmable logic devices will be employed for circuit implementation.

ELE E 476 Digital Systems Design Using Microcontrollers

Spring. 4 credits. Prerequisite: ELE E 308 or COM S 314 (ELE E 475 strongly recommended).

Design of real-time digital systems using microprocessor-based embedded controllers. Students working in pairs will design, debug, and construct several small systems that illustrate and employ the techniques of digital system design acquired in previous courses. The content focuses on the laboratory work, the lectures being used primarily for the introduction of examples, description of specific modules to be designed, and instruction in the hardware and high-level design tools to be employed. The laboratory environment is that of ELE E 475 enhanced with the addition of an integrated single-board computer based on the 80C196KB

microcontroller chip. Programming is in assembly language and (optionally) C.

ELE E 524 Differential Equation Numerical Methods for the Electrical Engineer

Spring. 4 credits. Prerequisites: ELE E 301 and ELE E 303. ELE E 423 is helpful. A working knowledge of a scientific programming language is required. Open to both undergraduates and graduates. Satisfies undergraduate computer applications requirement. Alternate years. Numerical methods for ordinary and partial differential equations are presented using examples from different areas of electrical engineering. Examples include semiconductor-device simulation, plasma simulation, propagation of solitons in optical fibers, and the modeling of electrostatic fields in micromechanical devices. Numerical methods include particle-in-cell simulation techniques; spectral methods; elementary parabolic, elliptic, and hyperbolic methods; and the boundary-element method. The fundamental notions of accuracy and error, consistency, stability, and convergence are discussed.

ELE E 541 Advanced Computer Architectures

Fall. 3 credits. Prerequisite: ELE E 308 (or COMS 280 and 314). Design and evaluation of processor architectures are examined in the light of actual implementations. Topics include parallel and pipelined architectures, interleaved memories, cache and virtual memories, I/O processors, vector and array processors, protection mechanisms, and RISC architectures.

ELE E 542 Parallel Processing

Spring. 3 credits. Prerequisite: ELE E 541. Parallel computer systems that are designed to provide a high computation rate for large specific problems are studied. Topics include computer architecture, interconnection networks, performance characterization, basic algorithms, and parallel programming techniques. Recent multicomputers and massively parallel processors are also discussed.

ELE E 547 Computer Vision

Fall. 4 credits. Prerequisites: ELE E 308 (or COM S 280 and 314) or consent of instructor. Computer acquisition and analysis of image data with emphasis on techniques for robot vision. Computer vision is the construction of explicit meaningful descriptions of physical objects from images. This course will concentrate on descriptions of objects at three levels of abstraction: segmented images (images organized into subimages that are likely to correspond to interesting objects), geometric structures (quantitative models of image and world structures), and relational structures (complex symbolic descriptions of images and world structures). The programming of several computer-vision algorithms will be required.

ELE E 548 Digital Image Processing

Spring. 3 credits. Prerequisites: ELE E 310, EE 425, familiarity with linear algebra. Introduction to image processing through four major topics: enhancement, analysis, compression, and restoration. Special attention is allocated to compression. Equal emphasis will be placed on gaining a mathematical and an intuitive understanding of algorithms through actual image manipulation and viewing.

[ELE E 320 The Audio Engineering Laboratory: An Introduction To Audio Signal Processing

Spring. 3 credits. Prerequisites: ELE E 301 and ELE E 315. Not offered 1995-96. Hands-on laboratory experience in applying signals and systems concepts. Students are paired into teams; each team designs, constructs, and tests simple analog and digital audio circuits and programs. The course builds intuition in signal processing, valuable not only for audio, but also for general communication and control systems. In addition, students develop critical technical writing and presentation skills.]

ELE E 425 Digital Signal Processing

Fall. 4 credits. Prerequisite: ELE E 301. Fundamentals of signal analysis, review of Fourier, Laplace, and Z transforms. Sampling theory. Multirate signal processing. Discrete Fourier transform properties and computation (FFT). Digital filter design; the approximation problem for FIR and IIR filters, the realization problem—finite word-length limitations and filter structures.

ELE E 426 Applications of Signal Processing

Spring. 3 or 4 credits. Prerequisite: ELE E 425. Applications of signal processing, including signal analysis, filtering, and signal synthesis. The course is laboratory oriented and emphasizes individual student projects. Design is done with signal-processing hardware and by computer simulation. Topics include filter design (principally digital filtering) and spectral analysis as well as speech coding, speech processing, digital recording, adaptive noise cancellation, and digital signal synthesis.

ELE E 521 Theory of Linear Systems

Fall. 4 credits. Prerequisite: ELE E 302 or permission of instructor. Recommended: a good background in linear algebra and linear differential equations. State-space and multi-input-multi-output linear systems in discrete and continuous time. The state transition matrix, the matrix exponential, and the Cayley-Hamilton theorem. Controllability, observability, stability, realization theory. At the level of *Linear Systems*, by T. Kailath.

ELE E 522 Nonlinear Systems: Analysis, Stability, Control, and Applications

Spring. 4 credits. Prerequisites: ELE E 521 or a solid background in linear algebra and real analysis strongly recommended but not required. A fairly rigorous introduction to nonlinear systems, including nonlinear differential equations, flows, phase-plane analysis, fundamentals of Lyapunov theory, LaSalle's Theorem, regions of attraction, slowly varying systems, advanced stability theory, Lyapunov redesign, applied nonlinear control, describing functions, averaging and singular perturbations; bifurcation analysis and control and application to physical systems.

ELE E 525 Adaptive Filtering in Communication Systems

Fall. 4 credits. Prerequisites: ELE E 425 or 472, or 521, or permission of instructor. Fundamentals of an adaptive filter theory intended for communication systems applications. Three traditional problems are used to motivate adaptive FIR and IIR filter design and to raise open issues of current interest: (1) channel equalization for

intersymbol interference removal from distorted digital sources, (2) echo cancellation in 4 wire telephony loops, and (3) speechband signal-source compression via differential pulse code modulation.

ELE E 526 Advanced Signal Processing

Spring. 4 credits. Prerequisites: ELE E 425 and ELE E 521. Sampling and signal reconstruction. Approximation theory. Linear inversion theory. Exponential signal modeling. Spectral estimation. Wavelets.

Communication and Information Systems

ELE E 411 Random Signals in Communications and Signal Processing

Fall. 3 credits. Prerequisite: ELE E 302 and 310 or equivalent. Introduction to models for random signals in discrete and continuous time; Markov chains, Poisson process, queuing processes, wide-sense stationary processes and power spectral densities, Gaussian random process, including the narrowband case. Electrical engineering phenomena described by such models (e.g., communications channel noise, queues that form in multiple-access telecommunications systems). Response of linear and nonlinear systems to random signals. Elements of estimation and inference as they arise in communications and digital signal processing systems (e.g., problems of extraction of signals from noise via Wiener filtering, power spectral density estimation).

ELE E 468 Communications Systems I

Spring. 4 credits. Prerequisite: ELE E 301 or 521, and 411 or equivalent. Analog signal representation and filtering using Fourier and Hilbert transform techniques. Varieties of amplitude modulation (AM, DSBSC, SSB, VSB, QAM), phase modulation, and phase locked loops. Frequency modulation. Demodulation of AM and FM in the presence of noise; sampling theorems and aliasing. Pulse amplitude modulation. Quantization for A/D conversion. Pulse code modulation. Elements of optimal signal parameter estimation. Application to commercial broadcasting and data transmission.

[ELE E 561 Error-Control Codes

Fall. 4 credits. Prerequisites: ELE E 301 or ELE E 521 or equivalent. A strong familiarity with linear algebra is assumed. Not offered 1995-96. An introduction to the theory of algebraic error-control codes. Topics include: Hamming codes, group codes, the standard array, minimum-distance decoding, cyclic codes, and the dual of a linear block code. Methods of shortening and combining codes. Hamming and Singleton bounds for error-correcting codes. Algebra: groups, rings, and fields with special emphasis on Galois or finite field theory. The construction and decoding of Bose-(Ray) Chaudhuri-Hocquenghem (BCH) and Reed-Solomon (RS) codes. Two-dimensional cyclic codes and cascaded Reed-Solomon codes. Computer methods for the study of the structure and algorithms for error-control are used.]

ELE E 562 Fundamental Information Theory

Fall. 4 credits. Prerequisite: ELE E 310 or equivalent.

Fundamental results of information theory with application to storage, compression, and transmission of data. Entropy and other information measures. Block and variable-length codes. Channel capacity and rate-distortion functions. Coding theorems and converses for classical and multiterminal configurations. Gaussian sources and channels.

ELE E 563 Communication Networks

Spring. 4 credits. Prerequisite: ELE E 411 or permission of instructor.

Classical line-switched communication networks: point-process models for offered traffic; blocking and queuing analyses. Stability, throughput, and delay of distributed algorithms for packet-switched transmission of data over local-area and wide-area nets (LANs and WANs): TDMA, FDMA, ALOHA, slotted ALOHA, Ethernet, reservation, tree, and interval-searched contention resolution protocols. Flow control and capacity assignment algorithms for wideband circuit-switched and ATM networks.

[ELE E 564 Decision Making and Estimation

Fall. 4 credits. Prerequisite:

Coregistration in ELE E 411. Not offered 1995-96.

An introduction to those methods of making rational decisions and inferences and of forming estimates that are central to problems of communications, detection, pattern recognition, and statistical signal processing. Topics include Bayes, minimax, and Neyman-Pearson decision theories; Bayes and maximum likelihood point estimation; Cramer-Rao bound, efficient, and consistent estimation; spectral estimation; and robust models for signal extraction.]

ELE E 567 Communication Systems II

Spring. Offered as 2 or 4 credits.

Prerequisites: ELE E 562.

Fundamental topics in modern digital communication. Analytical and computational tools required to understand modern data conversion, transmission, and storage systems. Possible topics include: PCM, DPCM, PAM, PSK, FSK, matched filtering, equalization, line codes, trellis codes, Viterbi decoding, applications to audio, video, and magnetic recording. Vector quantization and universal data compression including LZ, LZW, and arithmetic coding, applied to files, speech, images, and video.

ELE E 577 Artificial Neural Networks

Fall. 4 credits. Prerequisites: ELE E 310; ELE E 411 recommended.

Artificial neural networks are brainlike in being formed out of many highly interconnected nonlinear memoryless elements. Probability theory will provide the primary analytical approach to design and analysis of neural networks. The course will cover capabilities of feed-forward nets (multilayer perceptrons) that can serve as pattern classifiers, decision-making devices, and controllers, as well as aspects of recurrent/feedback/Hopfield nets that can serve as associative memories and combinatorial optimizers. At the level of the current literature.

[ELE E 664 Foundations of Inference and Decision Making

Spring. 3 credits. Prerequisite: a course in probability and some statistics, or permission of instructor. Not offered 1995-96.

An examination of methods for characterizing uncertainty and chance phenomena and for transforming information into decisions and optimal systems. Discussion of the foundations of inference includes topics drawn from comparative probability, interval-valued probability, quantitative probability, relative frequency interpretations, computational complexity, randomness, classical probability and invariance, induction, and subjective probability.]

ELE E 668-669 Random Processes in Electrical Systems

668, fall; 669, spring. 3 credits each term.

Advanced topics in the general area of randomness and uncertainty and their relevance to the analysis and design of electrical systems.

Power and Control Systems

ELE E 451-452 Computer-Aided Analysis of Electric Power Systems I and II

451, fall; 452, spring. 4 credits each term.

Prerequisite: ELE E 302.

Representation of 3-phase power systems, modeling of synchronous machines; transmission lines; transformers; loads, introduction to sparse matrix techniques, power-flow analysis, economic dispatch, optimal power flow, symmetrical components, fault studies, power-system protection, power-system stability, on-line power-flow analysis, voltage-control systems, and power-control systems.

ELE E 471 Feedback Control Systems

Fall. 4 credits. Prerequisite: ELE E 302 or M&AE 326, or permission of instructor.

Analysis techniques, performance specifications, and analog-feedback-compensation methods for single-input, single-output, linear, time-invariant systems. Laplace transforms and transfer functions are the major mathematical tools. Design techniques include PID, root-locus, frequency response, and algebraic pole placement. Computer-aided design laboratory examines modeling and control of a computer-simulated dynamic process.

ELE E 472 Digital Control Systems

Spring. 4 credits. Prerequisite: ELE E 471 or permission of instructor.

Analysis and design of feedback control systems using digital devices to implement compensation. Z-transforms and linear algebra are the major mathematical tools. Topics include: state realizations, digitizations of analog systems, least-squares system identification, state feedback control, observers, combined observer-controller, and algebraic-control design. Assignments will consist of reports on computer-aided controller design and digitally simulated evaluation.

[ELE E 555 Advanced Power Systems Analysis and Control I

Fall. 3 credits. Prerequisites: ELE E 302 and concurrent registration in 451, or permission of instructor. Not offered 1995-96.

Advanced static analysis of power systems. State estimation in power systems. Bad-data detection and identification. Static equivalent circuits of external power systems. Static contingency analysis and selection. Steady-state security assessment. Static bifurcation and voltage stability. Theoretical analysis of load flow equations.]

[ELE E 556 Advanced Power Systems Analysis and Control II

Spring. 3 credits. Prerequisite: ELE E 555 or permission of instructor. Not offered 1995-96.

Analysis of power-system components including rotating machines, excitation systems, automatic voltage regulation, boiler-turbine control, and speed regulation. Automatic Generation Control. Numerical simulations of mid-term and long-term power-system dynamics. Direct methods for power-system stability analysis. Dynamic equivalent circuits of external power systems. Dynamic contingency analysis and selection. Dynamic Security Assessment.]

[ELE E 573 Optimal Control and Estimation for Continuous Systems

Fall. 4 credits. Prerequisite: ELE E 521 or permission of instructor. Not offered 1995-96.

Control system design through parameter optimization, with and without constraints. The minimum principle; linear regulations, minimum-time and minimal-fuel problems. Computational techniques; properties of Lyapunov and Riccati equations.]

[ELE E 574 Estimation and Control in Discrete Linear Systems

Spring. 4 credits. Prerequisites: ELE E 521 and 411, or permission of instructor. Not offered 1995-96.

Optimal control, filtering, and prediction for discrete-time linear systems. Approximation on discrete point sets. The principle of optimality. Kalman filtering. Stochastic optimal control.]

ELE E 679 Advanced Topics in Systems and Control

1-3 credits. Prerequisite: permission of instructor. Not offered every year.

Topics include robotics, nonlinear feedback system stability, multivariable control, and qualitative theory on nonlinear systems.

Solid-State Electronics

ELE E 412 Applied Solid-State Physics

Spring. 4 credits. Prerequisite: ELE E 306. ELE E 407 recommended.

Review of basic solid-state concepts (lattice, primitive cell, reciprocal lattice, Brillouin zone). Lattice vibrations. The diatomic chain. Polarity of waves. Binding of crystals. Thermal properties of insulators and metals. Effective mass tensor. Magnetic flux quantization and the Fermi surface in metals. Plasmons, polaritons, and polarons. Charge-carrier scattering. Optical properties. Kramers-Kronig relations. Elements of superconductivity. Dia- and ferroelectric materials. Dia-, para-, ferro-, and antiferromagnetism.

ELE E 433 Microwave Integrated Circuits

Fall. 4 credits; may be taken for 3 credits without laboratory. Prerequisites: ELE E 303 and ELE E 306.

An introduction to the design and testing of high-speed circuits (frequencies above 1 GHz). Topics include: computer-aided design, automated microwave measurement techniques, optoelectronic applications, and GaAs monolithic microwave integrated circuits. Six two-week labs cover the basics of designing, fabricating, and testing microwave integrated circuits.

ELE E 453 Integrated Circuit Design

Fall. 4 credits. Prerequisites: ELE E 301 and ELE E 315 or equivalent. ELE E 457 recommended.

Introduction to analysis and design of digital and analog MOS and bipolar integrated circuits (IC). Device models. Computer-aided design (layout, design rules, floor planning). Common building blocks for digital and analog applications (inverters, switches, single-stage units, sources, sinks, differential pairs, active loads). Steady-state and transient analysis, frequency response and noise. Overview of common IC designs (microprocessors, memories, amplifiers).

ELE E 457 Silicon Semiconductor Electronics

Fall. 4 credits with lab. Prerequisites: ELE E 315 and ELE E 306 or equivalent.

Fundamental electronic properties of semiconductors. Energy-band diagrams, carrier transport and recombination, pn junctions, metal-semiconductor Schottky contacts, ohmic contacts, and metal-oxide-semiconductor (MOS) structures. Operation of bipolar junction transistors (BJTs) and field effect-transistors (FETs). Six two-week labs covering electrical measurements of semiconductor materials and devices.

ELE E 533 Semiconductor Lasers

Spring. 3 credits. Prerequisites: ELE E 430, ELE E 457, or permission of instructor.

Study of principles and characteristics of semiconductor lasers. Topics cover laser dynamics, noise, quantum confined structures, single-frequency lasers, traveling-wave lasers, surface-emitting lasers, reliability, and emerging research subjects. A term project and paper will be required.

ELE E 535 Semiconductor Physics

Fall. 4 credits. Prerequisites: ELE E 457 and 407, or permission of instructor.

Fundamental semiconductor physics of charge carrier transport and optical characteristics of materials and structures useful in electronic and photonic devices. Crystal structure, energy band structures, carrier effective mass, phonons, statistics, classical low-field transport, including temperature effects, high-field and ballistic charge carrier transport, electron scattering by phonons in bulk and quantum well structures, optical absorption, reflection, optical emissions, deep levels as charge carrier traps, surface and interface effects. Examples of related phenomenon in electronic and photonic devices. On the level of *Compound Semiconductor Device Physics* by S. Tiwari.

ELE E 536 VLSI Technology

Spring. 4 credits. 3 credits without laboratory with permission of instructor. Prerequisite: ELE E 457 or ELE E 453 or ELE E 539, or permission of instructor.

Processing technology for very large scale integrated circuits for CMOS, BiCMOS, ECL, and related applications. Lithography, oxidation, diffusion, ion implantation, film deposition, wet and dry etching, multilevel metal interconnect, process integration, manufacturing yield, and integrated circuit reliability. Hands-on laboratory includes full MOS device and circuit fabrication process in a clean room; process simulation on CAD tools; and process, device, and circuit characterization.

ELE E 537 Computer System Packaging

Spring. 4 credits. 3 credits without project with permission of instructor. Prerequisites: ELE E 230 and ELE E 453 or ELE E 457 or ELE E 539; or permission of instructor.

Integration of electronic systems from integrated circuits, to VLSI chips, modules, boards, and full electronic systems including handheld, notebook, desktop, workstation, mainframe, and supercomputer size classes. Packaging architectures, high-speed electrical and optical signal distribution, power distribution, and power and thermal management, functional architecture, manufacturing, wireless functions measurement and simulation methods, and fundamental limits. State of the art case studies concentrate on the following electronic systems: personal digital assistants, PC cards, wireless communicators, compact handheld/laptop/computers, workstations, mainframes, and supercomputers. Computer simulations and designs on workstations using SPICE3e and AUDIT4.4 CAD tools. Demonstrations, measurements, and projects will be performed in the Advanced Electronic Packing Facility (Kimball Hall). *Computer System Packaging*, a textbook manuscript in progress, and the textbook *Principles of Electronic Packaging* (D. P. Seraphim, R. Lasky, and C-Y Li, McGraw-Hill, 1989) will serve as the primary course texts. Lectures involve outside speakers from the electronics industry.

ELE E 554 Advanced VLSI Circuit Design

Spring. 4 credits. Prerequisite: ELE E 453 or equivalent.

Integration of building blocks on chip. Overview of recent innovations in VLSI circuits. Feedback circuits. Operational amplifiers. Switched-capacitor circuits. Digital-to-analog and analog-to-digital converters. Dynamic and static memories. Programmable logic and gate arrays. Systems on chips (microprocessors, wafer-scale integration).

ELE E 558 Compound Semiconductor Electronics

Spring. 4 credits with lab. Prerequisites: ELE E 457 or equivalent.

Electronic properties of advanced semiconductor structures using compound semiconductor materials and heterojunctions. Fundamentals of carrier transport and scattering. Properties of direct bandgap semiconductors and quantum wells. Advanced semiconductor devices including metal-semiconductor transistors (FETs), modulation-doped FETs, and heterojunction bipolar transistors (HBTs). High-frequency operation of compound semiconductor devices. Six two-week labs, which include low-temperature carrier transport, optical absorption and emission, and electrical characterization of compound semiconductor devices.

ELE E 633 Radiation Effects in Microelectronics

For description, see NS&E 621.

ELE E 636 Advanced Solid-State Devices

Spring. 4 credits. Prerequisites: ELE E 535 or ELE E 457 and ELE E 407 or equivalent. May not be offered 1995-96.

Review of quantum foundations of carriers in semiconductors. Detailed discussion of non-equilibrium transport of carriers in semiconductors including carrier dynamics, scattering, relaxation, recombination, hot carrier effects, high field effects, and quantum mechanical tunneling. Exploration of semi-classical drift-

and-diffusion, hydrodynamics, and Monte Carlo-based device simulation. Project requires independent simulation study of state-of-the-art semiconductor device.

Quantum and Opto-Electronics**ELE E 306 Fundamentals of Quantum and Solid-State Electronics**

Spring. 4 credits.

For description, see Core Courses.

ELE E 407 Quantum and Solid State Electronics II

Fall. Prerequisite: ELE E 306.

Continuation of review of basic quantum mechanical and solid-state concepts. Quantum topics: harmonic oscillator; annihilation and creation operators; angular momentum; selection rules; LS coupling, Pauli principle; elements of perturbation theory; atom-radiation interaction; the quantum well; solid-state topics: thermal properties of crystals; Bose-Einstein distribution; Phonons Femi-Dirac distribution; specific heat; metallic conductivity and resistivity; thermal conduction in metals; nearly-free-electron model; k-p expansion; plasma dispersion relation; plasmons; polaritons; excitons; Schottky barrier.

ELE E 430 Lasers and Optical Electronics

Fall. 4 credits with lab. Prerequisite: ELE E 306 or equivalent.

An introduction to the operation of stimulated-emission devices such as lasers and devices based on linear and nonlinear optics. Material covered includes diffraction-limited optics, propagation of Gaussian laser beams, optical resonators, interaction of radiation with matter, physics of laser operation, laser design. Applications of coherent radiation to nonlinear optics, communication, and research will be discussed as time permits.

ELE E 530 Fiber and Integrated Optics

Spring. 4 credits with lab. Prerequisite: ELE E 303 or equivalent.

Physical principles of optical waveguides, optical sources and detectors, noise, modulators, and sensing. Wave equation solutions to the mode structure in waveguides, mode coupling, dispersion and bandwidth limitations, optical sources based on semiconductors, detectors and noise, modulation techniques, nonlinear effects in optical waveguides, and optical sensors. Laboratory includes demonstrations of optical coupling and waveguide characterization.

ELE E 531 Quantum Electronics I

Fall. 4 credits. Prerequisites: ELE E 306 and 407, or Physics 443.

A detailed treatment of the physical principles underlying lasers, related fields, and applications. Topics include the interaction of radiation and matter, including emission, absorption, scattering, and basic spectroscopic properties of key laser media; theory of the laser, including methods of achieving population inversions, dispersive effects, and laser oscillation spectrum.

ELE E 532 Quantum Electronics II

Spring. 4 credits. Prerequisite: ELE E 531 or permission of instructor.

A continuation of ELE E 531. Topics include density matrix; nonlinear optical processes; properties of nonlinear optical materials; optical parametric oscillators; spontaneous and stimulated Raman and Brillouin processes; theory of coherence; pico- and femto-second

optics; ultrafast processes in semiconductors and molecules; optical properties of semiconductor-doped glasses, quantum-well structures, and superlattices.

Plasmas, Space Engineering, and Remote Sensing

ELE E 484 Introduction to Controlled Fusion: Principles and Technology (also M&AE 559 and NS&E 484)

Spring. 3 credits. Prerequisites: ELE E 301 and 303, or permission of instructor. Intended for seniors and graduate students.

For description, see NS&E 484.

ELE E 486 Space Science and Engineering

Spring. 3 credits. Prerequisites: ELE E 301 and ELE E 303 or equivalent.

A survey of subjects relevant to spacecraft design. Astrodynamics and orbital maneuvers. Rigid-body dynamics and control. Communications. Black-body radiation and temperature control. Geospace environment. Remote sensing using electromagnetic techniques. Applications of these topics will be discussed where appropriate. At the level of *Design of Geosynchronous Spacecraft*, by Agrawal.

[ELE E 580 Applied Electrodynamics

3 credits (4 credits with project). Prerequisite: ELE E 581 or ELE E 583 or permission of instructor. Not offered 1995-96.

Contemporary electrodynamics with emphasis placed on applications. Theory, design, and use of high-power microwave devices, such as gyrotrons, CARMs, free-electron lasers, and traveling-wave tubes. Electromagnetic waveguide and cavity modes, charged-particle orbit theory, particle dynamics in electromagnetic fields, field transforms, electron beam generation, equilibria, waves on beams, low- and high-power microwave devices and their applications. Project based on the numerical simulation of microwave devices.]

ELE E 581 Introduction to Plasma Physics

Fall. 4 credits. Prerequisites: ELE E 303 and ELE E 304 or equivalent. First-year graduate-level course; open to exceptional seniors with permission of instructor.

Plasma state; motion of charged particles in fields; drift-orbit theory; coulomb scattering, collisions; ambipolar diffusion; elementary transport theory; two-fluid and hydromagnetic equations; plasma oscillations and waves, CMA diagram; hydromagnetic stability; elementary applications to space physics and controlled fusion.

ELE E 582 Advanced Plasma Physics (also A&EP 607)

Spring. 4 credits. Prerequisites: ELE E 581 or A&EP 606.

Boltzmann and Vlasov Equations; dielectric tensor; waves in hot-magnetized plasma; Landau and cyclotron damping; microinstabilities; drift waves, low-frequency stability; test particles, Cerenkov emission; fluctuations; collisional effects; applications.

ELE E 585 Atmospheric and Near Earth Space Science (also Astronomy 575)

Fall. 3 credits.

Energy-balance and thermal structure of neutral planetary atmospheres. Elements of circulation theory. Waves and instabilities. Coupling of lower atmospheres to upper atmospheres. Observations of the terrestrial atmosphere and of the other planets. Physical

processes in the earth's ionosphere and magnetosphere. Production, loss, and transport of charged particles. Electric and magnetic fields. Coupling of neutral-atmosphere dynamics with electric fields and charged-particle transport. Diagnostic techniques, including radar and in situ observations. The equatorial electrojet. Observations of ionospheres on the other planets.

ELE E 586 Solar Terrestrial Physics (also Astronomy 576)

Spring. 3 credits.

High-latitude ionosphere; electric fields in the polar cap and auroral zone; particle precipitation and the aurora; magnetic and ionospheric storms; plasma instabilities in the ionosphere and magnetosphere; structure and physical processes in the sun, solar corona, and solar wind; interactions between the solar wind and the earth's magnetosphere; trapping, acceleration, and drift of energetic particles in the magnetosphere.

ELE E 587 Energy Seminar (also NS&E and M&AE 545)

Fall and spring. 1 credit each semester. Master of Engineering (M.Eng) students in the Energy Option are expected to take this seminar both fall and spring for credit. 1 lec. D. Hammer.

Energy resources, their conversion to electricity of process heat, and the environmental consequences of the energy cycle will be discussed by faculty members from several departments in the College of Engineering, other units within the university, and invited experts. Examples of topics to be surveyed are energy resources, economics, and politics; coal-based electricity generation; nuclear reactors; solar power; energy conservation by users; synthetic fuels; air-pollution control; nuclear-waste disposal; electric-power transmission systems; geothermal power, wind power, and advanced oil recovery.

[ELE E 682 Nonlinear Phenomena in Plasma Physics

Fall. 3 credits. Prerequisite: ELE E 582. Offered every other year. Not offered 1995-96.

Nonlinear models and behavior of plasmas. Solitons and nonlinear wave equations, resonant mode-mode coupling, ponderomotive effects and parametric processes, development of simplified plasma dynamical models.]

[ELE E 685 Solar Plasma Physics

Fall. 3 credits. Offered upon demand. Not offered 1995-96.

This course will be coordinated with the two courses on upper atmospheric physics, ELE E 585 and 586, to provide an integrated view of solar-terrestrial physics for the graduate student intending a research career in space plasma physics. A thorough understanding of electromagnetic theory and some knowledge of fluid mechanics and plasma physics at the level of ELE E 581 and 582 are assumed.]

Fields, Waves, and Antennas

[ELE E 487 Introduction to Antennas and Radar

Fall. 3 credits. Prerequisites: ELE E 301 and ELE E 304 (or a grade of B or better in ELE E 303). Not offered fall 1995.

Fundamentals of antenna theory, including gain and effective area, near and far fields, phased arrays, aperture antennas and aperture

synthesis. Fundamentals of radar, including detection, tracking, Doppler shifts, sampling, range and frequency aliasing. Pulse compression principles and the ambiguity function; synthetic aperture radars and remote sensing from aircraft and satellites; over-the-horizon (OTH) radars and ionospheric propagation effects; radar astronomy techniques, including range-Doppler mapping of planets and the problem of overspread targets.]

ELE E 488 RF Circuits and Systems

Spring. 3 credits. Prerequisites: ELE E 315 or equivalent. 2 design credits. lab credit.

Basic RF circuits and applications. Receivers, transmitters, modulators, filters, detectors, transmission lines, oscillators, frequency synthesizers, low-noise amplifiers. Applications include communication systems, radio and television broadcasting, radar, radio and radar astronomy. Computer-aided circuit analysis. Five laboratory sessions.

ELE E 583 Electrodynamics

Fall. 4 credits. Prerequisite: ELE E 301 and ELE E 304 or equivalent. 3 lecs.

Maxwell's equations, electromagnetic potentials, integral representations of the electromagnetic field, Green's functions. Special theory of relativity, Lienard-Wiechert potentials, radiation from accelerated charges, Cerenkov radiation. Electrodynamics of dispersive dielectric and magnetic media. At the level of *Classical Electrodynamics*, by Jackson.

ELE E 584 Microwave Theory

Spring. 4 credits. Prerequisites: ELE E 301 and 304 or equivalent. 3 lecs, 1 rec.

Theory of passive microwave devices. Modal analysis of inhomogeneous waveguides and cavities. Waveguide excitation, perturbation theory. Nonreciprocal waveguide devices. Scattering matrix analysis of multiport junctions, resonant cavities, directional couplers, circulators. Periodic waveguides, coupled-mode theory.

[ELE E 588 Advanced Electromagnetic Wave Propagation and Scattering

Spring. 3 credits. Prerequisite: ELE E 487 and 581 or permission of instructor. Offered alternate years. Not offered 1995-96.

WK band and full-wave solutions of the wave equations, interactions between particles and waves, scattering of radio waves from random fluctuations in refractive index, scatter propagation, incoherent scatter from the ionosphere and its use as a diagnostic tool, scattering from unstable plasma waves, pulse compression and other radar probing techniques.]

General

ELE E 250 Technology in Western Society (also ENGRQ 250)

Fall. 3 credits. Approved for humanities distribution.

For description, see Engineering Common Courses.

ELE E 298 The Electrical and Electronic Revolutions (also ENGRQ 292)

Spring. 3 credits. Approved for humanities distribution.

For description, see Engineering Common Courses.

ELE E 360 Ethical Issues in Engineering
Spring. 3 credits. A social science elective for engineering students. Open to juniors and seniors.

For description, see Engineering Common Courses.

ELE E 291-292 Electrical Engineering Project

291, fall; 292, spring. 1-8 credits. Limited to sophomores in Engineering. Individual study, analysis, and, usually, experimental tests in connection with a special engineering problem chosen by the student after consultation with the faculty member directing the project. An engineering report on the project is required.

ELE E 391-392 Electrical Engineering Project

391, fall; 392, spring. 1-8 credits. Limited to juniors in Engineering. Individual study, analysis, and, usually, experimental tests in connection with a special engineering problem chosen by the student after consultation with the faculty member directing the project. An engineering report on the project is required.

ELE E 491-492 Electrical Engineering Project

491, fall; 492, spring. 1-8 credits. Limited to seniors in Engineering. Individual study, analysis, and, usually, experimental tests in connection with a special engineering problem chosen by the student after consultation with the faculty member directing the project. An engineering report on the project is required.

ELE E 493 MicroElectro Mechanical Systems (MEMS)

Fall. 3 credits. Letter grade. Intended for seniors in Engineering or the physical sciences.

Introductory course to the new, emerging technology of MEMS: microsensors, microactuators, and microrobots. Fundamentals of MEMS including materials, microstructures, devices and simple microelectromechanical systems. Fundamentals of scaling electronic and mechanical systems to the micrometer/nm-scale including semiconductor and thin film process constraints, material issues, micromechanical structures and the integration of micromechanical structures and actuators with simple electronics. This is an interdisciplinary course drawing content from mechanics, materials, structures, electronic systems, and the disciplines of physics and chemistry. Introductory, cross-disciplinary concepts are included in the course.

ELE E 495-496 Special Topics in Electrical Engineering

1-4 credits. Seminar, reading course, or other special arrangement agreed on by the students and faculty members concerned.

ELE E 515-516 Applied Signal Processing Systems Design

515, fall; 516, spring. Variable credits. Project-level design of systems in the area of signal processing and general instrumentation, including digital signal processing hardware, audio, speech, and analog interfacing. Students pursue individual projects and coordinate ideas and resources with other students with related interest.

ELE E 517-518 A Practical Electric Vehicle Motor Controller Utilizing Vector Control

517, fall; 518, spring. Variable credits (3-8 per year). Prerequisites: ELE E 471, 472, 476, or 457.

Design of a microcontroller-based vector-control system for a 3-phase induction motor. Emphasis is placed upon the coordinated design of a suitable feedback system with torque control, and a microprocessor arrangement capable of performing the coordinate rotations and implementing an overall torque feedback algorithm. Display and data acquisition software will be developed.

ELE E 591-599 Graduate Topics in Electrical Engineering

1-4 credits. Seminar, reading course, or other special arrangement agreed on by the students and faculty members concerned.

ELE E 691-692 Electrical Engineering Colloquium

691, fall; 692, spring. 1 credit each term. For students enrolled in the graduate Field of Electrical Engineering.

Lectures by staff, graduate students, and visiting authorities. A weekly meeting for the presentation and discussion of important current topics in the field. Reports required.

ELE E 693-694 Master of Engineering Design

693, fall; 694, spring. 1-10 credits. For students enrolled in the M.Eng.(Electrical) degree program. Uses real engineering situations to present fundamentals of engineering design. Each professor is assigned a section number. To register, see roster for appropriate numbers.

ELE E 695-699 Graduate Topics in Electrical Engineering

1-6 credits. Seminar, reading course, or other special arrangement agreed on by the students and faculty members concerned.

ELE E 791-792 Thesis Research

791, fall; 792, spring. 1-15 credits. For students enrolled in the master's or doctoral program.

GEOLOGICAL SCIENCES

Freshman and Sophomore Courses

GEOLOG 101 Introductory Geological Sciences

Fall, spring, or summer. 3 credits. Fall: W. Travers; spring: J. Bird; summer: W. Brice.

Designed to enhance an appreciation of the physical world. Natural environments, surface features, dynamic processes such as mountain belts, volcanoes, earthquakes, glaciers, and river systems are emphasized. Interactions of the atmosphere, hydrosphere, biosphere, and lithosphere (Earth System Science). Water, mineral, and fuel resources; environmental concerns. Field trips in the Ithaca region.

GEOLOG 102 Evolution of the Earth and Life (also Bio S 170)

Spring. 3 credits. GEOL 101 recommended. J. L. Cisne. Earth systems and their evolution. Earth history's astronomical context. Plate tectonics,

continental drifts, and their implications for climate and life. Coevolution of life and the atmosphere. Precedents for ongoing global change. Dinosaurs, mass extinctions, and human ancestry. Laboratories on reconstructing geological history and mapping ancient geography. Fossil collecting on field trips.

GEOLOG 103 Introductory Environmental Geology

Fall. 3 credits. A. L. Bloom, D. E. Karig. The geologic factors that affect human well being and safety, taught as much as possible with examples in Tompkins County. Weekly field trips to evaluate geologic hazards such as landslides, floods, groundwater pollution, and hazardous waste disposal. Later in the term, earthquakes and volcanic hazards will be reviewed.

GEOLOG 104 The Sea: An Introduction to Oceanography (also BIO ES 154)

Spring. 3 credits. W. M. White, C. Green. A survey of the physics, chemistry, geology, and biology of the oceans for both science and non-science majors. Topics include: sea-floor spreading and plate tectonics, marine sedimentation, chemistry of seawater, ocean currents and circulation, the oceans and climate, ocean ecology, coastal processes, marine pollution and waste disposal, and marine resources.

GEOLOG 105 Writing on Rocks (Freshman Seminar)

Fall. 3 credits. J. Chiment. See Freshman Seminar Handbook for description.

GEOLOG 108 Geology and Society

Spring. 1 credit. May be taken concurrently with or after GEOLOG 101, 102, 103, 104, 111, 201, or 206. T. E. Jordan. Intended for students who are curious about the impact of geological materials and processes on society, what geologists actually do, what the big questions are in current research, and what a geology career might hold in store. A different speaker each week takes a look at topics ranging from environmental law to natural resources to agriculture.

GEOLOG 109 Dinosaurs

Fall. 1 credit. J. L. Cisne. An entry-level survey course for those who are interested in dinosaurs and may lack a science background. Lectures examine the fossil evidence and illustrate how various geological and biological disciplines contribute to understanding dinosaurs and their world.

GEOLOG 111 To Know the Earth and Build a Habitable Planet

Fall. 3 credits. J. M. Bird. Acquaints the non-scientists with Earth. Major features and how Earth has evolved. Earth System Science and building a habitable planet. Effects of human activity on geologic environments, mitigating environment damage, living with natural hazards. Mineral resource use in 21st century and an environmentally sound fuel-minerals cycle.

GEOLOG 122 Earthquake! (also ENGRI 122)

Fall. 3 credits. L. Brown. The science of natural hazards and strategic resources is explored. Techniques for locating and characterizing earthquakes, and assessing the damage they cause; methods of using sound waves to image the earth's interior to search for strategic materials; the historical importance of such resources. Seismic

experiments on campus to probe for groundwater, the new critical environmental resource.

GEOL 123-124 Science of Earth Systems Colloquium (also SES 101-102 and SCAS 101-102)

For description, see the Science of Earth Systems section in "Interdisciplinary Centers, Programs, and Studies," in the front part of the catalog.

GEOL 201 Introduction to the Physics and Chemistry of the Earth (also ENGRD 201)

Spring. 3 credits. Prerequisites: Mathematics 191 and Physics 112. L. M. Cathles.

For description, see Engineering Common Courses.

GEOL 203 Natural Hazards and the Science of Complexity

Fall. 3 credits. Prerequisites: 2 math courses, 1 physics course. D. I. Turcotte. Studies of natural hazards; earthquakes, floods, hurricanes, severe storms, wildfires, meteor impacts. Applications of the science of complexity to natural hazards: fractals, chaos, and self-organized criticality.

GEOL 204 Hydrology and the Environment (also SCAS 371 and ABEN 371)

Spring. 3 credits. Prerequisite: 1 course in calculus. P. C. Baveye, L. M. Cathles, J.-Y. Parlange, T. S. Steenhuis, M. F. Walter.

Introduction to hydrology: the hydrologic cycle and the role of water and chemicals in the natural environment. Includes precipitation, infiltration, evapotranspiration, groundwater, surface runoff, river meandering, floods, and droughts. Case studies, short field trips, computer programs, and laboratories foster an understanding of concepts and principles of hydrologic processes.

GEOL 206 Geologic Perspectives on Climate Change

Spring. 3 credits. K. Attoh. Principles that govern the interactions among the principal components of the climate system (atmosphere, oceans, lithosphere, and solar radiation) are used to reconstruct Earth's climates from the geologic record. Continental climate record in rocks. Geological forcing/responses to climate change.

GEOL 210 Introduction to Field Methods in Geological Sciences

Fall. 3 credits. Prerequisite: GEOL 101, 103, 201, or permission of instructor. Weekly field sessions. A weekend field trip. S. Mahlburg Kay, J. L. Cisne. The methods by which rocks are used as a geological database. Field methods used in the construction of geologic maps and cross sections; systematic description of stratigraphic sections. Field and laboratory sessions on Saturday mornings until Thanksgiving. One additional lecture during most of these weeks. One weekend field trip to eastern New York.

GEOL 212 Special January Field Trip

Fall. 2 credits. Prerequisites: GEOL 101 or 201 or equivalent, and permission of instructor. Travel and subsistence expenses to be announced. Staff. A trip of one week to ten days during January intersession in an area of interesting geology in the lower latitudes. Interested students should contact the instructor during the early part of the fall semester.

GEOL 213 Marine and Coastal Geology
Summer. 2 credits. Prerequisites: an introductory course in geology or permission of instructor. Staff.

A special one-week course offered at Cornell's Shoals Marine Laboratory (SML), on an island near Portsmouth, New Hampshire. For more details and an application, consult the SML office, G14 Stimson Hall. Estimated cost for 1995 (including tuition, room, board, and ferry transportation) is \$895.

GEOL 214 Western Adirondack Field Course

Spring, one week at the end of the semester. 1 credit. Prerequisite: GEOL 210 or equivalent, or permission of instructor. Students should be prepared for overnight camping and share in the cost of camp meals. Independent project. W. A. Bassett.

Field mapping methods, mineral and rock identification, examination of Precambrian metamorphic rocks and lower Paleozoic sediments, talc and zinc mines.

Junior, Senior, and Graduate Courses

Of the following, the core courses GEOL 326, 355, 356, 375, and 388 may be taken by B.S. candidates who have successfully completed GEOL 201 or the equivalent and by B.A. candidates who have completed GEOL 101 or the equivalent, or who can demonstrate to the instructor that they have adequate preparation in mathematics, physics, chemistry, biology, or engineering.

GEOL 302 Evolution of the Earth System (also SES 332 and SCAS 302)

For description, see the Science of Earth Systems section in "Interdisciplinary Centers, Programs, and Studies," in the front part of the catalog.

GEOL 326 Structural Geology

Spring. 4 credits. Prerequisite: GEOL 101, 103, or 201, or permission of instructor. R. W. Allmendinger.

Nature and origin of deformed rocks at microscopic to macroscopic scales, with emphasis on structural geometry and kinematics. Topics include stress, strain, rheology, deformation mechanisms, minor structures, faulting, folding, and structural families.

GEOL 355 Mineralogy

Fall. 4 credits. Prerequisite: GEOL 101, 103, or 201 and Chem 207 or permission of instructor. W. A. Bassett.

Examination of minerals by hand-specimen properties and optical microscopy. Geological setting, classification, crystal structures, phase relations, chemical properties, and physical properties of minerals. X-ray diffraction is introduced. Independent research project.

GEOL 356 Petrology and Geochemistry

Spring. 4 credits. Prerequisite: GEOL 355. R. W. Kay.

Principles of phase equilibrium as applied to igneous and metamorphic systems. Description, classification, chemistry, origin, regional distribution, and dating of igneous and metamorphic rocks. Geochemical distribution of trace elements and isotopes in igneous and metamorphic systems. The petrological evolution of the planets.

GEOL 375 Sedimentology and Stratigraphy

Fall. 4 credits. Prerequisite: GEOL 101, 103, or 201. J. L. Cisne, T. E. Jordan.

Formation of sedimentary rocks. Depositional processes and environments. Correlation of strata in relation to time and environment. Petrology of sandstones and limestones. Geological age determination. Reconstruction of paleogeography and interpretation of earth history from stratigraphic evidence. Organization of strata in stratigraphic sequences.

GEOL 388 Geophysics and Geotectonics

Spring. 4 credits. Prerequisites: Mathematics 192 and Physics 208, 213, or equivalent. B. L. Isacks.

Global tectonics and the deep structure of the solid earth as revealed by investigations of earthquakes, earthquake waves, the earth's gravitational and magnetic fields, and heat flow.

GEOL 411 Global Change Research: Mountains, Climate, and Erosion

Fall. 3 credits. B. L. Isacks.

Undergraduate participation in one of the interdisciplinary research projects of the Earth Observing System (EOS). Choice of topics concerning the interplay of climate, topography, and the environment of the Andes and Himalayan mountains as revealed by satellite images and other computerized data analyzed with modern image processing and Geographic Information Systems (GIS).

GEOL 423 Petroleum Geology

Fall. 3 credits. Recommended: GEOL 326. Offered alternate years. W. B. Travers.

Introduction to hydrocarbon exploration and development. Exploration techniques, including well logs, fluid pressures, seismic-reflection methods, gravity, and magnetic measurements to map subsurface structures and stratigraphy. Petroleum origin and migration. Dispersal systems and depositional patterns of petroleum reservoirs. Economics of exploration, leasing, drilling and production. Estimates of petroleum reserves, including tar sands and oil shales.

[GEOL 425 Precambrian Orogenic Cycles

Fall. 3 credits. Prerequisites: GEOL 326, GEOL 356, or permission of instructor. Offered alternate years. Not offered in 1995-96. K. Attoh.

Thermal and kinematic histories of Precambrian orogenic belts. Recent data from metamorphic, structural, and geochronological studies to infer deformation paths in selected orogens, including Dahomeyide and Eburnian orogens of West Africa, and Grenville, Penokean, and Kenoran orogens of the Canadian Shield. Current hypotheses regarding Precambrian orogenic styles and continental crust evolution.]

[GEOL 426 Geologic Evolution of South America

Spring. 3 credits. Prerequisites: GEOL 326 and GEOL 356, or permission of instructor. Not offered 1995-96.

S. Mahlburg Kay. Regional overview of Paleozoic to recent tectonic and magmatic evolution of South America in the framework of crustal and mantle evolution, with particular emphasis on the evolution of the region of the modern Andean Cordillera.]

GEOL 436 Environmental Geophysics

Spring. 3 credits. Offered alternate years.
Prerequisites: PHYS 213 and MATH 192 or equivalents, or permission of instructor.
L. Brown.

Theory of geophysical techniques for imaging the subsurface. Gravity, magnetic, electrical, and radar methods are covered, but emphasis is on seismic reflection and refraction. The focus is on shallow targets of environmental or archaeological interest. Field experience with these methods is offered in a companion course, GEOL 437.

GEOL 437 Geophysical Field Methods

Fall. 3 credits. Offered alternate years.
Prerequisites: PHYS 213 and MATH 192 or equivalents, or permission of instructor.
L. Brown.

Introduction to field methods of geophysical exploration, especially as applied to environmental issues. Emphasis on seismic, gravity, and magnetic techniques. Field surveys carried out at the beginning of the semester are analyzed in a series of weekly follow-up meetings during the semester wherein the results are analyzed and interpreted. A field companion to GEOL 436, which is recommended but not required prior to this course.

[GEOL 438 Reflection Seismology II: Analysis and Interpretation]

Spring. 3 credits. Offered alternate years; not offered 1995-96. L. Brown.

Methods of inferring geologic structures from seismic images. Migration, velocity, and amplitude interpretation. Seismic stratigraphy. 3D, VSP, and shear wave interpretation. Interactive seismic modeling.]

[GEOL 439 Reflection Seismology I: Acquisition and Processing]

Fall. 3 credits. Offered alternate years; not offered 1995-96. L. Brown.

Design of seismic surveys, both 2D and 3D. Source characteristics, array design, recording geometries and equipment. Land and marine operations. Basis signal processing theory. Applied 2D interactive seismic processing with ProMAX:FK filtering, deconvolution, velocity analysis, stacking, migration (time and depth), display.]

GEOL 441 Geomorphology

Fall. 3 credits. Prerequisite: GEOL 101, 103, or 201, or permission of instructor.
A. L. Bloom.

Systematic analysis of landforms constructed by tectonic and volcanic processes and their subsequent progressive destruction by climate-controlled erosional processes.

GEOL 442 Glacial and Quaternary Geology

Spring. 3 credits. Prerequisite: GEOL 441 or permission of instructor. A. L. Bloom.
Glacial processes and deposits and the chronology of the Quaternary Period.

GEOL 445 Geohydrology (also ABEN 471 and C&EE 431)

Fall. 3 credits. Prerequisites: Mathematics 294 and Engr 202. W. Brutsaert, L. M. Cathles, J.-Y. Parlange, T. S. Steenhuis.

Intermediate-level study of aquifer geology, groundwater flow, and related design factors. Includes description and properties of natural aquifers, groundwater hydraulics, soil water, and solute transport.

GEOL 452 X-ray Diffraction Techniques

Spring. 3 credits. Prerequisites: GEOL 355 or permission of instructor. Offered alternate years. W. A. Bassett and staff.

Automated X-ray diffractometer, Debye-Scherrer, real-time Laue, high-temperature diffraction, high-pressure diffraction, and pole-figure analysis. Applications in materials science and geological sciences. Labs will be held in the new Materials Science X-Ray Facility.

[GEOL 453 Advanced Petrology]

Fall. 3 credits. Prerequisite: GEOL 356. Offered alternate years. Not offered 1995-96. R. W. Kay.

Magma and metamorphism in the context of plate tectonics. Major and trace element chemistry and phase petrology as monitors of the creation and modification of igneous rocks. Temperature and stress in the crust and mantle and their influence on reaction rates and textures of metamorphic rocks. Application of experimental studies to natural systems.]

[GEOL 454 Advanced Mineralogy]

Spring. 3 credits. Prerequisite: GEOL 355 or permission of instructor. Offered alternate years. Not offered 1995-96. W. A. Bassett.

Crystallography and crystal chemistry of minerals and the methods of their study. X-ray diffraction, optical methods, computer simulation of crystal structures. Emphasis on effects of high pressures and temperatures with implications for understanding of Earth's interior.]

GEOL 455 Geochemistry

Fall. 4 credits. Prerequisites: Chemistry 207 and Mathematics 192 or equivalent. Recommended: GEOL 356. Offered alternate years. W. M. White.

The Earth from a chemical perspective. Formation of the elements; cosmochemistry; chemical evidence regarding the formation of the Earth and Solar System; trace-element geochemistry; isotope geochemistry; geochemical thermodynamics and kinetics; chemical evolution of the crust, mantle, and core; weathering and the chemistry of natural waters; chemistry of rivers and the oceans; hydrothermal systems and ore deposition.

GEOL 457 Metamorphic Petrology

Fall. 3 credits. Prerequisite: GEOL 355. Offered alternate years. K. Attoh.

Theory, field, and experimental basis for the understanding of metamorphic processes and rocks. Relations between crustal dynamics and metamorphic processes.

[GEOL 458 Volcanology]

Spring. 3 credits. Corequisite: GEOL 356 or equivalent. Offered alternate years. Not offered 1995-96. W. M. White.

Causes of volcanism, melting in the Earth, and the origin of magmas. Physical volcanology, nature and types of volcanic eruptions and associated deposits, eruption mechanisms. Volcanic plumbing systems, magma chamber processes, evolution of magma. Volcanism and impact phenomena in the Solar System. Volcanic hazard assessment and volcano monitoring. Ore deposits associated with volcanism.]

GEOL 476 Sedimentary Basins: Tectonics and Mechanics

Spring. 3 credits. Prerequisite: GEOL 375 or permission of instructor. Offered alternate years. T. E. Jordan.

Subsidence of sedimentary basins from the point of view of plate tectonics and geomechanics. Interactions of subsidence, sediment supply, and environmental characteristics in development of stratigraphic sequences. Stratigraphic characteristics of active-margin, passive-margin, and cratonic basins. Geophysical and stratigraphic modeling; sequence stratigraphy. Modern and ancient examples.

[GEOL 478 Advanced Stratigraphy]

Spring. 3 credits. Prerequisite: GEOL 375 or permission of instructor. Offered alternate years. Not offered 1995-96. T. E. Jordan.

Modern improvements on traditional methods of study of ages and of genetic relations among sedimentary rocks, emphasizing 3-D relationships. Techniques and applications of sequence stratigraphy at scales ranging from beds to entire basins. Physical correlation, dating techniques, and time resolution in sedimentary rocks. Physical controls on the stratigraphic record and numerical modeling.]

GEOL 479 Paleobiology (also BIO ES 479)

Fall. 3 credits. Prerequisites: BIO G 101-102 and 103-104 or equivalent, and either GEOL 375, BIO ES 274, BIO ES 373, or permission of instructor. Offered alternate years. J. L. Cisne and staff.

The major groups of organisms and their evolutionary histories. Intended to fill out the biological backgrounds of geology students and the geological backgrounds of biology students concerning the nature and significance of the fossil record.

GEOL 481 Senior Survey of Earth Systems

Fall. 3 credits. Limited to seniors majoring in geological sciences. J. M. Bird.

Survey course that integrates undergraduate course work, intended to enhance overall understanding of geological sciences. Emphasis on current models of earth's dynamic systems (e.g., global climate change; mantle evolution). Guest lecturers; synthesis and review literature; scientific literature readings; discussions; student presentations.

GEOL 490 Honors Thesis (B.A. degree candidates)

Fall, spring. 2 credits. Staff.

Thesis proposal to be discussed with director of undergraduate studies during the junior year. Participation requires acceptance of a thesis proposal by the faculty committee.

GEOL 491-492 Undergraduate Research

Fall, spring. 1 or 2 credits. Staff.
(B. L. Isacks and A. L. Bloom, coordinators).

Introduction to the techniques and philosophy of research in the earth sciences and an opportunity for undergraduates to participate in current staff research projects. Topics chosen in consultation with, and guided by, a staff member. A short written report is required, and outstanding projects are prepared for publication.

GEOL 500 Design Project in Geohydrology

Fall, spring 3-12 credits. An alternative to an industrial project for M.Eng. students choosing the geohydrology option. May continue over two or more semesters. L. M. Cathles.

The project may address one of many aspects of groundwater flow and contamination, and

must involve a significant geological component and lead to concrete recommendations or conclusions of an engineering nature. Results are presented orally and in a professional report.

GEOL 502 Case Histories in Groundwater Analysis

Spring. 4 credits. L. M. Cathles. Groundwater flow in a specific area, such as a proposed nuclear-waste disposal site, analyzed in depth. Geological and resource data on the area are presented early in the course. Then the material is analyzed by students working as an engineering analysis team. Each student makes a weekly progress report and writes part of a final report. Results are presented in a half-day seminar at end of term.

GEOL 622 Advanced Structural Geology I

Spring. 3 credits. Prerequisites: GEOL 326 and permission of instructor. Offered alternate years. R. W. Allmendinger and D. E. Karig. Stress-strain theory and application. Advanced techniques of structural analysis. Topics include finite and incremental strain measurement; microstructure, preferred orientation, and TEM analysis; pressure solution and cleavage development; and experimental deformation. Applications to deformation of unconsolidated sediments, brittle and brittle-ductile deformation of supracrustal strata, and ductile deformation of high-grade metamorphic rocks. Kinematic analysis of shear zones and folds in these regimes.

[GEOL 624 Advanced Structural Geology II]

Spring. 3 credits. Prerequisites: GEOL 326 and permission of instructor. Offered alternate years. Not offered 1995-96. R. W. Allmendinger, D. E. Karig. Geometry, kinematics, and mechanics of structural provinces. Concentration on thrust belts, rift provinces, or strike-slip provinces. Techniques of balanced cross sections.]

GEOL 628 Geology of Orogenic Belts

Spring. 3 credits. Prerequisite: permission of instructor. J. M. Bird. A seminar course in which students study specific geologic topics of an orogenic belt selected for study during the term. The course is intended to complement GEOL 681.

[GEOL 635 Advanced Geophysics I: Fractals and Chaos in Geology and Geophysics]

Fall. 3 credits. Prerequisite: GEOL 388 or permission of instructor. Not offered 1995-96. D. L. Turcotte. Definitions of fractal sets and statistical fractals, scale invariance, self-affine fractals, multifractals, applications to fragmentation, seismicity and tectonics, petroleum distribution and reserves, ore grade and tonnage, drainage networks and landforms, and floods and droughts. Definitions of chaos and self-organized criticality, renormalization groups, diffusion limited aggregation and percolation clusters, wavelet transforms, applications to mantle convection, the earth's dynamo, and distributed seismicity.]

GEOL 636 Advanced Geophysics II: Quantitative Geodynamics

Spring. 3 credits. Prerequisite: GEOL 388 or permission of instructor. D. L. Turcotte. Stress and strain in the earth, elasticity and flexure, heat transfer, gravity, fluid mechanics,

rock rheology, faulting, chemical geodynamics, flow in porous media.

GEOL 651 Analysis of Biogeochemical Systems

Fall. 3 credits. Prerequisite: MATH 293 or permission of instructor. L. A. Derry. Dynamics of biogeochemical systems. Kinetic treatment of biogeochemical cycles. Box models, residence time, response time. Analytical and numerical solutions of model systems. Eigen-analysis of linear systems. Feedback and nonlinear cases, problems of uncertainties in natural systems. Modeling software such as Stella II and Matlab; applications to current research of participants or from recent literature.

GEOL 656 Isotope Geochemistry

Spring. 3 credits. Open to undergraduates. Prerequisite: GEOL 455 or permission of instructor. Offered alternate years. W. M. White.

Nucleosynthetic processes and the isotopic abundances of the elements. Geochronology and cosmochronology using radioactive decay schemes, including U-Pb, Rb-Sr, Sm-Nd, K-Ar, U-series isotopes, and cosmogenic isotopes such as ¹⁴C and ³⁶Cl. Use of radiogenic and stable isotopes in petrology and their application to study of the evolution of the crust and mantle. Isotopic evidence regarding the formation of the Earth and the Solar System. Stable isotopes and their use in geothermometry, ore petrogenesis, paleontology, and the global climate system.

GEOL 681 Geotectonics

Fall. 3 credits. Prerequisite: permission of instructor. J. M. Bird. Theories of orogeny; ocean and continent evolution. Kinematics of lithosphere plates. Rock-time assemblages of modern oceans and continental margins, and analogs in ancient orogenic belts. Time-space reconstructions of specific regions. Problems of dynamic mechanisms—corollaries and evidence from crustal features.

GEOL 695 Computer Methods in Geological Sciences

Fall, spring. 3 credits. L. Brown, B. L. Isacks. Independent research projects using state-of-the-art computational resources in the Department of Geological Sciences. Possibilities include: image and seismic processing, seismic and geomechanical modeling, GIS, use of interpretational workstations for 3D seismics and satellite imagery; modeling fluid flow through complex media.

GEOL 700-799 Seminars and Special Work

Fall, spring. 1-3 credits. Prerequisite: permission of instructor. Staff. Advanced work on original investigations in geological sciences. Topics change from term to term. Contact appropriate professor for more information.

GEOL 722 Advanced Topics in Structural Geology

R. W. Allmendinger.

GEOL 725 Rock and Sediment Deformation

D. E. Karig.

GEOL 731 Plate Tectonics and Geology

J. M. Bird.

GEOL 733 Fractal Chaos—Independent Studies

D. L. Turcotte.

GEOL 741 Advanced Geomorphology Topics

A. L. Bloom.

GEOL 751 Petrology and Geochemistry

S. Mahlburg Kay, R. Kay.

GEOL 753 Advanced Topics in Mineral Physics

W. A. Bassett.

GEOL 755 Advanced Topics in Petrology and Tectonics

J. Bird, W. A. Bassett.

GEOL 757 Current Research in Petrology

S. Mahlburg Kay, R. Kay.

GEOL 762 Advanced Topics in Petroleum Exploration

W. Travers.

GEOL 771 Advanced Topics in Sedimentology and Stratigraphy

T. E. Jordan.

GEOL 773 Paleobiology

J. L. Cisne.

GEOL 780 Seismic Record Reading

M. Barazangi.

GEOL 781 Geophysics, Exploration Seismology

L. D. Brown.

GEOL 783 Advanced Topics in Geophysics

B. L. Isacks.

GEOL 789 Lithospheric Seismology (COCORP Seminar)

L. Brown.

GEOL 793 Andes-Himalaya Seminar

R. W. Allmendinger, A. L. Bloom, B. L. Isacks, T. E. Jordan, S. Mahlburg Kay.

GEOL 796 Geochemistry of the Solid Earth

W. M. White.

GEOL 797 Fluid-Rock Interactions

L. M. Cathles.

GEOL 799 Soil, Water, and Geology Seminar

L. M. Cathles, T. S. Steenhuis.

MATERIALS SCIENCE AND ENGINEERING

Undergraduate Courses

MS&E 111 Materials by Design (also ENGR 111)

Fall. 3 credits. E. P. Giannelis. For description, see Engineering Common Courses.

MS&E 118 Design Integration: A Portable CD Player (also ENGR 118)

Spring. 3 credits. M. O. Thompson, W. Sachse. For description, see Engineering Common Courses.

MS&E 261 Introduction to Mechanical Properties of Materials (also ENGRD 261)

Fall. 3 credits. S. L. Sass.

For description, see Engineering Common Courses.

MS&E 262 Introduction to Electrical Properties of Materials (also ENGRD 262)

Fall. 3 credits. Prerequisite: co-registration in Physics 213 or electricity and magnetism in high school physics. M. O. Thompson.

For description, see Engineering Common Courses.

MS&E 277 The Substance of Civilization—Materials through the Ages

Spring. 3 credits. 2 lecs, 1 lab. S. L. Sass.

Materials have enabled revolutionary advances in how we live, work, fight, travel, and play; hence the naming of eras after them—Stone, Bronze, and Iron Ages. This course explores the role of materials in the development of the modern Western industrial civilization by putting technology into a historical context and examining the advances made possible by innovations with materials, starting with the Stone Age. Interconnections between critical developments are identified and explored—for example, the relationship between materials, agriculture, and written languages in the fourth millennium B.C., and between the Exodus of the Hebrews, the general tumult in the Eastern Mediterranean, and the onset of the Iron Age, at the end of the second millennium B.C. Early technologies will be illustrated with beautiful works of art. Lectures, demonstrations, and hands-on laboratory experiments, will elucidate the origin of the unique properties of materials such as polymers, ceramics, metals and glass. This course is designed to fulfill the science requirement in the College of Arts and Sciences.

MS&E 285 Art, Archaeology, and Analysis (also ENGR 185 and NS&E 285)

Spring. 3 credits.

For description, see Engineering Common Courses.

MS&E 331/531 Structure of Materials

Fall. 4 credits. J. M. Blakely.

Bonding in materials, crystal structures, and symmetry, defects. Crystal planes and directions, stereographic projections. Techniques for materials analysis: X-ray and electron diffraction, optical and electron microscopy. Experimental systems for structural characterization of materials.

MS&E 332/532 Electrical and Magnetic Properties of Materials

Spring. 3 credits. Prerequisite: MS&E 331 or permission of instructor. J. M. Blakely.

Introduction to electronic band structure of crystals. Electrical and magnetic properties of metals and semiconductors as affected by microstructure. Design of semiconductor properties by doping. Carrier statistics. Properties of junctions in semiconductor devices. Principles and design of ferromagnetic materials for transformers, permanent magnets, and magnetic memory devices. Ionic conductivity. Fundamentals of superconducting materials for high-field magnets and Josephson junctions. Introduction to dielectric and optical properties.

MS&E 333 Research Involvement I

Fall. 3 credits. Prerequisite: approval of course coordinator. Staff.

Supervised independent research project in association with faculty member and faculty research group of the department. Students design experiments, set up the necessary equipment, and evaluate the results. Creativity and synthesis are emphasized.

MS&E 334 Research Involvement II

Spring. 3 credits. Prerequisite: approval of department. Staff.

See MS&E 333 for description. May be a continuation of MS&E 333 or a one-term affiliation with a research group.

MS&E 335/535 Thermodynamics of Condensed Systems

Fall. 4 credits. Prerequisite: Math 293 and 294. E. J. Kramer.

The three laws of thermodynamics are introduced as a basis for understanding phase equilibria, heterogeneous reactions, solutions, electrochemical processes, surfaces, and defects. Statistical mechanics is introduced and applied to the calculation of entropy and specific heat of ideal gases and solids. Examples of design and control of processes.

MS&E 336/536 Kinetics, Diffusion, and Phase Transformations

Spring. 3 credits. Prerequisite: MS&E 335 or permission of instructor. Staff.

Introduction to absolute rate theory, atomic motion, and diffusion. Applications and design involving nucleation and growth of new phases in vapors, liquids, and solids; solidification, crystal growth, oxidation and corrosion, radiation damage, recrystallization, gas-metal reactions, and thermomechanical processing to produce desired microstructures and properties. One-third of course involves examples of design and control of processes.

MS&E 414/514 Chemical Processing of Ceramics

Spring. 3 credits. E. P. Giannelis.

Design and characterization of materials at the molecular level. Synthesis, drying, and sintering of ceramics, glasses, and composites. Sol-gel, hydrothermal, chemical-vapor deposition, and pyrolysis techniques. Surface chemistry of oxides. Analytical techniques include chromatography, mass spectrometry, infrared, uv-visible and nuclear-magnetic resonance spectroscopy. Design, synthesis, and chemical properties of inorganic/organometallic precursors. Ceramic thin films, fibers whiskers, and membranes.

MS&E 435 Senior Thesis I & II

Fall and spring. 2-semester course.

8 credits. D. T. Grubb.

Open to advanced undergraduates in lieu of the senior materials laboratory. Proposals for thesis topics should be approved by the supervising faculty member prior to beginning the senior year. Approved thesis topics will normally involve original experimental research in direct collaboration with an ongoing research program. Periodic oral and written presentations and a final written thesis are required.

MS&E 441/541 Microprocessing of Materials

Fall. 3 credits. D. G. Ast.

Materials and processing steps involved in the production of integrated circuits and other micro-devices. Science, engineering, and design of processes to produce a specific device, such as a DRAM or CMOS inverter

(not detailed electrical-circuit analysis of these devices or system design). Emphasis is on silicon, with extensions to gallium arsenide. All fabrication steps are considered, from single crystal growth and wafer production, to characterization, testing and yield calculations. Major topics are thermal oxidation of silicon, chemical vapor deposition of thin films, diffusion, ion implantation, resists and the principles of lithography using UV, electrons and X-rays, and wet/dry etching.

MS&E 442/542 Macroprocessing

Spring. 3 credits.

Deformation and macro-processing of materials; sheet metals forming, superplastic forming, casting, single crystal growth, powder sintering metal/ceramic joining, surface treatments. Course based on case studies demonstrating various macro-processing techniques. Course includes comprehensive experimental project involving design, measurement, and analysis of superplastic forming process starting from basic mechanisms. Results compared with the predictions of numerical analysis.

MS&E 443-444 Senior Materials Laboratory

443, fall; 444, spring. 3 credits each term.

D. T. Grubb.

Practical laboratory covering the analysis and characterization of materials and processing. Emphasis on design of experiments for evaluation of materials' properties and performance as related to processing history and microstructure. Projects available in areas such as plasticity, mechanical and chemical processing, phase transformations, electrical properties, magnetic properties, and electron microscopy.

MS&E 445 Mechanical Properties of Materials

Fall. 3 credits. Prerequisites: MS&E 331 and 336, or permission of instructor.

R. Raj.

Stress, strain, and the basics of concepts in deformation and fracture for metals, polymers, and ceramics. Analysis of important mechanical properties such as plastic flow, creep, fatigue, fracture toughness, and rupture. Application of these principles to the design of improved materials and engineering structures.

MS&E 447/448 Materials Design Concepts I & II

447, fall; 448, spring. 2 credits each term.

C. K. Ober.

Defines design in the field of materials science using Dieter's *Engineering Design*, Ashby's *Materials Selection in Engineering Design*, and other sources. Innovation, patent searching, and ASTM standards. Speakers from industry and other institutions lecture on case studies of design problems. Students give short oral and written presentations. Proposal for design-study project in the fall semester. Completion of extensive design-study project in the spring semester. Study includes prior art literature, materials selection, and some modeling, as well as discussion of broader economic, regulatory, environmental, and liability concerns that may arise.

MS&E 449 Introduction to Ceramics

Fall. 3 credits. Prerequisite: MS&E 331 or permission of instructor. R. Dieckmann.

Ceramic processes and products, crystal structures, structure of glasses, point defects (point-defect chemistry and relation to

nonstoichiometry), line defects, grain boundaries, diffusion in ionic materials (emphasis on the relationships between diffusion and point-defect structure), phase diagrams, phase transformations, kinetics of solid-state reactions (reactions with and between solids: heterogeneous reactions, reactions between different solids, point-defect relaxation, internal reactions), grain growth and sintering. Physico-chemical aspects are emphasized.

MS&E 452 Properties of Solid Polymers

Spring. 3 credits. Prerequisite: Engr 261 or permission of instructor. E. J. Kramer. Synthetic and natural polymers for engineering applications. Production and characterization of long-chain molecules. Gelation and networks, rubber elasticity, elastomers and thermosetting resins. Amorphous and crystalline thermoplastics and their structure. Time- and temperature-dependent elastic properties of polymers. Molecular-weight measurement. Design of high-impact-strength polymers.

MS&E 454 Processing of Glass, Ceramic, and Glass-Ceramic Materials

Spring. 3 credits. Offered alternate years. Recommended: MS&E 449. Conventional and unconventional techniques for processing glass, glass-ceramic, and ceramic materials. Case studies illustrate the design, engineering, and scientific aspects of such processes. Vapor processes for high-purity optical fibers, hot-processing of ceramic turbine blades, photosensitive materials, and powder processing and sintering of ceramics will be discussed. This course is team taught with scientists from the research and development laboratory of Corning Glass Works.

MS&E 459 Physics of Modern Materials Analysis

Spring. 3 credits. M. O. Thompson. The interaction of ions, electrons, and photons with solids, and the characteristics of the emergent radiation in relation to the structure and composition of materials. Aspects of atomic physics that are relevant to understanding techniques of modern materials analysis. Principles of analysis techniques such as Auger electron spectroscopy, ion scattering, and secondary ion-mass spectroscopy. Design of experiments for near-surface analysis.

MS&E 463 Principles of Electronic Packaging

Spring. 3 credits. C. Y. Li. Design, materials, and manufacturing needs for packaging technology, from chip to board. Principles involved in key areas of materials science, and other engineering disciplines. Packaging materials to be discussed include metals, ceramics, and polymers.

Graduate-Level Professional Courses

[MS&E 516 Thin-Film Materials Science

Fall. 3 credits. Offered alternate years. Not offered 1995-96. D. G. Ast. This course is a fundamental approach to thin-film science that will cover deposition of films, growth of epitaxial layers, formation of multilayered structures such as superlattices and quantum wells, and interdiffusion and reaction in thin films. The course will begin with the structure and thermodynamics of surfaces and ultrathin films. The conditions for epitaxial growth, such as used in semiconductor heterostructures, will be contrasted

with those for amorphous or polycrystalline films. The role of thermal processing for reactive thin films involving the formation of surface oxides, metallic silicides, and aluminides will be presented.]

[MS&E 518 Introduction to Electron Microscopy

Fall. 3 credits. Prerequisite: MS&E 331 or permission of instructor. Offered alternate years. Not offered 1995-96. D. T. Grubb. Basic optics and operation of scanning and transmission electron microscopes. Image formation, modes of contrast, and resolution in SEM and TEM. Electron diffraction. Images of perfect crystal and defects in two-beam diffraction contrast. Analytical microscopy; comparison of EDS, WDS, and EELS. Overview of specimen preparation and in-situ microscopy.]

[MS&E 520 Practical Electron Microscopy

Fall. 3 credits. Corequisite: MS&E 518. Limited to 12 students. A fee will be charged for instrument usage. Offered alternate years. Not offered 1995-96. D. T. Grubb. Students will be instructed in the proper use of a scanning and a transmission electron microscope. All stages from initial alignment of the instrument to presentation of the results will be covered. Three or four projects will be completed, including obtaining atomic lattice fringe images and X-ray microanalysis.]

MS&E 553-554 Special Project

553, fall; 554, spring. 6 credits each term. Master of Engineering research project.

MS&E 555 Introduction to Composite Materials

L. Phoenix. See TAM 555 for description.

Graduate Core Courses

MS&E 601 Thermodynamics of Materials

Fall. 3 credits. Prerequisite: previous course in thermodynamics at level of MS&E 335. Staff. Basic statistical thermodynamics. Partition function and thermodynamic state functions. Distributions. Laws of thermodynamics. Free-energy functions and conditions of equilibrium. Chemical reactions. Statistics of electrons in crystals. Heat capacity. Heterogeneous systems and phase transitions. Lattice models of 1-, 2-, 3-dimensional interacting systems. Statistical thermodynamics of alloys. Free-energy and phase diagrams. Order-disorder phenomena. Point defects in crystals. Statistical thermodynamics of interfaces.

MS&E 602 Elasticity, Plastic Flow, and Fractures

Fall. 3 credits. Staff. Micromechanical modeling of mechanical behavior. A materials-science approach to modeling combines concepts from continuum mechanics, thermodynamics, kinetics and atomic structure. Topics include: elastic properties of crystals, deformation mechanisms from ambient temperature to very high temperatures over a wide range of strain rates, fracture in brittle materials, fracture in ductile materials, fracture at elevated temperatures, crack tip phenomena, and composite materials.

MS&E 603 Analytical Techniques for Materials Science

Spring. 4 credits. Lab. M. O. Thompson. Survey of atomic and structural analysis techniques as applied to surface and bulk materials. Physical processes involved in the interaction of ions, electrons, and photons with solids; characteristics of the emergent radiation in relation to the structure and composition. Techniques covered include Auger electron spectroscopy, ion scattering, nuclear activation, secondary ion mass spectroscopy, UV and X-ray photoelectron spectroscopies, X-ray diffraction and related techniques, etc. Selection and design of experiments for near-surface analysis.

MS&E 604 Diffusion and Phase Transformation: Kinetics in Condensed Matter

Spring. 3 credits. Staff. Phenomenology and microscopic aspects of diffusion in fluids, both simple and polymeric, and in solids, metallic and ionic. Phase stability and transformation; nucleation and growth, spinodal decomposition and displacive transformations. Phase coarsening processes, recrystallization and grain growth. Diffusion-controlled growth, interfacial reactions, moving-boundary problems. Grain-boundary migration controlled kinetics. At the level of *Diffusion in the Condensed State*, by Kirkaldy and Young.

MS&E 605 Structure and Chemistry of Condensed Matter

Spring. 3 credits. Staff. This course focuses on the link between the local chemistry of the elements comprising a solid, the structure of the solid, and the bonding in the solid. Elementary aspects of group theory and representation theory; introductory quantum mechanics including Schrodinger equation for approaches to bonding in extended systems; hydrogen atom and diatomic molecules; band structures and densities of states of simple crystals. Crystal structures. Structure of and bonding in surfaces, amorphous materials, glasses, liquids, interfaces as well as case studies.

Related Course in Another Department

Introductory Solid-State Physics (Physics 454)

Further Graduate Courses

MS&E 610 Principles of Diffraction (also A&EP 711)

Spring. 4 credits. Offered alternate years. B. Batterman. For description, see A&EP 711.

[MS&E 611 Modern Polymer Physics

Spring. 3 credits. Prerequisites: MS&E 452, ChemE 711, or equivalent. Offered alternate years. Not offered 1995-96. E. J. Kramer. Modern engineering plastics and polymeric matrices for fiber-reinforced composite materials often demand more detailed knowledge of polymer structure and properties in the melt or solid state than is afforded by beginning courses that emphasize polymer solutions. This course is a fundamental approach to the structure and physical properties of polymers, copolymers, and polymer mixtures, including thermodynamics, phase equilibria, diffusion, kinetics of phase separation, surfaces, and interfaces. At the level of *Scaling Concepts in Polymer Physics* by de Gennes.]

MS&E 612 Solid-State Reactions

Spring. 3 credits. Offered alternate year.
R. Dieckmann.

Point defects (thermal disorder, component-activity-dependent disorder, influence of dopants, different kinds of associates, Coulomb interaction between point defects), dislocations, grain boundaries transport in solids (definition and different types of diffusion coefficients, reference frames, mechanisms of electrical conduction, elementary diffusion mechanisms, atomic theory of transport, correlation effects, phenomenological theory of transport including some aspects of thermodynamics of irreversible processes, Fick's laws), point-defect relaxation (migration controlled, phase-boundary-reaction controlled), interdiffusion, solid-state reactions involving compound formation (oxidation of metals, reactions between solids), demixing of materials in potential gradients, selected solid-state processes (internal reactions, etc.).

[MS&E 614 Advanced Transmission Electron Microscopy

Fall, spring. 3 credits. Prerequisite: MS&E 518 or permission of instructor. Offered on demand. Not offered 1995-96. Staff.

Kinematic and dynamic diffraction, dispersion surfaces, and Bloch waves. Anomalous absorption, Kikuchi band theory, and energy-selected images. Contrast-transfer-function theory of phase contrast. Lattice imaging and image modeling. Calculation of multibeam defect images in theory and practice. Weak-beam images. Image processing. High-resolution SEM and STEM images. Convergent beam techniques. Plus selected current topics.]

[MS&E 615 Advanced Mechanical Properties

Fall or spring. 3 credits. Offered on demand. Not offered 1995-96. Staff.

Advanced experimental and theoretical aspects of the deformation and failure of structural materials. Although the emphasis is on metals and alloys, attention is also given to glasses, ceramics, semiconductors, and polymeric materials. Topics include theory and practice of mechanical testing, deformation behavior of polycrystal, single-crystal metals and covalently bonded semiconductors, phenomenological theories of deformation, the mechanical equation of states for metals, application to the thermal fatigue problem, micromechanical theories of plastic flow in metals, creep in metals, and the time-dependent deformation of polymers, relationship of microstructure to mechanical properties of metals and polymers, ductile fracture of metals, brittle fracture of metals and ceramics.]

[MS&E 616 Electronic and Magnetic Materials

Fall or spring. 3 credits. Offered on demand. Not offered 1995-96. Staff.

Electronic transport properties of metals and semiconductors. Semiconductor devices. Optical and dielectric properties of insulators and semiconductors. Laser materials. Structural aspects of superconducting materials, ferromagnetism, and magnetic materials. Magnetic memory devices. At the level of *Physics of Semiconductor Devices*, by Sze; *Ferromagnetism*, by Bozworth; and current review articles.]

[MS&E 617 Solid State Electrochemistry

Spring. 3 credits. Prerequisite: MS&E 612 or permission of instructor. Offered alternate years. Not offered 1995-96.
R. Dieckmann.

Disorder in solids; thermodynamic quantities or quasi-free electrons and electron defects in semiconductors; mobility, diffusion and partial conductivity of ions and electrons; solid ionic conductors, solid electrolytes and solid solution electrodes; galvanic cells with solid electrolytes for thermodynamic investigations; technical applications of solid electrolytes. At the level of *Electrochemistry of Solids* by H. Rickert.]

[MS&E 618 Laser Processing of Materials

Fall or spring. 3 credits. Offered on demand. Not offered 1995-96.
M. O. Thompson.

Use of high-intensity lasers in the processing of materials to achieve unique microstructures and metastable phases. Topics: fundamentals of the interaction of E&M fields with metals, semiconductors and ceramics, transfer of energy between electronic and phonon systems, kinetics of rapid solidification, metastable phase transformations, microstructure of rapidly solidified materials, and current industrial applications.]

MS&E 619 Superhard Materials

Fall. 3 credits. Prerequisite: permission of instructor. A. L. Ruoff.

The superhard materials include diamond, cubic boron nitride (possibly the new C_4N_3) and borderline, B_4C . The origin of their extreme hardness is examined. The thermodynamics of their stability and the kinetics of their crystal growth will be described. Commercial methods of synthesis of large crystals, powders, thin films and polycrystalline aggregates (by sintering at pressure) will be examined. Their chemical, optical and mechanical properties will be studied. Moreover, there is substantial potential for radiation-hard semi-conducting devices and the status of this area will be covered. At the level of Field, *The Properties of Natural and Synthetic Diamonds*, plus recent papers.

MS&E 524/624 Synthesis of Polymeric Materials

Spring. 3 credits. Alternate years.
Prerequisite: MS&E 452 or permission of instructor. C. K. Ober.

Preparation of synthetic polymers by step- and chain-growth polymerization: condensation; free radical, anionic, and cationic mechanisms; ring opening and coordination routes. Statistical and kinetic aspects of homopolymer and copolymer formation. Stereochemistry of polymers and spectroscopic methods for polymer analysis. Molecular aspects of polymer design for properties such as conductivity, elasticity, thermal stability, and engineering properties. Special topics will include liquid crystalline polymers, photoreactive, and supermolecular chemistry. At the level of *Principles of Polymerization*, by Odian.

Specialty Courses**[MS&E 707 Solar Energy Materials**

3 credits. Offered on demand. Not offered 1995-96. D. G. Ast.

Photovoltaic energy conversion: (1) theory (on the level of Hovel); (2) the role of crystal defects and grain boundaries on the conversion efficiency, and schemes to passivate

these defects; (3) current investigations in the DOE program to produce large quantities of solar-grade semiconducting Si; (4) theory and materials for amorphous silicon solar cells.]

MS&E 716 Transition Metal Oxides (also Chem 716)

Fall. 3 credits. Offered on demand.
For description see Chem 716.

MS&E 779 Special Studies in Materials Sciences

Fall, spring. Variable credit. Offered on demand. Staff.
Supervised studies of special topics in materials science.

MS&E 798 Materials Science and Engineering Colloquium

Fall, spring. 1 credit each term. Credit limited to graduate students. Staff.
Lectures by visiting scientists, Cornell staff members, and graduate students on subjects of interest in materials sciences, especially in connection with new research.

MS&E 799 Materials Science Research Seminars

Fall, spring. 2 credits each term. For graduate students involved in research projects. Staff.
Short presentations on research in progress by students and staff.

MS&E 800/801 Research in Materials Science

800, fall; 801, spring. Credit to be arranged. Staff.
Independent research in materials science under the guidance of a member of the staff.

MECHANICAL AND AEROSPACE ENGINEERING

General and Required Courses

M&AE 101 Naval Ship Systems

For description, see NAV S 202.

M&AE 102 Drawing and Engineering Design (also ENGR 102)

Fall, spring. 1 credit. Half-term course offered twice each semester. Enrollment limited to thirty students each half term. Recommended for students without previous mechanical drawing experience. S-U grades optional.

For description, see Engineering Common Courses.

M&AE 117 Introduction to Mechanical Engineering (also ENGR 117)

Spring. 3 credits.
For description, see Engineering Common Courses.

M&AE 212 Mechanical Properties and Processing of Engineering Materials

Spring. 4 credits. Prerequisite: ENGRD 202.
Introduction to the broad range of mechanical behavior of materials and their processing. The mechanical properties of metals, ceramics, and composite materials are covered together with their microstructural features and processing. Ideal work methods are introduced for the analysis of bulk deformation processes. Heat treatment of metals and alloys, phase diagrams, casting and quenching processes.

M&AE 221 Thermodynamics (also ENGRD 221)

Fall, spring, may be offered summer. 3 credits. Prerequisites: Mathematics 192 and Physics 112.

For description, see Engineering Common Courses.

M&AE 225 Mechanical Design and Synthesis

Spring. 3 credits. Prerequisite: ENGRD 202. Lab fee.

A hands-on laboratory, the use of machine tools, mechanical dissection, and a number of design projects provide direct experience of creative design synthesis.

M&AE 323 Introductory Fluid Mechanics

Fall, usually offered in Engineering Cooperative Program. 4 credits. Prerequisites: Engr 202 and 203 and coregistration in 221, or permission of instructor.

Statics, kinematics, potential flow, dynamics, momentum, and energy relations. Thermodynamics of compressible flow; dimensional analysis; real fluid phenomena, laminar and turbulent motion, boundary layer; lift and drag; supersonic flow and shock waves.

M&AE 324 Heat Transfer

Spring; may be offered in Engineering Cooperative Program. 3 credits. Prerequisite: M&AE 323 or permission of instructor.

Conduction of heat in steady and unsteady situations. Surfaces with fins and systems with heat sources. Forced and natural convection of heat arising from flow around bodies and through ducts. Heat exchangers. Emission and absorption of radiation; radiative transfer between surfaces. Introduction to boiling and phase change.

M&AE 325 Mechanical Design and Analysis

Fall; usually offered in Engineering Cooperative Program. 4 credits. Prerequisites: Engr 202 and 203. Lab fee.

Application of the principles of mechanics and materials to problems of analysis and design of mechanical components and systems.

M&AE 326 System Dynamics

Spring; may be offered in Engineering Cooperative Program. 4 credits. Prerequisite: Mathematics 294, Engr 203. Junior standing required.

Dynamic behavior of mechanical systems: modeling, analysis techniques, and applications; vibrations of single- and multi-degree-of-freedom systems; feedback control systems, stability analysis. Computer simulation and experimental studies of vibration and control systems.

M&AE 427 Fluids/Heat Transfer Laboratory

Fall. 3 credits. Prerequisites: M&AE 323, 324. Fulfills the writing requirement.

Laboratory exercises in methods, techniques, and instrumentation used in fluid mechanics and heat transfer. Measurements of temperature, heat transfer, viscosity, drag, fluid-flow rate, effects of turbulence, air foil stall, two-phase flows and engine performance. Biweekly written assignments.

M&AE 428 Engineering Design

Fall. 2 credits. Prerequisite: completion of six semesters in mechanical engineering or equivalent.

A comprehensive look at principles of design with a focus on case studies. Examples taken

from fluid, thermal, and energy areas, as well as mechanical systems and the manufacturing area of mechanical engineering. Special emphasis on the design sources of engineering failures in products, machines, and mechanical systems, as well as how design should relate to a successful manufactured product.

Mechanical Systems, Design, Materials Processing, and Precision Engineering**M&AE 386 Automotive Engineering**

Spring. 3 credits. Prerequisite: M&AE 325 or permission of instructor.

Selected topics in the analysis and design of vehicle components and vehicle systems. Emphasis on automobiles, trucks, and related vehicles. Power plant, drive line, brakes, aerodynamics, suspension, and structure. Other types of vehicles may be considered.

M&AE 389 Computer-Aided Design

Fall. 3 credits. Limited to juniors and seniors. May be offered in Engineering Cooperative Program. Prerequisite: A course in programming. May be taken either before or in conjunction with a numerical-methods course. Fulfills computer applications requirement.

A first course in CAD, introducing the use of software and computer methods in mechanical engineering. Topics include simulation, optimization, solution of field equations (finite elements, finite differences), least-square function approximation, geometry (space curves, splines, patches), computer graphics, and data visualization.

M&AE 412 Metal Forming, Machining and Solidification Processes

Fall. 4 credits. Prerequisite: M&AE 212 or M&AE 261.

Analysis and design of extrusion, drawing, forging and rolling processes using slab analysis techniques. Sheet forming and anisotropy. Machining processes. The mechanics of chip formation. Cutting forces and stresses, shear angle theories, velocity diagrams, heat generation and optimum selection of cutting process parameters. Basic solidification processes. Solution of heat conduction/solute diffusion driven solidification problems for metals and alloys.

M&AE 414 Introduction to Precision Engineering

Fall. 3 credits or 4 with laboratory. Prerequisites: ENGRG 102 and M&AE 212, or 412, or permission of instructor.

Variability in mechanical products arises primarily from the processes used to make and assemble parts; it must be accommodated in design and controlled in manufacturing. This course addresses form variability through studies of ideal-form modeling, form tolerancing, form measurement, and manufacturing process modeling (sources of form error). Central principles, practices, and limitations are summarized.

[M&AE 417 Introduction to Robotics

Spring. 3 credits. Enrollment limited. Not offered 1995-96.

Coordinate transformations for manipulator kinematics. Newton-Euler and Lagrangian developments of manipulator dynamics. Robot control schemes. Trajectory generation. Motion planning. Robot programming.]

[M&AE 425 Design: Beyond the Imaginary

Fall. 4 credits. Prerequisite: M&AE 325 or permission of instructor. Lab fee \$50. Fulfills senior design requirement. Not offered 1995-96.

Serves as a mechanical engineering field elective. Requires a comprehensive technical report on the design project and fulfills the field design requirement. Students will form teams to design, analyze, and create a prototype of a new mechanism. The experience of creative synthesis is of primary importance; analytic skills will play a critical role in both concept evaluation and final design specification. This course aims to develop an appreciation for the balanced interplay between the synthetic analytic, and "just build it and see" processes. Student teams will present their work and analysis of techniques of special relevance to their design; e.g., dynamic simulation and kinematic analysis of CAD packages. Eclectic design topics include human-powered vehicles, robot submarines, technology appropriate for non-industrialized nations and projects for local industry.]

M&AE 461 Engineering for Entrepreneurs

Spring. 3 credits.

Intent is to provide students with the tools and skills necessary to identify, evaluate, and undertake new business ventures. A major course project will be the development of a business plan for an innovative new venture and will require the detailing of manufacturing, support, and information systems as well as staffing and cost data. Intended for juniors and seniors in the College of Engineering, this course is open to all undergraduates.

M&AE 464 Design for Manufacture

Fall. 3 credits. Prerequisites: M&AE 212 and 428 and senior standing. Enrollment limited. Fulfills field design requirement.

Principles and methodologies for conceptual design; elimination procedures for selecting design alternatives; emphasis on design for manufacturability, quality, and cost considerations; team design projects from concept, analysis, and computer-aided drafting to manufacturing methods.

M&AE 465 Biomechanical Systems—Analysis and Design

Spring. 3 credits. Prerequisites: Engr 202 and 203. Enrollment limited.

Selected topics from the study of the human body as a mechanical system. Emphasis on the modeling, analysis, and design of biomechanical systems frequently encountered in orthopaedic engineering and rehabilitation engineering.

M&AE 469 Stress Analysis for Mechanical and Aerospace Design

Fall. 3 credits. Prerequisite: T&AM 202 and M&AE 325 or permission of instructor.

Study of advanced topics in the analysis of stress and deformation of elastic bodies, with applications to the analysis and design of mechanical and aerospace systems and components. Review of fundamentals and application to classical problems. Introduction to modern computational methods (e.g., finite element) for analysis of stress and deformation.

M&AE 478 Feedback Control Systems

For description, see ELE E 471.

M&AE 486 Automotive Engineering Design

Spring. 4 credits. Prerequisite: M&AE 428 and senior standing. Fulfills field design requirement.

For description, see M&AE 386.

M&AE 489 Computer-Aided Design Project

Fall. 4 credits. Limited to seniors in mechanical engineering. Fulfills both field design and computer applications requirements.

Requires extensive project in addition to course assignments. For description, see M&AE 389.

M&AE 511 Survey of Manufacturing Processes

Spring; may be offered in summer program. 3 credits. Prerequisites: graduate standing or permission of instructor. Not for M&AE majors.

Yield criteria and plastic flow. Manufacturing processes for engineering materials, including metals, polymers, ceramics and composites. Casting, forming, material removal and joining processes. Intended for non-mechanical engineers.

M&AE 555 Introduction to Composite Materials (also T&AM 555)

For course description, see T&AM 555.

M&AE 570 Intermediate Dynamics

Fall. 3 credits. Prerequisites: graduate standing or permission of instructor. 2 lects.

Introduction to analytical mechanics, virtual work, Lagrangian mechanics. Small vibration and stability theory. Newtonian-Eulerian mechanics of rigid bodies.

M&AE 577 Mechanical Vibrations

For description, see T&AM 574.

[M&AE 578 Feedback Control Systems Design and Implementation

Spring. 3 credits. Prerequisite: M&AE 478 or ELE E 471, graduate standing, or permission of instructor. Fulfills the computer application requirement. Not offered 1995-96.

Further development of the theory, design, and implementation of feedback control systems with particular emphasis on applications, modeling and system identification, and hardware implementation. Digital control is introduced. Labs include real-time microprocessor-based control of a D.C.-motor positioning system, a two-link robot arm, and a two-tank level-control system.]

[M&AE 590 Mechanical Engineering Design

Spring. 4 credits. Lab fee \$25. Prerequisites: graduate standing or permission of instructor. Intended for students in M.Eng.(Mechanical) program. Fulfills M.Eng. (M.E.) design requirement. Not offered 1995-96.]

M&AE 612 Materials Processing: Theory and Applications

Fall. 4 credits. Prerequisite: graduate standing, or permission of instructor.

Basic principles governing the inelastic behavior of solids. Slab-analysis models and bound theorems for problems of forging, extrusion, and rolling. Analysis of sheet-metal forming including limit diagrams and springback. Defect initiation during forming processes. Basic solidification processes.

Morphological instability of a solid/liquid interface, solidification microstructures, solute redistribution, microsegregation and macrosegregation. Thermomechanical defects in casting processes. Rapid solidification microstructures. Behavior and forming of metal alloys in the semisolid state.

M&AE 613 Computational Methods in Materials Processing

Spring. 4 credits. Prerequisite: M&AE 612 or permission of instructor.

Thermodynamic framework for inelastic constitutive models, temperature and rate dependence, phenomenology of plastic deformation. The finite-element method for rigid plastic flow analysis of extrusion, drawing, forging, rolling and plate bending. Integration of viscoplastic models, geometry updating, boundary conditions, friction at tool/workpiece interface, modeling of incompressibility, iterative process, and applications to process design. Comparison of the flow formulation with an elasto-plastic analysis. Analysis of hot forming processes. Procedures for heat-transfer analysis. Preform design. Modeling of plastic anisotropy with applications to sheet forming. Modeling of heat flow and deformation on casting processes.

[M&AE 614 Precision Engineering

Fall. 4 credits. Prerequisite: graduate standing or permission of instructor. Not offered 1995-96.

This is a graduate version of M&AE 414. The themes are ideal-form modeling, form tolerancing, form measurement, and manufacturing process modeling (sources of form error). Relevant theory is developed, current practices are summarized, and current research issues are examined. Research in the area is expanding rapidly, because form-variation control is a central tool in continuous quality improvement.]

M&AE 615 Experiments in Materials Processing

Fall. 4 credits. Prerequisite: graduate standing or permission of instructor.

This course will focus on experiments related to the mechanical properties of materials and experiments using various materials processing apparatus and will include a general introduction to sensors and instrumentation for engineering measurements. Testing for mechanical properties/model parameter characterization: inelastic deformation, fatigue, and fracture, including rate and temperature effects. Process simulation experiments including forging, extrusion, rolling, and ironing. Formability experiments. Determination of heat transfer coefficients associated with quenching and solidification process. Fluidity measurements. Specimen design and fabrication. Although the focus is on metals and alloys attention is also given to polymers and ceramic materials.

M&AE 625 Product Development

Fall or spring. 4 credits. Prerequisite: graduate standing.

Covers a wide range of methods and techniques used in the product development process. Cognitive methods of design, team organization, conceptual design, parametric design, concurrent engineering, quality function deployment, and Taguchi method.

M&AE 655 Advanced Composite Materials and Structures (also T&AM 655)

For course description, see T&AM 655.

[M&AE 665 Advanced Topics in Orthopaedic Biomechanics

On demand. 4 credits. Prerequisites: graduate standing, prior or concurrent registration in advanced courses in strength of materials or elasticity, and intermediate dynamics. Not offered 1995-96.

Advanced treatment of topics in the biomechanics of the musculoskeletal system. Force analysis of the musculoskeletal system under static and dynamic conditions, compact and trabecular bone as structural materials, structural analysis of bone-implant systems, remodeling of bone.]

M&AE 670 Finite Element Analysis for Mechanical and Aerospace Design

Spring. 4 credits. Prerequisite: graduate standing, or permission of instructor.

Introduction to the finite-element method for static and dynamic analysis of mechanical and aerospace structures (and related nonstructural applications such as heat conduction). Primary emphasis on underlying mechanics and numerical methods. Secondary consideration of inherent capabilities and limitations of large-scale, general-purpose structural mechanics programs. Introduction to computational aspects through development of small, special-purpose programs and application of available general-purpose programs. Term project.

[M&AE 678 Optimal Control and Estimation

Fall, on demand. 3 credits. Prerequisite: M&AE 478, ELE E 471, graduate standing, or permission of instructor; programming ability in FORTRAN, Pascal, or C. Corequisite: ELE E 521. Not offered 1995-96.

Develops the theory of the design of modern multi-input-multi-output feedback control systems using optimal control techniques. Topics covered include trajectory optimization and the minimum principle, bang-bang optimal control solutions, Kalman filtering, LQR/LQE compensator design, suboptimal control and estimation, and applications to regulator and tracking problems. Both linear and nonlinear systems, and continuous-time and discrete-time control, and considered.]

M&AE 679 Modeling and Simulation of Dynamic Systems

Spring. 4 credits. Prerequisite: graduate standing or permission of instructor.

Practice tools with selected applications from diverse fields. Representation of continuous dynamic systems by state-variable models. Simulation by numerical integration using procedural languages (such as FORTRAN and Pascal) and digital simulation packages (such as CSMP and STELLA). Special topics in linear and nonlinear dynamics. Term project.

[M&AE 682 Hydrodynamic Lubrication: Fluid-Film Bearings

4 credits. Prerequisite: graduate standing or permission of instructor. Not offered 1995-96. Course offering depends upon faculty availability.

Theory of hydrodynamic lubrication and its application to the analysis and design of fluid-film bearings and other devices. General topics include viscous flow in thin films, self-acting and externally pressurized bearings

with liquid and gas lubricant films, bearing-system dynamics, and computational methods. Selected special topics such as elastohydrodynamic lubrication and artificial joints. Term project.]

[M&AE 685 Optimum Design of Mechanical Systems

On demand. 4 credits. Prerequisite: graduate standing or permission of instructor. Not offered 1995-96. Course offering depends upon faculty availability. The formulation of design problems frequently encountered in mechanical systems as optimization problems. Theory and application of methods of mathematical programming for the solution of optimum design problems.]

[M&AE 715 Finite-Deformation Plasticity and Rheology and Their Applications in Materials Processing

Fall. 4 credits. Prerequisites: advanced graduate students, Introduction to Continuum Mechanics and Plasticity. Offered alternate years. Not offered 1995-96.

Hyperelasticity and hypoelasticity. Phenomenology of rate-dependent plastic deformation. Kinematic framework for inelastic constitutive modeling. Lagrangian and Eulerian FEM formulations for large deformation elastoviscoplastic problems. Viscoplasticity coupled with damage. Slip systems and lattice rotation. Texture development and strain hardening in rate-dependent polycrystals. Modeling of the evolution of deformation-induced crystallographic texture in forming processes. Rheological models for polymers.]

Energy, Fluids, and Aerospace Engineering

M&AE 305 Introduction to Aeronautics

Fall. 3 credits. Limited to upperclass engineers; others with permission of instructor. Introduction to the concept of aircraft design. Principles of incompressible and compressible aerodynamics, boundary layers, and wing theory. Description and performance of propeller-driven and jet propulsion engines. Design studies focus on transonic passenger airplanes and small supersonic jets.

[M&AE 400 Components and Systems: Engineering in a Social Context (also Physics 481 and Science, Technology, and Society 400)

Spring. 3 credits. Prerequisites: upperclass standing, two years of college physics. Serves as an approved elective but not as a field elective in mechanical engineering. Offered alternate years. Not offered 1995-96.

This course addresses, at a technical level, broader questions than are normally posed in the traditional engineering or physics curriculum. Through the study of individual cases such as the Strategic Defense Initiative (SDI), the National Aerospace Plane, and nuclear power and its alternatives, we investigate interactions between the scientific, technical, political, economic, and social forces that are involved in the development of engineering systems.]

[M&AE 401 Components and Systems: Engineering in a Social Context

Spring. 4 credits. Prerequisites: senior standing, two years of college physics. Fulfills field design requirement. Offered alternate years. Not offered 1995-96. For description, see M&AE 400.]

M&AE 423 Intermediate Fluid Dynamics

Spring. 3 credits. Prerequisite: M&AE 323. This course builds on the foundation of M&AE 323. Emphasis will be both on the calculation of real flows (both engineering and environmental) and fundamental principles. Topics covered will include some exact solutions to the Navier-Stokes equations, boundary layers, wakes and jets, separation, convection, stratified and rotating flows, fluid instabilities, turbulence and chaos.

[M&AE 436 Turbomachinery and Applications

Spring. 3 credits. Prerequisite: M&AE 323 or 324 or permission of instructor. Not offered 1995-96.

Aerothermodynamic design of turbomachines in general, energy transfer between fluid and rotor in specific types, axial and radial devices, compressible flow. Three-dimensional effects, surging.]

[M&AE 439 Acoustics and Noise

Fall. 3 credits. Prerequisites: some knowledge of fluid mechanics or permission of instructor. Not offered 1995-96. Sound propagation, transmission, and absorption. Sound radiation by surfaces and flow. Room acoustics and noise-control techniques. Hearing, music, noise, and noise control.]

[M&AE 441 Advanced Thermodynamics with Energy Applications

Spring. 3 credits. Prerequisites: M&AE 221 and 323, or permission of instructor. Not offered 1995-96. Brief review of classical thermodynamics. Applications to power cycles and refrigeration cycles of particular interest to energy systems. Other topics include the thermodynamic properties of pure systems, phase and chemical equilibria. Brief introduction to statistical thermodynamics.]

M&AE 449 Combustion Engines

Spring. 3 credits. Prerequisites: Engr 221 and M&AE 323. Introduction to combustion engines, with emphasis on the application of thermodynamic and fluid-dynamic principles affecting their performance. Air-standard analyses, chemical equilibrium, ideal-cycle analyses, deviations from ideal processes, combustion knock. Formation and control of undesirable exhaust emissions.

[M&AE 454 Solar Engineering Design

Spring. 3 credits. Prerequisites: M&AE 428 or senior standing in M&AE. Fulfills field design requirement. Enrollment limited to 30 students. Not offered 1995-96. A broad coverage of solar-energy utilization by humankind. Fundamentals of solar radiation. Direct radiation as a source of heat and work. Indirect radiation utilization or natural collection; water power, wind power, and biomass. The production of liquid and gaseous fuels. Solar architecture and environmental control by both active and passive means. Each student will execute a

design project in solar engineering. Course grade will be based on design project; presentation of a design proposal, an oral presentation on the progress of the project, and submission of a final design report.]

[M&AE 456 Power Systems

Fall. 3 credits. Corequisites: M&AE 428 and senior standing. Fulfills field design requirement. Not offered 1995-96. A broad survey of methods of large-scale power generation, emphasizing energy sources, thermodynamic cycle considerations, and component description. Power-industry, economic, and environmental factors, trends, and projections.]

M&AE 459 Introduction to Controlled Fusion: Principles and Technology (also ELE E 484)

For description, see NS&E 484.

M&AE 506 Aerospace Propulsion Systems

Spring. 3 credits. Prerequisite: M&AE 323 or permission of instructor. Offered alternate years. Application of thermodynamic and fluid-mechanic principles to the design and performance of aerospace systems. Jet propulsion principles, including rockets. Pollution characteristics. Future possibilities for improved performance.

[M&AE 507 Dynamics of Flight Vehicles

Spring. 3 credits. Prerequisites: M&AE 405 and Engr 203, or permission of instructor. Offered alternate years. Not offered 1995-96. Introduction to stability and control of atmospheric-flight vehicles. Review of aerodynamic forces and methods for analysis of linear systems. Static stability and control. Small disturbance equations of unsteady motion. Dynamic stability of longitudinal and lateral-directional motions; transient control response. At the level of *Dynamics of Flight: Stability and Control*, by Etkin.]

[M&AE 524 Thermal Management of Electronic Packages

Spring. 3 credits. Prerequisites: M&AE 221 and MATH 294 or permission of instructor. Not offered 1995-96. This course presents the basic elements of heat transfer in the context of thermal control of a microelectronic package: conduction, convection, radiation, and boiling. The application is to semiconductor chips, transistors, resistors, and optoelectronic devices. Topics include component reliability and temperature; conduction of heat in steady and unsteady states; multilayered structures; thermal contact resistance; extended surfaces (fins); analyses of forced and natural convection flows over surfaces and within enclosures; functional solutions, Reynolds analogy, and integral analyses; calculation of the heat-transfer coefficient; the basics of radiative transfer; jet impingement cooling; immersion cooling; and compact heat exchangers.]

M&AE 543 Combustion Processes

Fall. 3 credits. Prerequisite: graduate standing or permission of instructor. An introduction to combustion and flame processes, with emphasis on fundamental fluid dynamics, heat and mass transport, and reaction-kinetic processes that govern combustion rates. Thermochemistry, kinetics, vessel explosions, laminar and turbulent premixed and diffusion flames, droplet combustion, and combustion of solids.

M&AE 601 Foundations of Fluid Dynamics and Aerodynamics

Fall, 4 credits. Prerequisite: graduate standing or permission of instructor. Foundations of fluid mechanics from an advanced viewpoint. Aspects of kinetic theory as it applies to the formulation of continuum fluid dynamics. Surface phenomena and boundary conditions at interfaces. Fundamental kinematic descriptions of fluid flow, tensor analysis, derivation of the Navier-Stokes equations and energy equation for compressible fluids. Viscous flows, boundary layers, potential flows, vorticity dynamics.

M&AE 602 Fluid Dynamics at High Reynolds Numbers

Spring, 4 credits. Prerequisite: M&AE 601. Navier-Stokes and Euler equations, integral formulas for fluid forces and moments on immersed bodies in compressible and incompressible viscous flows. Vorticity dynamics in compressible flows, Kelvin's theorem. Fjortoft's theorem, Helmholtz decomposition of vector fields. Singularities, vortex filaments, vortex sheets, Biot-Savart relations. Irrotational motion: representations in terms of velocity or vector potentials. Topology of flows; general results in potential theory.

M&AE 608 Physics of Fluids

Spring, 4 credits. Prerequisite: graduate standing or permission of instructor. Behavior of a gas is considered at the microscopic level. Introduction to kinetic theory: velocity distribution, collisions, Boltzmann equation. Quantum theory: internal structure, rigid rotator, harmonic oscillator, one-electron atom. Statistical mechanics: partition functions, relation to thermodynamics. These ideas are combined through application to modeling finite rate changes in the vibrational energy and chemical composition of high-temperature air.

M&AE 651 Advanced Heat Transfer

Spring, 4 credits. Prerequisite: graduate standing or permission of instructor. Advanced treatment of conductive and convective heat transfer. Basic equations reasoned in detail. Integral and differential formulations. Exact and approximate solutions. Forced convection. Natural convection. Laminar and turbulent flows. Effects of viscous dissipation and mass transfer.

M&AE 654 Radiation Heat Transfer

2-4 credits. Prerequisite: graduate standing or permission of instructor. An independent readings course. Coverage of surface- and gas-radiation properties, including reflection, emission, absorption, and scattering. Deductions from the first and second laws of thermodynamics. The radiative-transfer equation; surface-surface, surface-volume, and volume-volume exchange. Simplifying approximations. Modern methods for exchange calculations and transport analysis including integral, computer-graphics-assisted, and Monte Carlo approaches. Assigned readings from *Radiative Heat Transfer*, by Modest. Discussion sessions. Assigned problems and papers.

M&AE 732 Analysis of Turbulent Flows

Spring, 4 credits. Prerequisite: M&AE 601 or permission of instructor. Offered alternate years. Study of methods for calculating the properties of turbulent flows. Characteristics of

turbulent flows. Direct numerical simulations, large-eddy simulations, and the closure problem. Reynolds-stress equation: effects of dissipation, anisotropy, deformation. Transported scalars. Probability density functions (pdf's): definitions and properties, transport equations, relationship to second-order closures, stochastic modeling, Langevin equation, and Monte Carlo solutions. The course emphasizes comparison of theory with experiment.

M&AE 733 Stability of Fluid Flow

Fall, on demand, 4 credits. S-U grades only. Prerequisite: graduate standing or permission of instructor. May be offered 1995-96. Basic stability and bifurcation theory in fluid systems. Thermal, double-diffusive, and related instabilities. Post-bifurcation behavior: the Ginzburg-Landau (Stewartson-Stuart) and Chapman-Proctor-Sivashinsky amplitude equations. Phase dynamics and pattern formation. Stability of periodic motion: Floquet theory. Secondary instabilities; Eckhaus instability, Busse "balloons." Energy stability theory. Effects of symmetry. Taylor-Couette instability. "Open" flow systems: inviscid Kelvin-Helmholtz, Rayleigh-Taylor instability, and capillary instability of liquid jets. Stability of parallel shear flows and of concentrated vortex flows. Spatial development of linearly unstable motion: "absolute" and "convective" instability.

M&AE 734 Turbulence and Turbulent Flow

Fall, 4 credits. Prerequisite: M&AE 601, graduate standing, or permission of instructor. Topics include the dynamics of buoyancy and shear-driven turbulence, boundary-free and bounded shear flows, second-order modeling, the statistical description of turbulence, turbulent transport, and spectral dynamics.

M&AE 736 Computational Aerodynamics

Spring, 4 credits. Prerequisites: graduate standing, an advanced course in continuum mechanics or fluid mechanics, and some FORTRAN programming experience. Numerical methods to solve inviscid and high-Reynolds-number fluid-dynamics problems, including finite-difference, finite-volume, and surface-singularity methods. Accuracy, convergence, and stability; treatment of boundary conditions and grid generation. Focus on hyperbolic (unsteady flow with shock waves) and mixed hyperbolic-elliptic (steady transonic flow) problems. Assignments require programming digital computer.

M&AE 737 Computational Fluid Mechanics and Heat Transfer

Fall, 4 credits. Prerequisites: graduate standing; an advanced course in continuum mechanics, heat transfer, or fluid mechanics; and some FORTRAN or C programming experience. May be offered 1995-96. Numerical methods for elliptic and parabolic partial differential equations arising in fluid flow and heat-transfer problems involving convection and diffusion. Finite-difference, finite-volume, and spectral methods. Accuracy, stability, convergence, and conservation. Review of current methods. Emphasis on steady and unsteady incompressible flows. Assigned problems are solved on a digital computer and at the College Workstation Facility.

Special Offerings**M&AE 490 Special Investigations in Mechanical and Aerospace Engineering**

Fall, spring. Credit to be arranged. Limited to undergraduate students. Prerequisite: permission of instructor. Intended for an individual student or a small group of students who want to pursue a particular analytical or experimental investigation outside of regular courses or for informal instruction supplementing that given in regular courses.

M&AE 491 Design Projects in Mechanical and Aerospace Engineering

Fall, spring. Credits to be arranged. Prerequisite or corequisite: M&AE 428. Fulfills field design requirement. Intended for individual students or small groups of students who want to pursue particular design projects outside of regular courses.

M&AE 545 Energy Seminar

For description, see NS&E 545.

M&AE 592 Seminar and Design Project in Aerospace Engineering

Fall, spring, 2 credits each term. Prerequisite: graduate standing or permission of instructor. Intended for students in M.Eng. (Aerospace) program. Introduction to topics of current research interest in aerospace engineering by Aerospace faculty and invited speakers. Individual design projects supervised by separate faculty members after introductory sessions.

M&AE 594 Manufacturing Seminar

For description, see OR&IE 893.

M&AE 690 Special Investigations in Mechanical and Aerospace Engineering

Fall, spring. Credit to be arranged. Limited to graduate students.

M&AE 695 Special Topics in Mechanical and Aerospace Engineering

Fall, spring. Credit to be arranged. Graduate standing and permission of instructor. Special lectures by faculty members on topics of current research.

M&AE 791 Mechanical and Aerospace Research Conference

Fall, spring, 1 credit each term. S-U grades only. For graduate students involved in research projects. Presentations on research in progress by faculty and students.

M&AE 799 Mechanical and Aerospace Engineering Colloquium

Fall, spring, 1 credit each term. Credit limited to graduate students. All students and staff invited to attend. Lectures by visiting scientists and Cornell faculty and staff members on research topics of current interest in mechanical and aerospace science, especially in connection with new research.

M&AE 890 Research in Mechanical and Aerospace Engineering

Credit to be arranged. Prerequisite: candidacy for M.S. degree in mechanical or aerospace engineering or approval of director. Independent research in an area of mechanical and aerospace engineering under the guidance of a member of the faculty.

M&AE 990 Research in Mechanical and Aerospace Engineering

Credit to be arranged. Prerequisite: candidacy for Ph.D. degree in mechanical or aerospace engineering or approval of director.

Independent research in an area of mechanical and aerospace engineering under the guidance of a member of the faculty.

NUCLEAR SCIENCE AND ENGINEERING

A number of courses in nuclear science and engineering are offered through the School of Applied and Engineering Physics (see A&EP 609, 612, 633, 634, 636, 638, and 651).

NS&E 121 Fission, Fusion, and Radiation (also ENGRI 121)

Spring. 3 credits.

This is a course in the Introduction to Engineering series. For description, see Engineering Common Courses.

NS&E 285 Art, Archaeology, and Analysis

For description, see ENGRI 185.

NS&E 303 Introduction to Nuclear Science and Engineering I (also A&EP 303)

Fall. 3 credits. Prerequisite: Physics 214 or Mathematics 294. This course is designed for juniors or seniors from any engineering field who want to prepare for graduate-level nuclear science and engineering courses at Cornell or elsewhere. It can also serve as a basic course for those who do not intend to continue in the field.

Introduction to the fundamentals of nuclear reactors. Topics include an overview of the field of nuclear engineering; nuclear structure, radioactivity, and reactions; interaction of radiation and matter; and neutron moderation, neutron diffusion, the steady-state chain reaction, and reactor kinetics. At the level of *Introduction to Nuclear Engineering*, by Lamارش.

NS&E 484 Introduction to Controlled Fusion: Principles and Technology (also ELE E 484, M&AE 459, and A&EP 484)

Spring. 3 credits. Prerequisites: PHYS 112, 213, and 214, or equivalent background in electricity and magnetism and mechanics; and permission of instructor. Intended for seniors and graduate students.

Introduction to the physical principles and various engineering aspects underlying power generation by controlled fusion. Topics include: (i) fuels and conditions required for fusion power, and basic fusion-reactor concepts; (ii) fundamental aspects of plasma physics relevant to the confinement of thermonuclear plasmas, and basic engineering problems for a fusion reactor; and (iii) an engineering analysis of the present engineering design for the large, international, next-step tokamak experiment, ITER (International Toroidal Experimental Reactor), which is to be a fusion-power test reactor, and/or analysis of inertial confinement fusion-reactor designs. Parts (i) and (ii) will be treated in lectures; part (iii) will include talks by course participants.

NS&E 509 Nuclear Physics for Applications

Fall. 3 credits. Prerequisites: sophomore physics and math, or permission of instructor; some upper-division physics is desirable. Primarily for graduate students, especially those with a major or minor in Nuclear Science and Engineering; also open to qualified undergraduates.

A first course in nuclear physics. Systematic presentation of nuclear phenomena and processes that underlie applications ranging from nuclear power (fission and fusion), to nuclear astrophysics, to nuclear analytical methods for research in nonnuclear fields. Radioactivity, nuclear reactions, and interaction of radiation with matter. At the level of *Radiochemistry and Nuclear Methods of Analysis*, by Ehmann and Vance or *Nuclear and Radiochemistry*, by Friedlander, et al.

NS&E 545 Energy Seminar (also M&AE 545 and ELE E 587)

Fall and spring. 1 credit each semester.

May be taken both fall and spring for credit. Master of Engineering (M.Eng.) students in the Energy Option are expected to take this seminar both fall and spring for credit.

Energy resources, their conversion to electricity or process heat, and the environmental consequences of the energy cycle will be discussed by faculty members from several departments in the College of Engineering, other units within the university, and invited experts. Examples of topics to be surveyed are energy resources, economics, and politics; coal-based electricity generation; nuclear reactors; solar power; energy conservation by users; synthetic fuels; air-pollution control; nuclear-waste disposal; electric-power transmission systems; geothermal power; wind power; and advanced oil recovery.

NS&E 551 Nuclear Methods in Non-Nuclear Research Fields

Spring. 3 credits. Prerequisite: Physics 214 or 218, or permission of instructor; some upper-division physics desirable. Primarily for graduate students in archaeology, geology, chemistry, biology, materials science, and other non-nuclear fields in which nuclear methods are used. Open to qualified undergraduates. A more intensive related course, A&EP 651, is intended for nuclear specialists.

Lectures on interaction of radiation with matter, radiation protection, and nuclear instruments and methods including data reduction. About ten experiments are available on radiation detection, attenuation, and measurement; electronic instrumentation, including computerized systems; activation analysis; and emerging applications such as prompt gamma analysis and neutron radiography. The TRIGA reactor is used. Emphasis is on those nuclear methods, particularly instrumental ones using neutrons, that are used in, or are being adapted for, non-nuclear fields, but tracer and other chemical techniques are not included. Students each select seven or eight experiments to meet their interests and needs. At the level of *Radiochemistry and Nuclear Methods of Analysis*, by Ehmann and Vance or *Nuclear and Radiochemistry*, by Friedlander, et al.

NS&E 590 Independent Study

Fall, spring. 1-4 credits. Grade option letter or S-U.

Independent study or project under guidance of a faculty member.

NS&E 591 Project

Fall, spring. 1-6 credits.

Master of Engineering or other project under guidance of a faculty member.

NS&E 621 Radiation Effects in Microelectronics (also ELE E 633)

Fall. 3 credits. Prerequisite: Permission of instructor. A seminar intended for seniors and graduate students in engineering or applied physics.

An introduction to the physical processes that underlie the malfunction of microelectronic circuitry resulting from exposure to ionizing radiation. Basic device-failure mechanisms, including total-dose effects, single-event upsets, and latchup, as well as the roles that circuit testing and modeling methods play in improving circuit design. Impact of surface radiation typical of low-energy electron and photon sources on device fabrication. Reference materials from the current literature.

OPERATIONS RESEARCH AND INDUSTRIAL ENGINEERING**OR&IE 115 Engineering Application of Operations Research (also ENGRI 115)**

Fall, spring. 3 credits. Enrollment not open to OR&E upperclass majors.

For description see Engineering Common Courses.

OR&IE 270 Basic Engineering Probability and Statistics (also ENGRD 270)

Fall, spring, summer. 3 credits. Prerequisite: first-year calculus.

For description see Engineering Common Courses.

OR&IE 310 Industrial Systems Analysis

Spring. 4 credits. Prerequisite or corequisite: ENGR 270. 3 lecs.

1 computing session.

Design of production facilities, including engineering economy, taxation effects, materials handling process design, and facility layout. Operations analysis, including process scheduling, process evaluation, procedural analysis, project management, methods analysis and design, work measurement, inventory control, job evaluation, and quality engineering and control. Formerly listed as OR&IE 410.

OR&IE 320 Optimization I

Fall. 4 credits. Prerequisite: Mathematics 221 or 294.

Formulation of linear programming problems and solution by the simplex method. Related topics such as sensitivity analysis, duality, and network programming. Applications include such models as resource allocation and production planning.

OR&IE 321 Optimization II

Spring. 4 credits. Prerequisite: OR&IE 320 or equivalent.

A variety of optimization methods stressing extensions of linear programming and its applications but also including topics drawn from integer, dynamic, and nonlinear programming. Formulation and modeling are stressed as well as numerous applications.

OR&IE 350 Financial and Managerial Accounting

Fall. 4 credits.

Principles of accounting, financial reports, financial-transactions analysis; financial-statement analysis, budgeting, job-order and process-cost systems, standard costing and variance analysis, economic analysis of short-term decisions.

OR&IE 360 Engineering Probability and Statistics II

Fall. 4 credits. Prerequisite: ENGRD 270 or equivalent. Not open to students who have taken OR&IE 260.

This second course in probability and statistics provides a rigorous foundation in theory combined with the methods for modeling, analyzing, and controlling randomness in engineering problems. Probabilistic ideas are used to construct models for engineering problems, and statistical methods are used to test and estimate parameters for these models. Specific topics include random variables, probability distributions, density functions, expectation and variance, multidimensional random variables, and important distributions including normal, Poisson, exponential, hypothesis testing, confidence intervals, and point estimation using maximum likelihood and the method of moments.

OR&IE 361 Introductory Engineering Stochastic Processes I

Spring. 4 credits. Prerequisite: OR&IE 260 or OR&IE 360 or equivalent.

Basic concepts and techniques of random processes are used to construct models for a variety of problems of practical interest. Topics include the Poisson process, Markov chains, renewal theory, models for queuing and reliability.

OR&IE 416 Design of Manufacturing Systems

Fall. 4 credits. Senior OR&E students only. Others by permission of instructor only.

Project course in which students, working in teams, design a manufacturing logistics system and conduct capacity, material flow, and cost analysis of their design. Meetings between project teams and faculty advisers are substituted for some lectures. Analytical methods for controlling inventories, planning production, and evaluating system performance will be presented in lectures. Lab fee \$15.

OR&IE 417 Material Handling Systems

Fall. 4 credits.

Design of the layout of processes and storage areas and the material-handling system for movement of items. Typical equipment used. Material flow analysis. The functions of identification control, storage, movement, batching, merging, and dispersion.

OR&IE 431 Discrete Models

Spring. 4 credits. Prerequisites: OR&IE 320 and COM S 211, or permission of instructor.

Basic concepts of graphs, networks, and discrete optimization. Fundamental models and applications, and algorithmic techniques for their analysis. Specific optimization models studied include flows in networks, the traveling salesman problem, and network design.

OR&IE 432 Nonlinear Optimization

Spring. 4 credits. Prerequisite: OR&IE 320.

Introduction to the practical and theoretical aspects of nonlinear optimization. Attention given to the computational efficiency of algorithms and the application of nonlinear techniques to linear programming; e.g., interior-point methods. Methods of numerical linear algebra introduced as needed.

OR&IE 435 Introduction to Game Theory

Fall. 3 credits.

A broad survey of the mathematical theory of games, including such topics as two-person matrix and bimatrix games; cooperative and noncooperative n-person games; games in extensive, normal, and characteristic function form. Economic market games. Applications to weighted voting and cost allocation.

OR&IE 451 Economic Analysis of Engineering Systems

Spring. 4 credits. Prerequisites: OR&IE 320 and OR&IE 350.

Financial planning, including cash-flow analysis and inventory flow models. Engineering economic analysis, including discounted cash flows and taxation effects. Application of optimization techniques, as in equipment replacement or capacity expansion models. Issues in designing manufacturing systems. Student group project.

OR&IE 462 Introductory Engineering Stochastic Processes II

Spring. 4 credits. Prerequisite: OR&IE 361 or equivalent. 3 lecs, 1 rec.

Stationary processes, martingales, random walks, and gambler's ruin problems, processes with stationary independent increments, Brownian motion and other cases, branching processes, renewal and Markov-renewal processes, reliability theory, Markov decision processes, optimal stopping, statistical inference from stochastic models, and stochastic comparison methods for probability models. Applications to population growth, spread of epidemics, and other models.

OR&IE 475 Regression

Fall. Second half of term. 2 credits. Prerequisite: ENGRD 270.

Linear models; estimation and testing; confidence sets; diagnostics and residual analysis; variable selection and modeling.

OR&IE 476 Experimental Design I

Fall. First half of term. 2 credits. Prerequisite: ENGRD 270.

Experimental design to improve industrial products and manufacturing processes. Randomization. Blocking. Fractional factorials. Orthogonal arrays. Nested designs.

OR&IE 480 Information Technology

Spring. 4 credits. 3 lecs, 1 rec.

The objective of this course is to introduce students to information technologies. Topics include Communications Systems, Computer Architectures, Database Management Systems, and Development Methodologies found in Manufacturing Engineering, Product Document Management, Forecasting and Marketing, Order Entry, Production Planning and Control, Distribution, Finance, Trading, and Transportation. Lectures, cases, and laboratory experiences will be used.

OR&IE 499 OR&IE Project

Fall, spring. Credit to be arranged.

Prerequisite: permission of instructor.

Project-type work, under faculty supervision, on a real problem existing in some firm or institution, usually a regional organization. Opportunities in the course may be discussed with the associate director.

OR&IE 515 Design of Manufacturing Systems

Fall. 4 credits. Prerequisite: permission of instructor. Limited to M.Eng. students in OR&IE.

For description, see OR&IE 416. Lab fee \$15.

OR&IE 516 Case Studies

Fall. 1 credit. Limited to M.Eng. students in OR&IE.

Students are presented with unstructured problems that resemble real-world situations. They work in project groups to formulate mathematical models, perform computer analyses of the data and models, and present oral and written reports.

OR&IE 520 Operations Research I: Optimization I

For description, see OR&IE 320.

OR&IE 521 Optimization II

For description, see OR&IE 321.

OR&IE 523 Operations Research II: Introduction to Stochastic Modeling

For description, see OR&IE 361.

OR&IE 525 Production Planning and Scheduling Theory and Practice

Spring. 3 credits. Prerequisite: OR&IE 320.

Production planning, including MRP, linear programming, and related concepts. Scheduling and sequencing work in manufacturing systems. Job release strategies and control of work in process inventories. Focus on setup time as a determinant of plans and schedules.

OR&IE 528-529 Selected Topics in Applied Operations Research

Fall, spring. Credit to be arranged.

Prerequisite: permission of instructor.

Current topics dealing with applications of operations research.

OR&IE 551 Economic Analysis of Engineering Systems

Spring. 4 credits. Prerequisites: OR&IE 320 and OR&IE 350.

Lectures concurrent with OR&IE 451. For description see OR&IE 451.

OR&IE 560 Engineering Probability and Statistics II

For description, see OR&IE 360.

OR&IE 561 Queuing Theory and Its Applications

Spring. 3 credits. Prerequisite:

OR&IE 361 or permission of instructor.

Basic queuing models. Little's Law, PASTA property, Markovian and non-Markovian queues. Optimization of queues. Polling queues: exhaustive and gated service. Jackson queuing networks. Open networks and closed networks. Product-form queuing networks.

OR&IE 562 Inventory Theory

Spring. 4 credits. Prerequisite: OR&IE 321, 361 or permission of instructor.

Discussion of the nature of inventory systems and their design and control. Periodic and continuous review policies for single-item and single-location problems. Multi-item and

multi-echelon extensions. Dynamic and static models are discussed. Distribution problems are analyzed. Applications are stressed.

[OR&IE 563 Applied Time-Series Analysis]

Spring. 3 credits. Prerequisites: OR&IE 361 and OR&IE 270, or permission of instructor. Not offered 1995-96. Next offered 1996-97.

The first part of this course treats regression methods to model seasonal and non-seasonal data. After that, Box-Jenkins models, which are versatile, widely used, and applicable to non-stationary and seasonal time series, are covered in detail. The various stages of model identification, estimation, diagnostic checking, and forecasting are treated. Analysis of real data is carried out. Assignments require computer work with a time-series package.]

OR&IE 564 Introductory Engineering Stochastic Processes II

Spring. 4 credits. Prerequisite: OR&IE 361 or equivalent. Lectures concurrent with OR&IE 462. 3 lecs, 1 recs.

For description, see OR&IE 462.

OR&IE 565 Applied Financial Engineering

Spring. 4 credits. 3 lecs.

This course has two components: a sequence of lectures and a project. The course will be co-listed with the Johnson School and will be co-taught by one faculty member from each school. The lectures will be given by the faculty for the course and by invited speakers from the financial industry. The project will satisfy the M.Eng. project requirement.

[OR&IE 575 Experimental Design II]

Spring. Last half of term. 2 credits. Prerequisite: OR&IE 476. Not offered 1995-96. To be offered 1996-97.

Continuation of OR&IE 476. Design of industrial experiments. Response surfaces. Robust product designs. Taguchi's methods.]

OR&IE 577 Quality Control

Fall. 3 credits. Prerequisites: ENGRD 270. 3 lecs.

Concepts and methods for process and acceptance control. Control charts for variables and attributes. Process capability analysis. Acceptance sampling. Continuous sampling plans. Life tests. Use of experimental design and Taguchi methods for off-line control.

OR&IE 580 Design and Analysis of Simulated Systems

Fall. 4 credits. Prerequisites: programming experience and OR&IE 360/560, or permission of instructor. Note: OR&IE 360/560 may be taken concurrently.

Digital computer programs to simulate the operation of complex discrete systems in time. Modeling, program organization, pseudo-random-variable generation, simulation languages, statistical considerations; applications to a variety of problem areas.

OR&IE 599 Project

Fall, spring. 5 credits. For M.Eng. students.

Identification, analysis, design, and evaluation of feasible solutions to some applied problem in the OR&IE field. A formal report and oral defense of the approach and solution are required.

[OR&IE 625 Scheduling Theory]

Spring. 3 credits. Not offered 1995-96. To be offered 1996-97.

Scheduling and sequencing problems, including single-machine problems, parallel-machine scheduling, and shop scheduling. The emphasis is on the design and analysis of polynomial time optimization and approximation algorithms and on related complexity issues.]

OR&IE 626 Advanced Production and Inventory Planning

Spring. 3 credits.

Introduction to a variety of production and inventory control planning problems; the development of mathematical models corresponding to these problems; a study of approaches for finding solutions.

OR&IE 630 Mathematical Programming I

Fall. 4 credits. Prerequisites: advanced calculus and elementary linear algebra.

A rigorous treatment of the theory and computational techniques of linear programming and its extensions. Formulation, duality theory, simplex, and dual simplex methods. Sensitivity analysis. Network flow problems and algorithms. Theory of polyhedral convex sets, systems of linear equations and inequalities, Farkas' Lemma. Exploiting special structure in the simplex method, computational implementation. Decomposition Principle.

OR&IE 631 Mathematical Programming II

Spring. 4 credits. Prerequisite: OR&IE 630.

A continuation of OR&IE 630. Introduction to nonlinear programming, interior-point methods for linear programming, complexity theory, and integer programming. Some discussion of dynamic programming, and elementary polyhedral theory.

[OR&IE 632 Nonlinear Programming]

Fall. 3 credits. Prerequisite: OR&IE 630. Not offered 1995-96. To be offered 1996-97.

Necessary and sufficient conditions for unconstrained and constrained optima. Duality theory. Computational methods for unconstrained (e.g., quasi-Newton) problems, linearly constrained (e.g., active set) problems, and nonlinearly constrained (e.g., successive quadratic programming) problems.]

[OR&IE 633 Graph Theory and Network Flows]

Fall. 3 credits. Prerequisite: permission of instructor. Not offered 1995-96. To be offered 1996-97.

Directed and undirected graphs. Bipartite graphs. Hamilton cycles and Euler tours. Connectedness, matching, and coloring. Flows in capacity-constrained networks. Maximum flow and minimum cost flow problems.]

OR&IE 634 Combinatorial Optimization

Fall. 3 credits. Prerequisite: permission of instructor.

Topics in combinatorics, graphs, and networks, including matching, matroids, polyhedral combinatorics, and optimization algorithms. Topics change each semester. This course may be taken more than once for credit.

OR&IE 635 Interior-Point Methods for Mathematical Programming

Fall. 3 credits. Prerequisites: Math 411 and OR&IE 630, or permission of instructor.

Interior-point methods arising from Karmarkar's Algorithm. Application to linear and quadratic programming and the linear complementarity problem. Projective-scaling, affine-scaling, path-following, and potential-reduction methods.

[OR&IE 636 Integer Programming]

Fall. 3 credits. Prerequisite: OR&IE 630. Not offered 1995-96. To be offered 1996-97.

Discrete optimization. Linear programming in which the variables must assume integral values. Theory, algorithms, and applications. Cutting-plane and enumerative methods, with additional topics drawn from recent research in this area.]

OR&IE 639 Polyhedral Convexity

Spring. 3 credits. Prerequisite: basic knowledge of linear algebra.

A comprehensive introduction to the geometry and combinatorics of polyhedral convex sets. Linear inequalities, supporting and separating hyperplanes. Polarity. Convex hulls, facets, and vertices. Face lattices. Convex cones and polytopes. Minkowski sums. Gale transforms. Simplicial and polyhedral subdivision. Applications to linear programming, combinatorial optimization, and computational geometry.

OR&IE 650 Applied Stochastic Processes

Fall. 4 credits. Prerequisite: a one-semester calculus-based probability course.

An introduction to stochastic processes that presents the basic theory together with a variety of applications. Topics include Markov processes, renewal theory, random walks, branching processes, Brownian motion, stationary processes, martingales, and point processes.

OR&IE 651 Probability

Spring. 4 credits. Prerequisite: Real analysis at the level of Math 413 and a previous one-semester course in calculus-based probability.

Sample spaces, events, sigma fields, probability measures, set induction, independence, random variables, expectation, review of important distributions and transformation techniques, convergence concepts, laws of large numbers and asymptotic normality, conditioning.

[OR&IE 662 Advanced Stochastic Processes]

Fall. 3 credits. Prerequisite: OR&IE 651 or equivalent. Not offered 1995-96. To be offered 1996-97.

Brownian motion, martingales, Markov processes, and topics selected from: diffusions, stationary processes, point processes, weak convergence for stochastic processes and applications to diffusion approximations, Lévy processes, regenerative phenomena, random walks, and stochastic integrals.]

OR&IE 663 Time-Series Analysis

Fall. 3 credits. Prerequisite: OR&IE 650 or equivalent.

Representations of stationary time series. The ARIMA models. Spectral analysis. Long-range dependence. Problems of estimation. Multivariate time series.

OR&IE 670 Statistical Principles

Fall. 4 credits. Co-requisite: OR&IE 650 or equivalent.

Review of distribution theory of special interest in statistics: normal, chi-square, binomial, Poisson, t, and F; introduction to statistical decision theory; sufficient statistics; theory of minimum variance unbiased point estimation; maximum likelihood and Bayes estimation; basic principles of hypothesis testing, including Neyman-Pearson Lemma and likelihood ratio principle; confidence interval construction; introduction to linear models.

OR&IE 671 Intermediate Applied Statistics

Spring. 3 credits. Prerequisite: OR&IE 670 or equivalent.

Statistical inference based on the general linear model; least-squares estimators and their optimality properties; likelihood ratio tests and corresponding confidence regions; simultaneous inference. Applications in regression analysis and ANOVA models. Variance components and mixed models. Use of the computer as a tool for statistics is stressed.

OR&IE 672 Selected Topics in Environmental Statistics (also BTRY 672)

Fall, spring. 2 credits. Prerequisite: ENGR 270 or equivalent.

For description, see Biometry 672.

OR&IE 676 Statistical Analysis of Life Data

Fall. 3 credits. Prerequisite: OR&IE 671 or equivalent.

Analysis of data from reliability, fatigue, and life-testing studies in engineering; biomedical applications. Survival distributions, hazard rate, censoring. Life tables. Estimation and hypothesis testing. Standards. Goodness of fit, hazard plotting. Covariance analysis, accelerated life testing. Multiple decrement models, competing risks. Sample-size determination. Adaptive sampling.

OR&IE 678 Asymptotic Methods in Statistics

Fall. 3 credits. Prerequisite: OR&IE 670 or Mathematics 574.

Topics chosen from: large-sample behavior of MLEs and other estimates; chi-square, likelihood ratio, and related tests; Pitman and Bahadur efficiency; LAN families and LAM estimates; statistical applications of Edgeworth expansions; adaptive estimation and semiparametric inference, rank statistics, EDF and sample quantiles, nonparametric estimation, and smoothing.

[OR&IE 680 Simulation

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1995-96. To be offered 1996-97.

An advanced version of OR&IE 580, intended for Ph.D.-level students.]

OR&IE 728-729 Selected Topics in Applied Operations Research

Fall, spring. Credit to be arranged.

Current research topics dealing with applications of operations research.

OR&IE 738-739 Selected Topics in Mathematical Programming

Fall, spring. Credit to be arranged.

Current research topics in mathematical programming.

OR&IE 768-769 Selected Topics in Applied Probability

Fall, spring. Credit to be arranged.

Topics are chosen from current literature and research areas of the staff.

OR&IE 778-779 Selected Topics in Applied Statistics

Fall, spring. Credits to be arranged.

Topics chosen from current literature and research of the staff.

OR&IE 790 Special Investigations

Fall, spring. Credit to be arranged.

For individuals or small groups. Study of special topics or problems.

OR&IE 799 Thesis Research

Fall, spring. Credit to be arranged.

For individuals doing thesis research for master's or doctoral degrees.

OR&IE 891 Operations Research Graduate Colloquium

Fall, spring. 1 credit.

A weekly 1-1/2 hour meeting devoted to presentations by distinguished visitors, by faculty members, and by advanced graduate students on topics of current research in the field of operations research.

OR&IE 893-894 Applied OR&IE Colloquium (also M&AE 594)

893, fall; 894, spring. 1 credit each term.

A weekly meeting for Master of Engineering students. Discussion of various topics on manufacturing with faculty members and outside speakers.

THEORETICAL AND APPLIED MECHANICS**Basics in Engineering Mathematics and Mechanics****[T&AM 123 Sensors and Actuators (also Engr 123)**

Fall. 3 credits. Not offered 1995-96.

For description, see Engineering Common Courses.]

T&AM 181 Structures and Machines in Urban Society (also Engr 181)

Fall. 3 credits.

For description, see Engineering Common Courses.

T&AM 202 Mechanics of Solids (also ENGRD 202)

Fall, spring. 3 credits.

For description, see Engineering Common Courses.

T&AM 203 Dynamics (also ENGRD 203)

Fall, spring. 3 credits. Prerequisite:

T&AM 202, coregistration in Mathematics 294, or permission of instructor.

For description, see Engineering Common Courses.

Engineering Mathematics**T&AM 191 Calculus for Engineers (also Mathematics 191)**

Fall. 4 credits. Limited to 25 students per section. Prerequisite: 3 years of high school mathematics, including trigonometry.

Plane analytic geometry, differential and integral calculus, and applications.

[T&AM 192 Calculus for Engineers (also Mathematics 192)

Fall, spring, or summer. 4 credits.

Prerequisite: Mathematics/T&AM 191. Not offered 1995-96.

Methods of integration, hyperbolic functions, polar coordinates, infinite series, complex numbers, introduction to partial derivatives, introduction to surface and volume integrals.]

T&AM 293 Engineering Mathematics (also MATH 293)

Fall, spring. 4 credits. Prerequisites: Mathematics/T&AM 192 plus a knowledge of computer programming equivalent to that taught in Engineering Common Courses 100. In exceptional circumstances, Mathematics 192 and 293 may be taken concurrently.

Introduction to physical vectors, linear algebra and matrix theory, inner product spaces. May include computer use in solving problems.

T&AM 294 Engineering Mathematics (also MATH 294)

Fall, spring. 4 credits. Prerequisite: Mathematics/T&AM 293.

Systems of linear ordinary differential equations, introduction to ordinary differential equations. Vector fields and vector calculus. Introduction to boundary-value problems and Fourier series. May include computer use in solving problems.

T&AM 310 Advanced Engineering Analysis I

Fall, spring. 3 credits. Prerequisite: Mathematics/T&AM 294 or equivalent.

Special functions, initial value, boundary value, and eigenvalue problems in linear partial differential equations; introduction to nonlinear ordinary differential equations. Use of computer algebra to solve problems. Introduction to probability and statistics.

T&AM 311 Advanced Engineering Analysis II

Spring. 3 credits. Prerequisite: Mathematics/T&AM 293 or equivalent (T&AM 311 can be taken without T&AM 310).

Introduction to complex variable theory. Cauchy's Integral theorem, Laurent series, Classification of singularities, Method of Residues. Applications include conformal mapping (Laplace equation), Laplace transform, Fourier transform, Fourier series, Transfer function, Solution and stability of Linear Systems, Fast Fourier Transform. Examples are drawn from fluid mechanics, heat transfer, electromagnetics, and elasticity.

T&AM 610 Methods of Applied Mathematics I

Fall. 3 credits. Intended for beginning graduate students in engineering and science. An intensive course, requiring more time than is normally available to undergraduates (see T&AM 310-311) but open to exceptional undergraduates with permission of instructor.

Emphasis is on applications. Linear algebra, calculus of several variables, vector analysis, series, ordinary differential equations, complex variables.

T&AM 611 Methods of Applied Mathematics II

Spring. 3 credits. Prerequisite: T&AM 610 or equivalent.

Emphasis on applications. Partial differential equations, transform techniques, tensor analysis, calculus of variations.

T&AM 612 Methods of Applied Mathematics III

Fall. 3 credits. Prerequisite: T&AM 610 or 611 or equivalent. Offered alternate years. First of a 6-credit sequence (T&AM 612 and 613) that develops advanced mathematical techniques for engineers and applied physicists.

Review of complex variable theory, conformal mapping, special functions, integral transform, Wiener-Hopf technique, and singular integral equations. Problems drawn from electromagnetics, elasticity, fluid mechanics, heat transfer, and acoustics.

T&AM 613 Methods of Applied Mathematics IV

Spring. 3 credits. Prerequisite: T&AM 612 or equivalent. Offered alternate years.

Topics include asymptotic behavior of solutions of linear and nonlinear ODE (e.g., the WKB and multiple-scale methods), asymptotic expansion of integrals (method of steepest descent, stationary phase and Laplace methods). Regular and singular perturbation methods for PDE (e.g., method of composite expansions). Other topics (depending on instructor) may include normal forms, center manifolds, Liapunov-Schmidt reducers, Stokes phenomenon. The course may also include computer algebra (MACSYMA) exercises at the option of the instructor.

[T&AM 614 Topics in Applied Mathematics V

Fall. 3 credits. Prerequisites: T&AM 610-613 or equivalent. Offered alternate years. Not offered 1995-96.

Topics such as nonlinear wave motion, bifurcation theory, or computer algebra will be covered, depending on the instructor and student interest.]

[T&AM 615 Topics in Applied Mathematics VI

Spring. 3 credits. Prerequisites: T&AM 610-613 or equivalent. Offered alternate years. Not offered 1995-96.

See T&AM 613 for description.]

Continuum Mechanics**T&AM 501 Topics in Composites I**

Fall. 1 to 3 credits (1 credit each topical minicourse)

Analysis of Composite Structures (T. J. Healey)

Linear analysis of thin structural members possessing anisotropic material properties relevant to a composite. Focus on analysis, rather than on modeling or design. Topics include: (1) analysis of rods, beams, and sandwich beams; (2) analysis of thin, orthotropic plates; and (3) analysis of thin orthotropic cylindrical shells. Grading may be based on homework and a short final examination.

Biological Composites I (J. T. Jenkins)

Overview of the microstructural features and the origin of mechanical properties of bone and soft tissues, such as tendon, ligament, muscle, and skin, and outline of their use as structural components. Survey of design principles for composite materials that mimic those found in biological systems. Final grade determined by the student's in-class presentation on a relevant topic.

Design Principles for Composite Structures (R. H. Lance)

A review of thermo-mechanical behavior of anisotropic, orthotropic, and transversely isotropic materials. Includes development of pertinent equations for laminated materials and sandwich structures. Application is made to the design and analysis of rods, beams, tubes, and plates. Examples drawn from space structures.

Mechanical Testing of Composite Constituents (P. Petrina)

Focuses on the theoretical and experimental characterization of strength and life of advanced composite constituents and materials. Reviews test methods, specimen preparation, testing, data reduction, and analysis. Perform laboratory experiments to determine short-term strength distribution of fiber material, and the evaluation of interface and life strength.

Reliability Models for Composites (S. L. Phoenix)

Surveys statistical models for the strength of fibers, fiber bundles, and composites with emphasis on reliability assessment. Features include the roles of the Weibull distribution, size effects, and the micromechanics of stress transfer around fiber breaks. Time-dependent failure in fatigue is considered as an extension involving matrix creep and interface debonding. Grades are based on several homework tasks.

T&AM 502 Topics in Composites II

Spring. 1 to 3 credits (1 credit each topical minicourse)

Design and Manufacturing of Laminated Composites (P. Petrina)

Students learn to manufacture and to perform analysis and design of laminated composite structures. Practical applications will include manufacturing and analysis of bars, tubes, sandwich beams, and plates. Each student will have a chance to make several types of composite structures and have access to software for the analysis.

Nondestructive Testing of Composites (W. Sachse)

Overview of nondestructive testing techniques that are used to monitor composite material-fabrication procedures to determine the mechanical properties of composite specimens and to assess the integrity of composite structural components. A survey of current NDT research. Topics include (1) goals and problems of NDT/NDE measurements in composites, (2) survey of NDT technologies applicable to measurements in composites, (3) active (UT) and passive (AE) ultrasonic NDT measurements in composite materials, and (4) developments and directions of NDT research applicable to composite materials evaluation. Grade based on laboratory work and a written response to a specific composite NDT problem.

T&AM 555 Introduction to Composite Materials (also M&AE 555 & MS&E 555)

Fall. 4 credits.

Introduction to composite materials: varieties of reinforcements, matrix materials, and their properties. Mechanics and failure analysis of lamina, laminates, and wound structures. Introduction to micromechanics theories of composites, manufacturing methods,

fabrication and assembly techniques, composite applications, environmental effects.

[T&AM 569 Sensors

Fall. 3 credits. Not offered 1995-96.

This course deals with the general properties of sensors and actuators used in measurement and process-control applications involving thermal and mechanical quantities. Considered are sensors and actuators based on a broad range of physical transduction phenomena. Attention is given to the development of sensor models and criteria for evaluating the general performance characteristics of a sensor, including its transduction characteristics and its measurement field. Also studied are algorithms for processing sensor signals to recover the characteristics of the sensor or to remove its effect in a specific measurement application. An integral part of the course is the Sensors Laboratory, which provides students with hands-on opportunities for measuring the characteristics and operational parameters of a broad range of thermo-mechanical sensors.]

T&AM 591 Master of Engineering Design Project I

Fall. 3-6 credits.

M. Eng. (Mechanics) project related to the mechanics of advanced composites and structures.

T&AM 592 Master of Engineering Design Project II

Spring. 5-15 credits.

M. Eng. (Mechanics) project related to the mechanics of advanced composites and structures.

[T&AM 655 Advanced Composite Materials and Structures (also M&AE 655)

Spring. 4 credits. Not offered 1995-96.

Advanced mechanics of composite materials. Strength theory of continuous- and discontinuous-reinforced composites. Micromechanics, interface mechanics, modes of failure, creep rupture. Mechanics of structural components. Design and analysis of composite structures: pressure vessels, aerospace structures, thick composites, and plates. Adhesive bonding and mechanical fastening. Dynamic effects and hygrothermal effects.]

T&AM 663 Solid Mechanics I

Fall. 4 credits.

Rigorous introduction to small-strain solid mechanics with emphasis on linear elasticity; stress, strain, tensors, balance laws, energy principles, general theory of linear elasticity, and solutions of elementary boundary-value problems.

T&AM 664 Solid Mechanics II

Spring. 4 credits. Prerequisites: Mathematics 610 and T&AM 663, or equivalent.

Preparation for advanced courses in solid mechanics. Singular solutions in linear elasticity, large deformations, nonlinear elasticity, linear visco-elasticity, mechanics of defects (cracks and dislocations), classical plasticity, and constitutive relations.

T&AM 751 Continuum Mechanics and Thermodynamics

Fall. 3 credits. Prerequisites: T&AM 610 and 611; and 663 and 664 or equivalents.

Offered alternate years.

Kinematics, conservation laws, the entropy inequality, constitutive equations, frame indifference, material symmetry. Rate-dependent materials and materials with internal variables.

[T&AM 752 Nonlinear Elasticity]

Fall. 3 credits. Prerequisites: T&AM 610 and 611; and 663 and 664 or equivalents. Offered alternate years. Not offered 1995-96.

Review of kinematics and constitutive theory appropriate for large deformations of nonlinearly elastic bodies. The basic field equations of nonlinear elastostatics and elastodynamics. Exact solutions of special problems. Linearization and stability. Nonlinear theories of thin structural members and their relationship to the three-dimensional theory. Introduction to static bifurcation theory with applications to strings, rods, plates, and shells.]

T&AM 753 Fracture

Fall. 3 credits. Prerequisites: T&AM 610 or 611; and 663 and 664 or equivalents. Offered alternate years.

Topics will be selected from (1) elastic fracture mechanics: K, small-scale yielding, solutions of elastic crack problems; (2) nonlinear rate-independent, small-deformation fracture mechanics: plastic fracture, J-integral, small-scale yielding; (3) rate-dependent fracture mechanics: dynamic fracture, creep fracture; (4) mechanics of failure in polymers, ceramics, composites, and metals: void growth, load transfer between fibers, crazing.

T&AM 757 Inelasticity

Spring. 3 credits. Prerequisites: T&AM 610 and 611; and 663 and 664 or equivalents. Offered alternate years.

Inelasticity; plasticity, visco-elasticity, and modern nonlinear theories. Plasticity: general principles, limit analysis, and boundary value problems. Visco-elasticity: general principles and solution of boundary value problems. Modern state variable theories: their relation to classical theories, their phenomenology, and use in solving boundary value problems.

[T&AM 759 Computational Methods]

Fall. 4 credits. Prerequisites: T&AM 610 and 611; and 663 and 664 or equivalents. Offered alternate years. Not offered 1995-96.

The aim of this course is to survey a wide range of applications of the boundary element method (BEM) and finite element method (FEM) in solid mechanics. The boundary element method will be introduced and then be used in problems in linear elasticity, diffusion, wave propagation, and problems with material and/or geometric nonlinearities. Finite-element applications will emphasize nonlinear problems in solid mechanics.]

T&AM 768 Elastic Waves

Fall. 3 credits. Prerequisites: T&AM 610 or 611; and 663 and 574 or equivalents. Offered alternate years.

An advanced course on dynamic stress analysis and wave propagation in elastic solids. Theory of elastodynamics. Waves in isotropic and anisotropic media. Reflection and refraction. Surface waves and waves in layered media. Transient waves and methods of Lamb-Cagniard-Pakeris. Thick-plate theories. Vibration of spheres. Scattering of waves and dynamic stress concentration.

Dynamics and Space Mechanics**T&AM 570 Intermediate Dynamics**

Fall. 3 credits. 2 lecs.

Newtonian mechanics; motion in rotating coordinate systems. Introduction to analytical

mechanics; virtual work, Lagrangian mechanics. Hamilton's principle. Small vibration and stability theory. Newtonian-Eulerian mechanics of rigid bodies. Gyroscopes.

[T&AM 574 Vibrations and Waves in Elastic Systems (also M&AE 577)]

Spring. 4 credits. Prerequisites: T&AM 570 and 610. Not offered 1995-96.

Oscillations and one- and two-degree-of-freedom vibrating systems. General properties of vibrating systems. Modal analysis. Vibration of continuous systems. Elementary nonlinear systems and chaos. Characterization of vibrating systems. Measurements and applications. Two vibrations laboratory experiments.]

T&AM 578 Nonlinear Dynamics and Chaos

Spring. 3 credits. Prerequisite: Mathematics/T&AM 293 or equivalent.

Introduction to nonlinear dynamics, with applications to physics, engineering, biology and chemistry. Emphasizes analytical methods, concrete examples, and geometric thinking. Topics: One-dimensional systems. Bifurcations. Phase plane. Nonlinear oscillators. Lorenz equations, chaos, strange attractors, fractals, iterated mappings, period doubling, renormalization.

[T&AM 671 Advanced Dynamics]

Spring. 3 credits. Prerequisite: T&AM 570 or equivalent. Offered alternate years. Not offered 1995-96.

Review of Lagrangian mechanics; Hamilton's principle, the principle of least action, and related topics from the calculus of variations; Hamilton's canonical equations; approximate methods for two-degrees-of-freedom systems (Lie transforms); canonical transformations and Hamilton-Jacobi theory; KAM theory.]

[T&AM 672 Celestial Mechanics (also Astronomy 579)]

Spring. 3 credits. Offered alternate years. Not offered 1995-96.

Description of orbits; 2-body, 3-body, and n-body problems; Hill curves, libration points and their stability; capture problems; virial theorem. Osculating elements, perturbation equations; effects of gravitational potentials, atmospheric drag, and solar radiation forces on satellite orbits; secular perturbations, resonances, mechanics of planetary rings.]

T&AM 673 Mechanics of the Solar System (also Astronomy 571)

Spring. 3 credits. Prerequisite: an undergraduate course in dynamics. Offered alternate years.

Gravitational potentials, planetary gravity fields. Free and forced rotations. Chandler wobble, polar wander, damping of nutation. Equilibrium tidal theory, tidal heating. Orbital evolution of natural satellites, resonances, spin-orbit coupling, Cassini states. Long-term variations in planetary orbits. Dust dynamics. Dynamics of ring systems. Physics of interiors, seismic waves, free oscillations. Illustrative examples are drawn from contemporary research.

T&AM 675 Nonlinear Vibrations

Fall. 3 credits. Prerequisite: T&AM 578 or equivalent. Offered alternate years.

Quantitative analysis of weakly nonlinear systems in free and forced vibrations, perturbation methods, averaging method. Applications to problems in mechanics, physics, and biology. Additional topics may include Hopf bifurcation, Invariant manifolds,

coupled oscillators, vibrations in continuous media, normal forms, and exploitation of symmetry.

[T&AM 776 Applied Dynamical Systems]

Not offered 1995-96.

For description, see MATH 617.]

Special Courses, Projects, and Thesis Research**T&AM 491-492 Project in Engineering Science**

491, fall; 492, spring. 1-4 credits, as arranged.

Projects for undergraduates under the guidance of a faculty member.

T&AM 796-800 Topics in Theoretical and Applied Mechanics

Fall, spring. 1-3 credits, as arranged.

Special lectures or seminars on subjects of current interest. Topics are announced when the course is offered.

T&AM 890 Master's Degree Research in Theoretical and Applied Mechanics

Fall, spring. 1-15 credits, as arranged. S-U grades optional.

Thesis or independent research at the M.S. level on a subject of theoretical and applied mechanics. Research is under the guidance of a faculty member.

T&AM 990 Doctoral Research in Theoretical and Applied Mechanics

Fall, spring. 1-15 credits, as arranged. S-U grades optional.

Thesis or independent research at the Ph.D. level on a subject of theoretical and applied mechanics. Research is under the guidance of a faculty member.

FACULTY ROSTER

- Abel, John F., Ph.D., U. of California at Berkeley. Prof., Civil and Environmental Engineering
- Albright, Louis D., Ph.D., Cornell U. Prof., Agricultural and Biological Engineering
- Allmendinger, Richard, Ph.D., Stanford U. Assoc. Prof., Geological Sciences
- Aneshansley, Daniel J., Ph.D., Cornell U. Assoc. Prof., Agricultural and Biological Engineering
- Anton, A. Brad, Ph.D., California Inst. of Technology. Assoc. Prof., Chemical Engineering
- Ast, Dieter G., Ph.D., Cornell U. Prof., Materials Science and Engineering
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- Auer, Peter L., Ph.D., California Inst. of Technology. Prof., Mechanical and Aerospace Engineering
- Avedisian, C. Thomas, Ph.D., Princeton U. Prof., Mechanical and Aerospace Engineering
- Ballantyne, Joseph M., Ph.D., Massachusetts Inst. of Technology. Prof., Electrical Engineering
- Barazangi, Muawia, Ph.D., Columbia U. Senior Scientist, Geological Sciences
- Bartel, Donald L., Ph.D., U. of Iowa. Prof., Mechanical and Aerospace Engineering
- Bartsch, James A., Ph.D., Purdue U. Assoc. Prof., Agricultural and Biological Engineering
- Bassett, William A., Ph.D., Columbia U. Prof., Geological Sciences

- Batterman, Boris W., Ph.D., Massachusetts Inst. of Technology. Walter S. Carpenter, Jr. Professorship in Engineering, Applied and Engineering Physics
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- Bloom, Bard, Ph.D., Massachusetts Inst. of Technology. Asst. Prof., Computer Science
- Bojanczyk, Adam W., Ph.D., U. of Warsaw (Poland). Assoc. Prof., Electrical Engineering
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- Brock, Joel D. Ph.D., Massachusetts Inst. of Technology. Asst. Prof., Applied and Engineering Physics
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- Burns, Joseph A., Ph.D., Cornell U.
Irving Porter Church Professor in Engineering, Theoretical and Applied Mechanics
- Cady, K. Bingham, Ph.D., Massachusetts Inst. of Technology. Prof., Theoretical and Applied Mechanics
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- Craighead, Harold G., Ph.D., Cornell U. Prof., Applied and Engineering Physics, and Electrical Engineering
- Datta, Ashim K., Ph.D., U. of Florida. Assoc. Prof., Agricultural and Biological Engineering
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- deBoer, P. Tobias, Ph.D., U. of Maryland. Prof., Mechanical and Aerospace Engineering
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- Delchamps, David F., Ph.D., Harvard U. Assoc. Prof., Electrical Engineering
- Derksen, Richard C., Ph.D., U. of Illinois. Asst. Prof., Agricultural and Biological Engineering
- Dick, Richard L., Ph.D., U. of Illinois. Joseph P. Ripley Professor of Engineering, Civil and Environmental Engineering
- Dieckmann, Rudiger, Ph.D., Technical U. of Clausthal. Prof., Materials Science and Engineering
- Donald, Bruce, Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Computer Science
- Duncan, Michael, Ph.D., California Inst. of Technology. Assoc. Prof., Chemical Engineering
- Eastman, Lester F., Ph.D., Cornell U. Given Foundation Professor of Engineering, Electrical Engineering
- Engstrom, James R., Ph.D., California Inst. of Technology. Asst. Prof., Chemical Engineering
- Farley, Donald T., Ph.D., Cornell U. Prof., Electrical Engineering
- Fine, Terrence L., Ph.D., Harvard U. Prof., Electrical Engineering
- Fisher, Elizabeth M., Ph.D., U. of California at Berkeley. Asst. Prof., Mechanical and Aerospace Engineering
- Fleischmann, Hans H., Ph.D., Technische Hoch., München (Germany). Prof., Applied and Engineering Physics
- Furry, Ronald B., Ph.D., Iowa State U. Prof., Agricultural and Biological Engineering
- Gaeta, Alexander L., Ph.D., U. of Rochester. Asst. Prof., Applied and Engineering Physics
- Gebremedhin, Kifle G., Ph.D., U. of Wisconsin. Assoc. Prof., Agricultural and Biological Engineering
- George, Albert R., Ph.D., Princeton U. John F. Carr Prof. of Mechanical Engineering, Mechanical and Aerospace Engineering
- Gergely, Peter, Ph.D., U. of Illinois. Prof., Civil and Environmental Engineering
- Giannelis, Emmanuel, Ph.D., Michigan State U. Assoc. Prof., Materials Science and Engineering
- Gossett, James M., Ph.D., Stanford U. Prof., Civil and Environmental Engineering
- Gouldin, Frederick C., Ph.D., Princeton U. Prof., Mechanical and Aerospace Engineering
- Gries, David J., Ph.D., Technische Hoch., München (Germany). William L. Lewis Prof. of Engineering, Computer Science
- Grigoriu, Mircea D., Ph.D., Massachusetts Inst. of Technology. Prof., Civil and Environmental Engineering
- Grubb, David T., Ph.D., Oxford U. (England). Assoc. Prof., Materials Science and Engineering
- Gubbins, Keith E., Ph.D., U. of London (England). Thomas R. Briggs Professor of Engineering, Chemical Engineering
- Guckenheimer, John, Ph.D., U. of California at Berkeley. Prof., Mathematics and Theoretical and Applied Mechanics
- Haith, Douglas A., Ph.D., Cornell U. Prof., Agricultural and Biological Engineering
- Hammer, Daniel A., Ph.D., U. of Pennsylvania. Assoc. Prof., Chemical Engineering
- Hammer, David A., Ph.D., Cornell U. J. Carlton Ward Sr. Prof. of Electrical Engineering
- Harriott, Peter, Sc.D., Massachusetts Inst. of Technology. Fred H. Rhodes Professor of Chemical Engineering
- Hartmanis, Juris, Ph.D., California Inst. of Technology. Walter R. Read Professor of Computer Science
- Healey, Timothy J., Ph.D., U. of Maryland. Assoc. Prof., Theoretical and Applied Mechanics
- Heath, David C., Ph.D., U. of Illinois. Prof., Operations Research and Industrial Engineering
- Heegard, Chris, Ph.D., Stanford U. Assoc. Prof., Electrical Engineering
- Hemami, Sheila, Ph.D., Stanford U. Asst. Prof., Electrical Engineering
- Henzinger, Thomas A., Stanford U. Asst. Prof., Computer Science
- Henzinger, Monika R., Ph.D., Princeton U. Asst. Prof., Computer Science
- Hopcroft, John E., Ph.D., Stanford U. Joseph Silbert Dean of Engineering, Prof., Computer Science
- Hover, Kenneth C., Ph.D., Cornell U. Prof., Civil and Environmental Engineering
- Hui, Chung Y., Ph.D., Harvard U. Prof., Theoretical and Applied Mechanics
- Hunter, Jean B., Ph.D., Columbia U. Assoc. Prof., Agricultural and Biological Engineering
- Huttenlocher, Daniel, Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Computer Science
- Ingraffea, Anthony R., Ph.D., U. of Colorado. Dwight C. Baum Prof. of Engineering, Civil and Environmental Engineering
- Irwin, Lynne H., Ph.D., Texas A & M U. Assoc. Prof., Agricultural and Biological Engineering
- Isaacson, Michael S., Ph.D., U. of Chicago. Prof., Applied and Engineering Physics
- Isacks, Bryan L., Ph.D., Columbia U. William and Katherine Snee Prof. of Geological Sciences
- Jackson, Peter L., Ph.D., Stanford U. Assoc. Prof., Operations Research and Industrial Engineering
- Jelinski, Lynn W., Ph.D., U. of Hawaii. Prof., Engineering
- Jenkins, James T., Ph.D., Johns Hopkins U. Prof., Theoretical and Applied Mechanics
- Jewell, William J., Ph.D., Stanford U. Prof., Agricultural and Biological Engineering
- Jirka, Gerhard H., Ph.D., Massachusetts Inst. of Technology. Prof., Civil and Environmental Engineering
- Johnson, C. Richard, Jr., Ph.D., Stanford U. Prof., Electrical Engineering
- Jordan, Teresa, Ph.D., Stanford U. Assoc. Prof., Geological Sciences

- Karig, Daniel E., Ph.D., U. of California at San Diego. Prof., Geological Sciences
- Kay, Robert W., Ph.D., Columbia U. Prof., Geological Sciences
- Kay, Suzanne M., Ph.D., Brown U. Assoc. Prof., Geological Sciences
- Kelley, Michael C., Ph.D., U. of California at Berkeley. Prof., Electrical Engineering
- Kintner, Paul M., Ph.D., U. of Minnesota. Prof., Electrical Engineering
- Kline, Ronald R., Ph.D., U. of Wisconsin. Assoc. Prof., Electrical Engineering (History of Technology)
- Koch, Donald L., Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Chemical Engineering
- Kostroun, Vaclav O., Ph.D., U. of Oregon. Assoc. Prof., Applied and Engineering Physics
- Kozen, Dexter, Ph.D., Cornell U. Joseph Newton Pew, Jr. Professor in Engineering, Computer Science
- Kramer, Edward J., Ph.D., Carnegie Inst. of Technology. Samuel B. Eckert Prof. of Materials Science and Engineering
- Krusius, J. Peter, Ph.D., Helsinki U. of Technology (Finland). Prof., Electrical Engineering
- Kulhawy, Fred H., Ph.D., U. of California at Berkeley. Prof., Civil and Environmental Engineering
- Kusse, Bruce R., Ph.D., Massachusetts Inst. of Technology. Prof., Applied and Engineering Physics
- Lance, Richard H., Ph.D., Brown U. Prof., Theoretical and Applied Mechanics
- Leeser, Miriam E., Ph.D., U. of Cambridge, England. Asst. Prof., Electrical Engineering
- Leibovich, Sidney, Ph.D., Cornell U. Samuel B. Eckert. Prof. of Mechanical and Aerospace Engineering
- Li, Che-Yu, Ph.D., Cornell U. Francis Norwood Bard Professor, Materials Science and Engineering
- Liboff, Richard L., Ph.D., New York U. Prof., Electrical Engineering
- Liggett, James A., Ph.D., Stanford U. Prof., Civil and Environmental Engineering
- Lion, Leonard W., Ph.D., Stanford U. Assoc. Prof., Civil and Environmental Engineering
- Liu, Philip L.-F., Sc.D., Massachusetts Inst. of Technology. Prof., Civil and Environmental Engineering
- Lo, Yu-hwa, Ph.D., U. of California at Berkeley. Asst. Prof., Electrical Engineering
- Loucks, Daniel P., Ph.D., Cornell U. Prof., Civil and Environmental Engineering
- Louge, Michel Y., Ph.D., Stanford U. Assoc. Prof., Mechanical and Aerospace Engineering
- Lovelace, Richard V. E., Ph.D., Cornell U. Prof., Applied and Engineering Physics
- Ludington, David C., Ph.D., Purdue U. Prof., Agricultural and Biological Engineering
- Lumley, John L., Ph.D., Johns Hopkins U. Willis H. Carrier Professor of Engineering, Mechanical and Aerospace Engineering
- Lynn, Walter R., Ph.D., Northwestern U. Prof., Civil and Environmental Engineering
- MacDonald, Noel C., Ph.D., U. of California at Berkeley. Prof., Electrical Engineering
- McGuire, Stephen C., Ph.D., Cornell U. Assoc. Prof., Engineering
- Mclsaac, Paul R., Ph.D., U. of Michigan. Prof., Electrical Engineering
- Maxwell, William L., Ph.D., Cornell U. Andrew J. Schultz Jr. Prof. of Industrial Engineering, Operations Research and Industrial Engineering
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- Meyburg, Armin H., Ph.D., Northwestern U. Prof., Civil and Environmental Engineering
- Miller, Matthew, Ph.D., Georgia Tech. Asst. Prof., Mechanical and Aerospace Engineering
- Moon, Francis C., Ph.D., Cornell U. Joseph C. Ford Professor, Mechanical and Aerospace Engineering
- Muckstadt, John A., Ph.D., U. of Michigan. Prof., Operations Research and Industrial Engineering
- Mukherjee, Subrata, Ph.D., Stanford U. Prof., Theoretical and Applied Mechanics
- Nation, John A., Ph.D., U. of London (England). Prof., Electrical Engineering
- Nozick, Linda K., Ph.D., U. of Pennsylvania. Asst. Prof., Civil and Environmental Engineering
- Ober, Christopher K., Ph.D., U. of Massachusetts. Assoc. Prof., Materials Science and Engineering
- Olbricht, William L., Ph.D., California Inst. of Technology. Prof., Chemical Engineering
- O'Rourke, Thomas D., Ph.D., U. of Illinois. Prof., Civil and Environmental Engineering
- Otani, Niels F., Ph.D., U. of California at Berkeley. Asst. Prof., Electrical Engineering
- Panagiotopoulos, Athanassios, Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Chemical Engineering
- Pao, Yih-Hsing, Ph.D., Columbia U. John C. Ford Prof., Theoretical and Applied Mechanics
- Parks, Thomas W., Ph.D., Cornell U. Prof., Electrical Engineering
- Parlange, Jean-Yves, Ph.D., Brown U. Prof., Agricultural and Biological Engineering
- Pederson, Paul, Ph.D., New York U. Asst. Prof., Computer Science
- Peköz, Teoman, Ph.D., Cornell U. Prof., Civil and Environmental Engineering
- Phillips, Jr., Alfred, Ph.D., Howard U. Assoc. Prof., Electrical Engineering
- Philpot, William D., Ph.D., U. of Delaware. Assoc. Prof., Civil and Environmental Engineering
- Phoenix, S. Leigh, Ph.D., Cornell U. Prof., Theoretical and Applied Mechanics Engineering
- Pingali, Keshav K., Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Computer Science
- Pitt, Ronald E., Ph.D., Cornell U. Prof., Agricultural and Biological Engineering
- Pollock, Clifford R., Ph.D., Rice U. Ilda and Charles Lee Prof. of Engineering, Electrical Engineering
- Pope, Stephen B., Ph.D., Imperial College of Science and Technology (England). Prof., Mechanical and Aerospace Engineering
- Pottle, Christopher, Ph.D., U. of Illinois. Prof., Electrical Engineering
- Psiaki, Mark L., M.A., Princeton U. Assoc. Prof., Mechanical and Aerospace Engineering
- Raj, Rishi, Ph.D., Harvard U. Prof., Materials Science and Engineering
- Rand, Richard H., Sc.D., Columbia U. Prof., Theoretical and Applied Mechanics
- Reeves, Anthony P., Ph.D., U. of Kent at Canterbury (England). Assoc. Prof., Electrical Engineering
- Rehugler, Gerald E., Ph.D., Iowa State U. Prof., Agricultural and Biological Engineering
- Renegar, James, Ph.D., U. of California at Berkeley. Assoc. Prof., Operations Research and Industrial Engineering
- Resnick, Sidney, Ph.D., Purdue U. Prof., Operations Research and Industrial Engineering
- Rhodes, Frank H. T., Ph.D., U. of Birmingham (England). Prof., Geological Sciences
- Rodriguez, Ferdinand, Ph.D., Cornell U. Prof., Chemical Engineering
- Rosakis, Phoebus, Ph.D., California Inst. of Technology. Assoc. Prof., Theoretical and Applied Mechanics
- Roundy, Robin, Ph.D., Stanford U. Assoc. Prof., Operations Research and Industrial Engineering
- Rubinfeld, Ronitt, Ph.D., U. of California at Berkeley. Asst. Prof., Computer Science
- Ruina, Andy L., Ph.D., Brown U. Assoc. Prof., Theoretical and Applied Mechanics
- Ruoff, Arthur L., Ph.D., U. of Utah. Class of 1912 Professor, Materials Science and Engineering
- Ruppert, David, Ph.D., Michigan State U. Prof., Operations Research and Industrial Engineering
- Sachse, Wolfgang H., Ph.D., Johns Hopkins U. Meinig Family Prof. of Engineering, Theoretical and Applied Mechanics
- Salton, Gerard, Ph.D., Harvard U. Prof., Computer Science
- Samorodnitsky, Gennady, D.S., Technion-Israel Inst. of Technology. Assoc. Prof., Operations Research and Industrial Engineering
- Sansalone, Mary J., Ph.D., Cornell U. Assoc. Prof., Civil and Environmental Engineering
- Sass, Stephen L., Ph.D., Northwestern U. Prof., Materials Science and Engineering
- Schneider, Fred B., Ph.D., SUNY at Stony Brook. Prof., Computer Science
- Schruben, Lee W., Ph.D., Yale U. Prof., Operations Research and Industrial Engineering
- Schuler, Richard E., Ph.D., Brown U. Prof., Civil and Environmental Engineering/Economics
- Scott, Norman R., Ph.D., Cornell U. Prof., Agricultural and Biological Engineering
- Seyler, Charles E., Jr., Ph.D., U. of Iowa. Prof., Electrical Engineering
- Shacham-Diamand, Yosef Y., D.Sc., Israel Institute of Technology. Asst. Prof., Electrical Engineering
- Shealy, J. Richard, Ph.D., Cornell U. Assoc. Prof., Electrical Engineering
- Shmoys, David B., Ph.D., U. of California at Berkeley. Assoc. Prof., Operations Research and Industrial Engineering
- Shoemaker, Christine A., Ph.D., U. of Southern California. Prof., Civil and Environmental Engineering
- Shuler, Michael L., Ph.D., U. of Minnesota. Samuel B. Eckert Prof. of Chemical Engineering
- Silcox, John, Ph.D., Cambridge U. (England). David E. Burr Prof. of Engineering, Applied and Engineering Physics
- Slate, Elizabeth, Ph.D., Carnegie Mellon. Asst. Prof., Operations Research and Industrial Engineering
- Smith, Brian, Ph.D., U. of California at Berkeley. Asst. Prof., Computer Science
- Stedinger, Jerry R., Ph.D., Harvard U. Prof., Civil and Environmental Engineering
- Steen, Paul H., Ph.D., Johns Hopkins U. Prof., Chemical Engineering
- Steenhuis, Tammo S., Ph.D., U. of Wisconsin. Assoc. Prof., Agricultural and Biological Engineering

- Stewart, Harry E., Ph.D., U. of Massachusetts at Amherst. Assoc. Prof., Civil and Environmental Engineering
- Streett, William B., Ph.D., U. of Michigan. Prof., Chemical Engineering
- Strogatz, Steven H., Ph.D. Harvard. Assoc. Prof., Theoretical and Applied Mechanics
- Subramanian, Devika, Ph.D., Stanford U. Asst. Prof., Computer Science
- Sudan, Ravindra N., Ph.D., U. of London (England). I.B.M. Professor of Engineering, Electrical Engineering
- Tang, Chung L., Ph.D., Harvard U. Olin Prof. of Engineering, Electrical Engineering
- Spencer T. Olin Professor of Engineering, Electrical Engineering
- Tardos, Eva, Ph.D., Eötvös U. (Hungary). Assoc. Prof., Operations Research and Industrial Engineering
- Taylor, Dean L., Ph.D., Stanford U. Prof., Mechanical and Aerospace Engineering
- Teitelbaum, Ray T., Ph.D., Carnegie-Mellon U. Assoc. Prof., Computer Science
- Thomas, Robert J., Ph.D., Wayne State U. Prof., Electrical Engineering
- Thompson, Michael O., Ph.D., Cornell U. Assoc. Prof., Materials Science and Engineering
- Thorp, James S., Ph.D., Cornell U. Charles N. Mellowes Professor in Engineering, Electrical Engineering
- Timmons, Michael B., Ph.D., Cornell U. Prof., Agricultural and Biological Engineering
- Todd, Michael J., Ph.D., Yale U. Leon C. Welch Prof., Operations Research and Industrial Engineering
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- Torrance, Kenneth E., Ph.D., U. of Minnesota. Prof., Mechanical and Aerospace Engineering
- Toueg, Sam, Ph.D., Princeton U. Prof., Computer Science
- Travers, William B., Ph.D., Princeton U. Prof., Geological Sciences
- Trefethen, Loyd N., Ph.D., Stanford U. Prof., Computer Science
- Trotter, Leslie E., Ph.D., Cornell U. Prof., Operations Research and Industrial Engineering
- Turcotte, Donald L., Ph.D., California Inst. of Technology. Maxwell M. Upson Prof. of Engineering, Geological Sciences
- Turnbull, Bruce W., Ph.D., Cornell U. Prof., Operations Research and Industrial Engineering
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- Van Loan, Charles F., Ph.D., U. of Michigan. Prof., Computer Science
- Vavasis, Stephen A., Ph.D., Stanford U. Asst. Prof., Computer Science
- Voelcker, Herbert B., Ph.D., Imperial College of Science and Technology (England). Charles W. Lake Jr. Prof. of Engineering, Mechanical and Aerospace Engineering
- vonEicken, Thorsten, Ph.D., U. of California at Berkeley. Asst. Prof., Computer Science
- Walker, Larry P., Ph.D., Michigan State U. Prof., Agricultural and Biological Engineering
- Walter, Michael F., Ph.D., U. of Wisconsin. Prof., Agricultural and Biological Engineering
- Warhaft, Zellman, Ph.D., U. of London (England). Prof., Mechanical and Aerospace Engineering
- Warkentin, Richard, Ph.D., Cornell U. Asst. Prof., Mechanical and Aerospace Engineering
- Webb, Watt W., Sc.D., Massachusetts Inst. of Technology. Prof., Applied and Engineering Physics
- Weiss, Lionel I., Ph.D., Columbia U. Prof., Operations Research and Industrial Engineering
- White, Richard N., Ph.D., U. of Wisconsin. James A. Friend Family Distinguished Professor of Engineering, Civil and Environmental Engineering
- White, William M., Ph.D., U. of Rhode Island. Prof., Geological Sciences
- Williamson, Charles, Ph.D., Cambridge U. (England). Assoc. Prof., Mechanical and Aerospace Engineering
- Wise, Frank W., Ph.D., Cornell U. Assoc. Prof., Applied and Engineering Physics
- Wolga, George J., Ph.D., Massachusetts Inst. of Technology. Prof., Electrical Engineering
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- Zabih, Ramin, Ph.D., Stanford U. Asst. Prof., Computer Science
- Zehnder, Alan, Ph.D., California Inst. of Technology. Assoc. Prof., Theoretical and Applied Mechanics

GRADUATE SCHOOL

Walter Cohen, dean

Christine Ranney, associate dean

Eleanor S. Reynolds, associate dean

Hilary Ford, assistant dean

Graduate study at Cornell is pursued through the Graduate School, which administers the many graduate fields of study, or through the various graduate professional schools and colleges.

GRADUATE SCHOOL

The graduate program at Cornell permits an unusual degree of accommodation to the needs and interests of the individual student. Degree requirements are kept to a minimum. There are no specific course or credit requirements for the advanced general degrees of Master of Arts, Master of Science, and Doctor of Philosophy, but only such general requirements that best accomplish the aim of graduate study: a period of study in residence, the mastery of one subject, adequate knowledge of allied subjects, oral examinations to establish competency for presentation of a dissertation or thesis, and a satisfactory dissertation or thesis. Certain advanced professional degree programs have specific course or credit requirements that are determined by the faculty of the professional school or college in which the degrees are offered.

A close working relationship between the student and faculty members is essential to the graduate program at Cornell. Under the Special Committee system the student is guided by, and works with, at least two or three faculty members chosen by the student to represent his or her major and minor subjects. The major subject representative is the chair of the Special Committee who usually has the primary responsibility for directing the student's thesis or dissertation research.

Students who want to use the university's facilities for intensive specialized training only and who do not want to become degree candidates may apply for admission as non-degree students.

REQUIREMENTS FOR ADMISSION

To be admitted to the Graduate School, an applicant should:

- 1) hold a baccalaureate degree or its equivalent, granted by a faculty or university of recognized standing;
- 2) have adequate preparation for graduate study in the chosen field of instruction;
- 3) have fluent command of the English language;
- 4) present evidence of promise in advanced study and research; and

- 5) take the Graduate Record Examinations General Test for those fields that require the GREs.

Before admission can be final, all applicants whose native language is not English must provide proof of competency in the English language. Acceptable proof could be

- 1) a Test of English as a Foreign Language (TOEFL) score of 550 or higher;
- 2) a degree from a college or university in a country where the native language is English; or
- 3) two or more years of study in an undergraduate or graduate program in a country where the native language is English.

Information on times and places for the TOEFL examination and Graduate Record Examinations and application forms may be obtained from the Educational Testing Service, Princeton, New Jersey 08541, U.S.A.

Applications for admission to the Graduate School may be submitted at any time during the year. Many fields, however, require that applicants for fall admission submit their completed applications by January 10.

Applicants who are also applying for Cornell Graduate School fellowship consideration *must* submit their completed applications and supporting credentials by January 10.

Inquiries regarding admission and fellowships should be addressed to the Graduate School Admissions Office, Cornell University, Sage Graduate Center, Ithaca, New York 14853-6201.

Inquiries regarding facilities for advanced study and research in a given field, special requirements for such study and research, and opportunities for teaching and research assistantships should be addressed to the graduate faculty representative in the particular field.

More detailed information may be obtained from the following publications: the *Graduate School Catalog*, available from Cornell University Catalogs, 122 Maple Avenue, Ithaca, New York 14850-4902, and *Cornell University, the Graduate School, Application*, available from the Graduate School, Cornell University, Sage Graduate Center, Ithaca, New York 14853-6201.

Note: Programs leading to the degrees of Doctor of Law (J.D.), Doctor of Medicine (M.D.), Doctor of Veterinary Medicine (D.V.M.), and Master of Business Administration (M.B.A.) are not administered by the Graduate School. Information on those programs can be obtained from the Law School, the Medical College (New York City), the College of Veterinary Medicine, and the Johnson Graduate School of Management respectively.

Information concerning admission requirements and courses of study for degrees not administered by the Graduate School may be

obtained from the several schools and colleges that administer them.

SCHOOL OF HOTEL ADMINISTRATION

ADMINISTRATION

David A. Dittman, dean

Michael H. Redlin, associate dean for academic affairs

David W. Butler, associate dean for executive education

Susanne DeGraba, assistant dean for finance and administration

James E. Hisle, managing director of the Statler Hotel and J. Willard Marriott Executive Education Center

Cheryl S. Farrell, director of student services

Yariela Kerr, director of minority student programs

A. Neal Geller, Richard J. and Monene P. Bradley director for graduate studies

Sandra K. Boothe, director of the professional master's program

Katherine S. Laurence, director of academic information resources and training

Richard MacDonald, director of information technology

Preston Clark, director of instructional support

Millie Reed, associate director of career services

Harry R. Keller, director of alumni affairs

Glenn Withiam, director of publications

Fred Conner, senior editor of the *Cornell Hotel and Restaurant Administration Quarterly*

Mark Adams, director of communications

DEGREE PROGRAMS

Hotel and Restaurant Administration

Degree

B.S.
M.P.S.
M.S.
Ph.D.

FACILITIES

Statler Hall. Statler Hall is a unique building designed expressly to meet the needs of the faculty and students of the School of Hotel Administration. The building serves both practical and theoretical instruction, houses classrooms, lecture rooms, laboratories, a library, a computer center, a beverage-management center, an auditorium, and the Statler Hotel and J. Willard Marriott Executive Education Center. Statler Hall and the Statler Hotel were designed expressly for the school's academic and executive-education programs, providing students with training and work experience in facilities similar to those in which they will work after graduation.

The School of Hotel Administration

Library has the largest single collection of hospitality-related materials in the United States. The collection contains approximately 25,000 volumes, 1,000 videotapes, numerous ephemera and memorabilia (such as photographs, menus, and rare books), and more than 800 magazine, newsletter, and newspaper subscriptions. Materials on lodging, foodservice, travel and tourism, and general business topics comprise the core of the library's collections. Among the library's special features are numerous computerized information resources, including *NEXIS*, *Dow Jones*, *ABI/INFORM*, and *The International Hospitality and Tourism Database*, an extensive and unique index to hospitality articles. Information resources and services for the hospitality industry are available for a fee through the library's HOSTLINE service. In addition to offering an excellent collection of materials and a dignified and refined study space, the Hotel School library extends quality service to every student. Please visit us and benefit from our collections and services.

Statler Hotel and J. Willard Marriott

Executive Education Center. The Statler Hotel comprises 150 guest rooms, an executive education center, restaurants, a lounge, and the university's faculty and staff club. It demonstrates the very finest in hospitality and hospitality-education practices. The Statler is an independent, self-sustaining teaching hotel that provides quality food, beverage, meeting, and lodging services to the Cornell community and campus visitors, including parents and those who visit Cornell as part of the application process. In addition, the hotel is a practice-management facility for certain classes, internships, and independent-study projects. It offers part-time jobs to approximately 300 students each semester with preference given to students in the hotel school.

UNDERGRADUATE CURRICULUM

The School of Hotel Administration offers education in the numerous disciplines required for modern management in the global hospitality industry. Included in the core curriculum are courses in management, human resources, financial management, food and beverage operations, marketing, tourism, property asset management, communications, and law. Students also are encouraged to pursue a broad range of elective courses, including those in the humanities, social sciences, and natural sciences, as preparation for assuming leadership positions in the business and local community. For more complete information about undergraduate program requirements, see the school's student handbook or course supplement (available in room 174 Statler Hall).

Requirements for Graduation

Regularly enrolled undergraduate students in the School of Hotel Administration are

candidates for the degree of Bachelor of Science. The requirements for that degree are:

- 1) completion of eight terms in residence for those who entered as freshmen; terms of residence for transfer students are determined by the amount of transfer credit awarded;
- 2) completion, with a minimum cumulative grade-point average of 2.0 (including a grade-point average of 2.0 in a full-time schedule of courses in the final semester), of 120 required and elective credits, as set forth in the table on the following page;
- 3) qualification in one language other than English. This requirement may be met by any one of the following: 1) three years of high school study of one foreign language; 2) score of 560 on Cornell Placement Test; 3) pass 121 and 122 (8 credits) and score 560 on Cornell Placement Test; or 4) pass 123.
- 4) completion of two units of practice credit prior to the last term of residence, as defined on the following page;
- 5) completion of the university requirement in physical education.

Suggested course programs appear on the following pages. The core courses account for 69 of the 120 credits needed for graduation, the selected concentration accounts for 12 credits, and 18 credits are allotted for distributive electives. The remaining 21 credits may be earned in courses chosen from the offerings of any college of the university, provided that the customary requirements for admission to such courses are met. *Note:* Students who matriculated before the fall of 1993 should refer to the Hotel School's "course supplement" for graduation requirements.

Students in the School of Hotel Administration who plan to attend summer school at Cornell or any other four-year college or university, with the expectation that the credit earned will be counted toward the Cornell degree in hotel administration, must obtain the approval of the school in advance. Without advance approval, such credit may not count toward the degree.

Credit earned in military science, aerospace studies, or naval-science courses may be counted in the 21-credit group of free electives.

Transfer Credit Policy

Transfer students are required to complete all degree requirements with at least seventy-five (75) credits at Cornell University, of which a minimum of sixty (60) must be in courses offered by the Hotel School, and nine (9) must be in distributive electives taken outside the Hotel School. Thus, a maximum of forty-five (45) hours in transfer credit may be allowed from other accredited colleges or universities, as follows:

Core	15
Concentration	0
Distributive Electives	9
Free Electives	21
	<hr/> 45

In the core, transfer credit may be allowed against basic courses only (for example, HA 121, HA 136, Economics). Others (including HA 243 and HA 174) generally are waived, and an upper-level course in the area substituted. For instance, if HA 243 were waived, another marketing course would be required in its place. The communication courses (HA 165 and HA 365) are tailored specifically to the School of Hotel Administration, and, thus, communication courses taken elsewhere generally are not accepted against core courses.

Concentration courses may not transfer without the express written consent of the faculty in the area concerned. While such consent is rare, it is not impossible.

Distributive electives ensure that Hotel students are exposed to other courses at Cornell, and, thus, only nine (9) credits may transfer. The remaining nine (9) must be taken at Cornell but may be distributed in any combination of humanities, social sciences, or natural sciences provided at least three (3) credits are taken (at Cornell or transferred from elsewhere) in each area.

Twenty-one (21) credits in free electives may transfer.

Concentration

While completing the required courses leading to the bachelor's degree, undergraduates in the school also must select a concentration: 12 elective credits in a major area of the core curriculum or, with the support of a faculty member, in a self-directed course of study.

When students select a field of concentration, they should consult the coordinator of instruction in that area during the sophomore year to plan the sequence of courses that will best fit their program.

Foreign Languages

Mastery of a foreign language is particularly desirable for students who are planning careers in the hospitality industry and, hence, the second language requirement for graduation. Further information on foreign language courses at Cornell, and placement in language courses, may be found in this book in the College of Arts and Sciences program description under the Modern Languages, Literature, and Linguistics section and also under the section Advanced Placement for Freshmen.

Independent Study

Students may conduct independent study projects in any academic area of the school under the direction of a faculty member. Credit is arranged on an individual basis. To enroll in an independent study project, students must obtain written permission from the school before the add deadline. See H Adm 499 or 699 for more details.

Practice-Credit Requirement

As part of degree requirements, undergraduates enrolled in the School of Hotel Administration must fulfill the practice-credit requirement and submit verification thereof

prior to registering for the last semester. Further details are set forth in the *Practice Credit Handbook for Undergraduates in the School of Hotel Administration*, available in the school's Career Services Office, room 255 Statler Hall.

Management-Intern Program

Hotel School juniors and seniors have a unique opportunity to gain invaluable knowledge and experience in the hospitality industry through the management intern program. Students receive 12 academic credits, 1 practice credit, and may petition on an ad-hoc basis to have a portion of the academic credits applied toward their concentration. While on the internship, tuition is reduced and students receive a salary from the sponsoring organization. Positions are available in the U.S. and internationally. Sponsors include hotels, restaurants, casinos, corporate offices, consulting firms, and clubs. Application should be made one semester in advance. Information meetings are held at the beginning of each semester and are open to all students. See H Adm 493 and 494 for more details. More information about the management intern program also is available in the Career Services Office, 255 Statler Hall.

Study Abroad

Programs providing an opportunity to study in a foreign country and develop an awareness of the international component of the hospitality industry can contribute to each student's total educational experience. Students in recent years have studied in Italy, Spain, France, England, and many other countries. Information on the study-abroad programs operating during the summer and academic year is available at the Cornell Abroad Office (in Uris Hall).

Students should discuss their plans with the school's study-abroad faculty representative and the director of student services so that all petition and credit-evaluation procedures are followed.

Part-Time Study

Generally, part-time study is not allowed. Exceptions may be made for employee degree candidates, students who have medical reasons for a reduced schedule, or other extenuating circumstances. In no event shall a student be allowed to enroll on a part-time basis during the last term of study. Further details on part-time study may be found in the school's student handbook (available in room 174 Statler Hall).

Grading System

Letter grades ranging from A+ to F are given to indicate academic performance in each course. These letter grades are assigned a numerical value for each term average as follows: A is equivalent to 4.0; B to 3.0; C to 2.0; D to 1.0; F to 0. For good standing, the student must maintain a minimum average of 2.0. Of the free-elective courses, a maximum of 4 credits each term may be taken on a "satisfactory-unsatisfactory" (S-U) basis. Students should be aware that a satisfactory grade equals "C-" or above and an unsatisfactory grade equals "D+" or lower. Courses taken S-U may be counted only as free electives.

Students whose term averages are at least 3.3 and who took at least 12 credits of letter grades with no unsatisfactory or incomplete grades are honored by being placed on the Dean's List.

Course Requirements for Graduation

<i>Required courses</i>	<i>Credits</i>
Management Operations: Hotel Administration 105, 301	6
Human-Resources Management: Hotel Administration 115, 211	6
Financial Management: Hotel Administration 121, 221, 222, 321	12
Food and Beverage Management: Hotel Administration 136, 236, 335	12
Marketing and Tourism: Hotel Administration 243, elective	6
Property Asset Management: Hotel Administration 255, 355	6
Communication: Hotel Administration 165, 365	6
Operations Management and Information Technology: Hotel Administration 174, 175	6
Law: Hotel Administration 387	3
Economics: Micro and Macro	6
<i>Specifically required credits</i>	<hr/> 69
<i>Concentration</i>	12
<i>Distributive electives</i>	18
<i>Free electives</i>	21
Total credits required for graduation	<hr/> 120

Typical Course Sequences

The following arrangements of courses tend to be more fixed in the freshman and sophomore years, with a greater degree of flexibility characterizing the upperclass years.

Freshman Year

Typically, a freshman schedule will consist of 15 to 16 credits each term, to include the following:

<i>Required courses</i>	<i>Credits</i>
H Adm 105, Rooms Division Management	3
H Adm 115, Organizational Behavior and Interpersonal Skills	3
H Adm 121, Financial Accounting	3
H Adm 136, Food and Beverage Management	4
H Adm 165, Managerial Communication I	3
H Adm 174, Microcomputing	3
H Adm 175, Quantitative Methods	3
H Adm 191, Microeconomics for the Service Industries	3
Macroeconomics	3
Distributive or free electives	3
	<hr/> 31

Sophomore Year

<i>Required courses</i>	<i>Credits</i>
H Adm 211, Human Resources Management	3
H Adm 221, Managerial Accounting	3
H Adm 222, Finance	3
H Adm 236, Culinary Theory and Practice	4
H Adm 243, Principles of Marketing	3
H Adm 255, Hotel Development and Planning	3
Distributive electives	3-6
Free electives	3-6
	<hr/> 25-31

Junior Year

<i>Required courses</i>	<i>Credits</i>
H Adm 301, Strategic Management	3
H Adm 321, Hospitality Financial Management	3
H Adm 335, Restaurant Management	4
H Adm 355, Hospitality Facilities Operations	3
H Adm 365, Managerial Communication: Principles and Practices	3
H Adm 387, Business and Hospitality Law	3
Concentration	6
Free electives	3-6
	<hr/> 28-31

Senior Year

<i>Required courses</i>	<i>Credits</i>
Marketing Elective	3
Concentration	6
Free electives	15-23
	<hr/> 24-32

GRADUATE CURRICULUM

The school's programs for advanced degrees include those of Master of Professional Studies, Master of Science, and Doctor of Philosophy. For further information on graduate programs, consult the school's graduate catalog (available in room 172 Statler Hall); contact Professor A. Neal Geller, the school's graduate faculty representative at 255-7245, Sandra K. Boothe, director of the Master of Professional Studies program at 255-7246, or see the university's *Announcement* from the Graduate School.

Required Program for Professional Master's Students

<i>Required courses</i>	<i>Credit</i>
H Adm 701, Competitive Strategy for the Hospitality Industry	3
H Adm 702, Human Behavior in Organizations	3
H Adm 711, Human Resources Management	3
H Adm 721, Financial Economics	3
H Adm 722, Hospitality Financial Management	3

H Adm 731, Food and Beverage Management	3
H Adm 741, Marketing Management	3
H Adm 751, Properties Development and Planning	3
H Adm 761, Communication Modules for Master's Students	0
H Adm 771, Quantitative Methods	3
H Adm 772, Information Technology for Hospitality Managers	3
H Adm 791, Service Excellence for Maximum Profit I	3
H Adm 792, Service Excellence for Maximum Profit II	3
H Adm 793, Industry Mentorship	0
H Adm 794, Assessment and Benchmarking for Master's Students	0

Balance of courses are electives.

Total credits required for first-year professional master's program 64

Course Schedule Information

For up-to-date information about course scheduling, and to obtain a course supplement, contact the hotel school student services office in room 178 Statler Hall, telephone 255-3076.

MANAGEMENT OPERATIONS COURSES

H ADM 100 Principles of Management

Fall. 3 credits. Limited to non-hotel school students. Elective. P. Rainsford. An introductory survey course in management with general reference toward the hospitality industry. The course is organized around the traditional management functions of planning, organizing, leading, and controlling.

H ADM 102 Distinguished Management Lectures

Fall. 1 credit. Limited to hotel school students except by written permission. Elective. D. Dittman. A series of lectures given by non-resident speakers prominent in the hotel and restaurant industries or allied fields. Topics include career ladders, company profiles, and business-policy formulation.

H ADM 105 Rooms-Division Management

Fall and spring. 3 credits. Limited to hotel school and sponsored internal transfer division students. Required. R. Chase. An introduction to the principles of rooms management beginning with an overview of the hotel industry at large. Focuses on three key stakeholders—guests, managers, and owners. Major issues of designing, marketing, and financing hotels are explored with the Cornell Hotel Administration Simulation Exercise. Detailed consideration is given to components of the rooms division: front desk operations, reservations, housekeeping, and telephone departments. Emphasis is on selling strategies, forecasting, rate efficiency, human resources, and guest relations. Students also will participate in the Statler Hotel's training activities in order to amplify the class materials with first-person and shared experiences.

H ADM 301 Strategic Management

Fall and spring. 3 credits. Limited to 45 juniors and seniors per lecture. Prerequisites: H Adm 105, 115, and 211 or equivalents. Required. T. Cullen, P. Rainsford.

Focuses on analysis, planning, change, and implementation issues associated with strategic management, emphasizing the value of analyzing environments and formulating strategies linked to environmental conditions, building on organizational strengths, and defending against organizational weaknesses. Emphasis also on handling ambiguous facts and analysis.

H ADM 303 Club Management

Fall and spring. Fall, second 7 weeks only; spring, first 7 weeks only. 2 credits. Fall, limited to 35 hotel school juniors and seniors; spring, open enrollment. Prerequisite for hotel students: H Adm 105, or equivalent. Elective. R. James.

The study of private membership clubs and club administration. The application of current management principles in a not-for-profit environment is discussed and club management is compared to other areas of the hospitality industry. Topical coverage includes: tournament, facility, and recreation management; legal, financial, and legislative issues; human relations and resource consideration; marketing, pricing policies, and quality standards.

H ADM 304 Rooms-Division Management

Fall, second 7 weeks only. 2 credits. Open enrollment but Hotel students limited to those who matriculated before fall 1993. Does not substitute for H Adm 105. Elective. R. Chase.

An introductory course concentrating on the fundamentals of rooms-division management. Areas of concentration include front-desk operations and the reservations, housekeeping, and telephone departments. Particular emphasis on selling strategies, forecasting, rate efficiencies, labor management, and guest relations.

H ADM 305 Resort and Condominium Management

Fall. 3 credits. Not open to freshmen. Recommended: H Adm 387. Elective. M. Noden. A lecture course in the operation of various types of resort hotels and condominiums. Emphasis is on the promotion of business, the provision of facilities, services, and guest entertainment. Contract and non-contract relationships with the travel industry, terminology, rental-pool agreements, S.E.C. regulations, state statutory requirements, developer-management-owner contracts, and relationships in condominiums are reviewed.

H ADM 306 Franchising in the Hospitality Industry

Fall. 2 credits. Prerequisite: H Adm 121. Elective. M. Noden.

Relationships between franchisor and franchisee, advantages and disadvantages of franchising, structure and services offered by franchisors. Case studies of leading lodging and restaurant companies currently offering franchises will be discussed. Guest speakers from the franchising industry.

H ADM 401 Negotiations in the Hospitality Industry

Spring. 3 credits. Limited to 30 juniors, seniors, and graduate students, with preference given to hotel school seniors and graduate students. Prerequisites: H Adm 115, 702, or equivalents. Elective. T. Simons.

Provides hands-on experience in negotiation in a hospitality context. Through role-play exercises, discussion, and writing, students will develop their skills at the fine art of being a tough negotiator with whom people want to continue doing business. Students will improve their comfort level with negotiations and will develop their own personal negotiating style as well as adjusting their style to respond to others' different personalities and negotiation tactics.

H ADM 402 Hospitality Management Seminar

Fall. 1 credit. Limited to 20 seniors and graduate students by permission. Students will be expected to register for H Adm 102. Elective. D. Dittman.

A weekly meeting with the H Adm 102 speaker of the week. The subject matter varies from week to week, depending on the speaker's area of expertise. The class is relatively unstructured, and students are expected to participate in discussions.

H ADM 404 Entrepreneurship and Small Business Management

Fall and spring. 3 credits. Limited to 20 juniors, seniors, and graduate students. Prerequisite: H Adm 321 or equivalent. Elective. P. Rainsford.

Focuses on the entrepreneur and the decisions made in planning, financing, developing, and operating a new business venture. Case studies and guest speakers will be used. There will be one major term project, which will require the application of the course material to a field consulting project that will result in written and oral reports to the owner of the business and the Small Business Administration.

H ADM 405 Management Planning for the Hospitality Industry

Spring. 3 credits. Limited to 25 seniors and graduate students. Prerequisites: all required hotel undergraduate courses at the 100, 200, and 300 levels. Elective. T. Hinkin.

Focus is on how to think about quality planning and examines situations from three perspectives: the customer, the employee, and management. Designed to provide students with a systematic approach to identifying, prioritizing, and improving key job functions and work processes. Structured as a seminar, requiring active participation in discussion of readings and case analyses.

H ADM 406 Integrated Studies in the Hospitality Industry

Spring. 3 credits. Limited to hotel school seniors. Three Tuesday-night meetings in lieu of examinations. Elective. Faculty.

Employs text readings, participation in a simulation of a hotel organization, and guest presentations to explore business missions, objectives, strategies, action plans, and evaluations. As an integrative, summary course, the areas of review and application will involve hotel and food service, marketing, organization, and finance.

H ADM 407 Seminar in Hotel Operations

Spring. 3 credits. Limited to 30 seniors. Estimated cost of field trip, \$200. Elective. J. Clark.

Seminar course applies management theory to actual hotel operations via semester-long interactions and visits with the department heads and general manager of a medium-to-large-size hotel. Field trip includes attendance at executive committee meeting, presentations by various department heads, and half-day "shadow assignments."

H ADM 408 Casino Management

Fall and spring. 2 credits. Limited to 45 students. Prerequisite: H Adm 321 (concurrent registration acceptable). Estimated cost of field trip, \$75. Elective. Faculty.

Objectives are to develop an understanding of casino operations within a casino hotel and to develop knowledge of the communication network between the casino and all other departments of the hotel. A field trip is required.

[H ADM 409 Airline Management

Spring. 3 credits. Limited to 25 seniors and graduate students, others by permission of instructor. Elective. Not offered 1995-96; next offered spring 1997.

Focuses on domestic and international airline industries and explores both pre- and post-regulatory climates. Emphasis is on dynamic organizational change in response to fluctuating economic and legal conditions. Topics include airline organization, comparative corporate strategies, marketing and distribution networks, operations and service management, union relations, finance, government regulation, and air transport. Case studies and guest lecturers will be used. Also, using the computer-driven simulation exercise called AIRLINE, student teams will operate a small regional carrier.]

[H ADM 501 Creative Management for Organizational Change

Spring. 3 credits. Limited to 24 students. Elective. Not offered 1995-96; next offered spring 1997.

Through lectures, exercises, and group problem-solving sessions students will explore the characteristics of creative people, organizations, and processes, and obtain an inventory of their own creative ability, examine blocks to creativity and ways to overcome them, plan tactics for selling ideas, discuss methods for leading creative problem-solving meetings, and analyze strategies for producing organizational change. Organizational leaders will present problems for which students will develop creative solutions.]

H ADM 603 International Management

Spring. 3 credits. Limited to 15 students. Prerequisites: H Adm 121, 165, 301, 321, or graduate student status. Elective. T. Cullen.

Concerns managing across cultural boundaries. Develops awareness of the pervasive and hidden influence of culture on behavior, familiarity with the types of situations and issues that often confront managers working in foreign countries, and an appreciation of the impact on personal behavior of living and working in another culture.

H ADM 701 Competitive Strategies for the Hospitality Industry

Fall. 3 credits. Professional master's requirement. T. Cullen

An integration and application of management concepts, theories, and practices to business situations. Students analyze current problems, formulate strategies, and implement policies.

H ADM 702 Human Behavior in Organizations

Fall. 3 credits. Professional master's requirement. T. Hinkin.

An integration of theory and application, designed to increase interpersonal and managerial effectiveness. Emphasis on personality and perception, decision making, motivation, power, group process, and diversity management.

[H ADM 801 Seminar in Hospitality and Service Inquiry

Fall. 3 credits. Elective. Not offered 1995-96; next offered fall 1996.

This seminar introduces academic graduate students to the major alternative ways of conceptualizing and designing research, and acquiring, interpreting, and disseminating data. The implications and consequences of one's choices among the alternative perspectives and approaches will be emphasized.]

HUMAN RESOURCES MANAGEMENT COURSES**H ADM 115 Organizational Behavior and Interpersonal Skills**

Fall and spring. 3 credits. Required. F. Berger, T. Hinkin, T. Simons.

Focuses on managing people in the workplace. Students develop theoretic lenses for understanding people and organizations and practical tools for accomplishing personal and organizational goals. Topics include individual differences, conflict management, problem-solving, power and influence, motivation, leadership, coaching and counseling, and group process. Self-assessments, experiential exercises, reading, discussions, papers, and group activities.

H ADM 210 The Management of Human Resources

Fall. 3 credits. Limited to 100 non-hotel school students, no freshmen. Elective. C. Lundberg.

Examines the role of human resources management, starting with an introduction to the personnel function and an analysis of the social, legal, international, and competitive factors. Examines recruitment, selection, training, motivation, development, compensation, performance appraisal, and labor relations. Class discussion and case analysis are emphasized.

H ADM 211 Human Resources Management

Fall and spring. 3 credits. Limited to 40 hotel school students per lecture, no freshmen or graduate students. Prerequisite: H Adm 105 and 115 (co-registration in 115 allowed). Required. M. Fulford, B. Tracey.

Provides students with an overview of the human resources management (hrm) field and shows them the link between specific hrm activities and substantive issues/situations they will face as future hospitality managers. Integrates information and knowledge acquired in previous courses into the field of hrm. Students will understand the relationship between compensation and benefit activities and job design, motivation, and reward

structures. Upon completion, students should a) understand the relationship among hrm activities, as well as the relationship between hrm and other functional areas within hospitality organizations; and b) understand how to effectively attract, retain, and motivate hospitality employees.

H ADM 313 Training in the Hospitality Industry

Fall. 3 credits. Limited to 24 students. Prerequisite: H Adm 211. Elective.

B. Tracey.

Training is one of the primary activities for coping with a continuously changing environment. It also is one of the fundamental responsibilities of all hospitality managers. Students will learn the major theoretical and practical issues associated with program design, development, implementation, and evaluation. Semester-long project with one or more hospitality organizations.

H ADM 412 Managing Organizational Change

Spring. 3 credits. Prerequisite: H Adm 211 or equivalent. Elective. C. Lundberg.

Facilitating and managing change in organizations. Topics include change processes, organizational diagnosis, action planning, and consultancy. Individual and team projects.

H ADM 414 Leadership and Small Group Processes

Fall. 3 credits. Limited to 30 hotel school juniors, seniors, and graduate students. Elective. C. Lundberg.

Applications of organizational behavior will be explored through lectures, case studies, and management games and exercises. Students will participate in experiential labs aimed at enhancing their effectiveness as members or leaders of groups. Topics include leadership, decision making, motivation, power, and organizational change.

H ADM 415 Managerial Leadership in the 1990s

Spring. March 29, 30, 31. 1 credit. Elective. K. Blanchard.

Students become participant observers in their own lives through studying the field of applied behavioral science. Students will be able to use what they learn about human beings and how they function best in groups and organizations on a day-to-day basis to develop quality relationships between themselves and the people they support and depend upon (boss, staff, internal peers/associates and customers). **Because of the popularity of this class, priority will be given in the following order: seniors, juniors, non-employee extramural students, sophomores, freshmen, and Cornell employees. Space permitting, the class may be added up to the first day, but the absolute deadline for dropping the course is 3:00 p.m. on the Monday immediately preceding the first class day.**

[H ADM 416 Special Studies in the Management of Human Resources: Service Cultures

Spring. 3 credits. Limited to juniors, seniors and graduate students. Prerequisite: H Adm 211 or equivalent. Elective. Not offered 1995-96; next offered spring 1997.

Emphasis on diagnosis and design of human resource initiatives to achieve strong service cultures and improve organizational performance. Topics include management of emotions, monitoring and measuring

corporate culture, and linkage of human resource practices to service vision, organizational design, and strategic objectives. Students will develop a culture audit in a business. Class discussion, case analysis, and field experience.]

H ADM 711 Human Resources Management

Spring. 3 credits. Professional master's requirement. C. Lundberg.

Focuses on the development of human resources management skills and exploration of the dilemmas and responsibilities of leadership. Uses managerial perspective with emphasis on the effects that managerial activities have on recruitment, selection, and retention systems. Individual decision-making and integration abilities will be assessed. Case studies, exercises, and simulations.

FINANCIAL MANAGEMENT COURSES

H ADM 120 Survey of Financial Management

Spring. 2 credits. Limited to non-hotel school students. Elective. A. Arbel.

A survey of basic principles of financial management, investment management, and financial analysis. Designed for the student who desires a basic general knowledge of financial decision making.

H ADM 121 Financial Accounting

Spring. 3 credits. Limited to hotel school students. Required. D. Ferguson.

The basic principles of accounting, involving transaction analysis, flow of accounting data to the financial statements, and careful consideration of accounting for revenues, expenses, assets, liabilities, and owner's equity.

[H ADM 123 Financial Accounting Principles

Spring. 3 credits. Limited to non-hotel school students. Elective. Not offered 1995-96; next offered spring 1997.

An in-depth introduction to the principles of financial accounting, involving transaction analysis, flow of accounting data to the financial statements, and careful consideration of accounting for revenues, expenses, assets, liabilities, and owner's equity.]

H ADM 125 Finance

Fall and spring. 3 credits. Limited to non-hotel school students. Elective. A. Arbel.

Corporate finance topics include time value of money, financial markets, interest rates, financial statement analysis and planning, working capital policy and management, risk and return, risk management, security valuation models, cost of capital, capital budgeting, capital structure, dividend policy, and creative finance.

H ADM 221 Managerial Accounting

Fall. 3 credits. Prerequisites: H Adm 121 and 175, or equivalents. Required.

G. Potter.

Focuses on the managerial use of financial accounting information, including the analysis of business operations to gain a perspective on how outsiders evaluate management's performance. Also extracts, develops, and analyzes data to support managerial decision making.

H ADM 222 Finance

Spring. 3 credits. Prerequisite: H Adm 121, 221, or equivalents. Required. S. Carvell.

Provides students with accounting cash flow information for financial planning, capital structure decisions, capital budgeting evaluation and short-term and long-term financial decision making. Topics include current asset management, short-term financing, capital budgeting, long-term financing, cost of capital, and problems in international finance.

H ADM 321 Hospitality Financial Management

Fall. 3 credits. Prerequisites: H Adm 121, 221 and 222, or permission of instructor. Required. L. Canina, D. Ferguson.

Integrates the areas of financial accounting, managerial accounting, and finance and applies the interpretive and analytical skills of each to hospitality-industry situations. Topics include uniform system of accounts, revenue and expense tracking and internal control, accounting systems, ratio and comparative analysis, cost-volume-profit analysis, pricing, operational budgeting, project capital budgeting, decision-making, equity and debt financing structures, and operating agreement forms. Students analyze hospitality operations and projects and present their findings in management report form.

H ADM 322 Investment Management

Fall and spring. 3 credits. Limited to juniors, seniors, and graduate students. Elective. A. Arbel.

Covers institutional and analytical aspects of security analysis and investment management: securities markets, sources of investment information, risk-return analysis, bond and stock valuation, behavior of security prices, portfolio analysis, asset allocation, and portfolio management. Covers the capital asset pricing model, generic stock investment strategy, and the screen-to-profile approach and their practical implications for security analysis and investment management. Computer-assisted analysis in which students participate in an investment game. No previous knowledge of computers is required.

H ADM 323 Hospitality Real-Estate Finance

Spring. 3 credits. Limited to juniors and seniors. Prerequisite: H Adm 321, or equivalent. Elective. J. Corgel, J. deRoos.

Focuses on real estate financing for hospitality-oriented projects. Topics include methods of measuring rates of return; feasibility and appraisal processes; equity and debt financing vehicles to include joint ventures, limited partnerships, construction mortgages, participating, convertible, and seller-financed mortgages; forms of operating agreements to include management contracts, leases, and franchises; workout strategies for distressed properties; trends in international hotel franchising; and ethical issues of real estate development. Presentations of hospitality industry real estate practitioners.

H ADM 324 International Financial Management

Fall. 3 credits. Prerequisites: H Adm 121, 221, 222, or equivalents, micro and macroeconomics. Elective. D. Ferguson.

Focuses on the international aspects of financial management important to the hospitality industry with the intention of providing an understanding of and confidence

in dealing with the economic issues faced by the multinational corporation. Areas covered are the international financial management environment, the management of foreign exchange risk, international asset management, and international sources of funds.

H ADM 326 Corporate Finance

Fall. 3 credits. Limited to juniors and seniors. Prerequisite: H Adm 321. Elective. S. Carvell.

In-depth analysis of corporate financial management, including financing alternatives and capital structure decisions, cash management, capital budgeting decisions, risk analysis, and working capital management. Although applicable to all businesses, special attention is placed on issues important to the hospitality industry. Emphasizes analytical methods through case studies and an in-depth semester project.

[H ADM 328 Advanced Hospitality Managerial Accounting

Fall. 3 credits. Prerequisites: H ADM 121, 221, 222, and 321, or equivalents. Elective. Not offered 1995-96; next offered fall 1996.

Emphasis is on the use of accounting information for managerial planning, control, analysis, and evaluation. The coverage will include the principles of managerial accounting, cost allocation, management control, models for decision making, and the special topics of joint products, transfer pricing, responsibility accounting, and performance measurement. Explores the application of managerial accounting concepts to the hospitality industry. Case studies.]

H ADM 421 Internal Control in Hospitality Operations

Fall. 3 credits. Limited to 30 students. Prerequisite: H Adm 321, 722, or equivalents. Elective. N. Geller.

Hotel and restaurant operations are analyzed from the perspective of preventing fraud and embezzlement. The design and distribution of production, accounting, information systems, and supervisory tasks are studied in a manner that will ensure effective internal control and verifiable audit trails. Case studies.

H ADM 422 Taxation and Management Decisions

Fall. 3 credits. Limited to 50 juniors, seniors and graduate students. Elective. A. Sciarabba.

Introduction to tax advantages and disadvantages of various organizational structures, including corporations, partnerships, and subchapter "S" corporations; financial information reporting to tax authorities and shareholders and how they differ; use of depreciation methods to achieve tax reductions; syndication techniques; and the role tax laws play in promoting private investment and development.

H ADM 423 Financial Management Policy

Fall. 3 credits. Limited to 30 students; non-hotel students by permission of instructor. Prerequisite: H Adm 326 or 721. Elective. S. Carvell.

Covers numerous policy issues in financial management. Each of these issues will affect the potential profitability and survivability of the firm under conditions of uncertainty. The course will concentrate on nine major policy issues including capital structure, dividend policy, lease vs. buy analysis, and working capital financing.

H ADM 621 Hospitality Real Estate Finance

Spring. 3 credits. Limited to graduate students. Prerequisite: H Adm 722, or equivalent. Elective. J. Corgel, J. deRoos.

For description, see H ADM 323. This graduate course includes the H Adm 323 lectures plus an hour-long discussion session each week which features guest speakers from industry, faculty from other colleges, and case studies.

H ADM 624 Analysis and Interpretation of Financial Statements

Spring. 3 credits. Limited to seniors and graduate students. Elective. G. Potter.

Covers the financial accounting issues that are encountered in reporting the operations of corporate enterprises. Emphasis is on the components of financial statements, how and why they are reported, and their impact on the overall financial position of the firm and its acceptance in capital markets. Emphasis is on outsiders' views of the company and their decision making through interpretation of the statements.

H ADM 721 Financial Economics

Fall. 3 credits. Professional master's requirement. L. Canina.

Integrates corporate finance with the framework of value minimization and the competitive analysis of product and factor markets in the hospitality industry. Topics include short-term asset management, strategic valuation, capital budgeting analysis, capital structure decisions, leasing, and international financial management.

H ADM 722 Hospitality Financial Management

Spring. 3 credits. Professional master's requirement. N. Geller.

Covers both managerial accounting and financial management as they are practiced in the hospitality industry. Topics include hospitality accounting systems and internal control, financial statement analysis and interpretation, operational analysis, cost behavior, budgeting and forecasting, pricing, and feasibility analysis.

FOOD AND BEVERAGE MANAGEMENT COURSES

H ADM 136 Food and Beverage Management

Fall and spring. 4 credits. Limited to hotel school students. Required. G. Norkus.

An introduction to the principles of food and beverage management, beginning with an overview of the food service industry at large. Attention is focused on major industry segments, business practices, and trends. Detailed consideration is given to the components of the food service system: marketing, menu planning, logistical support, production, service, controls, and quality assurance. Product and systems differentiation in various industry segments are emphasized.

H ADM 230 Introduction to Culinary Arts

Fall and spring. 2 credits. Limited to non-hotel school students. Priority given to seniors and graduate students. S-U grades only. Attendance at first class is mandatory. Absolute drop deadline for fall is September 8; spring drop deadline is February 2. Elective. Faculty.

Studies of food groups, their respective methods of preparation, cooking, presentation, and holding. Designed for non-hotel students who are interested in learning the professional approach to food preparation and service with hands-on practice. Food product identification, preparation and service methods, and professional language of food and cooking.

H ADM 236 Culinary Theory and Practice

Fall and spring. 4 credits. Prerequisite: H Adm 136. Attendance at first class is mandatory. Required. B. Richmond, R. Spies.

Designed to introduce the student to food and beverage operations through three major components: fundamental food composition and properties, food products and preparation, and food safety and sanitation. Students will prepare recipes, menus, and production schedules and will develop the ability to recognize properly prepared foods through preparing, tasting, and evaluating foods. They also will develop an awareness of potential production problems and how to troubleshoot them.

H ADM 237 Seminar in Cultural Cuisines

Fall. 3 credits. Limited to 20 students. Prerequisites: H Adm 165 and 236, or permission of instructor. Elective. R. Spies.

Explores various cuisines in terms of history, lifestyle, and foods peculiar to a culture. Through readings, research, and meal preparation, students explore various cuisines in depth. The goal of the course is to develop an awareness of several international cuisines, enabling students to make comparisons and draw relationships among the foodways of different cultures. Students prepare research reports and oral presentations, and design menus and orchestrate their preparation.

H ADM 330 Seminar in Chain-Restaurant Operations

Spring. 3 credits. Prerequisite: H Adm 136, or permission of instructor. Elective. C. Muller, G. Norkus.

Chain-affiliated restaurants account for an ever-increasing market share of all food service dollars. The growth of multi-unit chain operations brings out unique challenges, opportunities, and strategic orientations for restaurant management. This course will identify these present issues, the historical factors that have led to them, and the pending economic and organizational questions facing the chain restaurant segment. Case study analyses, company research, and a term project.

H ADM 331 Food Service Distribution Management

Fall. 3 credits. Limited to 24 juniors, seniors, and graduate students; others by permission of instructor. Elective. E. Merberg.

Designed to acquaint the student with the food service distribution industry. Analyzes the history and origins of food service distribution, the distributor's role in supporting the operations of the restaurant industry, and the specific disciplines of food service distribution.

H ADM 332 Reviewing the Restaurant: The Consumer's View of the Dining Experience

Spring. 3 credits. Field trip \$200. Limited to 20 students. Prerequisites: H Adm 165 and 335, or permission of the instructors. Elective. T. Kelly, J. Lumley.

Trains the student to perform a comprehensive analysis of the restaurant dining experience. The role of the restaurant critic/reviewer will be discussed in depth. The student will examine and enhance his or her critical writing skills, as the course will require each student to complete approximately ten restaurant reviews.

H ADM 333 Current Issues in Food Safety and Sanitation

Spring. Variable to 3 credits. Elective. B. Richmond.

A study of current issues in food safety and sanitation procedures and regulations that affect managerial decisions in food service and hospitality operations. Topics include risk assessment and hazard analysis; legal responsibilities related to food, food handlers, equipment and facilities; food-borne illness and other public-health concerns; and certification and training. Preparation for NIF/NRA certification and the Food Protection (ETS) certification exam (optional) is offered.

H ADM 334 Wine and Food Pairing Principles and Promotion

Fall. 2 credits. Limited to 20 seniors and graduate students. Prerequisite: H Adm 430 or permission of instructor. Elective. B. Lang.

Focuses on the pairing and creative marketing of wine and food. Students study and taste regional, varietal wines with various foods to understand wine and food pairing. Topics include wine list development, special event promotion, on-premise merchandising, and training of staff. Wine and food tastings presented to industry guests.

H ADM 335 Restaurant Management

Fall and spring. 4 credits. Limited to 30 hotel school students per lab; others by permission of instructor. Prerequisites: H Adm 136 and 236. Approximate cost of utensils and manual, \$60. Once enrolled, students may not drop the course without permission of instructor. Required. C. Muller, G. Pezzotti, S. Gould, B. Halloran, J. Ridley.

A restaurant-management course in which each student participates as a manager of a full-service restaurant operation. Topics related to the general management of restaurants, including issues in defining a service philosophy, improving profit margins, securing adequate supplies, identifying target markets, and planning for organization growth. The laboratory is based on a hands-on managerial component, from which students become familiar with the various requirements for success of each of the line positions in a restaurant.

H ADM 337 Specialty Foods

Fall. 4 credits. Limited to juniors, seniors, and graduate students. Prerequisites for hotel undergraduates: H Adm 136 and 236. Elective. T. Neuhaus.

An advanced course covering finer points of cooking and baking. A culinary, chemical, and marketing perspective will be taken using principles of organoleptical food evaluation. Topics include flavor marriages, garnishes,

unusual vegetables and fruits, marinades, charcuterie, wild game, fermentations, and chocolates.

H ADM 338 Health and Fitness in the Resort Hotel and Spa Industry

Fall. 3 credits. Limited to 20 students per section. Field trip, \$50. Prerequisite: previous courses in food and beverage management and marketing. Elective. M. Tabacchi.

Especially for students who are interested in the fitness and nutrition trend in restaurants, resorts, and hotels. Nutritious menu design and the design of fitness programs, equipment, and facilities will be emphasized.

Topics include personnel required, assessing personal fitness levels, and legal, medical, managerial implications, and integration of nutritious menu items into restaurant menus and their marketing and merchandising. Guest speakers from various spas, wellness centers, and fitness centers.

H ADM 339 Airline Food Service Management

Spring. 3 credits. Field trip, \$50. Prerequisites/Corequisites: H Adm 136, 236, or permission of the instructor. Elective. M. Tabacchi.

Airline food service, unique in the food and beverage industry, involves a thorough knowledge of the airline industry and depends on the state of the economy, the financial success of the airline industry, and economies of scale. Students study the planning of airline meals, their production by vendors, their distribution by specialized companies, and their assembly and delivery by caterers. A field trip to an airline's hub city enables students to visit flight kitchens, vendors, airline representatives and distributors. Guest speakers representing various sectors of the industry (airline food and beverage managers, airline marketing personnel, entrepreneurs who provide goods and services, and in-flight catering executives) are included.

H ADM 430 Introduction to Wines

Fall and spring. 2 credits. Wine glass kit and course fee, \$25.00. Limited to hotel school juniors, seniors, and graduate students, and seniors and graduate students in all other colleges. Hotel students encouraged to enroll in the fall. All students, except those in the hotel school, must be 21 years old by the first day of university classes. S-U grades only. Elective. S. Mutkoski, A. Nash.

An introduction to the major wine-producing regions of the world and what the consumer needs to know to purchase wines, spirits, and beers at retail outlets and in a restaurant setting. Topics include flavor components in wine, pairing wine and food, responsible drinking, selecting quality and value wines, and wine etiquette. Samples from a variety of countries, regions, and vineyards are evaluated.

(Preregistered students who do not attend the first class and fail to notify the course secretary in 274 Statler of their absence before the first class are automatically dropped from the course. The student must then follow the normal drop procedure in his or her school.

Because of the high demand for this course and because a product is consumed, the absolute drop deadline for all students is September 8 in the fall and February 2 in the spring.)

H ADM 431 Seminar in Independent Restaurant Operations Management

Fall and spring. 3 credits. Five field trips, \$250. Limited to 20 students. Prerequisite: written permission of instructor. Elective. T. Kelly.

Designed for students who have a strong interest in food and beverage operations and who may be considering a career as an entrepreneur. Students visit and analyze various independently owned restaurant operations. Analysis covers the restaurant's concept (market), organization, ownership, management, physical structure, staff, front- and back-of-the-house operations, and fiscal integrity. Readings relevant to current topics in the restaurant industry are required. Classes alternate weekly between field trips and seminar/case presentations.

H ADM 432 Contemporary Health Foods: A Food Service Practicum in Spa-Style Cuisine

Fall. 3 credits. Limited to 20 seniors and graduate students, or by permission of instructors. Elective. M. Tabacchi, J. Ridley.

Builds an awareness and understanding of today's health-conscious food service consumer. Topics include marketing, menu design and implementation, and hands-on experience in Statler restaurants in carrying out a nutritionally aware or "spa-designed" food concept.

H ADM 433 Food Service Management in Business, Industry, and Health Care Facilities

Fall. 3 credits. Field trips, \$100. Limited to 25 students. Prerequisites: H Adm 136 and 236. Elective. T. O'Connor.

Designed to explore and analyze food service management in business, industry, and health-care facilities, e.g., office/industrial complexes, educational institutions, contract companies, and hospital and extended-care facilities. Characteristics of food service organization structures, job descriptions, controls, systems design, equipment, and government/legal regulations. Readings, small investigative projects, discussions, local site visits, and one field trip to a metropolitan area.

H ADM 434 Desserts Merchandising

Spring. 3 credits. Limited to 25 students with permission of instructor. Prerequisite: H Adm 236, 230, or, for graduate students, "culinary camp." Elective. T. Neuhaus.

A hands-on course providing exposure to a variety of breads, pastries, cakes, and other desserts. Students develop large-scale production skills, become familiar with bakeshop utensils, and advertise and sell their products.

H ADM 435 Selection, Procurement, and Supply Management

Fall. 3 credits. Prerequisite: H Adm 136 or 731. Elective. G. Norkus, R. Spies.

Expands upon the concepts of purchasing and supply management that were developed in H ADM 136 and 731. Designed to expose the student to two specific areas: the management of the procurement system and the major commodity groups that are germane to the operation of a hotel or foodservice operation. Lectures include discussions on the comparison of the purchasing function in the hospitality industry to other industries, distribution systems, legal and ethical implications in buyer-seller relationships, procurement options, buying strategy

development, price protection programs, and other contemporary issues. Students work with the major entree food groups: meats, seafood, and poultry, with emphasis placed on identification, quality and condition, market form, yield tests, and cost analyses.

H ADM 436 Beverage Management

Fall and spring. 2 credits. Limited to 30 hotel school juniors, seniors, and graduate students. Prerequisite: H Adm 430 (co-registration is not allowed). Elective. S. Mutkoski, A. Nash.

Designed for students who intend to pursue food and beverage as a career. Deals specifically with the management of beverage operations. Lectures develop skills in and awareness of dram shop liability; staff training and responsible customer service; beverage pricing; food and wine pairings; wine list development; purchasing, storage, and service; wine regions; cost controls and loss prevention; and creative beverage merchandising. Guest lecturers.

H ADM 437 Specialty Food and Beverage Operations: Guest Chefs

Spring. 3 credits. Limited to 20 students. Prerequisite: H Adm 335 or 731. Elective. B. Lang, B. Halloran, H. Winslow.

Designed for students with a strong food and beverage orientation, especially students considering careers in the hotel food and beverage environment, or those who anticipate interacting with current culinary trends. Working in groups, students market, organize, plan, produce, serve, and prepare the financial analysis and accounting relative to four guest chef specialty production nights for the Cornell community, utilizing the Statler Hotel facility. Final project.

H ADM 438 Catering Management

Spring. 2 credits. Limited to 20 students. Prerequisite: H Adm 335, 731, or permission of instructor. Elective. R. Spies.

Examines on- and off-premise catering for business and social functions, as well as sports events and office catering. Topics include the organizational structure of catering operations; legal aspects of catering businesses; menu design for special functions and its operational implications; marketing from a caterer's perspective; function planning and management; staff recruitment, training, and supervision; and post-event analysis. Site visits and analyses of actual catering operations.

H ADM 439 Wine: A Cultural and Historical Perspective

Fall. 2 credits. Limited to 200 students. Elective. A. Nash.

Designed to provide students with a cultural and historical perspective on wine and its place in society. Topics include history, people, culture, production of wine in specific wine-producing regions of the world, wine and health issues, wine and food pairing, cooking with wine, and retail wine buying strategies. Regions covered will change each semester so students may take the course more than once.

H ADM 731 Graduate Food and Beverage Management

Spring. 3 credits. Professional master's requirement. T. Kelly.

Managerial and operational principles and techniques of planning, operating, and evaluating a food and beverage operation.

MARKETING AND TOURISM

H ADM 240 Marketing Principles

Fall and spring. 3 credits. Limited to non-hotel school students. Faculty.

An introductory course providing a basic understanding of consumer purchase decision making, product planning, distribution, promotion, and pricing. Companies and their current marketing strategies will be examined to better understand these fundamental tenets of marketing and how they contribute to the crucial process of strategic planning.

H ADM 241 Marketing Principles

Fall and spring. 4 credits. Limited to non-hotel school students. Elective. Faculty. For description, see H ADM 240. This course includes the H Adm 240 lectures plus section activities.

H ADM 243 Marketing Management for the Hospitality Industry

Fall and spring. 3 credits. Limited to 120 hotel school students, not open to freshmen. Required. R. Bell.

Provides an overview of the discipline of marketing as it applies to the hospitality industry. Topics include understanding how a marketing strategy is devised, especially the interrelationship of company objectives, internal resources, the external operating environment, and how the special nature of service affects the development of marketing strategies in the hospitality industry.

H ADM 244 Tourism I

Fall and spring. 3 credits. Not open to freshmen. Elective. M. Noden.

An introductory course in the study of tourism. The origins and evolution of contemporary tourism are examined. Students are familiarized with the various supply components of the tourism industrial base and their integration on an international scale. The effects of mass-volume tourist demand on destination development are explored through the use of selected limited case studies. Guest lectures highlight the economic operations and effects of tourism in both the public and private sectors.

H ADM 245 The Basics of Hotel Sales

Spring. 3 credits. Field trip, \$50. Limited to 30 students. Prerequisite: H Adm 240/241/243, 741, or equivalent. Elective. R. Bell.

Emphasis on skills and knowledge leading to an understanding of the role of a successful property level sales person. Topics include roles of types of sales positions at the hotel level, tools necessary to make it up the ladder, operation of a hotel sales function, and differing buying strategies of market segments.

H ADM 343 Marketing Research

Fall and spring. 3 credits. Limited to seniors. Prerequisites: principles of marketing or marketing management and introductory quantitative methods. Elective. M. Morgan.

Introduces students to the use of marketing research methods in gathering and analyzing the information needed to make marketing management decisions. Focuses primarily on service industries.

H ADM 346 Marketing Planning for Hotels

Fall. 3 credits. Prerequisite: H Adm 243, 741, or equivalent. Elective. R. Bell.

Key variables in property level management and their proper application in developing a

marketing plan, e.g., marketing intelligence, demand analysis, supply and competitor analysis, segment analysis, resource allocation, sales strategies and measurement of results. Upon completion of the course, the student should be able to design, develop, and implement a comprehensive, targeted, and action-oriented marketing plan for a lodging property.

H ADM 347 Consumer Behavior

Fall and spring. 3 credits. Limited to seniors. Prerequisite: a principles of marketing or marketing management course. Elective. Faculty.

Introduces students to the dynamic interactions among affect, cognition, behaviors, and environmental events that are involved in market exchanges. Covers information processing, behavior management, and market segmentation and positioning as well as using the consumer behavior concepts and principles in the development of marketing strategy.

[H ADM 442 Marketing Communications

Spring. 3 credits. Limited to seniors. Prerequisite: a previous marketing course. Elective. Not offered 1995-96; next offered spring 1997.

Provides students with a managerial understanding of the effective use of a variety of marketing communication media, including advertising, sales promotion, public relations, direct marketing and out-of-home. Hospitality industry emphasized.]

H ADM 444 Tourism II

Spring. 3 credits. Limited to juniors, seniors, and graduate students. Prerequisites: H Adm 243, 244, or equivalents, or written permission of instructor. Elective. M. Noden.

An advanced course in the study of tourism. Emphasis is placed on the development of the tourism industrial base and development and financing of superstructure and infrastructure. Econometric model development for demand predictions is examined and analyzed. Students are expected to engage in a wide range of discussion and analysis of the effects of tourism on various environments in social and economic terms. Case studies, occasional guest lectures.

H ADM 445 Services Marketing

Fall and spring. Not offered fall 1995; next offered spring 1996. 3 credits. Limited to undergraduate students. Prerequisite: a previous marketing course or permission of instructor. Elective. L. Renaghan.

Students preparing for ownership or management positions will develop an understanding of services marketing principles applicable across entire service sector. Topics include marketing strategies of service firms, new marketing approaches, and the reformulation of traditional marketing principles from consumers and industrial goods marketing. Four case studies, guest speakers.

[H ADM 449 International Marketing

Fall. 3 credits. Limited to 25 students. Prerequisites: Micro and macroeconomics. Elective. Not offered 1995-96; next offered fall 1996.

Develops understanding of international marketing with emphasis on hospitality-industry applications. Focuses on the similarities and differences that exist between domestic and international marketing and the conduct of international marketing in various segments of the world.]

H ADM 641 Marketing Decision Models for Service Firms

Spring. 3 credits. Limited to seniors and graduate students. Prerequisite: a principles of marketing or marketing management course and an introductory course in quantitative methods. Elective. M. Morgan.

Introduces students to the use of marketing and consumer decision models in making marketing management decisions. Focuses on current services marketing problems.

[H ADM 642 Strategic Marketing

Fall. 3 credits. Limited to graduate students. Prerequisite: a marketing course, or permission of instructor. Elective. Not offered 1995-96; next offered fall 1996.

Offers theoretical and practical approaches to addressing strategic marketing challenges in hospitality and service firms. Strategic marketing concepts and principles will be learned through lectures, discussion, and development of a strategic marketing report.]

H ADM 643 Marketing Research

Fall and spring. 3 credits. Limited to graduate students. Prerequisites: principles of marketing or marketing management and an introductory course in quantitative methods. Elective. M. Morgan.

Introduces students to the use of marketing research methods in gathering and analyzing the information needed to make marketing management decisions. Focuses primarily on service industries.

H ADM 644 Food and Beverage Marketing Strategy

Fall. 3 credits. Limited to seniors by permission and graduate students. Prerequisite: prior three-credit marketing course. Elective. T. Kelly, L. Renaghan.

Focuses on how to apply marketing, sales, and merchandising techniques to the commercial food and beverage industry. Addresses developing a market segmentation based upon understanding the needs and wants of potential target markets, translating needs and wants into viable food service concept positioning strategy, and marketing strategies used to maintain and increase sales and market share. Recitation and analysis involves substantial use of the Consumer Report on Eating Share Trends (CREST) database.

H ADM 645 Services Marketing

Fall and spring. Not offered fall 1995; next offered spring 1996. 3 credits. Limited to graduate students. Prerequisite: previous marketing course, or permission of instructor. Elective. L. Renaghan.

For description, see H ADM 445. This course includes the H Adm 445 lectures plus three case studies and a research paper.

H ADM 646 Marketing Planning For Hotels

Fall. 3 credits. Limited to graduate students. Prerequisite: H Adm 243, 741, or equivalent. Elective. R. Bell.

For description, see 346. This course includes the H Adm 346 lectures plus a theoretical paper.

H ADM 647 Consumer Behavior

Fall. 3 credits. Limited to graduate students. Prerequisite: introductory marketing principles or marketing management course. Elective. Faculty.

For description, see 347.

H ADM 741 Marketing Management

Spring. 3 credits. Professional master's requirement. R. Bell.

Basic concepts and principles underlying marketing decision making and the skills needed to analyze and understand complex marketing situations in order to plan and implement marketing programs.

PROPERTY ASSET MANAGEMENT COURSES**H ADM 255 Hotel Development and Planning**

Spring. 3 credits. Limited to sophomores, juniors, and seniors. Required. J. deRoos.

An introduction and management overview of the problems and opportunities inherent in the development and planning of hospitality facilities. Topics include the project development sequence; conceptual and space planning; architectural design criteria, construction management; and the interpretation of architectural design and consultant drawings. Emphasis is on setting appropriate facilities requirements, understanding industry practice, and implementing properties decisions within a balanced design, operations, and financial framework.

H ADM 350 Real Estate Management

Fall. 3 credits. Elective. J. deRoos.

Designed for students interested in the management of residential and commercial real estate. Overview of real estate economics, the relevant law, and different aspects of property management including leases and management contracts, accounting and finance, staffing, and building operations. Examples from several types of properties.

H ADM 351 Hospitality Facilities Design

Fall. 4 credits. Prerequisite: H Adm 255 or 751 or permission of instructor. Elective. S. Robson.

A lecture-studio course dealing with property development, planning, and design by focusing on the interpretation and analysis of hotel plans. Students learn basic graphic techniques and apply them to planning problems for hospitality facilities. Final project.

[H ADM 352 Hotel Planning and Interior Design

Spring. 3 credits. Field trip, \$200; drawing supplies, \$75. Limited to 20 students. Prerequisite: H Adm 351. Elective. Not offered 1995-96; next offered spring 1997.

A project course concerned with hotel planning, interior design, and renovation. Students establish the operator's criteria for the renovation of hotel guestrooms and public areas, prepare budgets, and develop preliminary conceptual designs leading to a substantial graphic presentation. Drawing ability is essential.]

H ADM 353 Food Service Facilities Design

Spring. 3 credits. Limited to 15 students. Prerequisites: H Adm 351 and 335 (co-registration is allowed) or food service experience is recommended. Elective. S. Robson.

An introduction to the basic concepts of food service facilities design and planning. Students will determine space allocations for kitchens and their support areas; develop basic production work flow in the preparation

and service areas; and select equipment utilizing standards for production capability, quality of construction, and ease of maintenance. Students will use studio time for planning, designing, and writing specifications for a medium-size restaurant kitchen.

H ADM 354 Computer-Aided Design

Fall and spring. 2 credits. Limited to 18 students per lecture. Prerequisite: H Adm 351 or equivalent studio experience.

Attendance at first class is mandatory. Elective. S. Robson.

The operation of microcomputer-based computer-aided design (CAD) systems. Using AutoCAD on the IBM PC, the course presents an organized and logical sequence of commands, mode settings, drawing aids, and other characteristics of CAD. Students will learn the program in the school's computer center and will develop a complete graphic presentation. Emphasis is on the use and operation of CAD systems in a commercial document production environment.

H ADM 355 Hospitality Facilities Operations

Fall. 3 credits. Prerequisite: H Adm 255. Required. D. Stipanuk.

An overview of the operation of hospitality facilities, including operating costs for various types of facilities, types and characteristics of major building systems, and the responsibilities of the engineering-maintenance departments. The renovation needs of hospitality facilities are examined and key managerial aspects of renovations considered.

H ADM 356 Hospitality Risk Management

Spring. 3 credits. Limited to 30 hotel school juniors, seniors and graduate students. Elective. D. Stipanuk.

Risk management within the hospitality environment as applied to issues of control and risk financing. Issues in fire protection, customer and workplace safety, OSHA requirements, and customer and corporate security are analyzed. Basic elements of insurance and crisis management are discussed.

H ADM 357 Insurance and Risk Management

Fall and spring. 3 credits. Limited to 75 students per lecture. Prerequisite: an introductory accounting or business course. Elective. Faculty.

A comprehensive look at risk management within a general business or institutional environment. Reviews insurance and non-insurance solutions to controlling loss, the general legal environment within which risk management processes work, and the integration of crisis management into the overall corporate risk management plan.

H ADM 450 Principles of Real Estate

Fall. 3 credits. Limited to juniors and seniors. Elective. J. deRoos.

Approaches real estate from four perspectives: legal, economic, financial, and business. Understanding these perspectives will enable students to make better investment and financing decisions, to use real estate resources wisely, to understand public-policy issues, and to be prepared for additional courses in real estate investment, finance, and development.

[H ADM 455 Special Topics in Properties Management

Fall and spring. 2 credits. Limited to juniors, seniors and graduate students. Elective. Not offered 1995-96; next offered 1996-97.

The theme and instructor of the "special topics" course will change each year on the basis of current trends, student interest, and faculty expertise. See the school registrar or properties area coordinator for details about the current topics.]

H ADM 456 Hospitality Facilities Management

Spring. 3 credits. Prerequisite: H Adm 355, 751, or permission of the instructor. Elective. D. Stipanuk.

Examines building engineering systems and the management of physical facilities in the hospitality industry, including the organization of the maintenance and engineering functions. Includes visits to other campus buildings to survey their engineering systems.

[H ADM 457 Advanced Development and Construction

Fall. 3 credits. Limited to seniors and graduate students. Elective. Not offered 1995-96; next offered fall 1996.

Focuses on the management structure and systems, laws, regulations, and industry practices that most influence the successful development of commercial and residential real estate, including lodging and eating facilities. Topics include scheduling, budgeting, managing other professionals, and analysis of alternative materials and methods. Guest speakers, case studies, and group project.]

H ADM 458 Hospitality Real Estate

Spring. 3 credits. Prerequisite: H Adm 323, 450, or permission of instructor. Elective. J. Corgel.

Expands the student's understanding of the role of real estate in individual hospitality businesses and corporations. Designed for those who plan careers in the hospitality industry. Specific objectives are to develop an appreciation of real estate as a factor in the production of income of hospitality businesses; to develop an appreciation of real estate as an asset that can be managed, sold, and otherwise used to increase the wealth of hospitality corporation shareholders; and to understand the importance of valuing real estate, gain working knowledge of valuation approaches, and be aware of contemporary hospitality valuation issues.

H ADM 459 International Development

Fall. 3 credits. Limited to seniors and graduate students. Elective. J. Clark.

Seminar covering the strategic development of international hospitality projects. Topics include corporate expansion strategies, the international development process, viewpoints of public and private stakeholders; technology, infrastructure, environmental concerns, and public policy issues. Guest lecturers.

H ADM 651 Principles of Real Estate

Fall. 3 credits. Limited to graduate students. Elective. J. deRoos.

For description, see H ADM 450. This course includes the H Adm 450 lectures plus an hour-long recitation each week featuring guest speakers from industry, faculty from other colleges, and case studies. Comprehensive term project.

H ADM 658 Advanced Real Estate

Spring. 3 credits. Prerequisite: H Adm 323, 450 or 651. Elective. J. Corgel.

Promotes sound real estate investment and finance decision making through the use of advanced theory and techniques in financial economics. Real estate investment decisions are made through applications of the after-tax discounted cash flow model which incorporates prevailing domestic and international economic conditions in real estate markets, tax rules, and government regulations. Financing decisions are made using the techniques of modern financial analysis. A wide array of financing options is considered including convertible, participating, and accrual mortgages. All types of residential and non-residential real estate are analyzed; however, special emphasis is placed on the analysis of hospitality properties.

H ADM 751 Properties Development and Planning

Spring. 3 credits. Professional master's requirement. R. Penner.

The major elements of physical asset-development. Topics include the role of the real estate asset in the hospitality firm, the development process, hotel planning and design, and construction management principles.

COMMUNICATION COURSES

H ADM 165 Managerial Communication I

Fall and spring. 3 credits. Each lecture limited to 18 students. Note: Students required to take this course generally may not delay it. If extenuating circumstances exist, student must petition to drop the course by the end of the first week of classes. Required. D. Jameson, N. Katz, S. Kiner, J. Lumley, B. Stevens.

An introduction to the role and importance of effective communication in managerial work, especially in the hospitality industry. Development of abilities in analytical thinking and clear expression. The process of planning, preparing, and executing professional communications. Students write a series of business documents and give several oral presentations.

H ADM 266 Intermediate French: Le Francais de l'Hotellerie et du Tourisme

Spring. 3 credits. Limited to 15 students. Prerequisite: French 123 or equivalent (CPT 560 or above), or permission of instructor. Elective. A. Grandjean-Levy.

Offers continuing study of the French language with specific emphasis on the hospitality industry. Material presented considers cultural, geographic, economic, historical, political, and social contexts within which the business functions. The course is conducted in French, emphasizing a conversational approach. Specialized situations and vocabulary are used in building general competence in practical usage. Students with special interest in the hospitality industry will be given priority for admission.

H ADM 364 Advanced Business Writing

Fall and spring. 3 credits. Limited to 20 juniors, seniors, or graduate students, or written permission of instructor. Prerequisite for undergraduates: H Adm 165 (for hotel school students) or completion of

student's freshman writing requirement. Elective. N. Katz.

Focuses on the written communication that requires special persuasiveness and control of tone. Writing assignments will give students a chance to apply the theories of communication, semantics, and human relations covered in the course. The kinds of communications that will be analyzed, evaluated, and written include persuasive messages to subordinates and superiors in an organization; sales letters and other promotion materials; and negative messages such as refusals, rejections, and responses to complaints. A major topic is the planning and executing of a job-hunting campaign, for which students prepare résumés, letters of application, and follow-up messages adapted to their individual needs.

H ADM 365 Managerial Communication II

Fall and spring. 3 credits. Limited to 22 juniors and seniors per lecture. Note: Students required to take this course generally may not drop it. If extenuating circumstances exist, student must petition to drop the course by the end of the first week of classes. Prerequisites: Hotel undergraduates must have completed H Adm 165 and H Adm 115. Students may not take this course concurrently with H Adm 335. Required. B. Stevens, E. Huettman, S. Kiner.

A broad study of communication in a management context. Emphasizes the significant role of communication in developing work relationships that enable managers to achieve their goals. It presents the theories and principles of communication that underlie effective performance. Students increase their individual communication abilities by applying these concepts in a variety of managerial contexts, including interacting one-to-one, working in groups, and formally developing and presenting ideas to larger audiences.

H ADM 462 Communication and the Multicultural Organization

Fall. 3 credits. Elective. E. Huettman.

Influence of culture, perception, and gender on communication in multicultural organizations, including international and domestic businesses with diverse work forces. Focus is on human interaction at work. Special emphasis on hospitality industry. Topics include values and beliefs, how race and gender affect language use, cultural differences in nonverbal communication, ethnocentrism and stereotyping, intercultural sensitivity and adjustment, cultural variables, persuasion, and ethics of communication in international business.

[H ADM 463 Persuasive Communication in Organizations

Spring. 3 credits. Limited to 18 students. Prerequisites: H Adm 165 and 365 for hotel school undergraduates, or permission of instructor. Elective. Not offered 1995-96; next offered spring 1997.

Prepares students to communicate effectively in a variety of persuasive speaking contexts. Principles of persuasion will be thoroughly examined as they apply to managerial communication tasks. Emphasis on persuasive speaking; also relationship between written and oral communication. Studies the principles of persuasion, analyzes case studies in the hospitality industry, and applies persuasive strategies in simulated workplace settings.]

H ADM 661 Organizational Communication For Managers

Spring. 3 credits. Elective. B. Stevens.
Focuses on the complex interactions that occur when people communicate in organizations. Structured around the communication tasks managers must accomplish to be effective on the job. Business cases. Emphasis on design of effective communication strategies. Applications and experiential exercises help students perfect their ability to write, make oral presentations, and interact effectively with others in managerial contexts.

H ADM 761 Communication Modules for Master's Students

Year-long course. Variable credits. S-U grades only. Elective. J. Brownell, D. Jameson.
A variety of elective modules, generally ranging from two to six contact hours, covering topics related to the professional master's program benchmarks (see H Adm 794). Additional topics may be offered. Provides maximum flexibility, and focused topics include organizing ideas, listening, and revising and editing written documents. Modules available on a first-come, first-served basis, offered throughout the semester during the management development periods.

OPERATIONS MANAGEMENT, INFORMATION TECHNOLOGY COURSES**H ADM 170 Keyboarding on the Macintosh**

Spring. 2 credits. Limited to 30 students. Elective. B. David.
An introduction to the computer and a beginning course in alphabetic and numeric keyboarding. Students learn word-processing skills during the second half of the course.

H ADM 174 Microcomputing

Fall. 3 credits. Limited to hotel school freshmen. Spring and summer. 3 credits. Open enrollment. Maximum of 30 students per lecture. Required. R. Alvarez, B. David, R. Moore.
An introduction to microcomputing to develop functional computer fluency. Students develop skills in five generic areas: text, graphics, spreadsheet, presentation, and list processing. The course is entirely lab-oriented and students work primarily on Macintosh personal computers with secondary drill work on IBM personal computers.

H ADM 175 Quantitative Methods

Fall and spring. 3 credits. Limited to 120 students. Co- or prerequisite: H Adm 174. Required. Faculty.
An introduction to statistical and operations management methods appropriate to the hospitality industry. Topics include descriptive statistics, probability, correlation and regression, forecasting, decision analysis, quality control charts, and an introduction to yield management. Emphasis is on practical applications of the techniques to hospitality related problems.

H ADM 374 End-User Business Computing Tools

Spring. 3 credits. Limited to 20 students per lecture. Elective. R. Alvarez.
Explores the personal computer as a managerial tool. Concepts of spreadsheet

modeling, database, and end-user computing are covered. Students learn to use specific software applications programs to solve original problems. All work is done on IBM computers.

H ADM 375 Hotel Computing Applications

Spring. 3 credits. Prerequisite: H Adm 174 or equivalent. Elective. R. Moore.
Introduces students from a management perspective to technology-based systems used in the hospitality industry which enhance guest service and support management decision making. Topics include following systems: global distribution; yield management; property-management; communication networks (LANS and WANS); and food service management. Experience on systems widely used in hospitality industry and develops IBM PC knowledge and skills.

H ADM 474 Corporate Information Systems Management

Spring. 3 credits. Limited to juniors, seniors, and graduate students who have not taken H Adm 772. Elective. R. Alvarez.
Explores ten key issues in information technology management through use of case studies of companies with relevant experience with the issues. A basic understanding of information technology, organizational behavior, and general management is advised.

H ADM 674 Service Operations Management

Spring. 3 credits. Limited to 25 graduate students. Prerequisite: H Adm 775 or equivalent. Elective. S. Kimes.
The objective of this course is to improve the understanding of the operations function of service organizations. Focuses on the role and nature of service operations, the relationship of operations to other business functions, and develops skills and provides techniques for the effective management of service operations. Topics include service design, bottleneck and layout analysis, capacity management, work force management, and quality management. Intended for graduate students interested in services management.

H ADM 771 Graduate Quantitative Methods

Fall. 3 credits. Professional master's requirement. S. Kimes.
Explores the framework for decision making, descriptive statistics, probability, forecasting, decision analysis, and optimization.

H ADM 772 Information Technology for Hospitality Managers

Fall. 3 credits. Professional master's requirement. R. Moore.
Familiarizes students with issues surrounding the use of information technology in supporting hospitality operations from a guest services perspective and decision making from the viewpoint of management.

LAW COURSES**H ADM 385 Business Law I**

Spring. 3 credits. Limited to juniors, seniors, and graduate students outside the hotel school, and hotel students by permission of the instructor. Elective. J. Sherry.
Designed to enable students to acquire a basic understanding of law and legal relationships in a business context. Variety of topics aid in making decisions as an executive with managerial responsibilities.

H ADM 387 Business and Hospitality Law

Fall and spring. 3 credits. Limited to juniors, seniors, and graduate students. Required. J. Sherry.
An integrated, chronological presentation of contract, agency, and tort concepts as they apply to the legal aspects of hospitality management. Appropriate federal, state, and local cases, statutes, and other materials are examined. The overall objective is to recognize, analyze, and evaluate legal issues for the purpose of making and articulating appropriate decisions.

H ADM 487 Real Estate Law

Fall and summer. 3 credits. Recommended: completion of H Adm 387 or equivalent. Elective. J. Sherry.
Familiarizes students with the nature and ownership of real estate. Describes interests in real estate and how title is transferred. Acquaints students with legal aspects of marketing residential and commercial real estate, including shopping center and commercial leases, real estate syndication, and subdividing real estate for development.

H ADM 681 The Interplay of Law and Ethics in Service Industry Management

Spring. 3 credits. Limited to 50 hotel graduate students; seniors and other graduate students by permission of instructor. Prerequisite: completion of all required professional master's first-year courses, or permission of instructor. Elective. J. Sherry.
Involves students in ethical aspects of traditional law problems confronting service industry managers and executives within the areas of commerce, consumerism, administrative law and practice, regulation of anti-competitive marketing activities, and federal securities regulation. The impact of the corporation on traditional notions of personal social responsibility will be stressed.

OTHER COURSES**H ADM 191 Microeconomics for the Service Industries**

Fall and spring. 3 credits. Limited to 60 hotel school students per lecture, others by permission of instructor. Required. Faculty.
Introduces the basic principles of microeconomics and teaches students how they apply to managers of enterprises associated with the hospitality industry. Emphasis on methods of market segmentation in the service industries, analyzing economic incentives involved in franchise arrangements, and the nature of competition in various segments of the hospitality industry.

H ADM 490 Housing and Feeding the Homeless

Spring. Variable to 4 credits. Limited to juniors and seniors. Elective. T. O'Connor.

Explores the public and private sector partnership in addressing the crisis of homelessness. Through lectures, class discussions, research, volunteerism, and a field placement practicum, students will explore the economic, social, and political issues of our country's growing concern with housing and feeding homeless people. Students will study the history of homelessness and the strategies to prevent and alleviate the problem. The components of successful housing programs and food assistance programs will be analyzed.

Students taking the course for four credit hours will, in small groups, work with agencies providing services to homeless persons. They will analyze the agency's mission, its opportunities and constraints, identify a specific managerial challenge, and formulate an approach and solution to that challenge. This fieldwork will require approximately eight days during the semester.

Students taking the course for three credit hours will research and write a term paper about some aspect of homelessness and volunteer with a service agency twelve hours during the semester.

H ADM 491 Hotel Ezra Cornell

Fall and spring. Variable credit (maximum, 4). Prerequisite: written permission. Elective. G. Pezzotti.

Elected board members of Hotel Ezra Cornell may receive credit for developing, organizing, and managing the April "hotel-for-a-weekend" event.

H ADM 493 Management Intern Program I—Operations

Fall and spring. 6 credits. Limited to hotel school juniors and seniors with approval of the MIP faculty committee. Prerequisites: Students are expected to have completed H Adm 105, 115, 211, 121, 221, 222, 136, 236, 243, 255, 165, and 174. In addition, completion of the following courses is strongly recommended: H Adm 301, 321, 335, 355, and 365. Additional course work might be required for applicants considering specialized internships. A detailed plan for the completion of all remaining academic requirements must be approved prior to acceptance into the course. Must be taken in conjunction with H Adm 494. S-U grades only, based on six performance evaluations. Elective. R. Chase.

H ADM 494 Management Intern Program II—Academic

Fall and spring. 6 credits. Must be taken in conjunction with H Adm 493. Letter grades only, based on submission of goals and objective statement, four management reports, journals, debriefing, and oral presentation. Elective. R. Chase.

H ADM 495 Development and Management of Wellness in Business Organizations

Spring. 3 credits. Limited to juniors, seniors, and graduate students. Field trip, \$25-50. Elective. M. Tabacchi.

Designed to encourage future managers to evaluate the work environment and to enhance opportunities for diverse worker

productivity which should increase the corporation's competitive edge.

H ADM 499 Undergraduate Independent Study

Fall and spring. Variable, to 4 credits. Elective.

Students are afforded an opportunity to pursue independent study projects under the direction of a faculty member. Permission in writing is required prior to course enrollment. Obtain permission form from the Hotel School Student Services Office. Independent study work must be performed in the term for which it is approved, and the usual add/drop policy applies. Retroactive credit for work commenced after an academic term has ended is not allowed.

H ADM 690 Honors Monograph

Year-long course. 4 credits. Limited to professional master's students who: 1) either have a minimum GPA of 3.7 or are in the top 10 percent of the students in the year group in their first-year professional master's courses; 2) have given evidence of being a good writer by meeting all components of the written communication benchmark; and 3) obtained the approval of a brief topic proposal from the potential adviser. Elective. Faculty.

A special integrative course for students who write well and desire to explore in depth a topic of mutual interest to them and a faculty adviser of their choice. The approval of a second reader is required for completion of the course. Special recognition of students who complete the course will be made at graduation. Applications available in the Graduate Office, Room 172 Statler.

H ADM 692 Industry Challenges and Trends

Fall. 3 credits. Limited to 20 seniors and graduate students. Elective. J. Clark.

A seminar approach will use readings and case studies to illustrate current challenges and future trends such as globalization and consolidation in the hospitality industry. Case studies and guest speakers. Presentations and final reports.

H ADM 699 Graduate Independent Research

Fall and spring. Credit to be arranged. Elective.

Student must have in mind a project and obtain agreement from an individual faculty member to oversee and direct the study. Permission in writing is required prior to course enrollment. Obtain permission form from the Hotel School Graduate Office, Room 172, Statler.

H ADM 791-792 Creating and Managing for Service Excellence I & II

Fall; 791, spring; 792. 3 credits. Professional master's requirement. C. Enz, S. Kimes, L. Renaghan.

This year-long course focuses on developing a clear understanding of service quality from multiple perspectives. Assisted by a faculty team from management, marketing, and operations, students will define, diagnose, design, measure, control, and change service quality. Emphasis will be placed on critical decision making and strategic thinking.

H ADM 793 Industry Mentor Program

Wintersession. No credits. S-U grades only. Professional master's requirement. T. Kelly.

Interaction with a senior hospitality industry executive. Objectives are to give the student an overview of the operating dynamics of a segment of the industry, to provide a realistic awareness of day-to-day life working as an executive in the industry, and to develop an awareness of the skills, level of integration, and other factors required for success.

H ADM 794 Assessment and Benchmarking for Master's Students

Year-long course. No credits. S-U grades only. Professional master's requirement. F. Berger, J. Brownell, D. Jameson.

Individualized approach ensuring that all students meet program benchmarks in written communication, presentational speaking, and group process/leadership skills as well as identify and achieve individual goals. Key component is an initial two-day assessment period during which students participate in a variety of structured experiences and receive personal feedback from industry assessors on their communication and leadership behaviors. Assessment and benchmarking will continue throughout the two-year master's program.

H ADM 890 M.S. Thesis Research

Fall and spring. Credit to be arranged.

H ADM 990 Ph.D. Thesis Research

Fall and spring. Credit to be arranged.

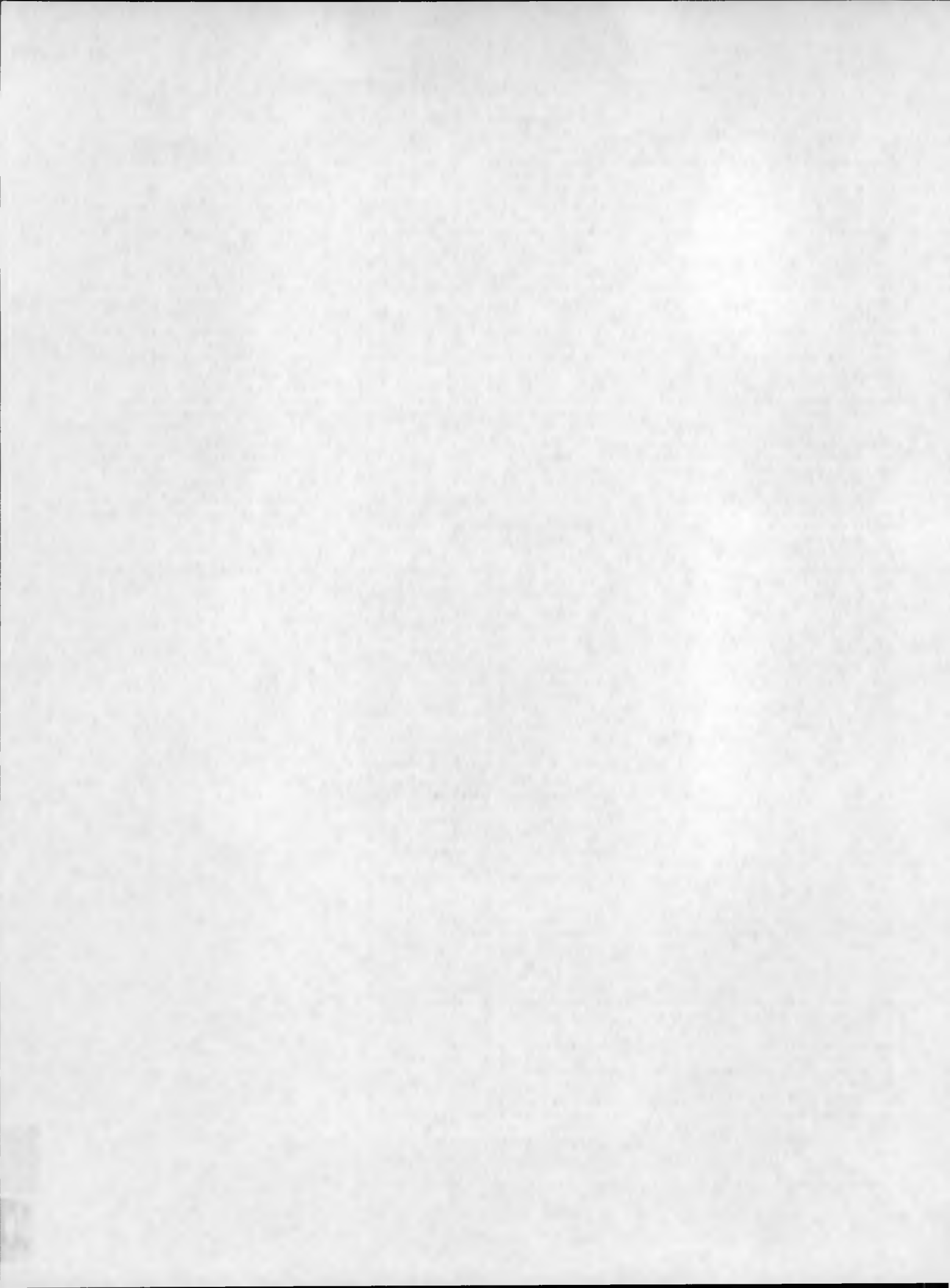
FACULTY ROSTER

- Alvarez, Roy, M.Ed., Auburn U. Lecturer
 Arbel, Avner, Ph.D., New York U. Prof.
 Bell, Russell A., Ph.D., Kansas State U. Assoc. Prof.
 Berger, Florence, Ph.D., Cornell U. Prof.
 Brownell, Judith, Ph.D., Syracuse U. Assoc. Prof.
 Canina, Linda, Ph.D., New York U. Asst. Prof.
 Carvell, Steven A., Ph.D., SUNY Binghamton. Assoc. Prof.
 Chase, Robert M., M.B.A., Cornell U. Prof.
 Clark, John J., Jr., Ph.D., Cornell U. Prof.
 Corgel, John B., Ph.D., U. of Georgia. Assoc. Prof.
 Cullen, Thomas, Ph.D., Cornell U. Assoc. Prof.
 David, Betty B., Lecturer
 deRoos, Jan A., Ph.D., Cornell U. Asst. Prof.
 Dev, Chekita S., Ph.D., Virginia Polytechnic. Asst. Prof.
 Dittman, David A., Ph.D., Ohio State U. Dean and E. M. Statler, Professor.
 Enz, Cathy A., Ph.D., Ohio State U. Assoc. Prof.
 Eyster, James J., Ph.D., Cornell U. Hospitality Valuation Services Professor of Finance and Real Estate
 Ferguson, Dennis H., Ph.D., Cornell U. Assoc. Prof.
 Fulford, Mark D., M.S., Auburn U. Asst. Prof.
 Geller, A. Neal, Ph.D., Syracuse U. Prof. and Richard J. and Monene Bradley Director of Graduate Studies
 Gould, Shelly, B.S., Cornell U. Teaching Support Specialist
 Hinkin, Timothy, Ph.D., U. of Florida. Assoc. Prof.
 Huettman, Elizabeth, Ph.D., Purdue U. Asst. Prof.

- Jameson, Daphne A., Ph.D., U. of Illinois.
Assoc. Prof.
- Katz, Norman, Ph.D., Harvard U. Lecturer
- Kelly, Thomas J., M.S., Cornell U. Assoc. Prof.
- Kimes, Sheryl E., Ph.D., U. of Texas. Assoc.
Prof.
- Kiner, Susan W., M.A., U. of Illinois. Lecturer
- Lang, Barbara, B.S., Cornell U. Lecturer
- Lumley, Jane, M.A., Pennsylvania State U.
Senior Lecturer
- Lundberg, Craig C., Ph.D., Cornell U.
Blanchard Professor of Human-Resources
Management
- Moore, Richard G., M.B.A., Cornell U. Assoc.
Prof.
- Morgan, Michael S., Ph.D., U. of Texas. Asst.
Prof.
- Muller, Christopher C., M.P.S., Ph.D., Cornell
U. Asst. Prof.
- Mutkoski, Stephen A., Ph.D., Cornell U. Banfi
Vintners Professor of Wine Education and
Management
- Neuhaus, Thomas W., M.S., U. of Maryland.
Lecturer
- Noden, Malcolm A., Senior Lecturer
- Norkus, Gregory X., M.S., Cornell U. Senior
Lecturer
- O'Connor, Therese A., M.S., Elmira College.
Senior Lecturer
- Penner, Richard H., M.S., Cornell U. Prof.
- Pezzotti, Giuseppe G. B., B.S., Cornell U.
Lecturer
- Potter, Gordon S., Ph.D., U. of Wisconsin-
Madison. Assoc. Prof.
- Rainsford, Peter, Ph.D., Cornell U. Assoc.
Prof.
- Redlin, Michael H., Ph.D., Cornell U. Assoc.
Dean and Prof.
- Renaghan, Leo M., Ph.D., Pennsylvania State
U. Assoc. Prof.
- Richmond, Bonnie S., M.S., U. of Missouri.
Senior Lecturer
- Ridley, Jane S., B.A., SUNY at Binghamton.
Teaching Support Specialist
- Sherry, John E. H., J.D., Columbia U. Prof.
- Simons, Tony L., Ph.D., Northwestern U. Asst.
Prof.
- Spies, Rupert, Studienassessor, Lecturer
- Stevens, Betsy, Ph.D., Wayne State U. Asst.
Prof.
- Stipanuk, David M., M.S., U. of Wisconsin.
Assoc. Prof.
- Tabacchi, Mary H., Ph.D., Purdue U. Assoc.
Prof.
- Tracey, J. Bruce, Ph.D., SUNY Albany. Asst.
Prof.
- White, Robert, A.O.S., Culinary Institute of
America. Teaching Support Specialist

Visiting and Other Teaching Staff

- Blanchard, Kenneth, Ph.D., Cornell U.
Visiting Assoc. Prof.
- Ferris, J. David, Ph.D., Greenwich U. Visiting
Lecturer
- James, Robert, M.B.A., Pace U. Visiting
Lecturer
- Merberg, Elliot, B.S., New York U. Visiting
Lecturer
- Nash, Abby, B.A., Cornell U. Visiting Lecturer
- Robson, Stephani K.A., B.S., Cornell U.
Visiting Lecturer
- Sciarabba, Andrew, B.B.A., St. John Fisher
College. Visiting Lecturer
- Yesawich, Peter C., Ph.D., Cornell U. Visiting
Assoc. Prof.



COLLEGE OF HUMAN ECOLOGY

ADMINISTRATION

Francille M. Firebaugh, dean

Charles McClintock, associate dean

William Lacy, associate dean; director of Cornell Cooperative Extension

Carol L. Anderson, assistant dean; associate director of Cornell Cooperative Extension

Jennifer Gerner, assistant dean; assistant director, Cornell University Agricultural Experiment Station

Brenda Bricker, director, admissions

Mary Rhodes, college registrar and director, student services

FACILITIES

The College of Human Ecology anticipates and responds to human needs in the areas of nutrition and health, economic and social well-being, environmental design and technology, and human development through education, basic and applied research, and the extension of knowledge. The college is distinctively characterized by the quality of its research in the natural and social sciences and the design arts, a global perspective in academic programs, a preventive approach to contemporary societal problems, multidisciplinary departments and programs, development of leadership in students and citizens, and a commitment to diverse populations. Faculty and students examine individuals in relation to their family, neighborhood, workplace, and community, seeking a balance between theory and practice that will improve the quality of everyday life.

The college is housed in Martha Van Rensselaer Hall. The Division of Nutritional Sciences, an intercollege division supported jointly by the College of Human Ecology and the College of Agriculture and Life Sciences, has space in Savage Hall and in Martha Van Rensselaer Hall.

The buildings include administrative and faculty offices, classrooms, auditoriums, and lecture halls; wet chemistry and biochemistry laboratories for nutrition, food science, and textile science; experimental food laboratories; design studios and a computer-aided design laboratory; woodworking shops; experimental observation rooms with one-way vision screens and sound-recording equipment; educational television studios; and a printing and reproduction facility. Also included are learning resource centers for career planning, field and international study, a historical costume collection, a human metabolic research unit, a research animal facility, cold rooms, a constant temperature and humidity laboratory, and an early childhood research and care program.

Specialized equipment for teaching and research includes biochemical and chemical instruments for spectroscopy, chromatogra-

phy, radioisotope analysis, electrophoresis, microscopy, and ultracentrifugation; physical testing equipment; and cameras, videotape, and sound recording equipment.

DEGREE PROGRAMS

	Degree
Biology and Society	B.S.
Consumer Economics and Housing	B.S.
Design and Environmental Analysis	B.S.
Human Development and Family Studies	B.S.
Human Service Studies	B.S.
Nutritional Sciences	B.S.
Policy Analysis	B.S.
Textiles and Apparel	B.S.
Individual Curriculum	B.S.

DIVISION OF STUDENT SERVICES

Brenda Bricker, director, Office of Admissions

Mary Rhodes, college registrar and director, Office of Student Services

Persons interested in undergraduate study in human ecology should contact the Office of Admissions, 170 Martha Van Rensselaer Hall. Those interested in graduate study should contact the graduate field representative identified among the faculty of each department. Department faculty are listed at the beginning of the course descriptions for each department.

Matriculated students can find assistance with matters of academic credit, graduation requirements, academic advising, career planning and placement, and personal counseling from the Office of Student Services, N101 Martha Van Rensselaer Hall. International students should contact their student counselor in the Office of Student Services.

The Students

The College of Human Ecology undergraduate enrollment is 1,330 with 57 percent in the upper division. About 343 students are graduated each year, and last year 279 freshmen and 77 transfer students matriculated. One hundred faculty members serve as advisers for undergraduates.

The college's undergraduate admissions committee selects applicants who are academically well prepared and appear most likely to profit from the college's various curricula. Admission is selective.

Approximately 70 percent of the student body comes from New York State, with the remainder from other parts of the United States and abroad. Twenty-six percent were identified as members of minority groups in 1994.

Approximately 220 graduate students have members of the college's faculty chairing their special committees. The college awarded 59 master's degrees and 20 doctorates last year.

ACADEMIC PROGRAMS

Majors

Selection of a major begins with selection of career goals. In their freshman and sophomore years, students can explore ways to relate their personal interests and capabilities to their career goals. As a result, they sometimes decide to change their major. The counselor for career development in the Office of Student Services (N101 Martha Van Rensselaer Hall), and resources in the Student Resource Center (N139 MVR) can help students through their career exploration process.

Each department offers a major, and within most departmental majors there are specific options. The college also offers two interdepartmental majors. Selecting a major means choosing one option in one department. Although a student may satisfy the requirements of more than one major option, he or she is officially certified to graduate under only one. (The college urges students who satisfy more than one major or option to make note of this in the credentials they file in the university's Career Center and to seek recommendations from faculty associated with the options completed.) Majors include the following options.

Consumer Economics and Housing (CEH): The department supervises the department major and the policy analysis major.

Design and Environmental Analysis (DEA): Interior design, facility planning and management, human environment relations.

Human Development and Family Studies (HDFS): Does not have separate options. Courses focus on cognitive, social, and personality development; phases of development; and family studies and life course. The department administers an honors program for selected students.

Human Service Studies (HSS): Does not have separate options. Courses focus on three content clusters: human service environments, programs, and processes. A professional internship and senior seminar are required. Students may meet the requirements of an accredited bachelor's degree program in social work.

Nutritional Sciences (NS): The division supervises the department major. (By careful planning, students may also meet the minimum academic requirements of The American Dietetic Association.) The division administers an honors program for selected students.

Textiles and Apparel (TXA): Apparel design, apparel-textile management, fiber science.

Interdepartmental Major in Biology and Society (ID-BS).

Interdepartmental Major in Policy Analysis (ID-PA).

Individual Curriculum: It is possible to develop an individual program of study if none of the above programs fits particular educational and career objectives.

Changing Majors

Because any student's interests and goals may change as new options emerge, the college provides ways for students to change their majors. It is important for a student to discuss a possible change of major with her or his faculty adviser or counselor. If the student decides to make a change, a completed change-of-major form (available from the Office of Student Services, N101 Martha Van Rensselaer Hall) will officially record the change so that a new adviser can be assigned to the student.

Students of Mature Status

The college recognizes that students who interrupted their formal education and are returning to school have needs different from those of younger undergraduates. To facilitate the education of mature students, defined as those twenty-four years old or older at first matriculation, the college has adopted certain procedures specifically for that group. The counselor for mature students in the Office of Student Services (N101 MVR) can provide information of interest to mature students.

Mature students are permitted to enroll for as few as 6 credits without petitioning for permission and are also permitted to extend their residency beyond the normal eight terms.

It is highly recommended that mature students contact the director of the Continuing Education Information Service, B20 Day Hall, for information on resources available through that office.

Special Students

Students eligible for special status are those visiting from other institutions and interested in particular programs in the college; those with a bachelor's degree preparing for graduate study or jobs and careers in human ecology-related fields; or those who have interrupted their education and are considering completing degree programs. Students accepted in the non-degree status of special student may enroll for a maximum of two semesters. During the second semester of attendance, a special student must either apply for admission as a transfer student or plan to terminate studies in the college at the end of the semester.

Special students are expected to take a minimum of 12 credits each semester and to take one-half to two-thirds of their work in the state divisions of the university. Work taken while a person is classified as a special student may be counted toward the requirements of the bachelor's degree.

Empire State Students

Occasionally a student who is completing requirements for a degree through the Empire State College Program is interested in taking a human ecology course. This can be done by registering through the Division of Summer

Session, Extramural Study, and Related Programs, B20 Day Hall. All rules of the extramural division apply, and registrations will be accepted only on a space-available basis and with the written approval of the course instructor.

At the time of registration, Empire State College students provide the extramural division with a completed copy of Empire State College's notification of cross-registration form number, SA-22, F-031, to verify enrollment in Empire State College. Such students will be charged 25 percent of the standard extramural tuition per credit.

CONSUMER ECONOMICS AND HOUSING

The behavior of people as consumers and family members and their interactions with private markets and public sectors of the economy are increasingly important as the economy becomes more service-based. One result has been an increasing demand from business and government for trained individuals who understand consumers, families, the markets in which they deal, and how public policies affect the markets and through them consumers and families. The demand has been sufficient to elevate salaries for well-trained individuals.

The consumer economics and housing major provides such training. The major combines economics with statistics, sociology, and family resource management to study how consumer markets work, how firms and consumers behave, the role governments play in consumer protection, how functions shift between households and markets as prices, incomes, social values, and legislation change, and how changes in the family affect consumer markets. Students interact with the faculty and with each other both in the classroom and in field-based learning experiences in the Ithaca area, New York City, Washington, or abroad.

Graduates in consumer economics and housing are prepared for a wide variety of consumer- and family-related positions in business and government. The major also provides an excellent foundation for further studies in economics, law, graduate business, and policy analysis.

The consumer economics and housing major is flexible. Students are assigned a faculty adviser by the advising coordinator unless the student wants a particular adviser. The earlier the decision to major in CEH is made, the greater the freedom to develop a program to meet individual educational or career goals. Transfer students are urged to discuss their plans with a faculty adviser as soon as possible. Students may make an appointment directly with an adviser or with the advising coordinator, Alan Mathias, 120e Martha Van Rensselaer Hall.

DESIGN AND ENVIRONMENTAL ANALYSIS

The Department of Design and Environmental Analysis (DEA) is concerned with planning, designing, and managing interior environments to satisfy human needs. Most people

spend over 90 percent of their lives inside buildings. Those settings have substantial and far-reaching effects on the quality of our lives. The processes for creating and maintaining the built environment face enormous challenges. These include frequent social and organizational change, technological advances, new building methods, and finite resources. The program in DEA is dedicated to preparing professionals who can meet these challenges.

Diverse faculty backgrounds and teaching approaches help students to develop their multidisciplinary problem-solving and creative abilities, aesthetic judgment, and analytical thinking. Excellent laboratory, shop, studio, and computer facilities permit exploration of innovative concepts for the design and management of interior environments. The relationship between people and their physical surroundings is explored through a combination of academic courses, field experience, and applied research. Examples of student class projects and faculty work are frequently on display in the department's gallery. The DEA Resource Center includes books, journals, newsletters, and materials samples for student use.

Options

The department offers undergraduate education in three professional areas: interior design, facility planning and management, and human-environment relations. The interior design option is accredited by the Foundation for Interior Design Education Research (FIDER).

To take full advantage of the course sequences and electives, it is important to select an option as early as possible. This is particularly true in the interior design option. Transfer students in the interior design option may need one or two extra semesters to complete the program.

Option I: Interior Design

The interior design option prepares students for professional careers in the planning and design of interior spaces and associated products. The program emphasizes a problem-solving approach based upon knowledge of buildings and their associated systems, furnishings and interior products, human-environment relations, and design principles. Some students combine this program with one of the other options.

Careers are available in interior design and space planning, interior architecture, facility planning, interior product design, and housing. This program also serves as an excellent preparation for graduate study in interior design, facility management, architecture, and product design.

Option II: Facility Planning and Management

This option is designed to prepare students for professional careers in facility management. The program focuses on the planning, design, and management of facilities for large, complex organizations such as corporations, health-care institutions, research and development laboratories, and universities. Facility planning and management is a basic management function that coordinates and integrates information and expertise from areas such as planning and design, real estate and business administration with human factors, ergonomics, environmental psychol-

ogy, telecommunications, and building operations for the purpose of developing and managing facilities that support individual and organizational effectiveness.

Excellent career opportunities exist in the facility management divisions of private companies, institutions, the health-care industry, and with private consulting firms offering facility management services. The program is also a good preparation for graduate study in business, planning, or one of the design disciplines and for advanced study in facility planning and management.

Option III: Human-Environment Relations

Human-environment relations focuses on the interaction between people and their physical surroundings. This option seeks to expand understanding of how the environment affects human perception, cognition, motivation, performance, health, safety, and social behavior, and to use that knowledge to help architects, planners, interior designers and product designers to plan, design, and manage safe and effective environments. The effect of human capabilities or characteristics such as family structure, life-style, social class, and stage in life cycle on environmental needs and requirements is also a focus of the program. Career opportunities are available in design firms and in urban planning and other public agencies as well as in the facility management and product design division of private companies. Human-environment relations is good preparation for graduate study leading to a Ph.D. degree in the social sciences and a career in academic or other research-oriented settings in either the public or private sector. It can also serve as the basis for graduate study in an environmental planning or design discipline such as architecture, facility planning and management, interior design, landscape architecture, or city and regional planning. Electives in the social sciences and in research methods and statistics are encouraged.

Academic Advising

All DEA majors are matched with a faculty adviser during their first semester by advising coordinator Michael Boyd, in E206 Martha Van Rensselaer Hall.

Consultation with faculty advisers about future goals, departmental requirements, sequences of courses, and electives inside or outside the college to meet special needs helps students develop their programs. Students majoring in interior design, especially, must begin early to plan and collect materials for a portfolio of their work, which is necessary for many positions and for application to graduate schools. Faculty advisers can make recommendations on what to include. Students are free to change advisers. Although advisers must sign the schedule card during course enrollment each term, it is the student's responsibility to keep track of his or her courses and to make sure that the program meets graduation requirements for the major and the college.

Ownership and Exhibition of Student Work

All design work done in studios as part of an academic program is the property of the department until it has been released by the instructor. The department is not responsible for loss or theft of student work.

HUMAN DEVELOPMENT AND FAMILY STUDIES

The programs of the Department of Human Development and Family Studies (HDFS) are concerned with how people develop throughout the life course. Of equal interest is the family as a context for individual development and as a part of the larger structure of society. An ecological perspective—the person in interaction with complex biological, situational, and environmental conditions of everyday life—is featured in many departmental courses.

Major social science disciplines concerned with the development of individuals and with the structure and function of families are represented among faculty members with backgrounds in psychology, sociology, history, and education. The department's programs of instruction, extension, and research provide diverse opportunities for students to prepare for career development or to acquire the bases for graduate study. Many of the department's majors are interested in clinical psychology, counseling, law, medicine, special education, or university teaching and research that require some graduate study. Others may go directly into employment in business or industry or take bachelor's-level positions such as youth counselors, day-care workers, personnel assistants, research technicians, and social program assistants.

Academic Advising

Every HDFS major is assigned a faculty adviser in the department, and advising conferences are required at least twice a year. An adviser helps plan the course work and consults with the student about career options. The adviser can also help students find special opportunities for individual study or for experience outside the classroom. Although advisers must distribute pin numbers, it is the student's responsibility to keep track of his or her courses and to make sure that the program meets graduation requirements for the major and the college. Students who need an adviser or who want to change advisers for any reason should check with the undergraduate advising coordinator, Joan Brumberg, or the department office, in NG14 Martha Van Rensselaer Hall.

Curriculum

HDFS majors usually combine a broad liberal education with a more specialized focus on either a problem of human concern or a substantive area of concentration. Areas of specialization available within HDFS include infant, child, adolescent, and adult development; abnormal development; family studies; and social-personality and cognitive development. Some students combine an HDFS major with premedical or prelaw training or with specialized work in an area outside the department, such as communication arts, nutrition, business, or government.

During their first two years, students are expected to combine a variety of liberal arts courses with HDFS core courses HDFS 115 (Human Development); HDFS 150 (Families and the Life Course); and intermediate courses in phases of development, cognition, or social-personality. This encourages diversity yet ensures a common base for upper-level courses in the major. Courses within the

department vary from lectures and discussions to research and independent study.

All students are encouraged to participate in an experiential learning course in their particular area of interest. The course may focus on a naturalistic or laboratory setting (e.g., nursery school, youth detention center, retirement home) or on a research setting (e.g., interviewing, administering tests, observing behavior).

An HDFS major also takes a number of upper-level departmental courses in particular areas as described in the Student Guide. Additional information is available in the HDFS Office of Undergraduate Education, NG14 Martha Van Rensselaer Hall.

Math Requirement

HDFS majors are required to fulfill a math requirement by passing Education 115 or demonstrating equivalent competency by scoring 650 or higher on the math SAT examination.

Teaching Certification Option

The cooperative Cornell HDFS-State University College at Cortland education program is designed to meet New York State certification requirements for teaching grades N-6 while simultaneously earning the Cornell bachelor's degree in HDFS. The program requires that the student spend three years at Cornell and the senior year and part of two summers registered in absentia at SUC Cortland. Students keep their Ithaca housing, since Cortland is just 18 miles away and the one-semester teaching internship is based in Ithaca.

This highly selective undergraduate program offers an alternative to the option of seeking a master's degree in education after the undergraduate studies at Cornell have been completed. Students interested in the program should discuss the merits of each option with the Coordinator of Undergraduate Education in NG09 MVR.

Course work at Cornell must be carefully planned. Elective options will be somewhat limited because it will be necessary to consider the twenty-seven Cortland credits plus three education courses at Cornell as electives. The teaching certification program is not an option for external transfers entering as late as upper sophomore or junior year. More information is available in the HDFS Office, NG14 Martha Van Rensselaer Hall.

Honors Program

The honors program leading to a Bachelor of Science degree with honors in HDFS is designed to provide in-depth research experience for students interested in graduate school and to challenge students who enjoy research. Interested students should consult the coordinator of the honors program during their sophomore year.

A grade-point average of 3.3 is required for entry into the program. Honors students must take an approved course in research design, preferably in the sophomore or junior year.

Students spend part of their junior and senior year working on a thesis under faculty supervision, completing the project before April 15 of the senior year when the student's oral examination is held. More information is available in the department's Office of

Undergraduate Education, NG14 Martha Van Rensselaer Hall.

Language Competency

The HDFS faculty believe that competence in a foreign language is an essential liberal arts goal for the educated HDFS student. Such exposure opens another culture for exploration at both the instrumental and expressive levels, helps students understand language itself, and encourages knowledge of language as a fundamental intellectual tool and as an essential communicative asset with potential applied benefits. While this is not a graduation requirement, it is strongly recommended that HDFS majors develop competency in a second language.

The following departments teach foreign languages or literature or both in the College of Art and Sciences: Africana Studies and Research Center, Asian Studies, Classics, German Literature, Modern Languages and Linguistics, Near Eastern Studies, Romance Studies, and Russian Literature.

Work toward foreign language competency should be undertaken in the freshman and sophomore years. Please note that high school or transferred language courses can be used for advanced standing credit, even if the student does not want to do any further language work at Cornell.

Speakers of languages other than English may be awarded credit for their bilingual ability. Their English achievement is measured by the Test of English as a Foreign Language (TOEFL), a requirement for matriculation. Their performance in one other language learned outside the academic environment is measured by examination, and evidence of abilities in reading and writing, as well as speaking, is required. A maximum of 6 advanced placement credits are granted to students who demonstrate PROFICIENCY equivalent to course work at the 200 level or above at Cornell. Students may not earn credit both for PROFICIENCY in their native language and for studying English as a second language at Cornell.

Language Course Placement and Credit

Students who have had two or more years of high school study in a language may not register in any course in that language without being placed by examination. Nor may transfer students register without examination, even though they may have been given credit for language work elsewhere.

The type of examination depends on the language course and the level of achievement:

- 1) French, German, Italian, Russian, and Spanish courses: the standardized College Placement Test (CPT). Entering students who have not taken the CPT in high school and who want to continue their language study must take the CPT at Cornell during orientation week. Students may retake this examination at Cornell if they have studied the language a year or more since last taking the test. To do this, students register with the Academic and Career Counseling services, 203 Barnes Hall, and pay a fee.
- 2) Latin (all courses except 105 and 107): departmental examination.
- 3) Greek (all courses except 101, 104, and 111): departmental examination.

- 4) Arabic: departmental examination.
- 5) Hebrew: departmental examination.
- 6) Other languages: special examinations: see the professor in charge.
- 7) High achievement (students with a CPT score of 650 or better in French, German, Hebrew, Italian, Russian, and Spanish): the Cornell Advanced Standing Examination (CASE).

An entering or continuing student with high achievement scores should take the Cornell Advanced Standing Examination (CASE).

See section on College of Arts and Sciences, Language Requirement, for further information.

HUMAN SERVICE STUDIES

Faculty in the Department of Human Service Studies (HSS) prepare students for a variety of careers in programs that serve individuals, families, and the community. HSS graduates work in schools, social services, Cornell Cooperative Extension, health and mental health programs, and community development agencies.

They are employed in such positions as counselors, school teachers, social workers, community educators, planners, and researchers. Many HSS graduates pursue graduate study in law, education, medicine, social work, health, and a variety of social sciences. HSS majors come from diverse backgrounds, but they share a common goal of wanting to serve the needs of others.

HSS is unique in that it integrates a broad spectrum of courses offered by several departments and colleges and focuses them for professional practice in the human services. All HSS students take courses that provide a knowledge base in three content clusters:

1. Human service environments – course choices provide students with knowledge about the working context within which the human service provider functions, including a base in social psychology, group and organizational behavior, social system perspectives, power and leadership.
2. Human service programs – courses for this requirement are selected to provide the student an introduction to historical and current program models, barriers to service delivery, developments in health, education and social welfare—all in the context of both the client and the work done by the human service professional.
3. Human service processes – courses for this requirement are designed to provide students with methods to work effectively in human service programs and environments. Courses include planning and development content, program delivery modes, decision-making processes, basic social planning methods, and program evaluation.

All students take a professional internship and an integrative senior seminar. Regardless of their specific career goals, students acquire a broad understanding of human services and the ways they can collaborate to improve the

human condition. In addition, students specialize in an area of concentration such as health, education, social welfare, policy, planning, or evaluation.

Academic Advising

It is important for a student who is interested in majoring in Human Service Studies to declare that major as early as possible. Once that is done, students work with their assigned faculty advisers to plan course work and related educational activities. Students are free to change advisers. Although faculty advisers must sign the schedule card during course enrollment each term, it is the student's responsibility to keep track of courses and make sure that the program meets graduation requirements of the major and the college. Students may make an appointment with an adviser or with the undergraduate advising coordinator, Don Tobias, in 183 Martha Van Rensselaer Hall.

Social Work Program

The undergraduate social work major at Cornell has as its principal educational objective the preparation of students for beginning professional social work practice. In addition, the major prepares students for graduate education in social work and contributes to the enrichment of a college education by helping students understand social welfare needs, services, and issues.

The social work program is accredited by the Council on Social Work Education. Students who complete all requirements are eligible to apply for beginning-level employment as professional social workers or to apply for advanced standing in a graduate school of social work.

TEXTILES AND APPAREL

The Department of Textiles and Apparel (TXA) focuses on the use of textiles and fibrous materials for apparel, durable and nondurable household goods, composites, geotechnical, and biomedical applications. Programs in the department, in keeping with the overall mission of the college, emphasize the use of materials to meet human needs. The curriculum includes the application of design principles, physical and materials science, economics and marketing, government policy/regulation, management of products and their delivery, and technological developments.

Practical problem-solving skills are developed in the department's laboratories and studios. Academic course work is further enhanced by field and international experiences. Gallery space provides the setting to display design work. In addition, the Cornell University Costume Collection, housed in the department, provides a valuable resource; items from the collection are made available to students for classroom and special-study use.

Academic Advising

All TXA majors are matched with a faculty adviser by the advising coordinator, Peter Schwartz (201 Martha Van Rensselaer Hall). Students are strongly urged to discuss their goals, course selection and sequence, electives, and career plans with their faculty

adviser. Students in apparel design must begin early to work with their advisers to develop a professional portfolio of their work. Students are free to change advisers; changes must be recorded with the advising coordinator. Although advisers must sign the schedule card during course enrollment each term, it is the student's responsibility to keep track of his or her courses and to make sure that the program meets graduation requirements for the major and the college.

Ownership and Exhibition of Student Work

All apparel design work done as part of the academic program is the property of the department until it has been released by the instructor. Certain exceptional work may be retained by the department to exhibit for academic purposes. The department is not responsible for loss or theft of student work.

Course Fees

No grade will be given in a course unless the course fee has been paid by the last week of classes.

Key Policy for Apparel Design Studios

To allow design students access to studios for out-of-class work at any hour in which Van Rensselaer Hall is open, and to provide security for the studios, the department has instituted a key policy. Each student in TXA 040, 145, 264, 367, 375, 425, 446, and 465 who submits a security deposit of \$50 will be given a key to the studio in which his or her class is held. In the event that *any* key is lost, the studio will be rekeyed, and the cost will come from the security deposit of the student who lost the key. At the end of each semester, the studio will be assessed for missing and damaged equipment. The total amount assessed will be deducted from the security deposits of all students assigned to that studio. If all keys are returned and no damage or theft is reported, the security deposits will be returned at the end of the semester. Students who do not wish to work in the studio outside of class hours may elect not to have a key and therefore will not be required to submit a security deposit. Under no circumstances will these students be admitted to the studio outside of class hours.

Options

Students may select options in apparel design, apparel-textile management, or fiber science. The curriculum is based on manipulation of form, color, and the physical characteristics and structures of fabric to solve functional and aesthetic apparel problems; the application of economic and marketing principles to consumer and industry problems in the textile-apparel sector; and the study of chemical, physical, and engineering properties of fibrous structures and polymers. Depending on previous course work, transfer students may need one or two extra semesters to fulfill the requirements of the major.

Option I: Apparel Design

The study of apparel design includes both functional and aesthetic considerations in the design of body coverings. The program emphasizes a problem-solving approach that enables the student to bring a background in apparel, textiles, and human factors to the design process.

Option II: Apparel-Textile Management

Apparel and textile management combines the fields of apparel and textiles with those of economics, business management, and organizational policy. Students combine theory with case studies to find solutions to everyday problems. Course work is drawn from many interrelated disciplines, including textiles, apparel, economics, business management, and communication, as well as practical field experiences. This provides students with the experience of working with professionals from a wide variety of disciplines. Students often combine this option with either Option I (Apparel Design) or III (Fiber Science).

Option III: Fiber Science

Applications for textile structures include advanced engineering composites, protective clothing for industrial and military environments, and biomedical materials, as well as the more traditional applications found in apparel and home furnishings. The fiber science option provides a strong base in mathematics and the physical sciences combined with supporting courses in engineering, consumer economics, and the social sciences.

Career Opportunities

Graduates of programs in the Department of Textiles and Apparel have found challenging employment within the textile and apparel sector, in independent and government-sponsored research, and in community organizations. Recent graduates are working in the fields of new product development, design, management, engineering, communications, and marketing. In addition, the program prepares students for graduate or professional study in fiber and polymer science, textile marketing, apparel design, textiles, or business and management.

INTERDEPARTMENTAL MAJOR IN BIOLOGY AND SOCIETY

Biology and society is a multidisciplinary program for students with special interests in such problems as genetic engineering, environmental quality, food and population, the right to medical care, and the relation between biology, society, and ethics and/or public policy, as well as for students who plan postgraduate study in management, health, medicine, law, or other related fields.

Because the biology and society major is multidisciplinary, students must attain a basic understanding of each of the several disciplines it comprises, by including introductory courses in the fields of biochemistry, chemistry, mathematics, genetics, ecology, ethics, and history. In addition, majors are required to take core courses in biology and society, a set of electives, and a special senior seminar.

Course work in the College of Human Ecology must be taken in two of the following three concentrations: human development and the environment, health, or social policy and human services. The other basic requirements of the college must also be met. Programs incorporating those required courses are designed in consultation with a faculty adviser to accommodate each student's

individual goals and interests. For further information on the major, including courses of related interest, specific course requirements, and application procedures, see the Human Ecology Student Guide, available in the Office of Student Services, N101 Martha Van Rensselaer Hall. Academic advising is coordinated by S. Kay Obendorf, 208 Martha Van Rensselaer Hall.

INTERDEPARTMENTAL MAJOR IN POLICY ANALYSIS

As our economy has become more complex, so too has the role of the public sector in our society. An understanding of governmental processes and of how public policies affect the several segments of society has become more important. Individuals with the ability to evaluate government programs critically and trace their impacts quantitatively to consumers, families, business, and industry are in demand at all levels of government and business. Supervised by the Department of Consumer Economics and Housing, the policy analysis major uses the resources of the college and the university to trace and estimate government's influence in the economy.

In the policy analysis major, the student gains a basic understanding of the role of government in the economy and the political environment in which policy is made. Students concentrate on learning the economic, cost/benefit, and statistical skills necessary to evaluate the performance of government programs and policies—consumer policy, housing policy, welfare policy, environmental policy, foreign policy, for example. Because experience in legislative, regulatory, and public administration activities is helpful in providing the context for policy analysis, involvement in Field and International Study, Cornell-in-Washington, and Cornell Abroad is encouraged. The specific requirements for policy analysis are listed under the interdepartmental majors.

Graduates in policy analysis are attractive to business and industry as well as to government because of their analytical skills in economics and statistics, and their knowledge of political processes. Students also use the major for further work in policy studies, law, and business administration.

The policy analysis major is flexible and allows individual program planning. The faculty adviser assigned by the undergraduate advising coordinator can help develop a program to meet individual educational and career goals. This is particularly important in constructing the appropriate policy concentrations. Transfer students are urged to contact their faculty adviser as soon as possible. An appointment may be made directly to talk either with an adviser or with the advising coordinator, Jennifer Gerner, 132 Martha Van Rensselaer Hall.

INDIVIDUAL CURRICULUM

A student who has educational and professional objectives that cannot be met satisfactorily within the framework of existing majors in the College of Human Ecology may petition to develop an individual curriculum. To be

approved, the curriculum must be within the focus of the college and be interdisciplinary in design, include at least 40 credits in human ecology courses, and not exceed the normal number of credits allowed in the endowed divisions. A student develops an individual curriculum in consultation with faculty advisers from at least two subject-matter fields and the program coordinator.

Such a program of study should encompass a substantial part of the student's undergraduate education and must include at least three semesters. For this reason, a request to follow an individual curriculum should be made as early as possible and must be made before the second semester of the junior year.

If an individual curriculum seems advisable, Patti Papapietro, the individual curriculum coordinator in the Office of Student Services, N101 MVR, will provide direction in formally developing a program of study. Although the individual curriculum coordinator must sign the course enrollment schedule during course enrollment each term, it is a student's responsibility to follow the curriculum as planned or to have any necessary revision approved in writing by his or her advisers and the program coordinator in advance of the program change.

SPECIAL OPPORTUNITIES

Several programs allow students to receive academic credit for fieldwork and internship experience, study abroad, study in absentia, college-wide certificate programs, and joint programs with other schools and colleges at Cornell. Students may petition the college registrar to have concentrations that are formally recognized elsewhere within the university noted on their transcripts, when accompanied by appropriate documentation from the program.

International Study

Study abroad allows students to focus on international issues and intercultural understanding through sponsored programs of study abroad for which academic credit is available. Course work in a foreign institution will, in general, be planned to increase knowledge of the people and institutions of the country concerned; fieldwork may provide guided experience in family, community, or agency situations of the country concerned and in an area related to individual student interest in human ecology.

Opportunities for study abroad are available for human ecology students in several ways: through Cornell Abroad, through U.S. college-sponsored programs abroad, and through direct enrollment in a foreign university. In all cases, students remain registered at Cornell during the overseas study, and their study abroad will be credited as part of their Cornell degree program. Application packets for study abroad can be obtained from and should be submitted to the study-abroad adviser in the Office of Student Services, N101 Martha Van Rensselaer Hall. The Student Resource Center, N139 Martha Van Rensselaer Hall, has catalogs and other information about study abroad opportunities. The study abroad adviser is Mary Rhodes, N101 Martha Van Rensselaer Hall.

Field Study, Internships, and Research Opportunities

Field study, internships, and research opportunities allow students to receive academic credit for work that extends and complements their course of study. Through structured experiences facilitated by faculty members, students learn to test, deepen, and apply what they've learned in the classroom.

Students strengthen their ability to integrate theory and practice and learn to reflect critically on their experience while broadening their understanding of service and professional life and enhancing their understanding of diversity and complex societal issues. In existing courses and through individual and group projects, students develop an intellectual framework for understanding and solving problems in a variety of challenging settings.

Placement opportunities are available in business, health, law, medicine, environmental analysis, education, nutrition, government, laboratories, textiles and apparel, design, social service and community settings. Students are encouraged to plan early for these opportunities.

To learn more, students should consult with their faculty adviser, professor, or undergraduate advising coordinator. They can also visit the Student Resource Center in N-139 MVR and explore listings of opportunities on the "Human Ecology Field Study Computer Program" available on Bear Access. New initiatives are encouraged. For further information, contact Debra Dyason, Field Study Coordinator, N-137 MVR.

Cornell in New York City The Urban Semester Program in Multicultural Dynamics in Urban Affairs

Cornell in New York City provides students with many study options that focus on multicultural dynamics in urban affairs. Experiential learning practices inform all courses of study. The options available include internships, individual and group community service projects, research, independent study, collaborative learning, and mentorships. Students learn by doing and through reflection and action. Program options are possible throughout the academic year, during winter break, and in the summer.

Courses of study enable students to seek out the relationship between theory and practice, apply theory to practice, acquire professional practice skills, and learn about the impact of diversity on New York City. By applying ethnographic research techniques and methods, students learn to think conceptually, reflect on their actions, and learn how to be agents of change.

Several majors in the college require internships or encourage field study. Check with the advising coordinator of each major for more information. The Student Resource Center in N-139 MVR and the Field Study Coordinator in N-137 MVR can help you find internships and provide more information on department opportunities and enrolling in Cornell in New York City.

The Urban Semester Program in Multicultural Dynamics in Urban Affairs

Fall and spring semesters: HE 408

During the fall and spring semesters, students focus on multicultural issues in urban affairs. Each term, course work in two separate seminars investigates multicultural dynamics in professional, community, or public policy settings. Students study the possibilities and barriers that a multicultural society presents and their relationship to professional practice, culture, and identity.

Students intern in placements of their own choosing and use internship sites to study multicultural issues and dynamics. A list of recent placements follows. Students may choose to participate in Dr. Sam Beck's South Bronx-Banana Kelly/Cornell University project in Community Building instead of an internship placement. Other options also are available.

The Winter Intersession in Community Service and Mutual Learning: The South Bronx-Banana Kelly/Cornell University Project in Community Building

Winter intersession: HE 402

Over the course of two intensive weeks, students participate in an ongoing community service project in the South Bronx. In carrying out community service, students participate in a research project with the director of the Cornell in New York City program. In the 1995 intersession, six students mentored 12 children in an after-school program by documenting the community with photographs and stories. A photography exhibit was produced that is presently circulating. Other projects with Banana Kelly are available to students throughout the year. Please contact Dr. Sam Beck in the Cornell in New York City program office.

Fieldwork in Diversity and Professional Practice

Summer session: HE 406

Over the course of an eight-week summer session, students carry out research projects on the multicultural dynamics of professional practice by interning full time in settings of their choice. Students meet weekly for three hours and discuss professional practice with New York City practitioners. A reflective seminar, led by Dr. Sam Beck, director of the Cornell in New York City program, follows each discussion.

Gerontology Concentration

Gerontology Certificate Program

This program develops students' understanding of and competence in dealing with the processes and issues of aging. Study in gerontology provides practical experience and preparation for professional work. Students draw on resources of several departments and colleges at Cornell and Ithaca College to shape a curriculum suited to their professional goals and interests. Contact the Gerontology Coordinator, Life Course Institute, 259 Martha Van Rensselaer Hall.

Teacher Certification in Home Economics

Students can combine any major in the college with additional course work that leads to home economics teacher certification (kindergarten through twelfth grade) in New York State and a number of other states. Interested students should contact the Office of Student Services in N101 Martha Van Rensselaer Hall.

University Programs

Africana Studies and Research Center

Courses taken in the Africana Studies and Research Center (ASRC) may be used to meet some of the distribution requirements of the college. Up to two courses or 8 credits of such courses may be applied toward the 12 additional credits in natural and social sciences (section I-C of the graduation requirements) or toward the 9 additional credits in communication, analysis, and the humanities (section II-B). This allowance is in addition to the freshman writing seminar credits that may be taken in ASRC. Other courses taken in the center count as endowed division electives (area IV).

Double-Registration Programs

Johnson Graduate School of Management

A limited number of highly qualified students from Cornell undergraduate divisions, including human ecology, may be accepted by the Johnson Graduate School of Management after the junior year. Students need the approval of the admissions office and the registrar in the College of Human Ecology. Accepted students should be aware that if the management course work taken in the senior year is in excess of the 21 additional credits allowed in the Cornell endowed divisions, they will be charged for the additional credits on a per-credit basis. Students entering this program must also complete requirements for the degree and major in Human Ecology.

Law School

A small number of highly qualified applicants may be admitted to the Cornell Law School after only three years of undergraduate education. The requirements for admission under these circumstances are more stringent than for acceptance after four years of undergraduate study. Applicants must present outstanding qualifications and strong professional motivation. The junior-year applicant follows the ordinary application procedures for Cornell Law School admission. Interested students should contact the Law School director of admissions to discuss the extraordinary admissions criteria. Because students accepted to this program will spend their senior year in the Cornell Law School, they need to plan ahead to ensure that distribution requirements for the B.S. degree from the College of Human Ecology will be met. Successful applicants need the approval of the college registrar.

Cornell Medical College

A limited number of highly qualified students from three Cornell divisions, including the College of Human Ecology, may be accepted by the Cornell Medical College after the junior year. To be considered for this program, the student must have completed 105 credits toward graduation by the end of the junior

year. Students also need to plan ahead to ensure that distribution requirements for the bachelor of science degree will be met. Accepted students receive 15 credits toward the B.S. degree from their first year of study at the College of Medicine. Interested students should contact the Health Careers Program office in 103 Barnes Hall.

Off-Campus Programs

New York State Assembly Internships

A limited number of session internships with the New York State Assembly are available in spring semester. Intern applicants must be sophomores or higher and enrolled in New York State colleges or universities. Human ecology students apply to the program through the student's major department. The New York State Assembly also sponsors a summer internship. Further information about internship programs may be obtained through the Office of Student Services, N101 Martha Van Rensselaer Hall.

Cornell-in-Washington

For information on Cornell-in-Washington, see the section, Interdisciplinary Centers, Programs, and Studies, in the front of the catalog.

Ithaca College

Full-time undergraduate students at Cornell may petition to enroll in courses at Ithaca College. Students pay regular tuition to Cornell and only special fees to Ithaca College, if any are charged. Students are allowed to register for one course a term and may take no more than 12 credits in four years. Exceptions will be granted to Cornell students enrolled in methods and practice-teaching courses at Ithaca College.

Cornell students are eligible to register only in Ithaca College courses that are relevant to their program and that do not duplicate Cornell courses. Acceptance of Cornell students into Ithaca College courses is on a space-available basis. Participation in this program is not guaranteed, and Ithaca College has the right to accept or reject students for any reason it deems appropriate. The program is available only during the fall and spring semesters.

For further information students should contact the college registrar, N101 Martha Van Rensselaer Hall.

Wells College

Full-time undergraduate students at Cornell may petition to enroll in courses at Wells College. Students pay regular tuition to Cornell and only special fees to Wells College, if any are charged. Students are allowed to register for one course a term and may take no more than 12 credits in four years. Exceptions will be granted to Cornell students enrolled in methods and practice-teaching courses at Wells College.

Cornell students are eligible to register only in Wells College courses that are relevant to their program and that do not duplicate Cornell courses. Acceptance of Cornell students into Wells College courses is on a space-available basis. Participation in this program is not guaranteed, and Wells College has the right to accept or reject students for any reason it deems appropriate. The program is available only during the fall and spring semesters.

For further information students should contact the college registrar, N101 Martha Van Rensselaer Hall.

PLANNING A PROGRAM OF STUDY

Academic Advising

Students who choose to major in a particular department are assigned to a faculty adviser by that department's advising coordinator. The advising coordinator can help match a student's needs with the special interests of a faculty member. Students may change advisers as their own interests change and should see the advising coordinator to discuss such a change. Faculty advisers, and counselors in the Office of Student Services (N101 Martha Van Rensselaer Hall), are available to discuss course requirements and sequences, and electives inside or outside the college, as well as future goals and career opportunities. Although advisers must sign the course enrollment schedule card during course enrollment each term, it is the student's responsibility to make sure that her or his program meets graduation requirements for the major and the college. Advising coordinators in each department are available to answer questions about the advising system and the undergraduate major. Students who are exploring alternative majors should work closely with college counselors who are available for planning and referral to department resource faculty.

Completing Graduation Requirements

A summary of record is kept for each student in the Office of Student Services, N101 Martha Van Rensselaer Hall. At fall registration each continuing student receives a copy showing which major and graduation requirements have already been met. It is important to check this summary and to bring any questions to the attention of staff members in the Office of Student Services. Although a student may complete the requirements of more than one major, he or she is officially certified to graduate under only one.

Electives

Students have individual objectives in choosing courses beyond the minimum requirements of the major. The university is diverse; the departments, centers, and special programs numerous; the fields of study almost unlimited. Counselors and department advisers are available to discuss which courses may interest students and round out their educations.

Students should consult the index of this Announcement for information on where different subjects are taught in the university. Some subjects are taught in more than one division of the university.

Foreign Language Study and Placement

Students who studied a foreign language before coming to Cornell and who want to continue must take either the College Entrance Examination Board (CEEB) achievement test in that language or a departmental language placement test. The latter is given during orientation week in September and again in December, January, and May. Students in human ecology who plan to work

with non-English-speaking people in this country or abroad often find it necessary to be proficient in another language. Students who wish to study abroad may find that many study-abroad programs in non-English-speaking countries require the equivalent of two years of college-level language study. For more detailed information, see the section "Advanced Placement of Freshmen."

GRADUATION REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE

General

Students applying as undergraduates who do not have the required academic unit in biology, chemistry, or physics are required to show evidence of having met this deficiency before matriculation in the college.

Freshmen and sophomores are required to enroll in at least one human ecology course per semester.

To graduate, students need to

- 1) meet college credit and distribution requirements,
- 2) complete requirements for a major,
- 3) achieve a cumulative average of 1.7 (C-) or better,
- 4) fulfill residency requirements, and
- 5) complete two terms of physical education within the first two semesters.

College Requirements

These are the general areas of study and specific courses and credits required of every student in the college. The major you choose may require specific courses listed below or may leave you free to choose among certain courses listed there.

I. Natural and Social Sciences (24 credits)

- A. *Natural sciences* (6 credits) selected from Biological Sciences 101-103, 102-104, 105-106, 109-110; Chemistry 103-104, 207-208, 215-216; and Physics 101-102, 112, 201 or 202, 207-208. Biological sciences courses must be taken sequentially.
- B. *Social sciences* (6 credits) selected from economics (including CEH 110, 111 but excluding Agricultural Economics 221 and 310); psychology (including Education 110, 311, 317; DEA 150; HDFS 115, 216, 217, 218, 219); sociology (including rural sociology, CEH 148, and HDFS 150). *Do not take both* Economics 101 and CEH 110; Economics 102 and CEH 111; Psychology 275 and HDFS 360; Rural Sociology 101 and Sociology 101; or Sociology 243 and HDFS 150; they are equivalent courses.
- C. *Additional credits* (12 credits) selected from any subjects listed above or from courses in anthropology (except archaeology); Astronomy 101 or 102; biochemistry; microbiology; genetics and development; Geological Sciences 101; and government.

II. Communication, Analysis, and the Humanities (15 credits)

- A. *Freshman writing seminars* (6 credits) selected from courses listed in the freshman writing seminar brochure.
- B. *Additional credits* (9 credits) selected from art; communication; comparative literature; computer science; drawing; English; ancient or modern foreign languages; history; history of art; history of architecture; mathematics; music; Natural Resources 407; philosophy; statistics (students *should not take both* Industrial and Labor Relations 210 and Agricultural Economics 310, since the courses are substantially the same); theatre arts; DEA 101, 111, or 115; HSS 292; TXA 117, 125, 375; and selected ASRC courses (list available in the Office of Student Services, N101 Martha Van Rensselaer Hall).

III. Human Ecology (40 credits)

- A. *Requirements for the major* (the number of credits required varies by major and option).
- B. *Other credits in Human Ecology* (15)
The following specific qualifications apply:
 - No credit for HE 00 courses, HE 100, HE 101, or any 403 course can be counted to fulfill this requirement.
 - A maximum of three credits of special studies credits (400, 401, and 402) or of any internship credit can be used.
 - A maximum of six credits of HE 408 can be used.

Transfer students (external and internal) can meet this requirement by completing 15 credit hours comprised of transfer credit and credit earned in the college, or comprised of credit hours all taken in the college and prorated according to the student's status at matriculation. (Refer to "Policies Related to College Requirements" in the Human Ecology Student Guide for details of this policy.)

All students, including internal and external transfer students, must complete a total of 40 credits in Human Ecology.

IV. Additional Credits (41 credits)

- A. *Requirements for the major* (number of credits varies from 0 to 15 credits).
- B. *Electives* (number of credits varies from 26 to 41 credits).

Credit requirements in this section are met through courses in the *state divisions of Cornell*:

- College of Human Ecology (in addition to courses in sections I, II, and III)
- College of Agriculture and Life Sciences
- School of Industrial and Labor Relations
- College of Veterinary Medicine

and through courses in the *endowed divisions of Cornell*:

- Africana Studies and Research Center
- College of Architecture, Art, and Planning
- College of Arts and Sciences
- College of Engineering

- School of Hotel Administration
- Johnson Graduate School of Management

Courses in the endowed divisions in this section may not exceed a total of 21 credits.

V. Physical Education (2 credits)

Students who have successfully fulfilled these requirements should have completed at least two terms of physical education in their freshman year.

Related Policies

College course requirement. Freshmen and sophomores are required to enroll in at least one course in the College of Human Ecology each semester. Students who fail to comply with this requirement will be reviewed by the Committee on Academic Status for appropriate action.

Section II. Students who score 4 or 5 on the Princeton AP Exam are awarded 3 credits in English. Students who score 5 on the Princeton Exam are exempt from one freshman writing seminar in addition to the 3 English credits awarded.

In sections I, II, and III, the required credits listed are the minimums; credits taken in excess of those minimums (section I, 24 credits; section II, 15 credits and section III, 40 credits) count toward electives (section IV, 41 credits).

In sections I and II, courses specified by the major to meet the requirements in the sections may either be used as meeting the credit requirements in those sections or be applied toward the additional credits in section IV.

Section IV. *There is no limit to the number of credits that may be taken in the state divisions of Cornell,* and therefore students may choose to take additional state credits and graduate with more than 120 credits.

Credits in the endowed divisions in this section may not exceed 21. Any course taken in an endowed division for which a grade of F or U is received will be counted *as part of* the 21 endowed credits allowed.

Elective credits earned in Cornell's endowed divisions during summer session, in absentia credits, and transfer credits are counted as credits earned in the state divisions and therefore do not count as part of the 21 credits allowed in the endowed divisions in meeting the requirements of this section.

Not more than 21 credits in section IV may be taken in the endowed divisions of the university except under *both* of the following conditions:

- 1) The students must have senior status (must be in the final two semesters prior to graduation);
- 2) Payment must be made for each credit taken in excess of the 21 allowed, *whether or not the courses are passed.* For the fee per credit charge, students should call the Office of the Bursar.

Related Policies for Transfer Students

Section I-A. Transfers who enter human ecology programs in consumer economics and housing, design and environmental analysis, human service studies (with the exception of the social work program), and policy analysis can satisfy the College of Human Ecology's natural science graduation requirements with any course(s) taken to meet a former college's

natural science requirements as long as the course(s) transferred dealt with matter, energy, and their interrelationships and transformations. Courses in areas such as psychology and mathematics are not included, even though courses in these areas may have been taken to meet a former institution's natural science requirement.

Section II-A. Transfer students should have taken at least 6 credits in courses in English composition or in courses requiring substantial writing and offering instruction in writing equivalent to that offered in the freshmen writing seminar program at Cornell. Students who have not fulfilled this requirement before transferring must fulfill it after matriculation.

Section III-B. External transfer students can meet the requirement for course work outside the major in the College of Human Ecology by completion of either of the following:

- 1) 15 credits of work, outside their department, comprised of transfer credit and credit earned in the college,
- or
- 2) credits all taken in this college (no transfer credit is allowed to meet this requirement), on the basis of the status of the student's matriculation and prorated as follows:

*Cornell
Human Ecology
Credits to Satisfy
Work outside
the Major*

Status at Matriculation	
Freshman (1-25 transfer credits)	15
Sophomore (26-55 transfer credits)	12
Junior (56-85 transfer credits)	9
Senior (86-120 transfer credits)	9

Transfer students from other Cornell divisions are required to take the full 15 credits outside the major.

Note that transfer students are still responsible for completing a total of 40 human ecology credits under section III.

Section IV. Transferred credits for courses applied toward electives do not reduce the 21 Cornell endowed credits that students are allowed. Courses with a passing grade below C- will not transfer to meet human ecology degree requirements.

Section V. Transfer students who have had the equivalent of two semesters of college (and therefore enter as sophomores) are not required to take physical education at Cornell, regardless of whether they took physical education at their first college. Exemption or postponement for medical reasons must be cleared by Gannett Health Center. For further information about exemption from, or postponement of, physical education, students should consult the college registrar, Mary Rhodes, in N101 Martha Van Rensselaer Hall.

Related Policies for Freshmen

Section V. Freshmen are required to take two semesters of physical education during their freshman year. Freshman transfer students entering with 12 or more credits have their physical education requirement reduced to one term.

Residency Requirements

All college curricula are planned to fit within an eight-semester program. An average schedule of 15 credits a semester (in addition to physical education) is considered standard, and if pursued for eight semesters will provide the credits needed for graduation. If the student completes all the requirements—for the major, for distribution, for total credits, and for cumulative average—in fewer than eight semesters, the degree may be conferred at the end of the semester in which the last requirements are met. Students who plan to receive their degrees early should notify the college registrar at the beginning of the semester so that their names can be placed on the list of degree candidates.

Sometimes a student (particularly a transfer student) may need an additional semester to complete a program. To register for a semester beyond the eighth, the student submits a petition to the college registrar in the Office of Student Services, N101 Martha Van Rensselaer Hall. The petition should detail the reasons for wanting to enroll for the extra semester and include a list of courses planned for the additional semester. Such requests are usually granted when there appears to be no feasible way for the student to complete the professional curriculum or the degree requirements without the extra semester.

Freshmen entering the college with 15 transfer credits have seven semesters in which to complete the degree. Transfer students must complete at least 60 credits at Cornell.

Mature students (those at least twenty-four years old at the time of matriculation) are not required to petition the college registrar for approval to study beyond the usual eight semesters.

Exemptions from Requirements

Students who want an exemption from a specific graduation or major requirement may petition, and approval may be given under certain circumstances. Full information about the petition process is given in the Human Ecology Student Guide. Petition forms are available in the Office of Student Services, N101 Martha Van Rensselaer Hall.

PROCEDURES

Course Enrollment and Registration

Course enrollment occurs in two steps. During enrollment students request courses, and at university registration students complete information forms, receive their schedules, and have their university IDs validated.

Students are expected to complete course enrollment during specified times each semester. It is the student's responsibility to learn the dates of course enrollment.

Freshmen and transfer students enrolling for the first time in the university in the fall term enroll in their courses during the summer before they arrive on campus. Enrollment materials are mailed to new students in May. Because new students starting at midyear do not have an opportunity to enroll in courses until after they arrive on campus, the college tries to reserve places for them in human ecology courses. The orientation schedule

given to all new students lists a specified time to enroll in such courses.

Continuing students enroll for fall semester in March or April, and enroll for spring semester in October or November preceding the beginning of the term. They are notified of course enrollment dates by poster and by notices in the *Cornell Daily Sun*. Course enrollment materials are available for continuing students in the Office of Student Services, N101 Martha Van Rensselaer Hall. For the first three weeks of the term, students have an opportunity to add courses in other divisions of the university as well as in human ecology.

Enrollment

Before or during course enrollment, students discuss their program plans with a department adviser or a college counselor in the Office of Student Services. For their advising sessions, students need the list of last-minute changes issued by the college registrar, and the *Course and Time Roster* issued by the university registrar. Students must have their course enrollment schedule signed by their departmental major faculty adviser, or if they have not declared a major, by a college counselor.

Students file completed enrollment materials by the announced deadline in the Office of Student Services, N101 Martha Van Rensselaer Hall.

The following policies and procedures apply to course enrollment.

Permission of Instructor

Certain courses may be taken only with the permission of the instructor as indicated in *Cornell University: Courses of Study*. For such courses, students must obtain the instructor's permission before filing their course enrollment form during the pre-enrollment period. Instructors indicate their permission to take the course by signing the student's course enrollment form.

Students interested in taking a course in the Department of Art in the College of Architecture, Art, and Planning are required to register with the departmental secretary (100 Olive Tjadan Hall) before enrolling in the course. Seniors who want to take an elective course in the Johnson Graduate School of Management are required to obtain permission of the instructor on a course authorization form that the student then files with that school's registrar in 312 Malott Hall.

Special Studies Courses

Each department in the College of Human Ecology (CEH, DEA, HDFS, HSS, DNS, and TXA) offers special studies courses that provide opportunities for students to do independent work not available in regular courses. One of those courses, designated 300, Special Studies for Undergraduates, is intended primarily for students who have transferred from another institution and need to make up certain course work.

The other special studies courses are 400, Directed Readings; 401, Empirical Research; and 402, Supervised Fieldwork. Those courses are normally taken by upperclass students, and work is supervised on an individual basis by a faculty member in the department in which the course is offered. It is important for students to use the appropriate course number (300,400,401, or 402) for a special project.

A student who wants to take special studies courses talks with the faculty member under whose supervision the study would be done and then prepares a plan of work. If the faculty member agrees to supervise the study, the student completes a multicopy special studies form, a multicopy description of the study to be pursued. The student obtains the signatures of the instructor and the department chair as well as the student's department adviser before submitting it to the Office of Student Services. The student also must complete a course registration form in the Office of Student Services. Special studies forms and instructions are available in the Office of Student Services, N101 Martha Van Rensselaer Hall.

To register in a special studies course taught in a department outside the college, students should follow the procedures established for that department.

Course Loads

The normal course load in the college ranges from 12 to 18 credits. *During the course enrollment period no student may enroll for more than 15 credits or five courses, whichever is greater, without special permission from the college registrar.* To receive permission, a student attaches a note to the course schedule, citing reason(s) for carrying a heavier load, before submitting it to the Office of Student Services, N101 Martha Van Rensselaer Hall.

Credits beyond 15 may be added during the first three weeks of the semester without special permission.

Students should avoid planning excessive work loads; the time required to keep abreast of courses tends to increase as the semester progresses. *Courses cannot be dropped after the seventh week of classes without petitioning*, so students should try to avoid the need to drop courses.

Except for those with mature student status, students must carry at least 12 credits (exclusive of physical education). In special cases, a student may petition to carry between 8 and 12 credits. Forms for petitioning and advice on how to proceed are available from the Office of Student Services, N101 MVR.

Except for mature students, it is seldom possible to have tuition prorated if a student carries fewer than 12 credits during a semester. (See the college registrar for more information.)

Students of mature status may carry 6 to 12 credits without petitioning and may have their tuition prorated. However, at the beginning of each term, mature students planning to take a light course load should pick up a proration of tuition form from the Office of Student Services, fill it out, have it signed by the college registrar, and return it to the bursar's office in Day Hall.

Oversubscribed Courses

Enrollment in many human ecology courses is limited. When a course is over enrolled, students are generally assigned on the basis of seniority or by criteria defined for each course as listed in *Cornell University: Courses of Study*. Student's professional goals may be considered. Those students not admitted to a course may be placed on a waiting list.

Late Course Enrollment

Students who do not file a course enrollment form during the course enrollment period usually must wait until the beginning of the semester to enroll. Extensions are rarely granted and usually only for documented illness.

Students who do not meet the deadline for any reason should see the college registrar in N101 MVR as soon as possible. The college registrar can explain available options on course enrollment procedures under such circumstances.

University Registration

University registration for human ecology students occurs in the auditorium of MVR Hall during the week preceding the start of classes. The Office of the University Registrar announces the specific times of registration.

At registration, students first have their ID validated and then pick up a college registration card at the university table immediately inside the door of MVR auditorium.

Next, students fill out the college registration card and proceed to the college table where they submit their college registration card; in return, they receive a computer printout of courses for which they are officially enrolled.

Important: Students are responsible for checking their course schedule for accuracy of course numbers, credit hours, and other data. Students must correct errors immediately. Procedures for correcting enrollment errors as well as making changes for other reasons are described below under **Course Enrollment Changes**.

Students also receive a *Course and Room Roster* which indicates the locations of their classes.

During university registration in the fall semester, each continuing student receives a copy of his or her **summary of record** from the Office of Student Services. This summary shows graduation and major requirements that the student has completed. Students are responsible for assuring that their academic program meets graduation requirements. They resolve any questions about graduation requirements with the appropriate staff person in the Office of Student Services. Students may direct questions about their academic programs to their faculty adviser or to a counselor in the Office of Student Services.

Late University Registration

A student clearing his or her financial obligations **after** the deadline date on the bursar's bill is considered late. **Late registrants are assessed a finance charge on the bursar's bill starting from the date the bill is due.**

All students must be registered according to university policy before the end of the third week of classes. If for any reason a student registers after that time, there will be a \$200 additional charge.

After completing late university registration, the student submits the college registration card to the Office of Student Services and receives a computer printout of the courses for which he or she is officially registered.

Students who fail to register by the third week of the term will be withdrawn from the

university. Should withdrawn students wish to return, they must reapply through the admissions committee.

Course Enrollment Changes

Deadlines

- During the first three weeks of the term, courses may be added or dropped.
- From the fourth through the seventh week of the term, course changes may be made with the permission of the instructor (instructor's signature on the add/drop form).
- From the fourth week of the term, instructors have the right to consider students' requests for course changes on an individual basis or to announce at the beginning of the term a specific date between the fourth and seventh weeks beyond which they will no longer approve course changes.
- From the eighth week of the term, no course change may be made without petitioning for approval. Petitions are usually granted only in circumstances beyond a student's control (for example, illness). A student petitioning for medical reasons should provide substantiating medical evidence with the petition.
- A student who submits a petition after the seventh week of the term requesting permission to drop a course must attach a statement from his or her faculty adviser to that petition indicating whether or not the advisor supports the request.
- After the seventh week of the term, any student granted permission to drop a course after petitioning will automatically receive a grade of **W** (Withdrawn), and the course will remain on the official transcript.

Deadlines for Half-Term Courses

Students may drop half-term courses within the first three-and-one-half weeks of the course. Students may add classes after the first week of classes only with the permission of the instructor. After the first three-and-one-half weeks, students must petition to drop the course. (See **Petition Process, General Petition Form** for information on the procedure.)

Procedures

It is to the student's advantage to make any necessary course enrollment changes as early in the term as possible. Adding new courses early makes it easier for the student to keep up with course work. Dropping an unneeded course early makes room in the course for other students who may need it for their academic programs.

Ideally, students evaluate their course work load carefully at the beginning of the term. If, in the first week or two, the instructors do not discuss the amount of material to be covered and the extent of student assignments, students need to ask about course requirements.

Some procedures required for course enrollment are also required for course enrollment changes. For example, the instructor's permission must be obtained for a course requiring it, and the same forms for

special studies courses must be completed. Aside from the procedures listed below for course enrollment changes, all course change forms for **nutritional science majors** must be signed by the faculty department adviser.

Waiting List: The Office of Student Services maintains waiting lists for students who want to enroll in courses that have been filled. Waiting lists are maintained on a first-come, first-served basis without regard to seniority or other factors. To keep their names active on a waiting list, students must **check in person every 48 hours** with the Office of Student Services; names of students who do not check in are automatically dropped from the list.

Limited enrollment classes: Students who do not attend the first two class sessions of courses with limited enrollment may be dropped from the course list. Students can avoid being dropped from a class by notifying the instructor that unavoidable circumstances have prevented their attendance.

There is no charge for course changes. To make course changes during the **first three weeks**, a student takes the following five steps:

- 1) Obtains a course-change form from the Office of Student Services, N101 MVR.
- 2) Completes the form and takes it to the appropriate office for signature: for human ecology courses, the forms should be taken to the Office of Student Services; for courses outside the college, the forms should be taken to the appropriate departmental office in the other college.
- 3) Makes sure that his or her name is added to the list of enrolled students for a course being added, or removed from the class list for a course being dropped. Asks the person recording the change to sign the form.
- 4) **Submits all signed forms to the Office of Student Services, including the forms for out-of-college courses.** Changes are not completed until the signed forms are filed in that office. If a student does not drop a course that he or she no longer attends, the student is in danger of receiving an **F** in the course.
- 5) Receives carbon copies of each course change form at the time it is submitted. It is **important** for students to keep these copies to verify later that the forms were filed.

To make course changes during the **fourth through seventh** weeks of the term, a student takes the following steps:

- 1) Completes the five steps listed above for changes made during the first three weeks.
- 2) Obtains the instructors' signatures on the course change form for human ecology courses.

To make course changes **after the seventh week** of the term, a student must file a general petition form. (See the section below, **Petition Process**.) Students are expected to attend classes and to do assigned work until the petition has been formally approved or denied.

In absentia Study

Under certain conditions, credit toward a Cornell degree may be given for in absentia

study, that is, study done at an accredited institution away from Cornell after the student matriculates in the College of Human Ecology.

To be eligible for in absentia study, a student must be in good academic standing and must receive permission in advance from the college registrar. Students not in good standing may study in absentia but will not receive transcript credit until they have been returned to good standing by the Committee on Academic Status. In some cases, students may petition for in absentia credit after the work has been completed, but there is no guarantee that such credit will be awarded without advance approval.

In absentia petition forms are available in the Office of Student Services, N101 MVR. The student completes the form, has it signed by his or her faculty adviser, attaches catalog descriptions for the courses that will be taken, then submits the form to the Office of Student Services, N101 MVR.

Students receive notice of the petition decision by means of a letter from the college registrar.

A student may take up to 15 credits in absentia as long as the courses do not duplicate courses already taken and the in absentia courses are applicable to the requirements of the college. A student's petition for more than 15 credits in absentia may be allowed under the following conditions: (1) the work taken represents a special educational opportunity not available at Cornell, (2) it relates to the student's particular professional goals, and (3) those goals are consistent with the focus of the college. The in absentia petition form is used to request more than 15 credits in absentia.

The college registrar requests approval from the appropriate department if a student wants to apply in absentia credit to requirements for his or her major. If in absentia credit is sought for a modern foreign language in which the student has done work, approval by the Department of Modern Languages and Linguistics (College of Arts and Sciences) must be obtained. The department will recommend the number of credits the student should receive and may require the student to take a placement test after returning to Cornell.

The student is responsible for having the registrar of the institution where in absentia study is taken send transcripts of grades to the Office of Student Services in the College of Human Ecology. Only then will credit be officially assessed and applied to the Cornell degree. Credit for in absentia study will be granted **only** for those courses with grades of C- or better. Only credits (not course names and grades) for in absentia study appear on the Cornell University transcript.

A student who holds a Regents' or Children of Deceased or Disabled Veterans Scholarship may claim that scholarship for study in absentia if the study is done in a college in New York State and if it is for a maximum of 15 credits acceptable to the College of Human Ecology.

The rules regarding study in absentia apply to transfer students with the additional stipulation that at least 60 credits must be taken at Cornell. At least 40 of the 60 credits must be in the College of Human Ecology at Cornell unless the student has transferred equivalent human ecology credit. (No more than 20

credits of equivalent credit may be applied to the 40 credits required in human ecology course work.)

Leaves of Absence

A student may request a leave of absence before the beginning of the semester or during the first seven weeks of the semester for which a leave is sought. A leave may be extended for a second semester by requesting an extension in writing from the Office of Student Services.

A student considering a leave of absence is urged to discuss plans with a counselor in the Office of Student Services. The counselor can supply the necessary forms for the student to complete and file with the Office of Student Services, N101 MVR.

Requests for a leave of absence received after the first seven weeks of the semester, or requests for a leave of absence from students who have already had two semesters' leave of absence, will be referred for action to the Committee on Academic Status. The committee may grant or deny such requests, attaching conditions as it deems necessary. Leaves of absence after the first seven weeks are generally granted only when there are compelling reasons why a student is unable to complete the semester, such as extended illness.

A student who requests a leave of absence after the first seven weeks is advised to attend classes until action is taken on the petition. A student whose petition for a leave of absence is denied may choose to withdraw or to complete the semester.

The academic records of all students who are granted a leave of absence are subject to review, and the Committee on Academic Status may request grades and other information from faculty members to determine whether the student should return under warning or severe warning or in good academic standing.

Withdrawal

A withdrawal is a termination of student status at the university. Students may voluntarily withdraw at any time by notifying a counselor in the Office of Student Services and filing a written notice of withdrawal in the Office of Student Services. A student considering such an action is urged to discuss plans with a counselor in the Office of Student Services, N101 MVR.

In some instances a student may be given a withdrawal by the college registrar. A student who leaves the college without an approved leave of absence or does not return after the leave has expired will be given a withdrawal after the seventh week of the term in which he or she fails to register.

A student who has withdrawn from the college or who has been given a withdrawal by the college registrar and who wishes to return at a later date must reapply through the Committee on Admissions for consideration along with all other applicants for admission. If the student was in academic difficulty at the time of the withdrawal, the request for readmission will be referred to the Committee on Academic Status for consideration, and that committee may stipulate criteria under which the student may be readmitted to the college.

Petition Process

The petition process permits students to request exceptions to existing regulations. Petitions are considered individually, weighing the unique situation of the petitioning student with the intent of college and university regulations.

Students can avoid the necessity to petition by carefully observing the deadlines that affect their academic program. See the **Course Enrollment Changes** section above for some of the important deadlines. If unsure about a deadline, check with a counselor in the Office of Student Services, N101 MVR.

Although many kinds of requests can be petitioned in the college, options other than petitioning may be preferable in some cases. To explore whether a petition is appropriate, the student may discuss the situation with a college counselor or the college registrar in the Office of Student Services.

Students may appeal petitions denied by the college registrar to the Committee on Academic Status. Students who appeal a denied petition **must** attach a statement from the student's faculty adviser before CAS will consider the appeal.

Two kinds of petition forms are available. The uses for both forms are described in the *Human Ecology Student Guide*.

General Petition Form

The general petition form is available in the Office of Student Services, N101 MVR. After completing the form, submit it to the Office of Student Services. Students learn the result of the petition process for the general petition form by checking their mail folder in the student mail center, 138 MVR.

In absentia Petition Form

The in absentia petition form is available in the Office of Student Services, N101 MVR. After completing the form, submit it to the Office of Student Services. In absentia petitions must have attached to them the catalog descriptions of the courses for which credit is requested from the other institution. In absentia petition decisions usually are sent to students via the U.S. postal service.

GRADES

See the "Grading Guidelines" section for information on the official university grading policies.

S-U Grades

Some courses in the college and in other academic units at Cornell are offered on an S-U basis; that fact is indicated in the *Cornell University: Courses of Study*. University regulations concerning the S-U system require that a grade of S be given for work equivalent to a C- or better; for work below that level, a U must be given. No grade point assignment is given to S, and S or U grades are not included in the computation of semester or cumulative averages. A course in which a student receives an S is, however, counted for credit. No credit is received for a U. Both the S and U grades appear on a student's record. A student who is attempting to qualify for the Dean's List must take at least 12 credits for the usual A-F grades.

Only juniors and seniors may take an S-U grade in courses in which the grade of S or U is optional; however, sophomores may take courses in which *only* the grade of S or U is offered. A student may take no more than four courses (or 12 credits) on an S-U basis during his or her college career; however, more than one S-U course may be taken in one semester. S-U courses may be taken only as electives or in the 15 credits required in the college outside the major unless the requirements for a specific major indicate otherwise. Freshmen enrolled in English 137 and 138 (offered for S-U grades only) are permitted to apply those courses to the freshman writing seminar requirement.

To take a course for an S-U grade, a student must check the course description to make sure that the course is offered on the S-U basis; then either sign up for S-U credit on the course enrollment form, or file an add/drop/change form in the Office of Student Services before the end of the third week of the term. After the third week of the term, students must petition the college registrar to change grade options. Forms are available in the Office of Student Services.

Grades of Incomplete

A grade of incomplete is given when a student does not complete the work for a course on time but when, in the instructor's judgment, there was a valid reason. A student with such a reason should discuss the matter with the instructor and request a grade of incomplete.

Beginning fall 1984, a grade of incomplete may remain on a student's official transcript for a maximum of two semesters and one summer after the grade is given, or until the awarding of a degree, whichever is the shorter period of time. The instructor has the option of setting a shorter time limit for completing the course work.

If the work is completed within the designated time period, the grade of incomplete will be changed to a regular grade on the student's official transcript. If the work is not completed within the designated time period, the grade of incomplete will be automatically converted to an F.

When a student wants to receive a grade of incomplete, the student should arrange a conference with the instructor (preferably before classes end and the study period begins) to work out the agreement. A form, called *explanation for reporting a final grade of F or incomplete*, which has been signed by both the instructor and the student, must be submitted by the instructor to the Office of Student Services. This form is submitted with the final grade sheets whenever a grade of incomplete is given.

This form is for the student's protection, particularly in the event that a faculty member with whom a course is being completed leaves campus without leaving a record of the work completed in the course.

If circumstances prevent a student from being present to consult the instructor, the instructor may, if requested by the student, initiate the process by filling out and signing part of the form and turning it in to the Office of Student Services with the grade sheet. Before a student will be allowed to register for succeeding semesters, he or she must go to

the Office of Student Services to fill out and sign the remainder of the form.

If the work is satisfactorily completed within the required time, the course appears on the student's official transcript with an asterisk and the final grade received for the semester in which the student was registered for the course.

A student who completes the work in the required time and expects to receive a grade must take the responsibility for checking with the Office of Student Services (about two weeks after the work has been handed in) to make sure that the grade has been received. Any questions should be discussed with the course instructor.

NOTE: Grades received more than three weeks after the end of a term are NOT computed in the student's term average when computing the Dean's List. Therefore, students who feel a missing grade or a grade change will make them eligible for the Dean's List must have that grade reported to the Office of Student Services no later than the end of the third week after the term has ended. For purposes of this rule, the last day of final exams is the last day of the term.

ACADEMIC HONORS

The college encourages high academic achievement and recognizes outstanding students in several ways.

Dean's List. Excellence in academic achievement is recognized each semester by placing on the Dean's List the names of students who have completed satisfactorily at least 12 credits with letter grades other than S or U and who have a semester grade point average of 3.5 or above. No student who has received an F or U in an academic course will be eligible.

Kappa Omicron Nu seeks to promote graduate study and research and to stimulate scholarship and leadership toward the well-being of individuals and families. As a chapter of a national honor society in the New York State College of Human Ecology, it stimulates and encourages scholarly inquiry and action on significant problems of living—at home, in the community, and throughout the world.

Students are eligible for membership if they have attained junior status and have a cumulative average of not less than B. Transfer students are eligible after completing one year in this institution with a B average.

Current members of Kappa Omicron Nu elect new members. Not more than 10 percent of the junior class may be elected to membership and not more than 20 percent of the senior class may be elected. Graduate students nominated by faculty members may be elected.

Bachelor of Science with Honors recognizes outstanding scholastic achievement in an academic field. Programs leading to a degree with honors are offered to selected students by the Department of Human Development and Family Studies and the Division of Nutritional Sciences. Information about admission to the programs and their requirements may be obtained from the appropriate department or division. Students in other departments who wish to qualify for honors

should contact Gret Atkin, N115A Martha Van Rensselaer Hall, their sophomore year or the first semester of their junior year.

Bachelor of Science with Distinction

recognizes outstanding scholastic achievement. Consideration will be given to seniors whose academic standing at the end of seven semesters is in the top 10 percent of the graduating class. The honor is conferred on those seniors who are in the top 5 percent of the class after grade point averages have been adjusted by including grades for transfer work and after grades earned in the fifth, sixth, and seventh terms have been given double weighting in the final average. The graduating class includes students who will complete requirements for Bachelor of Science degrees in January, May, or August of the same calendar year.

To be eligible for consideration, transfer students must have completed 45 credits at Cornell. In determining the academic standing of a transfer student, previous work taken at another institution is included in the computation of the student's academic average. Names of seniors who meet these requirements are presented to the faculty of the college for approval.

The primary objectives of the honor society, **Phi Kappa Phi**, are to promote the pursuit of excellence in higher education and to recognize outstanding achievement by students, faculty, and others through election to membership. Phi Kappa Phi is unique in that it recognizes scholarship in all academic disciplines.

To be eligible for membership students must rank in the top ten percent of the senior class, or in the top five percent of the junior class. Provisions also exist for the election of faculty members and graduate students whose work merits recognition.

INTERDEPARTMENTAL COURSES

HE 100 Critical Reading and Thinking

Fall, spring, or summer. 2 credits.

Enrollment limited. Priority is given to freshmen and sophomores; juniors and seniors are admitted with permission of the instructor. S-U grades only.

The objective of this course is to enable students to increase critical reading and thinking abilities. Theory and research associated with a wide range of reading, thinking, and learning skills are examined. Emphasis is placed on developing and applying analytical and evaluative skills. Laboratory instruction is individualized and provides the opportunity to focus intensively on increasing comprehension, reading rate, and vocabulary.

HE 101 College Achievement Seminar

6-week summer session. 2 credits.

Enrollment limited to and required of Prefreshman Summer Program students. S-U grades only.

The objective of this course is to improve the study and learning skills of incoming freshmen. Emphasis is placed on acquisition of skills necessary to achieve academic success. Topics include time management, note-taking, mapping, textbook comprehension, exam preparation, and exam strategies. The application of theory to the demands of Cornell course work is stressed. In addition,

students are introduced to library and computing resources through hands-on projects.

THE URBAN SEMESTER PROGRAM IN NEW YORK CITY

Sam Beck, Ph.D., director

The Urban Semester Program is a set of courses spanning the entire year. During fall and spring semesters students enroll in two separate seminars focusing on the opportunities and barriers that a multicultural society presents and their articulation with professional, community, or public policy settings (15-credit residential program). Students intern three to four days each week and are encouraged to live in the Olin Hall dormitory of the Cornell University Medical College.

The three-week winter intercession course (1 credit) enables students to do fieldwork in New York City by working full time in community-based organizations or through research supervised by the director. In the eight-week summer semester (3 credits), students carry out research projects on the nature of professional practice by interning full time in settings of their choice. Students who seek to contribute to their own communities are encouraged to participate in any of the program offerings. Most students work with the program staff to locate internships. For further information, contact the Urban Semester Program at (212) 746-2273 or the Student Resource Center, N-139 Martha Van Rensselaer Hall.

New York City offers a wide variety of intership settings. Many bilingual and bicultural intership settings are available in Chinese, Spanish, Creole, Russian, Yiddish, and other languages. Examples of internships follow:

- **Health and medicine**—New York Hospital/Cornell Medical Center, Chinatown Health Clinic, New York City Department of Public Health, Bellevue Hospital, Queens Medical Center for Women and Children, Community Health Project

- **Private and public law**—NOW Legal Defense and Education Fund, Neighborhood Defender Service of Harlem, Legal Aid, Puerto Rican Legal Defense and Education Fund, NAACP Legal Defense and Education Fund, Gay and Lesbian Anti-Violence Project, Kane Kessler, P.C.

- **Government and community agencies**—Women's Action Alliance, The Center for Puerto Rican Studies, New York City Commission on the Status of Women, New York City Council offices, Cornell University Cooperative Extension, New York City Department of Consumer Affairs

- **Wall Street firms and other private businesses**—Bloomingdales, Prudential Securities, Oppenheimer, Inc., The Advertising Council, GKN Securities, Rogers and Cowan, Inc., Kidder Peabody, Co., Hill and Knowlton, Young and Rubicam, Altschiller Reitzfeld, Terry Williams Agency

- **Private not-for-profit organizations**—Grant Street Settlement House, Neighborhood Housing Services, Abyssinian Baptist Church Development Corporation, University Settlement Society of New York, Urban

Development Corporation, Greater Chinatown Community Association, Lesbian and Gay Community Services Center

- **Private and public schools**—United Federation of Teachers, Central Park East, River East, Manhattan Center for Math and Science, PS 41, City and Country, Churchill School, Little Red School House, St. Ann's School

- **Design and arts organizations**—Harlem Textile Works, Perry Ellis International, Caribbean Cultural Center, Delacour & Ferrara, Architects, P.C., New York Shakespeare Festival Theatre, New York Theatre Workshop, Cynthia Rowley Company, SOHO20 Gallery, Museum of African Art, Lower East Side Tenement Museum

- **Communication and media**—*Good Housekeeping*, *Mirabella*, William Morrow Co., MTV, NBC-TV, ABC-TV, Good Morning America, WBAI-Radio, *The Village Voice*, *The New Yorker*, Telemundo Group, Inc., *Essence*, McNeil-Lehrer News, Ad Council, *McCalls*, *Child*, Children's Television Workshop, Time Warner, Inc.

HE 401 Empirical Research

Fall, spring, winter, and summer. 1–15 credits. Permission of instructor. S. Beck. This course is available to juniors and seniors who wish to pursue a well-defined, independent research project sponsored by one or more faculty members. Honors projects are welcome. Such students must participate in the course work of HE 402, HE 406, or HE 408. Students must provide a project proposal no longer than five pages, an annotated bibliography representing the fields of interest to be researched or explored, and a letter of approval from one faculty member who will sponsor the investigation.

HE 402 Supervised Fieldwork in Urban Affairs

Winter. 1 credit. Limited to 12 students. Permission of instructor.

This course allows students to participate in Urban Semester Program research or internship opportunities in New York City. Research projects are carried out under the supervision of the program director and will include opportunities for field observation, interviewing, and library and archival inquiry, focused on socioeconomic processes in urban settings. Students interested in internships locate their own placements with assistance from the Urban Semester Program staff. Students keep a journal that reflects on their community service experiences with a focus on specific learning objectives. Applications and placement information are available in the College of Human Ecology Student Resource Center, N-139 Martha Van Rensselaer Hall. Applications must be accompanied by a résumé, a statement of learning objectives, a letter from the placement supporting the student's plan, and a rationale for participating in this activity. The research or community service must take place during the Cornell winter session period.

HE 403 Teaching Apprenticeship

Fall, spring, winter, and summer. For study that includes assisting faculty with instruction. Prerequisite: Students must have taken the course (or equivalent) in which they will be assisting and have demonstrated a high level of performance.

HE 406 Fieldwork in Professional Practice: Summer in the City

Summer. 1-3 credits. 8-week session. Limited to 12 students.

This is a seminar that examines the culture of professional practice, how professionals think and behave, and the role of professionals in society through internships and weekly discussions with practitioners in a variety of fields. Students will carry out fieldwork in internship placements by researching professional practice in New York City. They will intern for a minimum of eight weeks in organizations and fields such as business, government, private not-for-profit services, education, medicine and health, law, media and communications. Students locate their own internships with assistance from the Urban Semester Program staff. Applications and placement information are available in the College of Human Ecology Student Resource Center, N-139 Martha Van Rensselaer Hall.

HE 408 The Urban Semester Program: Multicultural Issues in Urban Affairs

Fall or spring. 9-15 credits. Limited to 30-35 students, depending on housing availability. Preference given to juniors and seniors. Applications and placement information available in the College of Human Ecology Student Resource Center, N-139 Martha Van Rensselaer Hall.

This course is a study of multicultural issues in urban affairs as students enhance their academic foundations in career development. Students examine issues of diversity (e.g., race, ethnicity, religion, class, gender, sexual orientation) in relationship to: (1) professional life in different sectors of the economy; (2) the development of neighborhoods and communities; and (3) the basis of a just and democratic society. Students intern three to four days each week and attend seminars that include site visits and discussions on multicultural issues with representatives of community, education, government, business, medical organizations and health, legal, and private not-for-profit organizations. In addition, students can enroll in a three-credit companion course offered in New York City through one of the academic departments in the College of Human Ecology.

CONSUMER ECONOMICS AND HOUSING

W. K. Bryant, chair; P. Chi, graduate faculty representative; A. Mathios, undergraduate advising coordinator; R. B. Avery, R. J. Avery, F. Firebaugh, J. Gerner, R. Heck, J. Hogarth, D. Kenkel, N. Kutty, D. Lillard, L. Morton, E. Peters, P. Pollak, M. Rendall.

NOTE: Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

CE&H 110 Introductory Microeconomics

Fall. 3 credits. S-U grades optional. Students who have taken Economics 101 or the equivalent should not register. Required course packets available from the Campus Store. Staff. M W F 9:05-9:55.

This course introduces students to the operation of markets. The focus is on understanding the motivation and behavior of households and firms, and the market outcomes that result from their interaction.

Special attention is paid to the role of market structure, issues of equity and efficiency, and governmental regulation and public policy.

CE&H 111 Introductory Macroeconomics

Spring. 3 credits. S-U grades optional. Students who have taken Economics 102 or another introductory macroeconomics course should not register for this course. Staff. M W F 11:15-12:05.

Principles of macroeconomics with an emphasis on the relevance of economic policies to consumers and households. Topics include national income accounting, aggregate demand and aggregate supply, the role of monetary and fiscal policy in confronting the problems of inflation and unemployment, and international economics.

CE&H 210 Intermediate Microeconomics

Fall or spring. 4 credits. Prerequisite: CEH 110 or equivalent. Fall: preference to sophomores and juniors. Spring: preference to juniors and seniors. Limited to 80 students per lecture in fall and spring. Staff. Fall: T R 12:20-1:35. Spring: M W F 1:25-2:15.

Theory of demand and consumer behavior including classical and indifference curve analyses; theories of production and cost; models for the following markets—competitive, monopoly, monopolistic competition, oligopoly, and inputs; general equilibrium; welfare economics; public goods; risk.

CE&H 226 Household and Family Demography

Spring. 3 credits. Prerequisite: RSOC 101 or equivalent. S-U grades optional. M. Rendall. T R 2:30-3:45.

This course identifies important trends in U.S. household and family structure, examines the demographic, social, and economic forces behind recent changes in household structure, and evaluates current and future consequences and policy implications of these changes for both households and society. Topics include historical and contemporary trends in the size and composition of families and households, trends in marriage, divorce, remarriage, contraception, childbearing, and living arrangements, and interrelationships between household division of labor. Policy implications of all of the above are also considered.

CE&H 233 Consumers in the Market

Fall. 4 credits. Prerequisites: CEH 110 or equivalent. R. J. Avery. M W F 2:30-3:20.

A study of the structure and functioning of consumer retail markets with emphasis on the role and activities of the major players in these markets—firms, consumers, and governments. The nature and consequences of various types of market failures are studied from the perspective of the firm, the consumer, and the role of government. Case studies and outside lecturers are used to impart reality to the course.

CE&H 247 Housing and Society

Spring. 3 credits. S-U grades optional. P. Chi. M W F 10:10-11:00.

A survey of contemporary American housing issues as related to the individual, the family, and the community. The course focuses on the current problems of the individual housing consumer, the resulting implications for housing the American population, and governmental actions to alleviate housing problems.

CE&H 250 Introduction to Policy Analysis

Spring. 3 credits. Prerequisite: CEH 210. N. Kutty. T R 12:20-1:35.

Introduction to the tools and techniques of policy analysis. Topics covered include public finance issues, measurement of welfare loss, cost-benefit analysis, and other techniques used to evaluate public policy. This course includes a discussion of how economic and political considerations interact to produce public policy.

CE&H 300 Special Studies for Undergraduates

Fall or spring. Credits to be arranged. Staff.

Special arrangement for course work to establish equivalency for courses not transferred from a previous major or institution. Students prepare a multicopy description of the study they want to undertake, on a form available from the Student Services Office. The form, signed by both the instructor directing the study and the head of the department, is filed at course registration or during the change-of-registration period.

CE&H 307 Introduction to Econometrics

Fall. 4 credits. Prerequisites: Ag Econ 310 or equivalent. D. Lillard. M W F 10:10-11:00.

The course introduces students to basic econometric principles and the use of statistical procedures in empirical studies of economic models. Assumptions, properties, and problems encountered in the use of multiple regression procedures are discussed. Students are required to specify, estimate, and report the results of an empirical model. Section meets once a week.

CE&H 315 Personal Financial Management

Spring. 3 credits. Preference given to human ecology students; limit 200; not open to freshmen. S-U grades optional. R. Heck. M W F 10:10-11:00.

The study of personal financial management at various income levels and during different stages of the family life span. Course topics include financial management frameworks and decision-making processes, basic economic and financial principles, returns to human resources, income and wealth analysis, the role of consumer and mortgage credit, financial insolvency and counseling, expenditure and purchase analyses, the use of budgets and record keeping in achieving family economic goals, economic risks and available protection, retirement and estate planning, and alternative forms of savings and investments.

[CE&H 320 Economics of Family Policy—Adults

Fall. 4 credits. Limited to 40 students. Junior or senior standing; non-CEH or PA majors by permission of instructor. Staff. M W F 1:25-2:15. Not offered 1995-96.

This course examines the economics of family policy issues that have a particular impact on adult family members. Emphasis in this course is on the economic behavior surrounding the policy and the incentives set up by the policy. Policies considered include marriage and divorce, family leave policy, policies assisting single parents, and policies affecting caregiving.]

CE&H 321 Economics of Family Policy—Children

Spring. 4 credits. Limited to 40 students. Junior or senior standing; non-CEH or PA majors by permission of instructor. J. Gerner. M W F 1:25–2:15.

This course examines the economics of family policy issues that particularly affect children. This course focuses on a) the economic behavior that generates the policies and b) the economic incentives and behavior that result from the policies. Topics include child welfare, education, day care provision, child support, and adoption.

CE&H 325 Economic Organization of the Household

Fall. 3 credits. Prerequisite: CEH 110 or equivalent. S-U grades optional. W. K. Bryant. T R 10:10–11:25.

Economic models are used to help explain a wide variety of family and individual behavior. Topics include the demand for consumer goods and services; consumption and saving; time allocation in the household including labor supply, household production and leisure; human capital investment; fertility; marriage and divorce. Within each topic, uses of the material by public- and private-sector decision makers are discussed.

CE&H 330 The Economics of Consumer Policy

Fall. 4 credits. Open to juniors, seniors, and graduate students. Prerequisites: CEH 110, 111 and 210 or permission of instructor. Class packets on sale at Campus Store. D. Lillard. T R 1:25–2:40.

Students are acquainted with the basic approaches to consumer policy and perform economic analyses of specific consumer policy issues. Three specific areas of policy intervention are addressed: externalities and public goods; anti-trust and regulation of "natural" monopolies; and markets characterized by imperfect information. Policy discussions are reinforced through the use of specific real-world examples. Students are required to write three short papers on each area of policy intervention discussed in class.

CE&H 348 Urban Economics and Policy

Spring. 4 credits. Prerequisite: CEH 110 or equivalent. S-U grades optional. N. Kuty. T R 2:30–3:45.

This course explores the economics of cities and urban problems. The course starts by studying the location choices of firms and households. The remainder of the course is spent using these insights, as well as standard economic theory, to gain an understanding of urban problems—poverty, housing, transportation, education, and crime. An analysis of existing and proposed public policies is an important component of the course.

CE&H 355 Wealth and Income

Fall. 3 credits. Open to sophomores, juniors, and seniors; graduate students may elect to audit and write a research paper for 1 to 2 credits under CEH 600. Prerequisites: CEH 110–111 or equivalent. S-U grades optional. D. Lillard. M W F 9:05–9:55.

The wealth and income positions of American households are defined and described and their economic determinants discussed along with the impacts of tax and expenditure policies and the economics of the political positions for and against such policies.

CE&H 356 The Economics of Welfare Policy

Spring. 4 credits. Prerequisite: CEH 110 or equivalent. S-U grades optional. Staff. M W F 9:05–9:55.

Using the tools of economics, this course examines welfare policy. Included are an examination of which populations are affected, what behavior various policies are likely to engender, and how much income redistribution occurs as a result of various welfare policies. Also evaluated are various proposals for welfare reform.

CE&H 365 Economics of Consumer Law

Spring. 3 credits. Prerequisite: CEH 110 or equivalent. S-U grades optional. A. Mathios. M W F 11:15–12:05.

Economic analysis of the roles played both by the courts and by federal and state regulatory legislation in altering consumer markets, consumer behavior, and consumer welfare. Topics include economic analyses of contract law, products liability, accident law and antitrust law, as well as the activities of such agencies as the Federal Trade Commission, the Food and Drug Administration, and the Consumer Product Safety Commission.

CE&H 400–401–402 Special Studies for Undergraduates

Fall and spring. Credits to be arranged. S-U grades optional. Staff.

For advanced independent study by an individual student or for study on an experimental basis with a group of students in a field of CEH not otherwise provided through course work in the department or elsewhere at the university. Students prepare a multicopy description of the study they want to undertake, on a form available from the Student Services Office. This form must be signed by the instructor directing the study and the department chair and filed at course registration or within the change-of-registration period after registration. To ensure review before the close of the course registration or change-of-registration period, early submission of the special studies form to the department chair is necessary. Students, in consultation with their faculty supervisor, should register for one of the following subdivisions of independent study.

CE&H 400 Directed Readings

For study that predominantly involves library research and independent reading.

CE&H 401 Empirical Research

For study that predominantly involves data collection and analysis.

CE&H 402 Supervised Fieldwork

For study that involves both responsible participation in a community setting and reflection on that experience through discussion, reading, and writing. Academic credit is awarded for this integration of theory and practice.

[CE&H 434 Financial and Credit Markets and Policy

Spring. 3 credits. Prerequisite: CEH 111. S-U grades optional. Not offered 1995–96.

This course studies the structure of financial markets in the United States. A number of different markets and institutions will be examined including: banks, savings and loans, insurance companies, pension funds, government bond markets, credit unions, and finance companies. The principles underlying government regulation of these institutions

will be explored, as well as management problems and concerns. The emphasis will be on learning the institutional environment, not on personal finance.]

CE&H 435 Families in Business

Spring. 3 credits. Prerequisites: Ag Econ 310 or permission of instructor. S-U grades optional. R. Heck. T R 10:10–11:25.

This course explores the economic impacts and implications of business viability for the family involved in a business. Topics include an overview of families who own a business, profiles of their businesses, use of resources for the family and the businesses, unpaid transfers made within the family for the business, economic well-being measures for the family and business, and the transfer of wealth and business ownership among family members and between generations. Topics are explored relative to stages of business activity including feasibility, start-up, ongoing maintenance, expansion or redirection, and exit or transfer. The course also surveys the conceptual issues and methodological approaches and issues related to the study of family-owned businesses.

CE&H 436 Empirical Research on Family Owned Businesses

Fall. 3 credits. S-U grades optional. Offered alternate years. R. Heck. T R 10:10–11:25.

Allows students to develop research skills by providing opportunities for hands-on survey and fieldwork. Topics and activities include research design, sampling, questionnaire development, and statistical analyses related to family-owned businesses; critical review of current research approaches and extant databases used to research business ownership; and implementation and completion of an actual survey of fieldwork project of selected family business owners, or the use of extant databases for descriptive analyses of family-owned businesses.

CE&H 444 Housing for the Elderly

Fall. 3 credits. Prerequisite: CEH 247 or permission of instructor. S-U grades optional. P. Chi. T 2:30–4:30.

This is a service-based seminar that will allow students to explore, through a wide range of service experiences, the different ways community agencies assist older adults to remain independent in such diversified residential settings as planned retirement housing, subsidized housing for the low-income elderly, home-sharing projects, ECHO housing, accessory apartments, shared group living projects, and continuing care retirement community. This seminar will focus on how the residential environment influences the ability of older adults to function independently and impacts their need for services. Throughout the seminar, students will be asked to reflect critically on how their service experience complements, challenges, or extends the course curriculum.

The seminar will meet every week for 2 hours. Students are also required to have 4–6 hours of service a week, 4 during the weeks the seminar meets and 6 during the other weeks.

[CE&H 446 Housing Demography

Fall. 3 credits. Prerequisite: CEH 247 and one course in statistics or permission of instructor. S-U grades optional. Not offered 1995–96. P. Chi.

This course focuses on the interface between population and housing from different vantage points. From a housing perspective, the subjects covered in this course include (1) empirical assessment of housing quality and affordability; (2) social, demographic, and health effects of housing environment; (3) housing filtering and spatial patterns. From a population perspective, the emphasis is on (1) household composition and housing adjustments, (2) household formation and future housing needs, and (3) housing issues for special population groups.]

[CE&H 448 Empirical Research in Housing and Mortgage Markets

Fall. 4 credits. Prerequisites: CEH 210 and Ag Econ 310 or the equivalent. Not open to freshmen and sophomores. Not offered 1995-96. R. B. Avery.

The purpose of this course is to provide students with the opportunity to actively engage in empirical research. Using data from Syracuse, New York, the class (as a whole) will conduct a small-scale research project on a public policy issue.]

CE&H 485 Evaluation of Public Policies

Fall. 3 credits. Prerequisites: CEH 110, 210, 250, or equivalent and an introductory statistics course. D. Kenkel. T R 12:20-1:35.

This course aims at providing an understanding of the theory and practice of evaluation research. The introductory section of the course examines the rationale for government intervention in market economy. The main section of the course focuses on various techniques of evaluation research. The following techniques will be covered: (i) Benefit-cost analysis; (ii) cost-effectiveness analysis; (iii) non-experimental and quasi-experimental designs for impact assessment (including multivariate regression analysis); and (iv) experimental designs for impact assessment. The concepts of causal inference and validity will also be studied. In this course, the theoretical concepts of evaluation research will be illustrated with ample examples of actual policy evaluations. The course involves an all-day trip to Albany on a working weekday for interface with evaluation staff at NY State agencies as a part of a class project.

CE&H 600 Special Problems for Graduate Students

Fall and spring. S-U grades optional. Staff.

Independent advanced work by graduate students recommended by their chair and approved by the department chair and the instructor.

CE&H 601 Research Workshop in Consumer Economics and Housing

Fall and spring. 1-3 credits. S-U grades only. Staff.

Research seminar designed to provide a forum for graduate students in consumer economics and housing to present their own thesis research at an early stage and to provide critical input for other graduate students.

CE&H 606 Demographic Techniques

Fall. 3 credits. S-U grades optional. M. Rendall. T R 12:20-1:35.

This course provides an introduction to the methods, measures, and data used in the analysis of human populations. Topics include demographic rates, life-table analysis, cohort vs. period analysis, sources and quality

of demographic data, population estimation and projection, and stable population models.

[CE&H 607 Econometric Topics

Fall. 3 credits. S-U grades only. Prerequisite: Ag Econ 710 or equivalent. Offered alternate years. Not offered 1995-96.

An advanced econometric course consisting of two separate modules. The first module will cover household survey methodology including sample design, questionnaire development, data weighing, and imputation. The second module will focus on limited dependent variable models. Linear probability, logistic probit, and tobit models will be examined as well as problems of sample section bias.]

CE&H 613 Economics of Consumer Demand

Fall. 3 credits. Prerequisite: CEH 210, Economics 311 or 313, or concurrent enrollment in one of the three. S-U grades optional. W. K. Bryant. T R 8:40-9:55.

Introduction at the graduate level to theory and empirical research on household demand, consumption, and saving. Emphasis on the use of the theory in empirical research. Topics include neo-classical theory of demand, duality, complete demand systems, demographic scaling and translating, consumption and savings. As time allows, Becker and Lancaster models of demand will be introduced.

CE&H 624 Economics of Household Behavior

Spring. 3 credits. Prerequisite: CEH 613 or Economics 509-510 or consent of instructor. S-U grades optional. E. Peters. T R 12:20-1:35.

This course examines economic models of fertility, investment in children, family formation and dissolution, resource allocation within the household, and intergenerational transfers across households. Empirical applications of the models are presented for both developed and developing countries. Implications of the models for family policies such as child care subsidies, divorce laws, and family planning programs are also discussed.

CE&H 627 Advanced Family Demography

Spring. 3 credits. Prerequisite: CEH 606 or equivalent. S-U grades optional. M. Rendall. W 1:25-3:55.

This course builds on the basic methods of dynamic population analysis covered in CEH 606, Demographic Techniques, extending them to the study of lives and populations structured not only by age and sex, but also by family status. The same or very similar methods apply to populations structured on other discrete dimensions (e.g., labor force status, region of residence, health status). Life-course analysis methods used to study the distribution of total lifetime are extended to the study of the distribution of total lifetime between family states. Methods for studying reproduction are extended to the study of kin and family sizes resulting from distributions of reproductive performance in the female population. Methods for studying individual lifetimes are also extended to the study of intersecting lifetimes, primarily through nuptiality. These are two-sex models or, more generally, models of interacting populations. Finally, household structure, fusion, and fission are studied. This combines elements of interacting-population and kin-availability modeling, plus static population-comparison methods.

CE&H 635 Information and Regulation

Spring. 3 credits. Prerequisite: CEH 613. Class packets on sale at Campus Store. A. Mathios. M W F 2:30-3:20.

A survey of the problems and policies accompanying informational failures and other market failures with regard to consumer well-being. Governmental regulation of products, of producers, of consumers, and of prices is examined. Antitrust activity, disclosure requirements, advertising restrictions, and regulatory agencies are examined in terms of their ability to serve the public interest or to serve special interests. Economic analysis, rather than institutional structure, is emphasized.

CE&H 639 Consumer Decision Making

Fall. 3 credits. R. J. Avery. M W F 10:10-11:00.

Individual and family decision making with respect to their market purchases will be investigated from a multidisciplinary perspective. Topics to be covered in the course include cognitive theories of information processing; theories of group interaction in decision making; and the effect of advertising, imperfect information, and uncertainty on consumer product evaluation and purchase behavior. Special attention will be given to decision making by consumers in various market segments, e.g., low-income consumers, children, and the elderly. Specific attention will be paid to how consumers in these segments process marketer-provided information and their related consumption decisions.

CE&H 648 Housing Economics

Spring. 3 credits. Prerequisite: CEH 210 or Economics 311 or 313. N. Kutty. M 1:25-3:55.

A survey of economic theory and empirical research related to housing markets. The course studies the demand and supply sides of the housing market as applications of microeconomic theory. Topics related to housing demand include tenure choice (decision to own or rent), household formation, mobility, and discrete choice models of housing demand. Topics on the supply side include housing starts, maintenance, and rehabilitation. Topics in housing finance such as mortgage choice, and the demand for home mortgage debt will be studied. Housing policy issues such as tax policy, housing for the elderly, fair housing, rent control, and zoning also will be addressed.

CE&H 899 Master's Thesis and Research

Fall and spring. Prerequisite: permission of the chair of graduate committee and instructor. S-U grades optional. Graduate faculty.

CE&H 999 Doctoral Thesis and Research

Fall and spring. Prerequisite: permission of the chair of graduate committee and instructor. S-U grades optional. Graduate faculty.

DESIGN AND ENVIRONMENTAL ANALYSIS COURSES

W. Sims, chair; F. Becker, graduate faculty representative; M. Boyd, undergraduate advising coordinator; A. Basinger, S. Danko, P. Eshelman, G. Evans, K. Gibson, A. Hedge, J. Jennings, J. Laquatra, L. Maxwell, E. Schrank

Note: A minimal charge for photocopied course handouts may be required.

NOTE: Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

DEA 101 Design I: Fundamentals

Fall. 3 credits. Each section limited to 18 students. Permission of instructor required. Priority given to interior design majors. Option I majors must take DEA 101 in fall of their first year. Approximate cost of materials, \$60. M. Boyd. M W 1:25-4:25; T R 10:10-1:10.

A studio course introducing the fundamental vocabulary and principles of two- and three-dimensional design. Students experiment with the development of form through problem-solving approaches.

DEA 102 Design II: Fundamentals

Spring. 2 credits. Permission of instructor required. Option I DEA majors only. B- or higher in DEA 101 required to register for this course. Option I majors must take DEA 102 and 115 concurrently. Approximate cost of materials, \$200; shop fee, \$10. P. Eshelman. T R 1:25-4:25.

A studio course in three-dimensional design with an interior design emphasis. Problems in spatial organization are explored through drawings and models.

DEA 111 Introduction to Design

Fall. 3 credits. Limit 300. Staff. M W F 12:20-1:10.

Introduction to the field of design for students in any academic area. The course reviews the spectrum of design activities, examining various movements in design and differences among designers in philosophical premises, social and functional roles, and cultural positions. Also examined are how requirements in the built environment are affected by the interaction of people, design, and materials. Lectures and visual material are presented by DEA faculty members and visiting design professionals.

DEA 115 Drawing for Interior Design

Spring. 3 credits. Option I DEA majors only. Prerequisite: DEA 101; must take DEA 102 and DEA 115 concurrently. Minimum cost of materials, \$100. Permission of instructor only. P. Eshelman. T R 10:10-1:10.

A studio drawing course for interior designers. Discussion groups on drawing techniques are held to develop a visual understanding and vocabulary. Students are introduced to the functions of line, shape, and value. Perspective, spatial, and conceptual drawing are emphasized.

DEA 143 Inside Out: The American Everyday Interior

Spring (odd-numbered years). 3 credits. S-U option. J. Jennings. T R 10:10-11:15.

A study of late nineteenth- and twentieth-century everyday interiors in socio-cultural contexts, with an emphasis on design dissemination, consumer patterns, and gender issues. Topics include women's walls, power

in the parlor, photographs as a mirror, the love of the colonial.

DEA 150 Introduction to Human-Environment Relations

Spring. 3 credits. G. Evans. M W F 12:20-1:10.

Introduction to the influence of physical environment on human behavior. Topics include environmental influences on crowding, community, crime, and friendship; environmental needs associated with characteristics such as stages in life cycle, life styles, social class, family structures, and handicaps; person-environment fit for lighting, acoustics, indoor air quality and ventilation, and thermal comfort; introduction to human factors and systems analysis; effects of environment on perception-cognition; user-responsive design; participatory design programming; and post occupancy evaluation.

DEA 201 Design III: Basic Interior Design

Fall. 4 credits. Limited to 18 students. Prerequisites: DEA 101, 102, and 115 (minimum grades of B-.) Recommended: DEA 111 and 150. Coregistration in DEA 203 and DEA 251 is required. Minimum cost of materials, \$150; shop fee, \$10; optional field trip, approximately \$100; diazo machine fee, \$8. J. Jennings. M W F 1:25-4:25.

Beginning interior design studio. Focus is on development of basic proficiency in interior design skills. The course is structured around a series of elementary interior and interior-product design problems of 3 to 5 weeks in length.

DEA 202 Design IV: Basic Interior Design

Spring. 4 credits. Each section limited to 18 students. Prerequisites: DEA 201 and 203. Prerequisites or corequisites: DEA 111 and 204. Minimum cost of materials, \$120; diazo machine fee, \$8; field trip fee. Staff. T R 12:20-4:25.

Second interior design studio. Emphasis of the course is on continued development of basic proficiency in design skills through exposure to a selected set of interior design problems of limited complexity. Each problem of 3 to 5 weeks duration is structured to emphasize different aspects of the design process.

DEA 203 Design Communications

Fall. 1 credit. Priority given to DEA majors. Lab fee \$10. S. Danko. R 2:30-4:25.

Communication techniques for architectural and interior designers. Students study the various forms of communication used throughout the design process, from programming and conceptualization through construction documentation, and the most effective utilization of those forms. Both verbal and visual presentation methods are stressed.

DEA 204 Introduction to Building Technology

Spring. 2 credits. W. Sims. M 2:30-4:25.

Introduction to building technology for interior designers and facility managers. Emphasis is placed on developing basic understanding of buildings and building systems and their implications for interior design and facility management. Covers basic building types; structural systems; construction materials and methods; HVAC systems; plumbing, electrical, lighting, fire, and security systems; and telephone, computer, and other communication systems.

DEA 250 The Environment and Social Behavior

Fall. 3 credits. Prerequisite: DEA 150 or permission of instructor. Field trip fee \$65. G. Evans. T R 2:30-4:00.

A combination seminar-and-lecture course for students interested in the social sciences, design, or facility management. Through projects and readings the influence of environmental form on social behaviors such as aggression, cooperation, communication, community, and crime is explored. Also covered are the influences of stage in life cycle, family structure, and social class on environmental needs and purposes. Implications for the planning, design, and management of complex environments such as offices, hospitals, schools, and housing are emphasized.

DEA 251 History and Theory of the Interior

Fall. 3 credits. Prerequisites: DEA 101 and 111. J. Jennings. M W F 9:05-9:55.

An historic study of interior architecture and design with an emphasis on the concepts of design theory. Overarching themes encompass several time periods from the classical to the twentieth century and isolate cultural patterns, spatial ideas, dialectics, design elements and theorists. Reading, discussion, analytical exercises, essays, examinations. Field trip.

DEA 300 Special Studies for Undergraduates

Fall or spring. Credit to be arranged. Department faculty.

Special arrangement for course work to establish equivalency for courses not transferred from a previous major or institution. Students prepare a multicopy description of the study they want to undertake on a form available from the Student Services Office. The form, signed by both the instructor directing the study and the head of the department, is filed at course registration or during the change-of-registration period.

DEA 301 Design V: Intermediate Interior Design

Fall. 5 credits. Prerequisites: DEA 111, 150, 201, 202, 203, and 204. Corequisite: DEA 303 and 459. Minimum cost of materials, \$150; shop fee, \$10; optional field trip, approximately \$100; diazo machine fee, \$8. P. Eshelman. M W F 1:25-4:25.

Intermediate-level interior design studio. The course is organized around a series of interior and interior-product design problems of intermediate-level complexity, 3 to 5 weeks in duration. Focus is on development of design skills and on understanding of a selected set of generic problem types.

DEA 302 Design VI: Intermediate Interior Design

Spring. 4 credits. Prerequisites: DEA 301 and 303 or permission of instructor. Corequisites: DEA 304 and DEA 305. Minimum cost of materials, \$150; shop fee, \$10; diazo machine fee, \$8. K. Gibson. M W F 1:25-4:25.

Intermediate-level interior design studio with an introduction to computer applications. Emphasis on using the microcomputer as a design tool in the process of creating and planning interior spaces. Continued development of design skills and problem solving in relation to a selection of problem types.

DEA 303 Introduction to Furnishings, Materials, and Finishes

Fall. 1 credit. P. Eshelman. T 2:30-4:25. Basic understanding of furniture types and systems; interior products and equipment such as work-stations; window, wall, and floor coverings; ceiling and lighting systems; and materials and finishes. Emphasis is placed on criteria for selection of furnishings materials and finishes for typical interior design and facility management problems.

DEA 304 Introduction to Professional Practice of Interior Design

Spring. 1 credit. A. Basinger. T 2:30-4:25. Introduction to organizational and management principles for delivery of interior design and facility management services. Covers basic organizational structures and basic management functions within interior design and facility management organizations, work flow and scheduling, business practices, legal and ethical responsibilities and concerns, contracts, basic contract documents such as working drawings and specifications, supervision of construction and installation, and cost estimation.

DEA 305 Construction Documents and Detailing

Spring. 1 credit. Prerequisites: DEA 301 and DEA 303. Corequisites: DEA 302 and DEA 304. Minimum cost of materials \$50. Field trips, \$50. S. Danko. R 2:30-4:25. Comprehensive study of drafting, detailing, schedules and specifications. Emphasis on drawing conventions, symbols, dimensioning, detailing of interior elements, terminology, construction methods and materials.

DEA 325 Human Factors: Ergonomics-Anthropometrics

Fall. 3 credits. Recommended: A 3-credit statistics course and DEA 150. A. Hedge. T R 9:05-11:00. Implications of human physical and physiological characteristics and limitations on the design of settings, products, and tasks. An introduction to engineering anthropometry, biomechanics, control/display design, work physiology, and motor performance. Course includes practical exercises and field project work.

DEA 349 Graphic Design

Spring. 3 credits. Enrollment limited to 18 students. Recommended: design background. Priority given to DEA majors. Approximate cost of materials, \$50. M. Boyd. M W 1:25-4:25. The fundamentals of lettering, typography, layout, presentation techniques and the functional and visual aspects of environmental graphics. Printing processes and the application of photography and illustration are also covered. A series of projects explores problems typical of the graphic design field, and in interior and exterior graphics, signing, and directional systems.

DEA 350 Human Factors: The Ambient Environment

Spring. 3 credits. Recommended: DEA 150. A. Hedge. T R 9:05-11:00. An introduction to human-factors considerations in lighting, acoustics, noise control, indoor air quality and ventilation, and the thermal environment. The ambient environment is viewed as a support system that should promote human efficiency, productivity, health, and safety. Emphasis is placed on

the implications for planning, design, and management of settings and facilities. Course includes a field project.

DEA 400-401-402-403 Special Studies for Undergraduates

Fall or spring. Credits to be arranged. S-U grades optional. Department faculty. For advanced independent study by an individual student or for study on an experimental basis with a group of students in a field of DEA not otherwise provided through course work in the department or elsewhere at the university. Students prepare a multicopy description of the study they want to undertake on a form available from the Counseling Office. This form must be signed by the instructor directing the study and the department head and filed at course registration or within the change-of-registration period after registration. To ensure review before the close of the course registration or change-of-registration period, early submission of the special studies form to the department head is necessary. Students, in consultation with their advisers and the instructor should register for one of the following subdivisions of independent study.

DEA 400 Directed Readings

For study that predominantly involves library research and independent reading.

DEA 401 Empirical Research

For study that predominantly involves data collection and analysis, or laboratory or studio projects.

DEA 402 Supervised Fieldwork

For study that involves both responsible participation in a community setting and reflection on that experience through discussion, reading, and writing. Academic credit is awarded for this integration of theory and practice.

DEA 403 Teaching Apprenticeship

For study that includes teaching methods in the field and assisting faculty with instruction. Students must have demonstrated a high level of performance in the subject to be taught and in the overall academic program.

[DEA 404 Design VII: Advanced Interior Design

Fall. 4 credits. Prerequisites: DEA 302, DEA 303, DEA 304, and DEA 305. Minimum cost of materials, \$150. Diazo machine fee \$8. Field trip \$50. Staff. Not offered 1995-96. M W F 1:25-4:25. Advanced interior design studio organized around a series of interior design problems, 3 to 5 weeks in duration. Focus is on development of design skills and on competence in solving a selected set of generic interior design problem types.]

DEA 405 Portfolio Preparation

Spring. 3 credits. Enrollment limited to 18. Prerequisites DEA 301 or permission of instructor. S-U option. Minimum cost of materials, \$200. Required field trip \$20. M. Boyd. M W 10:10-1:10. Students apply graphic design principles to develop a professional portfolio of their work. Also covered are resume writing and planning the job search, and the use of appropriate computer software computer-aided graphic tools.

DEA 443 American Vernacular Interiors

Spring (even-numbered years). 3 credits. Enrollment limited to 15 students. S-U option. Field trips \$50. J. Jennings. T R 10:10-11:30.

A topical study of nineteenth- and twentieth-century American vernacular interiors, exploring the relationship between interior design theory and social and cultural values. Sources include historic interiors, literature and art, architectural and material culture studies. Reading, discussion, comparative analysis, and critical writing.

DEA 451 Seminar in Facility Planning and Management

Fall. 1 credit. S-U grades only. F. Becker, W. Sims. M 3:35-4:25. Series of seminars led by Cornell faculty and other facility management professionals. Topics include strategic space planning, space standards, office automation, project management, energy conservation, environmental protection and regulatory issues.

DEA 453 Planning and Managing the Workplace

Spring. 3 credits. Prerequisite: DEA 250 or permission of instructor. F. Becker. M 7:30-10:30. Intended for students interested in the planning, design, and management of facilities for complex organizations. The purpose of the course is to explore how characteristics of the workplace, including furniture and equipment and policies governing their use and allocation, affect individual and organizational effectiveness. Special topics, such as the human implications of new information technologies and work at home, are also covered.

DEA 454 Facility Planning and Management Studio

Spring. 4 credits. Prerequisite: DEA 459 or permission of instructor. Letter grades only. Minimum cost of materials, \$100. W. Sims. T R 1:25-4:25. For advanced undergraduates interested in facility planning and management. Purpose is to provide basic tools, techniques, and concepts useful in planning, designing, and managing facilities for large, complex organizations. Covers strategic and tactical planning for facilities, organizing to deliver facility management services, project management, space forecasting, space allocation policies, programming, site selection, building assessment, space planning and design, furniture specifications, and moves. Sociopsychological, organizational, financial, architectural, and legal factors are considered.

DEA 455 Research Methods in Human-Environment Relations

Fall. 3 credits. Prerequisites: DEA majors only or permission of instructor, and a statistics course. G. Evans. M W F 1:25-2:15. The course develops the student's understanding and competence in the use of research and analytical tools to study the relationship between the physical environment and human behavior. Emphasis is placed on selection of appropriate methods for specific problems and the policy implications derived from research. Topics include research design, unobtrusive and obtrusive data-collecting tools, the processing of qualitative and quantitative data, and effective communication of empirical research findings.

DEA 459 Programming Methods in Design

Fall. 3 credits. F. Becker. T R 11:15–1:10. Introduction to environmental programming. Emphasis on formulation of building requirements from user characteristics and limitations. Diverse methods for determining characteristics that will enable a particular environmental setting to support desired behaviors of users and operators. Methods include systems analysis, soft system, behavior circuit, behavior setting, and user characteristic approaches. Selection of appropriate methods to suit problems and creation of new methods or techniques are emphasized.

DEA 470 Environmental Analysis I: Applied Ergonomics Methods

Spring (even-numbered years). 3 credits. Prerequisite: DEA 325. A. Hedge. T R 2:30–4:00. This course covers ergonomics methods and techniques and their application to the design of modern work environments. Emphasis is placed on understanding key concepts. Coverage includes conceptual frameworks for ergonomic analysis, systems methods and processes, a repertoire of ergonomics methods and techniques for the analysis of work activities and work systems. This course is the undergraduate section of DEA 670, which will share the same lectures but will meet for an additional hour. DEA 670 will have additional readings and projects.

DEA 499 Design VIII: Advanced Interior Design

Fall. 6 credits. Prerequisites: DEA 301, 302, 303, and 304. Minimum cost of materials, \$150; diazo machine fee, \$8 per semester. S. Danko. T R 12:20–4:25. Design—problem-solving experiences involving completion of advanced interior design problems. Problems are broken into five phases: programming; schematic design and evaluation; design development, including material and finish selection; design detailing; and in-process documentation and the preparation of a professional-quality design presentation.

DEA 600 Special Problems for Graduate Students

Fall or spring. Credit to be arranged. S-U grades optional. Department faculty. Independent advanced work by graduate students recommended by their special committee chair and approved by the head of the department and instructor.

DEA 643 American Vernacular Interiors

Spring (even-numbered years). 4 credits. Enrollment limited to 15 students. S-U option. Field trips \$50. Offered 1996. J. Jennings. T R 10:10–11:30. A course intended for graduate students who want a more thorough grounding in the history of vernacular interiors than is provided by DEA 443. Each student is required to attend DEA 443 lectures, meet with the instructor and other graduate students for an additional class hour each week, and do additional readings and projects.

DEA 645 Design Process and Methods

Spring. 3 credits. Limited to 15 graduate and advanced undergraduate students. Prerequisite for undergraduates: permission of instructor. S. Danko. T 4:30–7:30. Focuses on thinking processes and techniques that support creative problem solving. Design methodologies of famous designers such as da Vinci, Ben Franklin, and Charles Eames will

be examined through discussions and applications to short studio problems by the students. Topics include a historical overview of the design process and methods in both professional practice and education, creative problem solving in management and design, perceptual blocks to creativity, and the inherent merits and pitfalls in the four realms of thinking: analytical, intuitive, synthetic, and evaluative.

DEA 648 Advanced Applications in Computer Graphics

Fall. 3 credits. Limited to 12 graduate and advanced undergraduate students. Prerequisites for undergraduates: DEA 301 or permission of instructor. Minimum cost of materials \$150. K. Gibson. T R 9:05–12:05. Advanced use of computer technology to create and analyze interior environments. Emphasis will be on the use of 3-D modeling, animation, photorealistic rendering and emerging technologies to investigate dynamic design issues.

DEA 650 Programming Methods in Design

Fall. 4 credits. Recommended prerequisites: DEA 660, 652, and 656. F. Becker. T R 11:15–1:10. A course intended for graduate students who want a more thorough introduction to environmental programming methods than is provided by DEA 459. Each student is required to attend DEA 459 lectures, meet with the instructor and other graduate students for an additional class each week, and do additional readings and projects. See DEA 459 for more detail.

DEA 651 Human Factors: Ergonomics-Anthropometrics

Fall. 4 credits. Recommended: DEA 150 and a 3-credit statistics course. A. Hedge. T R 9:05–11:00. A course intended for graduate students who want a more thorough grounding in human factors than is provided by DEA 325. Each student is required to attend DEA 325 lectures, meet with the instructor and other graduate students for an additional class each week, and do additional readings and projects. See DEA 325 for more detail.

DEA 652 Human Factors: The Ambient Environment

Spring. 4 credits. Recommended: DEA 150. A. Hedge. T R 9:05–11:00. A course intended for graduate students who want a more thorough grounding in human factors considerations than is provided by DEA 350. Each student is required to attend DEA 350 lectures, meet with the instructor and other graduate students for an additional class each week, and do additional readings and projects. For detailed description, see DEA 350.

DEA 653 Planning and Managing the Workplace

Spring. 4 credits. Prerequisite: DEA 250/660 or permission of instructor. F. Becker. M 7:30–10:30. Intended for graduate students who want a more thorough grounding in the planning, design, and management of facilities for complex organizations than is provided by DEA 453. Each student is required to attend DEA 453 lectures, meet with the instructor and other graduate students for an additional class each week, and do additional readings and projects. See DEA 453 for more detail.

DEA 654 Facility Planning and Management Studio

Spring. 4 credits. Prerequisite: DEA 459 or permission of instructor. Letter grades only. Minimum cost of materials, \$100. For graduate students in facility planning and management. W. Sims. T R 1:25–4:25. For description, see DEA 454.

DEA 656 Research Methods in Human-Environment Relations

Fall. 4 credits. Prerequisites: DEA majors only or permission of instructor, and a statistics course. G. Evans. M W F 1:25–2:15. Intended for graduate students who want a more thorough understanding of the use of research to study the relationship between physical environment and human behavior than is provided by DEA 455. Each student is required to attend DEA 455 lectures, meet with the instructor and other graduate students for an additional class each week, and do additional readings and projects. See DEA 455 for more detail.

DEA 659 Seminar on Facility Planning and Management

Fall. 1 credit. For graduate students and advanced undergraduates interested in careers in facility planning and management. S-U grades only. F. Becker, W. Sims. M 3:35–4:25. Series of seminars led by Cornell faculty members and other professionals directly involved in facility planning and management. Topics include strategic and tactical facility planning, space standards, project management, computer and facility management, facility maintenance and operations, energy conservation and building systems.

DEA 660 The Environment and Social Behavior

Fall. 4 credits. Prerequisite: DEA 150 or permission of instructor. Field trip fee \$65. G. Evans. T R 2:30–4:00. Intended for graduate students who want a more thorough understanding of environmental form on social behavior than is provided by DEA 250. Each student is required to attend DEA 250 lectures, meet with the instructor and other graduate students for an additional class each week, and do additional readings and projects. See DEA 250 for more detail.

[DEA 668 Design Theory Seminar

Fall. 3 credits. Enrollment limited to 15 students. Staff. Not offered 1995–96. Directed toward advanced undergraduate and graduate students with interest in the theory of design. The purpose is to provide an understanding of major theoretical ideas underlying design movements of the twentieth century. Explores these ideas through readings, lectures by faculty and visitors, student presentations of research papers, and seminar discussions.]

DEA 670 Environmental Analysis I: Applied Ergonomics Methods

Spring (even-numbered years). 4 credits. Enrollment limited to 20. Prerequisite: DEA 651. A. Hedge. T R 2:30–4:00. Intended for graduate students who want a more thorough understanding of applied ergonomics methods than is provided by DEA 470. Each student is required to attend DEA 470 lectures, meet with the instructor and other graduate students for an additional class each week, and do additional readings and projects. See DEA 470 for more detail.

[DEA 671 Environmental Analysis II: Indoor Air Quality Methods

Spring (odd-numbered years). 3 credits.
Enrollment limited to 20. Prerequisite:
DEA 652. A. Hedge. T R 2:30-4:00.

This course provides in-depth coverage of the nature of indoor air pollutants and techniques for analyzing indoor air quality in modern work environments. Emphasis is placed on understanding key concepts in environmental exposure, toxicology, epidemiology and on understanding the procedures for assessing indoor air quality conditions. Coverage also includes detailed consideration of the design of modern ventilation systems.]

DEA 899 Master's Thesis and Research

Fall or spring. Credits to be arranged.
Prerequisite: permission of the chair of the graduate committee and the instructor.
S-U grades optional. Department graduate faculty.

HUMAN DEVELOPMENT AND FAMILY STUDIES COURSES

S. Hamilton, chair; S. Robertson, graduate faculty representative; J. Brumberg, undergraduate advising coordinator; C. Anderson, U. Bronfenbrenner, R. Canfield, S. Ceci, M. Cochran, S. Cornelius, D. Dempster-McClain, R. Depue, J. Doris, J. Eckenrode, J. Garbarino, J. Haugaard, C. Hazan, B. Koslowski, L. C. Lee, M. Lenzenweger, B. Lust, P. Moen, K. Pillemer, M. Potts, C. Raver, H. Ricciuti, J. Ross-Bernstein, R. Savin-Williams, C. Suci, E. Wethington

NOTE: Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

HDFS 115 Human Development

Fall or summer. 3 credits. S-U grades optional. M W F 1:25-2:15. S. Ceci.

Provides a broad overview of theories, research methods, and current knowledge of human development from conception into adulthood. Course material primarily covers infancy and childhood with considerably less focus on adolescent and adult development. Topics include biological, intellectual, linguistic, social and emotional development as well as the cultural, social, and interpersonal contexts that affect developmental processes and outcomes in these domains.

HDFS 150 Families and the Life Course

Spring or summer. 3 credits. S-U grades optional. E. Wethington. M W F 1:25-2:15.

This course provides an introduction to social scientific research on family roles and functions. Families are examined in regard to how they appear in U.S. history, how they change over the life course, and how they are influenced by cultural and economic forces.

HDFS 216 Human Development: Adolescence and Youth

Spring or summer. 3 credits. Prerequisite: HDFS 115. S-U grades optional. Staff. T R 2:30-4:00.

Provides a broad overview of theories, issues, and research in the study of human development from early adolescence to early adulthood (youth). Attention is focused on the interplay of biological and cognitive factors, interpersonal relationships, social structure, and cultural values in shaping the

individual's development. The role of adolescence in both the individual's life course and the evolution of the culture as a whole is also considered. Familial, peer group, educational, and work contexts for development are discussed.

HDFS 218 Human Development: Adulthood and Aging

Spring. 3 credits. Prerequisite: HDFS 115. S-U grades optional. Staff. M W F 9:05-9:55.

Provides a general introduction to theories and research in adult development and aging. Psychological, social, and biological changes from youth through late adulthood are discussed. Both individual development within generations and differences among generations are emphasized.

[HDFS 241 History of Childhood in the United States

Spring. Limited to 30 students. 3 credits. Not offered 1995-96. J. Brumberg.

An examination of childhood and adolescence in various historical contexts: Puritan New England, slave plantations, evangelical revivals, the Western frontier, Victorian families, reform schools, early high schools and colleges, the sexual revolution of the 1920s, immigrant communities, the Depression and World War II, the 1950s, and more recent social and cultural changes affecting families. Students will evaluate continuities and changes in the lives of American children as well as changing scientific ideas about children. Students have an opportunity to reflect on and write about their own childhood and adolescence. This course is designed to give students a humanities perspective on approaches to childhood central to many different disciplines.]

HDFS 242 Participation with Groups of Young Children

Fall or spring. 4 credits (3 credits possible, but not recommended). Limited to 20 students (limit depends on availability of placements and of supervision). Prerequisites: HDFS 115 and permission of instructor. S-U grades optional. J. Ross-Bernstein. W 10:10-12:05.

This course is designed to integrate developmental theories with supervised experience in child care centers, with the intention of enhancing the student's abilities to understand and to relate effectively with young children. Participation, observation, reflection, reading, writing, and sharing of viewpoints are some of the means used to these ends. Placements are in local nursery schools, day care centers, Head Start programs, and kindergartens.

HDFS 243 Participation with Groups of Children, Ages 6-12

Fall. 4 credits (3 credits possible, but not recommended). Limited to 20 students (limit depends on availability of placements and supervision). Prerequisites: HDFS 115 and permission of instructor during preregistration. S-U grades optional. Staff. W 12:20-2:15.

This course is designed to allow students to gain a working developmental perspective on the school-aged child (ages 6-12). Students will participate in area elementary schools for 6 hours per week as a classroom assistant, attend a weekly 2-hour resource and discussion seminar, and complete readings in developmental theory, current trends, and issues regarding children's learning and growth. The application of readings and

discussions to the field experience via written assignments will give the student the opportunity for a well-integrated understanding of the school-aged child.

HDFS 251 Social Gerontology: Aging and the Life Course

Spring. 3 credits. Limited to 60 students. Prerequisites: HDFS 150 or equivalent to be determined by instructor. S-U grades optional. D. Dempster-McClain. T R 10:10-11:40.

This course analyzes the social aspects of aging in contemporary American society from a life course perspective. Topics to be covered include: (1) An introduction to the field of gerontology, its history, theories, and research methods, (2) A brief overview of the physiological and psychological changes that accompany aging, (3) An analysis of the contexts (such as family, friends, social support, employment, volunteer work) in which individual aging occurs, including differences by gender, ethnicity, and social class. (4) The influences of society on the aging individual. Guest speakers will provide an introduction to various careers in the field of gerontology.

[HDFS 258 Historical Development of Women as Professionals, 1800 to the Present (also Women's Studies 238 and History 238, American Studies 258)

Spring. 3 credits. S-U grades optional. Human ecology students must register for HDFS 258. Not offered 1995-96. J. Brumberg.

The historical evolution of the female professions in America (midwifery, nursing, teaching, librarianship, home economics, and social work) as well as women's struggles to gain access to medicine, law, and the sciences. Lectures, reading, and discussion are geared to identifying the cultural patterns that fostered the conception of gender-specific work, and the particular historical circumstances that created these different work opportunities. The evolution of "professionalism" and the consequences of professionalism for women, family structures, and American society are also discussed.]

[HDFS 259 Socialization, Social Control, and Deviance across the Life Course

Spring. 3 credits. Prerequisites: HDFS 150 or Sociology 101 or Rural Sociology 101. Not offered 1995-96. Next offered spring 1997. E. Wethington.

Provides an overview of sociological theories and research on how social structures, values and relationships regulate individual behavior. Theories and research on social control, crime, delinquency, and creativity are emphasized.]

[HDFS 260 Personality Development

Spring. 3 credits. Prerequisites: HDFS 115 or Psychology 101. Offered alternate years. Not offered 1995-96. C. Hazan.

An introduction to theory and research in the area of personality psychology, with special emphasis on development. Covers major influences—including genetic, environmental, and person-environment interactions—major theories, basic psychometric concepts, such as reliability and validity, and methods for measuring and assessing personality.]

HDFS 261 The Development of Social Behavior

Spring. 3 credits. Prerequisite: HDFS 115 or Psychology 128. Offered alternate years. C. Raver. T R 12:20-1:45.

Issues in the development of social behavior are viewed from the perspective of theory and research. An attempt is made to apply our understanding of social behavior to education, childrearing, and group behavior. Likely topics include bases of social behavior in infancy and early childhood, the role of parents, siblings and peers, the development of prosocial and aggressive behavior, the development and functioning of attitude and value systems, and the function and limits of experimental research in the study of social development.

HDFS 284 Introduction to Sexual Minorities

Fall. 3 credits. Prerequisite: one social science course. S-U grades optional. R. Savin-Williams. M 7:30-10:00 p.m.

This course introduces students to theories, empirical scholarship, public policies, and current controversies with lesbian, gay, bisexual, transgender, sexual questioning, and other sexual minority populations. The major focus is on gay, lesbian, and bisexual development, lifestyles, and communities with additional emphasis on ethnic, racial, gender, and class issues. Requirements include reaction papers to the readings.

HDFS 300 Special Studies for Undergraduates

Fall or spring. Credit to be arranged. Permission required.

Special arrangement for course work to establish equivalency for courses not transferred from a previous major or institution. Students prepare a multicopy description of the study they want to undertake on a form available from the Student Services Office. The form, signed by both the instructor directing the study and the coordinator of undergraduate education, is filed at course registration or during the change-of registration period.

HDFS 313 Problematic Behavior in Adolescence

Spring. 3 credits. Prerequisite: HDFS 115 or Psychology 101; HDFS 216 recommended. J. Haugaard. T R 2:30-4:00.

This course will explore several problematic behaviors of adolescence, including depression, drug abuse, eating disorders, and delinquency. Various psychological, sociological, and biological explanations for the behaviors will be presented. Appropriate research will be reviewed; treatment and prevention strategies will be explored. An optional discussion section will be available to students who would like an opportunity to discuss readings and lectures in greater depth.

HDFS 331 Learning in Children

Fall. 3 credits. Prerequisite: HDFS 115 or equivalent. Limited to 25 students. M. Potts. W 12:20-2:15.

Examines diverse theories and models of learning and their differing implications for real-world situations that require learning or relearning. Considers the interrelations of learning and development and of learning and intelligence. Through fieldwork, application is made to the assessment of learning processes in the cognitive domain and to implementation of the variables which affect learning.

HDFS 333 Cognitive Processes in Development

Spring. 3 credits. Prerequisite: HDFS 115 or equivalent. G. Suci. T R 10:10-11:40.

A survey of theories and problems in the development of selected cognitive processes: attention, perception, mediation processes, and language. The focus is on the first two years of life.

[HDFS 334 The Growth of the Mind

Spring. 4 credits. Open to undergraduate and graduate students. Graduate students should also enroll in HDFS 635, a supplemental graduate seminar. Prerequisites: A course in human experimental psychology, statistics, or HDFS 115 or equivalent; or permission of the instructor. S-U grades optional. Offered alternate years. Not offered 1995-96. B. Lust.

In this course the fundamental issues of cognition are introduced. What is the nature of human intelligence? of logical and scientific reasoning? How are knowledge and understanding acquired and represented in the human mind? What is the nature of mental representation? What are the cognitive characteristics of the mind at birth? What is the relation of the acquisition of knowledge and understanding to their final representation? What are the relations between language and thought? In the study of those issues, how can epistemology and experimental psychology be related through the experimental method?

Basic debates in the study of cognition are introduced and discussed throughout: for example, the roles of innateness and learning, the distinction between competence and performance, and the relation between induction and deduction in the acquisition of knowledge. Those psychological issues are set in a context of basic epistemological issues involving the tension between rationalism and empiricism.

The course will analyze Piaget's comprehensive theory of cognitive development and experimental results. Current research in cognitive development will be contrasted.]

HDFS 344 Infant Behavior and Development

Fall. 3 credits. Prerequisites: HDFS 115, a biology course, and a statistics course. Not open to freshmen. S. Robertson. T R 12:45-2:00.

Behavior and development from conception through the first two years after birth will be examined in traditional areas (e.g., perception, cognition, socioemotional, language, motor). The fundamental interconnectedness of these aspects of development will be strongly emphasized, as well as their relation to the biology of fetal and infant development. Topics with implications for general theories of development will be emphasized (e.g., the functional significance of early behavior, the nature of continuity and change, the role of the environment in development). Conditions which put infants at risk for poor development (e.g., premature birth, exposure to environmental toxins, maternal depression) and topics with current social, ethical, or political implications (e.g., infant day care, fetal rights) will also be considered. An emphasis on research methodology in the study of early behavior and development will be maintained throughout the course.

HDFS 346 The Role and Meaning of Play

Spring. 2 credits. Limited to 30 juniors and seniors. Prerequisite: HDFS 115. J. Ross-Bernstein. W 7:30-9:00 p.m.

The aim of this course is to examine the play of children ages three through seven. Through seminar discussions, workshops, films, and individualized research, the student will explore the meanings and validity of play in the lives of young children, the different ways that children play and the value of each, and the effect of the environment in enhancing and supporting play.

[HDFS 347 Human Growth and Development: Biological and Behavioral Interactions (also Biology and Society 347 and Nutritional Sciences 347)

Spring. 3 credits. Prerequisites: Biological Sciences 101 or 109 or equivalent, and HDFS 115 or Psychology 101. Offered alternate years. Limited to 150 students. Not offered 1995-96. Next offered spring 1997. S. Robertson and J. Haas.

This course is concerned with the interrelationships between physical and psychological growth and development in humans, particularly during infancy. Intrinsic and extrinsic causes of variations in growth, including various forms of stimulation, are considered. In addition, the consequences of early growth and its variations for current and subsequent behavioral, psychological, and physical development are examined. The interaction between physical and behavioral or psychological factors is emphasized throughout the course.]

HDFS 348 Advanced Participation with Children

Fall or spring. 4 or 8 credits. Limited to 20 students (limit depends on availability of placements and supervision). Prerequisites: HDFS 115 and HDFS 242, 243 or 331; and permission of instructor. Recommended: HDFS 346. S-U grades optional. J. Ross-Bernstein. T 12:20-2:15.

An advanced, supervised field-based course, designed to help students deepen and consolidate their understanding of children. Students are expected to define their own goals and assess progress with supervising teachers and instructor; to keep a journal; and to plan, carry out, and evaluate weekly activities for children in their placement. Conference group and readings focus on contexts of development and on ways to support children's personal and interpersonal learning. Each student is expected to do a presentation and paper on a self-selected topic within the scope of the class. Participation is in settings that serve typical and/or special needs children from two to ten years of age and provide education, care, or special-purpose interventions for them.

HDFS 354 Families in Cross-cultural Perspective

Spring. 3 credits. Prerequisites: HDFS 115 or HDFS 150 or Rural Sociology 101 or 102 or Anthropology 101 or 102, or equivalent. S-U grades optional. Staff. M W F 10:10-11:00.

This course will be taught with an emphasis on the life cycle of families and individuals. Focus will be on the rites/rituals, both subtle and obvious, that mark an individual's movement through the stages of life. The approach will be both anthropological and historical. Students will see correlations between diverse family forms in the United States and around the world.

[HDFS 359 American Families in Historical Perspective (also Women's Studies 357, History 359, American Studies 359)]

Spring. 3 credits. Prerequisite: HDFS 150 or one 200-level social science or history course. S-U grades optional. Human ecology students must register for HDFS 359. Not offered 1995-96. J. Brumberg.

This course provides an introduction to and overview of problems and issues in the historical literature on American families and the family life cycle. Reading and lectures demonstrate the pattern of American family experience in the past, focusing on class, ethnicity, sex, and region as important variables. Analysis of the private world of the family deals with changing cultural conceptions of sexuality, sex roles, generational relationships, stages of life, and life events. Students are required to do a major research paper on the history of their family, covering at least two generations, and demonstrating their ability to integrate life-course development theory, data drawn from the social sciences, and historical circumstances.]

[HDFS 362 Close Relationships across the Lifespan]

Fall. 3 credits. Prerequisite: HDFS 115 or Psychology 101. S-U grades optional. Not offered 1995-96. C. Hazan.

Examines relationships from a psychological perspective, drawing on theoretical and empirical work in developmental, clinical, and social psychology. A central goal is to define and explain the basic structure, functions, and dynamics of human relationships. Covers such topics as interpersonal attraction, mate selection, commitment, intimacy, and the role of relationships in physical and mental health.]

HDFS 370 Experimental Psychopathology

Spring. 3 credits. Limited to sophomores, juniors, and seniors. Prerequisites: HDFS 115, Psychology 101, or Education 110; a course in statistics (e.g., Psych 350, Soc 301, Educ 352 or 353, Ag Ec 310 or equivalent); and an introductory biology course. Letter grades only.

M. Lenzenweger. T R 10:10-11:40.

A research-based survey of the cognitive, emotional, and biological aspects of psychopathology across the life span. The major mental illnesses will be covered, including schizophrenia, anxiety disorders, affective disorders, and personality disorders as well as psychopathological disorders of childhood. Emphasis will be placed on the development of psychopathology, current theories and models of etiology, and intervention strategies. This course is intended to be a rigorous introduction to the scientific study of psychopathology and psychopathological development; minimal attention to psychotherapy.

HDFS 397 Experimental Child Psychology

Fall. 4 credits. Prerequisites: HDFS 115 or Psychology 101 and one course in statistics. Intended primarily for students interested in entering graduate programs involving further research training. Limited to 16 students. L. Lee. M W 10:10-12:05.

A study of experimental methodology in research with children. Includes lectures, discussions, and practicum experiences covering general experimental design, statistics, and styles and strategies of working with children.

HDFS 400-401-402-403 Special Studies for Undergraduates

Fall or spring. Credits to be arranged. Enrollment limited to juniors and seniors with a minimum 3.0 G.P.A. Permission required. Prerequisites: either HDFS 115, 150, and two intermediate level HDFS courses, or four courses in psychology or sociology. S-U grades optional.

For advanced independent study by an individual student or for study on an experimental basis with a group of students in a field of HDFS not otherwise provided through course work in the department or elsewhere at the university. Students prepare a multicopy description of the study they want to undertake, on a form available from the department office in NG14. This form must be signed by the instructor directing the study and the student's faculty adviser and submitted to NG14 MVR, the Office of Undergraduate Education. After clearance that all prerequisites are met, the student picks up the form in NG14 to file at course registration or within the change-of-registration period after registration. To ensure review before the close of the periods, early submission of the special studies form to the Office of Undergraduate Education is necessary. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study (guidelines for each are available in NG14 Martha Van Rensselaer Hall):

HDFS 400 Directed Readings

Prerequisites: In addition to the general prerequisite courses, a statistics or methods course and at least one course directly linked to the area of study. Permission required.

For study that predominantly involves library research and independent study.

HDFS 401 Empirical Research

Prerequisites: In addition to the general prerequisite courses, a statistics or methods course and at least one course directly linked to the area of study. Permission required.

For study that predominantly involves data collection and analysis, or laboratory or studio projects.

HDFS 402 Supervised Fieldwork

Prerequisites: In addition to the general prerequisite courses, an observation or participation course. Permission required.

For study that involves both responsible participation in a community setting and reflection on that experience through discussion, reading, and writing. Academic credit is awarded for this integration of theory and practice.

HDFS 403 Teaching Apprenticeship

Prerequisites: In addition to the general prerequisite courses, must have taken the course or equivalent and received a grade of B+ or higher. Permission required.

For study that includes assisting faculty with instruction.

HDFS 417 Female Adolescence in Historical Perspective (also Women's Studies 438 and History 458)

Spring. 3 credits. Limited to 50 students. Prerequisites: HDFS 258 or 359 or a 200- or 300-level history or women's studies course. Permission of instructor required. J. Brumberg. W 2:00-4:25.

A reading, writing, and discussion course that will attempt to answer a basic historical question that has consequence for both contemporary developmental theory and social policy: How has female adolescence in the United States changed in the past 200 years? The focus will be on the ways in which gender, class, ethnicity, and popular culture shape adolescent experience. Although the required readings are primarily historical in nature, students are encouraged to think about the interaction of biology, psychology, and culture. Students are required to do a primary source research paper.

HDFS 431 Cognition and Aging

Fall. 3 credits. Enrollment limited to 25 juniors and seniors or by permission of instructor. Prerequisites: HDFS 115 OR Psychology 101 and one higher level course in cognition OR aging. A course in statistics is strongly recommended. S-U grades optional. G. Suci. T R 10:10-11:40.

Literature relevant to current empirical studies aimed at cognition as a function of aging in adults will be selectively surveyed. Topics will include attention, perception, memory, conceptualization, intelligence and wisdom. An aim will be to identify possible mechanisms that underlie observed age-related decrement in cognitive functioning as well as possible approaches to improving functioning in the aged. Students will be asked to design empirical research aimed at an aging/cognition question.

[HDFS 432 Cognitive Development and Education]

Spring. 3 credits. Prerequisite: HDFS 115 or equivalent. Limited to 20 students. Not offered 1995-96. M. Potts.

This course defines basic cognitive processes that underlie education (for example, linguistic processes that underlie language comprehension and production; numerical processes that underlie mathematics; perceptual processes that underlie reading) and reviews research on the development and learning of these processes in children. A laboratory component focuses on assessment and facilitation of cognitive competencies as they bear on one educational subject.]

HDFS 436 Language Development (also Psychology 436 and Linguistics 436)

Spring. 4 credits. Open to undergraduate and graduate students. Graduate students should also enroll in HDFS/LING 633, a supplemental graduate seminar. Prerequisite: at least one course in developmental psychology, cognitive psychology, cognitive development, or linguistics. S-U grades optional. Offered alternate years. B. Lust. T R 3:30-4:25.

This course surveys basic issues, methods, and research in the study of first-language acquisition. Major theoretical positions in the field are considered in the light of experimental studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The fundamental issues of relationships between language and thought are discussed, as are the fundamental linguistic issues of Universal Grammar and the biological foundations for language acquisition. The acquisition of communication systems in nonhuman species such as chimpanzees is addressed, but major emphasis is on the child.

[HDFS 438 Thinking and Reasoning

Spring. 3 credits. Prerequisite: HDFS 115 or Psychology 101. Not offered 1995-96. B. Koslowski.

The course will examine problem solving and transfer, pre-causal thinking, logical thinking, practical syllogisms, causal reasoning, scientific reasoning, theories of evidence, expert vs. novice differences, and non-rational reasoning. Two general issues will run through the course: the extent to which children and adults approximate the sorts of reasoning that are described by various types of models, and the extent to which various models accurately describe the kind of thinking that is required by the types of problems and issues that arise and must be dealt with in the real world.]

HDFS 439 Cognitive Development: Infancy through Adolescence

Fall. 3 credits. Prerequisites: HDFS 115 or Psychology 101. Letter grades only. B. Koslowski. W 2:00-4:25.

The course will be an overview of current and classic issues and research in cognitive development. Central topics of both "hard cognition" (e.g., information processing and neuropsychological functioning) and "soft cognition" (e.g., problem solving, concepts and categories) will be covered. Selected topics will be linked to methodological issues and to important social issues such as cross-cultural cognitive development and putative racial and social class differences.

HDFS 440 Internship in Educational Settings for Children

Fall or spring. 8-12 credits. Prerequisites: HDFS 115, 242, or 243 or 331 and 348. Recommended: HDFS 346. Permission of instructor required. S-U grades optional. J. Ross-Bernstein.

Opportunity to integrate theory with practice at an advanced level and to further develop understanding of children ages two to ten and their families. Interns will function as student teachers in a preschool or elementary school classroom and participate in curriculum planning, evaluation, staff meetings, home visits, parent conferences, and parent meetings. Supervision by head teacher and instructor. Students are expected to define their own goals and to assess their progress, to do assigned and self-directed readings, and to keep a critical incident journal.

HDFS 451 Nontraditional Families and Troubled Families

Fall. 3 credits. Limited to 30 students. Prerequisites: HDFS 115 and 150. Letter grades only. J. Haugaard. T R 8:30-9:55.

This is an advanced course designed to explore the functioning of families. The first part of the course examines family system theory and how it relates to our understanding of all families. Four types of families are then examined: two nontraditional families (e.g., adoptive families) and two troubled families (e.g., families with a chronically ill child).

[HDFS 456 Families and Social Policy

Spring. 3 credits. Prerequisite: one course in the area of the family or in sociology. S-U grades optional. Not offered 1995-96. P. Moen.

An examination of the intended and unintended family consequences of governmental policies, using case studies in areas such as social welfare, day care, and employment. The policy implications of changes in the structure and composition of families are also considered.]

HDFS 457 Health and Social Behavior

Fall. 3 credits. Prerequisites: HDFS 115 or HDFS 150 or HSS 101 and a course in statistics. Letter grades only.

E. Wethington. M W F 10:10-11:00.

This course critically examines theories and empirical research on the relationship between social structure and physical and mental health. The lectures and readings focus on family structure, social support, and social stress, all of which are associated with physical health, mental health, and health behaviors.

[HDFS 461 The Psychology of Television

Spring or summer. 3 credits. Limited to 100 students. Preference given to juniors and seniors. Prerequisite: a developmental or psychology course; HDFS 115 or Psychology 101 preferred. Not offered 1995-96. Staff.

This course offers a historical and topical survey of the research literature regarding the influence of television. Topics include (1) the introduction of television from 1950 to 1960 and its direct effects, (2) the audience for television, (3) the content of television, (4) behavioral mechanisms of influence: imitation, disinhibition, arousal/desensitization, (5) the psychological research of the 1960s and 1970s; cognitive mechanisms of influence; mainstreaming and resonance; formal features, comprehension, and perceived reality; current issues in research from 1980 on; the role of advertisements; government policies and advertisements; and television over the life span.]

HDFS 464 Sexual Minorities and Human Development

Spring. 3 credits. Limited to 15 students. Permission of instructor required. R. Savin-Williams. T 2:00-4:25.

The first half of the course covers topics of a fairly general nature regarding theoretical, research, and applied issues on sexual minorities. In the second half of the course, students will determine the content through their selection of particular topics that interest them. The success of the course depends on students feeling personally engaged and committed to the course content. Because of the multidisciplinary nature of the course, it is hoped that students from a variety of backgrounds in disciplines, gender, sexual orientation, ethnicity, race, class, and religious affiliation will feel comfortable in the course.

HDFS 466 Neurobiology of Personality and Psychopathology

Fall. 3 credits. Limited to 30 students. Prerequisites: HDFS 115 or Psychology 101, Psychology of Psychopathology (HDFS 370 or Psychology 325), a semester of biology OR biological psychology. Letter grades only. R. Depue. W 2:00-4:25.

For juniors and seniors who have an interest in the neurobiology of behavior. Course material is presented within an evolutionary biology perspective, where the development of neurobehavioral systems as a means of adapting to critical internal and external stimuli is explored. Focus is on the general role played by the biogenic amines (dopamine, norepinephrine, and serotonin) and opiates in personality and psychopathology. Specifically, the relation of dopamine and positive emotionality, norepinephrine and negative emotionality, serotonin and behavioral stability, and opiates and social reward-attachment is explored in the area of

personality. The manner in which these neurotransmitters may also be involved in disorders of affect, anxiety, personality, obsessive compulsion, and autism, respectively, is covered. The manner in which environmental influences across the lifespan may be coded in the brain and influence the development of personality and psychopathology is explored. Approximately 24-30 papers and chapters will be read and discussed.

[HDFS 470 Advanced Experimental Psychopathology

Fall. 3 credits. Limited to 20 juniors or seniors; not open to graduate students. Prerequisites: HDFS 370, statistics (Psychology 350 preferred), introductory biology or neurobiology. Permission of instructor required. Letter grades only. Not offered 1995-96. M. Lenzenweger.

This course is intended to be an opportunity for advanced undergraduate students (i.e., juniors and seniors) to explore rigorously and in depth the empirical research literature concerning several specific forms of severe psychopathology. The course will focus on schizophrenia, affective illness, and personality disorders, particularly borderline personality disorder. Each syndrome will be discussed in terms of phenomenological and classification issues, etiological factors, and developmental trajectory within the context of the diathesis-stress model of psychopathological development.]

HDFS 471 Child Development and Psychopathology

Fall. 3 credits. Limited to 60 advanced-level students. Prerequisites: a basic course in psychopathology or instructor's permission. Letter grades only. J. Haugaard. T R 2:30-4:25.

This class will explore the development and process of mental, emotional, and behavioral disorders in children such as mental retardation, autism, and attention deficit disorders. Topics will include (1) the classification of mental disorders; (2) biological, psychological, and sociological theories regarding the development and maintenance of mental disorders; (3) prevalence and etiology of childhood mental disorders, and (4) therapeutic and preventive interventions. If there is sufficient enrollment, an optional discussion section will be available to those students who would like an opportunity to discuss readings and lecture material in greater depth.

HDFS 472 Typical and Atypical Intellectual Development

Spring. 3 credits. Prerequisites: HDFS 115, a course in statistics, and a course in biology. S. Ceci. TBA.

This course provides an intensive historical examination of both normal and abnormal intelligence, focusing on the antecedents of contemporary views of the heritability of intelligence, brain-behavior linkages, expertise, generality, and cognitive modifiability. It concludes with an examination of current theories, with an emphasis on the instructor's own bioecological theory.

[HDFS 482 Child Development and Social Policy

Fall. 3 credits. Enrollment limited to 25 HDFS juniors and seniors or by permission of instructor. Prerequisites: HDFS 115, HDFS 150, and a course in statistics. HDFS 260 OR 261 strongly recommended. Letter grades only. Offered alternate years. Not offered 1995-96. C. Raver.

Course work and seminar discussion emphasize the integration of basic research in young children's social and emotional development with intervention- and prevention-oriented research. The course also examines theoretical models of the relations between risk and resilience in child development, family functioning, community and culture. Policies in the domains of parenting, early childhood education, family and community violence, poverty, and child care are analyzed. Broad questions regarding the identification of social problems and the design of solutions are considered within cultural and historical contexts.]

HDFS 498 Senior Honors Seminar

Fall. 1 credit. Required for, and limited to, seniors in the HDFS honors program. S-U grades only. R. Canfield. TBA.

This seminar is devoted to discussion and presentation of honors theses being completed by the senior students.

HDFS 499 Senior Honors Thesis

Fall or spring. Credit to be arranged.

Prerequisite: permission of thesis adviser and coordinator of honors program. S-U grades optional. Department faculty.

Topics Courses

Fall or spring. 2-4 credits. Prerequisites and enrollment limits vary with topic being considered in any particular term. Permission of instructor required.

This series of courses provides an opportunity for undergraduates to explore an issue, a theme, or research in the areas of departmental concentration. Topics vary each time the course is offered. Descriptions are available at the time of course registration. Although the courses are usually taught as seminars, a subject may occasionally lend itself to lecture, practicum, or other format.

HDFS 215, 315, 415 Topics in Adolescent and Adult Development

HDFS 235, 335, 435 Topics in Cognitive Development

HDFS 245, 345, 445 Topics in Early-Childhood Development and Education

HDFS 255, 355, 455 Topics in Family Studies and the Life Course

HDFS 265, 365, 465 Topics in Social and Personality Development

HDFS 275, 375, 475 Topics in Developmental Psychopathology

HDFS 285, 385, 485 Topics in the Ecology of Human Development

The Graduate Program

HDFS graduate courses are only open to undergraduates with instructor's permission.

General Courses

HDFS 610 Processes in Human Development

Spring. 3 credits. Limited to 20 students. Open to graduate students and juniors and seniors in HDFS and related fields with recommendation from a faculty member and instructor's permission. Prerequisite: a minimum of one course in statistics. Letter grades only. U. Bronfenbrenner. W 2:00-4:25.

This course focuses on research that illuminates processes of human development as a function of organism-environment interaction through the life course. Topics to be examined will be drawn from the following: the ecology of cognitive development, developmentally instigative characteristics of persons and environments; developmental processes in males and females; activity and work as developmental processes; intimate relationships as contexts of development; developmental processes in adulthood. The final selection will be responsive to student interests.

[HDFS 617 Adolescence

Spring. 3 credits. Not offered 1995-96. Staff.

Critical examination of seminal theoretical and empirical writings on adolescent development. Empirical research on specific questions chosen by students is considered in the light of these approaches.]

[HDFS 631 Cognitive Development

Fall. 3 credits. Letter grades only. Offered alternate years. Not offered 1995-96. Staff.

Faculty members involved in the course will present their area of specialization in cognitive development. These areas will include perception, attention, memory, language, thinking and reasoning, learning, creativity, and intelligence.]

[HDFS 640 Infancy

Fall. 3 credits. Not offered 1995-96. Next offered fall 1996. S. Robertson.

Development in infancy will be examined through a critical review of key research and theory in selected aspects of neurobehavior, perception, cognition, language, emotion, and social relationships. Theoretical issues to be considered include the role of experience in early development, sensitive periods, continuity and discontinuity in development, and the functional significance of early behavior. Some of the conditions that put infants at risk for poor development will also be considered, such as premature birth, perinatal medical complications, and exposure to environmental toxins. The course will combine perspectives from developmental psychology and psychobiology.]

[HDFS 641 Early-Childhood Development and Education

Fall. 3 credits. Not offered 1995-96. M. Potts.

Survey of major issues in the theoretical and research literature of early-childhood education.]

[HDFS 650 Contemporary Family Theory and Research

Fall. 3 credits. Not offered 1995-96. Next offered fall 1996. E. Wethington.

Sociological and social psychological theories and research in the area of the family are examined with reference to the relationship between the family and society, the processes of socialization and social control, the reproduction of gender and social class, and social group rates of deviance and psychological disorder.]

[HDFS 660 Social Development

Spring. 3 credits. S-U grades optional. Not offered 1995-96. C. Raver.

This course is designed to provide both broad and in-depth training in the areas of social and emotional development during infancy and childhood. It will cover most of the

major topic areas and theoretical orientations. Consideration will be given to basic influences on socioemotional development—biological, social, and cultural. Coverage will include normative development as well as the origins and nature of individual differences. We will explore such fundamental issues and questions as: What are emotions? What role do they play in the development and organization of personality? What are the effects of early social relationships on emotional regulation? When and how does the self-system emerge? Emphasis will be on the processes—both internal and external—that help determine the course and outcome of development.]

HDFS 670 Experimental Psychopathology

Spring. 3 credits. Prerequisite: an undergraduate course in abnormal psychology or psychopathology; a course in multivariate statistics; and substantive course work in neurobiology or related biological science. M. Lenzenweger. TBA.

Overview of current theories and empirical research on functional and organically based psychological disorders. Topic areas to be covered include autism, schizophrenia, anxiety disorders, affective disorders, and personality disorders. Focus is on the developmental and etiology of psychopathology.

Topical Seminars

Seminars offered irregularly, with changing topics and instructors. Content, hours, credit, and instructors to be announced. Seminars offer concentrated study of specific theoretical and research issues.

HDFS 618 Seminar in Adolescence and Adult Development

Topics include peer relations, parent-teen relationships, self-esteem, youth and history, work, and moral development.

HDFS 633 Seminar on Language Development

Topics include acquisition of meaning in infancy, precursors of language in early infancy, and atypical language development.

HDFS 635 Seminar in Cognitive Development

Topics include early attention, perception, memory, and communication. Assessment and intervention in relation to these processes will be considered when possible.

HDFS 645 Seminar on Infancy

Topics covered in depth include the role of emotions in early development, infant stimulation and early experience, and the assessment of infant developmental competencies.

HDFS 646 Seminar in Early-Childhood Development and Education

Topics include analysis of models and settings, design of assessment techniques, program evaluation, and early childhood in a cross-cultural context.

HDFS 655 Seminar in Family Studies and the Life Course

Topics include the sociology of marital status, the single-parent family, work-family linkages, women and work, and families and social change.

HDFS 665 Seminar in Personality and Social Development

Focuses on selected issues related to personality and social development. The issues selected vary each year according to current importance in the field and student interests.

HDFS 675 Seminar in Developmental Psychopathology

Topics include learning disabilities, therapeutic interventions in atypical development, child abuse and maltreatment, family factors in the etiology of functional disorders, and cognitive characteristics of atypical groups.

HDFS 685 Seminar in Human Development and Family Studies

Topics include development of self-concept, sex-role identity, observational methods, and interviews in developmental research.

HDFS 690 Seminar on Ecology of Human Development

Topics include the institutional setting as a determinant of behavior, the poor family, and the identification and measurement of ecological variables.

Individualized Special Instruction**HDFS 700-706 Special Studies for Graduate Students**

Fall or spring. Credits and hours to be arranged. S-U grades at discretion of instructor.

Independent advanced work by graduate students recommended by their Special Committee chair with approval of the instructor.

HDFS 700 Directed Readings

For study that predominantly involves library research and independent study.

HDFS 701 Empirical Research

For study that predominantly involves collection and analysis of research data.

HDFS 702 Practicum

For study that predominantly involves field experience in community settings.

HDFS 703 Teaching Assistantship

For students assisting faculty with instruction. Does not apply to work for which students receive financial compensation.

HDFS 704 Research Assistantship

For students assisting faculty with research. Does not apply to work for which students receive financial compensation.

HDFS 705 Extension Assistantship

For students assisting faculty with extension activities. Does not apply to work for which students receive financial compensation.

HDFS 706 Supervised Teaching

For advanced students who assume major responsibility for teaching a course. Supervision by a faculty member is required.

HDFS 899 Master's Thesis and Research

Fall or spring. Credit to be arranged. S-U grades only. Prerequisite: permission of thesis adviser.

HDFS 999 Doctoral Thesis and Research

Fall or spring. Credit to be arranged. S-U grades only. Prerequisite: permission of thesis adviser.

HUMAN SERVICE STUDIES COURSES

C. Shapiro, chair; B. L. Yerka, graduate faculty representative; D. Tobias, undergraduate advising coordinator; J. Allen, D. Barr, R. Battistella, R. Bounous, J. Ford, K. Grazier, J. Greene, A. Hahn, R. House, A. Kabcenell, J. Kuder, C. McClintock, M. Minot, B. J. Mueller, A. Parrot, K. Pryor, E. Rodriguez, L. Street, J. Tiffany, W. Trochim, R. J. Babcock, Emeritus, L. A. Noble, Emerita, J. Ziegler, Emeritus

NOTE: Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

HSS 100 Skills for Learning in the Field

Fall and spring. 3 credits. Instructor's permission required. Open to all levels, undergraduate and graduate. Limited to 30 students. R. Bounous. T R 2:30-4:25.

Students learn to be self-directed learners and to integrate theory and experience. Topics include experiential learning, participant observation, interpersonal communication, critical analysis, and empowerment. These ideas and skills are learned through participation in CLASP, an adult literacy program.

HSS 101 Human Services in Contemporary Society

Fall. 3 credits. Recommended for freshmen and first-year transfer students. D. Barr. T R 10:10-11:25.

A lecture and discussion course designed as an introduction to the community base of services. Current and historical human services are examined. Emphasis is placed on social services, education, health, and criminal justice. Barriers to service delivery are discussed, such as racism, sexism, classism, sexual preference, physical disability, and age. Contemporary issues that impact on service delivery will also be discussed with attention to the relationship between direct service and public policy.

HSS 203 Groups and Organizations

Spring. 3 credits. Enrollment limited to 125 students. L. Street. M W F 10:10-11:00.

A basic course in the social psychology of groups and human service organizations. Study of the human service organization focuses on individual, group, and organization interface in terms of such issues as the perception of roles, norms, communication, power, leadership, and other issues. Students are expected to learn about the basic concepts and propositions that provide insight into organizational issues that confront members of organizations. Exercises are used to heighten understanding of group and organizational behavior.

HSS 210 The Elements of Helping

Fall and spring. 3 credits. Limited to 60 students. Priority given to HSS majors. S-U optional. Prerequisite: Attendance at first class meeting mandatory. C. Miller. W 1:25-4:25.

An introduction to the theoretical and practical aspects of human service processes. Included is an overview of the helping relationship covering roles, characteristics, relationships, dilemmas, and career issues of helpers. The course focuses on understanding and development of helping skills. Through role playing and exercises, students deal with

basics such as attending, listening, responding, empathy, respect, genuineness, and confronting. Other topics include self-awareness, learning, communication, and conflict management. The course includes an overview of some of the major theories of helping. The theory base underlying principles taught in the course is general systems theory.

HSS 225 Education as a Human Service

Fall and spring. 3 credits. M. Minot. M W F 11:15-12:05.

An introductory course concerned with the role of the educator as a professional provider of preventive and remedial intervention through knowledge that results in intentional changes in cognitive, affective, or psychomotor skills of individuals. Educators, in collaboration with other human service professionals, facilitate human growth and development. The course includes an overview of educational programs that use human ecology content in schools and other selected human service delivery systems and settings. Emphasis is placed upon the competencies and responsibilities of professionals assuming the educative role.

HSS 246 Determinants of Behavior

Fall. 3 credits. Prerequisites: introductory sociology and introductory psychology and HDFS 115. Enrollment limited to 45. Priority given to social work majors. B. J. Mueller. M W F 2:30-3:20.

This course provides an interdisciplinary knowledge base for human service professionals. We examine social behavior in the human environment from ecological, ethological, historical, cultural, and social system perspectives. Applications are made to professional practice at the micro level (counseling with individuals and families or other small groups) and at the macro level (social planning and policy formulation for vulnerable groups in our society).

HSS 280 Racism in American Society

For description, see AS&RC 280. D. Barr.

HSS 292 Research Methods

Spring. 3 credits. W. Trochim. M W 2:30-3:55.

Students will learn the logic and methods of social science research and develop skill in transforming issues of interest to them into researchable questions. Readings, written assignments, and in-class exercises focus on stating hypotheses, designing studies and samples to test hypotheses, measuring variables, and simple statistical analysis. HSS majors should take no later than their junior year.

HSS 300 Special Studies for Undergraduates

Fall or spring. Credit to be arranged.

Special arrangement for course work to establish equivalency for training in a previous major or institution. Students prepare a multicopy description of the study they want to undertake on a form available from the Student Services Office. This form, signed by both the instructor directing the study and the head of the department, should be filed at course registration during the change-of-registration period.

HSS 315 Human Sexuality

Spring. 3 credits. Limited to 500 students. Prerequisite: an introductory course in human development and family studies, psychology, or sociology (or equivalent social science course). Recommended: one course in biology. A. Parrot. T R 2:30-3:45.

The aim of this course is to provide students with an understanding of the interactions and interrelationships of human behavior that influence sexual development and behavior. The course will focus on the evolution of sexual norms, cross-cultural customs, legislation within changing sociopolitical systems, and delivery of services related to sexual issues, needs, and/or problems. Future trends in sexuality will be addressed. Biological and developmental components of human sexuality will also be addressed. An underlying issue is the influence of our social and cultural system on the development of sexual needs, standards, and values. Research and theory in human sexuality will be explored in an interdisciplinary approach drawing on human and organizational behavior, biology, history, communication arts, education, research theory, law, sociology, and psychology.

[HSS 325 Health-care Services and the Consumer

Fall. 3 credits. Prerequisite: an introductory course in human services or health or biology. S-U grades optional. Next offered 1996-97. A. Parrot. T R 12:20-1:45.

This course is an introduction to health care services and will present developments in the health field that affect the availability and kinds of health services. Emphasis is placed on interrelationships between types of practitioners, institutions and agencies, and the part each can play in prevention, diagnosis, and treatment of disease and disability. Focus will include historical and current trends, quality health care, consumer issues, cultural concerns, ethical issues, politics and policies, and the contemporary problems of health care.]

HSS 330 Ecology and Epidemiology of Health

Spring. 3 credits. S-U grades optional. Limited to 30 students. E. Rodriguez. T R 10:10-11:25.

Ecological and epidemiological approaches to the problems of achieving human health within the physical, social, and mental environment. The course introduces epidemiological methods to the students and surveys the epidemiology of specific diseases such as AIDS, hepatitis, Legionnaires' disease, plague, cancer, herpes, and chlamydia. Application of epidemiology to health care will be discussed.

HSS 360 Introduction to Program Planning and Development

Fall and spring. 3 credits. M. Minot. M W F 9:05-9:55.

The course provides an introduction to program planning and development in the delivery of human services. Models of program planning, development, and delivery will be analyzed in relation to practice. The processes of conceptualizing a program and the context of planning and development (political, organizational, economic, and social) will be examined. Basic tools and techniques available to planners will be identified and selected skills developed.

Issues related to ethics, power/authority, confidentiality, and accountability will be included. Professional roles and competencies needed will be highlighted throughout the course. Students will apply the planning and development process to individual projects.

HSS 370 Social Welfare as a Social Institution

Fall. 3 credits. J. Allen. M W F 9:05-9:55. A philosophical and historical introduction to social welfare services. The course reviews the historical, social and political contexts within which social welfare programs and the profession of social work have evolved. It discusses the political and ideological processes through which public policy is formed and the ways in which policies are translated into social welfare programs. Basic issues in welfare are discussed through present program designs, public concerns, and the interrelationships and support of services in the community.

HSS 400-401-403 Special Studies for Undergraduates

Fall or spring. Credits to be arranged. S-U grades optional.

For independent study by an individual student in advanced work in a field of HSS not otherwise provided in the department or elsewhere at the university, or for study on an experimental basis with a group of students in advanced work not otherwise provided in the department or at the university. Students prepare a multicopy description of the study they want to undertake on a form available from Student Services. This form must be signed by the instructor directing the study and the department chair and filed at course registration or within the change-of-registration period after registration. To ensure review before the close of the course registration or change-of-registration period, early submission of the special-studies form to the chair is necessary. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study.

HSS 400 Directed Readings

For study that predominantly involves library research and independent readings. Directed readings may incorporate experiential learning.

HSS 401 Empirical Research

For study that predominantly involves data collection and analysis or laboratory or studio projects. Independent research may incorporate experiential learning.

HSS 403 Teaching Apprenticeship

Prerequisite: Students must have taken the course (or equivalent) in which they will be assisting and have demonstrated a high level of performance. For study that includes assisting faculty with instruction.

HSS 414 Professional Internship in Human Service Studies

Fall, spring, or summer. 4-7 credits. Limited to juniors and seniors majoring in human service studies or permission of instructor. Prerequisite: HSS 100. Precourse enrollment required. D. Tobias. T 1:30-4:25.

Students intern for a minimum of 10 hours a week in a human service organization and attend a weekly seminar or office hours with a focus on integrating classroom and field-based learning. The course is structured as an

opportunity for students to learn experientially and, at the same time, provide meaningful services to human service organizations. Interns are expected to take active roles in structuring, monitoring, and assessing their learning under the guidance of a faculty instructor.

HSS 417 Power and Empowerment in Human Services

Spring. 3 credits. Limited to 20 students. D. Barr. T R 10:10-11:25.

The course will take a theoretical world view of power and the historically colonial relationship between the American ruling class and other people. The three dimensions of power will be used as the framework for analysis. The relationships among social class, race, sex, and power will be under study. In addition, the class will explore the nature of empowerment and new theories of power and empowerment.

HSS 426 Crime and Crime Policy

Fall. 3 credits. S-U grades optional. Limited to 20 juniors and seniors. L. Street. T R 10:10-12:05.

This course is for students who are interested in understanding crime and crime-control policies. The purpose of the course is to learn how to think about crime problems in terms of their social, political, and human service contexts. The following topics are among those addressed in order to realize the objectives of the course: American culture and crime policy; criminal justice agency and system operations; criminal offending and victimization; race and crime; and community crime-control programs. These topics are examined from the vantage point of criminal justice, social justice, and public health perspectives.

HSS 465 Community Decision Making

Fall. 3 credits. S-U grades optional. A. Hahn. T R 8:30-9:55.

This course provides an introduction to the local political environment of human service agencies and programs. Special attention is given to how community issues are raised, debated, and resolved. Topics include the roles of service providers, local government officials, social movement organizations, federal and state governments, the courts, and the news media. Previous or concurrent participation in community activities is desirable but not required.

HSS 471-472 Social Work Methods and Practice I and II

Introduction to concepts and methods used in a generalist model of social work practice. Examination of the values and ethics of professional practice. Students learn knowledge and skills appropriate for working with individuals, groups, families, organizations, and communities. Class content is integrated with concurrent supervised fieldwork. Placements are made in social agencies in Tompkins and surrounding counties. Students are expected to arrange and to pay for their own transportation.

HSS 471 Social Work Methods and Practice I

Fall. 9 credits. Limited to 25 social work students. Prerequisites: introductory psychology, introductory sociology, one course in human development, grades of C+ or better in HSS 246 and 370, and permission of instructor. R. Bounous. Lec M W 10:10-12:05; lab T R 9-5.

HSS 472 Social Work Methods and Practice II

Spring. 9 credits. Limited to 25 social work students. Prerequisites: grade of B- or better in HSS 471 and satisfactory performance in fieldwork. R. Bounous. Lec M W 10:10-12:05; lab T R 9-5.

HSS 473 Senior Seminar

Spring. 3 credits. Prerequisite: HSS 414 or 471-472 (472 may be taken concurrently) and permission of instructor. C. Shapiro. M 2:00-4:30.

This course integrates and expands on learning from HSS courses on environments, programs, and processes. Topics will include professional ethics, crisis intervention, human responses to loss, and lifestyle diversity. Each student will select a social problem or policy issue and demonstrate the application of skills in data collection, data assessment, development of an action plan, and program evaluation. Through this process, students will emphasize the integration of theory with issues in professional practice.

HSS 475 Social Policy

Spring. 3 credits. Prerequisite: HSS 370 or Government 111 or Sociology 141. S-U grades optional. J. Allen. M W F 9:05-9:55.

An examination of the policy-making process and the significance of national policies as they affect the distribution of social services. Frameworks for analyzing social policy are used to evaluate existing social programs and service-delivery systems. Implications for change in policies at the national, state, and local levels are discussed.

HSS 476 Housing and Feeding the Homeless

For description, see H ADM 490.

HSS 499 Honors Program

Fall, spring. S-U optional. 1-6 credits (maximum of 6 credits over 2 semesters). Prerequisites: open only to students in HSS who have been admitted as juniors to the College of Human Ecology Honors Program. When registering, use section number of chairperson.

An independent literature or field investigation. Students should spread the work over two semesters in their senior year. Human Ecology Honors Program guidelines are to be followed.

Topics Courses

Fall or spring. 2-4 credits. Prerequisites and enrollment limits vary with topic being considered in any particular term. Permission of instructor required.

Hours to be arranged. Department faculty. This series of courses provides an opportunity for advanced undergraduates to explore an issue, a theme, or research in the areas of departmental concentration. Topics vary each time the course is offered. Descriptions are available at the time of course registration. Although the courses are usually taught as seminars, a subject may occasionally lend itself to lecture, practicum, or other format.

HSS 490 Human Service Environments**HSS 491 Human Service Programs****HSS 492 Human Service Processes****The Graduate Program**

Human service studies graduate courses are open to undergraduates only with the instructor's permission.

The courses listed below will be taught regularly (annually or in alternate years).

HSS 600 Special Problems for Graduate Students

Fall or spring. Credits to be arranged. For students recommended by their chair and approved by the instructor in charge for independent advanced work. S-U grades optional. Department faculty.

HSS 603 Teaching Experience

Fall and spring. 1-3 credits. S-U only. For students assisting faculty with instruction. The aspects of teaching and the degree of involvement vary depending on the needs of the course and the experience of the student. Does not apply to work for which students receive financial compensation.

HSS 613 Seminar in Mental Health Services

Fall. 3 credits. Open to undergraduate seniors with instructor's approval.

B. J. Mueller. T 4:00-6:30.

Using lectures, case examples, and class discussions, we will look from both administrative and clinical perspectives at the organization and delivery of mental health services to persons who are mentally ill, mentally infirm, or seriously emotionally and/or developmentally disabled. We will examine model programs for long-term community care and services designed to meet the special needs of ethnic/racial minorities, women, and homeless persons who are mentally impaired. State/federal partnerships will be discussed in terms of their impact on fiscal and human resources for both public and for-profit agencies.

HSS 625 Health Care Services: Consumer and Ethical Perspectives

Fall. 3-4 credits. Limited to 30 students; undergraduates with permission of instructor. 4-credit option, may be used as Biology and Society Senior Seminar option. A. Parrot. T R 10:10-11:25.

The course will focus on consumer and ethical issues faced by the health care field today. Broad topics to be discussed include ethical standards and guidelines, health care costs and accessibility of services, government role in health care delivery, health care as a right or privilege, private industry role in health care, services for the medically indigent and elderly, practitioner burnout and training, ethics of transplant surgery and funding, reproductive technology, AIDS research and funding, animals in medical research, right to die, and baby and granny Doe cases.

HSS 627 Legal Aspects of Health-Services Delivery

Spring. 3 credits. Prerequisites: HSS 634 or permission of instructor. S. True. T 4:00-6:30.

This course introduces principles of the law that are specifically applicable to health-services delivery. Topics considered include the liability of hospitals and their staff and personnel for injuries to patients; medical records and disclosure of information; consent to medical and surgical procedures; responsibility for patients' personal property; collection of bills; medical staff privileges; and confidential communications.

HSS 630 Comparative Health-Care Systems: Canada, the United States, and Third World Countries

Spring. 3 credits. Open to graduate students and seniors only. J. Ford. M 7:30-10:00.

An overview of health services is given within the larger context of the social and economic development policies of several industrialized democracies and developing countries. Sociocultural, economic, and epidemiologic factors are stressed as keys to the formulation of realistic strategies. Resource allocations for health services are assessed against the backdrop of changing rates of economic growth.

HSS 631 Managed Health Delivery Systems: Primary-Ambulatory Care

Spring. 3 credits. R. Battistella. T R 2:30-3:45.

The concept of primary care is used to enhance understanding of the direction and purpose of ongoing changes in health services organization and financing. Pressures on traditional indemnity insurance and solo fee-for-service medicine are examined in the context of the transition from unmanaged to managed delivery systems. The course is divided into two parts: Part 1 examines the development of health maintenance organizations and related forms of managed care against the backdrop of larger public policy concerns. Part 2 centers on administrative-financial topics associated with the design, marketing, and operation of managed delivery systems in highly competitive markets. Considerable attention is given to the relationship between physicians and management with respect to such subjects as medical practice styles, productivity, quality assurance, and outcome measurement. The consumer health care behavior literature is reviewed in the light of marketing strategies and utilization control objectives. Many of the managerial topics are amplified by field trips and a select group of visiting speakers.

HSS 634 Health Care Organization

Fall. 3 credits. Limited to 30 students. Prerequisite: graduate standing or permission of the instructor. J. Kuder. T R 12:20-1:35.

The course will provide an introduction at the graduate level to the organization of health providers in the United States, the interrelationships of health services, and major sources and methods of paying for care. The course will describe how health services are structured in the United States and how these different services interrelate along the continuum of care. The course will describe and analyze organization, delivery, and financing issues from a variety of perspectives using specific performance criteria (e.g., equity, quality, efficiency). Innovations by the public and private sectors in the delivery and reimbursement of health care will also be presented.

HSS 635 Field Studies in Health Administration and Planning

Fall or spring. 1-4 credits. Sloan faculty. TBA.

Students interested in developing administrative and program-planning research skills are given an opportunity to evaluate an ongoing phase of health care agency activity in the light of sound administrative practice and principles of good medical care. In planning and carrying out the research, students work closely with a skilled practicing administrator and with members of the faculty.

HSS 637 Epidemiology, Clinical Medicine, and Management Interface Issues

Spring. 3 credits. E. Rodriguez.
T 3:45-6:15.

This course explores from an empirical and analytical framework the relationships between epidemiology, clinical medicine, and management. The course will review the epidemiology, policy issues, and treatment of selected diagnoses accounting for a significant percentage of utilization and cost of health care services. In addition, students will have an opportunity to explore issues of resources allocation and continuous quality improvement. The format for the class is lecture, discussion, and case analysis.

HSS 638 Quality in Health Care Organizations

Spring. 1 credit. A. Kabcenell. TBA.

The quality of health services—the extent to which the appropriate and most effective care is properly administered in the least costly manner—is a topic of paramount importance to patients. But, it is also a central concern of the providers and managers of health services and those who pay for care. It is also a cornerstone of health care reform. Through readings, lecture, discussion, and group work, this course will acquaint the student with the basic elements of managing quality in health care organizations including: defining quality from many perspectives; measuring performance and detecting poor quality care; traditional and progressive approaches to managing quality including Continuous Quality Improvement; and the politics of quality, both within and outside the organization.

HSS 640 Economics of Health and Medical Care

Fall. 3 credits. J. Kuder. T R 8:30-9:55.

The course is designed for graduate students who seek an understanding of the tools, vocabulary, and way of thinking of economics as it is applied to decision making in health services delivery, administration, and policy. The philosophy of the course approach is based upon the often-quoted credo of John M. Keynes: "The theory of economics does not furnish a body of settled conclusions immediately applicable to policy. It is a method rather than a doctrine an apparatus of the mind, a technique of thinking which helps its possessor to draw correct conclusions." The basic methods of micro-economics will be emphasized as tools to help individuals and organizations make better decisions about health services delivery, administration, financing and policy issues.

HSS 641 Health Care Financial Management I

Spring. 3 credits. J. Kuder.
T 10:10-12:40.

The course is designed to give graduate students an intensive introduction to the issues and techniques in the financial management of health service organizations. Class lectures, readings, guest speakers, problems, case studies, and research for term paper/projects will all be used to get across the important points and reinforce them with examples and applications. The course emphasizes the internal financial management knowledge and skills necessary for financial success in complex health organizations.

HSS 642 Health Care Financial Management II: Payment Systems

Spring. 3 credits. Prerequisite: HSS 641.
K. Grazier. W 3:35-6:05.

The purpose of this course is to develop an understanding of the theories on which health care payment and reimbursement systems are based and the techniques through which they operate.

HSS 645 Information Resources Management in Health and Human Service Organizations

Spring. 3 credits. Prerequisite: HSS 641.
K. Grazier. W 12:20-2:50.

The course focuses on the nature of decision making and decision support systems, sources of information, and the strategic management of information resources in organizations.

HSS 648 Managing Health and Human Service Organizations I

Fall. 4 credits. K. Pryor. T R 12:20-2:00.

This is the first segment of an 8-credit sequence addressing the management and leadership of health and human services organizations, with a perspective that ranges from that involved in first-line supervision to that of strategy setting at the CEO level. This course begins with a study of basics of management—communications, motivation, change management, leadership, human resources, organizational design issues, and labor relations. It then turns to the development of technical skills in the areas of problem solving, decision making, productivity measurement, resource allocation and performance measurement. The course is taught with an applied focus and utilizes a case study approach.

HSS 649 Managing Health and Human Service Organizations II

Spring. 4 credits. Prerequisite: HSS 648.
K. Pryor. T R 12:20-2:00.

This is the second segment of an 8-credit sequence in the management and leadership of health and human services organizations. This course concentrates on strategy issues, marketing, organizational culture issues, development of mission, the management of professionals, and studies the importance of roles, structure, and inter- and intra-institutional relationships in these organizations. The course is taught via a case study approach.

HSS 655 Leadership in the Human Services

Spring. 3 credits. Limited to 20 students.
S-U grades optional. Open to upper-level undergraduates with instructor's permission. B. J. Mueller. T R 4:00-5:15.

Students in this seminar will study human service organizations in the context of their changing economic, political, ecological, and technological environments, and in terms of the leadership behaviors of administrators who are making successful adaptive responses to these changes. The introduction of new organizational forms and strategies for nurturing innovation and for effecting cultural change within the work environment will be discussed from the perspective of leadership roles at various organizational levels.

Readings include both new theoretical literature and practical how-to-do-it guides for administrators. The seminar format provides an opportunity for simulations so that students can enact and receive feedback on their own developing leadership skills.

HSS 658 Professional Ethics and Public Policy

Spring. 3 credits. J. Ziegler.
M W 3:35-5:30.

This course will explore current issues of ethics and public policy against a background of theories of ethical behavior. Questions of how public officials and managers of public and non-profit agencies and private enterprises act will be examined. How do standards of ethical behavior in the professions get established? How are public policy issues with ethical implications resolved? Readings will be drawn from political philosophy, contemporary social science, and imaginative writing. Class participation is essential. Open to seniors and graduate students.

HSS 660 Social Policy and Program Planning in Human Services

Spring. 3 credits. S-U grades optional.
J. Allen. M W 11:15-12:30.

An examination of the policy process with an emphasis on the ways in which this process determines the allocation and distribution of social services in the fields of health, education, income security, employment, criminal justice, and housing. The relationship of the policy process to the political economy, to intergovernmental relations, and to social change at the national, regional, state, and local levels will be analyzed. To this end history, theory, cultural values and beliefs, and the structure of society will also be investigated. The role of evaluation in policy planning and implementation will be underscored. Current issues in policy, such as the role of the private and voluntary sectors, interest group politics, barriers and constraints to the development of effective policies, and the respective roles of consumers, clients, and human service professionals in the policy process will also be addressed.

[HSS 664 The Intergovernmental System

Fall. 3 credits. Open to seniors who have had a course in American government and to graduate students. Next offered 1997-98. A. Hahn. T R 2:30-4:00.

This course provides a general introduction to the art and science of public administration with special reference to the intergovernmental system, critical issues of public policy and human service administration. Particular attention is given to national and state policy objectives, the national and state budgetary process, and local roles in implementing and influencing national and state programs. Issues of health, education, social welfare, the environment, housing and the like are discussed.]

HSS 685 Health and Welfare Policy

Fall. 3 credits. R. Battistella.
T R 2:30-3:45.

Health and welfare issues are seen as reflecting alternate solutions to the broader institutional problems of allocation (economics), control (politics), and normative behavior (morality). A basic tenet is that health and welfare policy is deeply rooted in social values and the availability of economic resources. Health policy is interpreted from a multidisciplinary perspective in which change emanates from structural dynamics accompanying socioeconomic development such as the evaluation of the economy from the entrepreneurial to the managerial to the post-industrial stages, together with shifts in social and political ideology—libertarianism, welfare statism, and secular humanism.

HSS 688 Long-Term Care and the Aged: Alternative Health and Social Service Delivery Systems

Spring. 3 credits. R. Battistella.
T R 9:00–10:15.

Alternatives for the organization and delivery of long-term care services are examined within the context of public-financing constraints. Progressive long-term care is viewed as a continuum encompassing medical and social services positioned to optimize independent living. Relevant experience from other highly developed countries is presented. Visiting speakers from the public and private sectors are featured. Field trips provide additional insights into the many challenges and opportunities in long-term care policy and management.

HSS 689 Introduction to Program Evaluation

Fall. 1 credit. J. Greene. M 9:05–9:55.

This course provides a conceptual introduction to the theory and practice of social program evaluation. It is designed particularly but not exclusively for students planning a major or minor in HSS program evaluation and planning. The course emphasizes two major dimensions of evaluation: 1) its practical, real-world, political dimension and 2) its theoretical, methodological dimension. At the intersection of these two dimensions lie issues of evaluation's purpose and role, which are also addressed in the course.

HSS 690 Measurement for Program Evaluation and Research

Fall. 3 credits. E. Rodriguez.
M W 10:10–11:25.

The course reviews measurement theory and its application to the evaluation of human service programs. Topics include validity; reliability; scaling methods; basic principles of instrument design; and varied methods of data collection with an emphasis on structured questionnaires and interviews. Student work is focused around an applied course project. Attention is also given to ethical and managerial issues that arise in applied measurement settings.

HSS 691 Program Evaluation and Research Design

Spring. 3 credits. W. Trochim.
M W 10:10–11:25.

This course reviews research design and its application to the evaluation of human service programs. Major topics include experimental, quasi-experimental, and nonexperimental research designs; basic sampling and measurement theory; and the theory of validity in research. Attention is given to issues that arise in the application of research designs to the evaluation of programs, including problems of randomization, causal inference, replication, and utilization of results. The central role of the general linear model in the statistical analysis of outcome evaluation is presented through case examples and computer simulation. Students will encounter examples of outcome evaluations from a wide range of disciplines including health, mental health, social welfare, criminal justice, social policy, and education.

HSS 692–693 Program Evaluation in Theory and Practice

692, fall; 693, spring. 4 credits each semester. Prerequisites for HSS 692: 690 and 691 or 696, or permission of instructor. Prerequisite for HSS 693: 692. Students must register for both semesters.
J. Greene/W. Trochim. M W 2:30–3:45.

This course is a practicum in which the class designs and conducts an evaluation of a human service program. Students are involved in all phases of the evaluation from design through the production and dissemination of a final report. Emphasis is on research methods in the social sciences. Application of knowledge developed in prerequisite courses is stressed (for example, planning and managing an evaluation, ethics, methods of data collection, data processing, and strategies for analysis and feedback of results).

[HSS 695 Strategies for Policy and Program Evaluation

Fall. 3 credits. Prerequisites: HSS 690 and 691 or 696, or equivalent. Offered alternate years. Next offered 1996–97.
J. Greene. T R 10:10–11:25.

This course examines a wide range of approaches to the evaluation of policies and programs in the human services. The approaches are examined with respect to their purposes, key audiences, and methodologies, as well as their philosophical, political, and value frameworks. Analysis of commonalities and differences across evaluation approaches are used to judge the appropriateness of a given strategy for a particular context.]

HSS 696 Qualitative Methods for Program Evaluation

Spring. 3 credits. Prerequisites: HSS 690 and 691 or equivalent. J. Greene.
T R 10:10–11:25.

This course presents a qualitative approach to applied research and the evaluation of human service programs. Topics include the epistemological assumptions underlying this approach, questions of entry into setting, methods for data collection and data analysis, reporting, confidentiality of participants, and the ethics of qualitative inquiry. The course aims to help students understand how, when, and why a qualitative approach to social inquiry can be used appropriately, effectively, and defensibly.

HSS 704–705 Internship in Human Service Studies

Fall, spring, or summer. 1–15 credits.
S-U grades optional. Graduate faculty.

Internship placement in human services is determined by availability and students' academic and professional goals. Opportunities are available in public and private human service organizations at the national, state, and local levels in positions consistent with students' needs and desires. The duration of an internship is negotiated between the student and the agency, while course credit and residence units are arranged between the student and the Special Committee.

[HSS 790 Advanced Seminar in Program Evaluation

Fall, spring. 1–3 credits. S-U grades optional. Prerequisite: permission of instructor. Next offered 1996–97.

J. Greene/W. Trochim. T R 2:30–3:45.
This course is intended for students with at least three courses in evaluation (HSS 690 series or equivalent) and statistics through multiple regression. The seminar focuses on analysis and appraisal of current literature on program evaluation and evaluative research, with emphasis on the links between program evaluation and program planning and administration. The seminar is topical, addressing current issues of importance in the field.]

HSS 799 MPS Problem Solving Project

Fall or spring. Credits to be arranged. For students recommended by their chair and approved by the instructor in charge for independent advanced work. S-U grades optional.

HSS 899 Master's Thesis and Research

Fall and spring. Credit to be arranged. Prerequisite: permission of the chair of the graduate committee and the instructor. S-U grades optional.

HSS 999 Doctoral Thesis and Research

Fall and spring. Credit to be arranged. Prerequisite: permission of the chair of the graduate committee and the instructor. S-U grades optional.

Topics Courses

Fall or spring. 2–4 credits. Prerequisites and enrollment limits vary with topic being considered in any particular term. Permission of instructor required.

Hours to be arranged. Department faculty. This series of courses provides an opportunity for graduates to explore an issue, a theme, or research in the areas of departmental concentration. Topics vary each time the course is offered. Descriptions are available at the time of course registration. Although the courses are usually taught as seminars, a subject may occasionally lend itself to lecture, practicum, or other format.

HSS 610 Human Service Administration**HSS 611 Program Evaluation and Planning****HSS 612 Health Administration****Topical Seminars and Practica**

Seminars and practica, offered periodically and reflecting faculty and student interest, with changing topics and instructors. Content, time, credits, and instructors to be announced. Seminars and practica offer concentrated study in a specific human service area or in the education, planning, or evaluation processes within human services.

HSS 669 Seminar in Program Planning and Development

Fall. Variable credit. A. Hahn.
T R 12:20–1:35.

Topics include microlevel program planning, third-sector organizations, and intergovernmental influences on program planning, policy formation, program implementation, and mainstreaming. Two or more human services are examined.

HSS 697 Seminar in Program Evaluation and Evaluative Research

Fall and spring. 1 credit. J. Greene/
W. Trochim. W 12:20–1:10.

This ongoing seminar is typically organized according to student and faculty projects. Focuses on professional issues in evaluation practice, including consulting, ethics and standards, preparation of conference and publication materials, and various methodological issues.

TEXTILES AND APPAREL COURSES

A. Lemley, chair, A. Netravali, graduate faculty representative; P. Schwartz, undergraduate advising coordinator; S. Ashdown, C. C. Chu, C. Coffman, M. Govindaraj, C. Jirousek, S. K. Obendorf, A. Racine, S. Watkins

NOTE: Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

TXA 114 Introduction to Computer-aided Design

Fall and spring. 3 credits. Limit 12 per lab section. Priority given to TXA and DEA students. S-U grades optional. A. Racine. A studio course that focuses on using the microcomputer as a design tool. The command-driven AutoCAD software program is the medium of expression for creating, modifying, and plotting visual images. Students will develop two-dimensional surface designs based on historical and cultural sources. Approximate cost of supplies is \$80.00; lab fee \$10.

TXA 125 Art, Design, and Visual Thinking

Fall. 3 credits. S-U grades optional. C. Jirousek. Lecs M W F 12:20-1:10. An introduction to the visual arts and design that explores aesthetic and cross-cultural dimensions of visual experience. Augmented by slide presentations and films, lectures emphasize relationships between visual forms and technology and social, political, and cultural interpretations that distinguish works of art from other man-made objects.

TXA 145 Apparel Design I

Spring. 4 credits. Limited to 44 students with 22 students per lab section; priority given to TXA majors or students transferring into TXA. Apparel design majors should take course during the first year. Minimum cost of materials, \$125; lab fee, \$10. A. Racine. Lec T 1:25-4:25 and lab F 12:20 or lec R 1:25-4:25 and lab F 1:25. Intensive study of principles and processes of flat-pattern design with emphasis on creative expression in children's apparel. Students develop a thorough understanding of principles and techniques needed to produce apparel.

TXA 217 Drawing the Clothed Figure

Spring. 3 credits. Enrollment limited to 18 students. Prerequisite: a basic drawing course. Priority given to apparel design students. S-U grades optional. Minimum cost of supplies \$100.00. S. Watkins. T R 9:05-12:05.

To improve the student's ability to illustrate two-dimensionally the interaction of draped fabric and the human form and to develop awareness of clothing as a design medium. Emphasis is on development of techniques and skills in selected media necessary for the communication of design ideas.

TXA 235 Fibers, Fabrics, and Finishes

Fall. 3 credits. S-U grades optional. P. Schwartz. Lecs M W F 9:05-9:55. An introduction to fibers, fibrous materials, and dyes and finishes. Special emphasis is given to the use of fibrous materials in apparel, residential and contract interiors, and industrial applications. Topics covered include fiber properties, fabric structure, coloration of fibrous materials, dimensional stability, flammability, product specifications, and performance standards.

TXA 246 Clothing: The Portable Environment

Fall. 3 credits. Average cost of materials, \$30. S. Watkins.

An introduction to the design of clothing for a variety of occupations and climates for individuals of varying ages, for sports and recreation, and for hazardous environments such as under water or outer space.

TXA 264 Apparel Design II

Fall. 4 credits. Limited to 20 students. Prerequisite: TXA 145. Recommended: TXA 125 and one art or drawing course. Apparel design majors should take TXA 264 and 367 in the same academic year, preferably during the sophomore year. Minimum cost of materials, \$125; lab fee, \$10. S. Ashdown. M W 1:25-4:25.

This studio course examines the process of creating a three-dimensional garment from the two-dimensional fabric. Through exercises, principles and processes of draping, advanced flat pattern making, and fitting are studied. Assigned problems require the students to make judgments regarding the design process, the nature of materials, body structure, function, and fashion.

TXA 300 Special Studies for Undergraduates

Fall or spring. Credit to be arranged. Staff.

Special arrangement for course work to establish equivalency for courses not transferred from a previous major or institution. Students prepare a multicopy description of the study they want to undertake on a form available from the Student Services Office. The form, signed by both the instructor directing the study and the department chair, is filed at course registration or during the change-of-registration period.

TXA 301 Investigative Research on the Social Impact of Science (also Biology and Society 300 and Science and Technology Studies 402)

Spring. 4 credits. Letter grade only. Prerequisite: one year of science and permission of instructor. Limited to 20 students. Not offered after spring 1996. P. Taylor.

TXA 331 Apparel Production Technology

Fall. 3 credits. Prerequisites: Economics 101 and 102 or CEH 110 and 111 and an upper-division course in either apparel or textiles. M. Govindaraj.

Introduction to technical and economic aspects of textile and apparel production. Emphasis is on design and functioning of apparel manufacturing systems and their components. Analysis of efficient manufacturing methods such as Quick Response (QR), Just-in-Time (JIT) as applicable to apparel production, and use of computer technology in production and quality control will be included.

TXA 336 Fundamentals of Color and Dyeing

Fall. 3-4 credits. Prerequisite: College Natural Science Requirements. Fiber science students are required to take the lab. Lab fee, \$15. C. C. Chu. Lecs M W F 10:10-11:00; lab M 1:25-4:25.

Color is an extremely important and useful factor in daily life. This course will emphasize theories and scientific principles of color, providing a framework for the use of colors in design, marketing, or research. How

colorants are used to dye fabrics will be addressed. Although fabrics are chiefly used to illustrate color in the class, much of the information and knowledge will be useful to non-textile majors. Guest lecturers from industry will provide the practical aspects of color in business.

TXA 337 Formation and Structure of Textile Fabrics

Spring. 3 credits. Prerequisite: TXA 235. Recommended: college algebra.

P. Schwartz. Lecs M W F 9:05-9:55.

This course covers the elements of technical fabric design with an emphasis on woven and knitted fabrics. Topics include structure of woven and knitted fabrics, openness, manufacturability, equivalence, and color effects.

TXA 367 Apparel Design III

Spring. 3 credits. Prerequisite: TXA 114, TXA 125, and TXA 264. Recommended:

two art or drawing courses. Apparel design majors should take TXA 264 and 367 in the same academic year, preferably during the sophomore year. Minimum cost of materials, \$175; lab fee, \$10.

A. Racine. M W F 10:10-12:05.

Intermediate apparel students prepared to challenge and refine their design skills will be presented with a variety of complex studio problems including computer-aided apparel design. The Cornell Costume Collection is used for illustration and inspiration.

TXA 375 Color and Surface Design of Textiles

Fall. 3 credits. Minimum cost of other materials, \$100; lab fee, \$60. Limited to 15 students. C. Jirousek. T R 1:25-4:25.

Studio experience in the surface design of textiles combined with exercises in color theory. Textile projects will utilize techniques such as block printing, shibori, batik, silk painting, silk screen, and stitchery to produce a portfolio of textile designs. Studio work will be augmented by lectures on pattern and color theory illustrated by slides and textile examples.

TXA 400-401-402-403 Special Independent Studies for Undergraduates

Fall or spring. Credits to be arranged. S-U grades optional. Staff.

For advanced independent study by an individual student or for study on an experimental basis with a group of students in a field of TXA not otherwise provided through course work in the department or elsewhere at the university. Students prepare a multicopy description of the study they want to undertake on a form available from the Student Services office. This form must be signed by the instructor directing the study and the department chair and filed at course registration or within the change-of-registration period after registration. To ensure review before the close of the course registration or change-of-registration period, early submission of the special-studies form to the department chair is necessary. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study.

TXA 400 Directed Readings

For study that predominantly involves library research and independent reading.

TXA 401 Empirical Research

For study that predominantly involves data collection and analysis, or laboratory or studio projects.

TXA 402 Supervised Fieldwork

For study that involves both responsible participation in a community setting and reflection on that experience through discussion, reading, and writing. Academic credit is awarded for this integration of theory and practice.

TXA 403 Teaching Apprenticeships

Fall or spring. 2-4 credits. Prerequisites: student must have upperclass standing, have demonstrated a high level of performance in the subject to be taught and in the overall academic program, and have permission of the instructor and the department chair. S-U grades optional. Staff.

Apprenticeship includes both a study of teaching methods in the field and assisting the faculty with instruction.

TXA 432 Product Quality Assessment

Spring. 3 credits. Prerequisites: TXA 235 and Statistics. Lab fee, \$15.
S. K. Obendorf. Lects M W 1:25; lab M 2:30-4:25.

This course covers evaluation of fibers, yarns, fabrics, and garments, with emphases on the meaning of standards, testing philosophy, quality control, and statistical analysis. Day-to-day tests done in textile and apparel industry will be discussed. Laboratory sections will introduce students to various test methods, data generation for analysis, and evaluation.

TXA 436 Fiber Chemistry

Spring. 3 credits. S-U grade optional. Senior and first-year graduate students. C. C. Chu. Lects M W F 10:10-11:00.

The chemical and physical structure of several commercially important fibers, such as cotton, wool, silk, polyesters, nylons, acrylics, polyolefins and spandex and their polymerization process are discussed. The general chemical and physical properties of each will be given. Degradation reactions for certain fibers such as polyolefins and acrylics will be discussed.

TXA 439 Biomedical Materials and Devices for Human Body Repair

Spring. 3 credits. S-U grades optional. Prerequisites: College Natural Science Requirement. Juniors and seniors preferred. (Chem. 103-104, or Biol. 101-103). C. C. Chu. T 1:25-4:25.

Survey of materials and devices for repair of injured, diseased, or aged human tissues/organs. It includes properties of synthetic and biological materials, wound healing processes, medical devices for repair of wounds, blood vessels, hearts, joints, bones, nerves, male impotence, vision/hearing/voice, and drug control/release.

TXA 446 Apparel Design: Intermediate Functional Clothing Design

Spring. 3 credits. Prerequisites: TXA 246 and TXA 264 or permission of instructor. Minimum cost of materials, \$125; lab fee, \$15. Next offered 1996-97. S. Watkins.

Complex problems in functional apparel design will be studied with an emphasis on totally encapsulating clothing. Students will work in groups and individually to set design criteria and develop innovative solutions for current problems in protective apparel.]

TXA 465 Apparel Design: Product Development and Presentation

Fall. 3 credits. Prerequisites: minimum of three drawing or art courses and TXA 367 or permission of instructor. Minimum cost of materials, \$250; lab fee, \$10. S. Ashdown.

Through studio problems in apparel design, students examine the influence of manufacturing technology and cost on apparel products. Garments are developed to various stages from sketches to finished samples. Some portfolio development included.

TXA 600 Special Problems for Graduate Students

Fall or spring. Credit to be arranged. S-U grades optional. Staff.

Independent advanced work by graduate students recommended by their chair and approved by the department chair and instructor.

TXA 620 Physical Properties of Fiber-Forming Polymers and Fibers

Spring. 3 credits. Prerequisite: permission of instructor. Next offered 1996-97. A. Netravali.

Formation and properties of fiber-forming polymers, rubbery, glassy, and crystalline states and their interconnection. Fiber structure, relationship between chemical structure and physical properties of manufactured and natural fibers. Mechanical, thermal, and viscoelastic properties of fibers and testing methods will be discussed.]

TXA 626 The Chemistry of Textile Finishes and Dyeing

Spring. 3 credits. S-U optional. Prerequisites: TXA 336 or equivalent and organic chemistry, or permission of instructor. Next offered 1996-97. C. C. Chu.

Chemical aspects of textiles with emphasis on finishes and dyeing are discussed. Industrially important textile chemicals used for dyeing and enhancing fiber and fabric properties, such as durable press, anti-soiling, water repellency will be studied. The emphasis is on the correlation of the observed effect with chemical structure, end-use influences, interaction with fabric and fibers, sources and synthetic routes. The environmental impact of these textile chemicals and current federal regulation will be briefly discussed.]

TXA 635 Special Topics in Textiles and Apparel

Fall and spring. 1-3 credits. Prerequisite: permission of instructor. Next offered 1996-97. Staff.]

TXA 637 Research Seminars in Apparel Design

Fall and spring. 1 credit; S-U optional; repeat of course each semester is encouraged for all apparel design graduate students. Available to advanced undergraduate students with permission of individual instructor. Apparel Design faculty.

TXA 639 Mechanics of Fibrous Assemblies

Fall. 3 credits. Prerequisite: permission of instructor. Next offered 1996-97. P. Schwartz.

A study of the mechanics of fiber assemblies: idealized yarn and fabric models; statistical bundle theories; deformation of yarns and fabrics in tensile, shear, and compression stress; bending and buckling; and the mechanical behavior of nonwoven textile materials.]

TXA 664 Human Factors: Anthropometrics and Apparel

Spring (even-numbered years). 3 credits. S-U grade optional. Limit 15. Prerequisite: permission of instructor. Open to advanced undergraduates. S. Ashdown.

Seminar course focusing on the human form and its relationship to clothing. Includes discussion of quantification of body sizes and human variation; historical, cultural, and aesthetic concepts of fit; apparel fitting techniques; national and international sizing systems and standards; impact of sizing systems on various populations (elderly, handicapped, etc.).

TXA 675 Aesthetics and Meaning in World Dress

Spring. 3 credits; S-U optional. Prerequisites: TXA 125 or course in history of art, costume history, or other history. Offered alternate years. C. Jirousek.

An examination of the aesthetic and social psychological relationship between body and clothing in the context of various cultures. Students will develop a research topic to be presented orally and in a term paper and will participate in the development of an exhibition.

TXA 899 Master's Thesis and Research

Fall or spring. Credits to be arranged. Prerequisite: permission of the chair of the graduate committee and the instructor. S-U grades optional. Staff.

TXA 999 Doctoral Thesis and Research

Fall or spring. Credit to be arranged. Prerequisite: permission of the chair of the graduate committee and the instructor. S-U grades optional. Staff.

FACULTY ROSTER

- Allen, Josephine A., Ph.D., U. of Michigan. Assoc. Prof., Human Service Studies
Anderson, Carol L., Ph.D., Iowa State U. Assoc. Prof., Human Development and Family Studies, Assistant Dean
Ashdown, Susan, Ph.D., U. of Minnesota. Asst. Prof., Textiles and Apparel
Avery, Robert B., Ph.D., U. of Wisconsin. Prof., Consumer Economics and Housing
Avery, Rosemary J., Ph.D., Ohio State U. Assoc. Prof., Consumer Economics and Housing
Barr, Donald J., Ph.D., Indiana U. Prof., Human Service Studies
Battistella, Roger M., Ph.D., U. of Michigan. Prof., Human Service Studies
Becker, Franklin D., Ph.D., U. of California at Davis. Prof., Design and Environmental Analysis
Boyd, D. Michael, B.A., U. of North Iowa. Prof., Design and Environmental Analysis
Brumberg, Joan J., Ph.D., U. of Virginia. Prof., Human Development and Family Studies
Bryant, W. Keith, Ph.D., Michigan State U. Prof. and Chair, Consumer Economics and Housing
Canfield, Rick, Ph.D., U. of Denver. Asst. Prof., Human Development and Family Studies
Ceci, Stephen J., Ph.D., U. of Exeter (England). Prof., Human Development and Family Studies
Chi, Peter S., Ph.D., Brown U. Prof., Consumer Economics and Housing
Chu, Chih-Chang, Ph.D., Florida State U. Prof., Textiles and Apparel
Cochran, Moncrieff, Ph.D., U. of Michigan.

- Prof., Human Development and Family Studies
- Cornelius, Steven W., Ph.D., Pennsylvania State U. Assoc. Prof., Human Development and Family Studies
- Danko, Sheila, M.I.D., Rhode Island School of Design. Assoc. Prof., Design and Environmental Analysis
- Depue, Richard, Ph.D., U. of Oklahoma. Prof., Human Development and Family Studies
- Eckenrode, John J., Ph.D., Tufts U. Assoc. Prof., Human Development and Family Studies
- Eshelman, Paul E., M.F.A., U. of Illinois. Assoc. Prof., Design and Environmental Analysis
- Evans, Gary, Ph.D., U. of Massachusetts at Amherst. Prof., Design and Environmental Analysis
- Firebaugh, Francille M., Ph.D., Cornell U. Prof., Consumer Economics and Housing, Dean
- Ford, John L., Ph.D., U. of Michigan. Prof., Human Service Studies
- Garbarino, James, Ph.D., Cornell U. Prof. and Director, Family Life Development Center
- Garner, Clark E., M.F.A., U. of Kansas. Prof. Emer., Design and Environmental Analysis
- Gerner, Jennifer L., Ph.D., U. of Wisconsin. Prof., Consumer Economics and Housing, Assistant Dean
- Gibson, Kathleen J., M.A., Ohio State U. Asst. Prof., Design and Environmental Analysis
- Govindaraj, Muthu, C.Sc., C. of Mechanical and Textile Engineering (Czechoslovakia). Asst. Prof., Textiles and Apparel
- Grazier, Kyle, Ph.D., U. of California at Berkeley. Assoc. Prof., Human Service Studies
- Greene, Jennifer C., Ph.D., Stanford U. Assoc. Prof., Human Service Studies
- Hahn, Alan J., Ph.D., Indiana U. Prof., Human Service Studies
- Hamilton, Stephen F., Ed.D., Harvard U. Prof. and Chair, Human Development and Family Studies
- Haugaard, Jeffrey, Ph.D., U. of Virginia. Asst. Prof., Human Development and Family Studies
- Hazan, Cindy, Ph.D., U. of Denver. Assoc. Prof., Human Development and Family Studies
- Heck, Ramona K.Z., Ph.D., Purdue U. Assoc. Prof., Consumer Economics and Housing
- Hedge, Alan, Ph.D., U. of Sheffield (England). Assoc. Prof., Design and Environmental Analysis
- Hogarth, Jeanne M., Ph.D., Ohio State U. Assoc. Prof., Consumer Economics and Housing
- Jennings, Jan, M.S. Oklahoma State U. Assoc. Prof., Design and Environmental Analysis
- Jirousek, Charlotte, Ph.D., U. of Minnesota. Asst. Prof., Textiles and Apparel
- Koslowski, Barbara, Ed.D., Harvard U. Assoc. Prof., Human Development and Family Studies
- Kuder, John, Ph.D., U. of Michigan. Assoc. Prof., Human Service Studies
- Kutty, Nandinee K., Ph.D., Syracuse U. Asst. Prof., Consumer Economics and Housing
- Lacy, William, Ph.D., U. of Michigan. Prof., Associate Dean
- Laquatra, Joseph Jr., Ph.D., Cornell U. Assoc. Prof., Design and Environmental Analysis
- Lee, Lee C., Ph.D., The Ohio State U. Prof., Human Development and Family Studies
- Lemley, Ann T., Ph.D., Cornell U. Prof. and Chair, Textiles and Apparel
- Lenzenweger, Mark F., Ph.D., Yeshiva U. Assoc. Prof., Human Development and Family Studies
- Lillard, Dean R., Ph.D., U. of Chicago. Asst. Prof., Consumer Economics and Housing
- Lust, Barbara C., Ph.D., City U. of New York. Prof., Human Development and Family Studies
- Mathios, Alan, Ph.D., U. of Pennsylvania. Assoc. Prof., Consumer Economics and Housing
- Maxwell, Lorraine E., Ph.D., City U. of New York. Asst. Prof., Design and Environmental Analysis
- McClintock, Charles, Ph.D., SUNY at Buffalo. Prof., Human Service Studies, Associate Dean
- Minot, Marion E., Ph.D., Cornell U. Prof., Human Service Studies
- Moen, Phyllis, Ph.D., U. of Minnesota. Prof., Human Development and Family Studies
- Mueller, B. Jeanne, Ph.D., U. of Wisconsin. Prof., Human Service Studies
- Netravali, Anil, Ph.D., North Carolina State U. Assoc. Prof., Textiles and Apparel
- Obendorf, Sharon K., Ph.D., Cornell U. Prof., Textiles and Apparel
- Parrot, Andrea, Ph.D., Cornell U. Assoc. Prof., Human Service Studies
- Peters, Elizabeth, Ph.D., U. of Chicago. Assoc. Prof., Consumer Economics and Housing
- Pillemer, Karl A., Ph.D., Brandeis U. Assoc. Prof., Human Development and Family Studies
- Pollak, Patricia B., Ph.D., Syracuse U. Assoc. Prof., Consumer Economics and Housing
- Potts, Marion H., Ph.D., Penn State U. Prof., Human Development and Family Studies
- Raver, C. Cybele, Ph.D., Yale U. Asst. Prof., Human Development and Family Studies
- Rendall, Michael, Ph.D., Brown U. Asst. Prof., Consumer Economics and Housing
- Robertson, Steven S., Ph.D., Cornell U. Assoc. Prof., Human Development and Family Studies
- Rodriguez, Eunice, Ph.D., U. of California at Berkeley. Asst. Prof., Human Service Studies
- Savin-Williams, Ritch C., Ph.D., U. of Chicago. Prof., Human Development and Family Studies
- Schwartz, Peter, Ph.D., North Carolina State U. Prof., Textiles and Apparel
- Shapiro, Constance H., Ph.D., Cornell U. Prof. and Chair, Human Service Studies
- Sims, William R., Ph.D., Massachusetts Inst. of Technology. Prof. and Chair, Design and Environmental Analysis
- Street, Lloyd C., Ph.D., U. of California at Berkeley. Assoc. Prof., Human Service Studies
- Suci, George J., Ph.D., U. of Illinois. Prof., Human Development and Family Studies
- Trochim, William M. K., Ph.D., Northwestern U. Prof., Human Service Studies
- Watkins, Susan M., M.S., Pennsylvania State U. Prof., Textiles and Apparel
- Wethington, Elaine, Ph.D., U. of Michigan. Assoc. Prof., Human Development and Family Studies
- Yerka, Bettie L., Ph.D., Syracuse U. Prof., Human Service Studies

SCHOOL OF INDUSTRIAL AND LABOR RELATIONS

ADMINISTRATION

David B. Lipsky, dean

Robert Smith, associate dean, academic affairs

Ronald L. Seeber, associate dean, extension and public affairs

Jonathon Levy, assistant dean, administration

James E. McPherson, assistant dean, Office of Student Services

Gordon Law, librarian

Ronald G. Ehrenberg, director, research

Mary Murray, director, school relations

Frances Benson, director, publications

Tom Herson, director of budget

Lawrence K. Williams, graduate faculty representative

Tove Hammer, editor, *Industrial and Labor Relations Review*

DEGREE PROGRAMS

Industrial and Labor Relations	Degree B.S.
	M.I.L.R.
	M.P.S.
	M.S.
	Ph.D.

THE SCHOOL

The School of Industrial and Labor Relations at Cornell (ILR) is a small school within a large university. It tries to maintain the small-college atmosphere expected of an institution that has about 630 undergraduates and approximately 140 graduate students, even as ILR students participate fully in the activities of the larger Cornell community.

When the construction of the new Ives Hall classroom building is complete, ILR students will return to modern, technologically advanced lecture halls and seminar rooms, as well as to a library enlarged in size and more useable for study. During the construction, ILR classes will meet in buildings near the Ives Hall complex of faculty and administrative offices. Lunches, receptions, parties, and activities will be organized to promote the continuing interaction of ILR students and faculty.

Almost half of the school's typical freshman class comes from the greater New York City area. Another 30 percent live in other parts of New York State. Students from other states and a few from foreign countries make up the rest of the class. Women constitute about 50 percent of recent entering classes, and minority students comprise about 25 percent of new freshmen and transfer students.

Students enrolled in the School of Industrial and Labor Relations at Cornell may take a substantial number of courses in the other six undergraduate colleges and schools of the university, including the College of Arts and Sciences. Cornell students have access to all of the libraries and other services of the university.

The school operates in four areas: (1) resident instruction, (2) extension and public service, (3) research, and (4) publications. It provides instruction to undergraduates and graduate students who are preparing for careers in the field, as well as to men and women already engaged in industrial relations activities and the general public through its Extension and Public Service Division.

The school's Conference Center, part of the extension division, initiates and hosts conferences covering the full scope of industrial and labor relations. The center provides continuing education and information to practitioners and scholars.

The Research Division develops materials for resident and extension teaching and originates studies in industrial and labor relations. The Publications Division publishes and distributes the research results.

GRADUATE DEGREES

More than 140 students on the Cornell campus are enrolled in graduate study in industrial and labor relations, one of the largest graduate fields in the university. Students may work toward the degrees of Master of Industrial and Labor Relations, Master of Professional Studies, Master of Science, and Doctor of Philosophy. For further information on graduate programs, contact the Graduate Office, School of Industrial and Labor Relations, Cornell University, 379 Ives Hall, Ithaca, NY 14853-3901.

DEPARTMENTS OF INSTRUCTION

Courses in the school are organized into six departments:

Collective Bargaining, Labor Law, and Labor History

In the study of workers, employers, and the government policies affecting them, members of this faculty concentrate on subjects of industrial and labor relations best understood by reliance on the fields of administration, economics, history, and law. Courses explore subjects within the framework of American society, stress fundamental forces of change, and analyze texts and empirical data with methods drawn from the social sciences, the humanities, and the legal professions.

Economic and Social Statistics

Economic and Social Statistics includes the principles of statistical reasoning, statistical

methods, and the application of statistical tools of analysis.

International and Comparative Labor Relations

International and Comparative Labor Relations is concerned with industrial and labor relations systems and labor markets in other parts of the world. Countries include those in Western Europe, as well as the newly industrializing countries in Asia and the Third World.

Labor Economics

Labor Economics deals with labor markets: that is, the institutional arrangements, terms, and conditions under which workers supply their labor and under which firms demand their labor. Faculty members are especially concerned with understanding the workings of labor markets and the effects of various public policies. The topics dealt with in courses and research include the following: analysis of the labor force, employment and unemployment, wages and related terms of employment, income distribution, income security programs, health and safety in industry, retirement, pensions and social security, economic aspects of collective bargaining, and economic demography.

Organizational Behavior

By studying individuals, groups, single organizations, and associations or organizations, persons in the field of Organizational Behavior understand human behavior within organizations as well as the actions of the organizations themselves. At the individual level of analysis, courses consider motivation, leadership, attitudes, personality, group processes, organizational change, and worker participation. At the organizational level, courses examine occupations, deviance in the work place, conflict, power, organizational design, public policy regarding organizations, and industrial conflict. The department also offers courses on research methods in organizational research and general survey courses in both psychological and sociological research.

Human Resource Studies

This department offers specialization in human resource studies. Human Resources focuses on employer-employee relationships and deals with such topics as human-resource planning, staffing, computer applications to personnel, personnel information systems, training, management development, performance appraisal, compensation administration, organization development, and the sociological environment of human resource management. The study of human resource policy focuses on government efforts to enhance the population's ability to be employed. Although primarily concerned with governmental measures that influence the supply of labor (for example, training, education, health, mobility, and immigration), the subject area also includes policies in private industry that relate to the demands for labor.

A full list of required and elective courses is available from the Office of Student Services, 101 Ives Hall.

RESIDENT INSTRUCTION

This division conducts the on-campus programs leading to the degrees of Bachelor of Science, Master of Industrial and Labor Relations, Master of Professional Studies, Master of Science, and Doctor of Philosophy from Cornell.

Office of Student Services

Staff members from the Office of Student Services, 101 Ives Hall, work closely with faculty and faculty committees to administer degree programs for the school and many of the school's support services. The office's responsibilities include the admitting and orienting of new students, maintaining students' personal and academic records, and counseling students on personal and academic problems. The office also works closely with seniors who are planning graduate study.

Counseling and Advising

New students will be provided advising on orientation, academic procedures, and course registration by counselors in the Office of Student Services.

Each of the school's academic departments names faculty members to serve as advisers for students who wish to consult with them regarding career possibilities in the field, postgraduate programs, or similar matters. Questions or issues related to graduation requirements, course registration, and related academic procedures should be raised with counselors in the Office of Student Services.

Minority Programs

Cornell University administers a variety of special opportunity programs designed to provide financial assistance and other forms of assistance to (1) minority students and (2) low-income students meeting program guidelines. The purpose of these programs is to open access to a Cornell education for capable students who otherwise might not secure the admissions consideration, financial assistance, or supportive services necessary for their success at the university. The associate director for minority education in the Office of Student Services provides academic and personal counseling to all ILR minority students. ILR offers a variety of support services to enhance academic achievement.

STUDY OPTIONS

Several study options are open to ILR undergraduates, making it possible to tailor a program to fit special circumstances.

One such option is the five-year ILR master's degree. With early planning, some students may earn the M.S. degree in the fifth year. Using another option, some ILR students arrange for dual registration in the Johnson Graduate School of Management, earning their bachelor's degree in ILR and a master's degree in the Johnson Graduate School of Management after five years of study.

Some students elect to spend a semester in New York City, Albany, or Washington, D.C., with a chance to observe actual labor problems solving as interns in congressional offices, labor organizations, personnel offices, and state and federal agencies. For more information, see "Special Academic Programs," below.

Study abroad options are also available at a number of foreign universities. Qualified students may spend a semester or a full year studying abroad.

A number of ILR courses deal directly with today's problems and involve fieldwork in the Ithaca area and elsewhere in New York State.

The ILR program allows juniors and seniors who want to conduct their own research to receive course credit for individually directed studies if the program is supervised by a faculty member.

Study in Absentia

Registration in absentia enables a student to seek admission in another American institution for a semester or a year and transfer credit toward completion of the Cornell degree. This study option requires the development of a plan of study, a statement of appropriate reasons for study away from the university (e.g., availability of courses not offered at Cornell), good academic standing, approval of the plan by the director of student services, and payment of a special in absentia registration fee. Course work taken in absentia is usually not evaluated for transfer credit until the work has been completed and the student has returned to the school. Students then submit a course syllabus and other evidence of content to the chairman of the department that might have offered the respective course, or to a counselor in the Office of Student Services if the course is more appropriate as a general elective.

Leave of Absence or Withdrawal

If a student desires to withdraw or to take a leave of absence from the university, an interview should be scheduled with a counselor in the Office of Student Services. Counselors will assist students in petitioning for approval of a leave of absence and in contacting the appropriate offices or departments of the university.

REQUIREMENTS FOR GRADUATION

To earn the Cornell Bachelor of Science degree in industrial and labor relations, the student needs to successfully complete 120 credits. This requires eight terms for an average of 30 credits a year although some students accelerate their studies.

Curriculum Changes Effective Fall 1994 for Entering Class

FRESHMAN YEAR

Fall Semester

Freshman Writing Seminar	3
Mathematics for the Social Sciences (ILRST 110-112)	3
History of American Labor: Nineteenth Century (ILRCB 100)	3

Social and Psychological Foundations of Organizational Behavior I (ILROB 170)*	3
ILR Colloquium (ILRID 150)	1
Elective	3
	<hr/> 16

Spring Semester

Freshman Writing Seminar	3
Introductory Economics 103	4
History of American Labor: Twentieth Century (ILRCB 101)	3
Social and Psychological Foundations of Organizational Behavior II (ILROB 171)*	3
Elective	3
	<hr/> 16

Physical Education, Fall and Spring

SOPHOMORE YEAR

Fall Semester

Statistics I (ILRST 210)	3
Development of Economic Institutions (ILRLE 140)	3
Labor and Employment Law (ILRCB 201)*	3
Distribution: Cultural Perspectives	3
Elective	3
	<hr/> 15

Spring Semester

Statistics II (ILRST 211)	3
Human Resource Management (ILRHR 260)	3
Economics of Wages and Employment (ILRLE 240)	3
Distribution: Western Intellectual Tradition	3
Elective	3
	<hr/> 15

JUNIOR AND SENIOR YEARS

Economic Security (ILRLE 340)	3
Collective Bargaining (ILRCB 300)*	3
Distribution: International and Comparative ILR	3
Distribution: Upper Division Writing	3
Distribution: Science and Technology	3
Advanced Organizational Behavior (ILROB 420)	3
ILR and General Electives	
ILR Advanced Electives—27 credit hours in no fewer than 9 courses	
General Electives—34 credit hours of which up to 22 hours may be freely elected in the university's endowed divisions	

*New Course Numbers

Effective Curriculum for Students Enrolled as of Spring 1994

Course or Subject	Credits	Term
Freshman Year		
Freshman Seminars*	6	Fall and spring
Econ 101-102, Micro-Macroeconomics*	6	Fall and spring

Psych 101, Introduction to Psychology*	3	Fall
ILRCB 100, United States Labor History in the Nineteenth Century	3	Fall
ILROB 171 (120), Macro Organizational Behavior and Analysis	3	Fall
ILRST 210, Statistics I	4	Spring
Any two of the following:	6	Spring
ILRCB 101, United States Labor History in the Twentieth Century		
ILRLE 140, Development of Economic Institutions		
ILROB 170 (121), Micro Organizational Behavior and Analysis		
Physical education	0	Fall and spring

Sophomore Year

ILRCB 201, Labor Relations Law and Legislation	3	Fall
ILRLE 240, Economics of Wages and Employment	3	Fall
ILRST 211, Statistics II	3	Fall
ILRHR 260, Personnel Management	3	Fall or spring
ILRCB 200, Collective Bargaining	3	Spring
Ag Econ 221, Financial Accounting	3	Spring
ILRCB 101 or ILRLE 140 or ILROB 170 (121)	3	Spring

Junior Year

ILRLE 340, Economic Security	3	Fall or spring
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*College of Arts and Sciences

Required Courses

(55 credits)

The curriculum prescribes the courses and subjects listed in the table above, to be taken in the terms indicated. In the senior year, all courses will be electives.

Elective Courses

(65 credits)

From the courses offered by the school, students must select a minimum of 27 credits of ILR elective courses. No more than 9 of these credits may be satisfied by ILR 499, Directed Studies, or ILR 497-498, Internships, or ILR 495, Honors Program.

Undergraduates are required to select one course in the humanities and one intensive writing course (each for a minimum of three credits) from a list of designated courses.

The remaining 33 credits may be selected from the courses of any other college at Cornell, but a student who takes more than 33 credits in the endowed colleges (the College of Architecture, Art, and Planning; the College of Arts and Sciences; the Johnson Graduate School of Management; the College of Engineering; and the School of Hotel Administration) must pay for each credit taken in excess of 33, *whether or not the courses are passed*. For the precise fee per credit, students should call the Office of the Bursar.

The number of credits that may be taken in the endowed colleges at no additional cost to the student may be changed at any time by official action of the school.

SCHEDULING AND ATTENDANCE**Schedule Changes**

Occasionally it may be necessary for a student to request changes in his or her course schedule either before a term begins or during the semester. Such requests must be directed to the Office of Student Services to avoid possible loss of academic credit.

Class Attendance

It is each student's responsibility to attend all scheduled classes unless approved excuses have been given by the faculty. In some courses an instructor may permit a maximum number of class absences without a grade penalty or dismissal from the course. An explanation for absence from class may occasionally be secured from the Office of Student Services in advance of the expected absence. An approved absence may be warranted by:

- 1) participation in authorized university activities such as athletic events, dramatic productions, or debates;
- 2) medical problems supported by a record of clinic or infirmary treatment;
- 3) serious illness or death in the immediate family;
- 4) other circumstances beyond the student's control.

A request for explanation of an absence should, when possible, be made to the Office of Student Services before the date of expected absence. A reported and explained absence does not relieve a student from fulfillment of academic requirements during the period of absence. The course instructor has the authority to determine what work must be completed. The office can only confirm the explanation for absence. Students should inform the Office of Student Services of any problems they have meeting course requirements.

ACADEMIC STANDING AND GRADES**Academic Integrity**

In 1987 the faculty of the School of Industrial and Labor Relations approved a revised code of academic integrity. This code, while based on the Cornell University code, varies somewhat.

Absolute integrity is expected of all Cornell students in all academic undertakings. They must in no way misrepresent their work, fraudulently or unfairly advance their academic status, or be a party to another student's failure to maintain academic integrity. The code specifically prohibits:

- 1) knowingly representing the work of others as one's own;
- 2) using or obtaining unauthorized assistance in any academic work;

- 3) fabricating data in laboratory or field work;
- 4) giving fraudulent assistance to others;
- 5) fabricating data in support of laboratory or field work.

Full details on the applications of those prohibitions to course work, term papers, examinations, and other situations are listed in the code. Copies are available from the Office of Student Services, 101 Ives Hall.

Dean's List

A Dean's List is compiled for each of the four undergraduate classes each term on the seventh day following receipt of final grades from the registrar. Eligibility for the Dean's List is determined by applying all of the following criteria:

- 1) achievement of a term average for freshmen of 3.3 or better; for sophomores of 3.4 or better; and for juniors and seniors of 3.6 or better;
- 2) a minimum course load for the term of 12 letter-graded credits;
- 3) completion of all courses registered for at the beginning of the term;
- 4) satisfaction of all good-standing requirements.

Academic Standing

Good standing requires that all of the following criteria be met at the end of each term:

- 1) an average of C- (1.7) for the semester's work, including a minimum of 8 completed and letter-graded credits;
- 2) no failing grades in any course, including physical education;
- 3) a cumulative average of C- (1.7) for all completed terms.

If at the end of any term a student fails to maintain good standing or if overall academic performance is so marginal as to endanger the possibility of meeting school and university degree requirements, his or her record is reviewed by the Committee on Academic Standards and Scholarships. The committee may issue a written warning to the student at that time. If a student does not improve after the written warning, he or she may be denied permission to register for the next term.

Involuntary Separation from the School for Academic Reasons

A student may be denied permission to reregister at the end of any term when he or she has failed:

- 1) to establish good standing after a semester on warning;
- 2) to maintain an average of 1.7 in any term after a previous record of warning;
- 3) to achieve good standing after being on warning any two previous semesters;
- 4) two or more courses in one term or has a term average of 1.0 or below.

The Academic Standards and Scholarship Committee may decide to permit a student to remain on warning more than one semester if there has been significant improvement even though the cumulative average is still below 1.7.

S-U Grading Policy

An undergraduate may register to receive a final grade of S (Satisfactory) or U (Unsatisfactory) in courses that offer this option—either in the school or in other divisions of the university—subject to the following conditions:

- 1) the S-U option may be used in ILR and in out-of-college course electives only, not in directed studies;
- 2) students are limited to registering in *two* S-U courses a term;
- 3) S-U registration is limited to 4 credits for each course;
- 4) students registering for S-U grades must be in good standing;
- 5) students must fulfill the graduation requirement of 105 letter-graded credits.

ILR faculty members assign a grade of U for any grade below C- and a grade of S for any grade of C- or better. A grade of U is considered equal to an F in determining a student's academic standing, although it is not included in the cumulative average.

No change of grading (from letter to S-U or from S-U to letter) may be made after the first three weeks of class. There are no exceptions to this restriction, and appeals will not be accepted.

Grades of Incomplete

A grade of incomplete is assigned when the course has not been completed for reasons that are acceptable to the instructor. It is understood that the work may be completed later and credit given. Instructors may grant a grade of incomplete for a limited number of clearly valid reasons, but only to students with substantial equity in a course. A firm and definite agreement on the conditions under which it may be made up must be made with the instructor. The school's policy allows a maximum of two full terms of residence for removal of a grade of incomplete. If it is not made up within this time, the grade automatically becomes an F.

SPECIAL ACADEMIC PROGRAMS

To meet the special academic objectives of some students, the school's faculty has established several special academic programs. For additional information, students should contact a counselor in the Office of Student Services. Counselors will explore the program with students to help them decide if it suits their interests.

Dual Registration in the Johnson Graduate School of Management

Dual informal registration in the Johnson Graduate School of Management leads to a Bachelor of Science degree in industrial and labor relations and a master's degree in management after five years of study and is open to students who meet the requirements of the Johnson Graduate School of Management.

Early planning by each student, preferably in the sophomore year, is desirable to ensure that the expectations of the Johnson Graduate School of Management and ILR curriculum requirements are fulfilled. Students interested

in the very limited and selective program of the Johnson Graduate School of Management should contact the Admissions Office, 319 Malott Hall, and a counselor at the Office of Student Services.

Five-Year Master of Science Degree Program

With early planning it is possible to earn the M.S. degree in a fifth year of study. This program is designed specifically for those who wish concentrated study in an area of specialization in the school for a Master of Science degree. Students considering this program should consult a counselor in the Office of Student Services after their freshman year.

Internships

The Credit Internship Program has provided students with a vivid understanding of problems in labor and industrial relations through observation and participation in "real-life" labor problem solving. A number of selected students spend a term of the junior year in Albany, New York City, or Washington, D.C., in close contact with practitioners. Their activities include independent research under direction of ILR faculty members and seminars drawing on fieldwork experience with employers, labor organizations, and government agencies. More information about this program is available from the Office of Student Services.

Honors Program

Undergraduates who are ranked in the top 20 percent of their class at the end of the junior year may propose a two-semester research project, an honors thesis, for review by the Committee on Academic Standards and Scholarships. When approved, the candidate for graduation with honors works for two semesters (for 3 credits in each term) to research, write, and then defend the thesis.

Study Abroad

Cornell students with strong academic records and the necessary preparation in required and elective courses are encouraged to consider study abroad. The university currently has agreements with universities in Germany, Israel, England, and the Scandinavian countries that permit undergraduates to register for courses while maintaining Cornell registration and financial aid for a semester or a year. Information about those opportunities may be requested from Cornell Abroad, 474 Uris Hall.

Some study abroad programs require the development of language proficiency and preparation in appropriate courses at Cornell. Students should consult the Office of Student Services and Cornell Abroad in the freshman and sophomore years to be sure that they comply with the academic and procedural requirements for study abroad.

COLLECTIVE BARGAINING, LABOR LAW, AND LABOR HISTORY

M. Gold, chair; M. Cook, C. Daniel, I. DeVault, L. Gray, J. Gross, R. Hebdon, H. Katz, S. Kuruvilla, R. Lieberwitz, D. Lipsky, P. Ross, N. Salvatore, K. Stone, L. Turner, J. Windmuller

ILRCB 100 Introduction to U.S. Labor History: Nineteenth Century

Fall. 3 credits. C. Daniel, I. DeVault, N. Salvatore.

This first semester of a two-semester sequence covers the major changes in the nature of work, the workforce, and the institutions involved in industrial relations in the United States through the end of the nineteenth century.

ILRCB 101 Introduction to U.S. Labor History: The Twentieth Century

Spring. 3 credits. Prerequisite: ILRCB 100. C. Daniel, I. DeVault, N. Salvatore.

This second semester of a two-semester sequence covers the major changes in the nature of work, the workforce, and the institutions involved in industrial relations in the United States from the end of the nineteenth century up to the present.

ILRCB 200 Collective Bargaining

Fall and spring. 3 credits. M. Cook, R. Hebdon, H. Katz, S. Kuruvilla, L. Turner.

A comprehensive introduction to industrial relations and collective bargaining in the United States; the negotiation, scope, and day-to-day administration of contracts; the major substantive issues in bargaining, including their implication for public policy; industrial conflict; the major challenges facing unions and employers today; U.S. industrial relations in international and comparative perspective.

ILRCB 201 Labor and Employment Law

Fall. 3 credits. M. Gold, R. Lieberwitz, K. Stone.

A survey and analysis of the law governing labor relations and employee rights in the workplace. The first half of the course examines the legal framework within which collective bargaining takes place, including union organizational campaigns, negotiations for and enforcement of collective bargaining agreements, and the use of economic pressure. The second half of the course surveys additional issues of rights in employment, including such topics as employment discrimination, the developing law of "unjust dismissal," and union democracy. Also serves as an introduction to judicial and administrative systems.

ILRCB 384 Women and Unions

Fall or spring. 4 credits. I. DeVault.

Will explore women's participation in the United States labor movement in the nineteenth and twentieth centuries. Issues covered will include women workers' relations with male-dominated union movements, the role of cross-class alliances of women in organizing women workers, interactions with radical parties and organizations, problems faced by women union leaders and activities, and others.

ILRCB 385 The African-American Workers, 1865-1910: The Rural and Urban Experience

Spring. 3 credits. Prerequisites: junior or senior or permission of instructor. N. Salvatore.

Examines the history of blacks in America from Emancipation through the experience of the first generation born after slavery, with a focus on the work experience. Topics will include the restructuring of work during Reconstruction; the relationship between work and black organizational developments; between black and white workers; and the nature of work in the agricultural south and in cities throughout the nation.]

[ILRCB 386 The African-American Workers, 1910-the Present: Race, Work and the City

Fall. 3 credits. Prerequisites: junior or senior. Not offered 1995-96. N. Salvatore. Examines the history of blacks in America from the start of the Great Migration through the 1970s, with a focus on the work experience. Topics will include the effect of migration and urbanization on black workers; the nature of the relationship between black and white workers as influenced by depression and two world wars; and an examination of the effect of the Civil Rights movement on the economic circumstances of black workers.]

ILRCB 401 My Brother's Keeper: Volunteerism and Philanthropy

Spring. 3 credits. Prerequisites: junior or senior or permission of instructor. M. Gold.

The philosophy, practice, economics, and law of volunteering labor and donating money. Topics include altruism versus self interest; why individuals volunteer labor and raise and donate money; the structure and practices of charitable organizations; the economic effects of voluntary labor and philanthropic gifts; and the law of raising and distributing money.

ILRCB 407 Contemporary Trade Union Movement

Spring. 3 credits. Prerequisites: Undergraduates, ILRCB 100, 101, graduate students ILRCB 502. R. Seeber, R. Hurd.

An examination of contemporary trade union issues, including union power, political action, collective bargaining approaches, and organizing efforts. The course will cover structural, functional and strategic aspects of contemporary unions. Speakers from the union movement will address the class.

[ILRCB 482 Ethics at Work

Fall or spring. 3 credits. Prerequisites: junior or senior or permission of instructor. Not offered 1995-96. M. Gold.

Major theories of ethics are examined, then applied to issues in the employment relationship such as genetic screening of job applicants, random drug testing of employees, affirmative action, discipline for off-duty conduct, whistle-blowing, worker safety and cost/benefit analysis, comparable worth, strikes by employees providing crucial services, and crossing a picket line.]

[ILRCB 488 Liberty and Justice for All

Fall or spring. 3 credits. Prerequisite: junior or senior or permission of instructor. Not offered 1995-96. M. Gold.

Major theories of ethics are examined, then applied to contemporary issues such as affirmative action and reverse discrimination, the right to life (from abortion to capital punishment), comparable worth, and constitutional rights such as freedom of speech.]

ILRCB 495 Honors Program

Fall and spring (yearlong course). 3 credits each term. Admission to the ILR senior honors program may be obtained under the following circumstances: (a) students must be in the upper 20 percent of their class at the end of their junior year; (b) an honors project, entailing research leading to completion of a thesis, must be proposed to an ILR faculty member who agrees to act as thesis supervisor; and (c) the project, endorsed by the proposed faculty sponsor, is

submitted to the Committee on Academic Standards and Scholarships.

Accepted students embark on a two-semester sequence. The first semester consists of determining a research design, familiarization with germane scholarly literature, and preliminary data collection. The second semester involves completion of the data collection and preparation of the honors thesis. At the end of the second semester, the candidate is examined orally on the completed thesis by a committee consisting of the thesis supervisor, a second faculty member designated by the appropriate department chair, and a representative of the Academic Standards and Scholarship Committee.

ILRCB 497-498 Internship

Fall and spring. 497, 3 credits; 498, 6 credits. Staff.

All requests for permission to register for an internship must be approved by the faculty member who will supervise the project and the chairman of the faculty member's academic department before submission for approval by the director of Off-Campus Credit Programs. Upon approval of the internship, the Office of Student Services will register each student for 497, for 3 credits graded A+ to F for individual research, and for 498, for 6 credits graded S-U, for completion of a professionally appropriate learning experience, which is graded by the faculty sponsor.

ILRCB 499 Directed Studies

Fall and spring. 3 credits.

For individual research, conducted under the direction of a member of the faculty, in a special area of labor relations not covered by regular course offerings. Registration is normally limited to seniors who have demonstrated ability to undertake independent work. Eligible students should consult a counselor in the Office of Student Services at the time of course registration to arrange for formal submission of their projects for approval by the Academic Standards and Scholarship Committee.

ILRCB 500 Collective Bargaining

Fall. 3 credits. Open only to graduate students. Recommended: ILRCB 501 taken previously or concurrently.

M. Cook, R. Hebdon, H. Katz, S. Kuruvilla, L. Turner.

A comprehensive introduction to the industrial relations system of the United States. The negotiation, scope, and day-to-day administration of contracts; union and employer bargaining structures; implications of industrial relations issues for U.S. competitiveness and public policy; industrial conflict; U.S. industrial relations in international and comparative perspective.

ILRCB 501 Labor and Employment Law

Fall. 3 credits. Open only to graduate students. M. Gold, R. Lieberwitz, K. Stone.

A survey and analysis of the law governing labor relations and employee rights in the workplace. The first half of the course examines the legal framework within which collective bargaining takes place, including union organizational campaigns, negotiations for and enforcement of collective bargaining agreements, and the use of economic pressure. The second half of the course surveys additional issues of rights in employment, including such topics as employment discrimination, the developing law of "unjust dismissal," and union democracy. Also serves

as an introduction to judicial and administrative systems.

ILRCB 502 History of Industrial Relations in the United States since 1865

Spring. 3 credits. Open only to graduate students. C. Daniel, I. DeVault, N. Salvatore.

This introductory survey course emphasizes historical developments in the twentieth century. Special studies include labor union struggles over organizational alternatives and such other topics as industrial conflicts, working-class life styles, radicalism, welfare capitalism, union democracy, and the expanding authority of the federal government.

ILRCB 602 Arbitration

Fall and spring. 4 credits. Limited to 21 students. Prerequisites: undergraduates, ILRCB 200; 201 graduate students, ILRCB 500 and 501; permission of instructor.

J. Gross, R. Lieberwitz.

A study of the place and function of arbitration in the field of labor-management relations, including an analysis of principles and practices, the law of arbitration, the handling of materials in briefs or oral presentation, the conduct of a mock arbitration hearing, and the preparation of arbitration opinions and post-hearing briefs.

[ILRCB 605 Readings in the History of Industrial Relations in the United States

Fall. 3 credits. Limited to seniors and graduate students. Not offered 1995-96. C. Daniel, N. Salvatore.

A seminar covering, intensively, original printed sources and scholarly accounts for different periods in American history.]

[ILRCB 606 Theories of Industrial Relations Systems

Fall or spring. 3 credits. Limited to seniors and graduate students. Prerequisites: seniors, ILRCB 100, 101, 200; graduate students, ILRCB 500. Not offered 1995-96. H. Katz.

Will trace the evolution of theory and research on industrial relations. Topics include: theories of the labor movement, institutional models and evidence regarding what unions do, the origins of internal labor markets and their relationship with unionization, models of strikes, empirical assessments of arbitration, research on union decline, and empirical evidence of the impacts of new technology.]

ILRCB 607 Values in Law, Economics, and Industrial Relations

Fall and spring. 3 credits. Limited to 21. Prerequisites: ILRCB 200, 201; 500, 501. J. Gross.

An examination of the often hidden values and assumptions that underlie the contemporary U.S. systems of employment law, work and business, and industrial relations. Classroom discussions and student research projects will use novels and short stories (as well as the literature of industrial and labor relations) to focus on issues such as: discrimination; law, economics and the state; work and business; power, conflict and protest; and rights and justice.

ILRCB 608 Special Topics in Collective Bargaining, Labor Law, and Legislation

Fall and spring. 3 credits. Prerequisites: undergraduates, ILRCB 201; graduate students, ILRCB 501. Staff.

The areas of study are determined each semester by the instructor offering the seminar.

ILRCB 608.1 Special Topics: Labor Law Policy Seminar

Spring. 3 credits. K. Stone.
The United States collective bargaining system, which had its origins during the New Deal period, has come under intense attack. The intellectual premises of the system have been challenged by scholars on both the right and the left, and at the same time the decline in the labor movement has undermined its political support. This seminar will look at the theoretical attacks on the New Deal collective bargaining system and at some of the current proposals for its replacement. Some of the topics to be discussed: the theory of regulation embodied in the National Labor Relations Act and its critique; alternative concepts of labor markets and their policy ramifications; the emerging of the global economy and its ramifications for domestic labor regulation. There will also be discussion of alternative systems of labor regulation, such as found in West Germany, Sweden, and Japan.

ILRCB 650 Service Work and Workers in Historical Perspective

Fall or spring. 3 credits. Not offered 1995-96. I. DeVault.
Takes a historical perspective on the development of a service economy in the United States. Readings will include general and theoretical works, but the main focus will be recent historical scholarship on specific occupations and situations in the "nonproductive" workforce. Students will explore primary sources for research on the subject and write research papers.]

ILRCB 651 Industrial Relations in Transition

Spring. 3 credits. Limited to seniors and graduate students. Not offered 1995-96. H. Katz.
Considers whether recent developments such as concession bargaining, worker participation programs, and the growth of nonunion firms represent a fundamental transformation in industrial relations practice. Will review recent research and new theories arguing that such a transformation is occurring, including the work of Piore and Sabel, Bluestone and Harrison, and Kochan, McKersie, and Katz. Will also review the counterarguments and evidence put forth by those who believe no such transformation is under way. Course material will focus on industrial relations practice in the private sector in the United States, although some attention will be paid to developments in Western Europe, the United Kingdom, and Japan.]

ILRCB 655 Employment Law

Spring. 3 credits. Prerequisites: ILRCB 201/501. Not offered 1995-96. M. Gold.
Examines a number of major federal and state laws designed to protect workers in their employment relationships. The material covered will be selected from the following: the Fair Labor Standards Act, unemployment insurance, workers' compensation, the Occupational Safety and Health Act, the Employee Retirement Income Security Act, the doctrine of employment at will, Social Security, workers' right-to-know, plant closings, and protection of workers' privacy.]

ILRCB 682 Seminar in Labor Relations Law and Legislation

Fall or spring. 3 credits. Limited enrollment. Prerequisite: permission of instructor. Not offered 1995-96. R. Lieberwitz.
Legal problems in public employment and other areas of labor relations affecting the public interest.]

ILRCB 683 Research Seminar in the History of Industrial Relations

Fall or spring. 3 credits. Prerequisites: undergraduates, ILRCB 100 and 101; graduate students, ILRCB 502. Not offered 1995-96. C. Daniel, I. DeVault, N. Salvatore.
The areas of study are determined each semester by the instructor offering the seminar.]

ILRCB 684 Employment Discrimination and the Law

Fall. 3 credits. Prerequisite: ILRCB 201/501 or equivalent. M. Gold.
An examination of the laws against employment discrimination based on race, color, religion, sex, national origin, age, and disability.

ILRCB 685 Research Seminar on Trade Unions

Fall or spring. 3 credits. Prerequisite: ILRCB 200 or 500; permission of instructor. Not offered 1995-96. S. Kuruvilla.
Designed to provide an analytical survey of research on trade unions in the United States. Major topics include unions in politics, unions as complex organizations, public opinion and attitudes toward unions, determinants of union growth and decline, economic and non-economic effects of unions, internal union government, and commitment and participation in trade union activity. This is a research-oriented course.]

ILRCB 686 Collective Bargaining in the Public Sector

Fall or spring. 3 credits. Prerequisites: undergraduates, ILRCB 200 and 201; graduate students, ILRCB 500 and 501. Not offered 1995-96. R. Hebdon.
An examination of the development, practice, and extent of collective bargaining between federal, state, and local governments and their employees. The variety of legislative approaches to such matters as representation rights, unfair practices, scope of bargaining, impasse procedures, and the strike against government are considered along with implications of collective bargaining for public policy and its formulation.]

ILRCB 689 Constitutional Aspects of Labor Law

Spring. 3 credits. Not offered 1995-96. R. Lieberwitz.
In-depth analysis of the Supreme Court decisions that interpret the United States Constitution as it applies in the workplace. This study will focus on the First Amendment, Fifth Amendment, Fourteenth Amendment, and Commerce Clause, with issues including freedom of speech and association, equal protection, due process, and other issues in the area of political and civil rights. The course entails a high level of student participation in class discussion, and assignments include a research paper.]

ILRCB 703 Theory and Research in Collective Bargaining

Spring. 3 credits. Open to graduate students who have had ILRCB 500 and ILROB 723 or their equivalents. Recommended: a statistics course beyond the level of ILRST 510. Not offered 1995-96. Staff.
This is a second-level course in collective bargaining that builds on the institutional research covered in ILRCB 500. The existing literature in the area of collective bargaining is appraised for its theoretical and empirical content. Efforts are made to explore the appropriate role for theory and empirical analysis in moving research in collective bargaining toward a more analytical perspective and to identify and appraise the underlying paradigms used to study collective bargaining-related issues.]

ILRCB 705 The Economics of Collective Bargaining

Spring. 3 credits. Prerequisites: ILRCB 500; ILRLE 540 (or their equivalents) and an understanding of multiple regression analysis; or permission of instructor. Not offered 1995-96. Staff.
Focuses on both the economic analysis of unions and collective bargaining in our economy and on the economic forces that affect collective bargaining. The method is to identify and conceptualize the structural determinants of relative bargaining power. On this basis, the course examines both the economic outcomes of collective bargaining and current bargaining trends in a variety of industries. Tentative theoretical analyses of unionism (neoclassical, institutionalist) are compared. The statistical techniques and empirical results of research on the union effect on economic outcomes (wages, prices, inflation, profits, productivity, earnings inequality) are also evaluated. The effect of technology, corporate structures, and public policy on union bargaining power is outlined, and a number of case studies of collective bargaining in the private sector are reviewed. A term paper is required.]

ILRCB 783 Seminar in American Labor History

Spring. 3 credits. Permission of instructor. N. Salvatore.
A reading and research seminar for graduate students that focuses on selected topics in nineteenth- and twentieth-century labor history. The topic changes each semester.

ILRCB 790 ILR M.P.S. Program

Fall and spring. 1-9 credits. Staff.
Supervised research only for those enrolled in the ILR M.P.S. program.

ILRCB 798 Internship

Fall and spring. 1-3 credits.
Designed to grant credit for individual research under direction of a faculty member by graduate students who have been selected for an internship. All requests for permission to register for ILRCB 798 must be approved by the faculty member who will supervise the project.

ILRCB 799 Directed Studies

Fall and spring. Credit to be arranged.
For individual research conducted under the direction of a member of the faculty.

ILRCB 980 Workshop in Collective Bargaining, Labor Law, and Labor History

Fall and spring. 2 credits. Limited to M.S. and Ph.D. candidates in the department. S-U grades only. Staff.

Designed to provide a forum for the presentation of current research being undertaken by faculty members and graduate students in the Department of Collective Bargaining, Labor Law, and Labor History, and by invited guests. All M.S. and Ph.D. candidates in the department who are at work on their theses are strongly urged to enroll. Each student in the course will be expected to make at least one presentation during the year, focusing on the formulation, design, execution, and results of that student's thesis research.

ECONOMIC AND SOCIAL STATISTICS

A. Hadi, Chair; J. Angellotti, J. Bunge, T. DiCiccio, P. Velleman, M. Wells

ILRST 110-112 Mathematics for the Social Sciences

Fall 1995. 3 credits. J. Bunge.

These courses introduce several topics in mathematics that have applications in the social sciences. One goal is to prepare students to take other courses in the social sciences such as statistics and economics. The three courses are offered consecutively during the semester. Students can register in one or more of the courses. A description of each of these courses is given below.

ILRST 110 Algebra

1 credit. Four weeks.

Topics include: a review of basic algebra concepts, summation and products, linear equations; quadratic, exponential, logarithmic, and other nonlinear functions; graphs, inequalities.

ILRST 111 Differential Calculus

1 credit. Five weeks. Prerequisite: ILRST 110 or passing a qualifying exam in algebra.

Topics include: limits, derivatives, optimization and other applications of differentiation.

ILRST 112 Matrix Algebra

1 credit. Five weeks. Prerequisite: ILRST 110 or passing a qualifying exam in algebra.

Topics include: definitions and special types of matrices, matrix addition and subtraction, matrix product, linear dependence and independence, vector geometry, matrix reduction (trace, determinant, norms), matrix inversion, linear transformation, some applications of matrices.

ILRST 210 Statistical Reasoning I

Fall and spring 1995, 1996, 1997. 4 credits. Attendance at weekly discussion section is required. J. Angellotti.

An introduction to the basic concepts of statistics and data analysis. Descriptive methods, mathematical models and inference procedures for univariate and bivariate data. Basic statistical designs, an introduction to probability and applications of the Binomial and Normal distributions. Estimation, confidence intervals, and tests of significance for a population mean and proportion, simple linear regression, correlation, and two-way contingency tables. Students are instructed on

the use of a statistics computer package at the beginning of the term and use it for weekly assignments.

ILRST 211 Statistical Reasoning II

Fall and spring 1995, 1996, 1997. 3 credits.

Prerequisite: ILRST 210 or suitable introductory statistics course. T. DiCiccio.

A second course in statistics. Applications of statistical data analysis techniques, particularly to the social sciences. Topics include statistical inference; simple linear regression; multiple linear regression; elements of time-series analysis; and sample-survey design. Computer packages are used throughout the course.

[ILRST 310 Statistical Sampling

Fall 1996. 3 credits. Prerequisite: two terms of statistics. Not offered 1995-96.

Theory and application of statistical sampling, especially in regard to sample design, cost, estimation of population quantities, and error estimation. Assessment of nonsampling errors. Discussion of applications to social and biological sciences and to business problems. Course includes an applied project.]

[ILRST 311 Practical Matrix Algebra

Fall 1996. 3 credits. Not offered 1995-96.

Matrix algebra is a necessary tool for statistics courses such as regression and multivariate analysis and for other "research methods" courses in various other disciplines. One goal of this course is to provide students in various fields of knowledge with a basic understanding of matrix algebra in a language they can easily understand. Topics include special types of matrices; matrix calculations; linear dependence and independence; vector geometry; matrix reduction (trace, determinant, norms); matrix inversion; linear transformation; eigenvalues; matrix decompositions; ellipsoids and distances; some applications of matrices.]

ILRST 312 Applied Regression Methods

Spring 1996, 1997. 3 credits. Prerequisite: ILRST 112 and ILRST 211 or equivalent courses. A. Hadi.

First, the matrix algebra necessary to analyze regression models is reviewed. Then, multiple linear regression, analysis of variance, nonlinear regression, and linear logistic regression models are covered. For these models, least squares and maximum likelihood estimation, hypothesis testing, model selection, and diagnostic procedures are considered. Illustrative examples are taken from the social sciences. Computer packages are used. Course includes an applied project.

ILRST 313 Design and Analysis of Experiments

Spring 1996. 3 credits. Prerequisite: ILRST 211 or equivalent. J. Angellotti.

The statistical design and analysis of comparative experiments including completely randomized, factorials, randomized block, latin squares, and split-unit designs including crossover and repeated measures. Application of statistical design to research problems. Analyses to compare treatment groups including ANOVA, ANCOVA, contrasts and multiple comparison procedures. Computer packages are used.

[ILRST 314 Graphical Methods for Data Analysis

Fall 1997. 3 credits. Prerequisite: ILRST 211 or equivalent. Not offered 1995-96.

Classical and recently developed graphical methods for analysis and display. Characteristics of effective and honest graphs with comparison of alternative methods for understanding data. Includes study of current computer programs and methods expected to be practical in the near future: graphing of univariate data, bivariate plots, multivariate data, graphical methods of data analysis; the specification, modification, and control of graphs; study of interaction between choice of display and underlying patterns.]

[ILRST 410 Techniques of Multivariate Analysis

Fall. 3 credits. Prerequisite: two statistics courses or permission of instructor. Not offered 1995-96.

Techniques of multivariate statistical analysis discussed and illustrated by examples from various fields. We emphasize application, but theory will not be ignored. Deviation from assumptions and the rationale for choices among techniques are discussed. Students are expected to learn how to thoroughly analyze real-life data sets using computer-packaged programs. Participants should have some knowledge of matrix notation. Topics include: multivariate normal distribution; sample geometry and multivariate distances; inference about a mean vector; comparison of several multivariate means, variances, and covariances; detection of multivariate outliers; principal component analysis; factor analysis; canonical correlation analysis; discriminant analysis, and multivariate multiple regression.]

[ILRST 411 Statistical Analysis of Qualitative Data

Spring 1997. 3 credits. Prerequisite: two statistics courses or permission of instructor. Not offered 1995-96.

An advanced undergraduate and beginning graduate course. Includes treatment of association between qualitative variates, rank-order methods, and other nonparametric statistical techniques, including those related to chi-squared.]

ILRST 499 Directed Studies

For description, see the section, Collective Bargaining, Labor Law, and Labor History.

ILRST 510 Statistical Methods for the Social Sciences I

Fall 1995, 1996, 1997. 4 credits. J. Angellotti.

A first course in statistics for graduate students in the social sciences. Descriptive statistics, probability and sampling distributions, estimation, hypothesis testing, simple linear regression and correlation. Students are instructed on the use of a statistics computer package at the beginning of the term and use it for weekly assignments.

ILRST 511 Statistical Methods for the Social Sciences II

Fall and spring 1995, 1996, 1997. 3 credits. Prerequisite: ILRST 510 or equivalent introductory statistics course. T. DiCiccio, J. Bunge.

A second course in statistics that emphasizes applications to the social sciences. Topics include: simple linear regression; multiple linear regression (theory, model building, and model diagnostics); and the analysis of variance. Computer packages are used extensively.

[ILRST 610 Seminar in Modern Data Analysis]

Fall 1997. 3 credits. Prerequisite: two statistics courses or permission of instructor. Not offered 1995-96.

An advanced survey of modern data analysis methods. Topics include exploratory data analysis, data re-expression, philosophy of data analysis, robust methods, statistical graphics, regression methods, and diagnostics. Extensive outside readings cover recent and historical work. Participants should have some knowledge of multiple regression, including the use of matrices, and some experience using a computer.]

[ILRST 611 Statistical Computing]

Spring 1997. 3 credits. Prerequisites: linear algebra, knowledge of a programming language, and statistics at least through multiple regression. Not offered 1995-96.

A survey of new aspects of statistical computing. Topics include: basic numerical methods, numerical linear algebra, nonlinear statistical methods, numerical integration and approximation, smoothing and density estimation. Additional special topics may include Monte Carlo methods, statistical graphics, computing-intensive methods, parallel computation, computing environments. Designed for graduate students in the statistical sciences and related fields interested in new advances. Students may be asked to write programs in a programming language of their choice.]

[ILRST 612 Statistical Classification Methods]

Fall 1997. 3 credits. Prerequisite: knowledge of statistics equivalent to the level of ILRST 312 or permission of instructor. Not offered in 1995-96.

An introduction to a variety of statistical techniques that assign objects to categories on the basis of observed characteristics of the objects. Course topics include (but are not limited to) discriminant analysis and its extensions and variations; nearest neighbor methods, classification and regression trees (CART); neural networks for classification; and estimation of error of classification rules.]

[ILRST 613 Bayesian and Conditional Inference]

Fall 1997. 3 credits. Prerequisites: Graduate level courses equivalent to OR&IE 670 and OR&IE 651 or permission of instructor. Not offered 1995-96.

This course covers the following topics: loss functions and utility theory, prior information and subjective probability, coherency, basic Bayesian inference, empirical Bayesian inference, robust Bayesian inference, Bayesian computations, ancillarity, conditional properties of statistical procedures, and Barndorff-Nielsen's exact likelihood theory.]

[ILRST 614 Structural Equations with Latent Variables]

Spring 1997. 3 credits. Not offered 1995-96.

Provides a comprehensive introduction to the general structural equation system, commonly known as the "LISREL model." One purpose of the course is to demonstrate the generality of this model. Rather than treating path analysis, recursive and nonrecursive models, classical econometrics, and confirmatory factor analysis as distinct and unique, we will treat them as special cases of a common model.

Another goal of the course is to emphasize the application of these techniques.]

[ILRST 615 Expert Systems and Probabilistic Network Models]

Fall 1995, 1997. 3 credits. Prerequisite: OR&IE 560 or an equivalent course in probability and statistics. A. Hadi.

This is an interdisciplinary course for students in applied mathematics, computer science, statistics, and other related fields of applications such as medical, engineering, and social sciences. Topics include components of expert systems, rule-based expert systems, probability-based expert systems, uncertainty measures, dependency models, Bayesian and Markov networks, propagation of uncertainties, learning structure from data, and examples of applications. Students will use computer software to gain experience.

[ILRST 711 Sensitivity Analysis in Linear Regression]

Spring 1997. 3 credits. Prerequisite: A first course in regression analysis or linear models, or permission of instructor. Not offered 1995-96.

A course on regression for students in statistical sciences and related fields. Attempts to narrow the gap between the theory and practical application of the linear regression model. Classical and recently developed statistical procedures are discussed. Students will be expected to read articles and thoroughly analyze real-life data sets using computer-packaged programs. Topics include role of variables in a regression equation, regression diagnostics (outliers, leverage points, influential observations, generalized linear models, errors in variables, and multicollinearity).]

[ILRST 712 Theory of Sampling]

Spring 1996. 3 credits. Prerequisite: calculus and at least one semester of mathematical statistics. J. Bunge.

Sampling theory from the viewpoint of mathematical statistics. The first part of the course focuses on the classical or "design" approach; the second part on the more recent "model-based" approach. Attention is paid to recent progress in the field.

[ILRST 713 Counting Processes with Statistical Applications]

Spring 1996. 3 credits. Prerequisite: a course at the technical level of Math 572 and 574 or permission of instructor. M. Wells.

The statistical analysis of life history data is playing an increasing role in the social, natural, and physical sciences. We will formulate and solve various practical problems in the statistical analysis of life history data using the modern theory of stochastic processes. We will examine the martingale dynamics for point processes relevant to life history data. Both parametric and nonparametric inference for multiplicative intensity models will be considered. The large sample properties of the proposed procedures will be discussed in detail using recent extensions of functional central limit theorems for martingales.

[ILRST 714 Topics in Modern Statistical Distribution Theory]

Fall 1997. 3 credits. Prerequisite: Courses equivalent to OR&IE 651 or Math 571, and STATS 409 or OR&IE 670. Not offered in 1995-96.

Recent research has revealed vast territories of distribution theory that are unfamiliar to most statisticians. Provides an introduction to three topics underlining this "modern" theory: infinite divisibility, decomposability, and stability; characterization of distributions; extensions of univariate distributions to multivariate distributions.]

[ILRST 715 Likelihood Inference]

Spring 1997. 3 credits. Prerequisite: graduate courses equivalent to OR&IE 670 and OR&IE 670. Not offered in 1995-96.

In most statistical models, exact distribution theory for testing hypotheses or constructing confidence intervals is either unavailable or computationally cumbersome. Inferences are routinely performed by using large-sample approximations to the distributions of test statistics. This course provides a survey of some recent higher-order asymptotic approximations for likelihood-based methods of inference.]

[ILRST 716 Statistical Consulting]

Fall and spring 1995, 1996, 1997. 2 credits.

Prerequisites: Limited to graduate students. S-U only. A. Hadi, M. Wells.

A course in practical consulting on "real-world" statistical problems. Under the supervision of the instructor(s), students will hear problems presented by clients (usually faculty and graduate students from other fields) and will collaborate in proposing a statistical model, analyzing data, and interpreting results. Statistical computing will be used as needed.

[ILRST 799 Directed Studies]

For description, see the section, Collective Bargaining, Labor Law, and Labor History.

INTERNATIONAL AND COMPARATIVE LABOR RELATIONS

G. Fields, chair; J. Abowd, J. Bishop, F. Blau, G. Boyer, V. Briggs, M. Cook, I. DeVault, L. Gruenfeld, L. Kahn, H. Katz, S. Kuruvilla, V. Pucik, L. Turner, J. Windmuller

[ILRIC 332 Labor in Developing Economies]

Spring 1996. 3 credits. Prerequisite: ILRLE 240, Economics 311, or permission of instructor. G. Fields.

The economic problems of labor in less-developed nations. Among the subjects included are determinants of income and wage structures in less-developed countries; labor demand and unemployment; labor supply and migration; human resource policy; and development strategy and employment growth.

[ILRIC 333 Western Europe, the United States, and Japan in a Changing World Economy]

Fall. 3 credits (1 additional credit may be arranged). Open to juniors and seniors. Not offered fall 1996. L. Turner.

Offers an introduction to the contrasting national trajectories and current political economies of Germany, Britain, France, Japan and the U.S. Emphasis will be on (a) cross-national differences and comparisons; and (b) the different capacities that contrasting institutions offer each society as it grapples with intensifying trade competition, domestic political conflict, and the need for production reorganization and "new industrial relations.]"

[ILRIC 337 Special Topics:

Fall or spring. 3 or 4 credits. Not offered 1995-96. Staff.

Devoted to new topics in the field. The specific content and emphasis vary depending upon the interests of the faculty member teaching the course.]

ILRIC 339 The Political Economy of Mexico

Fall. 3 credits. M. Cook.

Explores the range of challenges affecting contemporary Mexican politics, society, and economic development—from democratization to immigration to NAFTA. The course provides both an introduction to Mexican political economy for those with no prior background and an opportunity for students with more knowledge of Mexico to explore a research topic in greater depth.

ILRIC 499 Directed Studies

For description, see the section, Collective Bargaining, Labor Law, and Labor History.

ILRIC 532 Labor in Developing Economies

Spring. 3 credits. For graduate students. G. Fields.

Students in this course attend the lectures in ILRIC 332 (see description for ILRIC 332). If enrollment warrants, they will also meet separately at a time to be arranged for discussion of topics in ILRIC 332 and additional topics.

ILRIC 533 Western Europe, the United States, and Japan in a Changing World Economy

Fall. 4 credits. Graduate students. Not offered fall 1996. L. Turner.

See description for ILRIC 333. Graduate students attend class, take the midterm and submit an analytical research paper at the end of the semester.

[ILRIC 537 Special Topics:

Fall or spring. 3 or 4 credits. Not offered 1995-96. Staff.

Devoted to new topics in the field. The specific content and emphasis vary depending upon the interests of the faculty member teaching the course.]

ILRIC 631 Comparative Labor Movements in Latin America (also Government 631)

Spring. 3 credits. M. Cook.

Examines the historical development of labor movements in Latin America, their role in national political and economic development, and the impact of economic liberalization, authoritarianism, and redemocratization on contemporary labor organizations in the region. Countries examined will include but are not limited to Mexico, Brazil, Argentina, Chile, Peru, and Venezuela.

ILRIC 632 Reforming Industrial Relations: A Comparative Perspective

Spring. 4 credits. Graduate seminar open to seniors with permission of instructor only. Not offered spring 1997. L. Turner.

Will examine contemporary efforts in advanced industrial democracies to reform industrial relations. The first half of the course will cover Britain—the Thatcher reforms of the 1980s and the current labor-backed works council movement; France—the Auroux Laws of the 1980s and their effects; and Germany—the transformation of industrial relations in eastern Germany since 1989. The second half

of the course will examine contemporary industrial relations reform efforts in the U.S., including innovative organizing strategies; new calls for union militance; business strategies for a “union-free” environment; efforts at labor-management cooperation; and the report of the Dunlop Commission.

ILRIC 633 Labor, Industry, and Politics in Germany

Fall. 4 credits. Open to seniors with permission and graduate students. Not offered fall 1996. L. Turner.

Is the successful postwar “social partnership” model of organized capitalism in the Federal Republic of Germany viable in the 1990s? To answer this question, we will study the works councils and codetermination, the rise of a strong postwar labor movement, the contemporary German version of social partnership, with an emphasis on current events and the new challenges for German industry and labor posed by German unification and the single European market.

ILRIC 636 Comparative History of Women and Work (also Womens Studies 636)

Fall. 4 credits. Permission of instructor. Not offered fall 1996. I. DeVault.

Will explore the similarities and differences between different cultures' assumptions about the work of women as well as women's experiences in varying work circumstances throughout history. Beginning with theoretical pieces and overviews of the history of women and work, most of the course will consist of in-depth examinations of specific work situations or occupations across time and geography. Comparative examples will be taken from the United States, Europe, and the Third World.

ILRIC 637 Labor Relations in Asia

Spring. 3 credits. Permission of instructor required. Seminar format. S. Kuruvilla.

A comparative survey of the industrial relations systems of selected Asian nations such as Japan, S. Korea, Thailand, Malaysia, Singapore, Hong Kong, China, and several others. The emphasis is on economic development strategies and industrial relations policies in these countries. Industrial relations practices, the extent of union organization, and labor force demographics of these countries will be examined. The primary objective is to provide students with an introduction to industrial relations systems in Asia. The countries chosen are representative, but not exhaustive.

[ILRIC 638 Labor, Free Trade, and Economic Integration in the Americas (also Government 630)

Fall. 3 credits. Limited. Open to seniors and graduate students; juniors by permission. Not offered fall 1995. M. Cook.

Analyzes the contemporary movements toward free trade and regional economic integration in the Western Hemisphere. Special attention is paid to labor's role in this process. Examines the origins and implications of the North American Free Trade Agreement (NAFTA), and looks at integration schemes in south American (Andean Pact and Mercosur), Central America, the Caribbean, and at hemisphere-wide initiatives. A research paper is required.]

ILRIC 730 Research Seminar on Labor Markets and Economic Development

Fall or spring. 3 credits. Prerequisite: Open to M.S. and Ph.D., students only. Staff.

Research seminar for students writing theses or dissertations on aspects of labor markets and economic development. Will address research questions, methodologies, and contributions in the areas of employment and unemployment, income and earnings, educational and human resource development, welfare economics, and economic growth. Numerous presentations and written papers will be required.

ILRIC 790 ILR M.P.S. Program

Fall and spring. 1-9 credits.

Supervised research only for those enrolled in the ILR M.P.S. program.

ILRIC 799 Directed Studies

For description, see the section, Collective Bargaining, Labor Law, and Labor History.

ILRHR 469 Immigration and the American Labor Force

Fall. V. Briggs.

For description, see the section, Human Resource Studies.

ILRHR 656 International Human Resource Management

Fall or spring. V. Pucik.

For description, see the section, Human Resource Studies.

ILRHR 690 Comparative Human Resource Management

Fall or spring. V. Pucik.

For description, see the section, Human Resource Studies.

ILRHR 698 International Human Resource Policies and Institutions

Fall. J. Bishop.

For description, see the section, Human Resource Studies.

ILRHR 699 Contemporary European Labor Markets

Spring. J. Bishop.

For description, see the section, Human Resource Studies.

ILRLE 448 Topics in Twentieth-Century Economic History: The Economics of Depression and the Rise of the Managed Economy

Fall. G. Boyer.

For description, see the section, Labor Economics.

ILRLE 640 Economic History of British Labor 1750-1940

Fall or spring. G. Boyer.

For description, see the section, Labor Economics.

ILROB 628 Cross-Cultural Studies in Organizational Behavior

Spring. L. Gruenfeld.

For description, see the section, Organizational Behavior.

LABOR ECONOMICS

J. Abowd, chair; F. Blau, G. Boyer, R. Ehrenberg, G. Fields, R. Hutchens, G. Jakubson, L. Kahn, R. Smith

ILRLE 140 Development of Economic Institutions

Fall. 3 credits. Prerequisite for non-ILR students: permission of instructor. Provides students with an understanding of the historical roots of the economic system currently dominant in Western Europe and the United States. The course will focus on (a) the process of European economic growth prior to 1914, (b) the effect of industrialization on labor in Great Britain, and (c) the historical evolution of economic thought from Adam Smith to J. M. Keynes.

ILRLE 240 Economics of Wages and Employment (also Economics 341)

Fall and spring. 3 credits. Prerequisites: Economics 101-102 or Economics 103. Applies the theory and elementary tools of economics to the characteristics and problems of the labor market. Considers both the demand (employer) and supply (employee) sides of the market to gain a deeper understanding of the effects of various government programs and private decisions targeted at the labor market. Topics covered include employment demand, basic compensation determination, education and training, benefits and the structure of compensation, labor-force participation and its relation to household production, occupational choice, migration, labor-market discrimination, and the effects of unions.

ILRLE 340 Economic Security

Fall or spring. 3 credits. Prerequisites: ILRLE 240 or equivalent. Considers the economic and social effects of income security measures. Analyzes programs offering protection against economic loss due to industrial accident, temporary and permanent disability, illness, old age, premature death, and unemployment, as well as private efforts to provide security, and the problems of integrating public and private programs. Proposals for amending or modifying economic security measures are also considered.

[ILRLE 345 Corporate Finance

Spring. 4 credits. Includes a mandatory computer lab. Prerequisites: Economics 101, 102, 103 or equivalent. Not offered 1995-96. Covers the basic material in capital budgeting and security pricing at the level of a first-year MBA course. Topics include (1) net present value; (2) the valuation of corporate balance sheets (assets and liabilities); (3) risk, return, and security pricing; (4) capital structure and the cost of capital; and (5) special financial management techniques for human resource managers. The specialized tools include application of net present value to compensation and benefit costs; measuring the effects of tax systems on employment costs; pension systems; mergers, acquisitions and regulation of the financial sector; and the human resource balance sheet.]

[ILRLE 348 The Economics of Unemployment

Fall. 4 credits. Prerequisite: ILRLE 240/540 or permission of instructor. Not offered 1995-96. This course introduces students to several issues fundamental to an understanding of

unemployment: the social costs; definitional questions and measurement problems; the patterns of unemployment; and the various types of unemployment, their causes, and the policies that can or have been pursued to alleviate unemployment. The course is designed for undergraduate and graduate students who have taken a survey course in labor economics or its equivalent.]

ILRLE 440 The Economics of Health Care

Spring. 4 credits. Prerequisite: ILR 240 or equivalent. Overview of the basic economic models of the key actors in the U.S. health care system. We will then examine the effectiveness of the U.S. system in its goals, including ensuring equitable access to medical care, controlling health care expenditures, and providing long-term care for the chronically ill.

ILRLE 441 Income Distribution

Fall. 4 credits. Prerequisite: ILRLE 240 or Economics 341. Explores income distribution in the United States and the world. Topics to be covered include functional and size distributions of income, wage structure, income-generating functions and theories, discrimination, poverty, public policy and income distribution, and changing income distribution and growth.

ILRLE 442 The Economics of Employee Benefits

Fall. 4 credits. Prerequisites ILR 240 or equivalent. An in-depth treatment of the economics and financial management and administration of all employee benefits: health care, insurance, retirement income, family-care benefits, executive incentive plans, and other compensation provided as a service or contingent financial package to employees. Detailed international comparisons of health care and retirement systems are included.

ILRLE 445 Women in the Economy

Fall. 4 credits. Prerequisite ILRLE 240 or equivalent. Examines the changing economic roles of women and men in the labor market and in the family. Topics include: a historical overview of changing gender roles; the determinants of the gender division of labor in the family; trends in female and male labor force participation; gender differences in occupations and earnings; and the consequences of women's employment for the family.

ILRLE 448 Topics in Twentieth Century Economic History: The Economics of Depression and the Rise of the Managed Economy

Fall. 4 credits. Prerequisites: ILRLE 240 or Economics 314. Topics covered include: the causes of the Great Depression in the United States; the economics of the New Deal; the causes of high unemployment in interwar Great Britain; the rise of Keynesian economics and the development of demand management policies in Great Britain and the United States after 1945.

ILRLE 495 Honors Program

Fall and spring (yearlong course). 3 credits each term. For description, see the section on Collective Bargaining, Labor Law, and Labor History.

ILRLE 497-498 Internship

Fall and spring. 3 and 6 credits. For description, see the section on Collective Bargaining, Labor Law, and Labor History.

ILRLE 499 Directed Studies

For description, see the section on Collective Bargaining, Labor Law, and Labor History.

ILRLE 540 Labor Economics

Fall. 3 credits. Prerequisites: Economics 101-102 or Economics 103 or equivalent. Required of graduate students majoring or minoring in labor economics and M.I.L.R. candidates.

Applies the theory and elementary tools of economics to the characteristics and problems of the labor market. The course considers both the demand (employer) and supply (employee) sides of the market to gain a deeper understanding of the effects of various government programs and private decisions targeted at the labor market. Topics covered include employment demand, basic compensation determination, education and training, benefits and the structure of compensation, labor-force participation and its relation to household production, occupational choice, migration, labor-market discrimination and the effects of unions.

ILRLE 541 Social Security and Protective Labor Legislation

Spring. 3 credits. Prerequisite: ILRLE 540 or equivalent. Required of graduate students majoring in labor economics and M.I.L.R. candidates.

Considers the economic and social effects of income security measures. Analyzes programs offering protection against economic loss due to industrial accident, temporary and permanent disability, illness, old age, premature death, and unemployment, as well as private efforts to provide security, and the problems of integrating public and private programs. Proposals for amending or modifying economic security measures are also considered.

ILRLE 640 Economic History of British Labor 1750-1940

Fall or spring. 4 credits. Will examine various aspects of British labor history from the beginning of the Industrial Revolution until World War II. Specific topics will include: (1) monetary and non-monetary changes in workers' living standards; (2) internal migration and emigration; (3) the London labor market; (4) the extent of poverty and the evolution of the welfare state; (5) Luddism and Chartism; and (6) the development of trade unions.

ILRLE 642 Economic Analysis of the Welfare State

Spring. 4 credits. Includes economic rationales for government intervention and analysis of the effects of programs on economic welfare. Discusses taxes, in-kind, and cash programs. Includes some discussion of welfare states in other countries.

[ILRLE 643 Special Topics in Labor Economics

Fall or spring. 3 or 4 credits. Not offered 1995-96. Topic varies with the offering. Devoted to new policy issues and to recent developments in labor economics.]

[ILRLE 644 The Economics of Occupational Safety and Health

Spring. 4 credits. Not offered 1995-96. Analyzes the problem of occupational injuries and illnesses in the United States. The first section concentrates on legal requirements, judicial interpretations, and legal implications of the Occupational Safety and Health Act, then shifts to such questions as the need for, and appropriate goals of, the act; the stringency of safety standards considered in a benefit-cost framework; the difficulties in enforcing the act; and estimates of the impact of the act.]

ILRLE 647 Evaluation of Social Programs

Fall. 4 credits. An introduction to the methodologies used by economists to evaluate the impacts of social-action programs and legislation. General evaluation methodology, cost-benefit analysis, and econometrics are discussed. Case studies are considered to illustrate the uses of these techniques, to acquaint the student with major current government programs and legislation, and to estimate these programs' economic impacts. Throughout, the primary analytic framework used by the instructor is microeconomics.

ILRLE 648 Economic Analysis of the University

Spring. 4 credits. Seeks to illustrate the complexity of decision making in a nonprofit organization and to show how microeconomic analysis in general, and labor market analysis in particular, can be usefully applied to analyze resource allocation decisions at universities. Among the topics covered are financial aid, tuition, admissions policies, endowment policies, faculty salary determination, the tenure system, mandatory retirement policies, merit pay, affirmative action, comparable worth, collective bargaining, resource allocation across and within departments, undergraduate versus graduate education, research costs, libraries, athletics, and "socially responsible" policies. Lectures and discussions of the extensive readings will be supplemented by presentations by Cornell administrators and outside speakers who have been engaged in university resource allocation decisions or have done research on the subject.

ILRLE 740 The Economics of Health Care

Spring. 4 credits. Students attend the lectures of ILRLE 440 (see the description of 440) but have additional course requirements.

[ILRLE 741 Analysis of Longitudinal Data in the Social Sciences

Fall. 4 credits. Not offered 1995-96. Considers methods for the analysis of longitudinal data, that is, data in which a set of individual units are followed over time. The focus will be on both estimation and specification testing of these models. Will consider how these statistical models are linked to underlying theories in the social sciences. Course coverage will include panel data methods (including fixed vs. random effects models for both linear and non-linear systems) and, if time permits, duration analysis.]

ILRLE 742 Economics of Employee Benefits

Spring. 3 credits. Students in this course attend the lectures in ILRLE 442 (see description for 442) but have

additional course requirements. If enrollment warrants, they will also meet separately at a time to be arranged for discussion of topics in 442 and additional topics.

ILRLE 743 Empirical Modeling

Spring. 4 credits. Covers the implementation of neoclassical models of the demand for commodities (including leisure) by households and the demand for factors of productions by firms. It will cover the use of both the primal and dual formulations of the problem to develop empirically testable models of demands by both firms and households. It will then cover the estimation of these demand systems and testing of the theoretical restrictions. The conventional demand systems (including LES, AIDS, etc.) will be analyzed. Attention will be paid to both exact functional forms as well as approximating functions. Additional topics include non/semi-parametric estimation of derivatives, rationing models, and differences between long- and short-run factor demands. Other topics depending on time and student interest.

ILRLE 744 Seminar in Labor Economics I (also Economics 641)

Fall. 3 credits. ILRLE 744, 745 and 746 constitute the Ph.D.-level sequence in labor economics. Reading and discussion of selected topics in labor economics. Applications of economic theory and econometrics to the labor market and human resource areas.

ILRLE 745 Seminar in Labor Economics II (also Economics 642)

Spring. 3 credits. ILRLE 744, 745 and 746 constitute the Ph.D.-level sequence in labor economics. Reading and discussion of selected topics in labor economics. Applications of economic theory and econometrics to the labor market and human resource areas.

ILRLE 746 Seminar in Labor Economics III (also Economics 643)

Spring. 4 credits. ILRLE 744, 745 and 746 constitute the Ph.D.-level sequence in labor economics. Reading and discussion of selected topics in labor economics. Applications of economic theory and econometrics to the labor market and human resource areas.

ILRLE 748 Models for Limited Dependent Variables

Fall. 4 credits. Covers statistical methods for models in which the dependent variable is not continuous. It covers models for dichotomous response (including probit and logit) and polychotomous response (including ordered response and multinomial logit), various types of censoring and truncation (e.g., the response variable is only observed when it is greater than a threshold), as well as sample selection issues, etc. Will also include an introduction to duration analysis. Covers not only the statistical issues but also the links between behavioral theories in the social sciences and the specification of the statistical model.

ILRLE 749 Economics of Development (also Economics 672)

Fall. 4 credits. Prerequisites: First-year graduate economic theory and econometrics. Analytical approaches to the economic problems of developing nations. Topics to be covered include: some old and new

directions in development economics thinking, the welfare economics of poverty and inequality, empirical evidence on who benefits from economic development, labor market models, project analysis with application to the economics of education, and development policy.

ILRLE 790 ILR M.P.S. Program

Fall and spring. 1-9 credits. Supervised research only for those enrolled in the ILR M.P.S. program.

ILRLE 798 Internship

For description, see the section on Collective Bargaining, Labor Law, and Labor History.

ILRLE 799 Directed Studies

For description, see the section on Collective Bargaining, Labor Law, and Labor History.

ILRLE 940 Workshop in Labor Economics

Fall and spring. 3 credits. Intended for Ph.D. students who have started to write their dissertations. Presentations of completed papers and work in progress by faculty members, advanced graduate students, and speakers from other universities. Focus is on the formulation, design, and execution of dissertations.

ORGANIZATIONAL BEHAVIOR

E. Lawler, chair; S. Bacharach, L. Gruenfeld, J. Halpern, T. Hammer, W. Sonnenstuhl, R. Stern, P. Tolbert, L. Williams

ILROB 170 (121) Introduction to Micro Organizational Behavior and Analysis: The Social Psychology of the Workplace

Fall. 3 credits. Staff. This introductory (survey) course considers the basic individual and group processes in the workplace. At the individual level, we will study personality, motivation, perception, attitude formation, and decision making. On the group level, we will emphasize group dynamics, leadership, power and influence, and culture.

ILROB 171 (120) Introduction to Macro Organizational Behavior and Analysis

Spring. 3 credits. Staff. The relationship between industry and the economy as a whole and its implications for other social institutions in American society (including stratification, politics, and American values) is discussed. The course moves from classical sociological theory to the analysis of complex organizations. The study of industrial organizations and of complex organizations in general, emphasizing authority relations, goals, the division of labor, bureaucracy, and organizational design.

ILROB 320 The Psychology of Industrial Engineering

Fall. 4 credits. T. Hammer. A study of the human factors in the industrial engineering of work, workplaces, tools, and machinery. The course examines the aspects of individual and social psychology that operate in the work setting and that should be taken into account in the design of jobs. These include limitations of the human sensory system; individual difference in skills, abilities, motives, and needs; group dynamics; intrinsic motivation; job satisfaction; conflict.

ILROB 325 Organizations and Social Inequality

Spring. 3 credits. Limited. P. Tolbert. Examines the central role that organizations in industrial societies play in allocating income, status, and other resources to individuals. A variety of theoretical explanations of social inequality will be examined, and the social policy implications of each will be considered. Class assignments are designed to develop students' general writing skills, as well as substantive understanding of different theories and approaches to the problem of inequality.

ILROB 328 Cooperation, Competition, and Conflict Resolution

Spring. 4 credits. Prerequisite: one course in social psychology or equivalent. Staff.

An examination of theory and empirical evidence relating to the resolution of interpersonal, intergroup, and international conflict. Specific attention is devoted to studying factors that contribute to the development of cooperative or competitive bonds between parties to a conflict. The following topics are studied: the availability and use of threat; the credibility, intensity, and costs of threat; fractioning and escalating conflict. Personality and situational factors that regulate conflict intensification are stressed.

ILROB 329 Organizational Cultures

Fall or spring. 3 credits. Prerequisite: one or more courses in sociology. Staff. Reviews the concept of culture as it has evolved in sociology and anthropology, applying it to formal organizations in workplaces such as corporations and unions. The course first examines the nature of ideologies as sense-making definitions of behavior, concentrating on the cultural forms that carry these cultural messages, rituals, symbols, myths, sagas, legends, and organizational stories. Considerable attention will be given to rites and ceremonials as a cultural form in organizational life that consolidates many of these expressive forms into one. The course will examine types of ceremonial behavior such as rites of passage, rites of enhancement, and rites of degradation, including the role of language gestures, physical settings, and artifacts in ceremonial behavior. The presence of subcultures and countercultures in organizational behavior will also receive attention, especially the part played by occupational subcultures in formal organizations.

ILROB 370 The Study of Work Motivation

Fall. 4 credits. Open to juniors and seniors. T. Hammer. Designed to acquaint the student with the basic concepts and theories of human motivation with implications for job design and organizational effectiveness. Focus is on theories of worker motivation and on research approaches and results as these apply to the performance of individuals and groups in formal organizations. Readings are predominantly from the field of organizational psychology, supplemented by relevant contributions from experimental and social psychology. Each student will design, execute, and analyze a research study of his or her own.

ILROB 371 Individual Differences and Organizational Behavior

Fall or summer. 4 credits. Recommended: some acquaintance with the substance and methods of behavioral or social science. L. Gruenfeld.

Examines personality from a comparative psychodynamic point of view. Social behavior, authority relationships, and work motivation are used to illustrate how various theories could be applied to understand behavior and experience in organizations.

ILROB 373 Organizational Behavior Simulations

Fall. 3 credits. Prerequisites: ILROB 170 and 171 or equivalent. Limited enrollment. R. Stern.

Basic principles of organizational behavior as studied through readings and participation in four simulation games. Simulations model traditional organizations and cooperatives. One game models executive decision making and another assembly work organization. Organizational design, decision making, conflict, cooperation, and power are the central topics of discussion. The contrasting bases of power in the organizations permits the study of the assumptions underlying organization structure and process.

ILROB 421 Regulating the Corporation

Fall. 4 credits. R. Stern. Will examine public and private power from an organizational perspective. The resource-dependence approach to organization-environment relations provides a framework for interpreting government attempts at the regulation of corporate behavior. Topics cover the structure and functioning of government regulatory agencies and corporate responses to regulation, including corporate strategy, change, and political influence. Business ethics and corporate social responsibility are considered along with the role of interest groups such as consumer or citizens organizations. Research and case materials focus on the implementation of environmental protection, occupational health and safety, equal opportunity, antitrust, securities, and consumer regulations.

ILROB 422 Organizations and Deviance

Fall. 3 credits. W. Sonnestuhl. Focuses upon the deviant actions of organizations, including such behaviors as price fixing, environmental pollution, illegal campaign contributions, and discrimination in hiring and promotion. Examines the origins of such behaviors within organizations, the processes by which they became institutionalized, and the processes by which they become defined as deviant organizational actions. Within this context, the course will examine such contemporary cases as Exxon's Valdez oil spill, Iran-Contra, drug testing, and the federal savings and loan scandal. These events raise troubling questions about what it means to live and work within an organizational society, and they cannot be dismissed as instances of a few individuals gone bad.

ILROB 423 Negotiations

3 credits. Limited enrollment. J. Halpern. Frequent in-class exercises teach the basic concepts of and methods for effective negotiation in personal and business contexts. We will emphasize how individual-level biases and self-presentation may either facilitate or hinder negotiations. Participation in all exercises in this class is mandatory. Other requirements include written preparation for

exercises, journal entries analyzing the exercises, and a final paper.

ILROB 425 Sociology of Industrial Conflict

Spring. 4 credits. R. Stern. The focus is on the social, economic, and political causes of industrial conflict. These causes include socialization, class relations, work-non-work effects, as well as the nature of work and employment relations. Social movement, collective organization, and individual actions are examined including such manifestations of conflict, as strikes, labor turnover, absenteeism, and sabotage, and the influence of the environments in which they occur.

ILROB 427 The Professions: Organization and Control

Fall. 3 credits. Prerequisite: Permission of the instructor. P. Tolbert.

Focus is on the sources of power and control exercised by professional groups in contemporary society. A number of issues will be examined in this context including the role of professions in society, processes through which an occupational group becomes defined as a profession, sources of control that professional associations have over their members, relations between professionals and nonprofessionals in organizations, and the relationship between unionization and professionalization of occupations.

ILROB 428 Organizational Change and Intervention

Fall. 3 credits. Limited to 25. Juniors and seniors with permission of instructor. L. Williams.

Seminar will focus on planned and unplanned change in organizations. Topics will include mergers and acquisitions, team building, self management and the role of change agents. Participants will be required to develop and present topics in addition to keeping a weekly journal and participating in exercises.

ILROB 429 Organizational Politics and Institutional Change

Spring. 2 credits. 7 weeks. Limited to juniors and seniors with permission of the instructor. Please see instructor before the first class. S. Bacharach.

Will examine the market, cultural, political, and structural forces that change the organizational "rules of the game," how those changes affect individuals and organizations, and the distortions that occur as individuals and organizations attempt to adjust to a new unstable order. Issues to be examined include power, corruption, dealmaking, rationality, uncertainty, and competition. Course requirements include completing a major research paper and leading a class discussion.

ILROB 470 Group Processes

Fall. 3 credits. Prerequisites: ILROB 170 and 171 or equivalent. Permission of instructor. E. Lawler.

A review of theoretical approaches and selected research on group phenomena, including the formation of groups, the structure of group relations, and group performance. Specific topics include conformity and obedience, status and power relations, tactics of influence, solidarity and commitment, the management of emotion, the emergence and change of microcultures, and the role of groups in networks and organizations.

ILROB 471 Organizational Analysis of Trade Unions

Spring. 4 credits. Prerequisites: ILROB 170 and 171 and one additional course in organizational behavior. Staff.

Designed to use organizational theory and research in the examination of trade unions. Study of trade unions as organizations including the discussion of the role of unions in contemporary society and the meaning of unions to individual members. Unions will be analyzed in considering them as agents of social change, interorganizational relationships, and political activity. Union members will be the focus in considering why people join unions, their commitment, problems of dual allegiance and leadership. The issue of how effective unions are as a mechanism of worker participation in management decision making is also addressed. Course material focuses on current research on unions and on strategies for further research.

ILROB 472 Applied Organizational Behavior

Fall. 3 credits. Prerequisites: ILROB 170 and 171. S. Bacharach.

Introduces students to intermediate theory of organizational behavior. It will specifically concentrate on teaching students to use organizational theories for analytical and applied purposes. Among the issues to be addressed are organizational structure, work processes, organizational politics, organizational design, job design, incentive systems, and quality-of-work-life programs.

ILROB 473 Mediation

Fall and spring. 3 credits. Limited enrollment with permission of instructor. J. Halpern.

Mediation is a useful life and work skill as well as a career option. This course considers different styles and uses of mediation. Students will have an opportunity to watch experienced mediators in a variety of simulations, and to learn from these experts' experiences. In the second half of the semester, students will gain hands-on experience mediating cases, and will participate in exercises designed to develop skills useful for effective mediation.

ILROB 479 Technical Workers and the Social Organization of Research and Development

Spring. 3 credits. Prerequisite: ILROB 170, 171 or an introductory course in sociology or anthropology. Staff.

Examines how industrial R&D is organized and seeks to impart an appreciation for the practical problems that arise when firms employ a significant number of scientists, engineers, and other technical workers. It is designed for students who have an interest in high-technology firms or who anticipate working for firms in which R&D plays an important role. The course brings relevant theoretical perspectives to bear on pragmatic issues surrounding technical innovation and the employment of scientists and engineers. Representative topics include: the organization of scientific and technical communities, the industrialization of research, the nature of scientific and technical work, strategies for fostering innovation, the careers of scientists and engineers, and the managerial problems characteristic of high-technology firms. Requirements include a take-home midterm and a final paper.

ILROB 495 Honors Program

Fall and spring (yearlong course). 3 credits each term.

For description, see the section, Collective Bargaining, Labor Law, and Labor History.

ILROB 497-498 Internship

Fall and spring. 3 and 6 credits.

For description, see the section, Collective Bargaining, Labor Law, and Labor History.

ILROB 499 Directed Studies

For description, see the section, Collective Bargaining, Labor Law, and Labor History.

ILROB 520 Micro Organizational Behavior and Analysis

Fall or spring. 3 credits. Staff.

Survey of concepts, theories, and research from the fields of organizational and social psychology as these relate to the behavior of individuals and groups in organizations. Job attitudes, motivation, performance, leadership and power, group formation, perception, and organizational climate. A preliminary course for advanced work in organizational behavior.

ILROB 521 Macro Organizational Behavior and Analysis

Spring. 3 credits. Staff.

Formal organizations are studied from the perspectives of classical organization theory, human relations theory, and comparative and cross-cultural analysis. Contemporary theories and quantitative approaches to organizational structure are also considered in some detail. Intended to be preliminary to more intensive work in organizational behavior.

ILROB 620 Theories of Organizational Change, Innovation, and Evaluation

Spring. 4 credits. Prerequisites: two organizational behavior courses at the 300 level, or advanced courses in sociology or psychology. W. Sonnenstuhl.

Examines the dynamics of individual, structural, and environmental factors operating in organizational change in general, and in the implementation and use of innovations within formal organizations in particular. The role of evaluative research in assessing the effectiveness of the implementation of innovations and in determining organizational effectiveness are analyzed. Several case studies of organizational change in government, unions, and private industry are examined. The emphasis is on conceptual frameworks for analyzing organizational change and mounting evaluative research on innovations. Readings are interdisciplinary and include sociology, psychology, and political science.

ILROB 621 Organizational Diagnosis Intervention and Development

Spring. 4 credits. Prerequisites: undergraduates, ILROB 170 and 171; graduate students, ILROB 520 and 521 or equivalent; and permission of instructor. L. Gruenfeld.

This applied course considers theories and techniques for the identification and improvement of organizational problems at the behavioral (micro) level. Methods for the implementing of change are evaluated in the light of several normative and descriptive theories of individual and group development and effectiveness. The course emphasizes both quantitative and qualitative data processing procedures.

ILROB 623 Micropolitics in Organizations

Spring. 3 credits. Prerequisites: ILROB 170 and 171. Limited, permission of instructor. S. Bacharach.

Examines micro-political processes in organizations. Neo-Macchiavellain, Marxian, and Weberian approaches to organizational politics will be specifically analyzed. An attempt will be made to understand how the micro-political rules of organizational games are institutionalized in change. Among the ideas to be discussed are the institutionalization of ideology and specification of the relationships among power, tactics, and strategy. Interest groups and coalition politics will be examined in terms of conflict and bargaining. Other issues to be discussed include corruption, dealmaking, and competition. Examples will be drawn from both the private and public sectors. Seminar requirements will include an in-class presentation and a major paper and/or take-home final exam.

ILROB 624 Groups in Work Organizations

Fall. 4 credits. Enrollment limited.

Permission of instructor required.

L. Gruenfeld.

This is an experiential learning course designed primarily for advanced students who have a comprehensive background in the theory and methods of the behavioral sciences. Work group members study their roles and relationships to each other, the task, other work groups, and especially authorities. Students write a number of self-reflective papers in which they conceptualize their experiences and relate them to theory and method in organizational behavior and experience.

ILROB 625 Conflict, Power and Negotiation

Fall. 3 credits. Open to seniors and graduate students. Permission of instructor is required. Limited enrollment. E. Lawler.

Theoretical seminar adopts a power perspective on bargaining and conflict resolution. Examines how power relations and power processes affect the tactics people adopt in bargaining and also when power relations inhibit or promote conflict resolution. "Power" is viewed in the course as a capability, embedded in a social structure, and tactics are the action based on or using such power. The seminar gives overview of several theoretical approaches to conflict and bargaining (e.g., rational choice, cognitive, social exchange) and places the power perspective in this context.

ILROB 626 Advanced Topics in the Social Psychology of the Workplace

Spring. 3 credits. Permission of instructor. J. Halpern.

Challenges students to questions what's hot and what's not in current research into the social psychology of the workplace. Will consider contemporary classics (1970's and later) as well as readings in social psychology that are at the forefront of conceptual research in micro-organizational behavior. We will examine how the momentum for each topic developed and consider whether the current excitement is likely to last. Topics are likely to include, but are not limited to, decision making and negotiation, affect, organizational justice, power, leadership and authority, punishment, innovation, and macropsychology.

ILROB 627 Leadership in Organizations

Spring. 3 credits. Prerequisites: two organizational behavior courses at the 300 level or advanced courses in sociology or psychology. L. Gruenfeld.

An examination of theories and research findings from the behavioral sciences that are relevant to leadership and the influence process in groups and organizations. Personality, situational factors, intergroup processes, interpersonal perception as well as motivation to lead and to follow will be discussed. The implications for leadership training, organization development, and action research are explored.

ILROB 628 Cross-Cultural Studies in Organizational Behavior

Spring. 3 credits. Limited. Permission of instructor before registering in course. L. Gruenfeld.

Designed for students interested in social psychological theory and research in international culture comparisons of behavior and experience in organizations. Variables such as power distance, individualism-collectivism, universalism-particularism and attitudes toward authority as well as work motivation will be examined. Upon completion of the readings and discussion of conceptual materials and consideration of several major international comparison studies, each student will prepare and present a paper on a topic of his/her own choice usually related to his/her country of origin (China, Japan, German, USA, etc.).

ILROB 629 Personality in Organization

Fall. 4 credits. Open to undergraduates with permission of instructor. L. Gruenfeld.

This advanced course considers psychodynamic theories of organizational diagnosis at the individual and group levels. Topics include leadership, power, authority, work motivation, intervention, and change. The topics are discussed and applied in small study groups. The professor's role is as a consultant and resource person. Class members study and research their own behavior and present their qualitative and quantitative findings to the class. Students are expected to have background and interest in both research methods and theory.

ILROB 670 Semester in Manufacturing

Spring. 15 credits. Open to master's and Ph.D. students in Industrial and Labor Relations with permission of instructor.

Intended for students who want to work as professionals or who have a strong interest in the manufacturing industries. It is taught by an interdisciplinary faculty team from the College of Engineering, the Johnson School of Management, and the School of Industrial and Labor Relations. Course material will be based on plant visits and project work with local industry. Student participation will be in interdisciplinary teams with members representing the three colleges. Course content will concentrate on four major issues thought to make a competitive difference in today's economic environment: (1) the changing environment for product design; (2) rapid-response production systems; (3) organization, management, and compensation of the manufacturing team; and (4) performance measurement.

ILROB 671 Organizations as Social Networks

Spring. 3 credits. Prerequisites: one or more courses in organizational behavior, sociology, psychology, anthropology, or political science. A course in statistics or research methods would be helpful.

Increasing attention has been devoted to the idea that social structures can be fruitfully investigated as social networks. In particular, organizational and inter-organizational structures may be analyzed as patterned relationships among individuals, groups, and even other organizations. Such networks appear to be strong predictors of a variety of social dynamics including attitude similarity, the diffusion of innovation, turnover, and the allocation of organizational resources. A variety of methods for collecting and analyzing network data including: graph theory, sociometry, clique detection, centrality analysis, blockmodeling, and the quadratic assignment procedures will be used. In addition to reading recent published research, this course will involve work with actual data sets and relevant computer programs.

ILROB 674 The Social Psychology of Behavior and Experience in Organizations

Fall 1995. 3 credits. Prerequisite: ILROB 170 and 171 or ILROB 520 and 521. L. Gruenfeld.

Considers theories that seek to explain behavior at the individual, group, and organizational level. Work motivation, leadership, and the member composition and dynamics of groups will be discussed. The relationship among groups in the organization, including harmony and conflict among groups, will be evaluated.

ILROB 675 Cooperative Strategies for Improving Organizational Performance

Spring. 4 credits.

Will concentrate on presentation and analysis of a series of case studies involving projects using cooperative strategies to improve organizational performance. Emphasis will be given to cases in which union and management have been working together to enhance productivity and the quality of working life. Cases will be examined against a background of the research literature on improving organizational performance. Students will be responsible for a term paper.

ILROB 676 Systems of Labor Participation in Management

Fall. 4 credits. Prerequisites: senior standing and permission of instructor.

Examines the theory and practice of worker participation in systems ranging from informal shop-level participation to self-management. Special emphasis is placed on socio-technical systems of job design and work restructuring that give workers control over the labor process. Attention is also given to legislated programs of participation (codetermination) and to participation in employee-owned firms.

ILROB 679 Methods of Observation and Analysis of Behavior Attitudes and Values in Work Groups and Organizations

Fall 1995 or spring 1996. 4 credits. Permission of instructor required.

Considers qualitative and psychometrically precise and systematic research methods for the study of behavior in groups and organizations. Includes a workshop that is designed to improve teamwork with the use of on-line

data generated by group members. Personality, leadership culture, and group dynamics are the major focus. Students will observe, record, and videotape group and individual behavior, which will be analyzed with the help of microcomputer programs, especially SYMLOG (a system for the multiple-level observation of groups) developed by Bales (1970, 1979). In addition to lectures and discussion of research papers this course will also include a research project designed and executed by the students.

ILROB 720 Issues of Measurement in Research on Organizations (Instrumentation)

Fall. 4 credits.

Concerns the study of tests and measures used to assess central variables in organizational behavior and related fields. Students will learn where to find measures suitable for their research purposes and will examine the theories that define the constructs being measured; the empirical information available about different measures—construction, reliability, and validity; and the ways in which the instruments have been used in research and practice.

ILROB 721 Advanced Micro Organizational Behavior

Spring. 3 credits. Prerequisites: ILROB 520 and 521.

Examines the historical development of psychological theories of organizations and contemporary issues in micro organizational research. The course will emphasize reading and analysis of primary source material.

ILROB 722 Advanced Macro Organizational Behavior

Fall. 3 credits. Prerequisites: ILROB 520 and 521.

Examines the historical development of sociological theories of organizations and contemporary issues in macro organizational research. The course will emphasize reading and analysis of primary source material.

ILROB 723 Behavioral Research Theory, Strategy, and Methods I

Fall. 4 credits. Designed to meet the needs of M.S. and Ph.D. candidates majoring in organizational behavior, but other graduate students may enroll.

Materials studied in ILROB 723 and 724 include (1) theoretical, conceptual, and ethical questions; (2) survey research and attitude-scaling procedures; (3) laboratory research methods; (4) participant observation and interview methods; (5) use of documents and qualitative data analysis. Provides students with important philosophical background for doing research and exposes them to a well-balanced, interdisciplinary set of quantitative and qualitative research tools.

ILROB 724 Behavioral Research Theory, Strategy, and Methods II

Spring. 3 credits. Designed to meet the needs of M.S. and Ph.D. candidates majoring in organizational behavior, but other graduate students may enroll.

Course will cover (a) analysis and interpretation of quantitative data, (b) traditional problems encountered in the assessment of human and organizational characteristics, (c) the use of different methods of data analysis, and (d) an examination of the limitations imposed on data analysis and interpretation by traditional measures. Examples of topics covered in the course: the use of Chi-square, t-tests, ANOVA, simple and

multiple correlation and regression, reliability and validity analyses, causal models, factor analysis, scale construction.

ILROB 725 Analysis of Published Research in Organizational Behavior

Fall. 3 credits. Prerequisites: ILROB 520 and 521 and one year of statistics.

An advanced research methods course that critically examines published research papers in the field of organizational behavior in terms of research design and method as well as theory.

ILROB 726 Selected Topics in Organizational Behavior

Fall. 3 credits. Prerequisites: ILROB 520 and 521 and permission of instructor.

An advanced proseminar that seeks to develop an interdisciplinary perspective on selected topics in organizational behavior. The topics themselves will change from year to year depending on participants' interests. Course is designed to allow students and the instructor to jointly pursue significant scholarly inquiry into one or more arenas of organizational theory. Emphasis will be placed on exploring the relevance of tradition in related disciplines (anthropology, linguistics, philosophy, sociology, etc.) that may enrich our understanding of organizational life.

ILROB 727 Work and Industrial Conflict

Spring, weeks 7-14. 2 credits.

A concentrated examination of the sociology of industrial conflict. The seminar focuses on classic formulations of conflict theory in sociology, then the social, political, economic causes of industrial conflict. Both individual and collective forms of conflict expression are examined. Some discussion of the implications of various types of worker management of firms for industrial conflict will be included.

ILROB 728 Theories of Motivation and Leadership

Spring. 2 or 4 credits. Prerequisites: ILROB 520 and 521.

Two independent but sequence-connected minicourses.

(1) Theories of Work Motivation. 7 weeks. 2 credits.

Course will provide an introduction to basic concepts of human motivation in general, with particular emphasis on the theories that explain and predict work motivation. Students will examine the empirical research that tests the validity of the theories and shows how and under what conditions different motivation models can be used in practice in work organizations.

(2) Theories of Leadership and Power. 7 weeks. 2 credits.

Several current microtheories of leadership and power and related research are examined. The disciplinary perspective employed is social organizational psychology and the level of analysis emphasized is action and experience of individuals in groups.

ILROB 729 Organizational Change and Intervention

Fall. 3 credits. Graduate students only; no exceptions.

This seminar is concerned with planned and unplanned change in organizations. It is designed to analyze theory in practice. Particular attention will be paid to the role of internal and external change agents. Class members will be encouraged to analyze contemporary changes such as mergers and acquisitions and work force reductions.

Participants will submit weekly work force journals.

ILROB 770 The Cultures of Work Organizations

Fall. 3 credits. Open only to graduate students.

Considers both administrative and occupational cultures in the workplace. It takes an anthropology perspective, focusing on ideologies as the main ingredient of cultures but emphasizing the role of cultural forms, e.g., myths, stories, sagas, language, rites and ceremonials, and physical settings of meaning. It pays special attention to the place of subcultures and countercultures in the makeup of administrative culture and to occupations as a major source of subcultures. The role of the environment in which organizations are embedded, and its influence on workplace cultures, is also included. Forms of cultural leadership and approaches to reading and changing cultures are also considered.

ILROB 773 Advanced Seminar in Cross-Cultural Studies of Organizational Behavior

Fall. 3 credits. Permission of the instructor.

Considers theory and method for the study of cross-cultural and cognitive style variables. Members participate in the conceptualization and conduct of a comparative research project.

ILROB 774 Negotiations

Fall. 3 credits. Limited enrollment.

Frequent in-class exercises teach the basic concepts of and methods for effective negotiation in personal and business contexts. We will consider how individual-level biases and self-presentation may either facilitate or hinder negotiations. Applications of techniques discussed in class to behavior in business and law will be emphasized. Participation in all exercises in this class is mandatory. Other requirements include journal entries analyzing the exercises, a final paper, and an oral presentation.

ILROB 776 Organizational Implications of World Class Manufacturing

Fall. 3 credits.

Aimed at helping students develop an understanding of organizations as complex social systems, and of the behavioral implications of new manufacturing initiatives. Live case studies are used to study the introduction of a variety of innovations in contemporary manufacturing firms, including manufacturing cells and teams, concurrent engineering, Total Quality Management, and Just-in-Time material flow. Analyses emphasize the impact of such innovations on individuals' role definitions and relationships, organizations communication requirements and patterns, group dynamics, leadership behaviors, labor relations, and human resource management systems. ILROB 776 is a core course in the Master of Engineering/Manufacturing Option degree program.

ILROB 777 Personality in Work Groups and Organizations

Spring. 3 credits. Prerequisite: statistical methods and/or a course in research methods. Each student will administer, score, and statistically test theory-driven hypothesis. Staff.

Discusses several theories of personality and related research findings. The relationship of personality to work motivation and leadership

and interpersonal behavior in groups (teams) in also considered. Methods of research including observational, peer report, and self report, as well as performance tests are studied.

ILROB 778 Solidarity in Groups

Fall 1995. 3 credits. Staff.

Examines sociological and social psychological theories about how social solidarity or a "sense of community" comes about and is maintained in groups and organizations. Distinguishes emotional, normative, and instrumental bases for social solidarity and shows how these promote or inhibit subgroup formation in organizations, commitment of individuals to organizations, and organizational citizenship behavior.

ILROB 790 ILR M.P.S. Program

Fall and spring. 1-9 credits.

Supervised research only for those enrolled in the ILR M.P.S. program.

ILROB 798 Internship

For description, see the section, Collective Bargaining, Labor Law, and Labor History.

ILROB 799 Directed Studies

For description, see the section, Collective Bargaining, Labor Law, and Labor History.

ILROB 920 Organizational Behavior Workshop

Fall. 2 credits. Limited to M.S. and Ph.D. candidates in the department. S-U grades only.

This workshop is designed to provide a forum for the presentation of current research undertaken by faculty members and graduate students in the Department of Organizational Behavior and by invited guests. All M.S. and Ph.D. candidates in the department who are at work on their theses are strongly urged to enroll. Each student in the course will be expected to make at least one presentation during the year, focusing on the formulation, design, execution, and results of that student's thesis research.

HUMAN RESOURCE STUDIES

J. Bishop, chair; R. Batt, J. Boudreau, V. Briggs, L. Dyer, B. Gerhart, T. Judge, G. Milkovich, V. Pucik, W. Wasmuth, T. Welbourne.

ILRHR 260 Human Resource Management

Fall 1995 and spring 1996. 3 credits.

Open only to ILR students. Staff.

An introductory overview of the management of human resources in organizations. Topics include human resource decisions dealing with staffing, employee development, work-system rewards, and employee relations. Emphasis is on (a) problem-solving and decision-making approaches; (b) operational methods, technologies, and practices; (c) application of relevant behavioral science theory and research; and (d) legislation and other environmental constraints having an important bearing on the effective utilization of human resources by an enterprise.

ILRHR 266 Personal Computer Basics

Fall 1995, spring 1996, and summer 1996.

2 credits. Limited to 20 students.

P. Teeter.

Provides basic skills in the use of IBM personal computers (PCs) using the Windows

environment. Course covers basic hardware, terminology, fundamentals of Disk Operating System (DOS), Windows environment, Excel for Windows, Microsoft Access for Windows, and Powerpoint for Windows. Emphasis is placed on hands-on experience using examples demonstrating human resource issues and PC-based solutions. This course is a prerequisite to several advanced Human Resource Management electives.

ILRHR 360 Human Resource Economics and Public Policy

Fall 1995, spring 1996. 3 credits. Open to sophomores, juniors, and seniors.
V. Briggs.

A review of labor-market trends, data collection systems, and theories pertaining to public efforts to develop the employment potential of the nation's human resources and to combat unemployment. The major segments of the nation's educational training enterprise—public education, higher education, employer-provided training, apprenticeship, and special training programs for the disadvantaged—are examined. Special policy and programmatic issues pertaining to youth, rural workers, welfare reform, direct job creation, worker relocation, economic development, targeted tax credits, industrial policy, and "enterprise zone" proposals are examined. Comparisons are made with other industrialized nations.

ILRHR 362 Career Development: Theory and Practice

Fall 1995, spring 1996. 2 credits. 7 weeks. Prerequisites: ILRHR 260 or permission of instructor. Limited to 30. S-U only.
J. McPherson.

The components of career management: individual factors and organizational realities in the development of both careers and organized programs for career management. Two complementary learning tasks required: information-gathering for career decision making based on self-assessment activities, and comprehension of organizational circumstances and practices encountered as careers develop. Grade based on short writing assignments and research paper.

ILRHR 366 Women at Work

Fall or spring. 3 or 4 credits. Prerequisite: ILRHR 260 or equivalent.

Various aspects of female occupational roles in twentieth-century United States. Historical, social, and legal factors that influence women's choice of careers, work socialization and training, and subsequent labor-market experience are considered. Working women's entry-level jobs, opportunities for advancement, and income are compared to men's.

ILRHR 460 Human Resource Management for Small Business

Fall 1995. 4 credits. Open to juniors and seniors. T. Welbourne.

Will be taught using a series of case studies developed from small firms. After an initial introductory section exploring the human resource management issues most critical to the growth and development of small businesses, the balance of the course will focus on selected human resource management issues raised by the various case studies. Students will analyze the problems of each case and prepare a report setting forth their recommendations for resolving the human resource problems and achieving the desired business objectives. Every second week the class will meet for a two-hour session to

present and discuss the student reports concerning each case. Owners and managers of the small business firms studied will be present to discuss each case with the students.

ILRHR 468 Organization and Human Resources Management Simulation

Summer 1995. 3 credits. Limited to juniors and seniors. Prerequisite: ILRHR 260 or equivalent. 3 weeks. W. Wasmuth. Uses a simulation model and an open-systems approach as means to enhance students' skills in strategic planning and managerial decision making. Attention will be given to the implications and efforts of strategic human resources managerial and supervisory decisions as measured by ten organizational performance indicators, including quality of work life, employee productivity, customer satisfaction, employee retention, internal control, and the bottom line. Each student will be assigned to a group (team) of five members and must be committed to the work of that group. An individual research paper is also required. Regular attendance is required.

ILRHR 469 Immigration and the American Labor Force

Fall 1995. 3 credits. V. Briggs. Assesses the role that immigration plays as a source of human resource development in the United States. Immigration policy will be placed in an evolutionary context but primary attention will be given to the post-1965 revival of mass immigration. In addition to legal immigration, policies pertaining to border commuters, illegal immigration, "maquiladoras," refugees, asylees, and nonimmigrant workers are also examined. Comparisons are also made with immigration systems of other nations.

ILRHR 495 Honors Program

Fall and spring (year-long course). 3 credits each term. For description, see the section on Collective Bargaining, Labor Law, and Labor History.

ILRHR 497-498 Internship

Fall and spring. 3 and 6 credits. For description, see the section on Collective Bargaining, Labor Law, and Labor History.

ILRHR 499 Directed Studies

For description, see the section on Collective Bargaining, Labor Law, and Labor History.

ILRHR 560 Human Resource Management

Fall 1995 and spring 1996. 3 credits. Open only to graduate students. Staff. A survey course covering the major areas of the management of human behavior in work organizations. Consideration is given to such aspects of strategic and human resource planning, design and management of workteams, staffing, training and management development, organization development, compensation, and employee and labor relations. Emphasis is on the application of theory and research to the solution of personnel problems.

ILRHR 653 Transforming Human Resource Management

Fall. 4 credits. Limited to 25 students, seniors and graduate students only. Prerequisites: ILRHR 260/560, two human resource management electives. Permission of instructor. G. Milkovich. In this class we examine change in HRM; as a field of study, a function with organizations, and as a career choice. Theories and research

related to changes in HRM will be the primary focus. Trends in the field reflect responses to a wide variety of pressures. Trends represent choices the various stakeholders make, and in turn these choices shape the future of HRM. HRM's historical evolution, its role in the changing employment relationship, and its function in new organization forms such as decentralization, federal, networks, joint ventures, and semi-autonomous teams will be studied.

ILRHR 656 International Human Resource Management

Spring 1996. 3 credits. Prerequisite: ILRHR 260/560. Limited. Seniors or graduate students only or permission of the instructor. V. Pucik.

The focus of the course is on international human resource strategies in multinational firms. It has two major objectives: to enhance the understanding of key functional and strategic issues related to HRM activities in international firms, and to review practical applications of concepts learned from the course in leading U.S. corporations. In the first part of the course, the emphasis is on the theory of international HRM; the second part is focused on field analysis. During the semester, students will conduct TEAM research on state-of-the-art IHRM practices in leading U.S. multinationals. In addition, each student will prepare a review paper on one specific area of IHRM of his or her choice.

ILRHR 657 Employer Training: Economic and International Perspectives

3 credits. Examines the training and learning that occurs on jobs from both an economic and comparative international perspective. Will investigate the scale of the training enterprise, how it is accomplished, why some companies and nations train much more than others and what impact training has on organizational performance and national competitiveness. Training will also be examined from the worker's perspective. The distinction between training and learning, how individuals influence the amount of training they receive and what determines the amount and kind of training they desire. The training institutions and customs of countries like Japan, Sweden, Germany, France, and the United Kingdom will be compared to their American counterparts and an effort will be made to understand why investments in employer training are so much more substantial in Japan and Germany than in the United States and whether there is any role for public policy in the stimulation or improvement of employer training.

ILRHR 659 Internal Staffing: Managing Careers in Organizations

Spring 1996. 4 credits. Limited to 25 students. Prerequisites: ILRHR 260/560 or equivalent and one course in statistics. T. Judge.

Analysis of the movements of people within organizations and the management of career development processes. Selected topics include determinants of career success, career planning methods and techniques, career and life stages, mentorships, glass ceilings, midlife career changes, career and family integration, criteria for internal promotions, politics, stress, and the role of assessment centers in placement decisions.

ILRHR 661 Organizational Development Methods

Spring 1996. 3 credits. G. Thomas.
An experiential course that deals with OD and its role in the organizational change process. Combines the opportunity for hands-on practice in a workshop setting. Students will have responsibility for researching and writing a paper that examines a specific method, technique, or critical issue; an in-class demonstration/presentation illustrating applications of a chosen subject; and a final project requiring a comprehensive proposal that describes an appropriate and logically supported intervention strategy.

ILRHR 665 Transforming Human Resource Management: Case Studies

Spring 1996. 4 credits. Limited. Prerequisite: ILRHR 260/560 plus two other courses in human resource studies and permission of instructor. G. Miklovich.
An analysis of HR management strategies and policies and their impact on organizational objectives and fair treatment of employees. Cases, incidents, and field data derived from a variety of organization settings provide a framework for examining and understanding the various effects of human resource management decisions. Students with a special interest in HRM are encouraged to use this course as a "capstone" to their studies.

ILRHR 666 Cost-Benefit Analysis for Human Resource Management

Spring 1996. 4 credits. Prerequisites: ILRHR 260/560 or equivalent, one course in statistics, one elective in human resource studies, and permission of instructor. J. Boudreau.
Explores how to account for the contribution of human resource management programs and decisions to achieving organizational goals. It emphasizes a systematic decision-making system that organizes the discipline of human resource management and can assist in planning and evaluating programs. Topics include the role of financial-accounting statements in managing human resources, cost-benefit analysis for programs, managing human resources as a profit center, and identifying human resource management constituents to address their goals.

ILRHR 667 Employee Relations

Spring 1996. 4 credits. Prerequisites: ILRHR 260/560 or equivalent and permission of instructor. L. Dyer.
Explores the policies, programs, and practices used by employers to promote the just and humane treatment of employees, especially managerial, professional, and other employees not covered by collective bargaining contracts. Includes such policies as the protection of employee rights and the nature of processes used to allocate organizational opportunities and rewards; such programs as employee assistance plans and due process procedures; and elements of such practices as employee communication and supervision. Treats these as a "package" to be considered in totality and developed strategically. Considers variations in employee relations strategies, the motives of employers in establishing such strategies, and the effects of these strategies on relevant individual and organizational outcomes.

ILRHR 668 Staffing: Employee Selection and Utilization

Fall 1995. 4 credits. Limited to 25 students. Prerequisites: ILRHR 260/560 or equivalent, one course in statistics. ILRHR 266 recommended. T. Judge.
An analysis of the staffing process as applied to employing organizations. Topics include recruitment, selection processes and techniques, legal issues in selection, international issues, and evaluating the effectiveness of staffing decisions.

ILRHR 669 Managing Compensation

Fall 1995 and spring 1996. 4 credits. Limited to 30 students. Prerequisites: ILRHR 260/560 or equivalent, ILRHR 266 and basic statistics or permission of instructor. G. Milkovich.
Major emphasis is on the decisions and issues involved in the design and administration of pay systems. Topics include behavioral and economic theories and research related to compensation, administration, and factors influencing decisions about pay levels, hierarchies, forms, and administration of pay. Also focuses on the effects of various pay systems on employee behaviors and firm performance.

ILRHR 690 Comparative Human Resource Management

Spring or fall. 4 credits. Prerequisites: ILRHR 260/560, or permission of instructor. V. Pucik.
The course surveys human resource practices in key countries and regions of the world: Germany, U.K., France, Eastern Europe, Japan, and ASEAN. The focus is on issues related to management of professional and managerial work force, such as selection and staffing, development, and appraisal and reward systems. Special attention is given to current changes and trends in the human resource management area (e.g., Europe 92, transformation in Eastern Europe, globalization of Japanese firms). Implications for multinationals operating in these countries will also be discussed.

ILRHR 691 Human Resource Planning and Strategy

Fall 1995. 4 credits. Limited. Prerequisites: ILRHR 560 or equivalent, one course in statistics, and permission of instructor. L. Dyer.

Covers the content of human resource strategies and the process of human resource planning. The emphasis is on developing human resource strategies that are integrated with firm business strategies. Covered are methods and techniques used to forecast and plan for organization structures and processes, work force population, employee contribution, and employee morale. Much of the course is organized around a computer simulation game in which students make policy and program decisions for a fictional organization. Decisions are evaluated on the basis of their contributions to the organization's human resource and profit objectives.

ILRHR 692 Training the Displaced and Disadvantaged

Fall or spring. 3 credits. Prerequisite: permission of instructor. J. Bishop.
Examines public and private efforts to lower unemployment and underemployment of displaced and disadvantaged workers. The seminar examines the scope of the problem, its causes, and why specific programs have

worked and others have not. Topics covered will include training for displaced workers, rehabilitation of the disabled, job-search training, tax credits for hiring, vocational training, literacy instruction, EEO, public service employment, assisting new business, and industrial policy. The seminar also investigates how the structure of the economy influences the ability of targeted training and job creation to achieve sustained reductions in unemployment and draws lessons from the experience of other societies.

ILRHR 693 Design and Administration of Training Programs

Spring. 3 credits. Prerequisites: ILRHR 260/560 or equivalent and permission of instructor. J. Boudreau.
The purpose of this course is to acquaint students with various aspects of the training and development function in organizations. A systems approach is used. Topics include how to determine that a training problem exists, how to conduct a training needs assessment, issues regarding the design of training programs, a review of current training techniques and management development strategies, financial and evaluation strategies, and the role that training plays for U.S. firms and labor unions in trying to become more competitive in the world economy. After completion of this class, students should be familiar with current views of the Human Resource Development function and profession, contemporary conceptual models of HRD and adult learning, and the management of an effective HRD function within the current business environment.

ILRHR 694 Human Resource Information System Applications

Fall 1995. 4 credits. Limited to 22 students. Prerequisites: ILRHR 260/560 or equivalent; ILRHR 266; at least one upper-level HRS elective; basic statistics; and permission of instructor. J. Boudreau.
Explores the development, implementation and management of computerized personnel information systems and their use in human resource management. Theories and concepts relevant to the design and implementation of such systems are presented and used as the framework for hands-on experience with personal and mainframe computer systems. Students create and use applications of current popular human resource software to design their own applications and present them to the class. Where possible, student applications are based on field work in actual organizations.

ILRHR 695 Education, Technology, and Productivity

Fall. 3 credits. J. Bishop.
The seminar investigates the nexus between the education and training occurring in schools and at the workplace and the technological progressiveness, productivity, and competitiveness of firms, individuals, and nations. We will investigate (1) how technological progress is changing the nature of work and what this implies for reform of education and training, (2) why United States productivity has not increased in the past fourteen years, (3) how education and training contribute to the growth and competitiveness, (4) why educational achievement has declined, and (5) how the responsibility for education and training should be apportioned among individuals, firms, private nonprofit organizations, and government.

ILRHR 696 Human Resource Management and Government Regulations

Fall. 4 credits. Limited to 25 students.
Prerequisite: ILRHR 260/560 or equivalent.
T. Judge, T. Welbourne.

A survey and analysis of government legislation and regulations affecting human resource management in nongovernment organizations, examining the framework within which management must operate. Government agencies' methods of enforcement of such regulations and the firms' responsibilities for failure to comply with these legal requirements are considered. Emphasis will be on human resource policy development and administration to meet legal requirements. Topics include Title VII, Affirmative Action, FLSA, OSHA, ERISA, Employee Rights, Employment at Will, Worker's Compensation, and recent legislative developments.

ILRHR 697 Special Topics in Resource Studies

Fall or spring. 3 credits. Staff.
The areas of study are determined each semester by the instructor offering the seminar.

ILRHR 698 International Human Resource Policies and Institutions

Fall. 3 credits. J. Bishop.
A comparative study of human resource policies and institutions in Western Europe, North America, Japan, and East Asia (with special emphasis on math and science education) and of the effects of these institutions on productivity, growth, and equality of opportunity. The institutions studied include primary and secondary education, apprenticeship and higher education. Data on the consequences of policies is presented and an effort made to understand how human resource policies and institutions have contributed to the rapid growth and low levels of inequality in Europe, Japan, and the Pacific Rim nations. Another focus of the course is understanding the causes of the low levels of achievement of American high school students relative to their counterparts abroad.

ILRHR 699 Contemporary European Labor Markets

Spring. 3 or 4 credits (1 additional credit available for those who elect to prepare a special report). J. Bishop.
Aggregate unemployment rates in Europe have risen from 3-4 percent in the 1960s to 11 percent in the late 1980s. The course is an examination of the causes and consequences of this transformation of European labor markets. In the process of addressing these questions, we review the recent history of these economies, their labor market institutions, and government labor market policies in a comparative framework. Some European nations—Sweden, Norway, Switzerland, and Austria—have kept their unemployment rates low and the reasons for their success will be explored. The question of why economies that performed so well in the 1960s are performing so poorly now can only be addressed in the context of an overall theory of unemployment. The course examines the debate that currently rages over the causes of European unemployment and between the advocates of Keynesian, new classical (rational expectations and real business cycle theorists), and new Keynesian (efficiency wage, implicit

contracts, and overlapping contracts) theories of aggregate unemployment.

ILRHR 760 Seminar in Human Resource Studies

Fall or spring. 3 credits. Prerequisites: ILRHR 560, ILRST 510/511, and ILRHR 669 and permission of instructor. Staff.

A "floating" seminar designed to give faculty and students an opportunity to pursue specific topics in detail, with an emphasis on theory and research. Topics vary from semester to semester. Interested students should consult current course announcements for details.

ILRHR 762 Research Methods in Human Resource Studies

Fall or spring. 3 credits. B. Gerhart.
Designed to build social science research skills, particularly in the area of human resource studies (HRS). Topics include measurement reliability, construct validity, design of studies, external validity, meta-analysis, critiquing/reviewing HRS research, publishing HRS research, and applications of statistical models of HRS issues.

ILRHR 763 Human Resource Strategy for Competitiveness

Spring. 3 credits. Prerequisites: ILRHR 560, ILRST 510. T. Welbourne.
Review of empirical and conceptual work in the field of human resource management strategy, which proposes that HRM decisions should be directly linked with business strategy. Will consider HRM as an organizational system and how it can support a variety of business strategies. In addition to reviewing the literature on this topic, time will be devoted to applying what is learned about the field to a variety of developing issues facing businesses today. Human resource strategies to support total quality management, high technology organizations, mergers and acquisitions, downsizing, and small businesses will be studied.

ILRHR 764 Theory and Research on Staffing and Career Management

Spring 1996. 3 credits. Prerequisites: ILRST 510 and 511 and permission of instructor. T. Judge.
Research seminar that considers recent developments in theory and empirical research concerning staffing and career management. Topics covered in this course are the following: recruitment, job choice, evaluation of employee selection procedures (e.g., employment interviews, personality tests, biodata, assessment centers, drug and honesty tests), determinants of career success, politics, the glass ceiling, mentoring, integrating work and family, and stress. Readings will consist of journal articles and research reviews on each topic. Class discussion will emphasize critical analysis of past research and how to publish research in this area. Course requirements consist of class attendance and participation and completion of a research paper or proposal.

ILRHR 769 Topics in Compensation Theory and Research

Fall. 4 credits. Prerequisite: ILRHR 669. G. Milkovich, B. Gerhart.
Examines recent developments in theory, research, and practice related to compensation. Discussion emphasizes the relevance of theory and research to compensation decision making. Topics include strategic perspectives, variable compensation including gainsharing, bonus, spot awards, etc., risk and leverage in

pay, egalitarian and meritorious structures, and the relationship between pay, employee behaviors, and organization.

ILRHR 790 ILR M.P.S. Program

Fall and spring. 1-9 credits.
Supervised research only for those enrolled in the ILR M.P.S. program.

ILRHR 798 Internship

For description, see the section on Collective Bargaining, Labor Law, and Labor History.

ILRHR 799 Directed Studies

For description, see the section on Collective Bargaining, Labor Law, and Labor History.

ILRHR 960 Workshop in Human Resource Studies

Fall 1995 and spring 1996. 2 credits.
Enrollment limited to M.S. and Ph.D. candidates. S-U grades only. Staff.
The workshop is designed to provide a forum for the presentation and critical discussion of current research being undertaken by graduate students, faculty members, and invited guests in the field of human resource studies. All M.S. and Ph.D. candidates in the Department of Human Resource Studies are urged to enroll; candidates in other departments are cordially invited. Each participant will have an opportunity to benefit from the collective wisdom of the others in the formulation, design, and execution of his or her research, as well as to become current on the latest developments in the field.

INTERDEPARTMENTAL COURSES

ILRID 150 Freshman Colloquium

Fall. 1 credit. Open only to ILR freshman. S-U only. Staff.
This course is offered: a) to acquaint new freshman students with some of the issues and disciplines in the field of industrial and labor relations; b) to establish acquaintanceship among members and the ILR faculty and small, randomly assigned groups of students. The course includes a plant visit and several meetings early in the semester designed to introduce issues encountered in studying the employment relationship.

ILRID 451 Science, Technology, and the American Economy

Spring. 4 credits.
The industrial revolution did not begin in the United States, but the nation became the world's first technological society. Attention will be given to the evolutionary confluence of science, technology, mathematics, and capitalism in the formation of the U.S. economy, its institutions, and its labor force. Primary attention will be given to the post-World War II economic developments. The vantage point will be the linkage with employment, unemployment, income, and productivity considerations. Public policy issues (such as research and development policy, national defense influences, the "agricultural revolution," savings and investment rates, labor force preparedness) will be explored. The industrial and human resource policies of other nations as well as the implications of the globalization of technology in the future will also be discussed.

ILRID 452 Writing in Industrial and Labor Relations

Fall or spring. 3 credits.

Will require close reading of four books related to the term's theme in the field of industrial and labor relations and careful writing about them. Students will also have an opportunity to practice writing about the world of work for different audiences.

ILRID 790 ILR M.P.S. Program

Fall and spring. 1-9 credits.

Supervised research only for those enrolled in the ILR M.P.S. program.

ILR EXTENSION**Metropolitan**

The following courses are open only to participants in the Extension Division in New York City. These courses are not open to undergraduate or graduate students matriculated in the Ithaca ILR programs. ILR Credit and Certificate Program courses at the Labor College are offered for four credits. Courses and course credits earned in Extension Division certificate programs are not automatically accepted as transfer credits or as a basis of admission to the resident ILR undergraduate and graduate programs in Ithaca. Student applications for course transfer are evaluated by the ILR school on an individual basis.

210 Statistical Reasoning I

Fall or spring. 4 credits.

An introduction to the basic concepts of statistics: measures of location and dispersion, estimation and confidence intervals, hypothesis tests, regression and correlation. Students are taught to use a computer at the beginning of the term and use it for weekly assignments.

260 Personnel Management

Fall or spring. 3 credits.

Focuses on management of personnel in organizations. Deals with manpower planning, recruiting, selection, wage and salary administration, training, performance appraisal, organizational development, and the administration of personnel department activities. Special attention is paid to government manpower policy and its implication for personnel management.

301 Labor Union Administration

Fall or spring. 3 credits.

A review of the operations of American unions, including a general theoretical framework but with major emphasis on practical operating experience. The course will consider the formal government of unions; organizational or institutional purposes and objectives and how these are achieved; underlying structure and relationship among members, locals, and national organizations; the performance of the primary function of organizing; negotiating; contract administration; and the effect of the Landrum-Griffin Act.

326 Sociology of Occupations

Fall or spring. 3 credits.

Focuses on (1) the changing character of American occupations within the context of social change; (2) occupational status—differences in income, prestige, and power and the resultant general phenomenon of social stratification; (3) vertical and horizontal occupational mobility; (4) recruitment and socialization into occupational roles; (5) the

process of professionalization; and (6) comparison of personnel occupations with the career and organizational patterns of other occupations. A major sociological theme is the relationship between occupational structure and workplace structure.

343 Health in the Workplace

4 credits.

Examines the state and federal laws that affect job safety and health, and the way workers and their unions can use legislation to promote safe and healthy working conditions. Topics include safety and health standards; the enforcement of laws and standards; the responsibilities of management; the rights of employees and their unions, including the rights to information; collective bargaining for safety and health; racial- and gender-based discrimination regarding hazardous work; and drug testing.

346 Economics of Collective Bargaining

Fall or spring. 3 credits.

Economic aspects of the negotiation, terms, and effects of union-management agreements at the individual firm, industry regional, and national levels. Topics examined include forces influencing contract demands and terms, employer adaptation to higher wages and benefits; interindustry differences in competitiveness, firm size, and markets; regional location of industry, international competition; government regulations; labor supply; inflation, recession, and unemployment.

350 History of Industrial Relations in the United States

Fall or spring. 3 credits.

This review of the history of industrial relations in the United States emphasizes developments in the twentieth century. The course concentrates on the American worker, both union and nonunion; labor movements; and the environmental forces that have shaped industrial relations in the United States. Readings are selected from scholarly accounts and original sources.

351 Collective Bargaining

Fall or spring. 3 credits.

A comprehensive study of collective bargaining; the negotiation and scope of contracts; the day-to-day administration of contracts; the major substantive issues in bargaining, including their implication for public policy; and the problem of dealing with industrial conflict.

352 Labor Relations Law and Legislation

Fall or spring. 3 credits.

A survey of the law governing labor relations. The legal framework in which the collective bargaining relationship is established and bargaining takes place is analyzed. Problems of the administration and enforcement of collective agreements are considered, as are problems of protecting individual employee rights in the collective labor relations context. Also serves as an introduction to the legal system and method and to legal and constitutional problems of governmental regulation of industrial and labor relations.

367 Safety and Health in the Workplace

Fall or spring. 3 credits.

To provide basic education and training in workplace safety and health. The course will focus on applicable federal and state laws, standards for safety and health, industrial hygiene, and such health concerns as asbestos, radon, and AIDS. Practical

experience will be provided through workplace walk-through safety and health inspections and in use of industrial hygiene equipment that measure noise, temperature, humidity, airflow, and airborne toxics.

400 Union Organizing

This course explores various aspects of unions' attempts to organize workers; why some workers join unions and others do not; the techniques used by both unions and employers during organizing campaigns; and the present law of organizing and proposed amendments to the law.

440 Health, Welfare, and Pension Plans

Fall or spring. 3 credits.

An analysis and appraisal of private health, welfare, and pension plans. A consideration of the origin and development of employer, union, and joint programs and a critical examination of the financing, administration, and general effectiveness of the plans.

602 Arbitration

Fall or spring. 3 credits.

A study of the place and function of arbitration in the field of labor-management relations, including an analysis of principles and practices, the law of arbitration, the handling of materials in briefs or oral presentation, the conduct of an arbitration hearing, and the preparation of an arbitration opinion.

681 Labor Relations Law

Fall or spring. 3 credits.

An advanced course in labor law, covering such topics as emergency labor disputes, legal problems of labor relations in public employment, labor and the antitrust laws, civil rights legislation, rights of individual employees and union members, and legal problems of union administration.

684 Employment Discrimination and the Law

Fall or spring. 3 credits.

An examination of legal problems involving employment discrimination based upon race, color, religion, sex, national origin, or age. The impact of developing principles of law on preemployment inquiries and testing, seniority and promotions, and other personnel policies, practices, and procedures will be discussed. The prerequisites of affirmative action under Executive Order No. 11246, as amended, will be analyzed. Special attention will be given to the role of state law in resolving employment discrimination claims and the procedural framework for raising and adjudicating such claims before administrative agencies and the courts.

687 Current Issues in Collective Bargaining

Fall or spring. 3 or 4 credits.

An intensive study of the most significant current issues and problems facing employers and unions in their relations with each other, with particular emphasis on the substantive matters in contract negotiations and administration of the provisions of collective bargaining agreements. A major research paper is usually required.

Statewide

The following courses are open to participants in the Extension Division's statewide credit programs in labor studies and management studies. Extension offices are

based in Buffalo, Albany, Rochester, Ithaca, New York City, and Long Island. These courses are not open to undergraduate or graduate students matriculated in the Ithaca ILR programs.

208 Workplace Negotiations

Fall or spring. 3 credits.

Will cover the theory and practice of negotiation as it applies to workplace and business situations. Students will be exposed to theoretical models of negotiation and will participate in negotiation exercises. Students will be participating in two negotiation exercises and will be asked to write a paper on their negotiating position in each exercise. More weight will be given in grading to the student's ability to present a well-thought-out rationale for positions and tactics than to the outcome of the negotiation itself.

241 Arbitration

3 credits.

A study of the place and function of arbitration in the field of labor-management relations, including an analysis of principles and practices, the law of arbitration, the handling of materials in briefs or oral presentation, the conduct of an arbitration hearing, and the preparation of an arbitration opinion.

242 Public Sector Collective Bargaining

Fall or spring. 3 credits.

This course is designed as an introduction to collective bargaining in the public sector. The course examines the historical development of bargaining in public employment, the evolution of state and federal bargaining theory and practices, as well as impasse resolutions techniques frequently found in this sector. Special emphasis will be given to developing an understanding of the similarities and differences between public and private sector bargaining and how they have affected tactics and strategies employed by the parties.

243 Growth of American Business and Management History

Fall or spring. 3 credits.

The growth and cycles of American business enterprise produced significant changes in education, government, work, the family, the ethnic composition of the population, and the landscape. As business and industry expanded, new methods evolved for managing these enterprises. This course will examine the development of managerial practices, the relationship of management to the work force, and the social ramifications of capitalist expansion.

245 Public Sector Labor Law

3 credits.

A survey and analysis of the New York State Public Employees Fair Employment Act is made as well as a comparison with other state laws covering public employees. The course will examine the extent to which the law protects and regulates concerted actions by employees in the public sector. The intent is to study and understand the law as written, but more importantly how it has been interpreted by the courts of New York State in its application. Major emphasis will be employee and employer rights, including recognition and certification, improper practices, strikes, grievances, and disciplinary procedures of the New York State Public Employment Relations Board.

247 Labor and the American Economy

3 credits.

Will help the student understand how economic theories relate to the economic problems confronting the American citizen in general and the American union member in particular. Emphasis will be placed on contemporary economic theories and how their proponents attempt to solve American economic problems.

248 Employment Practices Law

3 credits.

Considers laws and regulations that impact directly on managers and employers. Students will examine issues and laws such as Equal Employment Opportunity, Employee Retirement Income Security Act, Federal Wage and Hour Laws, Occupational Safety and Health Act, unemployment laws and other topics. Students will focus on the practical application of laws and their impact on the workplace.

250 New York Workers' Compensation Law for Trade Unionists and Injured Workers

Fall or spring. 3 credits.

There is a collective perception that the Worker's Compensation system in New York compounds an injured personal predicament with Byzantine responses that lead to despair. Unions and injured workers' organizations believe that, if properly empowered, they can be just as effective as lawyers in looking after their injured colleagues' claims. This course is structured to meet both of these realities. We will delve into every nook and cranny of New York Worker's Compensation law. The course will be entirely practical. Skills teaching, i.e., explaining how to present a case, decorum, ethics, and persuasiveness, are built into the course. Experts on how the system really works will also be used.

251 Principles and Practices of Management

Fall or spring. 3 credits.

Presents the theory and processes of management with an emphasis on supervision. Management functions of planning, organizing, staffing, and evaluating are included. Concepts and theories are presented, and case studies are analyzed. Motivating people, exercising leadership, and effectively developing employees are emphasized.

252 Contract Bargaining

Fall or spring. 3 credits.

Examines the principles of contract bargaining, including bargaining environments and structures as well as standards used in bargaining. Students will learn to prepare bargaining demands, cost economic items, draft noneconomic contract language, negotiate economic and noneconomic issues, and resolve a contract bargaining impasse. The course will consider the impact of contract bargaining outcomes on workers, unions, employers, and the public.

253 Contract Administration

Fall or spring. 3 credits.

Focuses on the role of the steward in administering the union contract in the workplace. Students will evaluate grievance and arbitration contract clauses, the grievance procedure in practice, the role of the union steward, the role of local and international unions, negotiation of grievances, and preparation for arbitration. Students will

analyze the impact of grievance and arbitration procedures on workers, unions, and employers.

254 Labor Law

Fall or spring. 3 credits.

Examines the principles of labor law by looking at social philosophy and the historical context of federal labor legislation from the 1930s. Students will concentrate on major provisions of the National Labor Relations Act, examining how the National Labor Relations Board and the federal courts have interpreted the national labor laws. Discussion will include new directions in labor legislation and interpretation with consideration given to the impact of labor law on workers, unions, and employers.

255 Labor History

Fall or spring. 3 credits.

Reviews American labor history from the perspective of workers' social dimensions of the development of the working class, reform and revolutionary movements, and the emergence of craft, industrial, and public employee unions. Included will be a discussion of the development of trade union institutions and leaders and the evolution of union political activities and collective bargaining. Special attention will be paid to the involvement of women and minority workers with unions.

256 Dispute Resolution

Fall or spring. 3 credits.

Examines third-party participation in dispute resolution in private and public sector collective bargaining. Development of dispute resolution methods in American labor relations; issues and practices in neutral, binding arbitration of grievances and mediation; conciliation; and fact finding procedures will be discussed. We will also look at exclusive labor-management mechanisms to settle industry disputes.

257 Human Resource Administration

Fall or spring. 3 credits.

Designed to provide an overview of personnel practices in the modern organization. It will focus on manpower planning, employment, training and development, motivation and compensation, and performance appraisal and communication for students who are currently supervisors or personnel practitioners or for those aspiring to those positions.

258 Organizational Behavior

Fall or spring. 3 credits.

Designed to illustrate how behavioral science theory leads to research and how theory and research provide a basis for practical application in business, industry, education, and government.

259 Union Administration

Fall or spring. 3 credits.

Focus is on the principles and practices of effective union administration. Students will study the dynamics of democratic organizations and the development of organizational leadership. The course explores alternative methods of decision making and lines of responsibility. The legal obligations of unions and union officials will be discussed and analyzed. The course also examines the structure and evolution of relationships inside the labor movement.

264 Contemporary Labor Problems

Fall or spring. 3 credits.

A survey of the major challenges that confront the American labor movement. Students are briefed on the background of each problem and discuss and analyze a broad range of solutions proposed by the experts.

266 Professional Writing: The Power of the Written Word in Business

3 credits.

Focuses on the importance of developing effective writing skills and strategies required to be successful in business communities. Students will sharpen existing writing skills, correct bad writing habits, and develop new writing habits through "real life" exercises taken from case studies and their own experiences. In addition, they will learn the importance of using rhetorical strategies such as defining situations requiring written responses, writing to a specific audience, attending to a specific purpose, choosing the appropriate language, and varying tone and style as the situation demands. Students, upon completing this course, will have the confidence and the writing skills to successfully address most situations requiring written communication. Genres include memos, proposal letters, and reports.

267 Speaking and Listening for Business and the Professions

3 credits.

The overall objective is to equip participants with the skills and knowledge they need to speak and listen effectively. By the end of the course, students will be able to accurately listen to, and interpret, oral communication; identify major causes of listening misunderstandings such as biases, distractions, emotions, etc.; describe and employ techniques for overcoming those listening barriers; speak effectively in front of an audience; describe ways to build rapport with an audience; persuade an audience; use visual aids effectively; introduce speakers, make presentations, and speak extemporaneously.

269 History and Future of Work

Fall or spring. 3 credits.

Explores the evolution of contemporary business operations. Discussion will focus on historical and present-day theories of work organization, changes in the workplace and workforce, and future trends. The relationships between businesses and the societies in which they exist, in both local and global economies, will also be examined.

359 Directed Studies in Labor Education

Fall or spring. 3 credits.

Designed to grant credit for fieldwork under the direction of members of the faculty. Third semester of an intensive training program in labor education for mature students with demonstrated ability to undertake independent work who have been carefully screened and selected for participation in this course. Combines 180 hours of fieldwork in a union education or related program with 3-hour seminars in the classroom. Classroom meetings are devoted to (1) in-depth analysis of union experiences in relation to labor education, theory, method, and techniques, and (2) individual consultations.

364 Labor, Government, and Politics

3 credits.

A survey of the ways the American political system affects labor and how organized labor affects the system through voting, political parties, and interest groups.

FACULTY ROSTER

- Abowd, John M., Ph.D., U. of Chicago. Prof., Labor Economics
- Bacharach, Samuel, Ph.D., U. of Wisconsin. Prof., Organizational Behavior
- Batt, Rosemary, Ph.D., Mass. Inst. of Technology. Asst. Prof., Human Resource Studies
- Bishop, John H., Ph.D., U. of Michigan. Assoc. Prof., Human Resource Studies
- Blau, Francine D., Ph.D., Harvard U. Francis Perkins Prof. of Industrial and Labor Relations, Labor Economics
- Boudreau, John W., Ph.D., Purdue U. Assoc. Prof., Human Resource Studies
- Boyer, George R., Ph.D., U. of Wisconsin. Assoc. Prof., Labor Economics
- Briggs, Vernon M., Jr., Ph.D., Michigan State U. Prof., Human Resource Studies
- Brooks, George W., M. A., Brown U. Prof. Emeritus, Collective Bargaining, Labor Law, and Labor History
- Bunge, John A., Ph.D., Ohio State U. Asst. Prof., Economic and Social Statistics
- Cook, Maria L., Ph.D., Univ. of Calif., Berkeley. Asst. Prof., Collective Bargaining, Labor Law, and Labor History
- Daniel, Cletus E., Ph.D., U. of Washington. Prof., Collective Bargaining, Labor Law, and Labor History
- DeVault, Ileen A., Ph.D., Yale U. Assoc. Prof., Collective Bargaining, Labor Law, and Labor History
- DiCiccio, Thomas J., Ph.D., U. of Waterloo. Assoc. Prof., Economic and Social Statistics
- Dyer, Lee D., Ph.D., U. of Wisconsin. Prof., Human Resource Studies
- Ehrenberg, Ronald, Ph.D., Northwestern U. Irving M. Ives Professor of Industrial and Labor Relations and Economics, Labor Economics
- Farley, Jennie T., Ph.D., Cornell U. Prof., Extension
- Fennell, Dorothy E., Ph.D., U. of Pittsburgh. Asst. Prof., Extension and Public Service
- Fields, Gary S., Ph.D., U. of Michigan. Prof., Labor Economics
- Gerhart, Barry A., Ph.D., U. of Wisconsin. Assoc. Prof., Human Resource Studies
- Gold, Michael E., LL.B., Stanford U. Assoc. Prof. Collective Bargaining, Labor Law, and Labor History
- Gross, James A., Ph.D., U. of Wisconsin. Prof., Collective Bargaining, Labor Law, and Labor History
- Gruenfeld, Leopold W., Ph.D., Purdue U. Prof., Organizational Behavior
- Hadi, Ali S., Ph.D., New York U. Assoc. Prof., Economic and Social Statistics
- Halpern, Jennifer, Ph.D., UCLA at Berkeley. Asst. Prof., Organizational Behavior
- Hammer, Tove H., Ph.D., U. of Maryland. Prof., Organizational Behavior
- Hebdon, Robert P., Ph.D., U. of Toronto. Asst. Prof., Collective Bargaining, Labor Law, and Labor History
- Hurd, Richard W., Ph.D., Vanderbilt U. Prof., Extension and Public Service
- Hutchens, Robert M., Ph.D., U. of Wisconsin. Prof., Labor Economics
- Jakubson, George H., Ph.D., U. of Wisconsin. Assoc. Prof., Labor Economics
- Judge, Timothy A., Ph.D., U. of Illinois. Asst. Prof., Human Resource Studies
- Kahn, Lawrence M., Ph.D., U. of Calif. at Berkeley. Prof., Collective Bargaining, Labor Law, and Labor History/Labor Economics
- Katz, Harry C., Ph.D., U. of California at Berkeley. Prof., Collective Bargaining, Labor Law, and Labor History
- Kuruville, Sarosh C., Ph.D., U. of Iowa. Asst. Prof., Collective Bargaining, Labor Law, and Labor History
- Lawler, Edward J., Ph.D., U. of Wisconsin at Madison. Prof., Organizational Behavior
- Lieberwitz, Risa L., J. D., U. of Florida. Assoc. Prof., Collective Bargaining, Labor Law, and Labor History
- Lipsky, David B., Ph.D., Massachusetts Inst. of Technology. Prof., Collective Bargaining, Labor Law, and Labor History
- Milkovich, George, Ph.D., U. of Minnesota. Prof., Human Resource Studies
- Pucik, Vladimir, Ph.D., Columbia U. Assoc. Prof., Human Resource Studies
- Ross, Philip, Ph.D., Brown U. Prof., Collective Bargaining, Labor Law, and Labor History
- Salvatore, Nicholas, Ph.D., U. of California at Berkeley. Prof., Collective Bargaining, Labor Law, and Labor History
- Seeber, Ronald L., Ph.D., U. of Illinois. Assoc. Prof., Extension
- Smith, Robert S., Ph.D., Stanford U. Prof., Labor Economics
- Sonnenstuhl, William J., Ph.D., New York U. Asst. Prof., Extension and Organizational Behavior
- Stern, Robert N., Ph.D., Vanderbilt U. Prof., Organizational Behavior
- Stone, Katherine J. D., Harvard U. Prof., Collective Bargaining, Labor Law and Labor History
- Tolbert, Pamela S., Ph.D., U. of California. Assoc. Prof., Organizational Behavior
- Turner, Lowell R., Ph.D., U. of California. Asst. Prof., Collective Bargaining, Labor Law and Labor History/International and Comparative Labor Relations
- Velleman, Paul F., Ph.D., Princeton U. Assoc. Prof., Economic and Social Statistics
- Welbourne, Theresa M., Ph.D., U. of Colorado. Asst. Prof., Human Resource Studies
- Wells, Martin T., Ph.D., U. of California at Santa Barbara. Assoc. Prof., Economic and Social Statistics
- Williams, Lawrence K., Ph.D., U. of Michigan. Prof., Organizational Behavior

LAW SCHOOL

ADMINISTRATION

Russell K. Osgood, dean of the law faculty and professor of law

Robert A. Hillman, associate dean for academic affairs and professor of law

Claire M. Germain, law librarian and professor of law

Anne Lukingbeal, associate dean and dean of students

Charles D. Cramton, assistant dean for alumni/international affairs

Richard D. Geiger, assistant dean and dean of admissions

Harry B. Ash, director of development and public affairs

Nan A. Colvin, registrar

LAW SCHOOL

The primary function of the Law School is to prepare attorneys for both public and private practice who will render the highest quality of ethical and professional service to their clients and who will further legal progress and reform. The curriculum is designed to prepare students for admission to the bar in all American states and territories.

Ordinarily, a student who is admitted to the Law School must have a baccalaureate degree from an approved college or university. The course of study leading to the degree of Doctor of Law (J.D.) covers three academic years. Students may be admitted to a program of study leading to the degree of Doctor of Law "with specialization in international legal affairs."

There are combined graduate degree programs with the Johnson Graduate School of Management, the Department of City and Regional Planning of the College of Architecture, Art, and Planning, the School of Industrial and Labor Relations, the graduate divisions in economics, history, and philosophy of the College of Arts and Sciences, and the Université de Paris I (Pantheon-Sorbonne), as well as a special opportunity for highly qualified undergraduates in the College of Arts and Sciences to register in the Law School during their senior year.

Each year the graduate program of the Cornell Law School admits a limited number of students, generally all from abroad. The LL.M. degree (Master of Laws, Legum Magister) and the J.S.D. degree (Doctor of the Science of Law, Jurisprudentiae Scientiae Doctor) are conferred. A small number of law graduates may also be admitted as special students, to pursue advanced legal studies without seeking a degree.

For further information, refer to the Law School catalog, which may be obtained from the Office of the Registrar, Myron Taylor Hall.

FIRST-YEAR COURSES

- 500 Civil Procedure
- 502 Constitutional Law
- 504 Contracts
- 506 Criminal Law
- 507 Legal Process
- 508 Practice Training I
- 509 Practice Training II
- 512 Property
- 515 Torts

UPPERCLASS COURSES

- 602 Administrative Law
- 605 Advanced Civil Procedure
- 608 American Indian Law
- 609 Antitrust Law
- 612 Banking Law and Regulation
- 613 Bankruptcy
- 614 Business Combinations
- 616 Commercial Law
- 616 Comparative and Transnational Litigation
- 618 Comparative Law
- 619 Conflict of Laws
- 620 Constitutional Law II: The First Amendment
- 621 Constitutional Remedies
- 622 Consumer Law
- 623 Copyright Law
- 624 Corporate Counsel
- 625 Corporate Reorganizations
- 626 Corporations
- 627 Criminal Procedure
- 628 Current Topics at the Crossroads of Law and Finance (also NBA 551)
- 630 Directed Reading
- 631 Economics for the Lawyer
- 633 Employment Law
- 636 Environmental Law
- 638 Estate and Gift Taxation
- 640 Evidence
- 641 Family Law
- 643 Federal Courts
- 644 Federal Income Taxation
- 646 Feminist Jurisprudence
- 648 Injunctions

- 650 Insurance
- 653 International Commercial Arbitration
- 654 International Commercial Law
- 657 International Taxation
- 657 International Trade
- 659 Japanese Business Law
- 660 Labor Law
- 662 Land-Use Planning
- 664 Law and Medicine
- 668 Lawyers and Clients
- 674 Negotiation
- 675 Organized Crime Control
- 676 Private Justice: Arbitration and Other Forms of Dispute Resolution
- 677 Products Liability
- 679 Public International Law
- 680 Roman Law and Modern Civil Law Systems
- 681 Secured Transactions
- 682 Securities Law
- 684 Sports Law
- 686 Supervised Teaching
- 687 Supervised Writing
- 688 Taxation of Corporations and Shareholders
- 692 Trial Advocacy
- 694 Trusts and Estates

SEMINARS AND PROBLEM COURSES

- 700 African Americans and the Supreme Court
- 701 African Customary Law
- 702 American Legal Theory
- 704 Biblical Law
- 710 Constitutional Law and Political Theory
- 716 Employees in Corporate Governance
- 717 Employment Discrimination
- 718 Ethnic Conflict and International Law
- 719 European Private Law Seminar
- 720 European Union
- 725 Family Law Seminar
- 726 Federal Criminal Practice
- 728 Health Care Reform
- 730 Housing Discrimination Seminar
- 731 Immigration and Refugee Law
- 732 International Energy Transactions Seminar
- 733 Introduction to French Law

- 740 Law Law Theory and Policy Seminar (also ILR 608)
- 742 Law and Higher Education
- 744 Law, Science, and Technology
- 746 Lawyers and the Legal Profession
- 756 Legal Aspects of Commercial Real Estate Development
- 770 Seminar on Physician Assisted Suicide: The Social Experience
- 773 Seminar on Tort Theory and Reform
- 775 Tax Policy Seminar
- 776 Theoretical Issues in the Law of Crime and Punishment
- 777 Theories of Property
- 778 Water Pollution and Water Quality

CLINICAL COURSES AND EXTERNSHIPS

- 780 Capital Punishment Clinic
- 782 Civil Liberties Clinic
- 783 Estate Planning Clinic
- 784 Government Benefits Clinic [LA 1, 2, or 3]
- 785 Government Benefits Clinic/Neighborhood Legal Services Externship [LA 1, 2, or 3]
- 786 Judicial Externship
- 790 Law Guardian Externship
- 791 Legal Aid Clinic 1
- 792 Legal Aid Clinic 2
- 793 Legal Aid Clinic 3
- 794 Legislative Externship
- 795 Neighborhood Legal Services Externship [LA 1, 2, or 3]
- 796 Women and the Law [LA 1 or 3]

FACULTY ROSTER

- Abrams, Kathryn, J.D., Yale U. Professor of Law and Associate Professor, Program on Ethics and Public Life
- Alexander, Gregory S., J.D., Northwestern U. Prof.
- Barceló, John J. III, S.J.D., Harvard U. A. Robert Noll Professor of Law
- Clermont, Kevin M., J.D., Harvard U. James and Mark Flanagan Professor of Law
- Clymer, Steven D., J.D., Cornell U. Asst. Prof.
- Cramton, Roger C., J.D., U. of Chicago. Robert S. Stevens Professor of Law
- Cripps, Yvonne M., Ph.D., U. of Cambridge. Visiting Prof.
- Daniels, Ronald J., LL.M., Yale U. Visiting Prof.
- Dzienkowski, John S., J.D., U. of Texas. Visiting Prof.
- Eisenberg, Theodore, J.D. U. of Pennsylvania. Prof.
- Fajer, Marc A., J.D. Stanford U. Visiting Prof.
- Farina, Cynthia R., J.D., Boston U. Prof.
- Garvey, Stephen P., J.D., Yale U. Asst. Prof.
- Germain, Claire M., M.L.L., U. of Denver. Edward Cornell Law Librarian and Professor of Law

- Green, Robert A., J.D., Georgetown U. Assoc. Prof.
- Hausmaninger, Herbert, Dr.jur., Graz. Visiting Prof.
- Hay, George A., Ph.D., Northwestern U. Edward Cornell Professor of Law and Professor of Economics in the College of Arts and Sciences
- Hearst, Alice L., J.D., U. of Washington. Visiting Prof.
- Henderson, James A., Jr., LL.M., Harvard U. Frank B. Ingersoll Professor of Law
- Hillman, Robert A., J.D., Cornell U. Prof.
- Holden-Smith, Barbara J., J.D., U. of Chicago. Assoc. Prof.
- Johnson, Sheri L., J.D., Yale U. Prof.
- Kahng, Lily, J.D., Columbia U. Assoc. Prof.
- Kent, Robert B., LL.B., Boston U. Prof.
- Lopucki, Lynn M., LL.M., Harvard U. Visiting Prof.
- Macey, Jonathan R., J.D., Yale U. J. DuPratt White Professor of Law
- Martin, Peter W., LL.B., Harvard U. Jane M. G. Foster Professor of Law
- Oda, Hiroshi, LL.D., Tokyo U. Visiting Prof.
- Osgood, Russell K., J.D., Yale U. Prof.
- Palmer, Larry I., LL.B., Yale U. Prof.
- Rachlinski, Jeffrey J., Ph.D., Stanford U. Asst. Prof.
- Roberts, Ernest F., LL.B., Boston C. Edwin H. Woodruff Professor of Law
- Rossi, Faust F., J.D., Cornell U. Samuel S. Leibowitz Professor of Trial Techniques
- Rudden, Bernard, D.C.L., Oxford. Visiting Prof.
- Samuelson, Pamela, J.D., Columbia U. Visiting Prof.
- Schwab, Stewart J., Ph.D., U. of Michigan. Prof.
- Shapiro, Howard M., J.D., Yale U. Assoc. Prof.
- Shiffrin, Steven H., J.D. Loyola U. of Los Angeles. Prof.
- Siliciano, John A., J.D., Columbia U. Prof.
- Simson, Gary J., J.D. Yale U. Prof.
- Stone, Katherine V. W., J.D., Harvard U. Prof.
- Summers, Robert S., LL.B., Harvard U. William G. McRoberts Research Professor in the Administration of the Law
- Taruffo, Michele, Dr.jur., Pavia. Visiting Prof.
- Taylor, Winnie F., LL.M., U. of Wisconsin. Prof.
- Van Erp, J.H.M., LL.M., Tilburg U. Visiting Prof.
- Wippman, David, J.D., Yale U. Assoc. Prof.
- Wolfram, Charles W., LL.B., U. of Texas. Charles Frank Reavis Sr. Professor of Law

Lecturers

- Cook, Nancy L., J.D., Georgetown U. Senior Lecturer
- Galbreath, Glenn G., J.D., Case Western Reserve U. Senior Lecturer
- Miner, JoAnne M., J.D., U. of Connecticut. Senior Lecturer and Director, Cornell Legal Aid Clinic
- Seibel, Robert F., J.D., Northeastern U. Senior Lecturer
- Strom, Barry, J.D., Cornell U. Senior Lecturer

Academic Library Staff

- Germain, Claire M., M.L.L., U. of Denver. Edward Cornell Law Librarian and Professor of Law
- Hasko, John J., M.S.L.S., U. of Illinois. Associate law librarian
- Hillmann, Diane I., M.S.L.S., Syracuse U. Associate law librarian and head of technical services

- Court, Patricia G., M.L.S., Indiana U. Head of Reference
- Pajerek, Jean M., M.L.S., SUNY-Albany. Head of cataloging
- Beehler, Sandra A., M.L.S., Indiana U. Acquisitions librarian
- Wenger, Jean, M.L.S., Rosary College. Reference librarian
- Childs, Scott, M.L.S., Florida State U. Reference librarian

Members of Other Faculties Associated with the Law School

- Carmichael, Calum M., B. Litt., Oxford U. Prof. College of Arts and Sciences
- Hyams, Paul R., D. Phil., Oxford U. Assoc. Prof. College of Arts and Sciences

Adjunct Faculty Members

- Beresford, H. Richard, M.D., U. of Colorado. Adjunct Prof.
- Blyth, John, Dr.jur., Goethe U. Adjunct Prof.
- Briggs, W. Buckley, J.D., Georgetown U. Adjunct Prof.
- Colapietro, Bruno, J.D., Cornell U. Adjunct Prof.
- Goldstock, Ronald G., J.D., Harvard U. Adjunct Prof.
- Grumbach, Carol, J.D., Cornell U. Adjunct Prof.
- G'Sell, William A., J.D., U. of Washington. Adjunct Prof.
- Hanks, James L., Jr., LL.M., Harvard U. Adjunct Prof.
- Mingle, James J., J.D., U. of Virginia. Adjunct Prof.
- Pinnisi, Michael D., J.D., Cornell U. Adjunct Prof.
- Rice, G. William, J.D., U. of Oklahoma. Adjunct Prof.
- Sherwyn, David S., J.D., Cornell U. Adjunct Prof.
- Yale-Loehr, Stephen W., J.D., Cornell U. Adjunct Prof.

Practitioners in Residence

- Simon, Bruce, Pract.

JOHNSON GRADUATE SCHOOL OF MANAGEMENT

ADMINISTRATION

Alan G. Merten, dean

Thomas R. Dyckman, associate dean for academic affairs

Michael J. Hostetler, associate dean for executive education

Richard A. Highfield, assistant dean for students

Steven J. Sharratt, assistant dean for external relations

John A. Elliott, director, doctoral program

Anne Coyle, director of admissions

Harriet Peters, director of advising and student activities

Stephen F. Johansson, director of career services

John P. McKeown, director of finance and business operations

L. Joseph Thomas, director of the Executive Development Program

Eugene Ziegler, director of computing services

Donald Schnedeker, head librarian, Eastwick Library

Rhea J. Nickerson, assistant to the dean

Nancy A. Culligan, business manager and director of human resources

Linda Myers, managing editor, *Cornell Enterprise*, and publications coordinator

Linda Pike, managing editor, *Administrative Science Quarterly*

Ann W. Richards, registrar and financial aid associate

The Johnson Graduate School of Management prepares men and women for managerial careers in business. The school offers course work in many disciplines to provide potential managers with an understanding of the complexities of the professional world in which they will operate and of the organizations of which they will become a part.

A bachelor's degree or its equivalent is required for admission to the two-year program leading to the Master of Business Administration (M.B.A.) degree. Nearly half of the students have a background of undergraduate studies in arts and sciences, and about one-quarter in engineering. Five percent of the students begin their graduate training immediately after receiving their bachelor's degrees and the remaining 95 percent following work experience.

Combined degree programs allow highly qualified Cornell students to co-register in the school during their senior year, thereby earning a master's degree in less than the usual time.

The doctoral program, administered through the Graduate School, provides an advanced level of education in business for those who seek careers in teaching and research at leading universities.

More detailed information about these programs is available from the Office of Admissions and Student Affairs, Johnson Graduate School of Management, Malott Hall.

Students in other graduate programs and undergraduate students registered with the university are welcome in many classes. Since matriculated MBA students require certain courses for graduation, non-Johnson School students are not allowed to pre-enroll. During the first week of classes, registration of non-Johnson School students occurs on a space available basis.

UNDERGRADUATE ONLY

NBA 300 Entrepreneurship and Enterprise

This course provides a disciplined look at the entrepreneur and small business management. It deals with the formation and the acquisition of enterprises from the viewpoint of individuals who desire to become the principal owners. Reviews include legal and tax aspects, valuation techniques, organization forms, and venture-capital sources, as well as planning techniques necessary to launch a successful venture.

NCC COMMON CORE COURSES

NCC 500 Financial Accounting

Fall. 3 credits. Johnson School core course. Enrollment limited. R. Libby, J. D'Souza.

An introductory accounting course that examines the subject from the viewpoint of users external to the organization. Topics include transactions analysis; the accounting cycle; financial-statement preparation, use, and analysis; revenue recognition and cost measurement; present value; and problems in financial-accounting disclosure.

NCC 501 Quantitative Methods for Management

Fall. 3 credits. Johnson School core course. Enrollment limited. J. McClain.

An introduction to decision making under conditions of uncertainty. Topics include descriptive statistics, probability theory, classical statistics, statistical decision theory, and simple and multiple regression analysis. Some knowledge of calculus required.

NCC 502 Microeconomics for Management

Fall. 3 credits. Johnson School core course. Enrollment limited. M. Waldman.

Microeconomic theory is introduced and applied to problems faced by managers. Specific topics covered include supply and demand, consumer behavior, pricing when a firm has market power, and the role of government. The class employs a lecture format and emphasizes problem solving. Grading is based on two midterms and a final exam.

NCC 503 Marketing Management

Fall. 3 credits. Johnson School core course. Enrollment limited. D. Stayman, J. Russo.

The course addresses controllable and uncontrollable marketing variables that managers in multiproduct firms face in today's business environment. Topics include market research, customer behavior, product planning, distribution, advertising and promotion, pricing, international and competitive strategy. Separate graduate and undergraduate sections are offered in the fall.

NCC 504 Management and Organizations

Fall, spring. 3 credits. Johnson School core course. Enrollment limited.

P. Sherer, H. Haveman, D. Sally.

This course takes a resource-based approach to management by arguing that organizations should link their strategy to their internal resources and capabilities. This theme is developed by addressing: (1) the strategic value of internal resources and capabilities, (2) the role of human resources and organizational behavior in formulating and implementing strategy, and (3) the importance of structure and the design of organizations in formulating and implementing strategy. Included among the topics are: how firms create sustainable competitive advantage through internal resources and capabilities, what the best practices are for managing people, what effects best practices have on attitudes and behaviors, why putting the customer first is not necessarily best practice from a resource-based perspective, why organizational culture is central to organizational effectiveness, why the formal organizational chart and structure of an organization are important, how organizations innovate, how organizations change through rearchitecture and reengineering, what firms gain and lose through pursuing core competencies, and what firms gain through strategic alliances and networks. The course makes extensive use of case materials.

NCC 506 Managerial Finance

Fall, spring. 3 credits. Johnson School core course. Enrollment limited. Prerequisites: Completion of or concurrent enrollment in NCC 500 and NCC 501. J. Hass, R. Michaely, H. Bierman.

An introduction to business finance through theory and case studies. Topics include the capital-budgeting decision, portfolio theory, the asset-pricing models, capital structure, mergers and acquisitions, costs of capital, option pricing, and international finance.

NCC 508 Production and Operations Management

Fall, spring. 3 credits. Johnson School core course. Enrollment limited. Prerequisite: NCC 501 or permission of instructor. L. Robinson, K. Malik.

Operations management deals with the problems of producing and delivering goods and services, topics that are of strategic importance in almost every organization. Production scheduling is a significant problem for manufacturing firms; smooth work flow

and quality control are important in banking operations; inventory control is crucial in large retail establishments; and proper task sequencing is a major problem in the construction industry. The course deals with those and other problems, from a managerial viewpoint. The course is designed around managerial problems in the operations area. Students use case studies to improve skills in problem identification.

NBA MANAGEMENT ELECTIVE COURSES

Accounting

NBA 300 Entrepreneurship And Enterprise

Fall, spring. 3 credits. Restricted to undergraduate students. D. BenDaniel. The course uses Cornell-developed case studies and lectures to address entrepreneurial management in start-up ventures and new-business development in existing companies. Among the topics covered are valuation of business, planning, obtaining resources, management of growth, and cashing out. Guest lecturers speak on specialized topics such as corporate and patent law, bankruptcy and work-outs, leveraged buy-outs, and valuations of businesses. Students team up to write and present business plans. The course attempts to integrate marketing finance, operations, and human-resource topics in the context of high-growth business ventures. For non-Johnson School students only. Johnson School students see NBA 564.

NBA 500 Intermediate Accounting

Fall, spring. 3 credits. Prerequisite: NCC 500 or the equivalent. M. Nelson, T. Dyckman. The course is based on the essential concepts and terminologies of financial accounting introduced in the accounting core course. Students learn to evaluate financial statements through the use of case studies drawn from actual corporate financial reports.

NBA 501 Accounting for Mergers and Consolidations

Spring, first half of semester. 1.5 credits. Prerequisite: NBA 500 or permission of the instructor. R. Libby. The course focuses on accounting problems related to equity financing, including equity restructurings, hybrid securities, intercorporate investments, consolidated reports, proforma statements for a merger prospectus, and other related financial reporting problems. The method of instruction is lecture mixed with cases. Grading is based on two exams. First half of semester. Course continues in NBA 508, Advanced Accounting, offered second half of semester.

NBA 502 Managerial Cost Accounting

Fall, spring. 3 credits. Prerequisites: NCC 500, NCC 501, and NCC 502, or the equivalent. R. Bloomfield, R. Hilton. The course is designed both for those responsible for internal accounting information and those who use such information for decision making. Topics include budgeting, accumulating costs for product costing, activity-based costing, standard costs, the analysis of cost variances, cost estimation and prediction, cost-price-volume decisions, performance measurement, nonmanufacturing

cost analysis, cost allocation, and transfer pricing. Instruction will be a mixture of lecture and case discussion. Student evaluation will be based on a midterm exam, a final exam, a project, and class participation.

NBA 503 International Accounting

Spring, second half of semester. 1.5 credits. J. Elliott.

NBA 505 Auditing

Spring. 3 credits. Prerequisite: NCC 500 or permission of the instructor. M. Nelson. The course examines the process by which financial-accounting systems are audited. Topics include ethics, the meaning of audit reports, the legal liability of auditors, the study and evaluation of internal control systems, and various approaches for testing account balances. Problems, cases, and video simulations are used to illustrate concepts.

NBA 506 Financial Information and Evaluation

Spring. 3 credits. Prerequisite: NCC 506, NBA 500 (or concurrent enrollment), or permission of instructor. R. Bloomfield. The course requires students to analyze and defend investment decisions using publicly available financial information. Decisions involve stock valuation, credit analysis, corporate restructuring, and business strategy. Information sources include annual reports, SEC filings, analyst reports, and the press.

[NBA 508 Advanced Accounting

Not offered in 1995-96. 1.5 credits. Prerequisites: NBA 501 or permission of the instructor. R. Libby. The course examines advanced topics in accounting for intercorporate investments, including leveraged buy-outs, international transactions and international subsidiaries, joint ventures, spin-offs, and other related financial reporting problems. The method of instruction is lectures mixed with cases. Grading will be based on two exams. Second half of semester. Continuation of NBA 501, Acctng for Mergers & Consol. (offered first half of semester.)]

Economics

NBA 520 Pricing and Strategy

Spring. 3 credits. Prerequisite: NCC 502. M. Waldman. This course extends material introduced in the core microeconomics course, where the focus is on pricing decisions. The course is taught very much like the core microeconomics course; i.e., the course consists mostly of lectures and problem sets that utilize the ideas contained in the lectures. One difference is that some understanding of calculus is required. The grading for the course is based on a midterm exam, a final exam, and a paper. Specific topics covered include price discrimination, peak-load pricing, product line pricing, and pricing when information is asymmetric.

NBA 522 Managerial Economics

Fall. 3 credits. A. McAdams. Students review microeconomic theory and then apply it in a number of real-world situations. They explore the relationship between micro-theory and decisions for capital investments through concrete case-study applications. Those include problems related to the appropriate timing for the insertion of new technology (for example, whether it is preferable to buy an existing tanker or to wait for the next iteration of

technology). Also explored are complex pricing decisions, including peak-load pricing. The sequential relationships among those various applications of microeconomic theory are examined. The format of the course is that of a lecture-discussion.

NBA 524 Macroeconomics and International Trade

Fall, spring. 3 credits. Prerequisite: NCC 502 or equivalent or permission of the instructor. R. Lind, R. Highfield. The course applies basic macroeconomic theory to such problems as inflation, unemployment, economic growth, and productivity and examines how those problems interact with international trade and finance. Students learn to be informed observers of national and international economic policies and discerning users of economic analyses and forecasts. A lecture/discussion format is used as the method of instruction.

[NBA 526 Business and Economic Forecasting

Not offered in 1995-96. 3 credits. Prerequisite: NCC 501 or equivalent. R. Highfield. This course provides students with a toolbox of useful, proven time-series forecasting methods and teaches them how to choose the appropriate one. Topics include the Box-Jenkins method and more traditional forecasting methods, the prediction of turning points, combination of forecasts, and the relationship of forecasting to decision making. Application, rather than theory, is emphasized.]

NBA 527 Applied Price Theory (also ECON 516)

Spring. 4 credits. Letter/S-U optional grading. R. Frank. The course emphasizes applications of the principles of price theory to a variety of problems taken from concrete, practical settings.

Finance

NBA 528 The Economics of Organization

Fall, spring. 3 credits. R. Gibbons. Explores the roles of information, incentives, and strategic behavior in shaping the internal structure and practices of organizations. Consists of three major sections: compensation and incentives (including performance pay, distortionary performance measures, and subjective performance assessments), human resource management for general managers (including labor market mobility, up-or-out rules, and self-managed teams), and organizational design and performance (including communication, decentralization, and re-engineering). Instruction is via lectures (about 50 percent, more toward the beginning) and case discussions. Lectures often involve mathematical models that are abstract but not technical. Pedagogical strategy is to use models as coherent frameworks for organizing the welter of facts presented in each case. Evaluation is via two take-home midterms (involving problems related to models discussed in class); five 2-page case write-ups; one group project (including longer write-up and class presentation); and class participation (particularly in case discussions where no write-up is required).

NBA 540 Financial Policy Decisions

Spring. 3 credits. Prerequisite: NCC 506 or the equivalent. H. Bierman.

An introduction to basic and advanced financial decision models, developed from the viewpoint of the issuing firm, for different methods of corporate financing. Topics include leases and bonds, preferred stock and convertible securities, common stock, capital structure and cost of capital, dividend policy, interest-rate swaps, leveraged buy-outs, and mergers and acquisitions. The format is lectures, discussions, and a few very brief case studies. Grades are primarily based on two examinations, but significant contributions in class are also relevant. Two to four visiting financial executives conduct classes.

NBA 541 Economic Evaluation of Capital Investment Projects

Fall, spring. 3 credits. Prerequisite: NCC 506 or permission of the instructor. B. Swaminathan, S. Smidt.

This course deals with the evaluation of capital investment projects under uncertainty. The first part of the course focuses on traditional capital budgeting techniques using the discounted cash flow approach. This involves the estimation of cash flows, the treatment of risk and discount rates, the role of inflation and taxes, and the use of single factor and multifactor asset pricing models in determining discount rates. The second part of the course focuses on the valuation of future investment opportunities of a firm using option pricing techniques. This includes issues such as flexibility options, options on real assets, evaluation of natural resource investments, and evaluation of new product investments. The methods of instruction are lectures, case discussion, spreadsheet exercises, statistical exercises, and seminars by practitioners. Students are evaluated on the basis of midterm and final examinations, cases, and homework assignments.

NBA 542 Investments and Portfolio Analysis

Spring. 3 credits. Prerequisites: NCC 501 and NCC 502. Recommended: NBA 624. E. Jacquier.

The course is designed for students who not necessarily specializing in investment banking, yet majoring in finance. It covers the pricing of financial assets and instruments such as securities, bonds, options, and futures; the concepts of diversification, market efficiency, and risk-and-return relationships for (portfolios of) securities. The approach balances rigor and mathematical simplicity, but this is an essentially quantitative course. Students must be comfortable with statistics, regression analysis, and quantitative analysis as these tools will be routinely used from the beginning of classes. Students should also be able to perform statistical analysis on computer packages (e.g., Minitab) and program worksheet packages (e.g., Lotus or Excel). The course will give the students a good view of the paradigms of asset valuation and their implications for financial asset management. Students can elect to take either NBA 542 or NBA 551, but not both.

NBA 543 Financial Markets and Institutions

Fall, spring. 3 credits. Prerequisite: NCC 506 (Finance Core). M. O'Hara, W. Bailey.

The course develops a framework for discussing financial intermediation. It analyzes the sources, uses, and pricing of funds in the economy and the various roles of banks and

other financial intermediaries. Students explore the theory of commercial banking, study how central bank operations affect financial institutions, and learn when lending can be securitized and how such markets work. They also learn how the money market and the financial-futures market operate. Quantitative techniques are used to model economic theory.

NBA 544 Bank Management

Spring. 3 credits. Prerequisite: NBA 543. M. O'Hara.

The course provides an in-depth treatment of management issues in commercial banking. Topics include risk management, credit decisions and pricing, information problems, bank performance evaluation, international lending, and strategic planning. Students learn concepts through case studies and participate in a bank-simulation exercise.

NBA 545 Corporate Financial Policy and Investment Strategies

Fall. 3 credits. Prerequisite: NCC 506 (Finance Core). R. Michaely.

Students in the course will deal with frontier topics in corporate finance and investment strategy. The course objective is to enable students to better analyze financial situations that may be encountered in the future. From the perspective of either a corporate financial officer or an investor (such as a money manager), the basics for understanding corporate financial products is to understand the driving forces behind their creation. We analyze the factors that may affect corporate financial decisions: (1) taxes (both corporate and individual), (2) contracting (between managers and shareholders, and between shareholders and other claim holders such as bond holders), (3) asymmetric information, and (4) transaction costs. We explore the effects of each of these factors on the decision about the optimal mix of debt and equity in the firm's capital structure and on its investments decisions. After mastering the basics, we move to more advanced topics such as M&A, Restructuring, Initial Public Offerings (IPOs), Seasoned Equity Issues, Convertible Debt, high-yield financing, and financial distress.

NBA 546 Introduction to Derivative Securities

Fall, spring. 3 credits. Prerequisite: NCC 506 (Finance Core) or permission of the instructor. B. Swaminathan, P. Carr.

The course introduces students to the pricing and hedging of derivative securities. The course briefly covers forward contracts, futures contracts, and swaps. The primary emphasis is on option contracts. Underlying assets include stocks, currencies, and commodities. Fixed income derivatives are covered in NBA 555. The method of instruction is primarily lectures, supplemented by guest speakers. A midterm and a final exam comprise roughly half the grade, with the remaining half determined by assignments and class participation. The course is a prerequisite for NBA 550, Advanced Topics in Derivative Securities.

NBA 547 Applied Financial Engineering (also OR&IE 565)

Spring. 3 credits. Prerequisites: NCC 506, NBA 546, NBA 555, NBA 542, OR&IE 523, OR&IE 523, COMS 211, permission of instructor. R. Jarrow, D. Heath.

This course is designed to integrate the students' course work in engineering

(computing, stochastic modeling) and finance (options/futures and investment theory) through the completion of a project. The course project will be undertaken via student groups. It will involve the implementation of a financial model to a real world problem. Problems will come from the real issues facing the financial industry. The implementation will include model formulation, computer programming, data collection, and data analysis. The course format will be a mixture of lectures by faculty, industry professionals and students (project presentations).

NBA 548 Trading

Fall. 3 credits. Prerequisite: NCC 506 and second-year status, or permission of the instructor. S. Smidt.

The course considers the economics of securities trading. It reviews theoretical, empirical, and descriptive studies of trading and traders. Among the topics covered are who trades, how trading occurs, what is traded, trading costs and volumes, and the regulation of trading. Students also discuss how trading influences prices, how trading information is disseminated, and how the characteristics of exchanges and clearing-houses affect, and are affected by, the trading process.

NBA 550 Advanced Topics in Derivative Securities

Spring. 3 credits. Prerequisite: NBA 546 or permission of the instructor. P. Carr.

The course will cover the pricing and hedging of various exotic derivative securities now trading over-the-counter. Examples include Asian options, barrier options, compound options, lookback options, and quantos. The method of instruction is primarily lectures, supplemented by guest speakers. Students have the option of either playing a trading game or else writing a term paper. A midterm and a final exam comprise roughly half the grade, with the remaining half determined by assignments, participation, and the trading game writeup/term paper.

[NBA 551 Asset Valuation And Management

Not offered in 1995-96. 3 credits. Prerequisites: NCC 501 and NCC 502. Recommended: NBA 642. E. Jacquier.

The course is designed for students specializing in finance. It provides a rigorous introduction to asset evaluation, which is an essential foundation for the study of capital markets. Students study empirical papers that document the performances of financial models. Topics include the statistical analysis of portfolio risk and return, the equilibrium and arbitrage relationships between risk and return, and market efficiency. Investment policy deals with uncertainty, so students must be comfortable with statistics and regression analysis. Students can elect to take either NBA 542 or NBA 551, but not both.]

NBA 552 Case Studies in Finance

Spring. 3 credits. Prerequisites: NCC 506 or the equivalent. Recommended: NBA 540. Course is restricted to second-year or 12-month option students. Letter/S-U optional grading. H. Bierman, J. Hass.

Students study and discuss finance cases. Most of the cases deal with corporate finance, but some treat other areas such as investment banking and securities investing. Issues raised in the cases are addressed in student presentations and class discussions. Several visitors from the business world will discuss

live cases. Teams present cases and also critique case presentations. Each team writes up a solution report for one case. Grades are based on case presentation, case reports, case critique, and class case discussions.

NBA 553 Finance and Accounting for Manufacturing

Fall. 3 credits. Course intended for non-Johnson School students only. J. D'Souza. The course focuses basic financial and cost accounting, the economic and financial concepts that have a bearing on managerial decisions, and corporate financial policy issues. The goals of the course are: 1) to give students a working knowledge of the accounting process and the value and limitations of the data that comes out of the accounting information system, 2) to familiarize students with key concepts in cost accounting and the application of cost information to pricing and operating decisions, 3) to promote an understanding of the use of economic theory in the evaluation of capital investment projects, and 4) to make students aware of financing alternatives, their risks and benefits. The teaching methods consist of lectures and teaching. Students are evaluated on the basis of exams and case presentations.

NBA 554 International Finance

Fall, spring. 3 credits. Prerequisite: NCC 506 (Finance Core). W. Bailey. This course applies principles of finance to the international setting. International finance is different in two basic respects. First, the existence of multiple currencies adds risk to investment and financing decisions. Second, when corporations and portfolio investors cross international borders both problems and opportunities arise. We focus on these issues and highlight how finance theory can be extended to address them. We start with basic principles of international finance, then apply those principles to a variety of problems. The course helps students to understand the ideas and research results of international finance and to adapt what they learn to the practical problems of the increasingly globalized business world beyond the classroom. The first part of the class outlines three basic themes: exchange rate volatility, barriers to international capital flows, and the value of international diversification. The second part of the class presents a variety of problems, examples, and applications from the three basic themes. These range from corporate finance applications of capital budgeting to portfolio management strategies. Spreadsheet assignments and a term project requiring data analysis develop research skills and illustrate academic concepts. Exams consist of computational, short answer, and short essay questions.

NBA 555 Fixed Income Securities and Interest Rate Derivatives

Fall, spring. 3 credits. Prerequisites: NCC 506 (Finance Core), NCC 501 (Quantitative Methods Core). R. Jarow. This course is designed to study the pricing, hedging, and risk management of fixed income securities and interest rate derivatives. Topics to be studied include: the term structure of interest rates, interest rate swaps (caps, floors, collars), the risk structure of interest rates, credit risk spreads, and corporate bond valuation. The method of instruction is lectures and discussion, with computer illustrations an integral part of the class content.

NBA 557 Case Studies in Venture Investment and Management

Fall, second half of semester. 1.5 credits. Prerequisites: NCC 500 and NCC 506 or concurrent enrollment. W. Thomas.

A series of cases that focus on the venture capital investment process and on the subsequent management of such ventures. The primary perspective is that of the venture capitalist in assembling and evaluating information, preparing forecasts, assessing risks, developing and negotiating investment structure and terms, and deciding whether to invest. Cases also focus on management and financial problems and policy issues and the relationship between venture capitalists and entrepreneurs. The secondary perspective is that of the entrepreneur and the techniques and skills employed in managing growing enterprises. Presentations by venture capitalists and entrepreneurs will supplement student discussion and analysis of cases. Grades will be based on written reports, quality of classroom participation, and a final exam.

General Management

NBA 560 Business Law I (also ARME 320)

Fall. 3 credits. D. Grossman. The course introduces the basic tenets of law as they apply to businesses and their operations. Topics include personal property, contracts, agency, real property, and landlord-tenant concerns. Text readings and case studies are used. All students intending to be professional accountants are required to take the course, and it is strongly recommended for finance students.

NBA 561 Business Law II (also ARME 321)

Spring. 3 credits. Prerequisite: NBA 560 or permission of the instructor. D. Grossman. The course examines business organizations and the principles of commercial law affecting businesses. Topics include secured transactions, bankruptcy, commercial-paper, antitrust, consumer-protection, security-regulation, and environmental-protection laws. Text readings and case studies are used.

NBA 562 Estate Planning (also ARME 422)

Fall. 1 credit. D. Grossman. Fourteen sessions on the various aspects of estate planning. The law and use of trusts, the law of wills, federal and New York State estate and gift taxes, and probate procedures are covered.

NBA 564 Entrepreneurship and Enterprise

Fall, spring. 3 credits. D. BenDaniel. The course uses Cornell-developed case studies and lectures to address entrepreneurial management in start-up ventures and new-business development in existing companies. Among the topics covered are valuation of business, planning, obtaining resources, management of growth, and cashing out. Guest lecturers speak on specialized topics such as corporate and patent law, bankruptcy and work-outs, leveraged buy-outs, and valuations of businesses. Students team up to write and present business plans. The course attempts to integrate marketing finance, operations, and human-resource topics in the context of high-growth business ventures.

NBA 567 Management Writing

Fall, spring (sections offered in both first and second halves of semester). 1.5 credits. S-U grades only. B. Mink, A. Pike, M. Hittleman.

Students learn to write clearly and effectively by focusing on perspective, style, organization, strategy, and persuasion. The seminar-style class is seven weeks long and limited to fifteen students, who write an assignment every week. Students consider style, organization, tone, and clarity by critiquing each other's work in class. A special section, emphasizing cultural differences, is reserved for students whose native language is not English.

NBA 568 Oral Communication

Fall, spring (sections offered in both first and second halves of semester). 1.5 credits. S-U grades only. B. Mink, A. Pike, C. Rosen.

NBA 568 focuses on improving the presentation skills of management students. The course covers the areas of speaking formats (impromptu, extemporaneous, manuscript), delivery, organization, visual aids, and question/answer. Student speeches constitute the bulk of class time, with each student presenting seven or eight speeches in the seven-week session. The small class size allows for significant individual attention. Students receive feedback from classmates and the instructor, and have the opportunity to review in tutorials the videotapes of most of their presentations.

NBA 569 Management Consulting

Fall. 3 credits. A. McAdams. The course is case-study oriented and focuses on strategic consulting. It has multiple objectives. First, it provides students with the opportunity to understand the role of the consultant and to gain indirect experience in that role through dealing with a broad range of practical and real-world issues. Second, it helps students improve their analytic skills through practice with case studies. Third, it provides students with information that they are unlikely to gain in other courses, as well as experience making group presentations and evaluating them. In addition, students are required to write a comprehensive analytic term paper.

NBA 571 Cornell Management Simulation

Fall, second half of semester. 1.5 credits. Restricted to second-year MBA students. S. Smidt.

This computer-based simulation is played by teams of four, self-selected students who make marketing, production, and finance decisions for one of five companies operating competitively in the same industry. After the first week, during which the rules of the simulation are explained and the software used by each team is demonstrated, the teams make weekly decisions (meeting at their own convenience). At the beginning of the simulation, each team writes a Strategic Intent paper and, before the results of the last decision have been determined, each team presents an in-depth analysis of its performance and its strategy for the future in a "Board of Directors" meeting. Letter grading only, based on the value created for the company's shareholders (relative to other firms in the same industry), the team's Strategic Intent paper and the instructor's evaluation of team's performance at the BOD meeting.

NBA 574 Public Policy Issues

Fall, first half of semester. 1.5 credits.

Prerequisite: Basic understanding of macroeconomics. S. Jones.

This Public Policy Issues seminar will analyze the major institutions, procedures, issues, and public policy options available in making decisions affecting public and private organizations. Current and prospective economic conditions and challenges will be reviewed to provide a background for evaluating domestic and international monetary, fiscal, foreign trade and investment, and regulatory policy options in the context of an integrated world economy. Students will prepare an economic policy strategy paper based on the issues analyzed.

NBA 575 Advanced Consulting

Spring. 3 credits. Limited to 20 students.

Priority given to students who have taken NBA 569. A. McAdams.

The course investigates the efficacy of "concept maps" as tools integral to the consulting process. In the first part of the course, recent case studies, both fictional and actual, are employed to review the use of concept maps in various corporate settings. Following that, the research base documenting Professor Novak's use of concept maps in many other settings is examined. In the final part of the course, student teams undertake field projects designed to determine the potential contribution of concept maps in various business settings.

NBA 576 The World Geopolitical Environment of Business

Fall. 3 credits. Letter/S-U optional grading. R. Lind.

The geopolitical face of the world is changing at a pace that few could have envisioned even five years ago. The unification of Germany, the fall of communism and institution of sweeping economic restructuring in the former Soviet Union, the move toward democracy with market economies in eastern Europe, the movement of Europe toward a unified economy, and the flirtations with reform and its implications in China are just a few of the many examples of the changing world environment of business. The course provides students with a view of those fast-paced worldwide changes. Topics covered include developments in western and eastern Europe, the former Soviet Union, the Pacific Rim, Central and South America, the Middle East, and Africa, and the role and fate of developing countries in the world economy. Guest speakers include leading scholars from Cornell and other universities and leaders in business and government.

NBA 577 The Political, Legal, and Regulatory Environment of Business

Spring. 3 credits. Letter/S-U optional grading. R. Schuler.

The political climate, laws, regulations and government arrangement for infrastructure have a profound effect on the nature, operation, and profitability of business. Many of the most important decisions that top management makes are driven by political, legal, and regulatory considerations (e.g., the responses of Exxon to the Exxon Valdez oil spill and Union Carbide to the Bhopal, India, gas leak and the decision of AT&T to accept the division of its company in response to an antitrust suit filed by the United States government). Environmental and waste-management concerns are leading to new laws and regulations that will affect many

aspects of business well into the next century, creating opportunities as well as posing problems. The course begins with a discussion of the political and economic foundations of business regulation. Students examine different areas of application, including economic regulation, environmental regulation, antitrust, and product liability. Guest speakers include leading scholars from throughout the university and business and government leaders.

NBA 578 Business Ethics

Fall. 3 credits. R. Frank.

Students examine actual situations in business, both in the United States and abroad, that involve ethical issues affecting individuals and organizations. They are challenged to decide on appropriate ethical positions.

NBA 579 Cases in Business Strategy

Fall, first half of semester. 1.5 credits.

Restricted to second-year MBA students. J. Hass.

Class as well as new cases spanning a variety of industries and situations are used to develop an understanding and appreciation for several business strategy principles and dealing with issues such as ethical behavior, managing growth, employee empowerment, managing change and achieving innovation. A new case will be discussed in class each day, except the two or three days when an executive visitor is making a presentation. Students are expected to have prepared for and participate in the discussion. Each student will also participate twice in a four-person group that will be required to present or receive a case in a role-playing context on two Friday mornings during the last five weeks of the course. Letter grade only, based on individual classroom, case group performance, and a final paper.

International Management**[NBA 583 Market Transitions in Eastern Europe**

Not offered in 1995-96. 3 credits.

D. Stark.

The course examines the problems and prospects of the transition from state socialism to a market economy in contemporary eastern Europe. Patterns of investment, enterprise decision making, labor markets, and property rights are examined from a comparative institutional perspective. The final part of the course is organized around the research interests of the seminar participants and includes such themes as privatization of state enterprises, the role of international monetary institutions, capital markets, new financial institutions, organizational restructuring, and the relationship between citizenship rights and property rights. Although the course focuses on recent changes in Hungary, Poland, and the Czech Republic, its content should yield insights for students interested in other societies (including China and the former Soviet Union) currently undergoing the transition from state socialism. Instructional methods used are lectures and discussion. Evaluation of students will be based on short papers on readings, class participation, a final paper and student presentations.]

NBA 584 Management of the Multinational Corporation

Fall. 3 credits. Letter/S-U optional grading. J. Katz.

This course introduces students to analytical frameworks and skills used in international

management. The first half of the class focuses on international strategy, including selection and implementation of a competitive position. The second half covers comparative management (two focus countries are chosen each semester) and cross-national management. Topics include motivation in an international context, cross-cultural communication, and multinational team operations. The course is a mixture of lectures and cases. Grading is based on two case write-ups, a midterm, a final, and class participation. There are no prerequisites, but a real interest in international management is needed to benefit from the class.

NBA 589 Business in Japan

Spring (first half of semester). 2 credits. V. Pucik.

The course, based primarily on case studies and lectures, focuses on the organizational capabilities and competitive strategies of Japanese firms in the context of business globalization. Two core areas will be reviewed in detail: intra-firm policies and practices common in Japanese industry, and their implications for globalization. The special emphasis will be given to organizational and human management issues and to their impact on strategy formulation and implementation. Each student will be required to choose a topic of his/her interest related to any of the main issues discussed in the class for a written literary review. The review (10-15 pages plus bibliography) should not only summarize the key points of principal contributions reviewed, but should also contain their critical evaluation. Grading policy: 70% review paper, and 30% class performance.

NBA 590 Managing in Developing Countries

Spring, first half of semester. 1.5 credits. Letter/S-U optional grading. J. Katz.

This class centers on the unique features of industrializing countries as hosts for multinational business operations. It is a case-based course; each day is spent discussing one or two cases. Topics include environmental variation and how to deal with it and concentrated national power structures and their management. We cover a large number of countries spread throughout the world. Students are responsible for providing in-class updates on the countries discussed, because while the case content remains valid, some of the facts presented about the countries are out-of-date. Grading is based on the country update presentation, a final case write-up, and class participation.

Management Information Systems**NBA 600 Database Management**

Spring. 3 credits. Prerequisite: Some knowledge of computing and systems, e.g., COM S 211. L. Orman.

The course introduces the design, use, and management of computerized databases. Topics include physical and logical data structures, design issues, and retrieval, maintenance, and security problems. Students design, create, and use databases using various database management systems.

NBA 609 MIS Policy

Fall. 3 credits. Prerequisite: Some knowledge of computing and systems, e.g., COM S 211. L. Orman.

Design, use, and management of information systems are studied through examples. The seminar format places heavy emphasis on

class discussion and presentations. All major technologies and organizational objectives are studied in the context of MIS Policy, planning, and implementation.

NBA 610 The Information Revolution: Visions, Implications, Strategy

Spring, first half of semester. 1.5 credits. Letter/S-U optional grading. P. Kampas. Rapidly advancing information technologies are breaking down longstanding barriers to business productivity, innovation, and distribution. The resulting era of transformative change is called the Information Revolution. The purpose of this course is to prepare students for two decades of turbulent, high-stakes decision making driven by the Information Revolution. To accomplish this the course provides: 1) A vision of the driving forces and developmental process of the Information Revolution; 2) An assessment of its many strategic implications to business, education, entertainment and government, and; 3) An approach to developing strategies to exploit the Information Revolution for competitive advantage.

Marketing

NBA 620 Marketing Research

Fall, spring. 3 credits. Prerequisites: NCC 501 and NCC 503, or the equivalent. R. Guha, V. Rao.

The course teaches students to identify information needs for developing marketing strategies and making tactical plans. They are introduced to up-to-date methods in research design and data collection, measurement, and analysis. They gain hands-on experience with such methods through problem sets and group projects. The discussion balances the viewpoint of researchers with that of managers who commission research.

NBA 621 Advertising Management

Fall. 3 credits. Prerequisite: NCC 503 (Marketing Core). D. Stayman.

The course is designed to give students an understanding of the advertising and promotion management process. It covers the components of a successful advertising campaign and helps students develop an appreciation of the issues involved in advertising planning and decision making. They also learn how recent social-science findings and theory can facilitate advertising management.

NBA 622 Marketing Strategy

Fall. 3 credits. Prerequisite: NCC 503 (Marketing Core). V. Rao.

The course balances theoretical and practical approaches to the development and evaluation of marketing strategies for multiproduct firms. It considers various environmental opportunities and constraints in developing and evaluating integrated marketing strategies for new and established products and services. Recent research results are applied to decisions on product-market boundary definition, resource allocation, product positioning, and competitive reactions. It includes selected current topics such as brand equity, acquisitions, and lead-user analyses. Students use case studies extensively to develop skills in strategy analysis and to enhance skills in assessing external threats and opportunities. They employ computer-assisted market strategy simulations to evaluate the effects of competing strategies. Guest speakers from industry provide a view of the operational aspects of marketing strategy.

[NBA 623 Models and Methods for New Product Development

Not offered in 1995-96. 3 credits. Prerequisites: NCC 501 and NCC 503. D. Wittink.

The successful introduction of new products requires careful planning and systematic screening and testing. This course covers models and methods that are useful to managers in the development (e.g., specification of products and services) and marketing of new products. Heavy emphasis is placed on the measurement of consumer preferences. Students are required to complete a group project, consisting of a measurement instrument, data collection (from at least 30 respondents) and data analysis, for a self-chosen product category. The method of instruction consists of a combination of lectures and discussion of cases and articles. Performance is evaluated primarily based on exams and the group project.]

NBA 625 International Marketing

Fall, spring. 3 credits. Recommended: NCC 503. J. Katz.

International Marketing is designed to train students to take a domestic product and expand it into international markets successfully. Market selection, international market research issues, and international marketing strategies are all discussed. The term project (actually submitted in three parts throughout the term) requires that students choose some product and develop a plan for taking it abroad. The course test includes a series of short (1-3 page) cases that are used as the basis of discussion in each class. Therefore, class preparation is essential. Grading is based on the term project, the final, and class participation. Core marketing provides a useful background, but is not a prerequisite.

NBA 626 Consumer Behavior

Spring. 3 credits. D. Stayman.

Topics include factors that influence response to advertising of various kinds, purchase decisions, product perceptions, response to promotion, consumer satisfaction, and the basic methodologies for understanding consumer behavior.

[NBA 627 Affect and Brand Equity

Not offered in 1995-96. 3 credits. A. Isen. The course examines ways in which affect, or feelings, can play a role in processes related to brand equity. It focuses on the influence of affect on the development, change, and maintenance of brand perceptions and brand loyalty. Topics include brand loyalty, variety seeking, product categorization, judgment, decision making, and risk preference. Those six areas are important in choices related to brand equity and brand loyalty (e.g., choosing brand-name products or value-priced ones, staying with a brand or switching).]

NBA 630 Policies for Marketing Channels

Spring. 3 credits. Prerequisite: NCC 503. V. Kadiyali.

Marketing channels are analyzed as a chain of interdependent and interlocking organizations that produce and deliver goods and services to various types of consumers. We will look at various aspects of these relationships, such as efficiency, conflict, incentives and government intervention. Instruction consists of lectures, cases and guest speakers. Evaluation of students is based on cases and a final project (presentation and write-up) and on class participation.

NBA 635 Marketing Models

Spring. 3 credits. Prerequisite: NCC 503. V. Rao.

Students learn how to use mathematical models to solve marketing problems. The objective is to develop students' skills in evaluating marketing models and implementing them in management practice.

[NBA 637 Direct Marketing

Not offered in 1995-96. 1.5 credits. Prerequisite: NCC 503 Marketing Management, or equivalent. V. Rao, D. Stayman.

The objective of this short course is to expose MBA students to selected contemporary issues in the area of direct marketing. In addition to providing an overview of the direct marketing industry and trends in database technology, the course will address major strategic and tactical issues in the management of direct marketing. The discussion will mainly consider the perspective of a marketer interested in employing the opportunities in direct marketing as an integral element of the marketing mix for a product/service. It will also address appropriate ethical concerns with direct marketing. To acquire a flavor of various practices in the industry, students will visit one or two direct marketing firms in New York City or its vicinity toward the end of the course.]

NBA 638 Analysis of Competitive Decision Making

Fall, spring. 3 credits. Prerequisite: NCC 502 (Microeconomics core course). V. Kadiyali.

This course brings methods of microeconomics analysis to competitive decision making. Specifically, we will address issues relating to optimal competitive decisions for a firm interacting with current and potential rivals. We discuss how firms can, by their choice of appropriate decisions, best signal to rivals their intentions and degree of commitment to them. We also look at sustainability, flexibility, and correction of decision choices. Game theoretic perspectives are used to understand these concepts. The dimensions of competitive strategy that we look at include product proliferation, R&D and patent policies, choice of compatibility with existing products, bundling of products, investing in capacity, vertical integration, choice of channels of distribution partners, pricing, and promotions. We also discuss problems caused in the optimal choice and implementation of firm strategies when information is imperfect. Specifically, we look at issues of moral hazard and adverse selection, and how these issues affect firm choices of strategies (e.g., pricing, choice of channel partners, etc.). Instruction includes lectures and cases. Student evaluation is based on cases, class participation and a final project.

Operations Management

NBA 641 Logistics and Manufacturing Strategy

Spring. 3 credits. Prerequisite: NCC 508, OR&IE 410, or permission of the instructor. Letter/S-U optional grading. L.J. Thomas. The course is about strategic management of the values chain, from materials to customer. Students discuss operations strategy issues that are important to both manufacturing and service. The course emphasizes written and oral communication skills. About a third of the classes are spent on case studies, with small groups presenting their analyses of them. There is one mid-term examination, but the majority of the grade is evaluated based on projects and class participation. There is an option of replacing some assignments with a "live case," a project with a local company.

NBA 642 Statistical Methods in Business

Spring. 3 credits. Prerequisite: Good performance in NCC 501 or the equivalent. E. Jacquier.

Regression analysis is one of the most abused quantitative techniques in the business world. Moreover, the field of econometrics is now hard to avoid for those who want to understand the theoretical literature of many areas of business, such as finance, economics, marketing, and operations research. The course offers indispensable theoretical and practical knowledge that makes students sophisticated consumers and good practitioners of econometrics in the world of business. Topics covered are the multiple-regression-model theory of estimation and prediction, diagnosis, and the complications encountered most often, such as outliers, heteroskedasticity, multicollinearity, autocorrelation, lagged dependent variables, simultaneity, and truncated variables. Principal component analysis and probit/logit analysis, often used in business, are also covered. Heavy emphasis is placed on the analysis of datasets from the fields of business and economics. Computer packages are used throughout the course. The students must be comfortable in quantitative thinking and computer environments.

NBA 644 Quality Management

Fall. 3 credits. Prerequisite: NCC 508 or permission of the instructor. L. Robinson. The course uses the Malcolm Baldrige national Quality Award Criteria to examine issues in managing quality in both service and manufacturing environments. Topics include an external focus on identifying and satisfying the customer, an internal focus on process redesign and improvement (including bottleneck management and the just-in-time philosophy of eliminating waste), the strategic and competitive aspects of quality improvement, human-resource issues (such as worker participation, motivation and performance measurement, and worker teams), quality and design, and selected topics in statistical quality control (experimental design, acceptance sampling, and process control). Students should have a working knowledge of Lotus 1-2-3 or Excel software.

NBA 649 International Operations Management

Fall. 3 credits. Prerequisite: NCC 508 (Production & Operations Core). K. Malik. The course intends to address issues in five areas: international operations strategy (globalization of operations, structure of international operations, and global strategies); global comparison of operations (comparative

study of environment and operational practices in various countries and regions, including discussions on international diversity, variations in operating practice, and governmental issues); issues critical to global operations (international operations planning, facilities location, global logistics, aggregate planning across national borders, global sourcing, technology transfer and R and D issues, currency risk, and capital budgeting); operations issues affected by globalization (lead-time, just-in-time, and cost issues, including accounting practices); and international cross-functional coordination (product development in an international context, workforce management, interface with marketing, and finance). The course uses directed readings and case discussions.

NBA 650 Semester in Manufacturing Management (also OR&IE 567 and ILR 670)

Spring. 15 credits. Enrollment limited; permission of instructor required. R. Conway, R. Matthews, T. Hammer. This is a full-time program for the semester; students will not be able to take other courses concurrently. The course is concerned with the integration of technological, human-resource, logistical, and financial considerations to produce a manufacturing enterprise that can respond quickly and effectively to market requirements. It will be taught by a team of faculty and industrial practitioners, and much of the student work will be team-oriented. There will be considerable off-campus travel for field study of a variety of manufacturing plants. Note that this course is an approved substitute for both the Production and Operations Management and Organizational Behavior core courses, i.e., NCC 504 and NCC 508. Johnson School students should complete NCC 506 before taking this course.

Behavioral and Organizational Science

NBA 663 Managerial Decision Making

Fall, spring. 3 credits. D. Sally, J. Russo. All managers make decisions, usually without the aid of formal tools. Much research has shown that such intuitive decisions produce common, predictable errors. The course uses the psychology of decision making to teach managers how to recognize the situations that most commonly lead to error and offers methods to overcome such errors. Specific applications include forecasting, pricing and promotion strategies, negotiations, the psychology of financial markets, and managerial risk taking.

NBA 665 Managing Technology and Innovation

Fall. 3 credits. H. Haveman. This course is designed for students who see themselves in settings where they have to develop new products or processes and for students who must implement change in existing products or processes. We discuss major issues involved in managing the introduction of new technology, including competitiveness, technology assessment, R&D strategy, and positioning. We examine how industries are transformed by new technologies and how innovations diffuse among firms. We also consider internal management issues, including such topics as the structure of innovative organizations, the design of incentive and reward systems that foster risk taking, the way innovation champions manage the new-product development through cross-

functional teams, and the role of executive leadership. The course uses a combination of readings, lectures, discussions, case analyses, and guest lectures. Grades will be based on a combination of case analyses, a group project, and class participation. Two case analyses will be prepared by students working in groups. These serve as preparation for the group field project, which requires students to study a product or process innovation in a firm. Class participation requires thoughtful discussion of the materials assigned each week.

NBA 666 Negotiations

Fall, spring. 3 credits. V. Medvec. Negotiation is the art and science of securing agreements between two or more interdependent parties. The purpose of this course is to understand the theory and processes of negotiation as it is practiced in a variety of settings. This course is designed to complement the technical and diagnostic skills learned in other courses at the Johnson School. A basic premise of the course is that while a manager needs analytical skills to develop optimal solutions to problems, a broad array of negotiation skills is needed for these solutions to be accepted and implemented. The course will highlight the components of an effective negotiation and teach students to analyze their own behavior in negotiations. The course will be largely experiential, providing students with an opportunity to develop their skills by participating in negotiations and integrating their experiences with the principles presented in the assigned readings and course discussions.

[NBA 670 Strategic Management of Human Assets

Not offered in 1995-96. 3 credits.

Prerequisite: NCC 504 or permission of the instructor. P. Sherer.

This course builds on the growing awareness among academics, consultants, corporate planners, and senior executives that the management of people as human assets plays an important role in the production of firm capabilities and is the untapped arena for gaining competitive advantage. The course builds on this awareness by drawing from topics in the fields of human resource management, organizational design, and the resource-based approach in business strategy. The topics are both theoretical and practical and the course takes a "macro" or firm-level perspective. Cases will be used extensively throughout the course.]

NMI AND NRE RESEARCH AND ADVANCED STUDIES

NMI 500-502 Directed Reading and Research

Fall, spring. 1, 2 or 3 credits. S-U grading only.

Students undertake special-interest research under the supervision of faculty members. Registration is limited to students who have the approval of their advisers and of the faculty members involved in the research.

NMI 510 Multi-Cultural Work Environments

Spring. 1 credit. S-U grading only. Restricted to Johnson School students. C. Rosen, B. Mink.

NMI 510 is a 1-credit, S-U, independent study course that is open to students whose summer internships will be in a country other than that of their citizenship or prior work experience. The goal of the course is to promote an understanding of the cultural assumptions we bring to the work environment and the effects of cultural differences on organizational interactions and productivity. Registration for the course occurs in the spring semester prior to the internship, and grades are posted in the following fall semester after completion of the course project (a 10-page paper). Students may register for the course after obtaining an internship offer and completing the paperwork for the course instructors. International students will obtain and process work authorization forms with the International Students Office. See Charlotte Rosen (Malott 558) for further details about the academic and immigration requirements for NMI 510.

DOCTORAL SEMINARS

NRE 502 Doctoral Seminar in Marketing
Spring. 3 credits. Staff.

NRE 504 Doctoral Seminar in Accounting
Spring. 3 credits. Staff.

The seminar provides a rigorous and integrative exposure to those aspects of the literature in accounting, behavioral economics, and psychology that are related to questions of accounting and auditing theory and research. This course is for Ph.D. students only.

[NRE 507 Doctoral Seminar: Affect And Cognition

Not offered in 1995-96. 3 credits.
A. Isen.

The course examines research on some of the ways affect influences such thought processes as memory, decision making (including risk taking), and problem solving (including creative problem solving). Applied topics relevant to management concerns (for example, organizational behavior and consumer behavior) as well as other theoretical and applied topics (among them medical decision making, social interaction, self-concept, and cognitive and affective development) are considered, depending on student interests. Courses in statistics and experimental design.)

NRE 509 Doctoral Seminar in Research Methods

Fall. 3 credits. H. Haveman.

This course concerns the fundamentals of scientific research: theory, research design, methods, and criticism. It is designed for doctoral students who wish to undertake research publishable in scholarly journals. Little or no scientific training is assumed. Statistics will not be emphasized; however, familiarity with elementary statistical concepts and inference will prove useful. The course will cover: 1) the principles of theory building; 2) the pros and cons of various general research designs (laboratory and field experiments, surveys, interviews, participant observation, archival studies, simulations, and formal mathematical models); and 3) the structure of research papers and the review process.

NRE 511 Doctoral Seminar in Finance—Corporate Finance

Fall, first half of semester. 1.5 credits.
R. Michaely.

This course will cover topics in corporate finance and empirical asset pricing.

[NRE 513 Doctoral Seminar in Finance—Market Microstructure

Not offered in 1995-96. 3 credits.
M. O'Hara.

The course examines recent research in market microstructure, particularly as it relates to theoretical issues. Topics covered include asymmetric information in securities markets, market behavior, and market structure.]

NRE 514 Doctoral Seminar in Finance—Asset Pricing Theory

Fall, second half of semester. 1.5 credits.
Permission of instructor required. P. Carr.

This course will cover asset pricing theory as based on either economic equilibrium or the absence of arbitrage. The method of instruction is primarily presentations given by the students on important papers. The presentation and the final exam each comprise about half the grade.

[NRE 517 Doctoral Seminar in Information, Incentives, Games, and Contracts.

Not offered in 1995-96. 3 credits.
R. Gibbons.

An introduction to game theory and information economics for a broad audience — those who will construct (or just consume) game-theoretic models in applied fields of management (including accounting, finance, marketing, and organizational behavior) and applied fields of economics (including industrial organization, labor economics, macroeconomics, and international economics). The course emphasizes applications at least as much as pure theory: each step in the theory is illustrated by applications from management and economics before the next step in the theory is introduced. The wide variety of applications shows that similar issues arise in different fields and that the same game-theoretic tools can be applied in each setting.]

[NRE 519 Doctoral Seminar in Finance—Derivative Securities

Not offered in 1995-96. 1.5 credits. P. Carr.

This course will cover advanced topics in derivative securities. Techniques for dealing with the valuation and hedging of exotic options will be covered. The method of instruction is primarily presentations given by the students on important papers. The presentation and the final exam each comprise about half the grade.]

FACULTY ROSTER

Bailey, Warren B., Ph.D. U. of California at Los Angeles. Asst. Prof., Finance
BenDaniel, David J., Ph.D., Massachusetts Inst. of Technology. Don and Margi Berens Professor of Entrepreneurship
Bierman, Harold, Jr., Ph.D., U. of Michigan.
Nicholas H. Noyes Professor of Business Administration
Bloomfield, Robert J., Ph.D., U. of Michigan. Asst. Prof., Accounting
Carr, Peter P., Ph.D., U. of California at Los Angeles. Asst. Prof., Finance

Conway, Richard W., Ph.D., Cornell U.
Emerson Electric Co. Professor of Manufacturing Management, Prof., Information Systems
D'Souza, Julia, Ph.D., Northwestern U. Asst. Prof., Accounting
Dyckman, Thomas R., Ph.D., U. of Michigan.
Ann Whitney Olin Professor of Accounting
Elliott, John A., Ph.D., Cornell U. Assoc. Prof., Accounting
Frank, Robert, Ph.D., U. of California at Berkeley. Goldwin Smith Professor of Economics, Ethics, and Public Policy
Gibbons, Robert S., Ph.D. Stanford U. Assoc. Prof., Economics
Hass, Jerome E., Ph.D., Carnegie-Mellon U. Prof., Finance and Business Strategy
Haveman, Heather A., Ph.D., U. of California at Berkeley. Assoc. Prof., Organizational Behavior
Hilton, Ronald W., Ph.D., Ohio State U. Prof., Accounting
Isen, Alice M., Ph.D., Stanford U. S. C. Johnson Professor of Marketing, Prof., Organizational Behavior, Prof., Psychology
Jaquier, Eric, Ph.D., U. of Chicago. Asst. Prof., Finance
Jarrow, Robert A., Ph.D., Massachusetts Inst. of Technology. Ronald P. and Susan E. Lynch Professor of Investment Management, Prof., Finance and Economics
Kadiyali, Vrinda, Ph.D., Northwestern U. Acting Asst. Prof., Marketing and Economics
Libby, Robert, Ph.D., U. of Illinois.
David A. Thomas Professor of Management, Prof., Accounting, and Behavioral Science
Lind, Robert C., Ph.D., Stanford U. Prof., Economics, Management, and Public Policy
McAdams, Alan K., Ph.D., Stanford U. Assoc. Prof., Managerial Economics
McClain, John O., Ph.D., Yale U. Prof., Quantitative Analysis
Malik, Kavindra, Ph.D., U. of Pennsylvania. Asst. Prof., Operations Management
Medvec, Victoria H., Ph.D., Cornell U. Asst. Prof., Organizational Behavior
Merten, Alan G., Ph.D., U. of Wisconsin.
Anne and Elmer Lindseth Dean of the S.C. Johnson Graduate School of Management, Prof., Information Systems
Michalef, Roni, Ph.D., New York U. Asst. Prof., Finance
Nelson, Mark W., Ph.D., Ohio State U. Asst. Prof., Accounting
O'Hara, Maureen, Ph.D., Northwestern U.
Robert W. Purcell Professor of Management
Orman, Levent V., Ph.D., Northwestern U. Assoc. Prof., Information Systems
Rao, Vithala R., Ph.D., U. of Pennsylvania.
Deane W. Malott Professor of Management, Prof., Marketing and Quantitative Methods
Robinson, Lawrence W., Ph.D., U. of Chicago. Asst. Prof., Operations Management
Russo, J. Edward, Ph.D., U. of Michigan.
Prof., Marketing and Behavioral Science
Sally, David F., Ph.D., U. of Chicago. Asst. Prof., Organizational Behavior
Smidt, Seymour, Ph.D., U. of Chicago.
Nicholas H. Noyes Professor of Economics and Finance
Stayman, Douglas M., Ph.D., U. of California at Berkeley. Asst. Prof., Marketing
Swaminathan, Bhaskaran, Ph.D., U. of California at Los Angeles. Asst. Prof., Finance
Thomas, L. Joseph, Ph.D., Yale U. Nicholas H. Noyes Professor of Manufacturing
Waldman, Michael, Ph.D., U. of Pennsylvania. Prof., Economics

Wittink, Dick R., Ph.D., Purdue U. Prof.,
Marketing and Quantitative Methods

Lecturers

Highfield, Richard A., Ph.D., U. of Chicago.
Lec. Economics

Katz, Jan, Ph.D., Massachusetts Inst. of
Technology. Lec., International Business
and Marketing

Matthews, Ronald W., Sr. Lec., Manufacturing
Management

Mink, Barbara E., M.A., Cornell U. Lec.,
Management Communication

Pike, Alan S., M.A., Cornell U. Sr. Lec.,
Management Communication

Rosen, Charlotte, Ph.D., Cornell U. Sr. Lec.,
Coordinator, Management Communication

Adjunct and Visiting Faculty

Abowd, John M., Ph.D., U. of Chicago. Prof.,
Labor Economics

Grossman, Dale A., J.D., American U. Sr. Lec.,
Tax and Business Law

Jones, Sidney L. Ph.D., Stanford U. Prof.,
Management

Schuler, Richard E., Ph.D., Brown U. Prof.
Economics, Prof. Civil & Environmental
Engineering

Sherer, Peter D., Ph.D., U. of Wisconsin-
Madison. Assoc. Prof., Management

Stark, David, Ph.D., Northwestern U. Assoc.
Prof., Sociology

Thomas, William, MBA, Harvard. Lec.,
Management

Wright, William F., Ph.D., U. of California at
Berkeley. Prof., Accounting

DIVISION OF NUTRITIONAL SCIENCES

ADMINISTRATION

Cutberto Garza, director

Carole Bisogni, associate director for academic affairs

Kathleen Rasmussen, graduate faculty representative, Field of Nutrition

THE DIVISION

Nutritional sciences draws upon the chemical, biological, and social sciences to understand the complex relationships among human health, nutritional status, food and lifestyle patterns, and social and institutional environments. Understanding these relationships includes the study of the metabolic regulation and function of nutrients, nutrient requirements through the life span, role of diet in reducing risk of chronic disease, nutritional quality of foods, and interventions and policies designed to promote nutritional health of individuals and populations.

The focus of this broad field of study at Cornell is the Division of Nutritional Sciences, which brings together specialists from many disciplines. The faculty are involved in undergraduate and graduate teaching, research, and extension of research-based knowledge throughout New York State, the nation, and the world.

The division is affiliated with both the College of Human Ecology and the College of Agriculture and Life Sciences. An undergraduate program in nutritional sciences is offered through the College of Human Ecology, and an undergraduate program, Nutrition, Food, and Agriculture, is offered in the College of Agriculture and Life Sciences. Graduate study is administered through the Field of Nutrition, which includes faculty members throughout the university.

FACILITIES

Most of the faculty members of the division work in Savage Hall and Martha Van Rensselaer Hall. In addition to housing offices, classrooms, and seminar rooms, those buildings contain research facilities, specialized laboratories, a human metabolic research unit, and computer facilities.

The division's Learning Resources Center in Martha Van Rensselaer Hall is used by students for individual study and small group discussions. The Learning Resources Center contains class materials, audiovisual aids, and supplementary books and periodicals for independent study and special projects in nutrition. Savage Hall also has a graduate reading room.

UNDERGRADUATE PROGRAMS

The B.S. degree programs provide students with strong training in chemistry and biology

and a strong foundation in the broad field of nutritional sciences. Through the nutritional sciences major in the College of Human Ecology, students can prepare for a variety of career interests including medicine and other health careers, fitness and sports nutrition, clinical nutrition, dietetics, nutritional biochemistry, and nutrition education. The undergraduate program, Nutrition, Food and Agriculture, in the College of Agriculture and Life Sciences is for students who desire strong training in human nutrition in combination with supportive course work in agriculture and the life sciences. Students in the Nutrition, Food, and Agriculture program supplement the core nutrition curriculum with courses in such areas as food science, animal science, food and agricultural economics, and advanced biology.

Every student majoring in nutrition is assigned a faculty adviser. An effort is made to match interests, and students may change advisers at any time if their goals and interests change. Regular student-adviser conferences are required at least twice a year. The adviser helps students select courses to meet their interests and college graduation requirements and often can suggest opportunities for individual study or experience outside the classroom.

THE CORE CURRICULUM

The core undergraduate curriculum includes introductory chemistry and biology, organic chemistry, biochemistry, physiology, and math as well as introductory courses in the social sciences. Students complete five core courses in nutritional sciences: Nutrition and Health: Concepts and Controversies, Social Science Perspectives on Food and Nutrition, Nutritional and Physicochemical Aspects of Foods, Physiological and Biochemical Bases of Nutrition, and Methods in Nutritional Sciences. Students select a minimum of three advanced courses in nutritional sciences in the area of their interest.

A strong foundation in chemistry and biology is required. New majors, including transfer students, should plan chemistry courses carefully to assure the appropriate sequence of courses. All students who have adequate preparation in high school mathematics and chemistry are encouraged to take Chemistry 207-208. For information about specific course requirements for the nutritional sciences major in the College of Human Ecology or the Nutrition, Food, and Agriculture program in the College of Agriculture and Life Sciences, contact the division's Academic Affairs Office, 309/335 MVR.

CAREER OPTIONS AND COURSE PLANNING

The core curriculum is viewed as the minimum requirements for a major in

nutritional sciences. Students should consult with their advisers to develop course programs that will prepare them for entry-level jobs or graduate study in the field(s) of their particular interests. Independent study involving research or field study may be chosen to enhance a course program. A summary of suggested areas from which students can choose electives for different career interests follows.

Medicine and Other Health Careers:

Students add physics and calculus to the core curriculum. Nutrition courses of special interest include those focused on the relationship of nutrition to disease, behavior, growth, development, and aging. Other electives may include genetics, advanced biology, sociology, psychology, humanities, public policy, and language.

Fitness and Sports Medicine: Students can complete the Applied Exercise Science Concentration at Ithaca College which includes courses in anatomy, kinesiology, exercise physiology, and biomechanics. Nutrition courses of special interest relate to growth and development, regulation of body weight, and community nutrition and health. For information about the Applied Exercise Science Concentration, contact the DNS Academic Affairs Office, 309 MVR.

Dietetics and Clinical Nutrition: Students can complete the academic requirements for The American Dietetic Association (ADA) by adding courses in foods, nutrition and disease, microbiology, management, statistics, and nutritional care to the core curriculum. For additional information about meeting ADA requirements see Gertrude Ambruster, 366 MVR.

Nutritional Biochemistry: Recommended electives include calculus, physics, genetics, advanced biology and chemistry, toxicology, and nutritional sciences courses related to the physiology, biochemistry, and metabolism of different nutrients and disease states.

Nutrition Communications and Community Nutrition: Suggested electives include courses in communications, education, human development, human service studies, public policy, and nutritional sciences courses related to community nutrition, maternal and child nutrition, geriatric nutrition, nutrition and disease, and food economics.

Consumer Foods: Recommended electives include courses in business, economics, communications, food science, microbiology, and nutritional science courses related to the physicochemical aspects of foods, management, and experimental foods.

Nutrition, Food and Agriculture: Recommended electives include food science, animal science, plant sciences, international agriculture, agricultural economics, biological sciences, and rural sociology.

International Nutrition: Recommended electives include courses in language, anthropology, agricultural economics, policy, economics, rural sociology, international

agriculture, and nutritional science courses related to maternal and child health and problems of developing nations.

FIELD EXPERIENCE

Structured field experience in a community agency, health-care facility, or business can be taken for credit in several ways through the Human Ecology Field and International Study Program or as an independent study course (NS 402).

INDEPENDENT STUDY ELECTIVES

Independent study courses (NS 400, 401, 402) can be used to obtain credit for more diverse or intensive experience than the classroom can offer, whether this involves laboratory work, library research, or field study. Any student interested in independent study should obtain the sponsorship of a faculty adviser and the approval of Carole Bisogni or consider applying to the honors program.

HONORS PROGRAM

The honors program, leading to a B.S. degree with honors in nutritional sciences, gives official recognition to students who have demonstrated excellence in their academic work and their capacity for independent study.

In addition to fulfilling the requirements for a major, students in the honors program take courses on designing and evaluating research, complete an original piece of research, and prepare an honors thesis. The honors project may be laboratory or field research or deal with policy and program development. Animals may be used in some research studies.

For more information, students should contact Michael Kazarinoff, 230 Savage Hall.

COURSES RECOMMENDED FOR NONMAJORS

Courses in nutritional sciences can strengthen programs of study in biological sciences, biology and society, agriculture, food science, human development, human services, and other fields.

NS 115, Nutrition and Health: Concepts and Controversies, is open to all students. After NS 115, nonmajors with limited backgrounds in chemistry and biology may elect NS 222, Maternal and Child Nutrition; NS 247, Food for Contemporary Living; NS 262, The Cell and the External World; NS 275, Human Biology and Evolution; NS 276, Motivation; NS 306, Nutritional Problems of Developing Nations; NS 315, Obesity and the Regulation of Body Weight; NS 347, Human Growth and Development: Biological and Behavioral Interactions; NS 349, Geriatric Nutrition; NS 375 Developmental Psychobiology: Motivational Processes; NS 380, Integrating Food Systems and Human Nutrition Needs; NS 457, National and International Food Economics. Nonmajors with strong backgrounds in chemistry and the biological sciences may consider NS 331, Physiological and Biochemi-

cal Bases of Human Nutrition, as well as many advanced nutritional sciences courses, such as NS 421 Nutrition and Exercise; NS 441, Nutrition and Disease.

GRADUATE PROGRAMS

Graduate study is administered by the Field of Nutrition, a group of more than fifty faculty members from throughout the university who have a common interest in nutritional problems. In the M.S. and Ph.D. degree programs, students may specialize in animal nutrition, human nutrition, international nutrition, nutritional biochemistry, foods, or general nutrition. Research is emphasized in all graduate programs. Field experience may be a component of concentrations in community, international and public-health nutrition, and nutrition education.

The specialties and interests represented by faculty in the Field of Nutrition provide almost unlimited opportunity for graduate study. Cornell's extensive laboratory and agricultural facilities ensure that students interested in experimental nutrition have exceptional choice and thorough training. As the largest faculty in the country devoted to the study of human nutrition, the field includes specialists in biochemical, metabolic, epidemiological, and sociocultural research. Opportunities to work with community and federal agencies are available to students interested in applied nutrition and public policy, and students in international nutrition are expected to conduct their thesis research abroad.

For more information about the graduate program, interested persons may write for the brochure Graduate Study in Nutrition, available from the Graduate Faculty Representative, Field of Nutrition, Cornell University, MVR Hall, Ithaca, New York 14853-6301; telephone (607)255-4410.

COURSES

NS 115 Nutrition and Health: Concepts and Controversies

Fall. 3 credits. S-U grades optional. D. Levitsky. M W F 1:25.

Facts and fallacies concerning the role that nutrition, exercise, and other health behaviors play in preventing disease, maintaining good health, and maximizing athletic performance will be discussed. Emphasis is on understanding the biological mechanisms through which good nutrition and regular exercise affect psychological and physical health.

NS 116 Personalized Health and Nutrition

Fall. 1 credit. Corequisite: NS 115. S-U only. Limited 10 per section. D. Levitsky. TBA.

This course provides students enrolled in NS 115 individualized assistance in many skills used in NS 115 including using computers to analyze diets, using electronic mail, finding and using scientific references, and reviewing material presented in NS 115 lectures.

NS 120 Contemporary Perspectives in Nutrition

Spring. 1 credit. S-U grades only. G. Combs. W 12:20.

A series of presentations by experts from various areas of the field of nutrition involving

consideration of the many types of activities of nutritionists in contemporary society, including the requisite knowledge areas and skills for those activities.

NS 222 Maternal and Child Nutrition

Spring. 3 credits. Prerequisites: NS 115 and a college biology course or permission of the instructor. S-U grades optional. Limited to 20 students. Preregistration is required in room 309 Martha Van Rensselaer Hall. C. Garza. M W F 1:25.

Involves the study of nutritional requirements in pregnancy, lactation, infancy, and childhood growth through adolescence. Topics include the relationship between maternal diet and pregnancy outcome; analysis of different methods of infant feeding; and nutritional status of pregnant women, children, and adolescents in the United States and in developing countries.

NS 245 Social Science Perspectives on Food and Nutrition

Fall. 3 credits. Prerequisite: NS 115. Limited to nutrition majors. Letter grade only. D. Sanjur, J. Sobal. T R 10:10-11:25.

Theories, concepts, and methods from several social science disciplines will be applied to food and nutrition topics and issues. Emphasis will be placed on theories on the formation and modification of food habits, dietary methodologies, ethnicity and food habits, and educational programs in nutrition in both national and international contexts.

NS 247 Food for Contemporary Living

Fall and spring. 3 credits. Laboratory sections limited to 16 students. Laboratory preregistration during course preregistration required in 309 Martha Van Rensselaer Hall. Laboratory coat required. G. Armbruster. Fall lec, M 12:20; lab T R 10:10-12:40; spring lec T 9:05; labs T R 10:10-12:40 or T R 2:15-4:35.

Emphasizes integration of sound nutritional practice in the scientific concepts and techniques of food preparation. Priority will be given to factors that influence meal planning, selection, and preparation of food, such as resources available; ethnic, cultural, and behavioral considerations; food presentation; sensory quality evaluation. Safe food handling practices and storage procedures included.

NS 262 The Cell and the External World

Spring. 3 credits. Prerequisites: one semester of biology. N. Noy. M W F 9:05.

The course will focus on the relationships of the cell with the environment. Examples from three general areas will be considered:

1. Mechanisms of uptake of nutrients by bacterial and by mammalian cells.
2. Intracellular outcomes of nutritional stimuli: effects on metabolism and gene transcription, toxicity.
3. Pathways of neutralization: detoxification and secretion.

NS 275 Human Biology and Evolution (also Biological Sciences 275 and Anthropology 275)

Fall. S-U grades optional, with permission of either instructor. Offered alternate years.

See BIO SCI 275 for course description.

NS 276 Motivation (also Psychology 276)

Spring. 3 credits. E. M. Blass

See PSYCH 276 for course description.

NS 300 Special Studies for Undergraduates

Fall or spring. Prerequisites: permission of instructor. S-U grades optional. DNS faculty.

Special arrangements to establish equivalency for courses not transferred from a previous major or institution. Students prepare a description of the study they want to undertake on a form available from the Student Services Office. The form, signed by both the instructor directing the study and the associate director for academic affairs, is filed at course registration or during the change-of-registration period.

NS 306 Nutritional Problems of Developing Nations

Fall. 3 credits. Prerequisites: NS 115. S-U grades optional. J-P. Habicht, M. C. Latham, J. D. Haas. T R 10:10.

The course is designed for undergraduates interested in the nutritional problems of developing countries. Attention is given to the array of nutrition problems encountered, the causes of hunger and malnutrition, the epidemiology of the major nutritional problems afflicting poor nations, the functional consequences of these problems on individuals and societies, and the types of programs that can be implemented to improve health and nutrition.

NS 315 Obesity and the Regulation of Body Weight (also Psychology 613)

Spring. 3 credits. Prerequisites: NS 115, Psych 101. S-U grades optional. Offered alternate years. D. Levitsky. T R 1:30-3:00.

This course is a multidisciplinary discussion of the causes, effects, and treatments of human obesity. Topics include the biopsychology of eating behavior, genetics of obesity, role of activity and energy metabolism, psychosocial determinants of obesity, anorexia nervosa, therapy and its effectiveness, and social discrimination.

NS 331 Physiological and Biochemical Bases of Human Nutrition

Spring. 3 credits. Prerequisites: Biological Sciences 330 or 331 or equivalent. S-U grades optional.

M. Stipanuk, C. McCormick. M W F 10:10.

The biochemical and physiological bases for human nutritional requirements, including digestion and absorption, energy metabolism, food intake regulation, lipids, carbohydrates, protein and amino acids, minerals, vitamins, and relationship of nutrition to major chronic diseases.

NS 332 Methods in Nutritional Sciences

Fall and spring. 3 credits. Each section limited to 18 students. Prerequisites: NS 245, NS 345, NS 331 preferred or concurrent registration. Laboratory preregistration during course preregistration required in room 309 Martha Van Rensselaer Hall. One evening prelim to be scheduled. J. T. Brenna. F lec, M 12:20; lab M W 1:25-4:00 or T R 1:25-4:00. S lec M 12:20; labs M W 1:25-4:00 or T R 8:15-10:45 or T R 1:25-4:00.

Laboratory introduction to principles and analytical techniques of nutritional research. Emphasis is on analytical concepts and skills required to determine nutrient function and nutritional status of individuals. Topics include methods of nutrient, metabolite, and enzyme analysis in body fluids, and methods for assessing individual food intake and nutritional status.

NS 341 Human Anatomy and Physiology Lab

Fall. 2 credits. Letter grade only. Prerequisites: BIO AP 311; NS 115 recommended. Limit 40. V. Utermohlen. Lec W 12:20; lab M or W 2:30-4:25.

Special lab offering fall 1995: course will cover anatomy only; next offered spring 1997 for 4 credits with regular content. Introduction to human anatomy and physiology with particular emphasis on aspects of relevance to nutrition sciences and medicine. All major organ systems will be covered. Laboratories will emphasize location, recognition, and description of anatomical structures and testing of physiological function with an emphasis on tests of nutritional and medical relevance.

NS 345 Nutritional and Physicochemical Aspects of Food

Spring. 3 credits. Prerequisite: college course in organic chemistry or biochemistry. S-U grades optional. R. Parker, B. Lewis. T R 2:30-3:45.

A study of the nutritional, physical and chemical properties of foods including composition, food structure, enzymic and nonenzymic phenomena, and processing/preparation aspects. Issues related to food safety, regulation, and food composition data bases will also be discussed.

[NS 347 Human Growth and Development: Biological and Behavioral Interactions (also Human Development and Family Studies 347 and Biology and Society 347)]

Spring. 3 credits. Prerequisites: Biological Sciences 101 or 109 or equivalent; Human Development and Family Studies 115 or Psychology 101 or equivalent. Offered alternate years. Not offered 1995-96.

This course is concerned with the interrelationships between physical and psychological growth and development in humans, particularly during infancy. Intrinsic and extrinsic causes of variations in growth, including various forms of stimulation, are considered. In addition, the consequences of early growth and its variation for current and subsequent behavioral, psychological, and physical development are examined. The interaction between physical and behavioral or psychological factors is emphasized throughout the course.]

NS 349 Geriatric Nutrition

Fall. 3 credits. Prerequisite: NS 115. Division faculty. T R 2:30-3:45.

Aims of the course are to acquaint students with effects of aging on nutritional needs; to teach them methods of nutritional assessment that are appropriate for use with the elderly; and to give them information on nutritional interventions that have been shown to have positive effects on the nutritional and health status of older individuals.

NS 361 Biology of Normal and Abnormal Behavior

Fall. 3 credits. Prerequisites: Biological Sciences 101-102, Psychology 101, or permission of the instructor. A fundamental knowledge of biology and psychology is essential. S-U grades optional. Limited to juniors and seniors. B. Strupp. M W F 9:05.

A critical evaluation of biological factors thought to influence behavior and/or cognitive functioning. Biological, psychologi-

cal, and societal influences will be integrated. Topics include nutrition and behavior, psychiatric disorders, developmental exposure to environmental toxins and drugs of abuse, and biopsychology of learning, memory, intelligence, and related cognitive disorders.

NS 375 Developmental Psychobiology: Motivational Processes (also Psychology 375)

Spring. 3 credits. E. Blass. See PSYCH 375 for course description.

NS 378 Food, Nutrition, and Service Management

Fall. 3 credits. Prerequisites: NS 115, NS 247 or permission of instructor. P. Tennant. T R 8:40-9:55.

The application of management principles and theory to foodservice operations and nutrition services is discussed. The systems concept of organization is used. Emphasis is placed on leadership development, decision making/problem solving as related to procurement, production, distribution, and quality assurance in food and nutrition services. Recipe and menu development projects show the interrelationships of nutrition, labor, equipment, and environmental concerns. Marketing strategies and implementation are discussed.

NS 380 Integrating Food Systems and Human Nutrition Needs

Spring. 2 credits. Prerequisites: NS 115 or Food 200 or An Sc. 100. Letter grade only. G. Combs. T R 8:40-9:55.

A student-centered course that employs case studies to address concepts linking human nutrition and health issues to those involving systems of food production and distribution. Student teams will investigate new and existing technological options within food systems to address domestic or international human nutrition needs.

NS 398 Honors in Nutritional Sciences

Fall. 1 credit. Limited to students admitted to the division honors program. S-U grades only. M. Kazarinoff and division faculty. M 12:20.

Research design. Analysis of research papers on selected topics.

NS 400-401-402-403 Special Studies for Undergraduates

Fall or spring. Credits to be arranged. S-U grades optional. Division faculty.

For advanced independent study by an individual student or for study on an experimental basis with a group of students in a field of nutritional sciences not otherwise provided through course work in the division or elsewhere at the university. Students prepare a description of the study they want to undertake on a form to be signed by the instructor directing the study and the associate director for academic affairs. The form, available from the Student Services Office, is filed at course registration or within the change-of-registration period. To ensure review before the close of the course registration or change-of-registration period, students should submit the special-studies form to the associate director for academic affairs as early as possible.

NS 400 Directed Readings

For study that predominantly involves library research and independent reading.

NS 401 Empirical Research

For study that predominantly involves data collection and analysis or laboratory or studio projects.

NS 402 Supervised Fieldwork

For study that involves both responsible participation in a community setting and reflection on that experience through discussion, reading, and writing. Academic credit is awarded for this integration of theory and practice.

NS 403 Teaching Apprenticeship

For study that includes assisting faculty with instruction.

NS 421 Nutrition and Exercise

Spring. 3 credits. Prerequisites: Bio S 311 or NS 341 and NS 115 or NS 331.

S-U grades optional. Division faculty. M W F 11:15.

This course will acquaint students with the interaction between nutrition, exercise, and athletic performance. Topics will cover the biological, psychological, and sociological aspects of nutrition in exercise performance. Students will learn nutritional counseling techniques in educating the recreational and professional athlete, coach, and trainer.

NS 441 Nutrition and Disease

Fall. 4 credits. Prerequisites: NS 331 and a human physiology course. S-U grades optional. V. Utermohlen. M W F 10:10; F 8:00.

Study of the physiologic and metabolic anomalies in chronic and acute illnesses and the principles of nutritional therapy and prevention. The topics covered include diabetes mellitus, starvation, obesity, nutritional assessment, nutritional pharmacology, severe injury, infection, cancer, gastrointestinal diseases, liver disorders, renal diseases, cardiovascular diseases, and pediatric conditions.

NS 442 Implementation of Nutrition Care

Fall. 3 credits. Limited enrollment. Prerequisites: NS 247, concurrent registration in NS 441 (or equivalent background in either course). Laboratory preregistration during course preregistration required in 309 Martha Van Rensselaer Hall. S-U grades optional. Division faculty. Lec M W 9:05; lab 1 T 2:30-4:20; lab 2 R 11:15-1:10.

Development of skills necessary to implement nutrition care plans: interviewing and counseling, theories of nutrition education, dietary assessment, principles of diet therapy and menu planning, and quality assurance are covered.

NS 457 National and International Food Economics (also Economics 374)

Spring. 4 credits. Prerequisites: Econ 101 or CEH 110 and junior standing, or permission of instructor. S-U grades optional. E. Thornbecke. M W F 9:05.

Analysis of the world food economy. Review and analysis of the major economic factors determining the demand for food, the composition of food consumption, and nutritional intake; and the major economic factors affecting food production and supply. Evaluation of effectiveness of various policies and programs in alleviating poverty and malnutrition.

NS 488 Applied Dietetics in Foodservice Systems

Spring. 3 credits. Limited to 27 students. Prerequisites: NS 378, Micro 290. Laboratory preregistration during course preregistration is required in room 309 Martha Van Rensselaer Hall. White lab coat is required. Approximately \$25.00 will be

needed for special supplies/activities. P. Tennant. Lec M W 9:05; labs, M T W 1:30-6:00.

Students will gain experience in facility design; equipment selection, use, and care; job analysis and evaluation; human resources planning; management of financial resources; menu planning, recipe development, volume food production; computer-assisted management; employee training; applied safety and sanitation standards and will develop other skills required to operate/manage a foodservice program. The application of total quality management in food service operations and general facility management is stressed. Laboratories will be arranged through Cornell Dining.

NS 498 Honors in Nutritional Sciences

Spring. 1 credit. Limited to students admitted to the division honors program. Students may register in NS 499 concurrently. M. Kazarinoff and Division faculty. M F 2:30.

Informal presentation and discussion of current topics in food and nutrition in which all members participate. Written reports on topics discussed may be requested. Delineation of honors research problems in consultation with faculty adviser.

NS 499 Honors Problem

Fall and spring. Credits to be arranged. Open only to students in the division honors program. M. Kazarinoff and Division faculty.

An independent literature, laboratory, or field investigation. Students should plan to spread the work over two semesters.

NS 600 Special Problems for Graduate Students

Fall or spring. Credit to be arranged. Limited to graduate students recommended by their chair and approved by the instructor in charge. S-U grades optional. Division faculty.

Emphasis on independent advanced work. Experience in research laboratories in the division may be arranged.

NS 601 Proteins and Amino Acids (also Animal Science 601)

Spring. 2 credits. Prerequisites: physiology, biochemistry, and nutrition, or permission of instructor. Letter grade only. Offered alternate years. R. E. Austic. W F 12:20.

A course in amino acid and protein nutrition, with emphasis on the dynamic aspects of protein digestion, amino acid transport, and amino acid and nitrogen metabolism. Topics also will include nutritional interrelationships of amino acids, amino acid availability and requirements, and the roles of amino acids in selected physiological processes.

NS 602 Lipids

Fall. 2 credits. A. Bensadoun. T R 11:15. Advanced course on biochemical, metabolic, and physiological aspects of lipids, more specifically lipid transport. Topics covered include lipid methodology, structure of plasma lipoproteins, molecular biology and cell biology of apolipoproteins, lipoprotein receptors, lipid transfer factors, lipolytic enzymes, and atherosclerosis.

NS 604 The Vitamins

Fall. 2 credits. G. Combs. T R 10:10. Text-based discussion sessions on nutritional aspects of the vitamins, including recent developments in nutritional and biochemical

interrelationships with other nutrients and metabolites.

NS 607 Nutrition as an Integrating Discipline: Concepts and Paradigms

Fall. 3 credits. Prerequisite: some prior coursework or experience in nutrition, permission of the instructor. M. Kazarinoff, J-P. Habicht, and Division faculty. M W F 10:10.

This course is intended for graduate majors and minors in nutritional sciences who have had prior undergraduate course work in nutrition. It will cover current nutritional issues from molecular biology to public policy, presenting concepts and paradigms using Vitamin A as an example. Emphasis will be placed on the integration of actual and conceptual information and the use of this information to solve nutritional problems.

NS 611 Molecular Toxicology (also Toxicology 611)

Fall and spring. 3 credits. Prerequisite: Toxicology 610 and a full-year 400-level course in biochemistry or equivalent. S-U grades optional. Staff. TBA.

A study of fundamental biochemical mechanisms of absorption, transport, metabolism, and excretion of drugs, carcinogens, and toxicants. Emphasis on oxidative and conjugative pathways of metabolism and of environmental and nutritional factors that influence toxicant metabolism and disposition. Methods of evaluating in vivo and in vitro metabolism.

NS 612 Methods of Assessing Physical Growth in Children

Spring. 3 credits. Limited to graduate students and students who have permission of the instructor. A previous course in statistics required. S-U grades optional. J. Haas. Lec T 1:25; lab, R 1:25-4:25; disc T 2:15-3:05.

A laboratory course to train students in methods and techniques used to assess the physical growth and development of children. The methods explored are those applicable for field or community studies and cover anthropometry, body composition, skeletal age, maturity indicators, physical fitness, and energy expenditure.

NS 614 Topics in Maternal and Child Nutrition

Fall. 3 credits. Prerequisites: NS 331, and 222 or 347, Biological Sciences 311, and permission of instructor. K. Rasmussen. T R 8:30-9:55.

Advanced course on the role of nutrition during pregnancy and lactation. Feeding and growth of infants and children in health and disease is considered. Critical evaluation of current literature is emphasized via lecture, discussions, and a term paper.

NS 617 Teaching Seminar

Fall or spring. 0 credit. Limited to division graduate students and students who have permission of the instructor. S-U only. C. Bisogni, D. Way.

Individualized instruction focusing on development of teaching skills for guiding classroom learning in lecture, discussion, and laboratory settings. Preparation of content, presentation, and interaction techniques and evaluative methods are emphasized in relation to the student's specific teaching assignment. Videotape simulations provide opportunity for practice and analysis of teaching behaviors.

NS 618 Teaching Experience

Fall or spring. 0 credit. Limited to division graduate students and students who have permission of instructor. S-U only. C. Bisogni, D. Way.

Designed to provide experience in teaching nutritional sciences by direct involvement in college courses under supervision of a faculty member. The aspects of teaching and the degree of involvement vary, depending on the needs of the course and the experience of the student.

NS 619 Field of Nutrition Seminar (also Animal Science 619)

Fall or spring. 0 credit. S-U only. Faculty and guest lecturers. M 4:00.

Lectures on current research in nutrition.

NS 620 Food Carbohydrates (also Food Science 620)

Spring. 2 credits. Prerequisites: Biological Sciences 330 or equivalent. Letter grades only. Offered alternate years. J. Brady, B. Lewis. T R 10:10.

A consideration of the chemistry of carbohydrates, including sugars and complex carbohydrates (starches, pectins, hemicelluloses, gums, cellulose, and glycoconjugates). Emphasis is on intrinsic chemistry, functionality in food systems, and changes occurring during food processing and storage.

NS 626 Special Topics in Food

Fall or spring. 2 credits. G. Ambruster, B. Lewis. TBA.

Current research related to food is reviewed in the context of basic principles and their application to the quality of food.

[NS 631 Dietary Assessment

Fall. 1 credit. 7 weeks only. Prerequisites: statistics and NS 331 or equivalent. Enrollment limited. Next offered 1996-97.

Study of methods and techniques for assessing dietary intakes at the individual and household levels.]

[NS 635 Mechanisms of Metabolic Regulation (also Biological Sciences 635)

Spring. 2 credits. Prerequisites: Chemistry 358 or 360 and either Biological Sciences 330 or 331 or permission of instructor. Offered alternate years. Next offered 1996-97. M. Kazarinoff. T R 9:05.

Lectures only. The identification and characterization of regulatory steps in metabolism are considered from both theoretical and practical aspects. The intracellular mechanisms of regulation are stressed, with specific examples examined in detail.]

NS 636 Integration and Coordination of Energy Metabolism (also Biological Sciences 637)

Fall. 3 credits. Prerequisites: Biological Sciences 330 and 331, or equivalent. M W F 9:05.

The dynamics of energy metabolism in humans and higher animals are developed through characterizations of how the metabolic components support the structure and function of the individual tissues. Mechanisms that control and coordinate energy metabolism within and between organs are analyzed in the context of selected physiological and pathological stresses.

NS 637 Epidemiology of Nutrition

Spring. 3 credits. Limited to graduate students. Prerequisites: Statistics and

Biometry 602 or 604 or equivalent, NS 331 or equivalent. J-P. Habicht. TBA.

Course covers principles of nutritional epidemiology, impact assessment of nutrition intervention programs, and nutritional surveillance. Teaching principles of using nutritional information for decision making, including the levels of evidence about nutrition and health for making decisions. The course shows how the biochemistry and physiology of nutrition can be related to epidemiological assessment and research strategies.

NS 638 Epidemiology of Nutrition Seminar

Spring. 3 credits. Reserved for graduate students planning field intervention studies; by permission of instructor.

Prerequisite: NS 637. J-P. Habicht. TBA.

Covers the meta-analysis, design, measurement, and analytic issues involved in developing, implementing, and analyzing studies of field interventions with nutritional impact.

NS 639 Epidemiology Seminar (also Statistics and Biometry 639)

Spring. 0-1 credit. Limited to graduate students; others by permission of instructor. Contact P. Cassano 255-7551 for permission and credit information. S-U grades only. P. Cassano. M 12:20.

This course will develop skills in the preparation and interpretation of epidemiological data by discussing current research topics and issues.

[NS 640 Social Science Theories in Nutrition

Fall. 3 credits. Limited to 20 graduate students. Next offered 1996-97. J. Sobal. T R 2:30-3:45.

Social science theories from psychology, sociology, anthropology, economics, political science, geography, and history that contribute to understanding food and nutrition will be examined. Examples of approaches, concepts, and methods from each discipline will be added to understand how to apply social science theories to nutrition topics, issues, and problems.]

NS 641 Applied Regression Methods

Spring. 3 credits. Prerequisite: BTRY 601 or equivalent. E. Frongillo. M W F 11:15.

Second statistics course intended for graduate students who need to apply regression methodology in nutrition, health, human services, human development, program intervention, or related fields. The course covers the conceptual and statistical aspects of regression models for continuous, discrete, and time-to-event response variables with multiple covariates. Interpretation of parameters, confounding and interaction, and assessing fit are emphasized. An introduction to modeling complex observational data with multiple response variables is presented.

NS 644 Community Nutrition Research Seminar

Fall and spring. Non-credit. S-U only. A. Gillespie and Cornell Community Nutrition faculty. Fall M 11:15, spring M 12:20.

This seminar series focuses on research presentations in nutrition education and other areas of community nutrition. Cornell faculty and graduate students and outside invited speakers present research proposals, results from ongoing research, theoretical bases for

research, program evaluations, and discuss current programs and issues in community nutrition research. The format varies but always includes discussion by participants.

[NS 645 Nutrition Intervention in Communities: A Global Perspective

Spring. 3 credits. Limited to 25 graduate students with an interest in human nutrition and health and exceptional senior nutrition majors by permission. Prerequisite: NS 640. Next offered 1996-97.

C. Olson. M W 2:30-3:45.

The goal of the course is to help students gain tools and develop conceptual frameworks for thinking critically about nutrition interventions in communities around the world. The course involves extensive reading and active involvement in class discussions.]

NS 646 Seminar in Physicochemical Aspects of Food

Spring. 1-3 credits. Prerequisite: a college course in organic chemistry or biochemistry. S-U grades optional. R. Parker, B. Lewis. T R 2:30-3:45.

An introduction to physicochemical aspects of food, for graduate students who have had limited or no work in this area. The seminar uses the lectures of NS 345 as a basis for supplementary readings and critical review of research on selected topics.

NS 650 Public Health Nutrition

Spring. 3 credits. For graduate students with a major or minor in nutrition and undergraduate nutrition majors in their senior year. Prerequisite: NS 331 or equivalent. J-P. Habicht. TBA.

Lectures cover social, environmental, and disease variables that influence the nutrition of infants, children, and adults. Students gain experience in nutritional assessment methods. Endemic nutritional problems (such as obesity, dental caries, and anemias) of public health importance of the United States are discussed.

NS 660 Special Topics in Nutrition

Fall or spring. 3 credits maximum each term. Registration by permission of the instructor. Division faculty.

Designed for students who want to become informed in any specific topic related directly or indirectly to nutrition. The course may include individual tutorial study, experience in research laboratories, a lecture series on a special topic selected by a professor or a group of students, and/or selected lectures of another course already offered. Topics may be changed so that the course may be repeated for credit.

NS 680 International Nutrition Problems, Policy and Programs

Fall. 3 credits. Prerequisite: permission of instructor. M. Latham. T R 11:15-12:30.

Designed for graduate students who want to learn about the important nutritional problems of developing countries. The major forms of malnutrition related to poverty and their underlying causes are discussed. Emphasis is placed on programs and policies that can assist poor countries and communities to improve their nutritional and health status.

NS 681 Nutritional and Public Health Importance of Human Parasitic Infections

Fall. 2 credits. Prerequisites: graduate student status or permission of instructor. S-U grades optional. L. Stephenson. M 2:30-4:15.

Reviews the scientific evidence for relationships between human nutritional status and common human parasitic infections. Concentrates on malnutrition (protein-energy malnutrition, anemia) in developing countries. Parasitic infections emphasized are malaria, hookworm, ascariis, schistosomiasis, and trichuriasis. Format is lecture-discussion.

NS 683 Field Studies in International/Community Nutrition

Fall. 1 credit. Graduate student status or permission of instructor required. Strongly recommended for graduate students doing field research. S-U grades only. Mainly audio-tutorial format. L. Stephenson. TBA.

Reviews practical considerations in conducting field research in developing countries, including (1) seeking fundings, (2) experimental design issues, (3) choice of procedures, and (4) planning for and carrying out data collection. Also includes how to a) construct a C.V., b) write an abstract and prepare a clear 10-minute talk with legible slides (FASEB formation), and c) when, where, and how to publish research results. Extensive handouts. Lecture/demonstration/discussion.

NS 685 Food and Nutrition Policy (also Agricultural Economics 685)

Spring. 3 credits. Prerequisites: introductory microeconomics, intermediate statistics (through multiple regression), or instructor's permission. D. Sahn, P. Dorosh. M W 2:30-3:45.

This course examines the role of government policy in alleviating poverty, food insecurity, and malnutrition in developing countries. Topics covered include methodologies for economic policy analysis of time use and food acquisition behavior, the "production" of nutritional outcomes, and the role of price policy and markets. Course readings draw largely on examples from Africa and Asia.

NS 690 Trace Element and Isotopic Analysis (also Chemistry 628)

Spring. 3 credits. Primarily for graduate students. Prerequisite: Chemistry 288 or 390, or Chemistry 208 and Physics 102 and Mathematics 112, or permission of instructor. S-U grades optional. Offered alternate years. J. T. Brenna. T R 10:10. See CHEM 628 for course description.

NS 698 International Nutrition Seminar

Fall and spring. No credit. No grades given. J. Haas, J-P. Habicht. R 12:20-1:10. This seminar series consists of presentations by Cornell faculty and graduate students, and by outside invited speakers. Speakers cover a range of topics which relate to nutritional problems, policy, and programs in the non-industrialized countries.

NS 699 Special Topics in International Nutrition

Fall and spring. 3 credits maximum each term. Registration by permission of instructor. Faculty in Program in International Nutrition. This option is designed for graduate students, mainly those with a concentration in international nutrition, who wish to become familiar with some specific topic related to international nutrition that is not adequately covered in an existing course. It consists usually of tutorial study on an agreed topic. Because the topics change, the course may be repeated for credit.

NS 700 Current Topics in Toxicology (also Toxicology 698)

Fall or spring. 1-3 credits. S-U grades optional. Staff. TBA.

A discussion of the most current developments in various areas of toxicological research and testing. Faculty and students will participate jointly in evaluating research findings and provide seminars and discussion of such material. For information regarding topic, instructor, and credit, contact the office of the Graduate Field of Environmental Toxicology.

NS 702 Seminar in Toxicology (also Toxicology 702)

Fall or spring. 1 credit. S-U grades only. Staff. F 12:20.

The seminar program covers varied topics in biochemical, genetic, nutritional, veterinary, and regulatory toxicology, ecotoxicology, and environmental chemistry. Included are presentations of basic research studies, fundamental concepts, and research activities involving environmental problems of a toxicological nature. Presentations are given by speakers from Cornell and visitors.

NS 703 Seminar in Nutritional Science

Fall and spring. 1 credit. S-U grades only. Division faculty. T 12:20 or W 12:20.

Presentations of original articles pertinent to the Nutritional Sciences. Students will learn how to make professional presentations and how to critique the presentations by others. In addition, students will learn how to read and interpret original articles published in a wide variety of journals.

INS 707 Nutrition as an Integrating Discipline: Evaluation, Criticism, Application

Fall. 3 credits. Prerequisites: advanced graduate standing and permission of the instructor. 2-hour class period per week plus discussion and workshop. Not offered 1995-96. M. Kazarinoff, K. Rasmussen.

The goal of this course is to provide an integrative capstone learning experience for advanced graduate students with majors or minors in nutrition. Groups of students will focus on a series of special problems in nutrition drawn from those currently faced by nutrition professionals. Special problems may involve assuming the role of consultants, expert committee members or peer-reviewers who are charged with answering questions or formulating recommendations related to research, programs, or policies.]

NS 899 Master's Thesis and Research

Fall or spring. Credit to be arranged. Prerequisite: permission of the chair of the graduate committee and the instructor. S-U grades optional. Division graduate faculty.

NS 999 Doctoral Thesis and Research

Fall or spring. Credit to be arranged. Prerequisite: permission of the chair of the graduate committee and the instructor. S-U grades optional. Division graduate faculty.

FACULTY ROSTER

Arion, William J., Ph.D., U. of N. Dakota. Prof.
Armbruster, Gertrude, Ph.D., Washington State U. Assoc. Prof.
Bensadoun, Andre, Ph.D., Cornell U. Prof., Nutritional Sciences/Physiology

Bisogni, Carole, Ph.D., Cornell U. Assoc. Prof. and Associate Director for Academic Affairs
Brenna, Thomas, Ph.D., Cornell U. Asst. Prof.
Brink, Muriel, M.S., Michigan State U. Prof.
Campbell, T. Colin, Ph.D., Cornell U. Jacob Gould Schurman Professor of Nutritional Biochemistry

Chen, Junshi, M.D., Peking Medical College, China. Adjunct Prof.

Combs, Gerald F. Jr., Ph.D. Cornell U. Prof.
Crompton, D. W. T., Ph.D., Sc.D., U. of Cambridge (England). Adjunct Prof.

Devine, C., Ph.D., Cornell U. Asst. Prof.
Garza, Cutberto, M.D., Baylor College; Ph.D., MIT. Director and Prof.

Gillespie, Ardyth, Ph.D., Iowa State U. Assoc. Prof.

Haas, Jere D., Ph.D., Pennsylvania State U. Prof.
Habicht, Jean-Pierre, Ph.D., Massachusetts Inst. of Technology. James Jamison Professor of Nutritional Epidemiology
Jonsson, Urban, Ph.D., Chalmers U. Tech. (Sweden). Adjunct Prof.

Kazarinoff, Michael N., Ph.D., Cornell U. Assoc. Prof., Nutritional Sciences/Biochemistry, Molecular and Cell Biology

Latham, Michael C., D.T.M.&H., U. of London (England). Prof.

Levitsky, David A., Ph.D., Rutgers U. Prof.
Lewis, Bertha A., Ph.D., U. of Minnesota. Assoc. Prof.

McCormick, Charles, Ph.D., North Carolina St. U. Assoc. Prof.

Nesheim, Malden C., Ph.D., Cornell U. Prof.

Noy, Noa, Ph.D., Tel-Aviv U. (Israel), Assoc. Prof.
Olson, Christine M., Ph.D., U. of Wisconsin. Prof.
Parker, Robert S., Ph.D., Oregon State U. Assoc. Prof.

Pearson, Thomas, Ph.D., Johns Hopkins U. Adjunct Prof.

Pelletier, David, Ph.D., The Pennsylvania State U. Assoc. Prof.

Peto, Richard, M.Sc., U. London (England). Adjunct Prof.

Rasmussen, Kathleen M., Sc.D., Harvard U. Assoc. Prof.

Rivera, Juan, Ph.D., Cornell U. Adjunct Asst. Prof.

Sahn, D., Ph.D., M.I.T. Assoc. Prof.
Sanjur, Diva M., Ph.D., Cornell U. Prof.
Sobal, Jeffery, Ph.D., U. of Pennsylvania. Assoc. Prof.

Stephenson, Lani, Ph.D., Cornell U. Assoc. Prof.
Stipanuk, Martha H., Ph.D., U. of Wisconsin. Prof.

Stover, Patrick, Ph.D., Med. College of Virginia. Asst. Prof.

Strupp, Barbara, Ph.D., Cornell U. Assoc. Prof.
Thorbecke, Erik, Ph.D., U. of California.

H. E. Babcock Professor of Economics and Food Economics

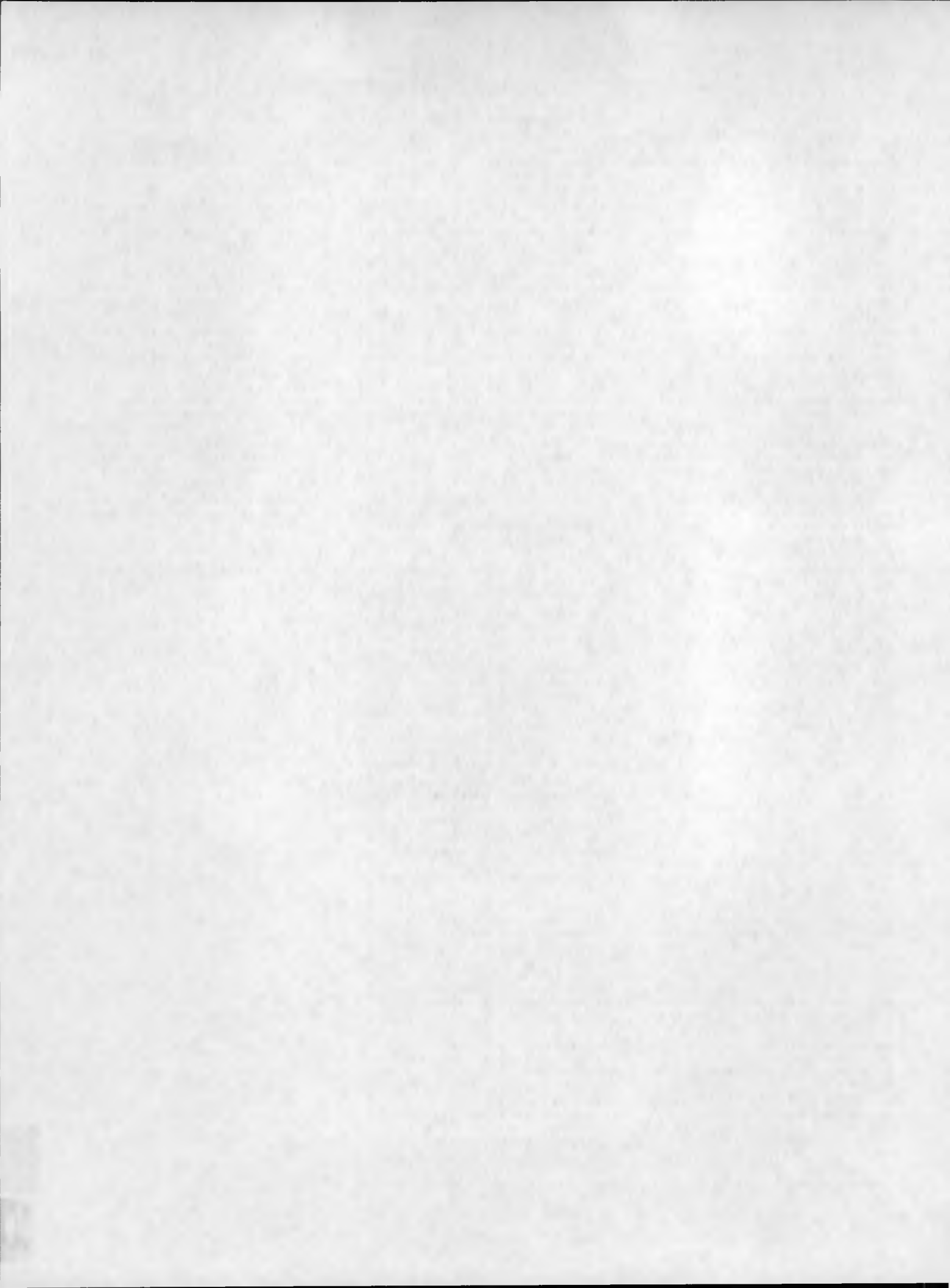
Utermohlen, Virginia, M.D., Columbia U. Assoc. Prof., Nutritional Sciences/Biochemistry, Molecular and Cell Biology

Other Teaching Personnel

Frongillo, Edward, Jr., Ph.D., Cornell U. Senior Research Associate
Tennant, Priscilla, M.Sc.Ed., SUNY Cortland, Lecturer

Joint Appointees

Apgar, B. Jean, Visiting Assoc. Prof., U.S. Plant, Soil, and Nutrition Laboratory/Nutritional Sciences
Bauman, Dale, Prof., Animal Science/Nutritional Sciences
Blass, Elliot, Prof., Psychology/Nutritional Sciences
Miller, Dennis, Prof., Food Science/Nutritional Sciences
Van Campen, Darrell R., Assoc. Prof., U.S. Plant, Soil, and Nutrition Laboratory/Nutritional Sciences



OFFICER EDUCATION

Military instruction began at Cornell University in 1868 under the provisions of the Morrill Act of 1862. Since that time, officer education has been highlighted by the construction of Barton Hall in 1914, establishment of a formal Reserve Officers Training Corps (ROTC) unit in 1917, and the evolution of a program that, while teaching drill and ceremonies, places greater emphasis on the development of leadership and managerial skills. Throughout the years, Cornell's program of officer education has produced many outstanding civilian and military leaders.

The programs of officer education allow the student to prepare for a commission as an officer in either the United States Army, Navy, Air Force, or Marine Corps. Each service program is headed by a senior military officer who also serves as a full professor on the Cornell faculty.

MILITARY SCIENCE

Lieutenant Colonel Michael Merola, Quartermaster Corps, United States Army, Professor of Military Science and Commanding Officer, U.S. Army ROTC Instructor Group

Major Jim S. Nuanes, Signal Corps, United States Army Reserve

Captain David G. Johnson, Field Artillery, United States Army

Captain John T. Hairr, Quartermaster Corps, United States Army

United States Army ROTC Program

The primary objective of the Army Officer Education Program at Cornell is to commission the future officer leadership of the United States Army. Intermediate objectives are to provide students with an understanding of the fundamentals of responsibility, integrity, and self-discipline, as well as an appreciation of the citizen's role in national defense. The application of the decision-making process to a variety of situations is given major emphasis as a valuable aid in developing leadership potential.

These objectives are achieved through a program normally covering four years. A two-year program is available for those who qualify. The program includes specific courses in military science, more general academic subjects that assure a well-rounded education, practical training in leadership through participation in the Cadet Corps (including attendance at one six-week summer camp at an Army installation), and the opportunity to participate in a number of extracurricular activities. The combination prepares the student for commissioning and effective performance in the many branches of the Army. The student's academic major, academic performance, leadership ability, personal desires, and the needs of the Army determine the branch of the Army in which the student is commissioned upon graduation.

Requirements for Enrolling

Applicants must be citizens of the United States prior to being commissioned as lieutenants. (Noncitizens may enroll in selected portions of the program.) Students must meet Army medical requirements.

Overall sound mental and physical condition is essential, and students are required to undergo periodic physical fitness tests. Enrollment and continuation in the program is subject to the approval of the professor of military science.

Enrollment in specific courses by students not formally enrolled in the program must be approved by course instructors.

Contracted students must register for letter-grade military science classes and leadership laboratories for the purpose of commissioning assessments into the United States Army.

Four-Year Program

The Four-Year Program is open to students in their freshman year or, with the approval of military and university authorities, to sophomores in a five-year degree program. Veterans of the Armed Forces of the United States and students entering Cornell with AROTC credit from secondary or military schools (Junior Division AROTC) may receive advanced standing.

Under the Four-Year Program students enroll in the Basic Course (Mil S I and II) during the first two years, and the Advanced Course (Mil S III and IV) during the next two years. A total of twelve credits of military subjects is taken. In addition, academic-enrichment courses are required in such fields as written communications, math logic, computer science, human behavior and military history. All cadets attend a six-week camp, with pay, between the junior and senior years. All cadets participate in physical fitness training three days per week. Each year cadets are sent to the Army's Airborne School, Winter Survival School, and Air Assault Course, dependent upon the number of school slots and the students' standings within the ROTC program.

Basic Course (Mil S I and Mil S II)

Students in the first year of the Basic Course take one classroom course in military science in the fall and spring semesters, for which they receive academic credit depending upon their college. These courses include study of the U.S. organization for defense and principles and techniques of leadership and management.

Students also participate in leadership modules that include rappelling, orienteering, drill and ceremony, physical training, winter survival, and individual tactical training. These modules are designed to promote personal development and enrichment. While they do not receive academic credit for these activities, students may receive physical education credit. Typical freshman participation in Army officer education is 48 1/2 program-related hours.

During the fall of the second year, students take a one-credit course in map reading and spend approximately two hours a week in practical leadership training, land navigation, and military skills. In the spring, students take a one-credit course in the basic principles of small organizations.

Advanced Course (Mil S III and Mil S IV)

The Advanced Course of the Four-Year Program is open to students who have successfully completed the Basic Course and are accepted by the Professor of Military Science for further enrollment. It is also open to students who have gained appropriate advanced standing through either successful completion of a six-week summer camp or prior military training. Students entering the Advanced Course must have two years of academic work remaining at Cornell or another degree-granting institution. Students must pass required physical and aptitude tests. In addition, the past performance and desire of each student is evaluated to determine if he or she has the potential for eventual commissioning.

When students are accepted for the Advanced Course or accept a scholarship, they execute a written contract with the U.S. government. Under terms of the contract, they agree to complete the Advanced Course and to accept a commission if tendered. Concurrently with the signing of the contract, students enlist in the United States Army Reserve for control purposes.

Classroom study in the Advanced Course includes one military science course each semester on such subjects as leadership and management, small-unit tactics, and command and staff organization and functions. The two hours a week of practical leadership training continues, and between the junior and senior years all cadets attend a six-week advanced summer camp currently conducted at Fort Bragg, North Carolina.

Scholarships

Scholarships are awarded on the basis of merit and are available for two, three, or four years. AROTC scholarships are awarded each year to outstanding Basic Camp participants and students in the freshman and sophomore classes. Scholarships pay \$5,000, \$8,000, or \$12,000 toward tuition and mandatory fees. Scholarship cadets and Advanced Course cadets also receive \$150 a month for up to ten months a year. Scholarship cadets receive \$450 per year to defray the cost of books and may be reimbursed up to \$400 per year for lab fees.

Commissioning

All students who successfully complete the Advanced Course, including the advanced summer camp, are commissioned as second lieutenants in the United States Army Reserve or Regular Army upon graduation.

Service Obligations

ROTC graduates may serve on Active Duty, in the Army Reserve, or in the National Guard, depending upon the needs of the Army and the desires and leadership abilities of the cadet.

Officers beginning active duty attend the Officer Basic Course (normally ten to sixteen weeks) of their assigned branch. Upon completion of this course, officers are assigned to a unit and location that is determined by the desires of the individual and the requirements of the Army. Those officers selected for reserve duty attend the Officer Basic Course, after which they are released to reserve status.

Nonscholarship cadets accepting a Regular Army commission serve a minimum of three years on active duty followed by five years in reserve status. They may elect to go into the Army Reserve after commissioning as opposed to active duty.

Scholarship cadets, whether commissioned in the Regular Army or the Reserve, generally serve four years on active duty and four years in reserve status; however, some may serve eight years on reserve duty.

Choice of Branch

Cadets in the second year of the Advanced Course (normally the senior year) may specify the branch of the Army—such as Infantry, Corps of Engineers, Quartermaster, Medical Science, Field Artillery, Signal Corps, Armor, Chemical, Aviation, Finance, Military Intelligence—in which they prefer to serve. They are notified in the spring, before commissioning, of the branch to which they are assigned. The likelihood of appointment in a chosen branch depends upon the student's academic and officer education performance, degree area, and the needs of the Army at that time.

Graduate Study

Active duty deferments, or educational delays, may be granted to individuals who want to attend graduate school at their own expense. Requests will be considered on the basis of needs of the service. Admission to graduate school is the student's responsibility.

Benefits

Each cadet in the Advanced Course (Mil S III and Mil S IV) receives \$150 a month for up to ten months a year. While attending the advanced summer camp (between the junior and senior years), each cadet receives approximately \$700 and an allowance for travel to and from camp. A cadet in the Two-Year Program receives the same payments as cadets in the Advanced Course and, in addition, receives approximately \$700 and travel costs for summer Basic Camp attendance before entering the Advanced Course.

Military Science Courses

All cadets take one course and a leadership laboratory each semester in military science. The number of hours a week spent in the classroom varies from semester to semester, as does the credit received for each course.

Freshman Year (Mil S I)

Mil S 101 United States Organization for Defense

Fall. 1 credit. Required. Staff. Students examine the U.S. defense structure in terms of organization, mission, personnel, and relationships among military forces and between the military forces and various branches and departments of the government. The United States Army force structure is examined at all levels. The complexities and magnitude of operating the defense organization are studied to provide a framework for subsequent instruction.

Mil S 102 Leadership Theory

Spring. 1 credit. Required. Staff. This course allows students to develop a basic understanding and appreciation of the theories of social and organizational psychology and behavior as they apply to the military setting. Attention is given to leader types, the source and exercise of authority, and the impact of varying styles of leadership on motivation and organization effectiveness. The student is introduced to the concepts of integrity, ethics, and professionalism.

Sophomore Year (Mil S II)

Mil S 221 Mapping: Land Navigation

Fall. 1 credit. Required. Staff. This course provides practical knowledge of the various forms of topographic representation. Students interpret and use maps in terrain association and land navigation. Knowledge of topography is complemented by an orientation on significant environmental influences from physical, social, and climatic factors. Portions of the course offer practical experience in land navigation and orienteering.

Mil S 222 Small Organizational Operations

Spring. 1 credit. Required. Prerequisite: Mil S 102 or instructor approval. Staff. Students learn the basic principles of group dynamics at the level of the smallest military unit, the squad. Troop-leading procedures are introduced through case studies and role-playing exercises. Leadership theories introduced in Mil S 102 are examined in a variety of realistic settings. The practical application of behavioral theories is explored in the context of small military organizations.

Junior Year (Mil S III)

Mil S 331 Theory and Dynamics of the Military Team

Fall. 2 credits. Required. Staff. After an initial introduction to techniques of presenting briefings, students are provided with a broad understanding of the principles and application of teamwork in military organizations. Particular emphasis is given to leadership responsibilities of the commander as the team coordinator. Additionally, students have an opportunity to develop an understanding of the roles and contributions of the various branches of the Army in support of the military team.

Mil S 332 Leadership in Small-Unit Operations

Spring. 2 credits. Required. Prerequisite: Mil S 331. Staff. This course provides an understanding of the nature of decision making and the tactical application of the military team. Through the use of conferences and extensive practical

exercises, students develop familiarity with the factors influencing a leader's decisions; the processes of planning, coordinating, and directing the operations of military units through operation plans and orders.

Senior Year (Mil S IV)

Mil S 441 Contemporary Military Environment I

Fall. 2 credits. Required. An overview of the functions, responsibilities, and interrelationships among small-unit leaders, the commander, and the staff. Detailed discussions focus on actions of small-unit leaders, communication skills, the military justice system, and the logistical support of the army in the field.

Mil S 442 Contemporary Military Environment II

Spring. 2 credits. Required. A continuation of Mil S 441. Students examine the leadership environment of the Army officer. Conferences and seminars examine the techniques of effective military leadership with special attention given to professionalism and ethical considerations in the armed forces during peacetime and armed conflict.

Practical Leadership Training

All Army Officer-Education Students

As with many laboratory periods, no credit is given, and participation is required for successful completion of the AROTC program. Students may receive physical education credit for the laboratory.

Each semester, cadets register for the appropriate leadership laboratory, consisting of physical fitness training three times per week, two hours of military training each week, and one or two weekend training exercises per semester.

Mil S I Leadership Laboratory I

Fall.	Spring.
0 credits. S/U.	0 credits. S/U.
Mil S 151	Mil S 152

Mil S I cadets meet for two hours each week to learn a variety of military skills including rappelling, first aid, drill and ceremonies, military skiing, and weapons familiarization.

Mil S II Leadership Laboratory II

Fall.	Spring.
0 credits. S/U.	0 credits. S/U.
Mil S 251	Mil S 252

Cadets meet for two hours each week as members of the cadet organization to participate in practical leadership exercises. Types of practical activities include familiarization in rifle marksmanship, orienteering, drill and ceremonies, signal communications, physical fitness training, first aid, tactics and field exercises.

Mil S III Leadership Laboratory III

Fall. 0 credits.	Spring. 0 credits.
Required. S/U.	Required. S/U.
Mil S 351	Mil S 352

Cadets meet for two hours a week and some weekends to prepare for a six-week summer camp that follows the junior year. Emphasis is on the development of individual skills in leadership techniques and practical skills. Cadets rotate through leadership positions to develop an ability to apply decision-making processes to a myriad of situations. Cadets also acquire technical expertise and profi-

ciency in signal communications, physical fitness, drill and ceremonies, rappelling, orienteering, tactics, water survival, and other military skills.

Mil S IV Leadership Laboratory IV

Fall. 0 credits.	Spring. 0 credits.
S/U. Required.	Required. S/U.
Mil S 451	Mil S 452

Senior cadets plan and operate the leadership laboratory programs for Mil S I-III cadets. The development of planning and supervisory skills is emphasized. Cadets have an opportunity to practice leadership skills developed during previous ROTC training and summer camp experiences. This also includes two to three hours a week devoted to physical fitness.

Mil S V Leadership Laboratory V

Fall. 0 credits.	Spring. 0 credits.
S/U.	S/U.
Mil S 551	Mil S 552

A continuation of Leadership Lab IV expressly for those cadets who need additional leadership skill development as determined by the Professor of Military Science. Enrollment is by instructor approval only.

Professional Military Education (PME) Requirements

In addition to the ROTC classes and leadership laboratories above, a number of courses are required as part of the contracted student's academic program. These courses are offered by the university and round out the student's professional education. The PME component of the ROTC program requires at least one college course in each of the following areas: human behavior, written communication skills, military history, math logic, and an introduction to computers. These courses must be completed prior to graduation and commissioning. Courses that meet these requirements are approved by the Professor of Military Science.

NAVAL SCIENCE

Captain M. Kehoe, United States Navy,
Professor of Naval Science and Commanding
Officer, Naval ROTC Unit

Commander L. Landin, United States Navy

Major S. W. Dowling, United States Marine
Corps

Lieutenant C. D. Myers, United States Navy

Lieutenant J. A. DeSantis, United States Navy

Lieutenant J. J. Gordon, United States Navy

The objective of the Naval Officer Education Program is to prepare selected students for service as commissioned officers in the United States Navy or United States Marine Corps by supplementing their undergraduate education with instruction in essential concepts of naval science and fostering development in the qualities of leadership, integrity, and dedication to their country and the naval services. The program is compatible with most undergraduate major fields of study, including five-year baccalaureate degree programs on a case-by-case basis.

The objective is achieved through a broad program, normally covering four years, that combines specific courses in naval science and specified academic subjects to supplement weekly professional development

sessions in which the practical aspects of naval science and leadership procedures are stressed. It also includes at least one summer-at-sea period.

Non-naval officer education students: Though the Navy-Marine Corps program has been designed to prepare future officers, Naval science courses are open to all students at Cornell University as space limitations allow.

Requirements for Enrollment

An applicant for the Naval ROTC program at Cornell must be a citizen of the United States. Applicants must have reached their seventeenth birthday by June 30 of the entering year and be less than twenty-five years of age on June 30 of the calendar year in which they are commissioned. Waivers of the upper age limit may be available for applicants who have prior active duty military service. Applicants must also meet physical and medical requirements. Interested students can visit the Naval ROTC Unit in Barton Hall or contact their local recruiter.

Programs

There are two programs: the Scholarship Program and the College Program. They differ primarily in benefits to the student.

Scholarship Program

The Scholarship Program provides approximately one thousand scholarships in more than sixty universities nationwide to selected students who want to serve in the Navy or Marine Corps. Financial support is provided students during college preceding the award of the baccalaureate degree.

Benefits

The program offers several different scholarships: two-, three- and four-year *full tuition and benefits*. While on scholarship, students also receive money for instructional fees, textbooks, nonconsumable supplies, and a \$150-a-month stipend for a maximum of forty months.

Successful completion of the Scholarship Program leads to a commission in the Navy or Marine Corps Reserve. At Cornell University over 90 percent of NROTC students have a scholarship. Students entering NROTC without a scholarship are entitled to compete for two- or three-year scholarships controlled by the Chief of Naval Education and Training.

Entering the Scholarship Program

There are three ways to enter the Scholarship Program:

First, by applying for the national competition each year. This process entails filling out and sending an appropriate application; being interviewed; having a physical examination; and applying to, and being accepted by, one of the colleges or universities throughout the country that offers an NROTC program.

Second, by enrolling in the College Program at Cornell and being recommended by the Professor of Naval Science for a scholarship after at least one semester in the program.

Third, by entering through the Two-Year Scholarship Program.

College Program

There are two College Programs available. Both lead to a commission in the Naval or Marine Corps Reserve and a minimum of three years of active duty.

Each of these programs provides textbooks for naval science courses, uniforms, and a subsistence allowance of \$150 a month from the beginning of the junior year.

The regular College Program is four years long. Academic requirements for students in this program are somewhat less than those for scholarship students, as noted in the curriculum section of this booklet.

The Two-Year College Program begins the summer before the junior year, when students attend a required program with pay at the Naval Science Institute in Newport, Rhode Island.

Summer Training

Each summer, students in the Scholarship Program spend approximately four to six weeks on a Navy ship or with a naval activity anywhere in the world for on-the-job training. College Program students attend one summer training session of the same duration between the junior and senior years.

Active Duty Requirements

Scholarship midshipmen commissioned in the Navy or Marine Corps Reserve serve on active duty for a minimum of four years. College program midshipmen commissioned in the Naval or Marine Corps Reserve serve a minimum of three years on active duty. Specialized training such as aviation or nuclear power following commissioning adds additional active duty requirements in some cases.

Choice of Assignment

Graduates have an opportunity to request the duty they prefer upon graduation. These requests are given careful consideration, and every effort is made to assign the newly commissioned officer the duty of his or her choice.

Among the types of assignments are duty in nuclear propulsion for surface ships and submarines, naval aviation, and conventionally powered surface ships. Other specialties may be available on a limited basis.

Marine Corps Options

The United States Marine Corps is an integral part of the Naval Services and is commanded by the Commandant of the Marine Corps. One-sixth of the NROTC scholarship students may be Marine selectees who will be designated Marine-option midshipmen. Upon successful completion of the program they will be appointed second lieutenants in the United States Marine Corps Reserve.

Marine-option midshipmen follow the same program as other NROTC midshipmen for the first two years. Beginning with the junior year, Marine-option midshipmen are taught Marine oriented courses by a Marine Officer Instructor. For first class summer training (after the junior year), known as the USMC Officer Candidate School, Marine-option students travel to Quantico, Virginia, where they undergo six weeks of intensive training. Upon commissioning the following year as second lieutenants, they are assigned to the

Basic School at Quantico, Virginia. After the Basic School, the Marine officer is assigned duty in a variety of occupational fields. Among the duties available are Infantry, Aviation, Artillery, Tracked Vehicles, Engineers, Communications, Electronics, Supply, Administration, and Computer Science. The officer may serve on board naval vessels or at shore installations of the Marine Corps or Navy, in this country or overseas.

The Marine Corps has a postgraduate training system similar in objectives and organization to that of the Navy. Marine officers selected for aviation receive flight training at the Naval Air Station, Pensacola, Florida, along with their Navy counterparts.

Curriculum

A student has three categories of requirements to fulfill as a midshipman. The first of these requirements is a weekly naval professional development session each semester. The second requirement is a naval science course each semester. The last set of requirements consists of other required courses prescribed by the Navy to meet the growing need for more and better technically educated junior officers.

Naval Professional Laboratories

Nav S 141-142, 241-242, 341-342, or 441-442

All students in the program participate in one ninety-minute professional development session each week. The session is held from 2:30 until 4:00 on Wednesday afternoon. This period consists of both drill and professional information briefings. Students gain experience in actual leadership situations and at the same time learn the fundamentals of seamanship, military formations, movements, commands, discipline, courtesies, and honors. During information briefings special emphasis is given to applied leadership as it relates to the administrative and managerial aspects of a Navy or Marine Corps officer's duties.

Naval Science Courses

All Navy and Marine midshipmen take one naval science course each semester during their freshman and sophomore years. Navy-option students continue to take a naval science course each semester during their junior and senior years. Marine-option students are required to take the History of Amphibious Warfare and the Evolution of Warfare courses in either their junior or senior year, depending on when the courses are offered.

Freshman Year (Navy and Marines)

Nav S 101 Fundamentals of Naval Science

Fall. No credit.

A study of fundamental aspects of naval science, including its contributions to sea power, factors and different warfare communities involved in the physical development of naval forces, resources that must be managed, and prospects for the future. Naval uniforms, customs, and traditions are covered.

Nav S 102 Sea Power and Maritime Affairs

Spring. 2 credits.

Discussions examine the history of the Navy as a force in diplomacy and an instrument of U.S. foreign policy. Relationships between

Congress and the military for determining the national defense policy are also explored. An integrated examination of current events and issues gives a historical perspective throughout the course.

Nav S 157 Principles of Sailing

Fall and spring. Physical education credit. Instruction in basic sailing skills and safety principles. Students sail small boats on Cayuga Lake, weather permitting. Focus is on U.S. Navy Class B inshore skipper certifications.

Sophomore Year (Navy and Marines)

Nav S 201 Organizational Behavior and Small Group Processes (also Hotel Administration 115)

Fall. 3 credits.

See description for Hotel Administration 115.

Nav S 202 Naval Ship Systems I (also Mechanical and Aerospace Engineering 101)

Spring. 3 credits. Two lecture classes each week.

An introduction to primary ship-systems and their interrelationship. Basic principles of thermodynamics, propulsion, mechanical operation, internal communications, electronics, ship structure, and other marine systems are considered.

Junior Year (Navy)

Nav S 301 Principles of Navigation (also Agricultural Engineering 305)

Fall. 4 credits. Four classes each week (lecture-recitation-project work).

An introduction to the fundamentals of marine navigation emphasizing piloting and celestial navigation procedures. The course covers coordinate systems, chart projections, navigational aids, instruments, compass observations, time, star identification, use of the nautical almanac, tides and currents. Electronic navigation systems are also discussed.

Nav S 302 Naval Operations

Spring. 3 credits.

The course covers the application of the nautical rules of the road and maneuvering board in order to avoid collisions at sea. Other aspects of naval surface ship operations that are introduced include visual and electronic communications methods, tactical disposition of forces, ship handling theory, and deck seamanship topics.

Senior Year (Navy)

Nav S 401 Naval Ships Systems II (Weapons)

Fall. 3 credits.

The principles and theories used in the development of naval weapons systems are examined. Initially, extensive study is made of detection systems, especially radar and sonar, followed by discussions of ancillary systems for computing stabilizing, tracking, and weapons control and delivery.

Nav S 402 Leadership and Management II

Spring. Two credits.

A variety of topics important to the naval officer for both professional and managerial development are reviewed. The material is tailored for the midshipman to provide an understanding of naval administration and for use in the role of the division officer in

counseling subordinates. Through the use of lectures, situation problems (case studies), and role playing, the student will learn various aspects of Navy management and administration.

Junior or Senior Year (Marine Options)

Nav S 310 Evolution of War

Fall. 3 credits.

A study of warfare that examines the relationship of military strategy to geography, economics, sociology, technology, and national political realities and values; the evolution of warfare, including principles of war, weapons, and associated equipment; and the effects of nuclear weapons and guerilla warfare on traditional concepts of national strategy.

Nav S 410 History of Amphibious Warfare

Spring. 3 credits.

The history of the development, theory, techniques, and conduct of amphibious operations from 490 B.C. to the present. Special emphasis will be on amphibious operations conducted in the central Pacific during World War II and the future of amphibious operations.

Other Required Courses

Navy Option Scholarship Program

To be eligible for a commission in the United States Navy, midshipmen must successfully complete all the requirements for a baccalaureate degree in any field of study offered by Cornell University and complete courses in the following subjects (specified courses to be approved by the Professor of Naval Science):

American military affairs or national security policy (one semester)

English (one year)

calculus (one year)

calculus-based physics (one year)

computer science (one semester)

The calculus requirement must be satisfied by the end of the sophomore year and the physics requirement by the end of the junior year.

Although free choice of academic majors is permitted, students are encouraged to pursue majors in engineering and the physical sciences to meet the technological requirements of the modern Navy.

Navy Option College Program

Navy-option College Program students must complete one year of college-level study in mathematics, physical science, and English as a prerequisite for commissioning. The mathematics course must be completed by the end of the junior year; the physical science course by the end of the senior year. In addition, one term of computer science is required. College Program students who desire entry into the Navy-option Scholarship Program should fulfill all of the requirements applicable to Navy-option scholarship students to be eligible and competitive for a scholarship controlled by the Chief of Naval Education and Training.

Marine Option

Any midshipman, in either the Scholarship Program or the College Program, who

completes all of Cornell University's degree requirements in any academic major is eligible for a commission in the United States Marine Corps or United States Marine Corps Reserve. Marine-option students take the same naval science courses and naval professional laboratories as Navy-option students for the freshman and sophomore years. During the junior and senior years, Marine-option students meet with the Marine officer instructors for naval professional laboratories and take two naval science courses. In addition, two semesters of courses (a minimum of three hours each) in the subject area of American Military Affairs or National Security Policy are required. One semester of a modern foreign language must be completed.

University Courses

A wide range of courses satisfy Naval ROTC specified courses. Students should consult their naval science adviser concerning appropriate course selections. A partial list of those Cornell University courses that meet academic requirements of the program follows.

Calculus

Math 111, and 112 or 122 Calculus

Math 191 and 193 or 192 Calculus for Engineers

Physics

Phys 112 or 116, and Phys 213 or 217

Phys 207-208 Fundamentals of Physics

Computer Science

Engr 100 Introduction to Computer Programming

Com S 100 Introduction to Computer Programming

Com S 102 Introduction to Microcomputer Applications

ABEN 102 Introduction to Microcomputer Applications

EDUC 247 Instructional Applications of the Microcomputer

American Military Affairs or National Security Policy

An updated list of courses satisfying the prerequisites of this category is published annually.

English

Fulfilled by completing freshman writing seminar course requirements.

Extracurricular Activities

The NROTC midshipman at Cornell is offered a broad range of activities, including sail training and a comprehensive intramural sports program in which most midshipmen participate. The unit has won the Independent Division All Sports Trophy for fifteen of the last twenty-one years. Midshipmen participate in a myriad of social events, including the annual Navy/Marine Corps Birthday Ball.

DEPARTMENT OF AEROSPACE STUDIES

Colonel James S. Seevers, United States Air Force, Professor of Aerospace Studies and Commander, Air Force ROTC Detachment 520

Captain David A. Levy, United States Air Force

Captain Troy D. Vokes, United States Air Force

Captain Scott L. Wilcox, United States Air Force

The objective of the Air Force officer education program at Cornell is to prepare men and women for positions as officers in the United States Air Force. The program is designed to teach students about the mission and organization of the Air Force, the historical development of airpower, and leadership and management. Additionally, students study national security policy and formulation and the role of the military in a modern democratic society. The objectives are achieved through either a four-year or a two-year program. These programs include specific courses in aerospace studies and practical laboratories.

Requirements for Enrollment

The Air Force officer education program is open to any qualified undergraduate or graduate student enrolled in any major field of study. The student's academic course of study is often a prime factor in determining the kind of career pursued in the Air Force. (See Air Force Careers, below.)

Applicants must be United States citizens. Noncitizens may enroll and will receive certificates acknowledging completion of the course but cannot receive a commission.

Applicants who are interested in flying (as pilot or navigator) or missile duty should make that request known at the time they enter the program.

All applicants receive physical examinations at no cost and must meet certain physical requirements to be accepted. Students who are interested in qualifying for flying categories (pilot or navigator) must meet more stringent physical requirements. In addition, students enrolled in the commissioning program must meet specified physical fitness requirements.

Though the program is designed to prepare future Air Force officers, Department of Aerospace Studies academic courses are open to all students at Cornell.

Four-Year Program

The Four-Year Program is open to all qualified freshmen. Sophomores may enter the program but require departmental approval. Students in a five-year degree program may enroll in their freshman, sophomore, or junior year.

Veterans of the U.S. armed forces and students entering Cornell from military schools may receive advanced standing, subject to approval by the Professor of Aerospace Studies.

The Four-Year Program consists of the General Military Course (GMC) and the Professional Officer Course (POC). For scholarship cadets, the first year of the GMC carries no military commitment, and students may withdraw at any time. For nonscholarship cadets, both years of the GMC

carry no military commitment, and students may withdraw at any time.

General Military Course

Students in the General Military Course (GMC) take a one-credit Aerospace Studies course each semester. During the freshman year the student examines the organization and mission of the United States Air Force and the environment of the Air Force officer. In the sophomore year, the student studies the history and development of American air power. In both years, officership and professionalism within the United States Air Force are emphasized.

Students also spend 2 hours a week in a leadership laboratory. Leadership laboratory provides cadets with the opportunity to put into practice those skills they learn in their aerospace studies classes. These laboratories focus on the development of officer qualities through such activities as drill and ceremonies, group leadership problems, confidence-building exercises, and guest lecturers. In addition, all students participate in summer field training for four weeks between their sophomore and junior years.

Professional Officer Course

The Professional Officer Course (POC) is a two-year advanced course of instruction. Students who are accepted for the POC must have successfully completed or validated the basic course and must meet academic and physical standards. Each cadet accepted into the POC must sign an agreement to complete the program and accept, if tendered, a commission in the United States Air Force upon graduation.

Classroom study in the POC requires three hours a week each semester. In the junior year, cadets study Air Force leadership and management at the junior officer level. During the senior year, cadets study the elements of national security and the military's role in American society. Leadership laboratory requires 2 hours a week in the junior and senior years. In leadership laboratory, cadets are exposed to advanced leadership experiences and apply principles of leadership and management learned in the classroom.

Two-Year Program

The Two-Year Program consists of the last two years (Professional Officer Course) of the regular Four-Year Program plus a six-week summer training course preceding enrollment. (Details of the Professional Officer Course are given above.)

The Two-Year Program is open to all qualified students with two years of academic study remaining at Cornell (graduate or undergraduate) or at schools under crosstown agreement. Applications are accepted from October through April of the academic year preceding the applicant's planned entry into the program. Selectees are then required to successfully complete a six-week summer training program at government expense.

Scholarships

The Air Force offers 4-year scholarships to high school seniors and 2- and 3-year scholarships to college students. Four-year scholarships are offered on a competitive basis in specified majors to high school

seniors. Scholarship information can be obtained from a high school guidance counselor, from Air Force ROTC officers at a campus offering Air Force ROTC (Cornell AFROTC phone number is 607-255-4004), from a local Air Force recruiter, or from AFROTC/RRCO, Maxwell AFB, AL 36112-6663. The deadline for submitting a four-year scholarship application is December 1 of the year preceding the academic year in which a student wants to enter the program. Students should apply early.

Scholarships for 2 and 3 years. Applications for these scholarships should be made to the Professor of Aerospace Studies during the freshman or sophomore years of college. All selections are based on the student's major, scores achieved on the Air Force Officer Qualifying Test, the student's overall grade point average, and the recommendation of the Professor of Aerospace Studies. Scholarship amounts range from \$2,000 per year to full tuition and provide a \$150 monthly nontaxable allowance during the school year. In addition, scholarships pay for the cost of all required course textbooks and lab fees. Scholarships do not include the cost of room and board.

Fees

An initial uniform deposit of \$50 is required on entry into AFROTC. There are two subsequent \$50 uniform payments due, one on entry into the POC and the final one before commissioning, at which point the cadet owns the uniform.

Benefits

All cadets in the advanced program (POC)—whether they are on scholarship or not—receive a \$150-a-month, nontaxable subsistence allowance during the academic year. During the four- or six-week summer field training (see below), each cadet receives a pay allowance plus an allowance for travel to and from the field site. Textbooks and supplies required for Department of Aerospace Studies courses are provided.

All cadets are eligible to participate in AFROTC-sponsored field trips made to Air Force bases throughout the country. Scholarship and advanced cadets (POC) are entitled to space-available travel on Air Force aircraft flying within the continental United States.

Field Training

There are two types of field training: a four-week course for cadets in the Four-Year Program and a six-week course for Two-Year Program applicants. Students in these programs normally attend field training between their sophomore and junior years.

Field training is designed to stimulate the development of military leadership skills through meaningful experiences. The curriculum consists of aircraft, aircrew, and survival orientation; junior officer training; physical training; small arms training; a social actions program; and supplemental training. The six-week training program includes sixty hours of Air Force ROTC academic course work that substitutes for the freshman and sophomore Aerospace Studies courses.

Between the junior and senior years, cadets may volunteer for one of many Advanced Training Programs. These programs include the Professional Development Program, Air

Force Academy Free-Fall Parachute Training, the British Royal Air Force (RAF) Exchange Program, Research and Development Experiences, the Academy Soaring Program, and Academy Survival Training.

Commissioning Obligations

All students who successfully complete the AFROTC advanced program (POC) and who are awarded a baccalaureate degree and are tendered a commission enter the Air Force as second lieutenants.

Second lieutenants commissioned in nonflying categories are required to serve on active duty for four years. Pilots are required to serve on active duty for eight years after completing flying training and receiving their aeronautical rating. Navigators serve six years after completing training.

Air Force Careers

Air Force policy has been to assign new officers to a career field appropriate to their educational background. Students in the engineering-scientific category may be assigned to practice in their specialty in research and development, communications, electronics, aeronautics, astronautics, the biological sciences, computer design and maintenance, meteorology, space, or various other engineering and scientific fields. Those graduating in the nontechnical category can anticipate assignments in manpower management, information management, logistics, law enforcement and investigation, intelligence, personnel, transportation, accounting and finance, and numerous other career fields. They may use their educational backgrounds in positions of responsibility and be given the opportunity to further their development in leadership and management skills.

Any undergraduate major is suitable for those who are qualified and interested in becoming pilots or navigators. After completion of flying training, rated personnel are assigned to a specific type of aircraft.

Curriculum

Students in the Four-Year Program are required to take all courses listed below. Students in the Two-Year Program are required to take all of the courses listed for the junior and senior years.

Freshman Year

Air S 161 Introduction to the Air Force Today

Fall. 1 credit.

An introductory study of the United States Air Force with an emphasis on officership and military-style communications.

Air S 162 United States Air Force Organization

Spring. 1 credit.

A study of U.S. Air Force leaders and organizations. Current factors affecting today's professional military officers are considered.

Sophomore Year

Air S 211 American Air Power

Fall. 1 credit.

The course studies the development of American air power. It concentrates on the evolution of thought on the proper way to employ air power to meet national security objectives. The course addresses the many

factors that influenced air-power thinking. The course also emphasizes communication skills training and practical application.

Air S 212 Introduction to Leadership

Spring. 1 credit.

The course examines several topics that prepare cadets to succeed at field training. Subjects include effective communications, leadership, management, and problem-solving skills.

Junior Year

Air S 331 Air Force Leadership and Management

Fall. 3 credits.

This course is divided into three major parts. Part I is an introduction to effective written and oral communication skills. Communication skills are practiced and developed throughout the course. Part II focuses on leadership and management principles. The final part addresses ethics, values, and the standards of conduct expected of and practiced by military members. Student-run seminars, case studies, and oral and written assignments are required.

Air S 332 Management in the Armed Forces

Spring. 3 credits.

This course focuses on Total Quality Management (TQM) and its role in today's Air Force. Written and oral communication skills are emphasized throughout the course. Primary topics of discussion and analysis include the history and development of management thought, the fundamentals of TQM, TQM in the Air Force—Quality Air Force (QAF), and QAF application through real-world team problem solving. Student-run seminars, case studies, Quality Improvement Team participation, and oral and written assignments are required.

Senior Year

Air S 401 National Security Forces in Contemporary American Society I

Fall. 3 credits.

This is an advanced course on U.S. national security policy actors and processes, and current international politico-military issues affecting American security interests. Primary topics of discussion include the role of force in the nuclear age, Executive Branch national security decision-making; and specific issues such as low-intensity conflict, alliances, international forces and peacekeeping, arms control, and terrorism. Roles and missions of the U.S. Air Force in support of U.S. national security objectives are also examined.

AS 402 National Security Forces in Contemporary American Society II

Spring. 3 credits.

This is a second-semester study of American national security policy, process, actors, and strategies. This course focuses on military law, officership, and Air Force issues and explores issues relevant to future Air Force officers. Throughout the course, writing and public speaking exercises are directed at improving students' communication skills.

Leadership Laboratory Courses

All Air Force cadets spend 2 hours a week throughout the academic year in a leadership laboratory, for which no academic credit is given. Occasionally laboratories are held at times other than the normally scheduled

period. All cadets are expected to participate in an evening dining-in and to meet minimum physical fitness and weight standards each semester. Leadership lab is open to students qualified to compete for an Air Force commission.

Air S 141-142 Initial Military Experiences

Introduction to the responsibilities, life, and work of an Air Force officer. Basic knowledge of drill and ceremonies, military courtesies, and the wearing of the uniform. Field trip to a local military installation.

Air S 241-242 Intermediate Military Experiences

Develops skills in giving commands for drill and ceremonies. Introduction to the Air Force base environment in which the Air Force officer functions. Includes a look at career areas available based on academic majors. Students experience and participate in leadership situations through military drills and ceremonies. Field trip to a local military installation.

Air S 341-342 Junior Officer Leadership

Cadets assume leadership responsibilities similar to those of a junior officer. Emphasis is on comprehending the importance of applying effective human relations in dealing with superiors, peers, and subordinates. Cadets also gain insight into the general structure and progression patterns common to selected Air Force officer career fields.

Air S 441 Advanced Leadership Experiences

Command leadership in operating a military organization. Cadets apply effective leadership and managerial techniques with individuals and groups and participate in self-analysis of leadership and managerial abilities.

Air S 442 Precommissioning Laboratory

Factors that facilitate transition from civilian to military life are reviewed. The need for military security, base services and activities, personal finances, travel regulations, and social obligations are introduced.

DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

ADMINISTRATION

Alan E. Gantert, director

George S. "Jack" Writer, assistant director

COURSES

The courses and fees described in this catalog are subject to change or cancellation at any time by official action of Cornell University. For current fee information on physical education courses call 255-4286; for Outdoor Education courses, call 255-6415 (ext. 2).

Enrollment in any course is limited by the space available. Other restrictions are included in the course description. Most courses are coeducational. The specific time and place of class meetings, as well as information about fees, are available at physical education course registration or may be found on "Bear Access," a package of software for accessing a variety of network services at Cornell. Course fees are billed through the Office of the Bursar.

Additional course offerings may be listed at registration, as the curriculum is frequently reviewed and changed.

Aquatic Courses

Lifeguard Training

Fall and spring. Fee charged. Prerequisite: swimming test consisting of 500 yards, demonstrating three strokes, treading water without the use of hands, and retrieving a brick from seven feet of water. Three classes a week.

An American Red Cross certification course. Practice and execution of lifeguarding first aid and CPR skills and techniques. Certification is awarded in lifeguarding, first aid, and CPR upon satisfactory completion of the course.

Lifeguard Training Instructor

Spring. Fee charged. Prerequisites: current Red Cross ICT or instructor card, written and skill tests in lifeguarding, first aid, and CPR techniques. Students must not miss first class. Two classes a week.

American Red Cross lifeguarding instructor and CPR/PR certifications are awarded upon successful completion.

Scuba, Open-Water

Fall, spring, and summer (6 weeks). Fee charged.

Program includes classroom work skill training in a pool and open-water training in Cayuga Lake. P.A.D.I. open water certification awarded upon successful completion.

Scuba, Advanced Open-Water

Fall and spring. Fee charged.

Advanced-level open-water training in Cayuga Lake. For those who have completed the open-water course.

Rescue Diver

Fall and spring. Fee charged. Advanced course for scuba divers. For those who have completed Advanced Open-Water Scuba certification and are interested in learning rescue and safety techniques.

Dive Master

Fall and spring. Fee charged. Advanced-level scuba course open only to those who have completed the Rescue Diver course. NOTE: This is a long, time-consuming course, which requires the student to be in good physical and swimming shape.

Specialty Scuba Diving

Fall and spring. Fee charged. Courses offered in the following specialty diving areas: navigation, search and recovery, night diving, deep diving, underwater photography, wreck, multi-level, boat, tropical fish identification and buoyancy control, and underwater naturalist.

Scuba Diving Trips

Fall and spring. Fee charged. This course is offered during intersession periods. Scuba trips to various destinations such as the Bahamas. Locations change from year to year. See the information sheet at the registration table.

Springboard Diving

Fall and spring. Instruction in the basic dives, including front (pike and layout), back, inward, reverse, and twisting dives.

Swimming, Introduction to

Fall, spring, and summer. (6 weeks). Instruction and practice in basic skills leading to passing the basic swimming proficiency test.

Swimming, Advanced Beginning

Fall and spring. This course is ideal for all who have taken one term of Beginning Swimming, regardless of whether the swimming test was successfully completed. Areas of special emphasis are the crawl stroke and rotary breathing, back crawl, elementary backstroke, diving, treading water, and underwater swimming. The primary objective of the advanced beginning swim course is to strengthen the student's confidence and competence.

Swimming, Intermediate

Fall and spring. Practice of basic skills and five basic strokes; front crawl, back crawl, elementary backstroke, breaststroke, sidestroke.

Swimming, Advanced

Fall and spring. Practice of nine strokes: front crawl, back crawl, elementary backstroke, breaststroke, inverted breaststroke, sidestroke, overarm sidestroke, trudgeon, and butterfly.

Swimming Conditioning

Fall and spring. Prerequisite: good swimming ability. Introduction to, and practice of, different training methods. Final objective: to swim 2,500 yards during class period. Primarily a conditioning and not an instructional course.

Advanced Competitive Swim Conditioning

Fall. Prerequisites: a previous competitive swim experience and a previous aquatic conditioning class or permission of the instructor. This course is offered to those who have highly advanced swimming skills and are interested in competitive swim training.

Water Aerobics

Fall, spring, and summer (6 weeks). Water aerobics is a revitalizing way to get in shape and stay in shape. It offers the participant all of the components of a standard aerobics class in a refreshing aquatic environment: music, rhythmical routines, resistance activities, cardiovascular conditioning, stretching and flexibility. Water exercises have proven, over an extended period of time, to be as effective as the more traditional aerobics' programs but do not produce the injuries. It is the perfect way to exercise for old and young, fit and unfit, prenatal and new mothers, swimmers and non-swimmers.

Water Skiing

Fall and summer (6 weeks). Fee charged. Introductory course for beginning water skiers. Conducted on the east shore of Cayuga Lake. Transportation and all equipment provided.

Water Safety Instructor

Fall and spring. Fee charged. Prerequisite: passing of written and water tests, which are given on the first day. American Red Cross water safety instructor certification is awarded on satisfactory completion of the course. This is not a course for casual participant. Approximately 45 hours of work is required.

Water Safety Instructor Refresher Course

Spring. Selected sessions of the water safety instructor certification course.

Bowling Courses

Bowling

Fall and spring. Fee charged. For the beginning and intermediate bowler. Shoe rental is included in the fee.

Dance Courses

Develop flexibility, coordination, and the ability to perceive and reproduce phrases of dance movement with rhythmic accuracy, clarity of body design, and fullness of feeling. Auditions are required for admission to some advanced courses, since they require the mental and physical ability to perform more-complex phrases in various styles.

African Dance

Fall and spring.

Asian Dance (also Theater Arts 307)

Fall or spring.

Ballet I

Fall and spring.

Ballet II

Fall and spring.

Ballet III

Fall and spring.

Ballroom Dancing

Fall and spring and summer. Fee charged. One class a week, Helen Newman Hall. Students and their partners must sign up at course registration.

Includes instruction in the waltz, swing, cha cha, calypso, tango, and others.

Belly Dancing

Fall and spring.

Belly dancing is an exciting Middle Eastern folk art that can help in the development of flexibility, body awareness, and overall body tone. The class will begin with warm-ups and continue with basic movements and rhythms while putting them together in dance to music of the Middle East.

Contact Improvisation

Fall and spring.

Country Line Dancing

Fall and spring.

No partners are needed. Most dances are done in parallel lines, with a few done in large circles. Once you learn a few basic steps, the possibilities are endless. Most dances have a fixed pattern and are simply different combinations of a few basic steps.

Exploration in Movement (A & B)

Fall and spring.

Jazz I

Fall and spring.

Jazz II

Fall and spring.

Modern Dance I (also Theater Arts 124)

Fall and spring.

Modern Dance II (also Theater Arts 232)

Fall, spring, and summer (6 weeks).

Modern Dance III (also Theater Arts 306)

Fall and spring.

Modern Dance IV (also Theater Arts 308)

Spring.

Tap Dance I

Fall.

Tap Dance II

Spring.

Equitation Courses**Basic, Intermediate, Advanced**

Fall, spring, and summer (6 weeks). Fee charged.

All riding classes are held at the Cornell Equestrian Center located on Pine Tree Road near East Hill Plaza. Detailed information will be offered by the equitation staff at the registration sign-up table. Basic—never ridden; Intermediate I—completed basic with knowledge of walk/trot/canter; Intermediate II—walk/trot/canter with control over 2' course; Advanced—strong jumping/dressage skills with experience hunting/showing/eventing. Students must fill out a release form to participate in any riding class.

First Aid/CPR Courses**Community First Aid**

Fall and spring. Fee charged.

This American Red Cross certification course includes adult, child, and infant CPR, as well as Standard First Aid. Standard First Aid is a basic-level first aid course accepted by most states for lifeguarding and other jobs that require first aid training. An optional upgrade to CPR for the Professional Rescuer will be offered for a small additional fee. This would be a typical certification for lifeguards, day camp counselors, and those with the responsibility of supervising children.

CPR for the Professional Rescuer

Fall and spring. No credit. Fee charged.

This is the highest level of cardiopulmonary resuscitation available. With the professional rescuer in mind, adult, child, infant, and two-rescuer CPR training is taught. Techniques necessary for use of barrier devices and bag-valve-masks are included. This course is recommended for coaches, teachers, and other supervisory professions.

Emergency Response

Fall and spring. Fee charged.

This advanced-level first aid course is the most comprehensive available without NYS certification. Sixty hours of training includes CPR for the Professional Rescuer and oxygen administration, as well as many of the first aid skills taught in a basic EMT class. American Red Cross certification is valid throughout the United States and is accepted by many states as a Certified First Responder equivalent. Certification is valid for three years. This certification would be appropriate for camp medical directors and those who work closely with pre-hospital medical staff.

First Aid, Responding to Emergencies

Fall and spring. Fee charged.

This course is designed for the student who would benefit from an increased level of first aid training. Adult CPR is included along with 20 hours of first aid training. American Red Cross certification is received in Adult CPR and Responding to Emergency First Aid. This increased first aid training is normally required for camp directors and supervisors.

NYS Emergency Medical Technician—Basic

Two-semester course. Fee charged.

This intensive 120-hour course is taught throughout both the fall and spring semesters. Course includes training in CPR for the Professional Rescuer, oxygen administration, airway management, fracture management, bleeding control, expanded patient assessment, spinal immobilization, medical anti-shock trousers, and defibrillation. Students will qualify for the NYS EMT Certification Exam upon successful completion of this course. Rigid attendance and participation requirements are strictly enforced.

Fitness Courses**Aerobic Dance**

Fall, spring, and summer (6 weeks). Fee charged.

A simple dance program designed to keep the cardiovascular system in top shape by making the body demand increased amounts of oxygen.

Body Sculpting

Fall and spring.

Exercise-Fitness-Nutrition

Fall and spring.

Ways in which exercises may be used in weight control, the role of nutrition and diet in weight control, and the design of an individual exercise and running program.

Fitness and Conditioning

Fall and spring.

Physical fitness program that embodies features of stretching exercises, weight lifting, and jogging. Students work on their individual training needs.

Fitness for Women

Fall and spring.

Fitness program that is geared toward women's own interests and abilities. Nutrition, time management, relaxation techniques, and stress management are included.

Jogging

Fall and spring.

This course will cover correct running and stretching techniques. A conditioning program with the objective to develop the capacity to run three miles after 12 weeks of training.

Jogging Tours—Distance Running

Fall and spring.

A course designed for the Intermediate Runner who can run an average of 3 miles in 30 minutes. Most tours will be 3-4 miles long and will go through campus and nearby countryside.

Triathlon

Fall and spring. Fee charged.

Designed to acquaint students with the components of, and conditioning for, triathlon (running, swimming, and bicycling).

Wellness and Fitness

Fall and spring. Fee charged.

"Here's to a Healthier You" - A wellness experience for the busy student. This course will assess the student's physical fitness status, blood cholesterol levels, and overall lifestyle health habits. Each student will receive an individual exercise prescription and have access to the Wellness Program fitness room in Helen Newman Hall. Lectures on nutrition and stress management are also presented. This course has been made possible through the generosity of the Bateman family in memory of Ms. Dorothy Bateman, Cornell's first director of women's sports and physical education (1920 to 1962).

Golf Courses**Golf, Introduction to**

Fall and spring. Fee charged.

A PGA program of instruction is geared to all levels of experience and ability. The objective is to give beginners enough skill to play, and to give more-advanced players direction in their thinking, practice, and play, through a thorough understanding of fundamentals. Equipment is furnished.

Golf, Recreational

Fall and spring. Limited to students who are experienced golfers. Fee charged.

Students must provide their own clubs. A minimum of ten rounds of nine holes each must be played to receive credit. Fee covers a semester's membership.

Gymnastics Courses

Gymnastics, Introduction to

Fall and spring.
Introduction to gymnastics deals with a majority of the Olympic events. The course will focus upon beginner-level skills ONLY and is open to both male and female participants.

Gymnastics, Intermediate

Fall and spring.
Prerequisite: Beginning gymnastics or interscholastic or collegiate team experience.

Ice Skating Courses

Skating, Introduction to

Fall and spring. For beginning to intermediate skaters. Fee charged. Students provide their own skates or rent them at Lynah Rink. Course will cover basic skills of forward and backward skating, turns and stops.

Figure Skating, Introduction to

Fall and spring. Fee charged.
Instruction and practice in basic figure skating techniques: forward and backward, crossovers, turns, and spirals. Students provide their own figure skates or rent them at Lynah Rink.

Figure Skating, Intermediate

Fall and spring. Limited to experienced skaters. Fee charged.
Intermediate figure skating techniques. Students provide their own figure skates or rent them at Lynah Rink.

Figure Skating, Advanced

Fall and spring. Fee charged.
Advanced figure skating techniques. Students provide their own figure skates or rent them at Lynah Rink.

Martial Arts—Self-Defense Courses

Boxing, Introduction to

Fall and spring.
The course covers the basic skills of footwork, defensive, and offensive techniques. Skipping rope, shadow boxing, and heavy bag work will be taught as methods for individual aerobic conditioning.

Boxing, Thai

Fall and spring. Fee charged.
A martial art system developed from the unique culture of Thailand is a blend of art, science, and sport.

Fencing, Introduction to

Fall and spring. Fee charged.
Includes warm-up exercises and all basic offensive and defensive moves. Equipment is furnished.

Fencing, Intermediate

Spring. Fee charged. Prerequisite: Introduction to Fencing or the equivalent. Interclass competition is stressed. Equipment is furnished.

Judo, Introduction to

Fall and spring. Fee charged.
Conditions and increases suppleness. Continue to develop skills in the two parts of judo: standing techniques (throws and trips) and mat techniques.

Judo, Intermediate

Fall and spring. Fee charged.
Conditions and increases suppleness. Continue to develop skills in the two parts of judo: standing techniques (throws and trips) and mat techniques.

Karate, Introduction to

Fall and spring. Fee charged.
A beginning course taught by professional black belt instructors. Involves mastery of basic blocks, kicks, and punches.

Karate, Advanced

Fall and spring. Fee charged.
Open to those who have taken Basic Karate or the equivalent.

Kung Fu

Fall and spring. Fee charged.
Exploration of conditioning and fitness procedures used in the major martial arts, such as karate or judo. Covers circular movement for generating strong blocks, kicks, and punches.

Pa Tuan Chin

Fall and spring.
Pa Tuan Chin (Eight Pieces of Brocade) is a type of exercise from China that develops strength and energy in the body. Movements, which are coordinated with special breathing patterns, are slow, smooth, and deliberate. Muscle exertion can vary depending upon the needs and life-style of the practitioner.

Self-Defense and Empowerment for Women

Fall and spring. Fee charged.
Basic methods of physical protection for women.

Tae Kwon Do, Introduction to

Fall and spring. Fee charged.
A Korean martial art distinguished by its emphasis on high and powerful kicks. Basic kicking, punching, and blocking are emphasized.

Tae Kwon Do, Intermediate

Fall and spring. Fee charged.
A Korean martial art distinguished by its emphasis on high and powerful kicks. Intermediate-level kicking, punching, and blocking are emphasized.

Tae Kwon Do, Advanced

Fall and spring. Fee charged.
A Korean martial art distinguished by its emphasis on high and powerful kicks. Advanced-level kicking, punching, and blocking are emphasized.

T'ai Chi Chuan, Introduction to, and Intermediate

Fall and spring.
Introduction to T'ai Chi, a system of graceful, slow-movement exercises that aim at nurturing relaxation, deep breathing, and improved circulation.

Outdoor Education Program

See the brochure for the Cornell University Outdoor Education Program at registration for more information about courses.

Climbing Courses

Basic Rock-Climbing

Fall, spring, and summer. Fee charged.
Seven afternoons climbing inside on the Lindseth climbing wall.

Basic Rock-Climbing, for Women

Fall, spring. Fee charged.
Seven afternoons climbing inside on the Lindseth climbing wall taught by and for women.

High Adventure 101

Fall, spring, and summer. Fee charged.
Six afternoons at local parks and wilderness areas, some classes on indoor Lindseth climbing wall.

Advanced Rock-Climbing

Fall, spring. Fee charged.
Seven afternoons of advanced climbing techniques on the Lindseth climbing wall.

Ice Climbing

Spring. Fee charged.
Four outings to local state parks and gorges.

Outdoor Top Roping

Fall, spring. Fee charged.
Two outings (nights) on the Lindseth climbing wall and two outings at local climbing areas.

Shawangunks Rock-Climbing

Fall, spring. Fee charged.
Four-day climbing camp at the Shawangunks.

Backpacking Courses

Natural History of the Finger Lakes

Fall, spring. Fee charged.
Backpacking skills with a strong environmental focus.

Backpacking in the Finger Lakes

Fall, spring. Fee charged.
Classes lead to two full weekends on the trail.

Southwest Backpacking

Spring. Fee charged.
Spring Break trip to the SW deserts and canyons.

Trail Maintenance

Fall, spring. Fee charged.
Work with the local trails club to support and maintain trail systems.

Wilderness Skills

Fall, spring. Fee charged.
Break trip focusing on wilderness travel and living skills.

Wilderness Survival Skills

Fall, spring. Fee charged.
Primitive living skills taught in three classes and a weekend backpack trip.

Biking Courses

Bike and Hike

Fall, spring. Fee charged.
Four full days exploring local countryside.

Bike Repair, Beginning

Fall, spring. Fee charged.
Two evenings of hands-on repair work.

Bike Repair, Intermediate

Fall, spring. Fee charged.
One evening of hands-on repair work.

Mountain Biking

Fall and spring. Fee charged.
Four full days exploring local countryside.

Canoeing Courses

Canoeing, Adirondacks

Fall. Fee charged.
Break trip explores the beauty of the Adirondacks via canoe.

Canoeing, Flatwater

Fall, spring. Fee charged.
Four full days paddling local waterways.

Canoe/Camping, Flatwater

Fall, spring. Fee charged.
Four full days paddling local waterways including an overnight.

Canoeing, Moving

Fall, spring. Fee charged.
Includes a full weekend of river paddling.

Caving Courses**Caving**

Fall, spring. Fee charged.
Four days in the fall and two weekends in the spring in Pennsylvania caves.

Fly Fishing Courses**Fly Fishing and Basic Flytying Techniques, Introduction to**

Fall and spring. Fee charged.
Introduction in fly casting skills and the art of tying artificial flies. Special Conditions: N.Y.S. fishing license required and each student must provide their own wader boots.

Hiking Courses**Day Hiking**

Fall, spring. Fee charged.
Day outings in the Finger Lakes Region.

Snowshoeing

Spring. Fee charged.
Day outings in the Finger Lakes Region.

Kayaking Courses**Whitewater Kayaking Day Trip**

Spring. Fee charged. Non-credit course.
Day excursion for paddlers with basic skills.

Whitewater Kayaking

Fall, spring. Fee charged.
Includes a full weekend of whitewater paddling.

Pool Kayaking

Fall, spring. Fee charged. Non-credit course.
Introduction to whitewater kayaking skills.

Sea Kayaking

Fall, spring. Fee charged.
Break trip exploring various coastal areas.

Outdoor Leadership**Wyoming Expedition**

Summer. Fee charged.
Twenty-one day leadership and mountaineering expedition to the Wind River Mountains.

Outdoor Leadership

Spring. Fee charged.
Training course for outdoor education instructors.

Wilderness Emergency Care, Basic

Fall, spring, summer. (6 weeks). Fee charged.
Full weekend of wilderness first aid and CPR.

Wilderness Emergency Care, Advanced

Fall, spring. Fee charged.
Two evenings of specialized wilderness care.

Skiing—Cross-Country Courses**Cross-Country Skiing, Basic**

Spring. Fee charged.

Cross-Country Skiing, Intermediate

Spring. Fee charged.

Cross-Country Ski Day Touring

Spring. Fee charged.
Four full-day weekend outings. Emphasis on backwoods touring.

Telemark Skiing

Spring. Fee charged.
Four evenings of skiing at Song Mountain Ski Area.

Personal Growth Courses**Alexander Technique**

Fall and spring. Fee charged.
Exercise routines that increase sensory awareness.

Body-Mind

Fall and spring.
Activities in this course are drawn from ancient Eastern practices as well as modern Western psychology, and are designed to give the student first-hand experience of the interaction between their own bodies and minds.

Explorations in Meditation

Fall and spring.
This course provides the opportunity to explore a variety of ancient and modern methods designed to bring one to the state of meditation. The methods serve to evoke the deep relaxation from which heightened awareness and creativity arise.

Health Issues for Student Athletes

Fall and spring.
To promote and encourage lifestyle choices on the part of student athletes that will help them establish and maintain high levels of all-around health, and thereby contribute positively to their academic and athletic achievement. NOTE: This is an NCAA requirement open to sophomore athletes only.

Relaxation and Stress Management

Fall and spring.
Introduction to basic relaxation techniques for the reduction of everyday stress. Techniques will be taught that can be used in normal everyday living situations.

Swedish Massage

Fall and spring. Fee charged.
Learn to give a relaxing, stress-reducing Swedish massage. You will master the basic strokes of Swedish massage and learn about their application to the different parts of the body. Students will use oils and lotions as a part of their training.

Therapeutic Massage

Fall and spring. Fee charged.
This course will provide an experiential introduction to several types of massage. Included are Swedish, shiatsu, polarity, and sports massage. Class members will participate in group exercises and practice on each other during class time. All exercises and techniques can be done while wearing street clothing.

Yoga, Introduction to

Fall, spring, and summer (6 weeks). Fee charged.
Fundamentals of hatha-yoga. Covers basic postures, breathing techniques, and deep relaxation. Introduces chanting.

Yoga, Intermediate

Fall and spring. Fee charged. One (1 1/2 hour) class a week, Helen Newman Hall. Designed for those who have completed Yoga I or its equivalent.

Racket Sports Courses**Badminton, Introduction to**

Fall and spring. Helen Newman Hall.
Fundamental shots, scoring, and general play.

Badminton, Intermediate

Fall and spring. Helen Newman Hall.
Review of fundamental shots, scoring, and general play.

Racquetball, Introduction to, Intermediate, and Advanced

Fall, spring, and summer. Fee charged.
Instruction at appropriate levels. Equipment is furnished. Protective eyewear required.

Racket Games

Fall and spring.
Racquetball, squash, badminton, tennis. Playing fundamentals, scoring, and rules are stressed. Interclass competition.

Squash, Introduction to, Intermediate and Advanced

Fall, spring, and summer. Fee charged.
Classes for appropriate level of play. Equipment is furnished. Protective eye wear required.

Tennis, Introduction to

Fall and summer (outdoor). Spring (indoor—fee).
Basic skills taught include forehand, backhand, serve, and volley. Scoring methods taught.

Tennis, Intermediate

Fall and summer (outdoor). Spring (indoor—fee).
Review basic strokes plus topspin and underspin. Doubles strategy emphasized.

Tennis, Advanced

Fall (outdoor). Spring (indoor—fee).
Advanced strokes taught and doubles play emphasized. Recommended for tournament players or those with previous team experience.

Tennis, Indoor-Recreational

Spring (indoor—fee).
Play is conducted at the new Reis Tennis Center. Players must have high school or college tournament experience or a rating of 4.0 or higher from the USTA. Matches are played in both doubles and singles. Equipment furnished. NO BLACK-SOLE SHOES ALLOWED ON COURTS!

Sailing Courses**Board Sailing (Wind Surfing)**

Fall, spring, and summer (6 weeks). Fee charged.
A Mistral Board Sailing Academy certificate is awarded on successful completion of the course.

Catamaran, Introduction to

Fall, spring, and summer (6 weeks). Fee charged.

Learn unique skills necessary for sailing multi-hull catamarans.

Large-Boat Sailing, Introduction to

Fall, spring, and summer (6 weeks). Fee charged.

Instruction in basic sailing skills and safety principles. Students sail small and large boats on Cayuga Lake, weather permitting.

Small-Boat Sailing, Introduction to

Fall, spring, and summer (6 weeks). Fee charged.

Learn basic skills necessary to sail small sailboats and basic keelboats safely.

Small-Boat Sailing, Competitive

Fall and spring. Fee charged.

Vanguard 420 sailboat used for the course. USYRA Rules Book used as a text for the course. Fee includes one-year membership in university sailing team program.

Skiing and Snow Boarding**Downhill Skiing and Snowboarding**

Spring. Fee charged.

Transportation, instruction, ski-lift fees, and skiing time are offered in a package deal. Greek Peak and Song Mountain personnel are present at registration to explain the program and accept fees. Bus transportation to Greek Peak is provided six afternoons a week for six weeks.

Cross-Country Skiing - See Outdoor Program.

Target Shooting Courses**Archery, Introduction to**

Fall and spring. Two classes a week.

Instruction in the care of equipment; seven basic steps for shooting; scoring; practice shooting at twenty, thirty, and forty yards.

Archery, Intermediate

Fall and spring.

For those who have basic experience.

Pistol, Introduction to

Fall, spring, and summer (6 weeks). Fee charged.

Instruction in the use of the pistol in the three modes of fifty-foot competitive target shooting—slow fire, timed fire, and rapid fire. Emphasis placed on safety and responsibility while firing.

Riflery

Fall and spring. Fee charged.

Instruction and practice in the techniques of target riflery from various shooting positions.

Trap and Skeet

Fall, spring, and summer (6 weeks). Fee charged.

Includes lectures and shooting at the Tompkins County Rod and Gun Club range. Guns and shells are furnished.

Team Sports Courses**Basketball**

Fall and spring.

Fundamental drills in passing, shooting, and dribbling. Scrimmages each class session.

Ice Hockey, Introduction to

Fall and spring. Fee charged.

Stick handling, passing, and shooting are

stressed. Students provide their own skates and sticks; all other equipment is furnished.

Ice Hockey, Intermediate

Fall and spring. Fee charged. Prerequisite: beginning hockey or previous participation in organized hockey.

This course is designed for the intermediate hockey player. Advanced techniques taught include positioning, power play, penalty killing, and offensive and defensive attack. Each session emphasizes game situations and scrimmaging. Skates and hockey sticks must be supplied by the participants. All other necessary equipment will be supplied.

Lacrosse

Fall.

Instruction and practice in basic skills (cradling, passing, catching, goal shooting, checking) and team play.

Soccer

Spring.

Introduction to the game. Includes basic individual skills (passing, trapping, shooting) and team play and strategy.

Team Handball

Fall and spring.

Team handball combines the skills of running, jumping, catching, and throwing into a fast-moving, exciting game. Elements of soccer, basketball, hockey, and water polo all can be seen in team handball. The basic objective is to outmaneuver the opponent by passing the ball quickly and then throw the ball past the defense and goalie to score.

Volleyball, Introduction to

Fall and spring.

Fundamentals of ball handling, serves, defensive blocks, and position play are stressed. Classes will scrimmage.

Volleyball, Intermediate

Fall and spring.

Passing and blocking strategy; scrimmages in class.

Volleyball, Advanced

Fall and spring.

Offensive and defensive team strategy is emphasized in class scrimmages.

Weight Training Courses**Nautilus**

Fall, spring, and summer. (6 weeks).

Enrollment limited to capacity of facilities.

Fee charged.

Advanced weight lifting on specifically designed apparatus. There are ten stations in the room.

Olympic Weight Training

Fall and spring.

Introduces the student to the proper use of olympic weights for improving physical condition and muscular strength. Instruction with focus on the relation between high-rep light weight lifting, low-rep heavy lifting, and the development of bulk, strength, and endurance.

Universal Weight Training

Fall and spring.

Classes include instruction in correct lifting techniques involving all muscle groups. Recreational classes are established for experienced lifters; structured classes are for novices. Universal weights are used.

Independent Study**Independent Study**

Fall and spring.

Independent study is designed for those who have difficulty fitting any of the regularly scheduled courses into their academic program. Class activities will be based on personal fitness programs. A term paper is required. Special permission to enter this program must be granted by the program director.

SCHOOL OF CONTINUING EDUCATION AND SUMMER SESSIONS

The School of Continuing Education and Summer Sessions provides a wide variety of educational opportunities beyond the degree-granting programs of the university. These programs serve virtually all age groups in a great variety of formats and time frames. For information about the following programs write B20 Day Hall, Ithaca, New York 14853-801; call 607/255-4987; e-mail info@sce.cornell.edu; or fax 607/255-9697; unless indicated otherwise below.

ADMINISTRATION

Glenn C. Altschuler, dean
 Alicia C. Dowd, media manager
 Judith K. Eger, director, special programs
 Abby H. Eller, director, Cornell University Summer College
 Terry L. Hart, computing director
 Ralph Janis, director, Cornell's Adult University
 Charles W. Jermy, Jr., associate dean, and director, Cornell University Summer Session
 Cathy M. Pace, registrar
 Diane E. Sheridan, director, finance and administration

CORNELL UNIVERSITY SUMMER SESSION

The Cornell University Summer Session provides unique and unusually attractive opportunities for study and recreation at a time when the Cornell campus and the Finger Lakes region of central New York are at their loveliest and the Ithaca weather is at its best. Participants may choose from a wide spectrum of courses scheduled during three-, eight-, and six-week sessions. Although admission is open to persons of all ages, the majority of summer session participants are matriculated Cornell students. Classes meet daily and are usually kept small to foster a close association between students and teachers.

SPECIAL AND PROFESSIONAL PROGRAMS

Intensive learning experiences are presented year-round both for students and for professionals in many fields. Formats include for-credit courses of one to six weeks and noncredit weekend and weeklong short courses. Programs are also custom-designed for corporations, government agencies, professional societies, and other groups. These programs take place on the Cornell campus, on site, and at other locations worldwide. For information call 607/255-7259; e-mail sp@sce.cornell.edu; or fax 607/255-8942.

SUMMER COLLEGE PROGRAM FOR HIGH SCHOOL STUDENTS

High school juniors and seniors attend regular university courses through Cornell University Summer College and may earn college credit. They also explore career options through specially designed workshops. Students live

in residence halls, become familiar with campus life, and attend seminars describing the college admissions process. The program is designed to help ease the transition from high school to college. For information call 607/255-6203; e-mail sc@sce.cornell.edu; or fax 607/255-8942.

CORNELL'S ADULT UNIVERSITY

Cornell's Adult University (CAU) offers week-long noncredit courses on campus for adults and families during the summer. During the fall, winter, and spring, there are weekend seminars, week-long domestic programs, and international study tours. Developed and led by distinguished members of the Cornell faculty, all programs are inspired by the belief that learning never ends and that one of the roles of a great university is to provide a bridge between traditional formal education and informal, noncredit study. For information, write Cornell's Adult University, 626B Thurston Avenue, Ithaca, New York 14850-2490; e-mail cau@sce.cornell.edu; or call 607/255-6260.

EXTRAMURAL STUDY

Area residents may take courses at the university on a part-time basis by registering through extramural study. Those interested may enroll in almost any course offered in the fall and spring terms if they receive the instructor's written approval. The **Visitor's Program** is also offered. It allows adults to attend classes in many divisions of the university on a space-available basis at a reduced charge. In this program no credit is given, and no record is kept of attendance or performance. Visitors are required to obtain written permission of the instructor.

WINTER SESSION

Cornell undergraduate and graduate students, as well as employees and area residents, can earn three to four credits between the fall and spring semesters by enrolling in the winter session. This quiet time on campus allows students to enjoy generally smaller classes and to concentrate on intensive study. Winter session students may enroll in scheduled courses or design individualized study with a faculty member.

CONTINUING EDUCATION INFORMATION SERVICE

This service provides free information, counseling, and referral to people who have been out of school for several years and want to resume their education.

EXTENDED EDUCATION INFORMATION SERVICE

This service provides information about extended education opportunities offered by the university to people inside and outside Cornell. These opportunities include short courses of all types, workshops, professional updates, and executive programs. To tell us about your offerings or to learn whether Cornell offers a course in a certain area, call

607/255-7259, fax 607/255-8942, or e-mail sp@sce.cornell.edu.

SUMMER COURSE ROSTER

The Cornell University Summer Session offers a wide variety of courses. The list that follows includes those courses that are usually offered every summer. The list is not exhaustive; many new courses or courses offered only occasionally are not listed. For complete information, contact the Summer Session Office. The summer session catalog is published in February. A preliminary course roster is available beginning in late November and current course offerings are listed and updated on CUINFO from November through June.

Africana Studies

AS&RC 205 African Civilizations and Culture
 AS&RC 483 Themes in African History: Resistance Movements

A program in African languages is also offered. Consult the department for a complete listing.

Agricultural Economics

AG EC 220 Introduction to Business Management
 AG EC 221 Financial Accounting
 AG EC 310 Introductory Statistics
 AG EC 320 Business Law I

Anthropology

ANTHR 101-102 Introduction to Anthropology
 ANTHR 201 Lost Tribes and Sunken Continents
 ANTHR 209 Biology, Culture, and Human Sexuality

Archaeology

ARKEO 100 Introduction to Archaeology
 ARKEO 201 Lost Tribes and Sunken Continents
 ARKEO 319 Underwater Archaeology
 ARKEO 358 Field Archaeology in Honduras
 ARKEO 361 Summer Program in Etruscan Archaeology at La Piana

Other field study opportunities are usually available through this department.

Architecture

ARCH 110 Introduction to Architecture: Design Studio
 ARCH 130 An Introduction to Architecture: Lecture Series
 ARCH 251 Introductory Photography I
 ARCH 351 Photography II

Consult the Department of Architecture office for a complete list of summer design offerings.

Art

- ART 121 Introductory Painting
 ART 123 Landscape Painting
 ART 132 Introductory Graphics
 ART 133 Introductory Lithography
 ART 141 Introductory Sculpture
 ART 151 Drawing I
 ART 158 Conceptual Drawing
 ART 159 Life and Still-Life Drawing
 ART 161 Photography I
 ART 168 Black-and-White Photography
 ART 169 Color Photography
 ART 171-172 Computer Art
 ART 221 Painting II
 ART 241 Sculpture II
 ART 261 Photography II
 ART 263 Color Photography
 ART 264 Photo Processes
 ART 321 Painting III
 ART 341 Sculpture III
 ART 361 Photography III
 ART 372 Special Topics in Studio Art
 ART 379 Independent Studio

Astronomy

- ASTRO 105 An Introduction to the Universe
 ASTRO 106 Essential Ideas in Relativity and Cosmology
 ASTRO 107 An Introduction to the Universe

Biological Sciences**General Courses**

- BIO G 107-108 General Biology
 BIO G 200 Special Studies in Biology
 BIO G 205 Ethics and Health Care
 BIO G 207 Evolution
 BIO G 208 Drawing the Human Figure
 BIO G 209 Introduction to Natural-Science Illustration

Biochemistry, Molecular and Cell Biology

- BIOBM 333 Principles of Biochemistry, Lectures
 BIOBM 602 Molecular Biology for Teachers

Ecology and Evolutionary Biology

- BIOES 261 Ecology and the Environment

Genetics and Development

- BIOGD 281 Genetics
 BIOGD 282 Human Genetics
 BIOGD 389 Embryology
 BIOGD 481 Population Genetics

Microbiology

- BIOMI 290-291 General Microbiology

Plant Biology

- BIOPL 245 Plant Biology

Shoals Marine Laboratory

- BIOSM 160 Oceanography of the Gulf of Maine
 BIOSM 161 Introduction to Field Marine Science
 BIOSM 204 Biological Illustration
 BIOSM 309 Coastal Ecology and Bioclimates
 BIOSM 327 Neurobiology of Animal Behavior
 BIOSM 329 Ecology of Animal Behavior
 BIOSM 363 Marine Biology for Teachers
 BIOSM 364 Field Marine Science
 BIOSM 365 Underwater Research
 BIOSM 366 SEA Introduction to Oceanography
 BIOSM 367 SEA Introduction to Maritime Studies
 BIOSM 368 SEA Introduction to Nautical Science
 BIOSM 372 SEA Practical Oceanography
 BIOSM 402 Marine Pollution
 BIOSM 409 Ciliophorology
 BIOSM 413 Adaptations of Marine Organisms
 BIOSM 477 Marine Vertebrates
 BBIOSM 499 Undergraduate Research in Biology

Statistics and Biometry

- STATS 601 Statistical Methods I

Chemistry

- CHEM 103-104 Introduction to Chemistry
 CHEM 207-208 General Chemistry
 CHEM 251 Introduction to Experimental Organic Chemistry
 CHEM 252 Elementary Experimental Organic Chemistry
 CHEM 253-255 Elementary Organic Chemistry
 CHEM 421 Introduction to Inorganic Research
 CHEM 433 Introduction to Analytical Research
 CHEM 461 Introduction to Organic Research
 CHEM 477 Introduction to Research in Physical Chemistry

City and Regional Planning

- CRP 495 Special Topics

Classics**Greek**

- CLASS 104 Intensive Greek

Latin

- CLASS 107 Intensive Latin
 CLASS 207 Catullus
 CLASS 369 Intensive Medieval Latin Reading

Classical Civilization

- CLASS 102 Bioscientific Terminology
 CLASS 223 The Comic Theater
 CLASS 236 Greek Mythology

- CLASS 361 Summer Program in Etruscan Archaeology at La Piana

Communication

- COMM 116 Theories of Human Communication
 COMM 120 Understanding Mass Communication
 COMM 191 History of Television
 COMM 201 Oral Communication
 COMM 203 Argumentation and Debate
 COMM 204 Effective Listening
 COMM 272 Principles of Public Relations and Advertising
 COMM 301 Business and Professional Speaking
 COMM 363 Organizational Writing
 COMM 410 Organizational Behavior and Communication
 COMM 460-461 Video Communication
 COMM 624 Communication in the Developing Nations
 COMM 625 Communication for Social Change
 COMM 688 Participatory Communication and Research for Development

Comparative Literature

- COM L 105 The Hero in Literature
 COM L 202 Great Books of the Western Tradition: The Eighteenth to the Twentieth Century
 COM L 223 The Comic Theatre
 COM L 236 Greek Mythology
 COM L 372 Selections from Contemporary World Literature

Computer Science

- COM S 099 Fundamental Programming Concepts
 COM S 100 Introduction to Computer Programming
 COM S 101 The Computer Age
 COM S 211 Computers and Programming
 COM S 222 Introduction to Scientific Computation
 COM S 410 Data Structures

Economics

- ECON 101 Introductory Microeconomics
 ECON 102 Introductory Macroeconomics
 ECON 309 Environmental Economics
 ECON 313 Intermediate Microeconomic Theory
 ECON 314 Intermediate Macroeconomic Theory
 ECON 331 Money and Credit
 ECON 362 International Monetary Theory and Policy
 ECON 363 International Economics

Education

- EDUC 420 Field Experience
 EDUC 494 Special Topics in Education
 EDUC 497 Individual Study in Education
 EDUC 501 Communication Workshop

- EDUC 513 Psychology of Human Interaction
 EDUC 620 Internship in Education
 EDUC 621-622 Work-Experience Coordinator Certification Course
 EDUC 630 Special Problems in Agricultural and Occupational Education
 EDUC 694 Special Topics in Education
 EDUC 783 Comparative Extension Education Systems
 EDUC 800 Master's-Level Thesis Research
 EDUC 900 Doctoral-Level Thesis Research

Engineering

General Interest Courses

- ENGRG 101 The Computer Age
 ENGRG 202 Mechanics of Solids

Distribution Courses

- ENGRD 203 Dynamics
 ENGRD 211 Computers and Programming
 ENGRD 221 Thermodynamics
 ENGRD 222 Introduction to Scientific Computation
 ENGRD 270 Basic Engineering Probability and Statistics

The Engineering Cooperative Program offers a number of other engineering courses. Contact that office for more information.

English

- ENGL 131 Critical Reading and Writing
 ENGL 132 The Personal Essay
 ENGL 270 The Reading of Fiction
 ENGL 280 Creative Writing
 ENGL 288-289 Expository Writing
 ENGL 327 Shakespeare
 ENGL 333 The British Novel: Origins and Development
 ENGL 350 The Early Twentieth Century: 1890-1918
 ENGL 477 Children's Literature

English as a Second Language

- ENGLF 101-102 English as a Second Language
 ENGLF 211 English as a Second Language
 ENGLB 215 English for Later Bilinguals

Floriculture and Ornamental Horticulture

- FRDR 210 Sketching in Watercolor
 HORT 436 Tree Climbing and Arboricultural Skills

French Literature

- FRLIT 221 Introduction to French Literature

Fruit and Vegetable Science

- HORT 250 Fruit and Vegetable Gardening
 HORT 497 Independent Study

Geological Sciences

- GEO 101 Introductory Geological Science
 GEO 102 Evolution of the Earth and Life
 GEO 104 The Sea: An Introduction to Oceanography
 GEO 213 Marine and Coastal Geology
 GEO 410 Summer Field Geology in Central Colorado

Government

- GOVT 111 The Government of the United States
 GOVT 161 Introduction to Political Theory
 GOVT 231 Introduction to Comparative Government and Politics
 GOVT 281 Introduction to International Relations
 GOVT 316 The American Presidency
 GOVT 441 Russian Society and Culture Today

History

- HIST 101-102 Introduction to American History
 HIST 151-152 Introduction to Western Civilization
 HIST 268 A History of Rome from Republic to Holy City
 HIST 314 History of American Foreign Policy, 1912 to the Present
 HIST 340-341 Recent American History
 HIST 371 World War II in Europe

History of Art

- ART H 202 Survey of European Art: Renaissance to Modern
 ART H 261 Introduction to Art History: Modern Art

Hotel Administration

- H ADM 174 Microcomputing
 H ADM 210 The Management of Human Resources
 H ADM 450 Principles of Real Estate
 H ADM 487 Real Estate Law—A Case Approach

Human Development and Family Studies

- HDFS 115 Human Development
 HDFS 150 Families and the Life Course
 HDFS 216 Human Development: Adolescence and Youth
 HDFS 359 American Families in Historical Perspective
 HDFS 461 The Psychology of Television

Human Ecology

- HE 406 Fieldwork in Professional Practice: Summer in the City

Human Service Studies

- HSS 210 The Elements of Helping
 HSS 315 Human Sexuality
 HSS 380 Community Mental Health
 HSS 492 Human Service Processes: Leadership and Community Services

Industrial and Labor Relations

Collective Bargaining, Labor Law, and Labor History

- ILRCB 200/500 Collective Bargaining
 ILRCB 201/501 Labor and Employment Law
 ILRCB 484 Employment Discrimination and the Law

- ILRCB 608 Special Topics: Sports Arbitration
 ILRCB 655 Employment Law

Economic and Social Statistics

- ILRST 210-211 Statistical Reasoning
 ILRST 510-511 Statistical Methods for the Social Sciences

Human Resource Studies

- ILRHR 266 Personal Computer Basics
 ILRHR 362 Career Development: Theory and Practice
 ILRHR 468 Organization and Human Resources Management Simulation

Labor Economics

- ILRLE 240/540 Economics of Wages and Employment

Organizational Behavior

- ILROB 170/520 Introduction to Microorganizational Behavior and Analysis: The Social Psychology of the Workplace

Jewish Studies

- JWST 103 Elementary Modern Hebrew
 JWST 104 Continuing Modern Hebrew
 JWST 149 Introduction to Jewish Studies

Landscape Architecture

- LARCH 400 AutoCAD/LANDCAD
 LARCH 500 Landscape Architecture: Art of Place
 LARCH 600 Site Grading Workshop

Marine Science

Consult related department listings for summer offerings in marine science.

Mathematics

- MATH 101 History of Mathematics
 MATH 103 Mathematical Explorations
 MATH 105 Finite Mathematics
 MATH 106 Calculus for Biologists
 MATH 109 Precalculus Mathematics
 MATH 111-112 Calculus
 MATH 123 Analytic Geometry and Calculus
 MATH 171 Statistical Theory and Application in the Real World
 MATH 191 Calculus for Engineers
 MATH 221 Linear Algebra and Calculus
 MATH 293/294 Engineering Mathematics
 MATH 431 Introduction to Algebra

Mechanical and Aerospace Engineering

M&AE 221 Thermodynamics

Modern Languages and Linguistics

Chinese

CHIN 160 Introductory Intensive Chinese (Mandarin)

CHIN 201-202 Intermediate Chinese

French

FRDML 101 French Basic Course I

FRDML 123 Continuing French

FRDML 203-213 Intermediate Composition and Conversation

FRDML 630 French for Reading—Graduate Students

German

GERLA 101 German Basic Course I

GERLA 631-632 Elementary Reading

Italian

ITALA 101 Italian Basic Course I

Japanese

JAPAN 160 Introductory Intensive Japanese

JAPAN 203-204 Intermediate Japanese Conversation

JAPAN 403 Teaching of Japanese as a Foreign Language

Linguistics

LING 101 Theory and Practice of Linguistics

Nepali

NEPAL 160 Intensive Nepali (odd-numbered years)

Russian

RUSSA 121-122 Russian Elementary Course

Sinhala (Sinhalese)

SINHA 160 Intensive Sinhala (even-numbered years)

Spanish

SPAND 101 Spanish Basic Course I

SPAND 123 Continuing Spanish

SPAND 203 Intermediate Composition and Conversation

Swahili

AS&RC 131-132 Swahili

Yoruba

YORUB 121-122 Elementary Yoruba

Music

MUSIC 101 The Art of Music

MUSIC 105-106 Introduction to Music Theory

MUSIC 274 Opera

MUSIC 331 Sage Chapel Choir

Natural Resources

NTRES 215 Environmental Disruption and Regulation

NTRES 306 Coastal and Oceanic Law and Policy

NTRES 417 Wetlands Resources

Near Eastern Studies

NES 103 Elementary Modern Hebrew

NES 104 Continuing Modern Hebrew

NES 119 Elementary Arabic

NES 394 Introduction to the Modern History of the Middle East and Africa: 1800-1960

Nutritional Sciences

NS 660 Special Topics in Nutrition

Operations Research and Industrial Engineering

OR&IE 260 Introductory Engineering Probability

OR&IE 270 Basic Engineering Probability and Statistics

OR&IE 622 Operations Research I

Philosophy

PHIL 101 Introduction to Philosophy

PHIL 145 Contemporary Moral Issues

PHIL 231 Introduction to Formal Logic

PHIL 245 Ethics and Health Care

Physical Education

Consult the Physical Education Office for a complete list of summer offerings for credit and recreation.

Physics

PHYS 101/102/103 General Physics

PHYS 112 Physics I: Mechanics and Heat

PHYS 202 The World According to Physics—the Way Things Work

PHYS 213 Physics II: Electricity and Magnetism

PHYS 214 Physics III: Optics, Waves, and Particles

PHYS 400 Informal Advanced Laboratory

PHYS 500 Informal Graduate Laboratory

PHYS 510 Advanced Experimental Physics

PHYS 520 Projects in Experimental Physics

Psychology

PSYCH 101 Introduction to Psychology: The Frontiers of Psychological Inquiry

PSYCH 123 Introduction to Biopsychology

PSYCH 128 Introduction to Psychology: Personality and Social Behavior

PSYCH 214 Issues in Cognitive Psychology

PSYCH 280 Introduction to Social Psychology

PSYCH 311 Introduction to Human Learning and Memory

PSYCH 322 Hormones and Behavior

PSYCH 350 Statistics and Research Design

PSYCH 380 Community Mental Health

Rural Sociology

R SOC 101 Introductory Sociology

R SOC 324 Environment and Society

R SOC 436 Successful Aging: Today and Tomorrow

Russian Literature

RUSSL 441 Russian Society and Culture Today

Sociology

SOC 101 Introduction to Sociology

Spanish Literature

SPANL 201 Introduction to Hispanic Literature

Theatre Arts

THETR 211 Dance Movement Workshop

THETR 223 The Comic Theater

THETR 254 Theatrical Makeup Studio

THETR 277 Video Production I

THETR 285 Creativity and the Actor

THETR 287 Summer Acting Workshop

Theoretical and Applied Mechanics

T&AM 202 Mechanics of Solids

T&AM 203 Dynamics

T&AM 293-294 Engineering Mathematics

T&AM 310 Advanced Engineering Analysis I

Writing

WRIT 137 Writing Workshop

NEW YORK STATE COLLEGE OF VETERINARY MEDICINE

ADMINISTRATION

Franklin M. Loew, dean

Donald F. Smith, associate dean for academic programs

Douglas D. McGregor, associate dean for research and graduate education

John F. Cummings, secretary of the college

John A. Lambert, assistant dean for administration

Timothy T. Redden, assistant dean for public affairs

Gloria R. Crissey, registrar, director of financial aid

Katherine M. Edmondson, director of educational development

Joseph A. Piekunka, director of admissions

DEPARTMENT CHAIRS

Anatomy: C. Farnum

Clinical Sciences: M. White

Diagnostic Laboratory: D. Lein

Microbiology and Immunology: R. Avery

Pathology: B. Pauli

Pharmacology: G. Sharp

Physiology: D. Robertshaw

THE COLLEGE

The College of Veterinary Medicine offers a professional program that requires four years of full-time academic and clinical study of the normal and abnormal structure and function of the animal body and the diagnosis, treatment, and prevention of animal disease.

Graduates of the college receive the Doctor of Veterinary Medicine (D.V.M.) degree, which is recognized by licensing boards throughout the world. Graduates generally enter private practice, academia, or become engaged in one of the increasing number of other biomedical activities.

Admission requires a minimum of three years of college work, including specific prerequisite courses and experience. Applications must be filed approximately one year before the proposed matriculation date. The competition for admission is keen, since there are many more qualified applicants than can be admitted.

Graduate programs in veterinary research and postdoctoral training in clinical specialties are open to Doctors of Veterinary Medicine and some highly qualified holders of baccalaureate degrees and lead to the degree of Master of Science or Doctor of Philosophy.

More detailed information is contained in the Catalog of the College of Veterinary Medicine,

which may be obtained by writing to the college.

Note: 500- and 600-level courses are open only to veterinary students except by written permission from the instructor.

The College of Veterinary Medicine has revised its curriculum; the new course requirements apply to the class that matriculates in the fall of 1993 and to subsequent classes. The previous course requirements remain in effect for the Class of 1996. Courses in the revised curriculum are designated with the prefix "VTMED"; courses in the previous curriculum are designated with prefixes indicative of their originating department.

FOUNDATION

- VTMED 510 The Animal Body Fall.
- VTMED 517 Animals, Veterinarians and Society, Part A Fall.
- VTMED 520 Genetics and Development Fall, spring.
- VTMED 521 Neuroanatomy and Clinical Neurology Spring.
- VTMED 527 Animals, Veterinarians and Society, Part B Fall, spring.
- VTMED 530 Function and Dysfunction, Part I Spring.
- VTMED 531 Function and Dysfunction, Part II Fall.
- VTMED 537 Animals, Veterinarians and Society, Part C1 Spring.
- VTMED 538 Animals, Veterinarians and Society, Part C2 Fall.
- VTMED 540 Host, Agent, and Defense Fall.
- VTMED 547 Animals, Veterinarians and Society, Part D Fall, spring.
- VTMED 550 Animal Health and Disease, Part I Spring.
- VTMED 551 Animals Health and Disease, Part II Fall.
- VTMED 557 Animals, Veterinarians and Society, Part E Fall, spring.
- VTMED 560 Applied Clinical Rotations Fall, spring.

DISTRIBUTION

- VTMED 601 Anatomy of the Carnivore Spring.
- VTMED 602 Anatomy of the Horse Spring.
- VTMED 603 Anatomy of the Ruminant Spring.
- VTMED 604 Mechanics of Animal Movement (also VETA 604) Spring.
- VTMED 605 Comparative Anatomy: Pattern and Function Spring.
- VTMED 607 The Literature of Natural History Spring.
- VTMED 608 Seminars in Comparative Anatomy Spring.
- VTMED 610 Veterinary Aspects of Avian Biology Spring.
- VTMED 611 Fish Health Management Spring.
- VTMED 612 Management of Aquarium Systems Spring.

- VTMED 613 Aquavet I: Introduction to Aquatic Veterinary Medicine Summer.
- VTMED 614 Aquavet II: Comparative Pathology of Aquatic Animals Summer.
- [VTMED 615 Veterinary Medicine in Developing Nations Spring 1997.]
- VTMED 620 Molecular Biology and Immunology of Host-Parasite Interactions (also VETMI 702) Spring 1996, 1998.
- [VTMED 621 Neuroendocrine-Immune Interactions Spring 1997.]
- VTMED 622 Foreign Infectious Diseases of Animals Spring.
- VTMED 623 Pathogenesis of Significant Bacterial Infections of Large Domestic Animals Spring.
- VTMED 624 Feline Infectious Diseases Spring.
- VTMED 630 Clinical Biostatistics for Journal Readers Spring.
- VTMED 632 Senior Seminar Distribution Fall, spring.
- VTMED 633 Introduction to Non-traditional Companion and Laboratory Animals Spring.
- VTMED 634 Introduction to Large Animal Ambulatory Practice Fall, winter, spring, summer.
- VTMED 635 Introduction to the Professional Literature Spring.
- VTMED 636 Introduction to Dairy Management Systems Spring.
- VTMED 637 Introduction to Community Practice Service Fall, winter, spring, summer.
- VTMED 638 Physiological Nutrition Spring.
- VTMED 639 Small Animal Dentistry Spring.
- VTMED 640 Veterinary Aspects of Captive Wildlife Management Spring.
- VTMED 641 Approaches to Problems in Canine Infectious Disease Spring.
- VTMED 642 Management of Fluid and Electrolyte Disorders Spring.
- VTMED 643 Embryo Transfer Spring.
- [VTMED 650 Veterinary Parasitology: Large Animal Spring 1997.]
- VTMED 651 Osteoarthritis Spring.
- [VTMED 660 20 Questions on ECM (Extracellular Matrix) Spring 1997, 1998.]
- VTMED 661 Surgical Pathology Fall, winter, spring, summer.
- VTMED 662 The Bottom Line Fall, spring.
- VTMED 663 Wildlife Pathology Spring.
- VTMED 670 Drug Handling in the Body Spring.
- [VTMED 671 Autonomic Pharmacology Spring 1997.]
- VTMED 672 Antimicrobial Drug Therapy in Veterinary Medicine Spring.
- [VTMED 673 Growth Factor-Coupled Signal Transduction Spring 1997.]
- [VTMED 674 Physiology and Pharmacology in the Understanding and Treatment of Diabetes Spring 1997.]
- VTMED 680 Behavior Problems of Horses (also VETPH 626) Spring.
- VTMED 681 Behavior Problems of Small Animals (also VETPH 625) Spring.
- VTMED 682 Acid Base Relations (also VETPH 627 and Biological Sciences 715) Fall, spring.
- [VTMED 683 Fundamentals of Electrodiagnostics Spring 1997.]

- [VTMED 684 Thermoregulation and Exercise Spring 1997.]
- VTMED 685 Physiology of Pregnancy Spring.
- [VTMED 686 Proteolysis in Physiological Function and Dysfunction Spring 1997.]
- [VTMED 687 Topics in the Physiology and Pathophysiology of the Digestive Tract Spring 1997.]
- [VTMED 688 International Animal Agriculture Spring 1997.]
- VTMED 698 Special Projects in Veterinary Medicine Fall, winter, spring, summer.
- VTMED 699 Research Opportunities in Veterinary Medicine Fall, winter, spring, summer.

ANATOMY

- VETA 600 Special Projects in Anatomy Fall and spring.
- VETA 601 Research Opportunities in Veterinary Medicine Fall, January, spring, and summer.
- VETA 602 Advanced Clinical Neurology Spring 1996.
- VETA 604 Mechanics of Animal Movement (also VTMED 604) Spring.

CLINICAL SCIENCES

- VETCS 547 Practice Management Fall, spring, and summer.
- VETCS 570 Theriogenology Service Spring.
- VETCS 572 Senior Seminar Fall and spring.
- VETCS 574 Large Animal Surgery Service Fall, spring, and summer.
- VETCS 575 Ambulatory Service Fall, spring, and summer.
- VETCS 578 Clinical Anesthesiology Service Fall, spring, and summer.
- VETCS 580 Radiology Service Fall, spring, and summer.
- VETCS 588 Cardiology Service Fall and spring.
- VETCS 589 Small Animal Medicine and Community Practice Services Fall, spring, and summer.
- VETCS 590 Clinical Wildlife and Exotic Animal Medicine Fall, winter, spring, and summer.
- VETCS 591 Small Animal Surgery Service Fall, spring, and summer.
- VETCS 593 Ophthalmology Service Fall, spring, and summer.
- VETCS 594 Large Animal Medicine Service Fall, spring, and summer.
- VETCS 596 Opportunities in Veterinary Medicine Fall, spring, and summer.
- VETCS 598 Dermatology Service Fall, spring, and summer.
- VETCS 616 Research Opportunities in Veterinary Medicine Fall, spring, January and summer.
- VETCS 664 Introduction to Epidemiology Fall.
- VETCS 665 Study Designs Spring.
- VETCS 666 Advanced Methods in Epidemiology Fall.
- VETCS 677 Special Problems in Theriogenology Fall and spring.
- VETCS 679 Dairy Herd Management and Health Fall.
- VETCS 680 Poisonous Plants Fall.
- VETCS 686 Goats: Management and Diseases Spring.
- VETCS 690 Veterinary Dermatology Spring.
- VETCS 699 Llama Tutorial Fall and spring.
- VETCS 700 Pathophysiology of Gastrointestinal Surgery Fall 1995.

- VETCS 701 Pathophysiology of Orthopedic Surgery January 1996.
- [VETCS 702 Pathophysiology of Cardiopulmonary Surgery Fall 1996.]
- [VETCS 703 Surgical Principles and Surgery of the Integumentary System Spring 1997.]
- [VETCS 704 Pathophysiology of Urogenital System Fall 1997.]
- VETCS 705 Animal Pain and Its Control Spring.
- [VETCS 706 Pathophysiology of Neurologic Surgery Spring 1998.]
- VETCS 707 Clinical Biostatistics Spring.
- VETCS 708 Epidemiology Seminar Series Fall and spring.
- VETCS 766 Graduate Research Fall, spring, and summer.
- VETCS 768 Master's-Level Thesis Research Fall and spring.
- VETCS 769 Doctoral-Level Thesis Research Fall and spring.
- VETCS 799 Independent Studies in Epidemiology Fall and spring.

DIAGNOSTIC LABORATORY

- VETDL 611 Mastitis Spring.
- VETDL 700 Special Projects in Diagnostic Endocrinology Fall and spring.
- VETDL 701 Special Projects in Infectious Diseases Fall and spring.
- VETDL 702 Special Topics in Infectious Diseases Fall and spring.
- VETDL 703 Doctoral-Level Thesis Research Fall and spring.
- VETDL 704 Master's-Level Thesis Research Fall and spring.

MICROBIOLOGY AND IMMUNOLOGY

- VETMI 315 Basic Immunology Lectures (also Biological Sciences 305) Fall.
- [VETMI 318 Pathogenic Bacteriology and Mycology (also Biological Sciences 304) Spring 1997.]
- VETMI 408 Viruses and Diseases (replaces VETMI 417) (also Biological Sciences 408) Spring 1996, 1998.
- VETMI 431 Medical Parasitology Fall 1995, 1997.
- VETMI 605 Special Projects in Microbiology Fall and spring.
- VETMI 615 Research Opportunities in Veterinary Medicine Fall, January, spring, and summer.
- VETMI 672 Aquavet I: Introduction to Aquatic Veterinary Medicine mid-May to mid-June.
- VETMI 673 Aquavet II: Comparative Pathology of Aquatic Animals mid-May to early June.
- VETMI 700 The Biology of Animal Viruses and Viral Pathogenesis Fall 1995, 1997.
- [VETMI 701 Models of Viral Pathogenesis Fall 1996.]
- VETMI 702 Molecular Biology and Immunology of Host-Parasite Interactions Spring 1996, 1998.
- VETMI 705 Advanced Immunology Lectures (also Biological Sciences 705) Spring 1996, 1998.
- VETMI 706 Immunology Seminar Series Fall and spring.
- VETMI 707 Advanced Work in Bacteriology, Virology, and Immunology Fall and spring.
- VETMI 708 Selected Topics in Animal Virology Spring.
- VETMI 709 Laboratory Methods of Diagnosis Fall and spring.

- VETMI 710 Microbiology Seminars Fall and spring.
- VETMI 711 Independent Study: Joint Physiology Fall.
- [VETMI 719 Immunology of Infectious Diseases and Tumors (also Biological Sciences 706) Spring 1997.]
- [VETMI 721 Special Topics in Immunology: Neuroendocrine-Immune Interactions Spring 1997.]
- [VETMI 722 Special Topics in Immunity: Nutrition and Immunity Spring 1997.]
- VETMI 737 Advanced Work in Animal Parasitology Fall and spring.
- VETMI 770 Advanced Work in Avian Diseases Spring.
- VETMI 772 Advanced Work in Aquatic Animal Diseases Fall and spring.
- VETMI 773 Advanced Work in Avian Immunology Fall and spring.
- VETMI 783 Seminars in Parasitology Fall and spring.

PATHOLOGY

- VETPA 540 Pathology Service Fall, spring, and summer.
- VETPA 549 Laboratory Animal Clinical Rotation Fall and spring.
- VETPA 636 Wildlife Pathology Fall.
- VETPA 637 Postmortem Pathology Fall and spring.
- VETPA 639 Autotutorial in Lab Animal Medicine and Science Spring.
- VETPA 640 Principles of Toxicological Pathology Fall 1995, 1997.
- VETPA 641 Clinical Immunology Fall.
- [VETPA 713 Cell Cycle and Growth Regulation Spring 1997, 1998.]
- VETPA 736 Metabolic Skeletal Diseases Spring.
- VETPA 750 Cancer Cell Biology Spring 1996, 1998.
- VETPA 788 Seminar in Surgical Pathology Fall and spring.
- VETPA 789 Seminar in Necropsy Pathology Fall and spring.
- VETPA 796 Medical Primatology Fall 1995, 1997.

PHARMACOLOGY

- VETPR 610 Cellular and Molecular Pharmacology Fall 1995, 1997.
- VETPR 622 Special Projects in Pharmacology Fall, spring, and summer.
- VETPR 629 Research Opportunities in Veterinary Medicine Fall, January, spring, and summer.
- [VETPR 700 Calcium as a Second Messenger in Cell Activation Spring 1997.]
- [VETPR 701 Organ System Toxicology (also Toxicology 611) Fall 1997.]
- VETPR 703 Receptor Binding: Theory and Techniques (also Biological Sciences 790, Sec. 02) Spring 1996, 1998.
- [VETPR 704 CNS Neuropharmacology: Mechanisms of Synaptic Transmission Fall 1996.]
- VETPR 705 Molecular Mechanisms of Receptor-G Protein Coupled Signaling Spring 1996, 1998.
- VETPR 706 Growth Factor-Coupled Signaling (also Biological Sciences 734) Spring 1996, 1998.

Special Projects and Research in Pharmacology

- VETPR 711 The Role of Calcium in Stimulus-Secretion Coupling Fall, spring, and summer.
- VETPR 712 Eosinophil Stimulus-Response Coupling Fall, spring, and summer.
- VETPR 713 Mechanisms of Growth-Factor Action Fall, spring, and summer.
- VETPR 714 Central Nervous System Neurotransmitters Fall, spring, and summer.
- VETPR 718 Structure-Function of the Nicotinic Acetylcholine Receptor Fall, spring, and summer.
- VETPR 720 Modulation of Nicotinic Acetylcholine Receptor Function Fall, spring, and summer.
- [VETPR 723 The Role of Calcium in the Control of Electrolyte Transport Fall, spring, and summer 1996-97, 1997-98.]
- [VETPR 724 The Control of Hormone Secretion Fall, spring, and summer 1996-97, 1997-98.]
- VETPR 730 Graduate Research in Pharmacology Fall, spring, and summer.

Special Topics in Pharmacology

- VETPR 742 Receptor Mechanisms Fall, spring, and summer.
- VETPR 745 Biochemical Neuropharmacology Fall, spring, and summer
- VETPR 747 Amino Acid Neurotransmitters Fall, spring, and summer.
- VETPR 748 Stimulus-Secretion Coupling Fall, spring, and summer.
- VETPR 749 Second Messengers in Cell Activation Fall, spring, and summer.
- VETPR 750 Cell Calcium Fall, spring, and summer.
- [VETPR 755 Calcium in the Control of Hormone Secretion Fall, spring, and summer 1996-97, 1997-98.]
- [VETPR 756 Mechanisms of Calcium Handling Fall, spring, and summer 1996-97, 1997-98.]
- [VETPR 757 Intestinal Electrolyte Transport Fall, spring, and summer 1996-97, 1997-98.]
- VETPR 760 Advanced Topics In Pharmacology Fall, spring, and summer.

PHYSIOLOGY

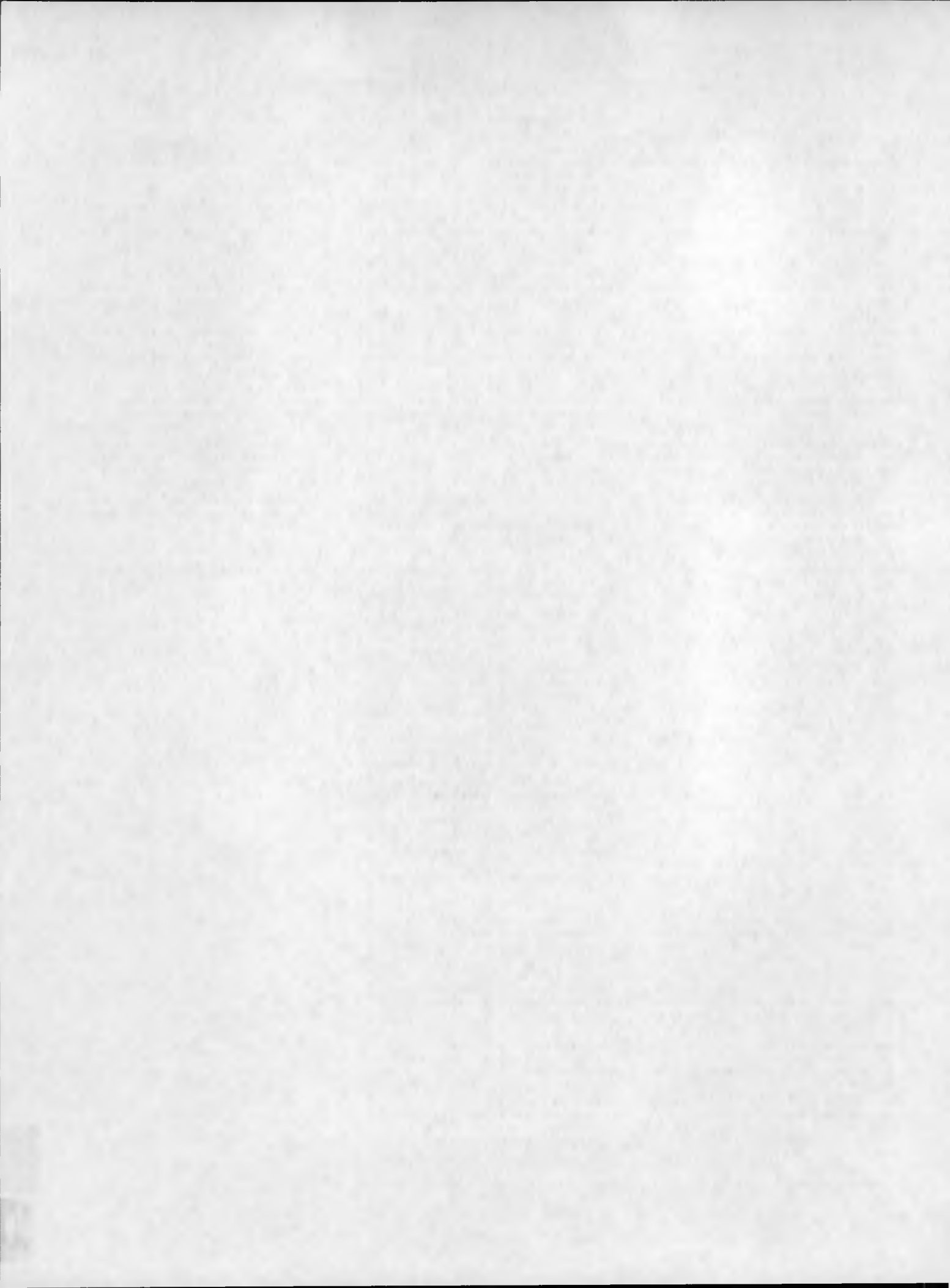
- [Biological Basis of Sex Differences (Biological Sciences 214) Fall.]
- Histology: The Biology of the Tissues (Biological Sciences 313) Fall.
- Cellular Physiology (Biological Sciences 316) Spring.
- VETPH 346 Introductory Animal Physiology (also Biological Sciences 311) Fall.
- Mammalian Physiology (Biological Sciences 458) Spring.
- Undergraduate Research in Biology (Biological Sciences 499) Fall and spring.
- VETPH 612 Research Opportunities in Veterinary Medicine Fall, January, spring, and summer.
- Lipids (Biological Sciences 619 and Nutritional Sciences 602) Fall.
- VETPH 625 Problems in Dog and Cat Behavior (also VTMED 681) Spring.
- VETPH 626 Problems in Equine Behavior (also VTMED 680) Spring.
- VETPH 627 Acid-Base Relations (also Biological Sciences 715) Fall, spring, and summer.
- VETPH 628 Graduate Research in Animal Physiology (also Biological Sciences 719) Fall and spring.
- [Structure and Function of Joints with Emphasis on Arthritis (Biological Sciences 717) Fall 1996,

- 1998.]
- Evolution of Color (Biological Sciences 718) Spring 1996, 1998.
- VETPH 720 Special Problems in Physiology Fall and spring.
- [VETPH 752 Biological Membranes and Nutrient Transfer (also Biological Sciences 618) Spring.]
- VETPH 758 Molecular Mechanisms of Hormone Action (also Biological Sciences 658) Spring 1996, 1998.
- Fundamentals of Endocrinology, Lecture (Animal Science 427) Fall.
- Fundamentals of Endocrinology, Laboratory (Animal Science 428) Fall.
- VETPH 811-812 Advanced Physiological Methods I and II (Biological Sciences 811, 812) 811, Fall; 812, spring.
- Physiological Control of Food and Water Intake: Hunger and Thirst (Biological Sciences 711) Fall 1995.
- Membrane and Epithelial Transport (Biological Sciences 712) Fall 1995, 1997.
- Thermal Regulation and Exercise (Biological Sciences 713) Fall 1995, 1997.
- Plasma Lipoprotein (Biological Sciences 712) Spring.

FACULTY ROSTER

- Aquirre, Gustavo D., Ph.D., U. of Pennsylvania. Alfred H. Caspary Professor, Clinical Sciences
- Ainsworth, Dorothy M., Ph.D., U. of Wisconsin-Madison. Asst. Prof., Clinical Sciences
- Antczak, Douglas F., Ph.D., U. of Cambridge (England). Dorothy Havemeyer McConville Professor of Microbiology and Immunology
- Appel, Max J., Ph.D., Cornell U. Prof., Microbiology and Immunology
- Appleton, Judith A., Ph.D., U. of Georgia. Assoc. Prof., Microbiology and Immunology
- Avery, Roger J., Ph.D., U. of Newcastle-upon-Tyne (England). Prof., Microbiology and Immunology
- Babish, John G., Ph.D., Cornell U. Assoc. Prof., Pharmacology
- Baines, Joel, Ph.D., Cornell U. Asst. Prof., Clinical Sciences
- Ball, Barry A., Ph.D., Cornell U. Assoc. Prof., Clinical Sciences
- Barr, Stephen C., Ph.D., Louisiana State U. Asst. Prof., Clinical Sciences
- Bell, Robin G., Ph.D., Australian National U. Prof., Microbiology and Immunology
- Bertram, John E., Ph.D., U. of Chicago. Asst. Prof., Anatomy
- Beyenbach, Klaus W., Ph.D., Washington State U. Prof., Physiology
- Bloom, Stephen E., Ph.D., U. of Pennsylvania. Prof., Microbiology and Immunology
- Blue, Julia T., Ph.D., U. of Pennsylvania. Assoc. Prof., Pathology
- Bowman, Dwight D., Ph.D., Tulane U. Assoc. Prof., Microbiology and Immunology
- Bowser, Paul R., Ph.D., Auburn U. Assoc. Prof., Microbiology and Immunology
- Calnek, Bruce W., D.V.M., Cornell U. Rudolph J. and Katharine L. Steffen Professor, Microbiology and Immunology
- Campbell, S. Gordon, Ph.D., Cornell U. Prof., Microbiology and Immunology
- Carmichael, Leland E., Ph.D., Cornell U. John M. Olin Professor of Virology; Clinical Sciences
- Casey, James W., Ph.D., U. of Chicago. Assoc. Prof., Microbiology and Immunology
- Center, Sharon A., D.V.M., U. of California at Davis. Assoc. Prof., Clinical Sciences
- Cerione, Richard A., Ph.D., Rutgers U. Prof., Pharmacology
- Chang, Yung Fu, Ph.D., Texas A&M. Asst. Prof., Diagnostic Laboratory
- Cooper, Barry J., Ph.D., U. of Sydney (Australia). Prof., Pathology
- Corradino, Robert A., Ph.D., Cornell U. Assoc. Prof., Physiology/(Section of Physiology)
- Cummings, John F., Ph.D., Cornell U. Prof., Anatomy
- Daels, Peter F., Ph.D., U. of California at Davis. Asst. Prof., Clinical Sciences
- deLahunta, Alexander, Ph.D., Cornell U. James Law Professor of Veterinary Anatomy
- Dietert, Rodney R., Ph.D., U. of Texas at Austin. Prof., Microbiology and Immunology
- Divers, Thomas J., D.V.M., U. of Georgia. Assoc. Prof., Clinical Sciences
- Dobson, Alan, Ph.D., U. of Aberdeen (Scotland). Prof., Physiology/(Section of Physiology)
- Dubovi, Edward J., Ph.D., U. of Pittsburgh. Assoc. Prof., Diagnostic Laboratory
- Ducharme, Normand G., D.V.M., U. of Montreal (Canada). Assoc. Prof., Clinical Sciences
- Dykes, Nathan L., D.V.M., Cornell U. Asst. Prof., Clinical Sciences
- Erb, Hollis N., Ph.D., U. of Guelph (Canada). Prof., Clinical Sciences
- Farnum, Comelia, Ph.D., U. of Wisconsin-Madison. Assoc. Prof., Anatomy
- Fewtrell, Clare, D.Phil., U. of Oxford (England). Assoc. Prof., Pharmacology
- Fortune, Joanne E., Ph.D., Cornell U. Prof., Physiology
- Fox, Francis H., D.V.M., Cornell U. Prof. Emeritus, Clinical Sciences
- French, Tracy W., D.V.M., Purdue U. Assoc. Prof., Pathology
- Fubini, Susan L., D.V.M., U. of Georgia. Assoc. Prof., Clinical Sciences
- Gilbert, Robert O., B.V.Sc., U. of Pretoria (South Africa). Assoc. Prof., Clinical Sciences
- Gilmour, Robert F., Jr., Ph.D., SUNY—Upstate Medical Center. Assoc. Prof., Physiology
- Gleed, Robin D., D.V.Sc., U. of Liverpool (England). Assoc. Prof., Clinical Sciences
- Grohn, Yrjo T., Ph.D., College of Veterinary Medicine, Helsinki (Finland). Assoc. Prof., Clinical Sciences
- Guan, Jun-Lin, Ph.D., U. of California at San Diego. Asst. Prof., Pathology
- Guard, Charles L. III, Ph.D., Case Western Reserve U. Assoc. Prof., Clinical Sciences
- Hackett, Richard P., Jr., D.V.M., Ohio State U. Assoc. Prof., Clinical Sciences
- Harvey, H. Jay, D.V.M., Kansas State U. Assoc. Prof., Clinical Sciences
- Henion, John D., Ph.D., SUNY at Albany. Prof., Diagnostic Laboratory
- Hermanson, John W., Ph.D., U. of Florida. Assoc. Prof., Anatomy
- Hornbuckle, William E., D.V.M., Oklahoma State U. Assoc. Prof., Clinical Sciences
- Haupt, Katherine A., Ph.D., U. of Pennsylvania. Prof., Physiology/(Section of Physiology)
- Haupt, T. Richard, Ph.D., U. of Tennessee. Prof., Physiology/(Section of Physiology)
- Jacobson, Richard H., Ph.D., Montana State U. Assoc. Prof., Diagnostic Laboratory
- Kallfelz, Francis A., Ph.D., Cornell U. Prof., Clinical Sciences
- Kern, Thomas J., D.V.M., U. of Missouri. Assoc. Prof., Clinical Sciences

- King, John M., Ph.D., Cornell U. Prof., Pathology
- Kollias, George V., Ph.D., U. of California at Davis. Prof., Clinical Sciences
- Krook, Lennart P., Ph.D., Royal Veterinary College at Stockholm (Sweden). Prof., Pathology
- Lein, Donald H., Ph.D., U. of Connecticut. Assoc. Prof., Diagnostic Laboratory
- Levine, Roy A., Ph.D., Indiana U. Asst. Prof., Pathology
- Lewis, Robert M., D.V.M., Washington State U. Prof., Pathology
- Loew, Ellis R., Ph.D., U. of California at Los Angeles. Assoc. Prof., Physiology
- Ludders, John W., D.V.M., Washington State U. Assoc. Prof., Clinical Sciences
- Lust, George, Ph.D., Cornell U. Prof., Microbiology and Immunology
- Macleod, James N., V.M.D., Ph.D., U. of Pennsylvania. Asst. Prof., Physiology
- Marsh, James A., Ph.D., Northwestern U. Prof., Microbiology and Immunology
- Maylin, George A., Ph.D., Cornell U. Assoc. Prof., Diagnostic Laboratory
- McDonough, Patrick, Ph.D., Cornell U. Asst. Prof., Diagnostic Laboratory
- McGregor, Douglas D., D.Phil., U. of Oxford (England). Prof., Microbiology and Immunology
- Meyers-Wallen, Vicki N., Ph.D., U. of Pennsylvania. Assoc. Prof., Anatomy
- Miller, William H., Jr., V.M.D., U. of Pennsylvania. Assoc. Prof., Clinical Sciences
- Minor, Ronald R., Ph.D., U. of Pennsylvania. Prof., Pathology
- Mohammed, Hussni, O., Ph.D., U. of California at Davis. Assoc. Prof., Clinical Sciences
- Moise, N. Sydney, D.V.M., Cornell U. Assoc. Prof., Clinical Sciences
- Moon, Paula, D.V.M., Ohio U. Asst. Prof., Clinical Sciences
- Naqi, Syed A., Ph.D., Texas A & M U. Prof., Microbiology and Immunology
- Nathanielsz, Peter W., M.D., U. of Cambridge (England). Prof., Physiology
- Nixon, Alan J., B.V.Sc., U. of Sydney (Australia). Assoc. Prof., Clinical Sciences
- Noden, Drew M., Ph.D., Washington U. Prof., Anatomy
- Noronha, Fernando M., D.V.M., U. of Lisbon (Portugal). Prof., Microbiology and Immunology
- Nowak, Linda M., Ph.D., U. of Michigan. Assoc. Prof., Pharmacology
- Oswald, Robert E., Ph.D., Vanderbilt U. Prof., Pharmacology
- Parish, Colin R., Ph.D., Cornell U. Assoc. Prof., Microbiology and Immunology
- Pauli, Bendicht U., Ph.D., U. of Bern (Switzerland). Prof., Pathology
- Pearce, Edward J., Ph.D., National Institute for Medical Research (England). Asst. Prof., Microbiology and Immunology
- Pemister, Robert D., Ph.D., Colorado State U. Prof., Pathology
- Quaroni, Andrea, Ph.D., U. of Pavia (Italy). Assoc. Prof., Physiology
- Quimby, Fred W., Ph.D., U. of Pennsylvania. Prof., Pathology
- Randolph, John F., D.V.M., Cornell U. Assoc. Prof., Clinical Sciences
- Ray, Jharna, Ph.D., U. of Calcutta (India). Asst. Prof.
- Rebhun, William C., D.V.M., Cornell U. Prof., Clinical Sciences
- Reimers, Thomas J., Ph.D., U. of Illinois. Assoc. Prof., Diagnostic Laboratory
- Rendano, Victor T., V.M.D., U. of Pennsylvania. Assoc. Prof., Clinical Sciences
- Reynolds, Arleigh J., Ph.D., Cornell U. Asst. Prof., Clinical Sciences
- Riis, Ronald C., D.V.M., U. of Minnesota. Assoc. Prof., Clinical Sciences
- Robertshaw, David, Ph.D., Glasgow U. (England). Prof., Physiology
- Rowland, Peter, H., D.V.M., Tufts U. Asst. Prof., Pathology
- Scarlett, Janet M., Ph.D., U. of Minnesota. Assoc. Prof., Clinical Sciences
- Schat, Karel A., Ph.D., Cornell U. Prof., Microbiology and Immunology
- Schlafer, Donald H., Ph.D., U. of Georgia. Assoc. Prof., Pathology
- Schwark, Wayne S., Ph.D., U. of Ottawa (Canada). Prof., Pharmacology
- Scott, Danny W., D.V.M., U. of California at Davis. Prof., Clinical Sciences
- Scott, Fredric W., Ph.D., Cornell U. Prof., Microbiology and Immunology
- Sharp, Geoffrey W. G., D.Sc., U. of London (England). Prof., Pharmacology
- Shin, Sang J., D.V.M., Seoul National U. (Korea). Assoc. Prof., Diagnostic Laboratory
- Short, Charles E., Ph.D., U. of Turku (Finland) Prof., Clinical Sciences
- Simpson, Kenneth W., Ph.D., Leicester Jr. C. Asst. Prof., Clinical Sciences
- Smith, Donald F., D.V.M., U. of Guelph (Canada). Prof., Clinical Sciences
- Smith, Mary C., D.V.M., Cornell U. Assoc. Prof., Clinical Sciences
- Spitsbergen, Jan M., Ph.D., Cornell U. Asst. Prof., Avian and Aquatic Animal Medicine
- Suarez, Susan S., Ph.D., Cornell U. Asst. Prof., Pathology
- Summers, Brian A., Ph.D., Cornell U. Assoc. Prof., Pathology
- Tapper, Daniel N., Ph.D., Cornell U. Prof., Physiology/(Section of Physiology)
- Tennant, Bud C., D.V.M., U. of California at Davis. James Law Professor of Comparative Medicine, Clinical Sciences
- Todhunter, Rory J., Ph.D., Cornell U. Asst. Prof., Clinical Sciences
- Trotter, Eric J., D.V.M., U. of Illinois. Assoc. Prof., Clinical Sciences
- Tullson, Elaine D., Ph.D., U. of California-Davis. Asst. Prof., Microbiology and Immunology
- Valentine, Beth A., Ph.D., Cornell U. Asst. Prof., Pathology
- Wasserman, Robert H., Ph.D., Cornell U. James Law Professor of Physiology, Physiology/(Section of Physiology)
- Weiland, Gregory A., Ph.D., U. of California at San Diego. Assoc. Prof., Pharmacology
- White, Maurice E., D.V.M., Cornell U. Prof., Clinical Sciences
- Winter, Alexander J., Ph.D., U. of Wisconsin-Madison. James Law Professor of Veterinary Microbiology; Microbiology and Immunology
- Wootton, John F., Ph.D., Cornell U. Prof., Physiology
- Yen, Andrew, Ph.D., Cornell U. Prof., Pathology



COLLEGE OF ARTS AND SCIENCES

PROGRAM OF STUDY

Introduction

The College of Arts and Sciences at Cornell is a community of about 4,000 undergraduates and 600 faculty members. It is composed of those departments that teach and study the humanities and the arts, the basic sciences and mathematics, the social sciences and history. It is also a college within a university of about 18,000 students and 1,630 faculty members, and this wider community provides strength and diversity of applied and professional studies beyond what an isolated undergraduate institution can offer. Students may draw upon the knowledge and facilities of the other undergraduate colleges at Cornell to supplement their studies. Finally, the college is a graduate school and research center attracting faculty whose writing and research require first-rate academic facilities and whose participation in undergraduate teaching brings to their students the profound questioning and the current ideas of modern scholarship. It is this abundant variety and outstanding quality among many disciplines that gives the college its distinctive character.

The richness of the curriculum is extraordinary; there is no course that all students must take, and there are nearly two thousand from which they may choose. By choosing courses each semester, students design their own education. They strike a balance between developing known interests and exploring new subjects. They sharpen their verbal and quantitative skills. They also come to understand more thoroughly the Western tradition and learn something about the non-Western world and its peoples. An education in the liberal arts means honing one's critical capacities, learning more about oneself in nature and culture, and gaining real experience with views of the world radically unlike one's own. All this is highly individual, and the college relies on each student and faculty adviser to select sensible, challenging, and appropriate courses.

Yet the faculty believes that each student's education should have certain common qualities. These include familiarity with several different ways of knowing that are reflected in the natural sciences, in the social sciences, and in those achievements of intellect and imagination that are the focus of the humanities and the arts. In addition to these general areas of knowledge, students study foreign languages, acquire effective writing and quantitative skills, and concentrate on one particular field to develop, as fully as possible, the powers of imaginative and critical thinking. To accomplish these objectives, the college has certain requirements for graduation.

Summary of Basic College Requirements for Graduation

- 1) Freshman Writing Seminars: Two courses.
- 2) Foreign language: Up to four courses to obtain proficiency in one language or up to six (but usually fewer) to obtain qualification in two.
- 3) Distribution Requirements: See below.
- 4) Major.
- 5) Electives: Four or five courses (at least 15 credits) in courses not used to fulfill other requirements and not in the major field.
- 6) Residence: Eight full-time semesters, unless a student can successfully complete all other requirements in fewer than eight semesters and meets the criteria to accelerate graduation. (See "Acceleration," under the heading "Residence.")
- 7) Minimum number of courses: Thirty-four courses. A two-credit course counts as half a course; a six-credit language course counts as one and one-half courses; a one-credit course does not count toward this requirement. (See under "Courses and Credits," below.)
- 8) Credits: A total of 120 credits, of which 100 must be taken in the College of Arts and Sciences.
- 9) Physical education: Completion of the university requirement (two courses). Please note that physical education credit does not count toward graduation or toward the 12-credit minimum required for good standing each semester. See p. 13.
- 10) Application to graduate.

Freshman Writing Seminars

See "John S. Knight Writing Program." Freshman Writing Seminars may not be counted toward the distribution requirements.

Foreign Language Requirement

The faculty considers competence in a foreign language essential for an educated person. Studying another language helps students understand language itself, our fundamental intellectual tool, and opens another culture for exploration. The sooner the student acquires competence, the more useful it will be. Hence work toward the foreign language requirement should be undertaken in the freshman and sophomore years.

The following departments teach foreign languages or literature or both in the College of Arts and Sciences: Africana Studies and Research Center, Asian Studies, Classics, German Studies, Modern Languages and Linguistics, Near Eastern Studies, Romance Studies, and Russian Literature.

The language requirement may be satisfied in one of two ways:

- 1) by attaining *proficiency* in one language or
- 2) by attaining *qualification* in two languages.

Proficiency

Proficiency is normally attained by passing a 200-level (intermediate) Cornell course (or Chinese or Japanese 161) or by equivalent achievement determined by examination (see chart below). Some introductory language courses are taught at the 300- or 400-level (for example, Near Eastern Studies 333-334); these do not confer proficiency.

Earning three credits on an AP language exam does not carry with it proficiency. Only by scoring high enough on the CASE (Cornell Advanced Standing Examination), does the student earn proficiency by examination. In other words, even students who earn advanced placement credit with scores of 4 or 5 on an AP language exam should take the CASE to see if they can be awarded proficiency. On the other hand, earning a 4 or 5 on an AP literature exam in French, Spanish, or German (German offers a combined language/literature exam) earns proficiency, as well as three credits, without the CASE. (Such students should take the CASE anyway to see if they can earn an additional three credits in language.)

Qualification

Qualification may be attained in any of the following four ways.

- 1) Three years of high school study in any one language gives qualification in that language. Note that this route to qualification does not guarantee entrance into a 200-level course. Students who want to continue studying the language must be placed in the appropriate course by a score on an examination. Being placed below the 200-level, however, does not cancel the qualification.
- 2) Passing the requisite course: 102, 123, or 134 in most languages taught by the Department of Modern Languages and Linguistics; Chinese 112-114 or Japanese 160; Near Eastern Studies 102 or 122 in Hebrew, 112 in elementary classical Arabic, or 118 in Turkish; Classics 103 or 104 in Greek, 106 or 107 in Latin, 112 in modern Greek; 132 in Sanskrit; AS&RC 134 in Swahili.
- 3) A score of 560 or better on either the SAT II in high school or the CPT (Cornell Placement Test) during orientation week.

Note: Except in the case of Sanskrit, completion of language sequences 131-132 does not constitute qualification.

Students may earn a 560 placement test score at the end of a course numbered 122 (second semester of the introductory sequence) and consequently attain *qualification* without taking 123, the third semester of the introductory sequence. However, with a score of 560, it may be

worthwhile to take 123 anyway to be better prepared for the 200-level courses.

- 4) Placement into a 200-level course by departmental, sometimes individual, examination at Cornell (in cases where no placement test is available).

Placement in Language Courses and Advanced Placement Credit

Placement into language courses and advanced placement credit are separate results of examinations.

Placement

Entering students who have had two or more years of high school study in a language or who have been awarded credit for language work at another college or university may enroll in a course in the same language only after being placed by examination. The placement exam may have been taken in high school (after the last course) or at Cornell during orientation. Students may retake a language test if a year or more has passed since last taking it.

Advanced Placement Credit

Being placed into a 200-level course does not earn credit toward the degree. Credit is earned only for high school work already at the 200-level, in other words, for the equivalent of language courses numbered 200 and above here at Cornell.

The type of examination depends upon the language and the level of achievement:

- 1) French, German, Italian, Russian, and Spanish placement tests: students need to register for the placement tests with the Department of Modern Languages and Linguistics, 203 Morrill Hall.
- 2) Greek, Ancient and Modern: departmental examination, Department of Classics, 120 Goldwin Smith Hall.
- 3) Latin: departmental examination, Department of Classics, 120 Goldwin Smith Hall.
- 4) Arabic: departmental examination, Department of Near Eastern Studies, 360 Rockefeller Hall.
- 5) Hebrew: departmental examination, Department of Near Eastern Studies, 360 Rockefeller Hall.
- 6) Turkish: departmental examination, Department of Near Eastern Studies, 360 Rockefeller Hall.
- 7) Other languages: special examinations, see the professor who teaches the language.
- 8) Students with a placement test score of 650 or above in French, German, and Spanish: the Cornell Advanced Standing Examination (CASE).

An eligible student who does not want to do further work in a language may still earn three or six credits and proficiency from the CASE.

Depending on their placement test scores, students are eligible for the courses and Cornell Advanced Standing Examination (CASE) as listed in the charts below. For languages not listed, or for special problems, students should see the professor in charge.

French

Placement Test Reading Score	Language Courses	Literature Courses
Below 370	121	
370-440	122	
450-550	123	
560-640	200, 203, or 205	201
600		220, 221
650 and above	Apply for CASE	
AP 4 or 5 in language, 3 credits.	Apply for CASE	
AP 4 or 5 in literature, 3 credits and proficiency.	Apply for CASE	

German

Placement Test Reading Score	Language Courses	Literature Courses
Below 370	121	
370-440	122	
450-550	123	
560-640	203	201
650 and above	Apply for CASE	
AP 4 or 5, 3 credits and proficiency.	Apply for CASE	

Italian

Placement Test Reading Score	Language Courses	Literature Courses
Below 370	121	
370-440	122	
450-550	123	
560-640	203	201
650 and above	Apply for CASE	
AP 4 or 5 in language, 3 credits.	Apply for CASE	
AP 4 or 5 in literature, 3 credits and proficiency.	Apply for CASE	

Russian

Apply for the Cornell Advanced Standing Examination (CASE)

Spanish

Placement Test Reading Score	Language Courses	Literature Courses
Below 370	121	
370-440	112	
450-550	123	
560-640	200, 203, 213	201, 211
650 and above	Apply for CASE	
AP 4 or 5 in language, 3 credits.	Apply for CASE	
AP 4 or 5 in literature, 3 credits and proficiency.	Apply for CASE	

Distribution Requirements

In satisfying the distribution requirements, students become acquainted with a broad range of subject matter in the liberal arts and sciences and explore areas they may not have explored before.

Attaining these two goals is part of the task of freshmen and sophomores. Although students may complete the requirements over the eight semesters, they can take advanced courses in subjects they find intriguing only if they have taken the introductory courses early.

Students must take a total of nine courses (of three or more credits each) for the distribution requirement: four courses from Groups 1 and 2 below, at least two of which are from Group 1 and at least one of which is from Group 2 (for example, one chemistry, one physics, one geology, and one mathematics); five courses from Groups 3 and 4 below, with at least two in each group and two in the same department (for example, one course in sociology, one in history, one in history of art, and two in theater arts). No single course may satisfy more than one distribution requirement in categories 1 through 4, and no freshman writing seminar may satisfy any of the distribution requirements. Grades of S-U in courses applied to the distribution requirements are acceptable.

Students may use one of the approved interdisciplinary courses for distribution as noted below, but may apply such courses to only one category of the distribution requirement and may not count courses offered or cross-listed by their major department for any distribution category beyond the usual category of the major department itself.

1. Physical and Biological Sciences

Primary list:

Astronomy 101 or 211, 102 or 212, 107, 201, 202 or any course numbered 300 or above

If 107 is taken, no other 100-level course can be used. Note that Astronomy 103, 104, 105, 106 do not satisfy the distribution requirement for the College of Arts and Sciences but may satisfy the requirements of another college.

Chemistry (all courses)

Geological Sciences (all courses)

Physics (all courses)

Biological Sciences: all courses *except* 152, 200 (unless permission of the associate director is obtained), 202, 205, 206, 208, 209, 301, or 367. The following courses are especially suitable for the distribution requirement because they have no prerequisites: 101-104, 105-106, 107-108, 109-110, 154, 160, 170, 184, 192, 201, 207, 212, 246, 264, 266, 275. Note that introductory biology can count for distribution credit only when taken as a two-semester sequence: 109-110, 105-106, or 101 and 103 plus 102 and 104, or 107-108, or a combination of the first term of one sequence and the second term of another.

Supplementary list: In fulfilling the science distribution requirement, students must take at least one course from the list of "primary" courses above, and may select additional courses from the following list.

Animal Science 100, 150, 212

Anthropology 101, 275, 371, 390, 474, 490

Biology and Society 301

Entomology 212

Food 200

Natural Resources 201, 210, 301

Plant Breeding 225

Psychology 123

Plant Pathology 301

Soils, Crops, and Atmospheric Sciences
131, 231

2. Quantitative and formal reasoning

All courses offered by the Department of Mathematics *except* Math 101 and 109

City and Regional Planning 320

Computer Science 100, 101, 172, 211, 212

Economics 321

Industrial & Labor Relations 210, 211

Operations Research & Industrial Engineering 115

Philosophy 231, 331, 431, 436

Physics 205, 209, 210

Psychology 350

Sociology 301

Statistics and Biometry 215

If students choose two courses from this list to satisfy part of the distribution requirement, those two courses may not have significant overlap. For example, students should not choose two beginning courses in statistics.

Under exceptional circumstances and upon petition, certain Cornell courses not listed above under Group 2, courses such as those appearing on the following auxiliary list, may be used to satisfy the requirement in quantitative and formal reasoning. The petition should provide a persuasive rationale both in terms of the student's course of study and in terms of meeting the goals of the requirement.

Auxiliary list: Agricultural Economics 310; Agricultural Engineering 151; City and Regional Planning 321; Industrial and Labor Relations 312; Linguistics 421, 450; Psychology 472-473 (a sequence of two two-credit courses which may count only in its entirety as one course); Sociology 420

Note on advanced placement credit

Students may apply up to two courses of approved advanced placement credit in science, mathematics, and computer science toward satisfaction of the distribution requirement in Groups 1 and 2 above, provided that they complete at least one course from the primary list of science courses during their undergraduate career. Transfer credit applied to the distribution requirement in Group 2 must be in mathematics or computer science.

3. Social sciences and history

Africana Studies 171, 172, 191, 204, 205, 220, 231, 271, 280, 290, 300, 301, 311, 370, 380, 381, 410, 420, 451, 459, 475, 478, 479, 483

Anthropology (all courses except Anthropology 101, 275, 371, 390, 451, 452, 453, 474, 490)

Archaeology 100, 201, 202, 203, 204, 247, 263, 275, 317, 353, 355, 362, 370, 402, 404, 458, 493, 494

Asian studies (courses in Asian anthropology, economics, government, linguistics, or sociology)

Biology and Society 342, 407, 427

City and Regional Planning 100, 101

Economics (all courses except 317, 318, 319)

Engineering 250, 292

Government (all courses)

History (all courses)

Linguistics (all courses)

Near Eastern Studies 197, 198 and all other courses in Near Eastern archaeology and history

✓ Psychology (all courses except 123, 276, 307, 322, 324, 326, 332, 350, 361, 375, 396, 410, 420, 422, 424, 425, 429, 431, 470, 471, 472, 473, 475, 478, 479, 491, 492)

Science and Technology Studies 233, 250, 281, 282, 287, 292, 350, 352, 360, 391, 401, 402, 407, 427, 433, 442, 444, 447, 467, 483, 645, 687

Sociology (all courses)

Women's Studies 206, 210, 218, 220, 227, 238, 244, 262, 269, 273, 275, 277, 281, 305, 307, 321, 336, 345, 353, 357, 362, 365, 366, 372, 384, 385, 401, 406, 408, 410, 416, 417, 425, 426, 428, 435, 438, 444, 450, 454, 455, 463, 466, 468, 478, 479, 480, 493

4. Humanities and the arts

Africana Studies 202, 211, 285, 303, 304, 310, 422, 425, 431, 432, 435, 455

Anthropology 290, 451, 452, 453, 455

Archaeology 100, 221, 309, 320, 357, 423, 434, 520, 629

Asian Studies (208, 211, 212, 215, 218 and other courses in Asian art, literature, religion, or cultural history)

Biology and Society 205, 206

Classics (courses at the 200-level and above in Classical civilization, art, and archaeology; Classical languages at the 200-level and above)

Comparative Literature ✓

English

French Literature

German Literature

✓ History of Art

Italian Literature

Music (one course of at least three credits, excluding musical performance, organizations, or ensembles; or two courses, which may include four credits in musical performance or three credits in organizations or ensembles, but not both).

✓ Near Eastern Studies (courses in Near Eastern civilization or literature, including language courses at the 200-level and above)

Philosophy (all courses except courses in logic)

Religious Studies 101

Russian Literature

Science and Technology Studies 205, 206, 286, 381, 384, 389, 390, 481, 661, 681

Spanish Literature

Theatre Arts (except for technical production studios)

Women's Studies 210, 251, 264, 335, 341, 346, 348, 363, 365, 366, 374, 390, 404, 407, 411, 433, 445, 446, 451, 457, 474,

475, 476, 481, 491, 492, 493, 530, 621, 633, 660

Students may apply no advanced placement credit toward satisfaction of the distribution requirement in Groups 3 and 4. Students majoring in one of the departments of the social sciences or humanities may apply up to three courses from their major toward distribution.

5. Breadth requirements

Students must include in their undergraduate curricula at least one course that focuses on an area or a people other than those of the United States, Canada, or Europe, and one course in an historical period before the twentieth century. (Courses focusing on Native American cultures may count toward the breadth requirement.) Courses that satisfy the first breadth requirement, geographical breadth, are marked with a @ when described in this catalog. Courses that satisfy the second, historical breadth, are marked with a *. Many courses satisfy both requirements, and students may in fact use the same course to satisfy both. They may also apply courses conferring proficiency in a non-Western language toward the geographical breadth requirement and use courses satisfying distribution, major, or elective (but not writing) requirements in satisfaction of either of the breadth requirements. Credit awarded by examination may not be applied to either of the breadth requirements.

The Major

In their last two years, students devote roughly one-half their time to acquiring depth and competence in a major subject. The choice of major is not intended to define a student's intellect or character or to lead to a lifetime's occupation, although it may do some of each. By majoring, students focus the full extent of their imaginative and intellectual capacities on something they care about and sharpen their minds in the process.

Sophomores must be accepted by departments as majors before registering for courses for the junior year. Most departments and programs specify certain prerequisites for admission to the major; students should consult the departmental listings on the following pages. A department may refuse to accept into the major any student whose performance does not meet departmental standards. To seek admission into a major, students take a copy of their transcript to an appointment with the director of undergraduate studies in their prospective major department.

Available majors. Majors are offered by each of the departments. There are also majors in American studies, archaeology, biology and society, dance, film, religious studies, Russian and East European studies, and women's studies.

Some students want to pursue an interest that cannot be met within an established major. They may plan, with the help of their faculty adviser, an independent major that includes courses from several departments. See "Independent Major Program," below, under "Special Academic Options."

Students are responsible for completing their majors according to the regulations and with the approval of their departments. Courses that fulfill major requirements may not be taken for S-U grades.

Double Majors

One major only is required for graduation. Some students choose to complete two majors. No special permission or procedure is required; students simply become accepted into both majors and find an adviser in each department. Both majors will be posted on the official transcript. Double majoring often results in a narrower, less interesting curriculum than a single major with well-selected, advanced-level electives or a concentration, especially if the majors are in closely related fields.

Electives

Of the 34 courses and 120 credits required for graduation, almost one-third are free electives. How students use these electives frequently makes the difference between an ordinary and a truly interesting curriculum. Students must complete at least four courses and at least 15 credits offered outside the major field and not used to fill another requirement. AP credits not otherwise used may be used to fulfill elective requirements. Students may group electives to form a concentration separate from their major or even a second major. Some choose to explore a variety of subjects. Electives taken in other divisions of the university may be used to gain practical training or specialized knowledge. Some students develop a concentration in one particular department or subject outside arts and sciences. Students who choose to complete two majors may count courses in one of those majors as "electives."

Residence

Eight semesters of full-time study in the College of Arts and Sciences are integral to earning the A.B. degree. Even if the minimum requirements can be met in fewer semesters, the faculty of the college expects students to take advantage of the resources of the university for eight full terms and obtain as rich and advanced an education in the liberal arts and sciences as possible.

Approved study abroad, SEA Semester, and Cornell-in-Washington are considered semesters of residence, but students may spend no more than two semesters on such programs and must be on campus during their last semester. Mid-year freshmen who study full-time in an approved curriculum at another institution during the fall preceding their matriculation in the college may, if they wish, count that semester as a semester of residence.

Semesters of extramural study in the Division of Continuing Education and Summer Sessions do not count as semesters of residence.

Transfer students from other institutions must spend a minimum of four semesters on the Cornell campus in Ithaca. Transfers from other colleges at Cornell must spend four semesters on campus in Ithaca as students in the Internal Transfer Division or in the college.

Students occasionally enter with advanced placement credit from other institutions, take leaves and complete courses at other institutions, or take summer courses at other institutions. The college will accept credit for such courses, if they are comparable to courses offered by departments at Cornell and are approved by those departments (approval forms are available in the Office of the Registrar, M46 Goldwin Smith Hall). Students

may not count such credit, however, as part of the 100 credits required in the College of Arts and Sciences. They may use such credit to replace a term of residence if they petition to accelerate (see below), but such credit must be earned before the last semester and not during a required academic leave. Students may not leave the college after fewer than eight semesters of residence and complete their undergraduate degrees with credits earned at other institutions or as part-time or summer students at Cornell.

Acceleration. Some students decide that they do not need eight semesters of residence to obtain a solid undergraduate education. These students should discuss their plans with their major adviser and an advising dean, and must meet certain requirements in addition to those required of other students.

1. Accelerants must meet either condition *a* or *b*:
 - a. Complete 60 credits before the beginning of the last four semesters and complete the prerequisites for admission to the major in time to spend *four* semesters in the major.
 - b. Pass 48 credits in College of Arts and Sciences courses numbered "300" and above. Upper-level courses taken in other colleges at Cornell University may count as College of Arts and Sciences credit only if approved for the major.
2. All accelerants are required to complete 100 credits at C or above. Courses completed with a grade of "S" will count toward the 100 credits.
3. Students may not use credits earned while on required leave of absence to reduce their terms of residence.
4. Accelerants may not finish the degree with credits earned in summer or winter session, through part-time study (unless they meet the guidelines for part-time study), or at an off-campus program, including Cornell-in-Washington, SEA Semester, or study abroad. That is, they may not exit through any program other than a regular, full-time Cornell semester in Ithaca.

Students matriculating as freshmen may not compress their undergraduate education into fewer than six semesters of residence. Transfer students, both from other institutions and from other colleges at Cornell, must spend at least four semesters in the college on campus in Ithaca.

Ninth term. Students who can graduate in eight semesters should do so. If someone has a worthy academic plan for a full ninth or tenth semester, the dean for seniors can approve that plan and ask the registrar of the college to enroll the student as a special student for the additional work. Such a status allows enrollment in a full schedule of courses for full tuition and full use of campus resources, but allows financial aid only from loans or outside agencies, not from Cornell funds. Students who need only a part-time schedule of courses in a ninth or tenth term in order to graduate should complete the outstanding courses as an extramural student. Students may spend a ninth term in residence only with permission of the dean for seniors or the Committee on Academic Records. Such permission is normally granted only under circumstances such as the following:

1. Students who have been ill or have an exceptionally compelling academic plan.
2. Dual-degree students, who are pursuing a formalized five-year university curriculum.
3. Students attracted late to a field with a hierarchical curriculum (for example, physics).
4. Students who are academically underprepared for the curriculum at Cornell and need to begin with a lighter schedule of courses than normal. (See Assistant Dean Turner, Academic Advising Center, 55 Goldwin Smith Hall, about this option.)

Part-time study. Students in good academic standing may take a personal leave of absence and enroll in the Division of Continuing Education, but such semesters of part-time study do not count as terms of residence. Students are allowed to earn their degrees as part-time students only if they present convincing academic or medical reasons for a reduced schedule or if they are Ithaca residents who are 23 years of age or older. Students may complete their degrees as part-time students at Cornell after fewer than eight semesters of full-time residence only if:

- 1) They have completed all degree requirements by the end of the seventh term, and could have received permission to accelerate.
- 2) They have received permission to accelerate, but have been forced to drop or delay a course for reasons beyond their control.
- 3) They are writing an honors thesis and can complete all degree requirements by taking two or fewer courses, one of which is the thesis itself.

Courses and Credits

Students must complete at least 34 courses to graduate, that is, an average of four courses during each of six semesters and five courses during each of two semesters. A three- or four-credit course counts as one course; a two-credit course counts as one-half course. Single-credit courses do not count as part of the 34 except in certain cases when they form a part of a series (certain offerings in biology, music, and theatre arts) and two in the same series can be aggregated to count as one-half course. A six-credit language course counts as 1 1/2 courses, while the summer Falcon Programs in Asian languages count as ten credits and 2 1/2 courses each. Archaeology and geology fieldwork for more than six credits count as two courses each. Biology 281 counts as 1 1/2 courses. Other five- or six-credit courses count as one course.

Students must also complete 120 credits, 100 of which must be from courses taken in the College of Arts and Sciences. Courses approved for study abroad during a semester or academic year of full-time study (not summer study) and courses taken in certain off-campus residential programs may be counted toward the 100 credits required within the college and also toward the required 34 courses. Advanced placement credits and credits earned in other colleges at Cornell, or in any subject at U.S. institutions other than Cornell, do not count as part of the 100. The only exception is for courses (usually no more than three) that certain departments accept from other colleges at Cornell as fulfilling major requirements.

A course may not be used to fulfill more than one college requirement, with the following exceptions:

- 1) A course may be used to fulfill a distribution requirement and also a major requirement.
- 2) A one-semester course in foreign literature that is acceptable for achieving proficiency in that language may also be used as a partial fulfillment of the distribution requirement in the humanities and the arts.
- 3) Courses may count toward breadth requirements and toward any other requirement except freshman writing seminars.

Repeating courses. Students occasionally repeat courses. If the instructor certifies that the course content has been changed, credit will be granted a second time. If the content has not changed, both grades will appear on the transcript and will be included in any average that is calculated, but credit will be counted toward the degree only once. Students who plan to repeat a course should submit a petition to an advising dean. If the original course grade was F, no petition is necessary.

Transferring credit. The college evaluates credit received from either another school or college at Cornell University or another accredited institution of collegiate rank to determine the number of credits and courses the student may apply toward the various requirements for the Bachelor of Arts degree at Cornell. Credit evaluations are normally provided to external transfers at the time they are notified of their admission.

Transfer students must successfully complete at least 60 credits and 16 courses at Cornell; they must be in residence for four regular semesters. Summer session does not count toward the residence requirement. Advanced placement credit awarded by other colleges, either at Cornell or elsewhere, is subject to a re-evaluation by the college.

Advanced placement credit. See p. 5.

Summer session credit. A student may earn credit toward the degree by completing courses in Cornell's summer session or by petitioning to take courses at other colleges. Students should consult their advisers regarding summer study plans.

Credit for summer courses not taken at Cornell must be approved by the appropriate Cornell department. Approval forms and information are available in the Office of the Registrar, M46 Goldwin Smith Hall. Credit earned in summer courses other than those at Cornell will not count toward the 100 credits required in the college (including summer or orientation programs abroad.) Transcripts from other institutions should be sent to the associate registrar, M46 Goldwin Smith Hall.

Entering students who want to receive credit toward the degree for courses completed in a summer session away from Cornell should have transcripts sent to the associate registrar, M46 Goldwin Smith Hall, during the summer before matriculation. Credits completed in Cornell summer sessions will be given automatically.

Summer session at Cornell or elsewhere does not count toward the eight-semester residence requirement.

Noncredit courses. The college does not grant credit toward the degree for every course offered by the university. Courses in remedial or developmental reading, supplemental science and mathematics courses offered by the Learning Skills Center, keyboarding, shorthand, and military training courses are among those for which credit is not given and which do not constitute part of the 12 credits required for good academic standing (see list below). Faculty legislation strictly prohibits granting credit toward the degree for service as an undergraduate teaching assistant, even though the department may record credit for such service on the transcript.

Auditing. The college encourages its students to take advantage of its rich curriculum by sitting in on courses that interest them but do not fit into their schedules for credit. As long as the instructor agrees, students are welcome to visit courses. Small seminars and language courses are sometimes not open to visitors. Audited courses do not, of course, appear on the student's schedule or transcript.

Noncredit courses:

All courses numbered below 100 (for example, Computer Science 099)

All courses in Military Science, Naval Science, and Aerospace Studies

Biology G 498

Communications 498

Education 498

Hotel Administration 161, 171, 261, 263

Human Development and Family Studies 403

Human Ecology 100

Human Service Studies 403

Mathematics 109

Nutritional Science 403

Psychology 498

Physical Education

See "University Requirements for Graduation," p. 13. The college does not count physical education credit toward the 120 credits required for graduation, nor toward the twelve credits required for good standing each semester.

SPECIAL ACADEMIC OPTIONS

Degree Programs

The following programs allow students to work toward more than one degree or to alter the regular college requirements or departmental requirements for the major.

Independent Major Program

The Independent Major Program allows students to design their own interdisciplinary majors if they want to pursue an interest that cannot be met within an established major. Proposals for an independent major must be equivalent in coherence, breadth, and depth to a departmental major, well suited to the student's academic preparation, and consistent with a liberal education. Proposals must also be supported by a faculty adviser and are

assessed by a board of faculty members. Independent majors substitute for established majors, but students must still satisfy all the other requirements for the baccalaureate degree. Students should contact the director of the Independent Major Program, Academic Advising Center, 55 Goldwin Smith Hall, for further information. Deadlines for submitting independent major proposals are listed on the calendar supplement for the College of Arts and Sciences.

College Scholar Program

The College Scholar Program frees up to forty students in each class from the usual college requirements for a degree and allows them to design their own curricula. It is meant to serve students whose interests and talents would benefit from a little more academic freedom than other students have, who demonstrate exceptional promise, and who show the maturity to plan and carry out, with the help of their adviser, a well-designed program of studies. College Scholars do not all design the same kind of program: some, for instance, pursue diverse interests, while others integrate a variety of courses with a common theme.

College Scholars must complete 120 credits of course work (100 in the college), 34 courses, and, unless they receive special permission from the program to accelerate, eight full terms of undergraduate study. They must complete the physical education requirement. All College Scholars must complete a senior project. They are not required to complete or fulfill the distribution requirements, although members of the College Scholar Advisory Board believe that the spirit of the requirement is a good one.

Each applicant to the College Scholar Program is asked to write an essay, which is due the last Wednesday in April of the freshman year. Mid-year freshmen apply at the end of their first spring semester in the college. Students should contact the Academic Advising Center, 55 Goldwin Smith Hall, for further information.

Dual-Degree Program with Other Colleges

The Dual-Degree Program enables especially ambitious undergraduate students to pursue programs of study in two colleges. Dual-degree candidates may earn both a Bachelor of Arts degree from the College of Arts and Sciences and (1) a Bachelor of Science degree from the College of Engineering or (2) a Bachelor of Fine Arts degree from the Department of Art in the College of Architecture, Art, and Planning or (3) a Bachelor of Science degree in urban and regional studies from the Department of City and Regional Planning in the College of Architecture, Art, and Planning or (4) a Bachelor of Science degree in architectural history from the Department of Architecture in the College of Architecture, Art, and Planning. Students enter one of these colleges as freshmen or sophomores and begin the Dual-Degree Program with the second college in the second or, in some cases, the third year. The Dual-Degree Program ordinarily takes five years to complete, and students are eligible for five years of financial aid. For further information students should contact Assistant Dean Saraydar, Arts and Sciences Admissions, 172 Goldwin Smith Hall.

Double Registration with Professional Schools

Registration in the senior year of the College of Arts and Sciences and the first year of Cornell Law School, Cornell Medical College, or the Johnson Graduate School of Management, is possible. A few exceptionally well-prepared students who have earned 105 credits before the start of the senior year and have been accepted by one of the above-named professional schools may be permitted to register simultaneously in the college and in one or another of these professional schools during the seventh and eighth terms. Students with eight or fewer credits to complete may apply to enter the Master's of Engineering program during the eighth semester.

Students interested in the joint program with the Law School or the Graduate School of Management, or the Master's of Engineering program should see the dean for seniors, Academic Advising Center, 55 Goldwin Smith Hall.

Students registering simultaneously in the college and in the Cornell Medical College receive the Bachelor of Arts degree after the first year of medical studies and the Doctor of Medicine degree after the remaining three years of medical college are completed. Interested students should contact the health careers coordinator, 203 Barnes Hall.

Double-registered students must, of course, complete all requirements for the A.B. degree, including 100 credits in College of Arts and Sciences courses.

Teacher Education in Science and Mathematics

Students at Cornell may pursue teaching credentials in biology, chemistry, earth science, general science, mathematics, and physics. Teacher Education in Science and Mathematics (TESM) is a university program jointly conducted by the departments of education and mathematics. Although TESM offers options for undergraduate and graduate study, most students enroll in a five-year program, which combines an undergraduate major in mathematics or one of the sciences with a one-year Master of Arts in Teaching degree (MAT). Students from any college at Cornell are eligible to apply to the program as undergraduates, usually during their sophomore year.

For more information, contact the TESM student support specialist at 255-9255 or the program coordinator, D. Trumbull, 255-3108.

Special-Interest Options

The following options do not alter the college's requirements but enable students to pursue special interests within the usual program.

Informal Minors

Some students organize electives within a discipline or department. Such informal minors are not noted on the transcript.

Concentrations

Interdisciplinary concentrations, described in the pages following the descriptions of the departments and their curricula, provide structures for organizing electives. Completed concentrations are noted on the transcript.

Independent Study

Independent study affords students the opportunity to pursue special interests or research not treated in regularly scheduled courses. A faculty member, who becomes the student's instructor for the course, must approve the program of study and agree to provide continuing supervision of the work. Students must prepare a proposal for independent study (proposal forms are available in the college registrar's office, M46 Goldwin Smith Hall). In one semester students may earn up to six credits with one instructor or up to eight credits with more than one instructor.

Undergraduate Research Program

One of the best ways to benefit from being an undergraduate at a research university and at Cornell in particular is to become an apprentice in on-going faculty research. About 400 students participate each year in creating new knowledge and earn independent study credit for what they learn and contribute. They sharpen their critical and creative abilities and can test their interest in pursuing a research career. Sometimes they publish their work.

The Undergraduate Research Program in Goldwin Smith Hall gathers information about research opportunities in most disciplines of the liberal arts and sciences, guides students in finding further opportunities — both on campus and elsewhere and both during the academic year and during the summer — and helps students prepare for research and present themselves as candidates for apprenticeships. While many students locate research opportunities independently through faculty whose courses they have taken, through their major departments, or through published materials, they, as well as the ones who find their projects through the Undergraduate Research Program, benefit from the resources of the program in learning about the process of research.

The Cornell Undergraduate Research Board, an undergraduate organization, conducts an annual open house to help students get started in research and an annual forum at which undergraduates present their work.

Students interested in this program should see Assistant Dean Williams, Academic Advising Center, 55 Goldwin Smith Hall.

Language Study

More than forty languages are taught in the College of Arts and Sciences; some of them are taught only at Cornell. A full range of language, literature, and cultural courses are available in most of the major ancient and modern languages through the joint efforts of the Department of Modern Languages and Linguistics and the departments that specialize in literary and cultural study: the Africana Studies and Research Center and the departments of Asian Studies, Classics, German Studies, Near Eastern Studies, Romance Studies, and Russian Literature. Semi-intensive courses afford students the option of accelerating the development of language skills.

FALCON (Full-Year Asian Language Concentration). FALCON allows students who are interested in the Far East to study Chinese, Indonesian, or Japanese exclusively for one year. They gain proficiency in the

language and familiarity with the culture. Students who are interested in the Far East should be aware of the opportunities here to pursue rapid and thorough beginning studies on campus with the objective of studying abroad later—in China, Japan, or Southeast Asia.

Language House Program

A complement to classroom cultural and linguistic instruction, the Language House Program combines residential and academic opportunities for developing and practicing conversational skills in French, German, Italian, Japanese, Mandarin Chinese, Russian, and Spanish. It helps prepare students who plan to study abroad and helps returning students share their cultural experiences while further increasing their language skills. Students interested in this program should see Academic Administrator Evelt, 136 Goldwin Smith Hall.

Prelaw Study

Law schools neither require nor prefer any particular program of study; they do seek students with sound training in the liberal arts and sciences. It is important that students plan a program in which they are interested and do well. Beyond that, students are advised to take courses that will develop their powers of precise, analytical thinking and proficiency in writing and speaking.

The college offers a concentration in law and society. Students should work toward completion of this concentration because they find it interesting, not because they believe it will convince law schools of their interest.

The adviser for students in the College of Arts and Sciences who are applying to law school is Assistant Dean Cox, Arts and Sciences Admissions, 172 Goldwin Smith Hall.

Premedical Study

The breadth and depth afforded by a liberal arts education are invaluable for people who plan medical careers, whether they intend to practice or go into medical research. Such training has a profound effect on the doctor's usefulness to patients, and it affords the flexibility of mind that is needed for major research undertakings. Medical and dental schools do not prescribe or even prefer a particular major; they do, however, require particular undergraduate courses, and most students are well advised to begin chemistry in their freshman year. Students who are interested in medical careers are urged to visit the Health Careers Office, 203 Barnes Hall.

The adviser for students in the College of Arts and Sciences who are planning careers in medicine is Assistant Dean Turner, Academic Advising Center, 55 Goldwin Smith Hall.

Off-Campus Programs

Many students find it important to their majors or to their overall academic programs to study off campus or abroad for one or two semesters. When it makes academic sense, the college encourages its students to pursue such studies and grants credit toward the degree for work satisfactorily completed.

Study Abroad

Each year about 200 undergraduates in Arts and Sciences include semester- or year-long study abroad as part of their formal under-

graduate education. Ideally, study abroad builds upon a broad liberal arts background in the early semesters: area studies, language training, and preparation in the proposed field of study are all essential.

The college encourages wherever possible study at foreign institutions alongside their degree candidates rather than study in self-contained programs that offer courses specially designed for foreigners. The goals of this educational immersion are several: to deepen students' understanding of the organization of knowledge into disciplines with their own methodologies and perspectives; to involve students in social relationships with peers who may hold a new and unexpected range of social attitudes; to hear from leading academics the modes of inquiry, methods of analysis, and educational values offered to students of another country as quality higher education. Focused academic work in the right institution abroad can prepare students for advanced study or honors work in the final semesters back in Ithaca.

Many students go abroad to pursue work in their majors. Economics and government majors get new views of the European Union or foreign policy with study at the London School of Economics, the University of Geneva, or the Institute of Political Studies ('Sciences Po') in Paris. Biology and chemistry majors have carried their research interests to Oxford, England, the University of Hamburg in Germany, and the University of New South Wales in Australia.

Some students pursue an informal minor to complement the major. For instance, one mathematics major completed a certificate in Dutch studies at Leiden University in the Netherlands. Others combine a premed curriculum with a major in Asian studies enhanced by study in Japan, China, or Nepal. Students with majors in the traditional disciplines can often complete a second major in the interdisciplinary study of a particular region through appropriate study abroad.

The college advocates study abroad that enables students to become competent enough in another language to experience daily life, develop social relationships, and accomplish formal course work in that language. **Students who intend to study abroad in a country where the host language is not English must demonstrate a serious commitment to learning the language through course work before study abroad.** At least one area studies course or one course in the history, culture, economics, politics, or social relations of the country of destination should be part of every student's preparation for study abroad.

Students planning study abroad need solid academic credentials to do so productively and successfully. The college requires a minimum overall GPA of 3.0 for all Cornell course work, and good academic standing in the semester immediately before going abroad.

Study abroad is possible during the sophomore and junior years or during the first semester of the senior year. Study abroad in the final semester is rarely approved. Important steps to prepare for study abroad include

- substantial progress with college distribution requirements;

- admission to a major and a faculty adviser in the major;
- clear academic agenda for study abroad;
- appropriate study of the country or region of destination, especially language study.

Study abroad can earn up to 15 liberal arts and sciences credits per semester of full-time course work as long as the curriculum abroad is consistent with that of the college. Courses that fall outside the scope of the liberal arts and sciences may earn non-Arts credits. Students must carry a full course load as defined by the host institution. Students may spend up to two semesters abroad. Only those with compelling curricular reasons may study in more than one location over two semesters. The college does not approve study abroad that tours more than one country or that is more touristic than scholarly in content and structure. Students must continue study of the host language while abroad. Only in exceptional circumstances will the college approve programs which, in non-English speaking countries, provide no language training.

All courses taken abroad will appear on the Cornell transcript and grades earned are reported in the system of the host institution. Grades earned through course work abroad do not become part of the Cornell GPA, because grades at other institutions are rarely equivalent to grades at Cornell.

Students who transfer to Cornell must complete a minimum of four semesters of residence on campus in Ithaca and may not study abroad during one of those four semesters.

Applications to study abroad must have the support of a faculty adviser in the major and the approval of the college. Although students apply to study abroad through the Cornell Abroad office, Arts and Sciences applicants submit to the college an essay describing the academic rationale for study abroad and an outline of prospective courses abroad. Students planning study abroad must consult their faculty advisers and Barbara Lantz, assistant dean for International Programs, 55 Goldwin Smith.

Summer Residential Programs in Archaeology

During the summer months students may participate in a Cornell-sponsored archaeological project. In recent years the program has organized archaeological projects in New York State, Central America, Greece, and Italy. Students should contact the Archaeology Program for information about the sites currently available.

Marine Science

Shoals Marine Laboratory is a seasonal field station that offers a variety of courses and experiences designed to introduce undergraduates to the marine sciences. The laboratory is located on Appledore Island, six miles off the Maine/New Hampshire coasts. Students should contact the Division of Biological Sciences for further information.

Cornell-in-Washington

The Cornell-in-Washington program offers students from all colleges within the university an opportunity to earn full academic credit for a semester in Washington, D.C. Students take

courses from Cornell faculty, conduct individual research projects, and work as externs. The Cornell-in-Washington program offers two study options: 1) studies in public policy, and 2) studies in the American experience. The program also offers a unique externship opportunity: students serve as externs in a federal agency, congressional office, or non-governmental organization and take part in a public policy or humanities seminar. They define and carry out individual research projects under the supervision of Cornell faculty. Potential externships are arranged through, and approved by, the Cornell-in-Washington program. For further information, see p. 19 or inquire at 131 Sage Hall, 255-4090. Seniors who wish to study in Washington during their final semester must petition the college for permission to do so; they should first consult with the dean for seniors, Academic Advising Center, 55 Goldwin Smith Hall, 255-5004.

Fieldwork

Sometimes it is appropriate for students to include fieldwork as part of their major. A three-member faculty committee helps the student plan the project, arranges for ongoing supervision, and evaluates the project at the end of the term. Fieldwork almost always involves writing a long paper or several short ones, as well as practical experience. All proposals for fieldwork must be presented in advance to the Committee on Academic Records for approval. A maximum of 15 credits in fieldwork may be earned. For further information students should contact an advising dean in the Academic Advising Center, 55 Goldwin Smith Hall.

ADVISING

The following advisers and offices provide academic advising or information on college procedures and regulations.

Faculty Advisers

All new students are assigned a faculty adviser. The adviser helps students design programs of study and advises them about ways to achieve their academic goals. Advisers and new advisees meet first during orientation week to plan the student's program. New students are encouraged to see their advisers again early in the term, before it is too late to drop courses, to discuss their academic program and to become better acquainted. Academic difficulties may frequently be solved or avoided if students and advisers recognize problems early. Advisers and advisees meet at least once each semester to discuss courses for the following term.

Students who would like to petition for an exception to college rules should discuss the matter with their advisers.

Advisers may also help students with study or personal problems or may direct them to other offices on campus where help is available.

Student Advisers

Each new student is supplied with a list of student advisers who can provide information about the college's requirements, courses, and instructors and about life at Cornell.

Major Advisers

After acceptance into a major, students are assigned a major adviser, a faculty member in the major department, with whom they make many of their most important academic decisions at Cornell. The adviser eventually certifies the completion of the major. The major adviser should be consulted by the student about all academic plans, including honors, study abroad, acceleration, and graduate study. The adviser's support is especially important if a student petitions for an exception to the requirements for the degree.

Academic Services

The Academic Advising Center, 55 Goldwin Smith Hall, 255-5004, the Office of Admissions, 172 Goldwin Smith Hall, 255-4833, and the Office of the Registrar, M46 Goldwin Smith Hall, 255-5051, offer resources for faculty and student advisers and for students themselves and their parents. Advising deans are available to help students define their academic and career goals and to help with special academic options and exceptions to college rules:

Lynne S. Abel, associate dean for undergraduate education, independent majors and College Scholars—255-5004

Patricia M. Dougherty, college registrar—255-5051

Thak Chaloeontiarana, associate dean, dean for seniors—255-4833

John Chiment, assistant dean for freshmen—255-5004

Gerry Cox, assistant dean, pre-law adviser, and coordinator of outside scholarships—255-4833

Michele Crane, associate registrar—255-5051

Daniel H. Evett, coordinator of international admissions and academic administrator, Language House—255-6543

Ken Gabard, assistant dean and adviser for internal transfer students—255-4833

Barbara Jo Lantz, assistant dean for study abroad and international programs—255-5004

Steve Saraydar, assistant dean for mid-year freshmen and dual-degree students—255-4833

Maria S. Terrell, assistant dean for sophomores and juniors—255-5004

Janice Turner, assistant dean for minority programs and premedical adviser—255-5004

Peggy Walbridge, assistant dean for transfer students—255-4833

Marilyn Williams, assistant dean for undergraduate research, scholastic development and Career Center liaison—255-5004

REGISTRATION AND COURSE SCHEDULING

Registration with the University

All students must register with the university at the beginning of each semester. Students may register if they are academically eligible and have paid their tuition. Registration materials are available at a time and place announced each term by the university registrar.

Enrollment in Courses in the College of Arts and Sciences

Students must enroll in courses through the Office of the Registrar, M46 Goldwin Smith Hall.

New Students

During orientation week the dean for freshmen and the dean for transfer students conduct briefings about scheduling courses for new students.

Continuing Students

Continuing students are expected to select and schedule courses in advance during the previous term. Students who fail to sign into courses during the designated period must wait until the beginning of the semester and may have difficulty securing places in those they most want. Students may schedule up to five courses during the course enrollment (preregistration) period. Information and materials will be available in the Office of the Registrar, M46 Goldwin Smith Hall. Before signing into courses, students should make appointments with their faculty advisers to plan their programs. Course enrollment (preregistration) is the best time to discuss long-range goals with faculty advisers. Students who do not have majors must submit an academic plan, approved by their faculty adviser, with their proposed schedule. All students are welcome to discuss programs and plans with an advising dean in the Academic Advising Center, 55 Goldwin Smith Hall, or in the Office of Admissions, 172 Goldwin Smith Hall.

Continuing students receive their course schedules at university registration. In the fall they also receive a copy of their transcript and a record of their progress toward the degree, which show the courses taken, grades received, graduation requirements fulfilled, and academic actions. These are not official transcripts, but they reflect the official record and should be corrected in the college registrar's office if they are incorrect.

Limits on Courses and Credits

To meet the 34-course requirement, students must normally take four courses during each of six semesters and five courses during each of two semesters. To meet the 120-credit requirement, students should average 15 credits per semester. (AP credit and/or summer credits may reduce these numbers.) At a minimum, students must carry twelve credits per semester; if for compelling personal or academic reasons students need to carry fewer than twelve credits, they should consult their faculty adviser and an advising dean. Permission is by petition only; it is relatively freely given for first-semester students. Completion of fewer than twelve credits without permission results in unsatisfactory academic standing. First-term freshmen must petition to register for more than eighteen credits; other students may register for more than eighteen credits a term only if their previous term's average was a B or higher. No more than twenty-two credits may be taken in a regular semester without permission of the Committee on Academic Records. Students who fail to seek approval for excess credits from the committee run the risk of having only 18 credits for the semester count toward the degree.

Any student who is not officially enrolled in a schedule of courses by the end of the third week of classes may be withdrawn from the college.

Forgery on Forms

Forging signatures or credentials on college forms is an academic offense; sometimes it constitutes academic fraud. In all cases of forgery on academic forms, the effect of the forged documents shall be negated. Students may then petition properly to do whatever they attempted to do improperly. Such incidents will be recorded in the Academic Integrity Hearing Board confidential file for forgeries. If a student forges more than once or if the forgery would advance the student's academic standing unfairly or fraudulently or if, for any other reason, the situation requires some other response in addition to the uniform penalty, the Academic Integrity Hearing Board might make a different recommendation, such as a notation on the student's transcript, suspension, or dismissal.

Attendance in classes is a matter between students and their instructors. If a student cannot attend classes because of illness or family crisis, the Academic Advising Center will notify instructors when requested to do so, but students must arrange to make up examinations or other work with their instructors. When students will be absent because of religious holidays or athletic competitions, they must discuss arrangements for making up their work with their instructors. Students who must miss an examination must contact the professor in advance. Alternative arrangements are at the discretion of the instructor.

Adding and Dropping Courses

After course enrollment (preregistration), students may not adjust their schedules until the new term begins. During the first three weeks of the semester, students may change courses without petition. Add/drop forms are available in the Office of the Registrar, M46 Goldwin Smith Hall.

After the third week of classes, students may petition to add courses. They may drop courses up to the seventh week. Between the seventh and twelfth weeks students may petition to withdraw from courses, if (1) the instructor approves; (2) the adviser approves, (3) no issue of academic integrity is at stake and (4) the student has been attending classes and is up to date in all coursework. Students petitioning to withdraw from a course after the seventh week of the term must meet with an advising dean.

Courses dropped after the seventh week will be noted on the transcript by a "W" where the grade would normally appear. No petitions to withdraw from courses may be submitted after the end of the twelfth week in the term. Deadlines for short courses will be adjusted according to the length of the courses. After the midpoint of a short course, students who wish to add or drop the course must petition to do so.

Leaves of Absence

Taking time off from college to think about goals and progress, to gain additional experiences or funds, or just to take a break from studying is sometimes useful to students. Those in good standing who take a leave before the beginning of any semester or by

the end of the seventh week of the semester are welcome to register in the college the following semester. Five years is the maximum length of time a student may be on leave and return without special permission. Leaves of absence are of four types.

- 1) *Personal leaves* impose no conditions concerning reentering the college except for the five-year limit. Readmission is automatic upon written request made at least one month before the beginning of the term in which the student wishes to return.
- 2) *Medical leaves* are granted by the college only upon recommendation by a physician from Gannett Health Center. Such leaves are granted for at least six months and up to five years with the understanding that the student may return at the beginning of any term after the medical condition in question has been corrected. In some cases students must satisfy the Gannett Health Center that the condition has been corrected before they may return. The student's academic standing will also be subject to review at the time of the leave and on return.
- 3) *Conditional leaves* may be granted if the student is not in good standing or, in unusual circumstances, after the seventh week of the term. Normally students may not return from conditional leaves for at least two terms or until specific and individual conditions, such as completing unfinished work, have been met.
- 4) *Required leaves:* The Committee on Academic Records may require a leave of absence if a student is not making satisfactory progress toward the degree. See the section "Academic Actions."

Any student who wishes to take a leave of absence should consult an advising dean in the Academic Advising Center. On readmission, the student's graduation date will be recalculated according to the number of terms completed, the number of acceptable credits earned toward the degree, and the requirements for graduation.

Students who take courses elsewhere while on leave may petition to have credits transferred and applied toward the 120 credits needed for graduation, but not the 100 credits required in the college. Approval depends on the judgment of the relevant departments and acceptable grades. Credits earned during a leave do not count toward the eight semesters of residence unless a student petitions successfully to accelerate. See the section "Residence." Credits earned during a required leave may not be used to reduce the terms of residence.

Withdrawals

A withdrawal is a voluntary severance of connection with the university. If a student wants to withdraw after registering for the term, the withdrawal must be requested before the end of the seventh week of classes to avoid grades of "W" on the transcript. A notation of "W" will appear on the transcript for any course dropped after the seventh week. On withdrawal it is assumed that the student will not reregister in the college. Students seeking readmission after withdrawing from the college must write to the Committee on Academic Records for permission. If a student fails to register for a

term and does not request a leave, the student will be withdrawn from the college for failure to register.

Transferring within Cornell (Internal Transfer)

Internal transfer from one college or school at Cornell into another is attractive for many students whose intellectual interests change. Students who want to transfer should discuss their eligibility with a counselor at the new school or college.

In some cases students who want to transfer into the College of Arts and Sciences may transfer directly. In other cases they may be referred to the Internal Transfer Division. During the term immediately preceding transfer into the College of Arts and Sciences, students should complete at least 12 credits of courses in the College of Arts and Sciences with superior grades and without any grades of *Incomplete*, any S-U grades (unless only S-U grades are offered for that particular course), or any grades below C. Satisfying this minimum requirement does not, however, guarantee admission. Admission to the college is based on consideration of the student's entire record at Cornell and the high school record, not just the work of one semester. Interested students should see Assistant Dean Gabard, in Arts and Sciences Admissions, 172 Goldwin Smith Hall.

ACADEMIC STANDING

Students are in good academic standing for the term if they successfully complete at least 12 credits by the end of the term and receive no more than one D and no F or U grades. If a student completes only three courses, all grades must be above D. In addition, students are expected to make satisfactory progress toward satisfying requirements for the degree, and to earn grades of C (not C-) or better in at least 100 of the total credits for the degree. (See also "Noncredit courses" above, under "Courses and Credits.")

Application to Graduate

In the first semester of their senior year, students must complete an application to graduate so that the college can check each student's plan for fulfilling college requirements. This process is intended to help seniors identify problems early enough in the final year to make any necessary changes in course selection to satisfy those requirements. *Meeting graduation requirements is the student's responsibility;* problems that are discovered, even late in the final term, must be resolved by the student before the degree can be granted. Seniors will receive applications and instructions in their packets at college registration.

Degree dates. There are three degree dates in the year: May, August, and January. Students who plan to graduate in August may attend graduation ceremonies in the preceding May. Students graduating in January are invited to a special recognition ceremony in December; they may also attend graduation ceremonies in the following May.

The degree: The College of Arts and Sciences grants the A.B. (or B.A.) degree. A.B. is the abbreviation of the Latin name for the degree: "Artium Baccalarius," or translated into English, B.A.: "Bachelor of Arts."

Honors

Dean's List

Inclusion on the Dean's List for academic excellence is an honor bestowed by the dean of the college. The criteria are subject to change from semester to semester and are available in the Office of the Registrar, M46 Goldwin Smith Hall.

Bachelor of Arts with Honors

Almost all departments offer honors programs for students who have demonstrated exceptional ability in the major and who seek an opportunity to explore branches of their subject not represented in the regular curriculum or to gain experience in original research. The honors programs are described by individual departments in the following sections. The degree of Bachelor of Arts with honors will be conferred upon students who, in addition to having completed the requirements for the degree of Bachelor of Arts, have satisfactorily completed the honors program in their major and have been recommended for honors by their major department, the Independent Major Program, or the College Scholar Program. Concentrations do not offer honors programs.

Bachelor of Arts with Distinction

The degree of Bachelor of Arts with distinction in all subjects will be conferred on students who have completed the requirements for the degree of Bachelor of Arts, if they have met the following requirements by the end of their final semester:

- 1) completed at least 60 credits while registered in regular sessions at Cornell;
- 2) ranked in the upper 30 percent of their class at the end of their seventh semester, or next-to-last semester for transfers and accelerants;
- 3) received a grade below C- in no more than one course;
- 4) received no failing grade;
- 5) maintained good academic standing, including completing a full schedule of at least 12 credits, in each of their last four terms; and
- 6) have no *Incompletes* remaining on their records.

Failure to Maintain Good Academic Standing

Students are not in good academic standing if they complete fewer than 12 credits; receive more than one D, or one D in a schedule with only three courses, or any F or U grades; if they have not made satisfactory overall progress in grades or credits (whether due to failures or incompletes) or in the requirements of the college or the major. Such students will be considered for academic action by the Committee on Academic Records or one of the deans of the college.

Academic Actions

Warning. Any student who fails to maintain good standing will, at a minimum, be warned. The warning may be given by an advising dean in the college or by the Committee on Academic Records. A warning is posted on a student's unofficial college transcript but is not reported to the university registrar and does not appear on official transcripts.

Required leave of absence. A student in serious academic difficulty may be required by the Committee on Academic Records to take a leave of absence, normally for a full year. Usually, but not necessarily, the Committee on Academic Records warns students before suspending them. Before being allowed to return and reregister in the college, students must submit a plan for completing the degree. In some cases the students will be required to furnish evidence that they are ready to return before being allowed to reregister in the college. Students who request to return in less than a year must present to the committee exceptionally strong evidence of their readiness to return. "Required leave" and the date are posted on the student's transcript.

Required withdrawal. The Committee on Academic Records may dismiss a student from the college because of a highly unsatisfactory record for one term or for failure to make satisfactory overall progress in grades, credits, or the requirements of the major. This action expels the student permanently from the college. "Required withdrawal" and the date are posted on the student's transcript.

Students being reviewed for academic action are urged to present evidence that will help explain their poor academic performance. Students may appeal a decision or action of the committee if they have new relevant information to present.

GRADES

Letter Grades

See Grading Guidelines, page 12.

S-U Grades

The S-U (satisfactory-unsatisfactory) option allows students to explore unfamiliar subjects or take advanced courses in relatively new subjects without being under pressure to earn high grades. It is not meant to reduce the amount of work a student completes in a course or the amount of effort a student devotes to a course. Students must select their grading option during the first three weeks of the term (virtually no exceptions to this deadline are permitted), although the S-U option is contingent upon the instructor's willingness to assign such grades. A grade of S is equivalent to a grade of C- or higher; a grade of U, which is equivalent to any grade below C-, is a *failing* grade equal to an F. S means the student receives the credit specified for the course. U means no credit is given. A few courses in the college are graded exclusively S-U; in that case, the final grade appears on the transcript as SX or UX.

Courses that will count toward satisfaction of major requirements should not be taken for an S or U grade unless the department grants permission. Students may elect the S-U option in courses used to satisfy the distribution, language, and elective requirements, provided that such courses do not also count toward major requirements or serve as prerequisites for admission to the major. Students are advised to use the S-U option sparingly if they intend to apply to graduate school or for transfer to another college. There is no limit on the number of courses each term for which students may elect the S-U grade, but within the 120 credits required for the degree, a

minimum of 80 credits must be in courses for which a letter grade was received.

Grades of Incomplete

A grade of incomplete signifies that a course was not completed before the end of the term for reasons beyond the student's control that are acceptable to the instructor. Students must have substantial equity in the course; that is, they must be able to complete the remaining work without further registration and must have a passing grade for the completed portion. When a grade of incomplete is reported, the instructor submits a form stating what work must be completed, when it must be completed, and the grade earned if the work is not completed by that date. When a final grade is reported, it is recorded on the official transcript with an asterisk and a footnote explaining that this grade was formerly an incomplete.

Students must resolve any incompletes with their instructors before graduation.

R Grades

R designates two-semester or year-long courses. The R is recorded on the student's transcript at the end of the first term. The grade recorded at the end of the second term evaluates the student's level of performance in the course for the entire year. The total of credits earned for the whole course is listed each term.

Grade Reports

Grade reports for the fall term are included in spring-term registration materials; grade reports for the spring term are mailed to students at their home addresses.

Class Rank

The college does not compute class rank.

CALENDAR SUPPLEMENT

All of the dates in the university calendar at the front of this volume apply to all Cornell students. Listed below are some additional dates that are of importance for students in the College of Arts and Sciences.

	Fall 1995	Spring 1996
First deadline for submitting independent major requests. Go to Academic Advising Center, 55 Goldwin Smith Hall, for further information.	Sept. 25	Feb. 26
Last day for adding courses without petition.	Sept. 22	Feb. 9
Last day for changing grade option to S-U or letter.	Sept. 22	Feb. 9
Second deadline for submitting independent major requests. Go to Academic Advising Center, 55 Goldwin Smith Hall, for further information.	Nov. 27	April 1

Last day for requesting leave of absence or withdrawal for the current term.	Nov. 17	April 19
Last day for dropping courses without petition.	Oct. 20	March 8
Deadline for applying to study abroad.	See Cornell Abroad, 474 Uris Hall	
Course enrollment (pre-registration) for the following term (tentative).	Oct. 18- Nov. 1	March 27- April 10
Last day to petition to drop a course.	Nov. 27	April 19
Deadline for applying to the College Scholar Program.		April 24
Deadline for requesting internal transfer to the College of Arts and Sciences for the following term.	Dec. 1	May 1

ADMINISTRATION

Phillip Lewis, acting dean — 255-4146

Elizabeth Adkins-Regan, associate dean — 255-4147

Peter Kahn, associate dean — 255-4147

Lynne S. Abel, associate dean for undergraduate education — 255-3386

Thak Chaloehtiarana, associate dean and director of admissions — 255-7061

Jane V. Pedersen, director of administration and finance — 255-7507

Courses and Departments

SPECIAL PROGRAMS AND AREAS OF CONCENTRATION

The college offers a number of interdisciplinary programs described in the section following the departmental program descriptions.

AFRICANA STUDIES MAJOR

See "Special Programs and Interdisciplinary Studies."

AKKADIAN

See Department of Near Eastern Studies.

AMERICAN STUDIES

See "Special Programs and Interdisciplinary Studies."

ANTHROPOLOGY

D. H. Holmberg, chair; R. Ascher, T. C. Bestor, J. Borneman, J. Fajans, D. J. Greenwood, J. S. Henderson, B. J. Isbell, A. T. Kirsch, B. Lambert, K. S. March, P. S. Sangren, V. Santiago-Irizarry, J. T. Siegel, M. F. Small, R. J. Smith

Anthropology is unique in that it takes humanity in its broadest sense as its subject matter. It is a discipline that stresses the world's cultural diversity by means of a comparative perspective. This means that anthropologists are interested in cultural differences in and among modern societies, cultural change over time and the evolutionary history of our species. As we look ahead to the twenty-first century, anthropology prepares students to think globally about humankind as thinkers, actors, builders, and as living organisms in a complex and fragile ecosystem.

The three branches of anthropology are archaeology, biological anthropology, and sociocultural anthropology. Archaeologists collect and interpret the record of the past to extend our understanding of human history and social change. That record tells the story not only of "ancient" societies, but also of the rise of civilizations that were the direct forebears of the contemporary nations that we know today. Archaeology also tells the story of human origins, the invention of farming and settled life, the rise of complex social institutions and technologies, and the worldviews of the past, among other themes. Biological anthropologists focus on the natural history of our species. This involves the study of human anatomy, genetics, nutrition, and ecology. In addition, study of our phylogenetic cousins, nonhuman primates, and our fossil record helps biological anthropologists study the diversity of behaviors, social relationships, economies, political and legal orders, worldviews, logics, languages, symbols, myths, and religions—among the many other means human beings invent to create and reproduce social life around the world. Sociocultural anthropologists collect data primarily through ethnographic fieldwork, that is, months or years of participating and observing in the societies they study.

Together, the three branches of the discipline offer an integrated approach to the immense diversity of human experience. Through its subject matter, theories, and methods, anthropology also offers students a chance to integrate the three divisions of the university: the humanities, social sciences, and natural sciences. Each branch of anthropology involves these three subject areas in different ways. For purposes of distribution requirements in the College of Arts and Sciences, most courses in anthropology satisfy the social science requirement and the requirement for geographic and cultural breadth. Some anthropology courses also fulfill the biological sciences requirement or the requirement for historical breadth.

The major is designed to offer students opportunities to study all three branches of anthropology, through courses on particular topics (e.g., agriculture, religion, or economics), on world areas, and on theoretical problems. The requirements for majors are outlined below. Within the major, students may design their own specialties in consultation with a faculty adviser. Specialties may be developed through any combination of 300-

and 400-level courses in the department, independent study, courses in related fields, and honors work.

The Major

- 1) The major in anthropology requires completion of Anthropology 101 and 102. Preferably, these courses will be taken in the freshman or sophomore years.
- 2) Students who major in anthropology:
 - a) Take at least one course at the 200 level or above in each of categories III, IV, V, VI, and VII from the listing below. In satisfaction of this requirement, no course may be used to fulfill more than one category.
 - b) Develop one or more areas of specialization within the discipline in consultation with his or her faculty adviser. Examples of such specializations might include sociocultural anthropology, anthropological archaeology, theory and history, and biological anthropology.
 - c) Take a total of 32 credits of course work above the 100 level. Up to 8 credits of course work in cognate disciplines related to the student's specialization may be accepted for the major with the permission of the faculty adviser.
 - d) When appropriate, special provisions for meeting major requirements may be arranged with the faculty adviser's approval.

Honors. Honors in Anthropology are awarded for excellence in the major, which includes overall grade point average and completion of an Honors Thesis. Anthropology majors interested in the Honors Program should consult the chair of the Honors Committee at the end of their junior year. To qualify for the Honors Program, a student must have at least a 3.2 grade point average, and the consent of a faculty member in anthropology who will guide the honors thesis. After applying for the program and being admitted as a candidate by the Honors Committee, the student will conduct original research and write a publishable-quality thesis. This thesis will be evaluated by the faculty research adviser and two other faculty members. Honors (i.e., cum laude, magna cum laude, or summa cum laude) are awarded based on the quality of the thesis and the student's overall record. While working on the thesis during the senior year, students may enroll in Anthropology 491 (fall) and/or 492 (spring) for credit. The credits are variable and grades for these courses are given by the faculty research adviser and based on performance during thesis research and writing.

Facilities. The biological anthropology laboratory (McGraw 303) houses an extensive collection of materials for teaching purposes, including: 1) human skeletal remains, 2) articulated skeletons and cranial casts of strepsirrhine primates, 3) articulated monkey skeletons, 4) casts of ape crania and postcrania, 5) casts that demonstrate the human fossil record including early nonhuman primate ancestors, the Australopithecines, and members of our genus *Homo*. In addition, the department has an extensive collection of archaeological and ethnological materials housed in the Anthropology Collections.

Special Programs

Specialized individual study programs are offered in Anthropology 497-498, Topics in Anthropology, open to a limited number of juniors and seniors who have obtained consent and supervision of a faculty member. Undergraduates should also note that most 600-level courses are open to them if consent of the instructor is obtained.

The Department of Anthropology holds colloquia throughout the academic year. Faculty members from Cornell and other universities participate in discussions of current research and problems in anthropology. Students are encouraged to attend.

Undergraduate anthropology majors have also established an anthropology club, which sponsors educational and social events in conjunction with graduate students and faculty in the department.

I. Introductory Courses

Note: For additional freshman writing seminars in anthropology, see "Freshman Writing Seminars" and the John S. Knight Writing Program's special brochure.

ANTHR 101 Introduction to Anthropology: Biological Perspectives on the Evolution of Humankind

Fall. 3 credits. M. Small.

The evolution of humankind is explored through the fossil record, studies of the biological differences among current human populations, and a comparison with our closest relatives, the primates. This course investigates the roots of human biology and behavior with an evolutionary framework. Fee for lab usage and maintenance, \$5.

ANTHR 102 Introduction to Anthropology: The Comparison of Cultures

Spring. 3 credits. Staff.

An introduction to cultural anthropology through ethnographies, or the descriptive accounts of anthropologists. Through readings and lectures students acquaint themselves with a number of cultures from several parts of the world. The cultures range in form from those of small-scale tribal societies to those of state societies. Throughout the course we attempt to make sense of exotic cultures in their own terms. Attention is focused on variation in cultural patterns as they are expressed in social, economic, and ritual practices. In this encounter the principles of anthropology, as a comparative enterprise that poses distinct cultural systems in relief, will be developed. Fiction, films, and exercises supplement the formal anthropological materials.

ANTHR 103 The Scope of Anthropology

Spring. 1 credit. Prerequisite: concurrent enrollment in or prior completion of Anthropology 101 or Anthropology 102. S-U grades only. Staff.

This course is intended for majors in anthropology, prospective majors. Each week a different member of the faculty in anthropology at Cornell will make a presentation on the nature of their work within the field and discuss their interests with students. The course is meant to introduce the range of approaches found within anthropology and help students in planning future course work.

ANTHR 200 Cultural Diversity and Contemporary Issues (also HASP 200) @

Fall. 3 credits. J. Borneman.
This course will introduce students to the meaning and significance of forms of cultural diversity for the understanding of contemporary issues. Drawing from films, videos, and selected readings, students will be confronted with different representational forms that portray cultures in various parts of the world, and they will be asked to examine critically their own prejudices as they influence the perception and evaluation of cultural differences. We shall approach cultures holistically, assuming the inseparability of economies, kinship, religion, and politics, as well as interconnections and dependencies between world areas (e.g., Africa, Latin America, the West). Among the issues considered: "political correctness" and truth; nativism and ecological diversity; race, ethnicity, and sexuality; sin, religion, and war; global process and cultural integrity.

II. Courses Intended Primarily for Majors**ANTHR 491 Honors Thesis**

Fall. Credit and hours to be arranged.
Prerequisite: consent of the Honors Committee. Intended for majors graduating in mid-year. Staff.
Independent work under the close guidance of a faculty member selected by the student.

ANTHR 492 Honors Thesis

Spring. Credit and hours to be arranged.
Prerequisite: consent of the Honors Committee. Staff.
Independent work under the close guidance of a faculty member selected by the student.

ANTHR 497-498 Topics in Anthropology

497, fall; 498, spring. Credit and hours to be arranged. Intended for undergraduate students only. Staff.
Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.

III. Archaeological Courses

See also courses listed under Archaeology.

[ANTHR 202 Interpretive Archaeology (also ARKEO 202)]

Fall. 3 credits. Not offered 1995-96.]

ANTHR 203 Early People: The Archaeological and Fossil Record (also Archaeology 203)

Spring. 3 credits. T. P. Volman.
For course description, see ARKEO 203.

ANTHR 204 Ancient Civilizations (also Archaeology 204) @#

Fall. 3 credits. J. S. Henderson.
An introduction to the archaeology of early civilizations, especially in Mesopotamia, Egypt, India, China, Mexico, and Peru. Emphasis is on the emergence of the first complex societies and their key institutions (the state, kingship, cities, markets, writing, among others). The nature of complex societies and strategies for investigating them archaeologically are considered as general issues.

[ANTHR 317 Stone Age Archaeology (also Archaeology 317)]

Fall. 4 credits. Not offered 1995-96.]

ANTHR 355 Ancient Mexico and Central America (also Archaeology 355) @#

Spring. 4 credits. J. S. Henderson.
A survey of the cultural history of ancient Mexico and Central America, emphasizing Aztec and Maya civilizations. The use of ethnographic and historical information to enrich archaeological interpretation is a general theme. Special topics include the emergence of settled farming life, the rise of civilization and the state, and the development of mechanisms that linked the many societies in the region into a single sphere of interaction.

ANTHR 370/670 Environmental Archaeology (also ARKEO 370/670)

Fall. 4 credits. T. P. Volman.
For course description, see ARKEO 370/670.

ANTHR 458 Archaeology Analysis (also Archaeology 458) @

Fall. 4 credits. Prerequisite: one course in archaeology or permission of instructor. Enrollment limited to 15 students.
J. S. Henderson.

An introduction to methods of recording, processing, and analyzing archaeological data. Topics include recording of excavation and survey data in the field; processing artifacts in the laboratory; storing and retrieving data; and basic methods of describing, tabulating, analyzing, and interpreting artifacts (mainly ceramic vessels), stratigraphy, and spatial distributions. Intended for those with some understanding of the uses to which archaeological data are put in regional synthesis and interpretation; previous field experience is helpful.

[ANTHR 493 Seminar in Archaeology: The Aztecs (also Archaeology 493) @#

Fall. 4 credits. Not offered 1995-96.]

ANTHR 494 Seminar in Archaeology: Archaeology of the Household (also Archaeology 494) @#

Spring. 4 credits. J. S. Henderson.
An exploration of the archaeology of domestic life. Topics include identifying residential remains, defining households and interpreting them in social terms, reconstructing domestic economies and ritual activities, and situating households in the context of neighborhoods, communities, and settlement systems.

IV. Biological and Ecological Anthropology**ANTHR 275 Human Biology and Evolution (also Biological Sciences 275 and Nutritional Science 275)**

Fall. 3 credits. K. A. R. Kennedy.
For course description, see BIOES 275.

[ANTHR 371 Human Paleontology (also Biological Sciences 371)]

Fall. 4 credits. Not offered 1995-96.]

[ANTHR 390 Primate Behavior and Ecology]

Spring. 4 credits. Not offered 1995-96.]

[ANTHR 474 Laboratory and Field Methods in Human Biology (also Biological Sciences 474)]

Spring. 5 credits. Not offered 1995-96.]

ANTHR 490 Primates and Evolution

Spring. 4 credits. Limited to ten students.
Prerequisite: Anthropology 390 or permission of instructor. M. F. Small.

This seminar will focus on one current controversy in primatology. Through readings and discussion the issues will be subject to critical examination. Current topics might include: social intelligence, primates as predators and prey, primate conversation, sexual selection theory, reproductive success, dominance, etc.

V. Sociocultural Anthropology**ANTHR 211 Nature and Culture @**

Spring. 4 credits. P. S. Sangren.
Cultural anthropology, because it encompasses the comparative study of humankind in society, provides a unique vantage on the nature of humanity. One of the focal questions of the discipline is the relationship between the physical/biological and symbolic/moral worlds in which we live. This inquiry places anthropology squarely at the center of social theory, as all social theories and political ideologies are founded on premises regarding human nature. Through study of a variety of issues and debates (e.g., "sociobiology," the origin and meaning of the incest taboo), this course examines a variety of past and current attempts to explain the relationships between nature and culture in human life.

ANTHR 217 Ethnicity, Identity, and the State

Spring. 4 credits. D. J. Greenwood.
Center on how the handling of rights, distributive justice, and public policy in different political/legal systems links to very different expressions of ethnic identity, cooperation, and conflict. The core of the course is a comparison of the United States and Spain in the handling of ethnic identity and the consequently different ways ethnic groups develop. The complex role of anthropology in these processes in different countries is examined in detail.

ANTHR 290 Filming Other Cultures (also Theatre Arts 290) @

Spring. 3 credits. Limited to 20 students.
Preferences given to students who have taken either Anthropology 102 or Theatre Arts 274. Fee for film screening and maintenance, \$35. R. Ascher.
Shortly after the first films were screened, their makers saw in motion pictures a promise for greater understanding among peoples. Was the promise fulfilled? Responses to this question are examined through films and related readings, leaving ample time for discussion and the development of a critical vocabulary. The frame of reference includes: film theory, history, criticism, aesthetics and ethics; changing notions of "otherness"; the emergence of a global film culture.

ANTHR 305 Emotion, Gender, and Culture (also Women's Studies 305) @

Fall. 4 credits. B. J. Isbell.
This course introduces students to the current anthropological perspective on the following topics: (1) cultural shaping of emotion, (2) acquisition and production of gender and sexuality, and (3) an historical perspective on cross-cultural studies of psychology and cognition. It is appropriate for students majoring in anthropology, women's studies, psychology, cognitive studies, and human development and family studies.

[ANTHR 306 Ethnographic Description]

Fall. 4 credits. Not offered 1995-96.]

ANTHR 313 Anthropology of the City @
Fall. 4 credits. T. Bestor.

An examination of the sociocultural structure and process in urban settings, with emphasis on the role of rural migrants, the relationship of urbanism to political and economic development, the role of voluntary associations, and the adjustment of family and kinship groups to urban life. Asian, African, and Latin American urban centers are emphasized.

[ANTHR 320 Myth, Ritual, and Symbol @
Spring. 3 or 4 credits. Not offered 1995–96.]**ANTHR 321 Sex and Gender in Cross-Cultural Perspective (also Women's Studies 321) @**

Fall. 4 credits. K. S. March.
An introduction to the study of sex roles cross-culturally and to anthropological theories of sex and gender. The course examines various aspects of the place of the sexes in social, political, economic, ideological, and biological systems to emphasize the diversity in gender and sex-role definition around the world.

ANTHR 322 Magic, Myth, Science, and Religion (also Religious Studies 322) @

Fall. 3 credits (4 by arrangement with instructor). Limited enrollment.
A. T. Kirsch.

Surveys various classic anthropological perspectives on the role of religion as a cultural system in human life. Magic, myth, and ritual as cultural markers of and solutions to endemic contradictions, tensions, and transitions are explored. We will ponder the role of science as cultural system and the present state and future prospects for religion in the "modern" and "post-modern" world.

ANTHR 323 Kinship and Social Organization @

Spring. 4 credits. B. Lambert.
Much of this course is a survey of forms of the family, descent groups, and marriage systems. The role of age and sex in the social structure is also considered. The last part of the course is devoted to a history of the British and American family and to its fate in utopian communities.

[ANTHR 326 Economic Anthropology @
Fall. 4 credits. Not offered 1995–96.]**ANTHR 328 Conflict, Dispute Resolution, and Law in Cultural Context @**

Spring. 4 credits. V. Santiago-Irizarry.
Rule-making and dispute resolution are integral aspects of social reality in any culture. The ways in which conflict is treated and interpreted—to be then deflected or resolved—articulate with other cultural domains such as religion, politics, and economics as part of the material and symbolic processes that enable sociocultural interaction. At issue then are the formal and processual means that the treatment of conflict takes in different societies. These means constitute frames for the definition of social experience that are used by social actors in the interpretation of events within the terms of an overriding sociocultural logic that is in turn refigured by these interpretive frames.

[ANTHR 329 Indigenous Rights, Contemporary Hunter-Gatherers, and the Nation-State @
Fall. 4 credits. Not offered 1995–96.]**ANTHR 332 Culture and Performance, and Performing Culture @**

Fall. 4 credits. B. J. Isbell.
This course has two goals: 1) to examine the anthropology of non-western cultural performances such as: the Japanese tea ceremony, rites of passage, curing and initiation ceremonies in diverse cultures, and 2) to "perform anthropology" through dramatic readings of epic poems, myths, and experimental plays. The course will focus on diverse materials from Latin America, Asia, and Africa.

ANTHR 362/662 Democratizing Research: Participation, Action, and Research @

Fall. 4 credits. D. J. Greenwood.
A fundamental critique of orthodox social science, the course argues for action research as a combined scientific and social reform strategy. The major varieties and core methods of participatory action research are presented. NOTE: the graduate student option is available through the presentation of participatory action research project proposal, in addition to the regular required work of the course.

[ANTHR 380 State, Nation, and Everyday Life

Spring. 4 credits. Not offered 1995–96.]

[ANTHR 385 Sex, Morality, and the Law
Fall. 4 credits. Not offered 1995–96.]**ANTHR 400 The Craft of Anthropology: Ethnographic Field Methods**

Fall. 4 credits. Permission only.
V. Santiago-Irizarry.

ANTHR 406 The Culture of Lives (also Women's Studies 406) @

Spring. 4 credits. K. S. March
This seminar will look at persons, lives, cultures, and methods in anthropological life history materials. Throughout the seminar we will attend to the evolution of interest in, forms of, and uses for life history materials in anthropology, with special attention to differences in men's and women's lives and life (re)presentations.

[ANTHR 408 Gender Symbolism (also Women's Studies 408) @
Spring. 4 credits. Not offered 1995–96.]**[ANTHR 417 Person, Gender, and Song (also Women's Studies 418) @**
Spring. 4 credits. Not offered 1995–96.]**ANTHR 424 Anthropology Amongst the Disciplines @**

Fall. 4 credits. J. T. Siegel.
Anthropology is distinguished amongst the disciplines in depending on a notion of the not-yet conceptualized, the encounter with which is thought to provide an inassimilable element into thinking about culture and society. The course provides a history and assessment of this idea and illustrations of its embodiment, particularly in studies of ritual.

[ANTHR 428 Spirit Possession, Shamanism, Curing, and Witchcraft (also Women's Studies 428) @
Spring. 4 credits. Not offered 1995–96.]**[ANTHR 436 Language, Culture, and Society @**
Fall. 4 credits. Not offered 1995–96.]**[ANTHR 439 Culture and Power**
Fall. 4 credits. Not offered 1995–96.]**[ANTHR 441/625 Children, Literature, and Society (also Asian Studies 451/625) @**

Fall. 4 credits. Not offered 1995–96.]

[ANTHR 451 Anthropological Boundaries @

Fall. 4 credits. Not offered 1995–96.]

[ANTHR 452 Portraits, Profiles, and Life Histories @

Spring. 4 credits. Not offered 1995–96.]

ANTHR 453 Visual Anthropology

Fall. 4 credits. Prerequisite: permission of instructor. Enrollment limited by appropriate space for showing work. S-U grades only. Fee for film screening and maintenance, \$20. R. Ascher.

The expression of ideas about the human condition through original drawings, graphics, paintings, photographs, cinema, sculpture, and video that take the *person as subject*. Writing can be combined with visual expression, as, for example, in concrete poetry or photographic essays. Projects must conform to two general guidelines: (1) the student must have prior knowledge of the medium chosen or concurrent course work in it, and (2) the project must be one that can be developed throughout the course and benefit from its particular setting. In the first half, the creative work of others is studied. For example, we read Spiegelman's MAUS and view films made by both anthropologists and the people whom they visit. The second half is devoted to hour-long progress reports and discussions of the work of people in the course.

[ANTHR 455 Theatre of Anthropology @
Spring. 4 credits. Not offered 1995–96.]**[ANTHR 460 Culture and International Order**

Spring. 4 credits. Not offered 1995–96.]

ANTHR 470 Anthropology, Theory, Politics, Performance (also Government 470)

Fall. 4 credits. J. Borneman, S. Buck-Morss.

An analysis of written and visual texts that exposes the rough edges of interpretive coherence and questions the self-evidence of knowledge as practice. Topics vary. The stress is on critical methods of reading.

VI. Area Courses**ANTHR 221 Anthropological Representation: Ethnographies on Latino Culture (also HASP 221)**

Spring. 3 credits. V. Santiago-Irizarry.
Representation is basic to anthropology. In translating cultures, anthropologists produce authoritative representations of and about other people's lives. In this course, we will examine, with a critical eye, the production of representations about U.S. Latino cultures as these are embodied in anthropological texts. Issues to be explored include the relation between the ethnographer and the people s/he is studying, the contexts in which ethnographic texts are produced, and the way they may position different cultural groups within the larger national context.

ANTHR 230 Cultures of Native North America @#

Fall. 4 credits. B. Lambert.
A survey of the principal Eskimo and American Indian culture areas north of Mexico. Selected cultures will be examined to bring out distinctive features of the economy, social organization, religion, and worldview.

Although the course concentrates on traditional cultures, some lectures and readings deal with changes in native ways of life that have occurred during the period of European-Indian contact.

ANTHR 333 Ethnology of the Andean Region @#

Spring. 4 credits. B. J. Isbell.
This course will begin with the examination of the consequences of two pressing contemporary issues in the Andes: The Shining Path and the Drug War in Bolivia. Then we will consider a number of anthropological studies on diverse aspects of Andean culture including: economy, social structure, gender, religion; as well as cosmology, and astronomy with emphasis on concepts of time, memory and history. The course will conclude with discussion of the impact of the conquest on the Inka Empire.

ANTHR 335 People and Cultures of Mainland Southeast Asia @

Spring. 4 credits. A. T. Kirsch.
A survey of the peoples and cultures of Mainland Southeast Asia from prehistoric to contemporary times.

[ANTHR 336 Peoples and Cultures of the Pacific @

Fall. 4 credits. Not offered 1995-96.]

ANTHR 339 Peoples and Cultures of the Himalayas @

Spring. 4 credits. K. S. March.
A comprehensive exploration of the peoples and cultures of the Himalayas. Ethnographic materials draw on the lifeways of populations living in the Himalayan regions of Bhutan, India, Nepal, and Tibet. Some of the cultural issues to be examined through these sources include images of the Himalayas in the West, forms of social life, ethnic diversity, political and economic history, and religious complexity.

[ANTHR 343 Religion, Family, and Community in China @

Fall. 4 credits. Not offered 1995-96.]

ANTHR 344 Male and Female in Chinese Culture and Society @

Fall. 4 credits. P. S. Sangren.
This course explores the culture of gender, sex roles, and domestic relations in late traditional and modern Chinese society. Readings and lectures range from ethnographic descriptions of the dynamics of Chinese family life, kin relations, and socialization to representations of male and female in mythologies and ritual activities. The course also considers developments subsequent to political changes in China. Although the course's analytical focus is anthropological, readings will draw from the writings of historians and political scientists as well. A premise of the course is that understanding sex and gender in China is essential to understanding Chinese culture and its most fundamental values. The course also aims to introduce students interested in Chinese to techniques of anthropological analysis.

ANTHR 345 Japanese Society @

Fall. 4 credits. R. J. Smith.
A survey of the social structure of Japan and a discussion of trends in urban and rural life during the past century. Topics to be emphasized include the family, ancestor worship, community and social organization, and urbanism and modernization.

ANTHR 350 Topics in the Anthropology of Europe

Spring. 4 credits. J. Borneman.
This course explores ways in which Europe can and has been studied anthropologically. Emphasis will be on understanding processes of cultural differentiation and integration. The self-understandings of various peoples of Europe is accounted for in terms of the relation of local culture to national, transnational, and global process. Among the topics to be explored: 1) the role of culture in nation-building; 2) the rise and decline of fascism and communism in the twentieth century; 3) Cold War division and everyday life; 4) the creation and displacement of culture areas (i.e., the Mediterranean, Scandinavia, *Mittleuropa*, Slavic culture, the West, and the East).

ANTHR 352 The Anthropologies of Spain @

Fall. 4 credits. D. J. Greenwood.
An introduction to the cultures and social history of Spain, the course takes up cultural diversity in Spain, the "Black Legend," and the relationship between home rule communities and the role of anthropology in contemporary Spain.

[ANTHR 433 Andean Thought and Culture @#

Spring. 4 credits. Not offered 1995-96.]

[ANTHR 443 Religion and Ritual in Chinese Society (also Religious Studies 443) @

Fall. 4 credits. Not offered 1995-96.]

[ANTHR 444 Japanese Social Organization

Spring. 4 credits. Not offered 1995-96.]

[ANTHR 456 Mesoamerican Religion, Science, and History @#

Fall. 4 credits. Not offered 1995-96.]

[ANTHR 477 Ethnology of Island Southeast Asia @

Fall. 4 credits. Not offered 1995-96.]

VII. Theory and History of Anthropology

In addition to the courses listed here, Anthropology 390 may also be used to satisfy the theory requirement.

[ANTHR 402 Archaeological Research Design (also Archaeology 402)

Spring. 4 credits. Not offered 1995-96.]

[ANTHR 404 Approaches to Archaeology #

Spring. Not offered 1995-96.]

ANTHR 412 Contemporary Anthropological Theory @

Spring. 4 credits. B. Lambert.
A survey of the assumptions anthropologists make concerning the nature of society and culture and the explanations they have proposed for social behavior, values, belief systems, and ritual. Problems of social continuity and change will be addressed by way of theories of process, conflict, and transaction. Problems of cross-cultural understanding will be explored through interpretative and structural studies of symbolism, ritual, mythology, concepts of the person, and cultural logic. Examples will be drawn from Western and non-Western societies, past and present.

ANTHR 420 Development of Anthropological Thought

Fall. 4 credits. A. T. Kirsch.
An examination of the history and development of anthropological theory and practice. The course will focus on the differences and continuities among the various national and historical approaches that have come to be regarded as the schools of anthropology.

ANTHR 426 Ideology and Social Reproduction @

Spring. 4 credits. P. S. Sangren.
What is the logic of the process that links culture and social institutions? Why do all cultural systems (including "science") embody an element of logical circularity or delusion? How do theories of society, economy, and nature relate to values, authority, power, and legitimacy? Anthropology's comparative perspective on these questions is the focus of this course. Students will read and evaluate analyses of both familiar and exotic societies that focus on the dialectical relationship between ideas and institutions. The course will maintain a critical perspective toward contending theoretical positions (e.g., "structuralist," "Marxist," "deconstructive," etc.) and encourage attention to the ideological dimensions of critical theory itself.

[ANTHR 495 Classic Theorists Seminar

Fall. 4 credits. Not offered 1995-96.]

VIII. Graduate Seminars

600-level courses are open to undergraduates who have fulfilled the prerequisites or by consent of the instructor.

[ANTHR 600 Special Topics in Feminist Theory: An Interdisciplinary Graduate Course in Women's Studies (also German Studies 600)

Fall. Not offered 1995-96.]

ASIAN 601 Southeast Asia Seminar: To be announced

ASIAN 602 Southeast Asia Seminar: Thailand

ANTHR 604 Praxis and Culture (also Society for the Humanities 415)

Spring. 4 credits. J. Fajans.
This seminar will explore the relations between social and cultural systems and the actors in those systems considered as cultural subjects. The focus will be on the activities and practices that produce both the actor and the context for action. Starting from Marx's concept of praxis, which he defines as material processes of action, the readings will consider both micro level constructs of cultural forms (such as linguistic forms, schemas, forms of activity, and habitus) and macro constructs (such as myth, cosmology, ritual, and social structures, etc). The course will move between theoretical approaches in anthropology, psychology, sociology, and philosophy.

ANTHR 607-608 Special Problems in Anthropology

607, fall; 608, spring. Credit to be arranged. Intended for graduate students only.

[ANTHR 610 Language of Myth (also Classics 610 and Comparative Literature 615)

Spring. 4 credits. Not offered 1995-96.]

[ANTHR 612 History of Anthropological Thought

Spring. 4 credits. Not offered 1995–96.]

NS 612 Methods of Assessing Physical Growth in Children**[ANTHR 614 Reading in the Ethnographic Tradition (1880–1960)**
Fall. 4 credits. Not offered 1995–96.]**[ANTHR 615 Reading Contemporary Ethnographies (1960–1990)**

Fall. 4 credits. Not offered 1995–96.]

ANTHR 616 The Cultural Production of the Person (also Society for the Humanities 403)

Fall. 4 credits.

For description, see S HUM 403.

ANTHR 617 Ritual: Structure, Process, Practice

Fall. 4 credits. D. Holmberg.

The initial task of this seminar is to trace the history of the anthropology of religion up to the late 1960s when the ideas of Victor Turner, Claude Lévi-Strauss, Clifford Geertz and others dominated theoretical work. The seminar will then examine where contemporary theory has taken, if anywhere, studies of ritual and myth.

[ANTHR 619 Anthropological Approaches to the Study of Buddhism in Asia

Spring. 4 credits. Not offered 1995–96.]

ANTHR 621 Gender and Culture (also Women's Studies 621)

Fall. 4 credits. Prerequisite: concurrent attendance in the lectures and films of Anthropology/Women's Studies 321 and permission of instructor. K. S. March.

This seminar is intended for advanced students planning further study or research on gender issues and desirous of an anthropological perspective on them. It explores the topics, questions, and readings of Anthropology/Women's Studies 321 in greater depth and with attention to the special research interests of the participants each year.

[ANTHR 625/441 Children, Literature, and Society (also Asian Studies 625/451)

Fall. 4 credits. Not offered 1995–96.]

[ANTHR 626 Problems in Economic Anthropology

Fall. 4 credits. Not offered 1995–96.]

[ANTHR 628 Political Anthropology

Fall. 4 credits. Not offered 1995–96.]

[ANTHR 629 Chinese Ethnology

Spring. 4 credits. Not offered 1995–96.]

[ANTHR 630 The Philosophy of Money

Fall. 4 credits. Not offered 1995–96.]

[ANTHR 632 Andean Symbolism

Spring. 4 credits. Not offered 1995–96.]

[ANTHR 633 Andean Research

Fall or spring. 4 credits. Not offered 1995–96.]

ANTHR 634–635 Southeast Asia: Readings in Special Problems

634, fall; 635, spring. Credit to be arranged.

Hours to be arranged. Staff.

[ANTHR 636 Cognition and Classification

Fall. 4 credits. Not offered 1995–96.]

ANTHR 637 Anthropological Perspectives on Human Rights, Democracy, and Violence in Latin America

Spring. 4 credits. B. J. Isbell.

The global community through the U.N. has passed legislation defining universal human rights; however, not all countries subscribe to this legislation, arguing that 'human rights' have to be defined within a cultural and political context. This course examines these issues with examples drawn from four diverse cases: China, Germany, Peru, and Guatemala. Democracy and (re)democratization are celebrated in various parts of the globe, while other regions are caught in ethnic and other forms of 'low intensity wars.' The seminar participants will examine the discourses of democracy and ethnicity through detailed case studies.

[ANTHR 639 The Feminine Symbolic

Spring. 4 credits. Not offered 1995–96.]

ANTHR 640–641 South Asia: Readings in Special Problems

640, fall; 641, spring. Credit to be arranged.

Selected readings in society, religion, and culture in South Asia.

ANTHR 644 Research Design

Spring. 4 credits. T. Bestor.

This seminar focuses on preparing a full-scale proposal for anthropological fieldwork for a dissertation. Topics include identifying of appropriate funding sources; defining a researchable problem; selecting and justifying a particular fieldwork site; situating the ethnographic case within appropriate theoretical contexts; selecting and justifying appropriate research methodologies; developing a feasible timetable for field research; ethical considerations and human subjects protection procedures; and preparing appropriate budgets. This is a writing seminar, and students will complete a proposal suitable for submission to a major funding agency in the social sciences.

ANTHR 645 Japanese Ethnology

Fall. 4 credits. R. J. Smith.

This seminar is designed for advanced students who plan to conduct social science research in Japan. It deals with questions of historical continuity, the relationship of the individual to society, and the nature of contemporary Japanese social organizations. A reading knowledge of Japanese is strongly recommended.

[ANTHR 648 Marriage and Death

Fall. 4 credits. Not offered 1995–96.]

[ANTHR 649 Narrative and the Analysis of Culture

Fall. 4 credits. Not offered 1995–96.]

[ANTHR 651 Anthropological Boundaries: Seminar on Film

Spring. 4 credits. Not offered 1995–96.]

ANTHR 653 Myth onto Film (also Theatre Arts 653)

Fall. 4 credits. Enrollment limited by available studio space and equipment. Prerequisite: some knowledge of one of the following: anthropology, filmmaking, mythology, graphics, drawing, or painting. Open to undergraduates and graduate students with permission of instructor. Fee for film screening and maintenance, \$50. R. Ascher.

In myths, whales fly, pebbles throw themselves across streams, and trees are transformed into women. Toward the end of visualizing myths—in particular the myths of other people—we explore the possibilities of animated film. The technique used is cameraless animation; that is, we draw and paint, frame by frame, directly onto movie film. The intellectual problem is to visualize the myths of others so that they are comprehensible to us but are not thought to be of us. Reading includes introductory works on both myth and animation and there is background reading on the particular myth that is committed to film.

[ANTHR 656 Maya History

Fall. 4 credits. Not offered 1995–96.]

ANTHR 660 Latino Languages, Ideology and Practice (also HASP 660)

Fall. 4 credits. V. Santiago-Irizarry.

Hispanic ethnic identity in the U.S. is often organized around the use of Spanish and the issues this raises in an English-dominant society. Drawing from anthropological studies on language as a signifying practice, this course will look at the place of language in the life of Hispanic populations in the United States. Topics to be explored will include linguistic diversity and change, language as an instrument of accommodation and resistance, language maintenance and shift, culturally-specific linguistic ideologies, and institutional applications of language.

ANTHR 662/362 Democratizing Research: Participation, Action, and Research

Fall. 4 credits.

For description, see ANTHR 362/662.

ANTHR 663 Participatory Action Research

Spring. 4 credits. Prerequisite: Anthropology 363/662. Enrollment limited to 20 students. D. J. Greenwood.

This seminar is a practicum in participatory action research (PAR) in which the semester becomes a self-managing learning environment for the exploration of the techniques and group processes involved in PAR, including co-generative learning, searching, and PAR facilitation. Participation in a seminar-centered LISTSERV on the Internet is expected.

[ANTHR 665 Native American Contributions to Anthropological Thought

Spring. 4 credits. Not offered 1995–96.]

[ANTHR 673 Human Evolution: Concepts, History and Theory (also Biological Sciences 673)

Fall. 3 credits. Not offered 1995–96.]

ANTHR 675 Evolutionary Theory and Human Behavior

Fall. 4 credits. M. Small.

One of the major recent controversies in anthropology focuses on the role of evolution in the behavior of modern humans. Some scholars feel that ever since our species became sentient, and developed ways to override or bypass nature, the rules of Natural Selection were suspended. Others are convinced that buried deep within our consciousness are strategies, thoughts, and desires that were molded long ago but still motivate our lives. This seminar will examine the role of evolution in modern human behavior. First, we will read the

evolutionary theory upon which current hypotheses are based. Second, the class will read, discuss, and criticize the most recent literature on the evolution of human behavior. We will ask several questions: Is current human behavior molded by the rules of Natural Selection? Do the modern theorists present a convincing argument? How would their predictions best be tested? What contribution does this work make (or not make) to the larger field of anthropology?

Related Courses in Other Departments

GOVT 335 America and the World

S HUM 407 The Politics of Grief: Greece, the Balkans, Ireland

R SOC 723 Social Movements in Agrarian Society

ARABIC AND ARAMAIC

See Department of Near Eastern Studies.

ARCHAEOLOGY

S. Baugher (city and regional planning), A. L. Bloom (geological sciences), R. G. Calkins (history of art), K. M. Clinton (Classics), J. E. Coleman (Classics), D. Evett (Language House Program), R. T. Farrell (English), J. S. Henderson (anthropology), P. Keyser (Classics), P. I. Kuniholm (history of art), D. I. Owen (Near Eastern Studies), A. Ramage (history of art), S. Saraydar (Arts and Sciences), B. S. Strauss (history), T. P. Volman (archaeology; director of undergraduate studies).

Archaeology is an interdisciplinary field at Cornell, which is one of the few universities in the United States to offer a separate archaeology major. Program faculty members, affiliated with several departments, coordinate course offerings and help students identify opportunities for fieldwork, graduate study, and professional positions.

The Major

Prospective majors must complete Archaeology 100 or one of the basic courses as defined below before they will be admitted to the major. This initial course will not be counted toward the major requirements.

Because the major draws on the teaching and research interests of faculty from many departments to present a broad view of the archaeological process, interested students should discuss their course of study with a participating faculty member as early as possible. In some areas of specialization, intensive language training should be coordinated with other studies as early as the freshman year.

Once admitted to the major, students must take an additional 32 credits from the courses listed below, selected in consultation with a major adviser of their choosing. These courses should provide exposure to a broad range of archaeologically known cultures and the methods of revealing and interpreting them. Sixteen of the credit hours should be at the 300 level or above. At least two courses must be taken from each of categories B-E.

Courses basic to the discipline of archaeology are marked with the word "Basic" after the number of credit hours. It is recommended

that majors who are planning to pursue graduate studies in archaeology should take at least two of the basic courses in each category. Further courses in languages and in geology are also recommended.

Honors. Honors in archaeology is awarded on the basis of the quality of an honors essay and the student's overall academic record. Prospective honors students should have a 3.5 grade point in the major and a 3.0 grade point overall. They should consult with the director of undergraduate studies before the beginning of the senior year. The honors essay is normally prepared in consultation with a faculty adviser during the senior year; students may enroll in Archaeology 481, fall; 482, spring for this purpose.

Fieldwork. Every student should gain some practical experience in archaeological fieldwork on a project authorized by his or her adviser. This requirement may be waived in exceptional circumstances. The Jacob and Hedwig Hirsch bequest provides support for a limited number of students to work at excavations sponsored by Cornell and other approved institutions.

The Concentration

Students in Cornell schools and colleges other than Arts and Sciences may elect a concentration in archaeology. To concentrate in archaeology, the student must complete five courses, all with a grade of C or better. The five courses must consist of either (1) Archaeology 100 and four other courses from categories B-D, at least three of which must be basic courses, or (2) five courses from categories B-D, at least four of which must be basic courses. Concentrators are encouraged to gain some fieldwork experience. They are eligible on the same basis as majors for Hirsch Scholarships in support of fieldwork.

Freshman Writing Seminars

For course descriptions, see the freshman writing seminar brochure.

A. Introductory Courses and Independent Study Courses

ARKEO 100 Introduction to Archaeology

Spring. 3 credits. Staff.

A broad introduction to archaeology—the study of material remains to answer questions about the human past. Case studies illustrate current methods and interpretive frameworks. Guest lectures by members of the Cornell Archaeology Program are an integral part of the course.

ARKEO 300 Individual Study in Archaeology and Related Fields

Fall and spring. Credit to be arranged.

Prerequisite: Archaeology 100 or permission of instructor.

Students pursue topics of particular interest with the guidance of a faculty member.

ARKEO 481-482 Honors Thesis

481, fall; 482, spring. S-U only. Prerequisite: admission to Honors Program.

The student, under faculty direction, will prepare a senior thesis.

ARKEO 600 Special Topics in Archaeology

Fall and spring. 4 (V) credits.

Students pursue advanced topics of particular interest under the guidance of a faculty member(s).

ARKEO 681-682 Master's Thesis

681, fall; 682, spring. S-U only. Limited to students admitted to Master's Program in Archaeology.

Students, working individually with faculty member(s), prepare a Master's Thesis in Archaeology.

B. Theory and Interdisciplinary Approaches

[ARKEO 202 Interpretive Archaeology (also Anthropology 202)

Fall. 3 credits. Basic. Limited to 60 students. Not offered 1995-96.

T. P. Volman.

An introduction to the analysis and interpretation of archaeological data, especially stone and ceramic artifacts, and related contextual data, such as the remains of plants and animals. Emphasis is on the use of archaeological data to answer questions about ancient human behaviors, lifeways, and culture change. Topics include the formation of the archaeological record, the characterization and classification of artifacts, and the analysis of artifact distributions through space and over time. Section meetings include demonstrations, visits to campus facilities, and analyses of artifacts from Cornell archaeological collections.]

ARKEO 203 Early People: The Archaeological and Fossil Record (also Anthropology 203)

Fall. 3 credits. Basic. T. P. Volman.

A survey of the archaeological and fossil record of human evolution. Contributions by researchers from a variety of disciplines are highlighted, as are the discoveries, personalities, and controversies that have enlivened the study of human evolution for more than a century. Critical evaluation of evidence and interpretations will be stressed. Demonstrations and films supplement the lectures.

ARKEO 204 Ancient Civilizations (also Anthropology 204) @#

Fall. 3 (4) V credits. J. S. Henderson.

For description, see ANTHR 204.

[ARKEO 317 Stone Age Archaeology (also Anthropology 317)

Fall. 4 credits. Not offered 1995-96.

T. P. Volman.

A survey of current approaches to the archaeological record of Stone Age peoples, from the earliest sites to those of recent times. Case studies are used to illustrate the nature of archaeological occurrences, excavation procedures, and analytical methods. Multidisciplinary efforts to expand our knowledge of prehistoric lifeways and behaviors are a major concern of the course.]

[ARKEO 404 Approaches to Archaeology (also Anthropology 404)

Spring. 4 credits. Basic. Prerequisite:

permission of instructor. Not offered 1995-96. J. S. Henderson. T. P. Volman.

An exploration of the concepts that have shaped modern archaeology. The course briefly examines the history of theoretical orientations in archaeology, then considers the variety of perspectives and interpretive frameworks that guide present-day investigations. Case studies illustrate the implications of the nature of the archaeological record for reconstructing subsistence and economic systems, trade, social and political organization, demography, and ideology. An

undergraduate seminar especially recommended for undergraduate majors and graduate archaeologists but open to anyone with a serious interest in archaeology.]

ARKEO 494 Seminar in Archaeology: Archaeology of the Household (also Anthropology 494) @#

Spring. 4 credits. J. S. Henderson.
An exploration of the archaeology of domestic life. Topics include identifying residential remains, defining households and interpreting them in social terms, reconstructing domestic economies and ritual activities, and situating households in the context of neighborhoods, communities, and settlement systems.

LA 261 Urban Archaeology (also CRP 261)

Fall. 3 credits. S. Baugher.
For description, see LA 261.

[LA 569 Archaeology in Historic Preservation Planning

Fall. 3 credits. Not offered 1995-96.
S. Baugher.
For description, see LA 569.]

C. Old World Archaeology

ARKEO 221 Minoan-Mycenaean Art and Archaeology (also Classics 221 and History of Art 221) #

Spring. 3 credits. Basic. Students may not obtain credit for both this course and Classics 319. J. Coleman.

The birth of civilization in Greece and the Aegean islands during the Bronze Age. The main focus is on the rise and fall of Minoan Crete and Mycenaean Greece, with consideration given to the nature and significance of Aegean interactions with Egypt, the Near East, and Anatolia.

[ARKEO 233 Archaeology in Action II (also History of Art 225 and Classics 233) #

Spring. 3 credits. Prerequisite: permission of instructor. Not offered 1995-96.
P. I. Kuniholm.]

ARKEO 247 Introduction to Jewish Art and Archaeology from the Hellenistic to the Rabbinic Period (also NES 247, Classics 249 and RELST 247) @ #

Fall. 3 credits. L. Kant.
In this course, we will examine material evidence of Judaism from the fourth century B.C.E. to the fifth century C.E. Equal attention will be given to Palestine and the Diaspora. We will look at various kinds of structures, including tombs and cemeteries, prayer buildings and synagogues, houses, fortresses, palaces, and the Jerusalem Temple. All types of objects will come under consideration, such as paintings, mosaics, sarcophagi, jewelry and gemstones, coins, inscriptions, and papyri. In general, we will attempt to understand this material both in terms of its Near Eastern heritage and the powerful influence of the Graeco-Roman environment. Attention will also be paid to relations to early Christian art and archaeology.

[ARKEO 263 Introduction to Biblical History and Archaeology (also NES 263 and Jewish Studies 263)

Spring. 3 credits. Not offered 1995-96.
D. I. Owen.]

[ARKEO 275 Ancient Seafaring (also Near Eastern Studies 261)

Spring. 3 credits. Not offered 1995-96.
D. I. Owen.]

[ARKEO 320/620 An Introduction to Early Medieval Archaeology and Culture #

4 credits. Not offered 1995-96.

R. T. Farrell.]

[ARKEO 357 Greek Sanctuaries and Pausanias (also Classics 457) #

4 credits. Not offered 1995-96; next offered 1996-97. K. Clinton. J. Coleman.]

[ARKEO 424 Sardis and the Cities of Asia Minor (History of Art 432 and Classics 432) #

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1995-96.
A. Ramage.]

[ARKEO 434 The Rise of Classical Greece (also History of Art 434 and Classics 434) #

Spring. 4 credits. Recommended: Classics 220 or 221 or History of Art 220 or 221 preferred. Not offered 1995-96.
P. I. Kuniholm.]

[ARKEO 520 Seminar in Classical Archaeology (also History of Art 520 and Classics 630)

Spring. 4 credits. Not offered 1995-96.
P. I. Kuniholm.

For description, see ART H 520.]

[ARKEO 629 The Prehistoric Aegean and Cyprus (also Classics 629) @#

Fall. 4 credits. For graduate students, and advanced undergraduates with permission of instructor. Not offered 1995-96; next offered 1995-96. P. I. Kuniholm.]

[CLASS 219 Mediterranean Archaeology (also Near Eastern Studies 267) @ #

Fall. 3 credits. Basic. Not offered 1995-96; next offered 1996-97. J. Coleman.

For description, see CLASS 219.]

[CLASS 326 Greek Cities and Towns (also History of Art 326) #

Spring. 4 credits. Prerequisite: Classics/History of Art 220 or permission of instructor. Not offered 1995-96.
J. Coleman.]

[CLASS 333 Greek and Roman Mystery Cults and Early Christianity (also Religious Studies 333)

Spring. 4 credits. A previous course in Classics (civilization or language) or Religious Studies 101 is recommended. Not offered 1995-96; next offered 1997-98.
K. Clinton.]

ART H 220 Introduction to Classical Archaeology (also Classics 220) #

Fall. 4 credits. Basic. A. Ramage.

For description, see ART H 220.

[ART H 320 Arts and Monuments of Athens (also Classics 320) #

Fall. 4 credits. Prerequisite: Classics 220 or permission of instructor. Not offered 1995-96.]

ART H 322 Arts of the Roman Empire (also Classics 350)

Spring. 4 credits. A. Ramage.

For description, see ART H 322.

[ART H 325 Greek Vase Painting (also Classics 325) #

Fall. 4 credits. Not offered 1995-96.
A. Ramage.]

[ART H 327 Greek and Roman Coins (also Classics 327) #

Spring. 4 credits. Not offered 1995-96.
A. Ramage.]

[ART H 427 Seminar on Roman Art and Archaeology (also Classics 435) #

Spring. 4 credits. Not offered 1995-96.

A. Ramage.]

[NES 367 History and Archaeology of Ancient Egypt @#

Fall. 4 credits. Basic. Not offered 1995-96.
D. I. Owen.]

D. New World Archaeology

ARKEO 355 Ancient Mexico and Central America (also Anthropology 355) @#

Spring. 4 credits. Basic. J. S. Henderson.
A survey of the cultural history of ancient Mexico and Central America, emphasizing Aztec and Maya civilizations. The use of ethnographic and historical information to enrich archaeological interpretation is a general theme. Special topics include the emergence of settled farming life, the rise of civilization and the state, and the development of mechanisms that linked the many societies in the region into a single sphere of interaction.

[ARKEO 493 Seminar in Archaeology: The Aztecs (also Anthropology 493) @#

Fall. 4 credits. Not offered 1995-96.
J. S. Henderson.]

[ANTHR 456 Mesoamerican Religion, Science, and History @#

Fall. 4 credits. Not offered 1995-96.
J. Henderson.

For description, see ANTHR 456.]

LA 360/666 Pre-Industrial Cities and Towns of North America (also CRP 360/666)

Fall. 3 credits. S. Baugher.
For description, see LA 360.

E. Methodology and Technology

ARKEO 285 Art, Archaeology, and Analysis (also Engineering 185, MS&E 285, Physics 200, English 285, Art 372, and Classics 285)

Spring. 3 credits. Staff.
For description, see NS&E 285.

ARKEO 309 Dendrochronology of the Aegean (also History of Art 309 and Classics 309)

Spring. 4 credits. Limited to 10 students. Prerequisite: permission of instructor.
P. I. Kuniholm.

Participation in a research project of dating modern and ancient tree-ring samples from the Aegean and Mediterranean. Supervised reading and laboratory work. A possibility exists for summer fieldwork in Greece or Turkey.

ARKEO 370 Environmental Archaeology (also Archaeology 670 and Anthropology 370 and 670)

Fall. 4 credits. Prerequisite: two previous courses in archaeology or permission of instructor. T. P. Volman.

A survey of selected topics in paleo-environmental analysis and reconstruction, with emphasis on how they inform interpretations of the archaeological record. The course ranges broadly from a general consideration of human ecology and the role of environ-

ment in culture change to detailed study of specific techniques and approaches.

[ARKEO 402 Archaeology Research Design (also Anthropology 402)]

Spring. 4 credits. Basic. Prerequisite: permission of instructor. Not offered 1995-96. J. S. Henderson. T. P. Volman.

Archaeological practice demands careful definition of research objectives and appropriate strategies before excavation or other fieldwork begins. Critical information lies in the arrangement and associations of objects and structures; this context should be a basic concern of any field investigation, particularly when it is destroyed by excavation. This course relies on case studies to illustrate how surveys, excavations, and analytical techniques must be tailored to solving specific problems. A seminar especially recommended for undergraduate majors and graduate archaeologists but open to anyone with a serious interest in archaeology.]

ARKEO 423 Ceramics (also History of Art 423 and Classics 423)

Spring. 4 credits. Prerequisite: permission of instructor. J. S. Coleman.

Bronze Age, Greek, and Roman pottery specimens from Near Eastern and Mediterranean sites will be studied to provide direct experience in one of the basic prerequisites of archaeological excavation—the identification and dating of pottery types. Reports, delivered in class, will concern ancient ceramic materials or particular types and periods. Practical experience in making and decorating pottery will be encouraged.

ARKEO 458 Archaeological Analysis (also Anthropology 458) @

Fall. 4 credits. Prerequisite: one course in archaeology or permission of instructor. Enrollment limited to 15 students. J. S. Henderson.

An introduction to methods of recording, processing, and analyzing archaeological data. Topics include recording of excavation and survey data in the field; processing artifacts in the laboratory; storing and retrieving data; and basic methods of describing, tabulating, analyzing, and interpreting artifacts (mainly ceramic vessels), stratigraphy, and spatial distributions. Intended for those with some understanding of the uses to which archaeological data are put in regional synthesis and interpretation; previous field experience is helpful.

ARKEO 601 Graduate Colloquium in Archaeology

Fall. 4 credits. Open to graduate students and advanced undergraduates by permission of instructor. Staff.

Faculty members of the Program in Archaeology and invited speakers will present summaries of the different aspects of archaeological analysis. Topics may include: lithics, ceramic typology, petrographic and neutron activation analysis, dendrochronology and other chronological techniques, settlement patterns, inscriptions, human and animal bones.

ARKEO 670 Environmental Archaeology (also Archaeology 370 and Anthropology 370 and 670)

Fall. 4 credits. Prerequisite: two previous courses in archaeology or permission of instructor. T. P. Volman.

For description, see ARKEO 370.

[ANTHR 371 Human Paleontology (also Biological Sciences 371)]

Fall. 4 credits. Prerequisite: one year of introductory biology, Anthropology 101, or permission of instructor. Not offered 1995-96. K. A. R. Kennedy.]

[ANTHR 474 Laboratory and Field Methods in Human Biology (also Biological Sciences 474)]

Spring. 5 credits. Prerequisite: one year of introductory biology, Anthropology 101, or permission of instructor. Not offered 1995-96. K. A. R. Kennedy.]

GEOL 441 Geomorphology

Fall. 3 credits. Prerequisites: Geological Sciences 102 or 201, or permission of instructor. A. L. Bloom.

For description, see GEOL SCI.

GEOL 442 Glacial and Quaternary Geology

Spring. 3 credits. Prerequisite: Geological Sciences 441 or permission of instructor. Offered alternate years. A. L. Bloom.

For description, see GEO SCI.

ASIAN AMERICAN STUDIES

See Special Programs and Interdisciplinary Studies.

ASIAN STUDIES

D. R. McCann, chair (388 Rockefeller Hall, 255-5095); B. R. Anderson, R. Barker, M. G. Bernal, K. Brazell, T. Chaloehtiarana, S. Cochran, R. D. Colle, E. W. Coward, Jr., B. de Bary, G. Diffloth, C. D'Orban, E. C. Erickson, S. Feldman, G. Fields, J. W. Gair, D. Gold, E. M. Gunn, M. Hatch, D. Holmberg, J. Jasanoff, M. Katzenstein, K. A. R. Kennedy, A. T. Kirsch, J. V. Koschmann, J. M. Law, L. C. Lee, T. Lyons, J. R. McRae, B. G. MacDougall, K. March, T. L. Mei, C. Minkowski, S. Mohanty, V. Nee, S. J. O'Connor, C. A. Peterson, J. R. Piggot, T. Poleman, N. Sakai, P. S. Sangren, C. L. Shih, T. Shiraishi, V. Shue, J. T. Siegel, R. J. Smith, K. Taylor, N. Uphoff, J. Wheatley, J. Whitman, J. U. Wolff, D. Wyatt, M. W. Young

The Department of Asian Studies encompasses the geographical areas of East Asia, South Asia, and Southeast Asia and offers courses in most of the disciplines of the social sciences and the humanities. Asian studies courses through the 400 level (ASIAN is the prefix) are taught in English and are open to all students in the university. Some of these courses may be counted toward majors in other departments; others fulfill the humanities distribution requirement. Courses listed under Asian Studies offered through other departments may fulfill distribution requirements in history, social sciences, and arts.

The Major

The applicant for admission to the major in Asian studies must have completed at least one area studies course selected from among those listed under the Department of Asian Studies and must receive permission for admission to the major from the director of undergraduate studies. The student must have received a minimum grade of C in this

course and in all other courses counted toward the major.

A student majoring in Asian studies is required to complete two courses at the 200 level (a minimum of 6 credits with a grade of C or better) in one of the Asian languages offered at Cornell. The major consists of at least 30 additional credits (which may include up to 6 credits of further language study) selected by the student in consultation with his or her adviser from among the courses listed under the Department of Asian Studies and numbered 250 and above. Majors in Asian studies normally specialize in the language and culture of one country and often choose an additional major in a traditional discipline.

Concentration in South Asia Studies

A candidate for the Bachelor of Arts or Science degree at Cornell may take a concentration in South Asia Studies by completing at least 18 credits of course work, including Asian Studies 215 (Introduction to South Asia) and four courses or seminars at the intermediate or advanced levels, two of which may be South Asian language courses.

Students taking a concentration in South Asian studies are considered members of the South Asia Program and will have an adviser from the program faculty. (This adviser will be for the student's concentration and is not a substitute for a student's academic adviser in his or her major.)

One South Asian graduate course may be taken for the concentration with consent of both the instructor and the adviser. The same applies for one South Asia-related course with a research paper on a South Asian subject. Additional courses may be added if offered with comparable South Asia content.

Concentration in Southeast Asia Studies

A candidate for the Bachelor of Arts or Bachelor of Science degree at Cornell may take a concentration in Southeast Asia studies by completing 15 credits of course work. A recommended plan would include Asian Studies 208 and three courses at the intermediate or advanced stage, two of which could be a Southeast Asian language. Students taking a concentration in Southeast Asia studies are members of the Southeast Asia Program and are assigned an adviser from the program faculty. Such students are encouraged to commence work on a Southeast Asian language either at the 10-week intensive courses offered by the Southeast Asia Studies Summer Institute or by studying for one semester at IKIP Malang, Indonesia; Khon Kaen University, Thailand; and Hanoi University, Vietnam; fellowships are available for undergraduates through the Cornell Abroad Program.

Honors. To be eligible for honors in Asian studies, a student must have a cumulative grade average of A- in all Asian Studies area courses, exclusive of language study only, and must successfully complete an honors essay during the senior year. Students who wish to be considered for honors should apply to the director of undergraduate studies during the second term of their junior year. The application must include an outline of the proposed project and the endorsement of a faculty adviser. During the first term of the senior year the student does research for the

essay in conjunction with an appropriate Asian studies course or Asian Studies 401. Students of China and Japan must also complete Asian Studies 611 or 612, respectively. By the end of the first term the student must present a detailed outline of the honors essay and have it approved by the faculty sponsor and the director of undergraduate studies. The student is then eligible for Asian Studies 402, the honors course, which entails writing the essay. At the end of the senior year, the student has an oral examination (with at least two faculty members) covering both the honors essay and the student's area of concentration.

Intensive Language Program (FALCON)

For those students desiring to accelerate their acquisition of Chinese, Japanese, or Indonesian, Cornell offers a full-time intensive language program, the Full-Year Asian Language Concentration (FALCON). FALCON students spend six hours a day, five days a week, for periods of up to a full year studying only the language and thus are able to complete as many as twelve hundred hours of supervised classroom and laboratory work in one year. For further information, students should contact the FALCON Program Office, Department of Modern Languages and Linguistics, 203 Morrill Hall (telephone: 607/255-6457).

Study Abroad

Cornell is a member of the Inter-University Centers for Chinese Language Study in Taipei and for Japanese Language Study in Yokohama and a member of the Council on International Educational Exchange offering study in China at Peking University and Nanjing University. These centers offer intensive training in both spoken and written forms of the languages. The Kyoto Center for Japanese Studies (KCJS) is an undergraduate program for students who want to spend a year in Japan studying both language and culture.

Cornell is a class-A member of the American Institute of Indian Studies, which offers fellowships in India for intensive language study in Hindi, Bengali, and Tamil. The Intercollegiate Sri Lanka Education program (ISLE) offers an undergraduate curriculum in Sinhala, Buddhist studies, and the culture and civilization of Sri Lanka, at Peradeniya University in Kandy. Cornell also offers study abroad opportunities in South Asian studies at the School of Oriental and African Studies at the University of London. For further details, contact the South Asia Program office, 170 Uris Hall (telephone: 607/255-8923).

Cornell and the central campus of the Nepalese national university—Tribhuvan—at Kirtipur, Kathmandu, cosponsor an academic semester or year in Nepal. North American students study and live with Nepalese students who come from outside the Kathmandu Valley to Tribhuvan University. Students may participate in one or two semesters. Courses are offered both at Tribhuvan University and at the Cornell-Nepal Study Program House adjacent to the university. All courses are officially taught in English. A five-week, in-country orientation program includes classes in intensive Nepali conversation, cultural orientation programs, and a ten-day field trip and trek. Semester course offerings include Nepali language (Tibetan and/or Newari Languages also possible), contemporary issues

in Nepalese studies, field research design and methods in sociology/anthropology and ecology/environment, and guided field research.

Juniors and seniors in good academic standing from any major field may participate. Students must have a desire to study on the other side of the world, to participate in a multicultural program, and to undertake rigorous field research. No experience in Nepal is necessary and instruction in English, but some prior Nepali language study is strongly recommended. Students interested in the study abroad in Nepal program should consult with the Cornell Abroad office (474 Uris Hall) for further information.

Other opportunities include a junior year abroad at IKIP-Malang, in Indonesia, or at the School of Oriental and African Studies, University of London. Many other options for study in Asia exist, including in Indonesia, Thailand, and Vietnam through the Council for International Educational Exchange. Undergraduates should consult the Cornell Abroad Office; graduate students should inquire at the East Asia Program, the South Asia Program, or the Southeast Asia Program offices.

General Education Courses

ASIAN 208 Introduction to Southeast Asia @

Spring. 3 credits. T. Chaloeintarana. This course is for anyone curious about the part of Asia with the most diversity; it defines Southeast Asia both as the nation-states that have emerged since 1945 (Brunei, Burma, Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand, and Viet Nam) and as a larger cultural world extending from southern China to Madagascar and Polynesia. Students will find a serious, organized introduction to a variety of disciplinary and topical approaches to this region, including geography, linguistics, history, religion and ideology, anthropology, marriage and family systems, music, literacy and literature, art and architecture, agriculture, industrialization and urbanization, politics and government, warfare and diplomacy, ecological and human degradation, business and marketing. The course aims to teach both basic information and different ways of interpreting that information.

ASIAN 211 Introduction to Japan @

Fall. 3 credits. K. Brazell. An interdisciplinary introduction to Japanese society and its history especially designed for students not majoring in Asian Studies. The first part of the course focuses on the historical changes in Japanese society from the eighth century down to the nineteenth century; the second part analyzes modern society from a variety of perspectives. It also addresses the question of how Japan is represented in the U.S. mass media. Guest lecturers from five or six different fields offer their opinions on Japanese history, culture, and politics.

ASIAN 212 Introduction to China @

Spring. 3 credits (4 credits with a special project; consult instructor for information). E. Gunn.

An interdisciplinary introduction to Chinese culture especially designed for students not majoring in Asian studies.

ASIAN 215 Introduction to South Asian Civilization @

Fall. 3 credits (4 credits with a special project; consult instructor for information). D. Gold.

An interdisciplinary introduction to the culture and history shared by India and other states of South Asia. Designed for students not majoring in Asian Studies. Guest lecturers will provide the perspective of their disciplines to the general themes of the course: cultural diversity and the role of tradition in contemporary life.

ASIAN 218 Introduction to Korea @

Spring. 3 credits. D. McCann.

An interdisciplinary introduction to Korean history and culture, including language, literature, art, and music. The course begins with an overview of Korean history from the Three Kingdoms Period to the present. The course then focuses on major events in twentieth-century Korean history: the March 1, 1919, Independence Movement, the Korean War, the 1960 Student Revolution, the 1980 Kwangju Massacre, and others. Visiting lecturers will speak about Korea from a variety of disciplinary viewpoints, including linguistics, sociology, anthropology, political science, and law.

Asia—Literature and Religion Courses

The following courses are taught entirely in English and are open to any Cornell student.

ASIAN 250 Introduction to Asian Religions (also Religious Studies 250) @#

Fall. 3 credits. J. M. Law.

A survey of the major religious traditions of India, China, and Japan, focusing on Vedic ritual and Brahmanical Hinduism; Indian, Chinese, and Japanese Buddhism; the native Chinese traditions of Confucianism and Taoism; and Shinto, Confucianism, and the new religions in Japan. Emphasis will be on the great traditions of these cultures, with frequent reference to the differing realms of popular religions.

[ASIAN 251 Women's Experience in Asian Religions (also Religious Studies 251) @

Fall. 3 credits. Not offered 1995–96. J. M. Law.]

ASIAN 270 Hidden Songs in Greece and Asia (also Comp. Lit. 224 and Classics 224) @#

Spring. 3 credits. D. McCann, G. Holst-Warhaft.

This course will explore four similar moments in cultural histories when pre-literate folk traditions became incorporated into emerging or recently established literate ones. It will examine important early anthologies of songs, stories, myths, fables, genealogies, and other materials from China (the *Shih ching*), Japan (the *Kojiki*), Korea (the *Samguk Yusa*), and Greece (tragedy and laments). The major part of the course explores the hypothesis that as pre-literate, folk materials are incorporated into an official and literary canon, certain transactions occur between the two realms of discourse in which, characteristically, elements identified with disorder are repressed in favor of those identified with order. The final segment of the course will be a brief examination of the process by which songs and their performance have been reclaimed by contemporary, popular political movements in the Republic of Korea, the People's Republic of China, and Greece.

[ASIAN 291 Classical Indian Narrative (also Classics 291) @#

Spring. 3 credits. Not offered 1995-96.
C. Minkowski.]

[ASIAN 310 Pre-Modern Korean Culture and Literature @#

Fall. 4 credits. D. McCann.

Readings in English translation of Korean stories, novels, court diaries, poem, legends, and tales from the seventh century to the end of the nineteenth century.

[ASIAN 311 Modern Korean Culture and Literature @

Spring. 4 credits. Offered alternate years.
Not offered 1995-96. D. McCann.]

[ASIAN 313 Japanese and Asian Film (also Theatre Arts 313 and Comparative Literature 313) @

Spring. 4 credits. B. de Bary.

The course will explore the relationship between thematic and formal concerns of Japanese film and narratives of modern Japanese history dealing with such issues as the nature of the Meiji Restoration, the rise of Taisho commodity culture, the Pacific War, postwar reconstruction, postmodernity and "new nationalism." Weekly analyses of specific films will be accompanied by readings that provide historical context and pose relevant interpretive and theoretical questions, particularly those of gender and cultural difference. Study of works by Ozu, Mizoguchi, Kurosawa, and Naruse will constitute the introductory portions of the course, followed each year by a series featuring recent works of contemporary directors.

[ASIAN 338 Democracy and War (also History 338)

Spring. 4 credits. D. McCann. B. Strauss.

A comparative study, the course will focus on the Korean War (1950-1953) and the Peloponnesian War (431-404 BC). It will examine the relationship between ideas of democracy and democratic government, and the conduct of war to advance or defend them. We will be reading and discussing Korean materials on the background and prosecution of the Korean War; American newspapers and historical records on U.S. involvement; and histories, debates, plays, and other contemporary materials on the Athenian conduct of its war against Sparta.

[ASIAN 347 Tantric Traditions (also Religious Studies 349) @#

Fall. 4 credits. D. Gold.

This course treats the development of tantric traditions in the Indian subcontinent and beyond. Philosophical, socio-religious, cultic, and visionary dimensions of tantra will be discussed. We study different Hindu and Indo-Tibetan traditions, with some attention also paid to tantric developments in East Asian Buddhism.

[ASIAN 351 The Religious Traditions of India (also Religious Studies 351) @#

Spring. 4 credits. Not offered 1995-96.
D. Gold.]

[ASIAN 354 Indian Buddhism (also Religious Studies 354) @#

Spring. 4 credits. Not offered 1995-96.
C. Minkowski.]

[ASIAN 355 Japanese Religions (also Religious Studies 355) @

Fall. 4 credits. J. M. Law.

This course is an exploration of major themes in Japanese religion through a focus on the category of religious practice. After an overview of the major sources of Japanese religion, we look at the dominant understanding of sacrality and the human soul. With the syncretic interaction between Shinto and Buddhism as our foundation, we will study four dynamic themes that express aspects of Japanese religious practice: 1) ritual purity and pollution, 2) the concept of matsuri (festival) and girei (rite), 3) the concept of shugyo (cultivation) as expressed in asceticism, pilgrimage, and aesthetic discipline, and 4) religious understandings of the human body, expressed in healing rituals.

[ASIAN 357 Chinese Religions (also Religious Studies 357) @#

Fall. 4 credits. Not offered 1995-96.

J. McRae.]

[ASIAN 358 Chinese Buddhism (also Religious Studies 358) @#

Fall. 4 credits. Not offered 1995-96.

J. McRae.]

[ASIAN 359 Japanese Buddhism (also Religious Studies 359) @#

Spring. 4 credits. Not offered 1995-96.

J. M. Law.]

[ASIAN 363 Contemporary Mass Culture in Japan and the U.S. (also Comparative Literature 343)

Fall. 3-4 credits. B. de Bary.

A comparative study of Japanese and American mass cultures. Rather than seeking, through comparison, to delineate distinctive models of national cultures, the course will trace the complex relationships between cultural nationalist impulses and transnational economies, emphasizing processes of hybridity and fusion. The course will introduce students to a small number of important theoretical writings on mass culture. Areas of study will include the analysis of science fiction, comic books, film and video, popular music, and toy industries. Enrollment limited to 25 students.

[ASIAN 371 Chinese Philosophical Literature @#

Spring. 4 credits. T. L. Mei.

Readings in English translation of Confucian, Taoist, and Buddhist works.

[ASIAN 373 Twentieth-Century Chinese Literature @

Fall. 4 credits. E. Gunn.

A survey of the principal works in English translation, the course introduces fiction, drama, essays, and poetry of China beginning with the Republican era and continuing up to the present in the People's Republic and Taiwan, with attention to social and political issues and literary theory.

[ASIAN 374 Chinese Narrative Literature @ #

Spring. 4 credits. E. Gunn.

Selected works in classical Chinese fiction are read in translation. Major novels, such as *The Dream of the Red Chamber* and *Water Margin*, are emphasized.

[ASIAN 375 Japanese Poetry and Poetic Prose @ #

Spring. 4 credits. Alternates with Asian Studies 377. Not offered 1995-96.

K. Brazell.]

[ASIAN 376 Modern Japanese Literature: From Meiji through the Pacific War (also Comparative Literature 369) @

Fall. 4 credits. Not offered 1995-96.

B. de Bary.]

[ASIAN 377 Japanese Narrative Literature @ #

Spring. 4 credits. Alternates with AS 375.
N. Sakai.

A study in English translation of major narratives from the eighth to the eighteenth century. Subject matter will include novelistic narratives like *The Tale of Genji*, biographical stories, poem tales, war tales, and popular stories.

[ASIAN 378 The Postwar and the Postmodern in Japanese Literature @

Fall. 4 credits. Alternates with Asian Studies 375. Not offered 1995-96.

B. de Bary.]

[ASIAN 380/680 Vietnamese Literature in Translation @ #

Spring. 4 credits. K. Taylor.

A study of Vietnamese poetry, short stories, and novels available in English translation. The course will focus primarily upon texts from the last three centuries, with particular attention to contemporary literature.

[ASIAN 385/685 Cultural History of Vietnam @ #

Fall. 4 credits. K. Taylor.

Cultural survey of Vietnamese historical experience from ancient to contemporary times. Major themes are relations with China; internal, political, social, and intellectual development; Buddhism, Confucianism, and Marxist-Leninism as ruling-class ideologies; southward expansion; military tradition; discontinuities introduced by French colonialism; modern nationalism and the making of a revolution; wars of decolonization; and the efforts of Vietnamese to establish a place for their nation in the modern world. This course will fulfill a humanities distribution requirement.

[ASIAN 393 Images of Humanity in Medieval China @ #

For description, see HIST 393. Not offered 1995-96. J. McRae. C. Peterson.]

[ASIAN 395 Classical Indian Philosophical Systems (also Classics 395 and Religious Studies 395) @ #

Fall. 4 credits. Prerequisite: some background in philosophy or in classical culture. Not offered 1995-96.

C. Minkowski.]

[ASIAN 410 Chinese Performing Arts @

Fall. 4 credits. E. Gunn.

The course will survey drama, music theater, and film in twentieth-century China. Some material will require knowledge of Chinese.

[ASIAN 421 Religious Reflections on the Human Body (also Religious Studies 421) @

Spring. 4 credits. J. M. Law.

One undeniable and inescapable fact of human life is that it is experienced in a body. How this fact is understood to define the parameters of religious experience and expression will be the topic of this course. While the format will be comparative, the majority of cases will be drawn from East Asian, primarily Japanese, sources. We will explore how such aspects of the human body

as ecstasy, gender, sexual passion, illness, the dialectic of the physical and the spiritual, and corporeal ascetic discipline reveal models of religious reflection on this fact of human experience. Further, we will study how these models become represented in visual art, narrative, and ritual practice.

[ASIAN 440 Meditation Schools of East Asian Buddhism (also Religious Studies 440) @#

Spring. 4 credits. Prerequisite: ASIAN 250 or equivalent. Not offered 1995–96. J. McRae.]

[ASIAN 441 Mahayana Buddhism @#

Fall. 4 credits. Not offered 1995–96. J. McRae.]

[ASIAN 449 History and Methods of the Academic Study of Religion #

For description, see RELST 449. Not offered 1995–96. J. M. Law.]

[ASIAN 451/625 Children, Literature, and Society (also Anthropology 441/625) @

Spring. 4 credits. Not offered 1995–96. S. Shiraishi.]

ASIAN 460 Indian Meditation Texts (also Religious Studies 460) @#

Spring. 4 credits. D. Gold.

Because texts that record visionary experience, prescribe the practice of contemplation, and present enigmatic utterances are highly valued in Indian tradition, they need to be taken seriously by students of Indian and world civilizations. Yet the special problems of interpretation that they present have often caused meditation texts to be passed over in embarrassment, sometimes reverent silence. In this course we will draw on approaches from literary criticism, anthropology, and religious studies to explore a number of the problems to which these texts give rise: In what ways are the apparent differences in experience presented in meditation texts shaped by different cosmologies and ritual practice? Do different literary genres have particular religious implications? What are the relations between convention and experience in the creation of the texts? Readings will be drawn from the Upanishads and Tantra, devotional verse in the vernaculars, and the classical meditation manuals of Hinduism and Buddhism. Some attention may be given to Indian Sufi materials. No knowledge of Indian languages is required.

ASIAN 463 Readings in Hindi and Urdu Literature @

Fall. 4 credits. D. Gold.

Selected topics in Hindi and Urdu literature, with readings in the original; discussions in Hindi-Urdu and English. May be repeated for additional credit with consent of instructor.

ASIAN 470 The Japanese Noh Theater and Modern Dramatists (also Comparative Literature 470 and Theater Arts 470) @

Fall. 4 credits. Alternates with ASIAN 471. K. Brazell.

Several weeks will be spent studying the literary, performance, and aesthetic aspects of the noh theater. Emphasis will be on noh as a performance system, a total theater in which music, dance, text, costume, and props all interact to create the total effect. Then attention will turn to modern theater people who have reacted to noh in some creative way. Choice of dramatists will depend partly

on student interests but will probably include Yeats, Brecht, Britten, Claudel, Grotowski, and Mishima. All readings may be done in English translation.

[ASIAN 471 Japanese Theatre (also Theatre Arts 471) @#

Fall. 4 credits. Alternates with ASIAN 470. Not offered 1995–96. K. Brazell.]

[ASIAN 475 Modernization and the Korean Family (also HSS 490 sec 30) @

Fall. 3 credits. Not offered 1995–96. D. McCann. J. Mueller.]

[ASIAN 481 Translation and Identities @

Fall. 4 credits. Not offered 1995–96. N. Sakai.]

ASIAN 483 Internationalism, Nationalism, and Modern Japanese Discursive Space @

Fall. 3 credits. N. Sakai.

The late 19th century marks an important transitional period; nation-states formed in Britain, France, Japan, Germany, the United States, and elsewhere sought to become imperial powers; and "internationalism" virtually collapsed. Focusing on Japanese examples but not excluding other cases, we will study the discursive spaces of modern national subjectivity with a view to the problems of ethnicity, colonialism, imperial sexism, violence, historical memory, post-coloniality and academic knowledge. A major critical paper will be required.

ASIAN 496 Tokugawa Literature and Thought @

Spring. 4 credits. N. Sakai.

An introduction (in English translation) to literary, theatrical, and intellectual works of the Tokugawa period (1600–1868). We will examine the characteristics of early Tokugawa literary and theatrical works and see how different they are from the literary works of the later Tokugawa period. We will also read the philosophical and philological works on the classics by writers such as Ogyu Sorai and Motoori Norinaga to understand the ways contemporary Japanese intellectuals understood cultural activities and literature during the Tokugawa period.

Asia—Graduate Seminars

For complete descriptions of courses numbered 600 or above, consult the graduate faculty representative.

ASIAN 601 Southeast Asia Seminar: Indonesia

Fall. 4 credits. T. Shiraishi. J. Siegel.

ASIAN 602 Southeast Asia Seminar: Thailand

Spring. 4 credits. T. Kirsch. D. Wyatt.

[ASIAN 604 Southeast Asia Seminar

Not offered 1995–96.]

ASIAN 605–606 Master of Arts Seminar in East Asian Studies

605, fall; 606, spring. 2–4 credits. Staff.

[ASIAN 607–608 The Plural Society Revisited (also Government 653)

Spring. 4 credits. 607 may be taken independently for credit; 607 is a prerequisite for 608. Not offered 1995–96. B. Anderson.]

[ASIAN 609 Modern Japanese Studies: The Formation of the Field

For description, see HIST 609. Not offered 1995–96. B. de Bary. J. V. Koschmann.]

ASIAN 611 Chinese Bibliography and Methodology

Spring. 1 credit. Prerequisite: permission of instructor. Required of honors students and M.A. candidates. C. D'Orban.

ASIAN 612 Japanese Bibliography and Methodology

Fall. 1 credit. Prerequisite: permission of instructor. Required of honors students and M.A. candidates. Staff.

[ASIAN 621–622 South Asia Seminar: Topic to be announced

621, fall; 622, spring. 4 credits. Not offered 1995–96.]

ASIAN 630 Strategies for Acquiring and Using Knowledge

Spring. 2–4 credits. K. Taylor.

A graduate seminar designed to introduce students to contemporary theory while relating it to their research specialization. Readings and discussion about narrative, epistemic archaeology, translation, deconstruction, feminism, postmodernism, multiculturalism, and chance operations. Neither area- nor discipline-specific. Graduate students only.

ASIAN 650 Graduate Seminar in Asian Religions

Spring. 2–4 credits. Prerequisite: permission of instructor. J. M. Law.

ASIAN 676 Southeast Asia Research Training Seminar

Staff.

ASIAN 701–702 Seminar in East Asian Literature

701, fall; 702, spring. 1–4 credits. Staff.

ASIAN 703–704 Directed Research

703, fall or spring; 704, fall or spring.

Credit to be arranged. Staff.

For additional courses on Asian religion, see "Related Courses" in the China and Japan area courses listing.

Asia—General Courses

ASIAN 401 Asian Studies Honors Course

Fall or Spring. 4 credits. Intended for seniors who have been admitted to the honors program. Staff.

Supervised reading and research on the problem selected for honors work.

ASIAN 402 Asian Studies Honors: Senior Essay

Fall or spring. 4 credits. Prerequisite: admission to the honors program. Staff.

The student, under faculty direction, prepares an honors essay.

ASIAN 403–404 Asian Studies Supervised Reading

Fall, spring, or both. Credit to be arranged. Prerequisite: permission of instructor. Open to majors and other qualified students. Intensive reading under the direction of a member of the staff.

Literature in Chinese**CHLIT 213-214 Introduction to Classical Chinese @#**

213, fall; 214, spring. 3 credits each term. Prerequisite: qualification in Chinese or permission of instructor. May be taken concurrently with Chinese 101-102, 201-202, 301-302. T. L. Mei.

[CHLIT 420 Tang and Sung Poetry @#

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1995-96. T. L. Mei.]

CHLIT 421-422 Directed Study

Fall or spring. 2-4 credits each term. Prerequisite: permission of instructor. Staff.

[CHLIT 424 Readings in Literary Criticism

Fall or spring. 4 credits. Prerequisite: permission of instructor. Not offered 1995-96. T. L. Mei.]

[CHLIT 435 Chinese Buddhist Texts @#

Spring. 4 credits. Not offered 1995-96. J. McRae.]

[CHLIT 603 Seminar in Chinese Fiction and Drama

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1995-96. E. Gunn.]

[CHLIT 605 Seminar in Chinese Fiction and Drama

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1995-96. E. Gunn.]

[CHLIT 610 Chinese Cultural Criticism

Fall. 4 credits. Not offered 1995-96. E. Gunn.]

CHLIT 621-622 Advanced Directed Reading: Chinese Historical Syntax

Spring. 2-4 credits. Prerequisite: permission of instructor. Staff.

Literature in Japanese**JPLIT 406 Introduction to Classical Japanese @#**

Fall. 4 credits. Prerequisite: permission of instructor. N. Sakai.

[JPLIT 407 Advanced Classical Japanese

Spring. 4 credits. Prerequisite: JPLIT 406 or permission of instructor. Not offered 1995-96. K. Brazell.]

JPLIT 421-422 Directed Readings

421, fall; 422, spring; credits to be arranged. Prerequisite: for Japanese 421, Japanese 402 or equivalent; for Japanese 422, Japanese 421 or equivalent. Staff.

Note: For complete descriptions of courses numbered 600 or above, consult the appropriate instructor.

[JPLIT 611 Seminar in Classical Japanese Literature

Spring. 2-4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1995-96. K. Brazell.]

[JPLIT 612 Seminar in Medieval Japanese Literature

Spring. 2-4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1995-96. K. Brazell.]

[JPLIT 613 Seminar in Tokugawa Culture and Thought: Otherness, Text, and Body

Spring. 2-4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1995-96. N. Sakai.]

JPLIT 614 Seminar in Modern Japanese Literature

Fall. 2-4 credits. Prerequisite: permission of instructor. Offered alternate years. B. de Bary, N. Sakai.

[JPLIT 621 Advanced Readings in Pre-Modern Japanese Narrative Literature

Fall or spring. 4 credits. Prerequisite: permission of instructor. Not offered 1995-96. K. Brazell.]

Graduate-Level Reading Courses**[JPLIT 622 Advanced Readings in Pre-Modern Japanese Poetry**

Spring. Credit to be arranged. Prerequisite: permission of instructor. Not offered 1995-96. K. Brazell.]

[JPLIT 623 Advanced Readings in Pre-Modern Drama

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. Not offered 1995-96. K. Brazell.]

JPLIT 624 Advanced Readings in Modern Japanese Literature

Spring. 4 credits. Prerequisite: permission of instructor. Offered alternate years. B. de Bary.

Note: See courses listed under Asia—Literature and Religion Courses for Japanese literature courses in translation.

Japanese Language

See Modern Languages and Linguistics.

FALCON Program

255-6457; R. Sukle, 412 Morrill Hall, 255-0734; J. Whitman, 320 Morrill Hall, 255-0737; J. Wheatley, 416 Morrill Hall, 255-9301.

Literature in Korean**KRLIT 405 Readings in Korean Literature**

Fall. 4 credits. D. McCann.

[KRLIT 406 Korean Literature Translation Workshop

Spring. 2-3 credits. Prerequisite: Korean 301-302 or equiv.; permission of instructor. Not offered 1995-96. D. McCann.]

Literature in Sanskrit**Sanskrit 251, see DMLL.****[SNLIT 467-468 Reading in Sanskrit Literature: The Vedas @#**

Spring. 3 credits. Prerequisite: permission of instructor. Not offered 1995-96. C. Minkowski.]

Related Courses in Other Departments

ANTHR 313 Anthropology of the City @

[ANTHR 474 Laboratory and Field Methods in Human Biology (also BIOES 474) Not offered 1995-96.]

[ANTHR 619 Anthropological Approaches to the Study of Buddhism in Asia Not offered 1995-96.]

[ANTHR 673 Human Evolution: History, Concepts and Theory (also BIOES 673) Not offered 1995-96.]

[GOVT 348 Politics of Industrial Societies Not offered 1995-96.]

GOVT 349 Political Role of the Military

[GOVT 647 Political Anthropology Not offered 1995-96.]

GOVT 648 Graduate Seminar in Political Economy of Change: Rural Development in the Third World

ART H 280 Introduction to Art History: Asian Traditions @#

[ART H 396 The Arts of Southeast Asia @# Not offered 1995-96.]

[ART H 482 Ceramic Art of China and Southeast Asia @# Not offered 1995-96.]

[ART H 580 Problems in Asian Art Not offered 1995-96.]

SOC 497 Social Relations Seminar

Related Courses in Other Colleges

The courses listed below will count as College of Arts and Sciences credit only for Asian studies majors.

ARME 464 Economics of Agricultural Development

ARME 660 The World's Food

ARME 665 Food and Nutrition Policy (also Nutritional Science 685)

ARME 763 Macro Policy in Developing Countries

ARCH 342 Architecture as a Cultural System

ARCH 445 Architecture and the Mythic Imagination

ARCH 448 The Indian Example and the Visual Tradition in Culture

[ARCH 667-668 Architecture in Its Cultural Context Not offered 1995-96.]

COMM 624 Communication in the Developing Nations

COMM 685 Training and Development: Theory and Practice

ECON 473 Economics of Export-Led Development

[GOVT 482 International Relations of East Asia @ Not offered 1995-96.]

GOVT 692 Administrator of Agricultural and Rural Development

[ILR 637 Labor Relations in Asia and the Pacific Rim Not offered 1995-96.]

China—Area Courses

[ANTHR 326 Economic Anthropology @ Not offered 1995-96.]

[ANTHR 343 Religion, Family, and Community in China @ Not offered 1995-96.]

[ANTHR 443 Religion and Ritual in Chinese Society @ Not offered 1995-96.]

- ECON 369 Economy of China @
 GOVT 347 Government and Politics of China @
 GOVT 391 Chinese Foreign Policy @
 GOVT 645 Chinese Politics
 [HIST 243 China and the West before Imperialism @#
 Not offered 1995-96.]
 HIST 293 History of China up to Modern Times @#
 [HIST 294 History of China in Modern Times @
 Not offered 1995-96.]
 [HIST 360 Early Warfare, East and West #
 Not offered 1995-96.]
 HIST 492 Undergraduate Seminar in Medieval Chinese History @#
 HIST 493 Problems in Modern Chinese History @
 [HIST 494 The Japanese in Asia @
 Not offered 1995-96.]
 HIST 499 Problems in Modern Chinese History @
 HIST 691 Chinese Historiography and Source Materials
 HIST 693-694 Problems in Modern Chinese History
 HIST 791-792 Seminar in Medieval Chinese History
 [ART H 396 The Arts of Southeast Asia @#
 Not offered 1995-96.]
 [ART H 481 The Arts in Modern China @
 Not offered 1995-96.]
 [ART H 482 Ceramic Art of China and Southeast Asia @#
 Not offered 1995-96.]
 [SOC 545 Peasants, Market, and the State
 Not offered 1995-96.]

China—Language Courses

- CHIN 101-102 Elementary Mandarin
 CHIN 109-110 Elementary Reading
 CHIN 111-112 Cantonese Elementary Speaking
 CHIN 113-114 Cantonese Elementary Reading
 CHIN 161-162 FALCON @
 CHIN 201-202 Intermediate Mandarin @
 CHIN 211-212 Intermediate Cantonese @
 CHIN 301-302 Advanced Mandarin I @
 CHIN 303-304 Advanced Mandarin Conversation @
 CHIN 411-412 Advanced Mandarin II
 CHIN 413-414 Current Events

Japan—Area Courses

- ANTHR 345 Japanese Society @
 ANTHR 645 Japanese Ethnology
 GOVT 346 Modern Japanese Politics @
 HIST 297 State, Society, and Culture in Japan to 1750 @#

- [HIST 298 State, Society, and Culture in Modern Japan @
 Not offered 1995-96.]
 [HIST 352 The Past as Prelude? Japan in Asia, German in Europe @
 Not offered 1995-96.]
 HIST 420 Tale of Genji in Historical Perspective @#
 [HIST 489 Undergraduate Seminar in Modern Japanese History @
 Not offered 1995-96.]
 [HIST 494 The Japanese in Asia @
 Not offered 1995-96.]
 [HIST 497 Premodern Japan—Historical Perspectives @#
 Not offered 1995-96.]
 HIST [797]-798 Seminar in Japanese Thought
 ILRIC 333/533 Western Europe, United States, and Japan in a Changing World Economy
 [ART H 384 The Arts of Japan @#
 Not offered 1995-96.]
 [NBA 580 Industrial Policy: Lessons for the United States from Japan and Europe
 Not offered 1995-96.]
 [R SOC 492 Development in the Pacific Rim
 Not offered 1995-96.]
 S HUM 405 Perception and Cognition

Japan—Language Courses

- JAPAN 101-102 Elementary Japanese
 JAPAN 123 Accelerated Introductory Japanese
 JAPAN 161-162 FALCON @
 JAPAN 201-202 Intermediate Japanese Reading I @
 JAPAN 203-204 Intermediate Japanese Conversation @
 JAPAN 301-302 Intermediate Japanese Reading II @
 JAPAN 303-304 Communicative Competence @
 JAPAN 341-342 Advanced Japanese for Business Purposes @
 JAPAN 401-402 Advanced Japanese Reading @
 JAPAN 404 Linguistic Structure of Japanese
 JAPAN 407-408 Oral Narration and Public Speaking
 JAPAN 410 History of Japanese Language @#
 JAPAN 421-422 Directed Readings
 JAPAN 543-544 Intermediate Japanese for Business Purposes
 JAPAN 545-546 Advanced Japanese for Business Purposes

South Asia—Area Courses

- [ABEN 754 Sociotechnical Aspects of Irrigation
 Not offered 1995-96.]
 ARME 660 The World's Food
 ARME 754 Sociotechnical Aspects of Watershed Development
 ANTHR 275 Human Biology and Evolution
 ANTHR 339 Peoples and Cultures of the Himalayas @

- [ANTHR 371 Human Paleontology
 Not offered 1995-96.]
 [ANTHR 448 Contemporary Approaches to South Asian Anthropology @
 Not offered 1995-96.]
 [ANTHR 619 Anthropological Approaches to the Study of Buddhism in Asia
 Not offered 1995-96.]
 ANTHR 640-641 South Asia: Readings in Specific Problems
 ARCH 342 Architecture as a Cultural System
 ARCH 441-442 Special Topics in Architectural Culture and Society
 ARCH 445 Architecture and the Mythic Imagination
 ARCH 446 Topics in Architecture, Culture, and Society
 ARCH 447 Architectural Design and the Utopian Tradition
 ARCH 448 The Indian Example and the Visual Tradition in Culture
 ARCH 647-648 Architecture in its Cultural Context I & II
 ARCH 649 Graduate Investigations in Architecture, Culture, and Society
 [ARCH 667-668 Architecture in Its Cultural Context
 Not offered 1995-96.]
 AAS 250 South Asia Diaspora
 [BIOES 474 Laboratory and Field Method in Human Biology
 Not offered 1995-96.]
 [BIOES 673 Human Evolution: Concepts, History, and Theory
 Not offered 1995-96.]
 CRP 101 The Global City
 CRP 671 Seminar in International Planning
 [CRP 775 Transnational Corporations and Developing Regions
 Not offered 1995-96.]
 CRP 777 Theories of Development and Underdevelopment
 COMM 490 Special Topics in Communication
 COMM 611 Human Communication in Organizations
 COMM 624 Communication in the Developing Nations
 COMM 685 Training and Development
 ECON 375 Economic Problems of India
 GOVT 351 India: Social and Economic Change in a Democratic Polity @
 [GOVT 367 Politics of Development
 Not offered 1995-96.]
 [GOVT 436 Environmental Politics
 Not offered 1995-96.]
 [GOVT 640 Political Economy of India
 Not offered 1995-96.]
 GOVT 648 The Political Economy of Change
 [GOVT 649 Agrarian Political Economics
 Not offered 1995-96.]

- [GOVT 651 Agrarian Change in South Asia—Politics, Society, and Culture
Not offered 1995-96.]
- [GOVT 687 International Environmental Policy
Not offered 1995-96.]
- GOVT 692 The Administration of Agricultural and Rural Development
- HDFS 436 Language Development
- HDFS 633 Seminar on Language Development
- [ART H 386 Art of South Asia @#
Not offered 1995-96.]
- ART H 489 Miniature Paintings and Drawings of India
- ILRIC 637 Labor Relations in Asia
- [LING 619 Rigveda
Not offered 1995-96.]
- [LING 635-636 Indo-European Workshop
Not offered 1995-96.]
- LING 701-702 Directed Research
- [R SOC 425 Gender Relations and Social Change
Not offered 1995-96.]
- [R SOC 492 Developments in the Pacific Rim
Not offered 1995-96.]
- R SOC 645 Rural Economy and Society
- [R SOC 725 The Sociology of "Third World" States
Not offered 1995-96.]
- THETR 307-308 Indian Classical Dance: Odissi Style
- South Asia—Language Courses**
- BENGL 121-122 Elementary Bengali
- BENGL 201-202 Intermediate Bengali Reading @
- BENGL 203-204 Intermediate Bengali Composition and Conversation @
- BENGL 303-304 Bengali Literature I, II
- HINDI 101-102 Elementary Hindi-Urdu
- HINDI 109-110 Accelerated Elementary Hindi-Urdu
- [HINDI 201-202 Intermediate Hindi Reading @
Not offered 1995-96.]
- HINDI 203-204 Intermediate Composition and Conversation @
- [HINDI 301-302 Advanced Readings in Hindi Literature @
Not offered 1995-96.]
- HINDI 303-304 Advanced Composition and Conversation @
- [HINDI 305-306 Advanced Hindi Readings @
Not offered 1995-96.]
- NEPAL 101-102 Elementary Nepali
- NEPAL 106 Intensive Nepali
- NEPAL 201-202 Intermediate Nepali Conversation @
- NEPAL 203-204 Intermediate Nepali Composition @
- NEPAL 301-302 Advanced Nepali
- PALI 131-132 Elementary Pali
- SINHA 101-102 Elementary Sinhala
- SINHA 160 Intensive Sinhala

- SINHA 201-202 Intermediate Sinhala Reading @
- SINHA 203-204 Intermediate Composition and Conversation @
- TAMIL 101-102 Elementary Tamil
- TAMIL 201-202 Intermediate Tamil Conversation
- TAMIL 203-204 Intermediate Tamil Composition
- SANSK 131/132 Elementary Sanskrit (also Classics 131/132)
- [SANSK 251/252 Intermediate Sanskrit (also Classics 251/252) @#
Not offered 1995-96.]
- CLASS 403-404 Independent Study in Sanskrit Undergraduate (also Linguistics 300)
- CLASS 703-704 Independent Study in Sanskrit Graduate (also Linguistics 300)

Southeast Asia—Area Courses

- [ABEN 754 Sociotechnical Aspects of Irrigation
Not offered 1995-96.]
- ARME 464 Economics of Agricultural Development
- [ANTHR 306 Ethnographic Description
Not offered 1995-96.]
- ANTHR 322 Magic, Myth, Science, and Religion @
- [ANTHR 334 Ethnology of Island Southeast Asia
Not offered 1995-96.]
- ANTHR 335 Peoples and Cultures of Mainland Southeast Asia @
- ANTHR 424 Anthropology amongst Disciplines
- [ANTHR 441/625 Children, Literature, and Society
Not offered 1995-96.]
- [ANTHR 610 Myth and Mythology
Not offered 1995-96.]
- [ANTHR 619 Anthropological Approaches to the Study of Buddhism in Asia
Not offered 1995-96.]
- [ANTHR 628 Political Anthropology: Indonesia
Not offered 1995-96.]
- ANTHR 634-635 Southeast Asia: Readings in Special Problems
- GOVT 344 Government and Politics of Southeast Asia @
- [GOVT 652 Political Problems of Southeast Asia
Not offered 1995-96.]
- [GOVT 653 The Plural Society Revisited (also ASIAN 607-608)
Not offered 1995-96.]
- HIST 395 Southeast Asia to the Eighteenth Century @#
- HIST 396 Southeast Asian History from the Eighteenth Century @
- HIST 695 Early Southeast Asia: Graduate Proseminar
- HIST 696 Modern Southeast Asia: Graduate Proseminar
- [HIST 697 Seminar in Southeast Asian Palaeology
Not offered 1995-96.]
- HIST 795-796 Seminar in Southeast Asian History
- ART H 280 Introduction to Art History: Asian Traditions @#

- [ART H 396 The Arts of Southeast Asia @#
Not offered 1995-96.]
- [ART H 482 Ceramic Art of China and Southeast Asia @#
Not offered 1995-96.]
- [ART H 580 Problems in Asian Art
Not offered 1995-96.]
- [LING 203 Introduction to Southeast Asian Languages and Linguistics
Not offered 1995-96.]
- LING 405-406 Sociolinguistics
- LING 600 Field Methods
- [LING 653-654 Seminar in Southeast Asian Linguistics
Not offered 1995-96.]
- [LING 655-656 Austronesian Linguistics
Not offered 1995-96.]
- [LING 657-658 Seminar in Austro-Asiatic Linguistics
Not offered 1995-96.]
- LING 701-702 Directed Research
- MUSIC 245 Gamelan in Indonesian History and Cultures @
- MUSIC 345-346 Introduction to the Gamelan @
- MUSIC 445-446 Cornell Gamelan Ensemble
- MUSIC 680 Topics in Ethnomusicology: Popular Music
- NBA 529 Business Environment in Southeast Asia
- R SOC 205 Rural Sociology and International Development
- Southeast Asia—Language Courses**
- BURM 103-104 Burmese Conversation Practice
- BURM 121-122 Elementary Burmese
- BURM 123 Continuing Burmese
- BURM 201-202 Intermediate Burmese Reading
- BURM 301-302 Advanced Burmese Reading
- BURM 401-402 Burmese Directed Individual Study
- [CEBU 101-102 Elementary Cebuano
Not offered 1995-96.]
- INDO 161-162 FALCON @
- INDO 121-122 Elementary Indonesian
- INDO 123 Continuing Indonesian
- INDO 203-204 Intermediate Composition and Conversation
- INDO 205-206 Intermediate Indonesian @
- [INDO 300 Linguistic Structure of Indonesian
Not offered 1995-96.]
- [INDO 301-302 Advanced Readings in Indonesian and Malay
Not offered 1995-96.]
- INDO 303-304 Advanced Indonesian Conversation and Composition
- INDO 305-306 Directed Individual Study
- [INDO 401-402 Advanced Readings in Indonesian and Malay Literature
Not offered 1995-96.]
- JAVA 131-132 Elementary Javanese

- JAVA 133-134 Continuing Javanese
- JAVA 203-204 Directed Individual Study
- KHMER 101-102 Elementary Khmer
- KHMER 201-202 Intermediate Khmer Reading @
- KHMER 203-204 Intermediate Composition and Conversation @
- KHMER 301-302 Advanced Khmer @
- KHMER 401-402 Directed Individual Study
- [KHMER 403-404 Structure of Khmer Not offered 1995-96.]
- TAG 121-122 Elementary Tagalog
- TAG 123 Continuing Tagalog
- TAG 205-206 Intermediate Tagalog @
- [TAG 300 Linguistic Structure of Tagalog Not offered 1995-96.]
- THAI 101-102 Elementary Thai
- THAI 201-202 Intermediate Thai Reading
- THAI 203-204 Intermediate Composition and Conversation @
- THAI 301-302 Advanced Thai @
- THAI 303-304 Thai Literature
- THAI 401-402 Directed Individual Study
- VIET 103-104 Vietnamese Conversation Practice
- VIET 121-122 Elementary Vietnamese
- VIET 201-202 Intermediate Vietnamese Reading
- VIET 301-302 Advanced Vietnamese
- VIET 401-402 Directed Individual Study

ASTRONOMY

Y. Terzian, chair (512 Space Sciences Building, 255-4935); M. P. Haynes, director of undergraduate studies (530 Space Sciences Building 255-0610); J. A. Burns, D. B. Campbell, D. F. Chernoff, J. M. Cordes, M. M. Davis, P. J. Gierasch, R. Giovanelli, P. F. Goldsmith, T. L. Herter, J. R. Houck, P. D. Nicholson, C. E. Sagan, E. E. Salpeter, S. L. Shapiro, S. W. Squyres, G. J. Stacey, S. A. Teukolsky, J. F. Veverka, I. M. Wasserman. Emeritus: T. Gold, T. Hagfors, M. O. Harwit

Cornell's astronomy faculty, research staff, and graduate students are active in diverse areas of modern astronomy ranging from theoretical astrophysics and general relativity to radio and radar astronomy, infrared and optical astronomy, and the exploration of the solar system. Cornell operates two local optical observatories, the world's largest radio telescope at Arecibo, Puerto Rico, and with two other institutions, the 200-inch optical telescope at Mt. Palomar in California.

The department offers a number of courses to satisfy a general interest in astronomy. These courses have few or no prerequisites and are not intended for the training of professional astronomers. The 100-level courses and Astronomy 201-202 are designed primarily for nonscience majors. The alternative introductory sequence Astronomy 211-212 is geared toward sophomore physical science and engineering majors and requires coregistration in beginning calculus. Astronomy 332 is designed for nonmajors as an introduction to

astrophysics and requires at least one year of calculus and college physics as prerequisites. The other courses numbered below 400 have no college prerequisites at all.

Courses numbered above 400 are intended for students who have had two to three years of college physics and at least two years of college mathematics. Astronomy 440, Independent Study, permits students to engage in individual research projects under the guidance of a faculty member.

Interested students are encouraged to become members of the undergraduate Cornell Astronomy Club. The club has access to the Fuertes Observatory on campus and conducts regular observing and astrophotography sessions. All students are invited to visit the Space Sciences Building, see the exhibits on display there, and consult a faculty member about career plans or choice of courses.

The Major

The purpose of the major in astronomy is to provide in-depth knowledge and education about the nature of the universe. Astronomy relies heavily on preparation in physics and mathematics. Consequently, many courses in these fields are included as prerequisites. In preparation for the major, a student would normally elect the introductory physics sequence Physics 112-213-214 or 116-217-218 plus Physics 316 and 318 and the complementary pathway in mathematics, Mathematics 111-122-221-222 or 191-192-293-294 (or equivalent). The sophomore seminar Astronomy 233 "Topics in Astronomy and Astrophysics" will provide an introduction to current research in astronomy and astrophysics for prospective majors, but is not required of students who elect to major in astronomy after the sophomore year. Students are also urged to acquire computer literacy. Acceptance to the major will first be considered after completion of three semesters of introductory physics and mathematics and in general will require a GPA of 3.20 in physics and mathematics courses.

The major requirements stress the importance of building a strong preparation in physical science. The following upper level courses are normally required:

- Physics 317, 327, 341, and 443
- Mathematics 421 and 422 (or equivalent, e.g. A&EP 321-2)
- Astronomy 410, 431, and 432.

Students are encouraged to supplement the above courses with any astronomy, physics, or other appropriate courses at or above the 400 level. Advanced seniors can enroll in astronomy graduate courses with the consent of the instructor. Students are also encouraged to work with faculty members on independent study projects (Astronomy 440). Students whose interest in astronomy is sparked somewhat late in their undergraduate careers are encouraged to discuss possible paths with the Director of Undergraduate Studies in Astronomy.

Honors. A student may be granted honors in astronomy upon the recommendation of the Astronomy Advisers Committee of the astronomy faculty.

Double majors. A double major in astronomy and another subject is possible in many circumstances. However, the set of courses used to fulfill the requirements for each major must be completely independent.

Concentration. Students majoring in other fields but interested in astronomy are encouraged to supplement their major with a concentration in astronomy, an option that is somewhat less intensive than a major. Normally Astronomy 431 and 432 are required for a concentration.

Distribution Requirement

The distribution requirement in physical sciences is met by A101 or A211, A102 or A212, 107, A201, A202 or any course numbered 300 or above. If A107 is taken, no other 100-level course can be used. Note that ASTRO 103, 104, 105, and 106 do not satisfy the distribution requirement for the College of Arts and Sciences, but may satisfy the requirements of some other college.

Courses

ASTRO 101 The Nature of the Universe

Fall. 4 credits. No prerequisites. Labs and discussions limited to 20 students each. T. Herter; labs: G. Stacey.

The history of the universe and the physical nature of existence. An examination of the universe and our place in it and the possible existence of life and intelligence elsewhere in the cosmos. The nature of stars, galaxies, and quasi-stellar sources. The birth, evolution, and death of stars and the formation of the chemical elements, including discussions of supernovae, pulsars, neutron stars, and black holes. The physical state and composition of the interstellar material and its influence on the evolution of our galaxy. An introduction to the special and general theories of relativity. The nature of time. Modern theories of cosmology and the structure and evolution of the universe.

ASTRO 102 Our Solar System

Spring. 4 credits. No prerequisites. Labs and discussions limited to 20 students each. P. Gierasch, J. Houck; labs: G. Stacey.

A survey of the current state and past evolution of our solar system, with emphasis on results from the direct exploration of planets by spacecraft. The course is divided into four parts: theories of formation; the inner planets; the outer solar system; and the search for life in the solar system and elsewhere. Stress is placed on the important processes that have shaped the evolution of planets and satellites.

ASTRO 103 The Nature of the Universe

Fall. 3 credits.

Identical to Astronomy 101 except for omission of the laboratory (see description above). This course does not satisfy the distribution requirement in physical sciences for students in the College of Arts and Sciences.

ASTRO 104 Our Solar System

Spring. 3 credits.

Identical to Astronomy 102 except for omission of the laboratory (see description above). This course does not satisfy the distribution requirement in physical sciences for students in the College of Arts and Sciences.

ASTRO 105 An Introduction to the Universe

Summer. 3 credits.

How do we measure the size of our galaxy and the size of the universe? Is the universe round or flat? How are the stars born, why do

they shine, and how do they die? What are the chemical elements, and how were they formed in stars? What are quasars, pulsars, and black holes? How was the solar system formed? What are the environments of other planets like? What is the basic structure of Earth and the other planets? Will we catastrophically alter the earth? Does life exist elsewhere in the universe? How can we find out? Each student has an opportunity to make observations with small telescopes.

ASTRO 106 Essential Ideas in Relativity and Cosmology

Summer. 3 credits. Prerequisites: high school algebra and trigonometry. Einstein's theories of special and general relativity, which brought about a fundamental change in our conceptual understanding of space and time, will be studied. Correspondence to, and conflicts with, common sense will be pointed out. Applications to various areas will be studied: in special relativity—space travel, equivalence of mass and energy, nuclear fission and fusion, and thermonuclear processes in the sun; in general relativity—motion of light and particles in curved space-time, cosmological models, and the question of whether the universe is open or closed.

ASTRO 107 An Introduction to the Universe

Summer. 4 credits. Identical to Astronomy 105 except for the addition of the afternoon laboratory. This course meets the science distribution requirement in the College of Arts and Sciences.

ASTRO 201 Our Home in the Universe

Fall. 3 credits. Assumes no scientific background. Preference given to freshmen and sophomores. Limited to 25 students. R. Giovanelli, M. Haynes. A general discussion of our relation to the physical universe and how our view of the universe has changed from ancient to modern times. Four themes are covered over the course of semester: (1) our view of the night sky from the ancient Greeks to the Hubble Space Telescope, (2) the search for planets and life elsewhere; (3) the death of stars and the formation of black holes, and (4) the origin, evolution, and fate of the universe. We present a nonmathematical introduction to these subjects and discuss uncertainties and unresolved issues in our understanding.

ASTRO 202 Our Home in the Solar System

Spring. 3 credits. Prerequisite: some background in science. Course intended for freshman and sophomores. Limited to 25 students. C. Sagan. A comparison of the Earth with the other worlds in our solar system, with an emphasis on the nature and fragility of planetary environments. Topics to be discussed include the climate and weather, species extinctions, the history of climate change, evolution of the atmosphere of the Earth and other planets, ecology and biological interdependence, and threats to the current global environment—including ozone layer depletion, greenhouse warming, and nuclear winter. Possible solutions to these problems, including their economic and social costs and their ethical implications, will be considered. The course will attempt to develop skills in writing and in elementary physics and chemistry.

ASTRO 211 Astronomy: Stars, Galaxies, and Cosmology

Fall. 4 credits. Intended for engineering and physical sciences freshmen and sophomores. Prerequisite: introductory calculus or coregistration in Mathematics 111 or 191. G. Stacey. The formation and evolution of stars, supernovae, pulsars, quasars, and black holes. The interstellar medium. Cosmology and the structure and evolution of galaxies.

ASTRO 212 The Solar System: Planets, Satellites, and Rings

Spring. 4 credits. Intended for first and second year engineering and physical sciences students. Prerequisite: introductory calculus or coregistration in Mathematics 111 or 191. D. Campbell, S. Squyres. The origin of the solar system; celestial mechanics; tidal evolution; the physics and chemistry of planetary surfaces, atmospheres, and satellites; interiors; planetary rings; asteroids, comets, and meteorites; the search for other planetary systems.

ASTRO 233 Topics in Astronomy and Astrophysics

Fall. 2 credits. Prerequisites: Physics 112 and 213, Mathematics 112 and 221, or permission of instructor. Intended for sophomores planning to major in astronomy or related fields. M. Haynes. A seminar course on selected topics in astronomy and astrophysics designed for prospective astronomy majors. Content will vary from year to year, but will include topics from the fields of planetary, galactic, and extragalactic research.

ASTRO 331 Climate Dynamics (also SCAS 331)

Spring. 4 credits. Prerequisites: calculus and Physics 213. Physics 214 strongly recommended. R. Giovanelli. An introduction to astronomy, with emphasis on the application of physics to the study of the universe. Physical laws of radiation. Distance, size, mass, and age of stars, galaxies, and the universe; stellar evolution and nucleosynthesis. Supernovae, pulsars, and black holes. Galaxies and quasars. Introduction to cosmology. Mainly intended for students of science, engineering and science education, interested in astronomy and astrophysics.

ASTRO 410 Experimental Astronomy

Fall. 4 credits. Prerequisites: Physics 214 (or 310 or 360), Physics 325 (or coregistration) or permission of instructor. J. Cordes, P. Goldsmith, J. Houck. Observational astrophysics. Major experiments will involve techniques in CCD (charge-coupled-device) imaging, optical photometry, optical spectroscopy, radiometry, radio spectroscopy and radio astronomy. The experiments involve use of the Hartung-Boothroyd Observatory's 24-inch telescope, a laboratory 2-element radio interferometer, and a radio telescope mounted on top of the Space Sciences Building. The laboratory covers the fundamentals of using astronomical instrumentation and data analysis as applied to celestial phenomena, asteroids, normal stars, supernova remnants, globular clusters, planetary nebulae, the interstellar medium and galaxies.

ASTRO 431 Introduction to Astrophysics and Space Sciences I

Fall. 4 credits. Prerequisites: mathematics above the 200 level and physics above the 300 level; co-registration in Physics 341 and 443 is recommended. D. Chernoff. A systematic development of modern astrophysical concepts for physical science majors. Atomic and electromagnetic processes in space. Introduction to star formation, stellar structure and evolution, radiative transfer, and the interstellar medium. At the level of *Astrophysical Concepts*, by Harwit.

ASTRO 432 Introduction to Astrophysics and Space Sciences II

Spring. 4 credits. Prerequisite: Astronomy 431 or permission of instructor. G. Stacey. This course is divided into two broad topics; the astrophysics of the interstellar medium and cosmology. The interstellar medium section will cover thermal equilibrium and radiative transport in HII regions, atomic gas regions, and molecular clouds. The cosmology section will include expansion of the universe, metrics, Friedmann equations, dark matter, cosmological tests, the early universe, and the cosmological production of the elements. At the level of *Astrophysics of Gaseous Nebulae and Galactic Nuclei* by Osterbrock.

[ASTRO 434 The Evolution of Planets

Fall. 4 credits. Not offered 1995-96. An introduction to the physical and chemical processes that have been active in altering the environments of planets and satellites from their original to their present state. Theories of the formation of the solar system are revealed with special emphasis on chemical differentiation of the primeval solar nebula. A critical assessment is made of how well the various theories account for the clues left in the meteorite record and how well they explain the current environments of the planets and satellites. The main ideas about the formation and evolution of terrestrial planets, satellite systems, and asteroids are considered in detail. Some specific topics included are the history of the earth-moon system, the probable evolution of Jupiter's Galilean satellites, and the comparative histories of Venus, Earth, and Mars.]

ASTRO 440 Independent Study in Astronomy

Fall or spring. 2-4 credits. Prerequisite: permission of instructor. Recommended: familiarity with the topics covered in Astronomy 332, 431, or 434. Individuals work on selected topics. A program of study is devised by the student and instructor. Students need to fill out an independent study form, have it signed by the instructor, and register in the department office, 510 Space Sciences Building.

ASTRO 490 Senior Seminar Critical Thinking

Spring. 3 credits. Permission of instructor required. J. Cordes, Y. Terzian. Critical thinking in scientific and nonscientific contexts. Topics will include elements of classical logic and rhetoric, including standards of evidence. Case studies will include examples of competing hypotheses in the history of science, as well as examples from borderline science and medicine, religion, and politics. Stress will be laid on creative generation of alternative hypotheses and their winnowing by critical scrutiny.

Discussion will be both qualitative and quantitative. Students from widely diverse fields will be admitted, but are expected to be well-qualified. They will be expected to assimilate an extensive reading list; the seminar itself will be devoted to the implications of the readings and the interaction of the participants.

[ASTRO 509 General Relativity]

For description, see PHYS 553. Not offered 1995-96.]

[ASTRO 510 Applications of General Relativity]

For description, see PHYS 554. Not offered 1995-96.]

ASTRO 511 Physics of Black Holes, White Dwarfs, and Neutron Stars (also Physics 525)

Spring. 4 credits.

The formation of compact objects; neutrino and gravitational radiation from supernova collapse and neutron stars. Equilibrium configurations, equations of state, stability criteria and mass limits: the influence of rotation and magnetic fields. Pulsar phenomena. Mass flow in binary systems; spherical and disk accretion; high-temperature radiation processes. Compact X-ray sources and X-ray bursts. Emphasis will be on the application of fundamental physical principles to compact objects. No astronomy or general relativity prerequisites. Text: *Physics of Black Holes, White Dwarfs, and Neutron Stars*, by Shapiro and Teukolsky.

[ASTRO 516 Galactic Structure and Stellar Dynamics]

Fall. 4 credits. Not offered 1995-96.

The kinematics and distribution of stars in the solar neighborhood. The dynamical structure, composition, and evolution of our galaxy. Characteristics and classifications of galaxies, galaxy groups, globular clusters, and clusters of galaxies. Theory of N-body systems, stellar encounters, collisional and violent relaxation, and stellar evaporation rates. Dynamical evolution of star cluster and associations. Theory of spiral structure. Binary and rotating star systems.]

ASTRO 520 Radio Astronomy

Fall. 4 credits. D. Campbell, J. Cordes.

Radio astronomy telescopes and electronics; antenna theory; observing procedures and data analysis; concepts of interferometry and aperture synthesis.

[ASTRO 523 Signal Processing and Data Analysis in Astronomy]

Fall. 4 credits. Not offered 1995-96.

Topics will include probability theory, Fourier analysis of discrete and continuous time series, digital filtering, spectral analysis, parameter estimation, statistical inference using Bayesian methods, stochastic and chaotic processes, image formation and analysis, maximum entropy analysis, and cluster analysis. Special topics will include neural networks and genetic algorithms. Examples will be drawn from subject areas in astronomy and astrophysics, geophysics, plasma physics, and electronics.]

[ASTRO 525 Techniques of Optical/Infrared and Submillimeter Astronomy]

Fall. 4 credits. Not offered 1995-96.

Optical/infrared and submillimeter telescopes and instrumentation will be discussed and related to current research in these fields.

Special emphasis will be on detector elements, instrument design and construction, data analysis and observing procedures. Intended for students with a thorough understanding of undergraduate physics.]

ASTRO 530 Astrophysical Processes

Spring. 4 credits. R. Giovanelli, P. Goldsmith, T. Herter.

Thermal and nonthermal radiation processes encountered in studies of stars, the interstellar and intergalactic media, galaxies and quasars. Fundamentals of radiative transfer, bremsstrahlung, synchrotron radiation, and Compton scattering will be covered, as well as spectral line transfer, gas heating and cooling, and topics in atomic and molecular spectroscopy. These topics will be discussed within the framework of astrophysical situations, such as star formation, interstellar gas and dust clouds, jets, active galactic nuclei, clusters of galaxies and cosmology.

ASTRO 555 Theory of the Interstellar Medium

Spring. 4 credits. D. Chernoff.

Global theories of the interstellar medium-mass and energy exchange between the different phases. The role of shock waves and energetic outflows in the thermal equilibrium and ionization state of gas in the galaxy. Basic astrophysical fluids and plasmas. Galactic dynamics. Observations techniques, current problems and results.

ASTRO 560 Theory of Stellar Structure and Evolution (also Physics 667)

Fall. 4 credits. I. Wasserman.

Observational overview; hydrostatic equilibrium; equations of state; radiative and convective energy transport; nuclear burning; solar neutrinos; rotation and magnetic fields; stellar seismology; brown dwarfs; pre-main sequence contraction.

ASTRO 570 Physics of the Planets

Fall. 4 credits. P. Nicholson.

An introductory survey of planetary science with an emphasis on the application of physical principles. Planetary dynamics, including satellite orbits, tidal interactions, resonances, and ring dynamics. An introduction to the theory of planetary interiors, gravitational fields, heat sources, and rotational mechanics. Physics and chemistry of planetary atmospheres, including radiative transfer, convection, and thermal structure. Important observational results, including those of ground-based optical, infrared, radio, and radar astronomy, as well as those made by spacecraft, will also be discussed. Intended for students in astronomy, physics, and engineering.

ASTRO 571 Mechanics of the Solar System (also Theoretical and Applied Mechanics 673)

Spring. 3 credits. J. Burns.

Gravitational potential, planetary gravity fields. Free and forced rotations. Chandler wobble, polar wander, damping of nutation. Equilibrium tidal theory, tidal heating. Orbital evolution of natural satellites, resonances, spin-orbit coupling. Cassini states. Long-term variations in planetary orbits. Orbital and Rotational Chaos. Dust dynamics. Dynamics of ring systems. Seismic waves, free oscillations. Illustrative examples are drawn from contemporary research.

ASTRO 575 Atmospheric and Ionospheric Physics (also Electrical Engineering 585)

Fall. 3 credits. P. Gierasch, M. Kelley.

Energy balance and thermal structure of neutral atmospheres. Elements of circulation theory. Waves and instabilities. Coupling of lower atmospheres to upper atmospheres. Observations of the terrestrial atmosphere and of the other planets. Physical processes in the earth's ionosphere and magnetosphere. Production, loss, and transport of charged particles. Electric fields. Coupling of neutral atmosphere dynamics with electric fields and charged-particle transport. Diagnostic techniques, including radar and in situ observations. The equatorial electrojet. Observations of ionospheres on the other planets.

[ASTRO 576 Solar Terrestrial Physics (also Electrical Engineering 586)]

Spring. 3 credits. Not offered 1995-96.

High-latitude ionosphere; electric fields in the polar cap and auroral zone; particle precipitation and the aurora; magnetic and ionospheric storms; plasma instabilities in the ionosphere and magnetosphere; structure and physical processes in the sun, solar corona, and solar wind; interactions between the solar wind and the earth's magnetosphere; trapping, acceleration, and drift of energetic particles in the magnetosphere.]

[ASTRO 579 Celestial Mechanics]

For description, See T&M 672. Not offered 1995-96.]

[ASTRO 590 Galaxies and the Universe]

Spring. 4 credits. Not offered 1995-96.

The universe, its constituents, its large-scale structure, and its history in the light of the major thrusts of extragalactic research. The morphology, photometry, dynamics, and kinematics of galaxies and their subsystems. Determination of masses, mass-to-light ratios, and the "missing mass." Activity in Seyferts, radio galaxies, and quasars. Binaries, groups, clusters and superclusters. The extragalactic distance scale. Galaxy formation and evolution. Confrontation of cosmological theories with observational results.]

ASTRO 599 Cosmology

Spring. 4 credits. Prerequisites: statistical physics, quantum mechanics and electromagnetic theory. I. Wasserman.

This course is intended to provide a detailed theoretical development of current ideas in cosmology. Topics will include observational overview; growth of irregularities, galaxy formation and clustering; big bang cosmology, recombination, nucleosynthesis; very early universe, symmetry breaking, inflationary scenarios. At the level of Peebles, *Principle of Physical Cosmology*.

[ASTRO 620 Seminar: Advanced Radio Astronomy]

Spring. 2 credits. Prerequisites: some background in extragalactic astronomy and/or radio astronomy suggested. Open to advanced undergraduates by permission of instructor. Not offered 1995-96.

Selected topics in observational cosmology at radio wavelengths including: redshift surveys, gas stripping mechanisms, rotation curves and the distributions of mass and light, large scale structure, peculiar motions, atomic and molecular studies at high redshift, the Sunyaev-Zel'dovich effect, evolution of radio luminosity function, and the cosmic microwave background.]

[ASTRO 621 Seminar: Planetary Radar Astronomy]

Spring. 3 credits. Not offered 1995-96.]

ASTRO 640 Advanced Study and Research

Fall or spring. Credit to be arranged. Guided reading and seminars on topics not currently covered in regular courses. Students need to register in the department office, 510 Space Sciences Building.

[ASTRO 660 Cosmic Electrodynamics (also Applied and Engineering Physics 608)]

Spring. 2 credits. Not offered 1995-96.]

[ASTRO 671 Seminar: Satellites and Rings of the Outer Solar System]

Fall. 3 credits. Not offered 1995-96.

An informal series of lectures on the satellites and rings of the outer solar system: Io, the icy satellites of the giant planets, and the ring systems of the giant planets. Topics to be discussed include the origin, evolution, and current structure of satellites and rings, with particular emphasis on past and future spacecraft exploration of the outer solar system.]

[ASTRO 673 Seminar: Planetary Atmospheres]

Spring. 2 credits. Not offered 1995-96.

This course will deal with motions in planetary atmospheres. Among the topics to be discussed are the Venus general circulation, dust and water transports on Mars, alternating jets on the outer planets, and compositional layering in the outer planets.]

[ASTRO 680 Seminar: Cosmic Rays and High-Energy Electromagnetic Radiation]

Spring. 2 credits. Not offered 1995-96.]

ASTRO 690 Seminar: Computational Astrophysics (also Physics 680)

Spring. 3 credits. Prerequisites: working knowledge of FORTRAN or C. S. Teukolsky.

A course designed to familiarize graduate students with numerical techniques for solving diverse problems in astrophysics. Numerical methods discussed in the course will include solving ordinary and partial differential equations, linear algebra and eigenvalue problems, Monte Carlo techniques, fast Fourier transforms, etc. In contrast to traditional numerical analysis courses, the flavor of the course will be "how-to", rather than theoretical. No theorems will be proved. Students will be allotted computer time to solve, both individually and in small teams, assigned numerical exercises. Text: *Numerical Recipes* by Press, Teukolsky, Vetterling, and Flannery.

ASTRO 699 Seminar: Problems in Theoretical Astrophysics (also Physics 665)

Fall. 2 credits. E. Salpeter.

An informal seminar, meeting Mondays (and occasionally Wednesdays), for advanced graduate students in astronomy or physics. Topics: Radiative transfer and stellar atmospheres, theories of star formation.

BIOLOGICAL SCIENCES

P. J. Bruns, director (169 Biotechnology Building, 255-5042); H. T. Stinson, associate director and director of undergraduate studies (200 Stimson Hall, 255-5233); R. M. Sparrow, biology center coordinator (Biology Center, 216 Stimson Hall, 255-3358); M. L. Cox, executive staff assistant (200 Stimson Hall, 255-6859)

Biology is a popular subject at many universities for a variety of reasons: It is a science that is in an exciting phase of development; it prepares students for careers in challenging and appealing fields such as human and veterinary medicine, environmental sciences, and biotechnology; and it deals with the inherently interesting questions that arise when we try to understand ourselves and the living world around us. Many of the decisions we face today deal with the opportunities and problems that biology has put before us.

The major in biological sciences at Cornell is offered by the Division of Biological Sciences to students enrolled in either the College of Agriculture and Life Sciences or the College of Arts and Sciences. Student services in the division's Office for Academic Affairs and the Behrman Biology Center are available to students from either college.

The biology major is designed to enable students to acquire the foundations in physical and life sciences necessary to understand modern biology and to pursue advanced studies in a specific area of biology. Programs of study include animal physiology; biochemistry; cell biology; ecology and evolutionary biology; general biology; genetics and development; microbiology; neurobiology and behavior; and plant biology. A special program of study is available for qualified students with an interest in nutrition. Students interested in the marine sciences may consult the Cornell Marine Programs Office (G14 Stimson Hall, 255-3717) for academic advice and career counseling. For more details about the biology curriculum see the section in this catalog on the Division of Biological Sciences.

BIOLOGY AND SOCIETY MAJOR

See Special Programs and Interdisciplinary Studies.

BURMESE AND CEBUANO (BISAYAN).

See Modern Languages and Linguistics.

CHEMISTRY

B. Ganem, chair (122 Baker Laboratory, 255-4174); H. D. Abreuña, A. C. Albrecht, B. A. Baird, T. P. Begley, J. M. Burlitch, B. K. Carpenter, J. C. Clardy, D. B. Collum, H. F. Davis, F. J. DiSalvo, G. S. Ezra, R. C. Fay, J. M. J. Fréchet, J. H. Freed, M. A. Hines, R. Hoffmann, P. L. Houston, R. Loring, J. E. McMurry, J. Meinwald, S. O. Russo, D. Sogah, D. A. Usher, B. Widom, J. R. Wiesenfeld, C. F. Wilcox, P. T. Wolczanski, D. B. Zax

J. E. McMurry, director of undergraduate studies

S. T. Marcus, associate director of undergraduate studies

The chemistry department offers a full range of courses in physical, organic, inorganic, analytical, theoretical, bioorganic, and biophysical chemistry. In addition to their teaching interests, chemistry faculty members have active research programs. The link between teaching and research is a vital one in a continuously evolving scientific subject; it ensures that students will be provided with the most advanced information and perspectives, and affords opportunities for students to participate in research.

The Standard Major

The chemistry major at Cornell provides a great deal of flexibility and prepares students for a large variety of career options. In recent years, chemistry majors have gone on to graduate study in chemistry, medicine, law, and business management, as well as directly into positions with chemical, pharmaceutical, and other industrial companies. A major in chemistry can also provide the basis for work in related areas such as molecular biology, chemical physics, geochemistry, chemical engineering, materials science, solid state physics, and secondary education. The required courses for the major can be completed in three years, leaving the senior year open for advanced and independent work under the supervision of a professor.

The courses are arranged as a progression, with some (including mathematics and physics) prerequisite to those that are more advanced. During the first year, a student should normally register for general chemistry (preferably Chemistry 215-216 although Chemistry 207-208 is acceptable), mathematics, a freshman writing seminar, a foreign language if necessary, or physics. Chemistry 215-216 is aimed at those students with good preparation and a strong interest in chemistry. Students who do not know if their preparation is adequate should consult the instructor. In the second year a student should complete calculus and take physics and organic chemistry (Chemistry 359-360 is preferred to Chemistry 357-358). The second-year laboratory courses include 300, Quantitative Chemistry, if needed, and 301, Experimental Chemistry I. Chemistry 389-390, Physical Chemistry I and II, and Chemistry 302-303, Experimental Chemistry II and III, should be completed in the third year. Chemistry 410 should be completed in the third or fourth year. Advanced work in chemistry and related subjects can be pursued in the fourth year and in the earlier years as well. The opportunity for independent research is also available. All students with questions about the major are encouraged to consult the chair of the Department of Chemistry or the chair's representative. Entering students who are exceptionally well prepared in chemistry may receive advanced placement credit for Chemistry 207.

Prerequisites for admission to a major in chemistry are (1) Chemistry 215-216; or 207-208; 300; or 211-208, 300; or 103, 208, 300; (2) Physics 207 or 112; and (3) Mathematics 111 or 191. Students are not encouraged to undertake a major in chemistry unless they have passed those prerequisite courses at a good level of proficiency. Knowledge of

simple computer programming is desirable.

This may be achieved either by self-study (a syllabus is available) or by taking a course such as Computer Science 100. The minimum additional courses that must be completed for the standard major in chemistry are listed below.

- 1) Chemistry 301–302–303, 359–360 (357–358 may be substituted), 389–390, and 410
- 2) Mathematics 112, 213; or 122, 221–222; or 192–293–294
- 3) Physics 208

Potential majors electing to take Mathematics 213 are strongly urged to do so in their sophomore year to avoid scheduling conflicts with Chemistry 389 in their junior year.

The sequence described above is a basic program in chemistry that students can extend substantially in whatever direction suits their own needs and interests. Those going on to do graduate work in chemistry should recognize that these requirements are minimal and should supplement their programs, where possible, with further courses such as Chemistry 405, 605, 606, 666, 668, and 681. Even students not planning graduate work in chemistry should consider advanced work in physics and mathematics, courses in the biological sciences, and advanced work in chemistry as possible extensions of the basic program.

Honors. The honors program in chemistry offers superior students in the standard major, an opportunity to study independently in seminars and to gain additional experience by engaging in research during the senior year. It is particularly recommended to those who plan graduate work in chemistry. Prospective candidates should complete the introductory organic chemistry and physical chemistry sequences by the end of the junior year, although, failure to have completed those courses in the junior year does not in itself disqualify a student from the honors program. Completion of the program at a high level of performance leads to the degree of Bachelor of Arts with honors in chemistry. Students will be admitted to the program by invitation of the department, with selection based on a superior cumulative average, including chemistry grades, and good performance in a prior research program.

Prospective candidates should discuss their plans with advisers by March 1 of their junior year; participants are notified by early January of their senior year. To be awarded honors, candidates must show outstanding performance in at least 8 credits of undergraduate research such as is offered in Chemistry 421, 433, 461, or 477. In addition, the writing of a thesis in the honors seminar (Chemistry 498) is expected.

The Alternative Major

The alternative major is a flexible program that provides core coverage of chemistry around which students can design a program to meet their own career goals. Requirements consist of a core program along with four additional courses chosen by the student. One of the four must be in chemistry at the 300 level or above; the other three may be in another field but should represent a cohesive plan and must be approved by a departmental committee. Students who select the alternative major are not eligible for the Honors Program.

The Core Program for the Alternative Major

- 1) Chemistry 215–216 (or 207–208, 300; or 211, 208, 300; or 103, 208, 300); 253, 251, 287, 289, and 410 (Chem 357–358 or 359–360 can be substituted for Chem 253, or Chem 389–390 can be substituted for Chem 287, thereby fulfilling the requirement for an additional chemistry course)
- 2) Mathematics 111–112; or 111, 122; or 191–192
- 3) Physics 207–208; or 112, 213

Additional Courses for the Alternative Major

Possible plans for the remaining three courses might include programs in Biochemistry; Biology; Physics; Computer Science; Polymers; Materials Science; Science, Technology, and Society; History and Philosophy of Science and Technology; Business and Management; Economics; Education; and others.

Premedical students and those interested in pursuing double majors might find the alternative major particularly attractive. The course requirements for admission to the alternative major are the same as those for the standard major.

Program for Science Teachers

Chemistry majors who wish to become teachers will be interested to know that Cornell University offers a certification program for teachers of secondary (grades 7–12) science. Interested students apply to the program during their sophomore or junior years. If accepted, students integrate some course work in Education with the rest of their undergraduate studies. All chemistry majors who enter this program will remain in the College of Arts and Sciences to complete the major.

After earning the bachelor's degree, certification students enter the Graduate Field of Education to complete a fifth year of study at Cornell. Following this fifth year, students are eligible for a master's degree from Cornell and a teaching certificate from New York State. Additional information is available from Susie Slack, 424 Kennedy Hall, 255-9255 or Prof. Deborah Trumbull, 426 Kennedy Hall, 255-3108.

Laboratory Course Regulations

Students registered for laboratory courses who do not appear at the first meeting of the laboratory will forfeit their registration in that course.

Students and members of the teaching staff are required to wear safety goggles and lab aprons in all chemistry laboratories. Close-toed footwear is required (no sandals). Students are reminded to take their goggles and lab aprons to the first laboratory session. Those who fail to cooperate with the safety program will be asked to leave the laboratories.

Students are required to pay for glassware and any other items broken or missing from their laboratory desks at the close of each semester. Students who fail to inventory their desks at the appointed time in the presence of their instructor are charged a \$10 fee in addition to charges for any breakage.

Courses

Note: Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

Preliminary examinations for all courses may be given in the evening.

CHEM 103 Introduction to General Chemistry

Fall or summer. 4 credits. Enrollment limited. Recommended for students who have not had high school chemistry and for those needing a less intensive course than Chemistry 207–208. Lect, M W F 11:15; lab, T R or F 8:00–11:00, or M W or F 1:25–4:25. Prelims: 7:30–9 p.m., Oct. 12, Nov. 16. D. Y. Sogah.

An introduction to general chemistry, with emphasis on important principles and facts. Chemistry 103 covers much of the same material as Chemistry 207 and the first third of Chemistry 208, but does so in less depth.

CHEM 104 Introduction to Organic and Biological Chemistry

Spring or summer. 3 credits. Enrollment limited. Prerequisite: Chemistry 103 or 207. Lect, M W 11:15; lab, T R or F 8:00–11:00, or M W or F 1:25–4:25. Prelims: 7:30–9 p.m. Feb. 29, April 11. J. Meinwald.

An introduction to organic and biological chemistry, with emphasis on important reactions of organic compounds and on the applications of those reactions in biological systems.

CHEM 203 Strategies in Science: The World of Chemistry

Spring. 3 credits. This course plus Chemistry 103, 204, or 207 or 211 satisfies the College of Arts and Sciences physical science distribution requirement. Chemistry 203 also satisfies the C.A.I.S. physical science requirement of one course in chemistry. S-U or letter grades. Lect, M W F 1:25. Prelims: 7:30–9 p.m., Feb. 27, April 2. F. J. DiSalvo.

A general appreciation of chemistry in the everyday world which will highlight for nonscientists the way the scientific method works. Using several case studies, the course will focus not only on what modern chemistry has accomplished, but more generally on the way scientists think, how they function, what their *modus operandi* is. Selected topics include (a) the chemistry of food, food additives, and the effect of diet on health; (b) drugs and medicines; (c) air and water pollution, pesticides, herbicides, acid rain, and other environmental chemistry; (d) the chemistry of plastics, polymers, and other modern materials; (e) the chemistry of taste and smell, including flavors, perfumes, and cosmetics; and (f) biotechnology and genetic chemistry. Other topics to be discussed are the influence of the media on scientific issues, the decision-making process in science, scientific publishing, and fraud in science.

CHEM 204 The Language of Chemistry

Fall. 3 credits. This course contributes to meeting the College of Arts and Sciences "Physical and Biological Sciences" (Group I) distribution requirement, as well as the C.A.I.S. physical science requirement of one course in chemistry. S-U or letter grades. Lect, M W F 12:20. Prelims:

12:20 p.m. Sept. 22, Oct. 25. J. Meinwald. In his autobiography, A. Kornberg (Nobel Laureate in Medicine, 1959) wrote, "much of

life can be understood in rational terms if expressed in the language of chemistry. It is an international language, a language for all time, a language that explains where we came from, what we are, and where the physical world will allow us to go." Through careful examination of a few milestone investigations of naturally occurring biologically important compounds (such as the antimalarial quinine, taxol, penicillin, and the sperm attractants of algae), the principles of chemistry to which Kornberg refers will be developed. Methods of analyzing problems will be emphasized, rather than the memorization of specific results or formulas. There will be an opportunity for students, working in small groups, to prepare and present short reports on topics of particular current interest at the interface between chemistry and biology.

CHEM 207-208 General Chemistry

207, fall or summer; 208, spring or summer. 4 credits each term. Enrollment limited. Recommended for those students who will take further courses in chemistry. Prerequisite for Chemistry 207: high school chemistry. Prerequisite for Chemistry 208: Chemistry 207 or 103. Lects: fall, T R 10:10 or 12:20; spring, T R 9:05, 10:10 or 12:30. Lab: fall and spring, T R F 8-12 or M T W R F 12:20-4:25. Prelims: 7:30-9 p.m., Oct. 12, Nov. 16, Feb. 27, April 11. Fall: J. E. McMurry; spring: R. C. Fay.

The fundamental chemical principles and descriptive facts are covered, with considerable attention given to the quantitative aspects and to the techniques important for further work in chemistry. Second-term laboratory includes a systematic study of qualitative analysis.

Note: Entering students exceptionally well prepared in chemistry may receive advanced placement credit for General Chemistry by demonstrating competence in the advanced placement examination of the College Entrance Examination Board or in the departmental examination given at Cornell before classes start in the fall.

CHEM 211 Chemistry for the Applied Sciences

Fall or spring. 4 credits. Recommended for those students who intend to take only one term of chemistry. Enrollment limited. Prerequisite: high school chemistry or permission of instructor. Corequisite: a calculus course at the level of Mathematics 111 or 191. Lects: M W F 12:20. Lab: fall and spring, M T W R F 1:25-4:25. Prelims: 7:30-9 p.m., Sept. 26, Oct. 26, Nov. 30, Feb. 15, March 12, April 16. Fall: F. J. DiSalvo; spring: H. F. Davis.

The important chemical principles and facts are covered with the objective of understanding the role of chemistry in other fields. Emphasis is on topics such as solid-state materials, periodic trends, and specific classes of compounds, such as polymers.

Note: Entering students exceptionally well prepared in chemistry may receive advanced placement credit for General Chemistry by demonstrating competence in the advanced placement examination of the College Entrance Examination Board or in the departmental examination given at Cornell before classes start in the fall.

CHEM 215-216 General and Inorganic Chemistry

215, fall; 216, spring. Fall, 4 credits; spring, 5 credits. Recommended for students who intend to specialize in chemistry or in related fields. Enrollment limited. Prerequisites: good performance in high school chemistry and physics and in mathematics SAT. Corequisite: a calculus course at the level of Mathematics 111 or 191 for students who have not taken high school calculus. Prerequisite for Chemistry 216: Chemistry 215. Fall: lects, M W F 12:20; lab, M T W R or F 1:25-4:25. Spring: lects, M W F 12:20; two labs, M W 1:25-4:25, T R 10:10-1:10 or T R 1:25-4:25. Prelims: 7:30-9 p.m., Sept. 28, Oct. 26, Nov. 30, Feb. 15, March 12, April 16. Fall: B. Widom; spring P. Wolczanski.

An intensive systematic study of the laws and concepts of chemistry, with considerable emphasis on quantitative aspects. Second term includes systematics of inorganic chemistry. Laboratory work covers both qualitative and quantitative analysis.

[CHEM 222 Molecular Messengers in Nature

Spring. 3 credits. Prerequisite: one year of high school chemistry, Chemistry 103 or 207, or permission of instructor. Not offered 1995-96.

Organisms communicate with one another in nature chiefly by means of chemical signals. We will examine this intriguing mode of communication as it applies to a wide variety of species ranging from bacteria to insects and mammals, including humans. Essential concepts of organic chemistry and biology will be introduced and illustrated. Each student will be expected to prepare a term paper, and there will be an opportunity for oral presentation of some of these papers for class discussion.]

CHEM 251 Introduction to Experimental Organic Chemistry

Fall, spring, or summer. 2 credits. Recommended for non-chemistry majors. Enrollment limited. Prerequisites: coregistration in Chemistry 253 or 357. Lects: fall, R 11:15 or F 8:00; spring, F 8 (all students attend the first lecture); lab, M T W R or F 1:25-4:25, or T or R 8-11. Prelims: 7:30-9 p.m., Fall: Nov. 9. Spring: 8:00 a.m. Day to be announced. Fall: S. Russo; Spring: S. Russo.

Introduction to the synthesis, separation, and handling of materials, including applications of many types of chromatography, simple and fractional distillation, crystallization, extraction, and others.

CHEM 252 Elementary Experimental Organic Chemistry

Spring or summer. 2 credits. Recommended for non-chemistry majors. Prerequisite: Chemistry 251. Lec, M 8:00; lab, M T W R or F 1:25-4:25, or T or R 8-11. Prelims: 8:00 a.m. Day to be announced. S. Russo.

A continuation of Chemistry 251.

CHEM 253 Elementary Organic Chemistry

Fall or summer. 4 credits. Primarily for students in the biological curricula. Prerequisite: Chemistry 208 or 216. Lects, M W F S 11:15. Prelims: 7:30-9 p.m., Sept. 28, Oct. 24, Nov. 21. T. P. Begley.

The occurrence and properties of organic molecules and the mechanisms of organic

reactions, including a brief introduction to the organic chemistry of biological systems.

Note: Because of duplication of material, students are not permitted to earn both 4 credits for Chemistry 253 and 3 credits for Chemistry 357. In special situations (consult instructor for details), students should take Chemistry 255 for 2 credits after having earned 3 credits for Chemistry 357. Students may earn 6 credits by taking Chemistry 251-253 or 8 credits by taking Chemistry 357, 358 and 251 or 253, 251, and 252.

CHEM 255 Elementary Organic Chemistry

Fall or summer. 2 credits. Same course as Chemistry 253, but to be taken for reduced credit by students already having 3 credits for Chemistry 357.

CHEM 287-288 Introductory Physical Chemistry

287, fall; 288, spring. 3 credits each term. Prerequisites: Chemistry 208 or 216 and Mathematics 111-112, or permission of instructor. Prerequisite for Chemistry 288: Chemistry 287 or 389. Lects, M W F 9:05; 287: rec, M or W 1:25, T 9:05; 288: rec, M or W 1:25. Prelims: 7:30-9 p.m., 287: Oct. 5, Nov. 9, Dec. 5. 288: Feb. 15, March 28, April 25. Fall: J. H. Freed; spring: B. A. Baird.

A systematic treatment of the fundamental principles of physical chemistry, focusing in the fall on thermodynamics and the quantum mechanics of the periodic table and chemical bonding. In the spring the course will be oriented to the application of physical chemistry to biological systems, including mass transport, kinetics, spectroscopy, and probability. Chemistry 287 satisfies the minimum requirement for physical chemistry in the alternative chemistry major.

CHEM 289-290 Introductory Physical Chemistry Laboratory

289, fall; 290, spring. 2 credits each term. Lects: fall, R 8:00 a.m.; spring, R 9:05. Lab: fall, M T 1:25-4:25; spring, M T W R F 1:25-4:25. Fall: A. C. Albrecht; spring: J. H. Freed.

Quantitative and qualitative methods basic to the experimental study of physical chemistry.

CHEM 300 Quantitative Chemistry

Fall. 2 credits. Prerequisite: Chemistry 208 or advanced placement in chemistry. Lec, R 10:10; lab, M T W R F 12:20-4:25 or T 8-12. Prelim: 7:30-9 p.m., Nov. 16. J. M. Burlitch.

Gravimetric, volumetric, spectrophotometric, and potentiometric methods are emphasized. **Techniques are learned by analysis of knowns and then are used on unknowns.** Lectures and problem sets stress the relationship between theory and applications.

CHEM 301 Experimental Chemistry I

Spring. 4 credits. Prerequisites: Chemistry 216 or 300, and 253 or 357 or 359. Lec, M W F 8:00; 2 labs, M W 1:25-4:25 or T R 8-11 or T R 1:25-4:25. Prelims: 8:00 a.m. March 6. D. A. Usher.

An introduction to the techniques of synthetic organic chemistry. A representative selection of the most important classes of organic reactions will be explored in the laboratory. The theoretical basis for these reactions and for the separation techniques used will be discussed in the lectures.

CHEM 302 Experimental Chemistry II

Fall. 4 credits. Enrollment limited; preference given to chemistry majors. Prerequisite: Chemistry 301. Lects, M W F 9:05; 2 labs, M W 1:25-4:25, T R 8-11 or T R 1:25-4:25. M. A. Hines.

Instrumental methods of analysis, including optical spectroscopy, atomic absorption, NMR, gas chromatography, and electrochemical methods.

CHEM 303 Experimental Chemistry III

Spring. 4 credits. Each lab limited to 11 students. Prerequisites: Chemistry 302, 389, 390; coregistration in the latter is permissible. Lects, M W F 9:05; 2 labs, M W 1:25-4:25, or T R 9:00-12 or T R 1:25-4:25. M. Hines.

An introduction to measurement strategies in physical chemistry as applied to kinetics, spectroscopy, the dynamics of photo-excited states, and the dielectric properties of matter. The principles and assembly of electronic, optic, computer, and vacuum line equipment will be studied.

CHEM 357-358 Introductory Organic Chemistry

357, fall; 358, spring. 3 credits each term. Prerequisite for Chemistry 357: Chemistry 208 or 216 or advanced placement; recommended: concurrent registration in Chemistry 251 or 300. Prerequisite for Chemistry 358: Chemistry 357; recommended: concurrent registration in Chemistry 252 or 301. Lects, M W F 9:05 or 10:10, optional rec may be offered. Prelims: 7:30-9 p.m., Sept. 26, Oct. 24, Nov. 21, Feb. 15, March 14, April 16. Fall: J. M. J. Frechet; spring: J. E. McMurry.

A systematic study of the more important classes of carbon compounds—reactions of their functional groups, methods of synthesis, relations, and uses.

Note: Because of duplication of material, students are not permitted to earn both 4 credits for Chemistry 253 and 3 credits for Chemistry 357. In special situations (consult instructor for details), students should take Chemistry 255 for 2 credits after having earned 3 credits for Chemistry 357. Students will not be permitted to take Chemistry 358 after completing Chemistry 253.

CHEM 359-360 Organic Chemistry I and II

359, fall; 360, spring. 4 credits each term. Recommended for students who intend to specialize in chemistry or closely related fields. Enrollment limited. Prerequisites: Chemistry 216 with a grade of B or better, Chemistry 208 with a grade of A or better, or permission of instructor. Prerequisite for Chemistry 360: Chemistry 359. Recommended: coregistration in Chemistry 300-301-302. Lects, M W F 9:05; dis sec, W 7:30 p.m.; prelims, 9:05 a.m., Sept. 27, Oct. 20, Nov. 20, Feb. 21, Apr. 5. Fall: J. C. Clardy; spring, T. P. Begley.

A rigorous and systematic study of organic compounds, their structures, the mechanisms of their reactions, and the ways they are synthesized in nature and in the laboratory.

CHEM 389-390 Physical Chemistry I and II

389, fall; 390, spring. 4 credits each term. Prerequisites: Mathematics 213 or, ideally, 221-222; Physics 208; Chemistry 208 or 216 or permission of instructor. Prerequisite for Chemistry 390: Chemistry 389. Lects, 389: M W F 10:10; rec M or W 1:25

or T 9:05. Lects, 390: M W F 10:10; prelims: 7:30-9 p.m. 389: Oct. 5, Nov. 9, Dec. 5. 390: Feb. 15, March 12, April 16. Fall: G. S. Ezra; spring: 390: R. Loring.

The principles of physical chemistry are studied from the standpoint of the laws of thermodynamics, kinetic theory, statistical mechanics, and quantum chemistry.

CHEM 391 Physical Chemistry II

Spring. 4 credits. Enrollment limited to engineering students only. Prerequisites: Mathematics 293; Physics 112, 213; Chemistry 208 or 216 or permission of instructor.

Co-requisite: Math 294. Prerequisite for Chemistry 391: Chemistry 389. Lects, M W F 9:05; rec M or T 9:05; prelims: 7:30-9 p.m. Feb. 20, Mar. 12, Apr. 25.

T. M. Duncan.

The principles of physical chemistry are studied from the standpoint of the laws of thermodynamics, kinetic theory, statistical mechanics, and quantum chemistry.

CHEM 405 Techniques of Modern Synthetic Chemistry

Spring. 3 or 6 credits. Enrollment limited. Prerequisites: Chemistry 302 and permission of instructor. To receive three credits, students must perform a minimum of three two-week experiments. Six credits will be given for three additional experiments. Completion of five exercises in elementary glass-blowing will count as one experiment. Lab time required: 16 hours each week, including at least two 4-hour sessions in one section (M W 1:25). First meeting will be at 1:30 on first class day of semester. Lec, first week only, at times to be arranged. J. M. Burlitch.

The syntheses of complex organic, organometallic, and inorganic molecules are carried out with emphasis on the following techniques: vacuum line, high pressure, high-temperature solid state, inert atmosphere, nonaqueous solvents, radioactive labeling, sol-gel, photochemical and electrochemical methods, solid phase peptide synthesis, and polymer synthesis. Elementary glassblowing.

CHEM 410 Inorganic Chemistry

Fall. 4 credits. Prerequisites: Chemistry 253, 358 or 360, and 287 or 390. Lects, M W F 11:15. R. C. Fay.

A systematic study of the synthesis, structure, bonding, reactivity and uses of inorganic molecular and solid state compounds.

CHEM 421 Introduction to Inorganic Chemistry Research

Fall or spring. 2-4 credits. Prerequisites: Chemistry 303 and 389-390, or Chemistry 287-288, and Chemistry 289-290 with an average of B- or better, or permission of instructor. Selected faculty.

Research in inorganic chemistry involving both laboratory and library work, planned in consultation with a faculty member.

CHEM 433 Introduction to Analytical Chemistry Research

Fall or spring. 2-4 credits. Prerequisites: Chemistry 303 and 390 with an average of B- or better or permission of instructor. Selected faculty.

Research in analytical chemistry involving both laboratory and library work, planned in consultation with a faculty member.

CHEM 461 Introduction to Organic Chemistry Research

Fall or spring. 2-4 credits. Prerequisites: Chemistry 302 and 358 or 360 with a grade of B- or better or permission of instructor. Selected faculty.

Research in organic chemistry involving both laboratory and library work, planned in consultation with a faculty member.

CHEM 477 Introduction to Physical Chemistry Research

Fall or spring. 2-4 credits. Prerequisite: Chemistry 390 with an average of B- or better or permission of instructor. Selected faculty.

Research in physical chemistry involving both laboratory and library work, planned in consultation with a faculty member.

CHEM 498 Honors Seminar

Spring. No credit. Admission to standard chemistry majors only by departmental invitation. Additional prerequisites or corequisites: outstanding performance in either (1) two coherent 4-credit units of research in a course such as Chemistry 421, 433, 461, or 477; or (2) one 4-credit unit in a course such as Chemistry 421, 433, 461, or 477 and summer research equivalent to at least 4 credits in the same subject. W 2:30-4. B. Ganem.

Informal presentations and discussions of selected topics in which all students participate. Individual research is on advanced problems in chemistry or a related subject under the guidance of a faculty member, culminating in a written report.

CHEM 600-601 General Chemistry Colloquium

600, fall; 601, spring. No credit. Required of all graduate students except those majoring in organic or bioorganic chemistry. Juniors and seniors are encouraged to attend. R 11:15. Fall: R. Loring; spring: J. H. Freed.

A series of talks representative of all fields of current research interest in chemistry other than organic chemistry, given by distinguished visitors and faculty members.

CHEM 605 Advanced Inorganic Chemistry I: Symmetry, Structure, and Reactivity

Fall. 4 credits. Prerequisite: Chemistry 389-390 or equivalent or permission of instructor. Lects, T R 8:40-9:55. R. C. Fay.

Selected topics in structure, bonding, and reactivity of inorganic compounds with emphasis on main group elements; at the level of *Chemistry of the Elements*, by Greenwood and Earnshaw. Group theory applications: hybrid orbitals, molecular orbitals, molecular vibrations, and ligand field theory; at the level of *Cotton's Chemical Applications of Group Theory*.

CHEM 606 Advanced Inorganic Chemistry II: Synthesis, Structure, and Reactivity of Inorganic and Organotransition Metal Compounds

Fall. 4 credits. Lects, M W F 10:10. P. T. Wolczanski.

Synthesis, structure, and reactivity of coordination compounds and organometallic complexes. Emphasis on bonding models, structure, and reactivity, including the elucidation of mechanisms. Readings at the level of Purcell and Kotz's *Inorganic Chemistry*, and Collman, Hegedus, Finke, and Norton's *Principles and Applications of Organotransition Metal Chemistry*.

[CHEM 607 Advanced Inorganic Chemistry III: Solid-State Chemistry]

Spring. 4 credits. Prerequisite: Chemistry 605 or permission of instructor. Not offered 1995-96.

The third of a three-term sequence. Interdisciplinary approach to solids. Topics include solid-state structure and X-ray diffraction, synthesis methods, defects in solids, phase diagrams, electronic structure, and chemical and physical properties of solids. Text: *Solid State Chemistry and Its Applications*, by West. Readings from inorganic chemistry and solid-state physics texts.]

[CHEM 622 Chemical Communication]

For description, see BIONB 623. Not offered 1995-96.]

CHEM 625 Advanced Analytical Chemistry I

Fall. 4 credits. Prerequisite: Chemistry 288 or 390 or equivalent. Lects, M W F 9:05; occasional prelims W 7:30 p.m. C. F. Wilcox.

The application of molecular spectroscopy to chemical problems. Topics in infrared, NMR, and mass spectroscopy are discussed.

[CHEM 627 Advanced Analytical Chemistry II]

Spring. 3 credits. Primarily for graduate students. Prerequisite: Chemistry 288 or 390 or equivalent. Not offered 1995-96.

Modern analytical methods for molecular characterizations, including electron, Mossbauer, and Fourier spectroscopy; mass spectrometry; methods applicable to macromolecules; information theory.]

CHEM 628 Trace Element and Isotopic Analysis (also Nutritional Sciences 690)

Spring. 3 credits. Primarily for graduate students. Prerequisite: Chemistry 288 or 390, or Chemistry 208 and Mathematics 112, or permission of instructor. Offered alternate years. Lects, T R 10:10. J. T. Brenna.

Modern trace, micro, and surface methods of analysis, including atomic spectrometry, solids mass spectrometry, high precision isotope ratio techniques, microscopic, microprobe, and electron spectroscopy. Applications to biological and solid state problems.

CHEM 629 Electrochemistry

Fall. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisite: Chemistry 390 or equivalent (Mathematics 213 helpful). Lects, T R 8:40-9:55. H. D. Abruña.

Fundamentals and applications of electrochemistry. Topics will include the fundamentals of electrode kinetics, electron transfer theory, the electrical double layer, diffusion, and other modes of transport. A wide range of techniques and their application as well as instrumental aspects will be covered.

CHEM 650-651 Organic and Organometallic Chemistry Seminar

650, fall; 651, spring. No credit. Required of all graduate students majoring in organic or bioorganic chemistry. Juniors and seniors are encouraged to attend. M 4. Fall: J. Meinwald; spring: D. B. Collum.

A series of talks representative of all fields of current research interest in organic and organometallic chemistry, given by research associates, faculty members, and distinguished visitors.

CHEM 665 Advanced Organic Chemistry

Fall. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisites: Chemistry 253 or 358 or 360, and 390 or equivalents or permission of instructor. Lects, M W F 12:20. B. K. Carpenter.

A survey of reaction mechanisms and reactive intermediates in organic chemistry.

CHEM 666 Synthetic Organic Chemistry

Spring. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisite: Chemistry 665 or permission of instructor. Lects, T R 10:10-11:25. D. B. Collum.

Modern techniques of synthesis; applications of organic reaction mechanisms to the problems encountered in rational multistep synthesis, with particular emphasis on modern developments in synthesis design.

CHEM 668 Chemical Aspects of Biological Processes

Fall. 4 credits. Prerequisite: Chemistry 360 or equivalent. Lects, T R 10:10-11:30; and occasionally M 8 p.m. D. A. Usher.

A representative selection of the most important classes of enzyme-catalyzed reactions will be examined from a mechanistic perspective. Topics discussed will include the chemical basis of enzymatic catalysis, techniques for the elucidation of enzyme mechanism, cofactor chemistry, and the biosynthesis of selected natural products. The application of chemical principles to understanding biological processes will be emphasized.

[CHEM 670 Fundamental Principles of Polymer Chemistry]

Fall. Prerequisite: Physical Chemistry 389/390 and Organic Chemistry 359/360 or equivalent or by permission of instructor. Primarily for graduate students and advanced undergraduates. No previous knowledge of polymers is required. Not offered 1995-96.

This course emphasizes general concepts and fundamental principles of polymer chemistry. The first part of the course deals with general introduction to classes of polymers, molar masses and their distributions, and a brief survey of major methods of polymer synthesis—radical, step growth, ionic, group transfer, Ziegler-Natta and metathesis polymerization methods—with emphasis on kinetics and mechanisms rather than on structure. The second part deals with characterization and physical properties. These include: solution properties—solubility and solubility parameters, solution viscosity, molecular weight characterizations [gel permeation chromatography, viscometry, light scattering, osmometry]; bulk properties—thermal and mechanical properties; and structure-property relationships. The discussions will focus on chemistry rather than engineering of polymers.]

CHEM 671 Synthetic Polymer Chemistry (also Materials Science and Engineering 671 and Chemical Engineering 675)

Spring. 4 credits. Prerequisite: Chemistry 359-360 or equivalent or permission of instructor; recommended: Materials Science and Engineering 620. Lects, T R 8:30-10:00. D. Sogah.

Modern concepts in synthetic polymer chemistry. The application of organic synthesis to the development of new polymers

and copolymers and the control of their architecture. Chain and step-growth polymerizations, reactions of polymers, block and graft copolymers. A broad spectrum of applications from recent literature will also be discussed.

CHEM 672 Protein Kinetics

Fall. 4 credits. Primarily for graduate students in Chemistry and Biochemistry. Prerequisite: Chemistry 390, Biological Sciences 331, or equivalents or permission of instructor. Lects, M W F 10:10. B. A. Baird.

Focus is on protein interactions with ligands and consequent changes in structure and activity. Topics include: protein structure and dynamics; thermodynamics and kinetics of ligand binding; steady state and transient enzyme kinetics; enzyme catalysis and regulation; role of cell membrane receptors in regulating cellular activities.

CHEM 677 Chemistry of Nucleic Acids

Spring. 4 credits. Primarily for graduate students. Prerequisites: Chemistry 358 or 360, and 390 or equivalents. S-U grades only. Lects, M W 10-11:10. D. A. Usher.

Properties, synthesis, reactions, and biochemical reactions of nucleic acids.

CHEM 678 Statistical Thermodynamics

Fall. 4 credits. Primarily for graduate students. Prerequisite: Chemistry 288 or 390 or equivalents. Lects, M W F 9:05. F. Davis.

Principles of statistical thermodynamics. Ensemble averages, Boltzmann distribution, partition functions, and thermodynamic quantities. Ideal gases and crystals. Evaluating thermodynamic properties from spectroscopic and structural data. Chemical equilibrium. Dense gases; the second virial coefficient. Statistical mechanics of solutions. Bose-Einstein statistics: photons, phonons. Fermi-Dirac Statistics: electrons in metals. At the level of *Introduction to Statistical Thermodynamics* by Hill.

[CHEM 681 Physical Chemistry III]

Fall. 4 credits. Prerequisites: Chemistry 288 or 390; Mathematics 213 and Physics 208; or equivalents. Not offered 1995-96.

An introduction to the principles of quantum theory and statistical mechanics, atomic and molecular spectra, and elementary valence theory. At the level of *Quantum Chemistry*, by Levine.]

[CHEM 686 Physical Chemistry of Proteins]

Spring. 4 credits. Primarily for graduate students. Prerequisite: Chemistry 288 or 390 or equivalents. S-U grades. Letter grades for undergraduates. Offered alternate years. Not offered 1995-96.

Chemical constitution, molecular weight, and structural basis of proteins; thermodynamic, hydrodynamic, optical, spectroscopic, and electrical properties; protein and enzyme reactions; statistical mechanics of helix-coil transition in biopolymers; conformation of biopolymers; protein folding.]

CHEM 700 Baker Lectures

Spring, on dates to be announced. No credit. Distinguished scientists who have made significant contributions to chemistry present lectures for periods varying from a few weeks to a full term. This year's lecturer: Prof. Graham Fleming, Univ. of Chicago, Chicago, Illinois.

[CHEM 701-702 Introductory Graduate Seminar in Analytical, Inorganic, and Physical Chemistry]

701, fall; 702, spring. No credit. Required of all first-year graduate students majoring in analytical, inorganic, physical, theoretical, and biophysical chemistry. Not offered 1995-96.]

[CHEM 716 Special Topics in Advanced Inorganic Chemistry]

Fall. 3 credits. Not offered 1995-96. Lects, M W F 10:10.

Topic: Applications of nuclear magnetic resonance, and other spectroscopies, to problems of structure and dynamics in solids.]

[CHEM 745 Physical Polymer Science I (also Chemical Engineering 745)]

Spring. 3 credits. Prerequisite: a graduate-level thermodynamics statistical course. Offered alternate years. Not offered 1995-96.

Thermodynamic properties of dilute, semidilute, and concentrated solutions from both classical and scaling approaches. Characterization techniques of dilute solutions: osmometry, light scattering, viscometry, and sedimentation. Rubber elasticity; mechanical and thermodynamic properties of gels. Polymer melts: equations of state and glass transition phenomenon.]

[CHEM 762 Special Topics in Organic Chemistry: Fundamentals of Polymer Chemistry]

Fall. 4 credits. Prerequisite: Physical Chem 389/390 and Organic Chem 359/360 or equivalent or permission of instructor. Primarily for graduate and advanced undergraduate students. Not offered 1995-96. Lects, T R 8:30-10:00.

Introduction to polymer physical chemistry. Kinetics and mechanisms of Polymerization methods: Ionic, radical, step-growth and group transfer polymerization. Polymer Stereochemistry. Solution properties: Molecular weight characterization and polymer solubility. Mechanical and Thermal Properties. Structure-Property Relations. The discussions will focus on chemistry rather than engineering of polymers and examples will be taken from current literature.]

CHEM 765 Physical Organic Chemistry I

Spring. 4 credits. Primarily for graduate students. Prerequisite: Chemistry 665 or permission of instructor. Lects, M W F 10:10. B. K. Carpenter.

Application of computational and experimental techniques to studies of organic reaction mechanisms and the properties of reactive intermediates.

[CHEM 766 Physical Organic Chemistry II]

Spring. 3 credits. Primarily for graduate students. Prerequisite: Chemistry 765 or permission of instructor. Not offered 1995-96.]

[CHEM 774 Chemistry of Natural Products]

Fall. 3 credits. Primarily for graduate students. Prerequisites: Chemistry 665-666. Not offered 1995-96.

Particular attention is devoted to methods of structure determination and synthesis as applied to selected terpenes, steroids, alkaloids, and antibiotics.]

CHEM 780 Principles of Chemical Kinetics

Fall. 4 credits. Prerequisite: Chemistry 681 or permission of instructor. Lects, T R 10:10-11:25. P. L. Houston.

Principles and theories of chemical kinetics; special topics such as surface reactions, photochemistry, enzymatic reactions, energy transfer, and molecular beams.

[CHEM 782 Special Topics in Biophysical and Bioorganic Chemistry]

Spring. 3 credits. Not offered 1995-96. Lects, T R 11:15.

Topics vary from year to year.]

CHEM 789 X-ray Crystallography

Spring. 4 credits. Prerequisite: Chemistry 288 or 390 or permission of instructor. Offered alternate years. Lects, M W F 10:10. J. Clardy.

A beginning course in the application of X-ray crystallography to chemistry. Topics include symmetry properties of crystals, diffraction of X-rays by crystals, interpretation of diffraction data, and refinement of structures. The chemical information available from a diffraction experiment is stressed, and practical aspects are incorporated by conducting an actual structure determination as a classroom exercise.

CHEM 791 Spectroscopy

Spring. 4 credits. Prerequisite: Chemistry 793 or Physics 443 or equivalent. Lects, M W F 10:10. A. C. Albrecht.

The course will explore the interaction of light with matter. We will start with the quantum mechanical foundations of spectroscopy and follow with a detailed treatment of a variety of different spectroscopies including the study of rotation, vibration, and electronic spectra of polyatomics. As time and interest allow, we will cover special topics such as non-linear spectroscopies and the molecular symmetry group.

[CHEM 792 Molecular Collision Theory]

Spring. 4 credits. Not offered 1995-96. Lects, T R 10:10-11:25. G. S. Ezra.

The concepts and methods of scattering theory are described with particular emphasis on applications to problems of chemical interest. At the level of Child's *Molecular Collision Theory* and Taylor's *Scattering Theory*.]

CHEM 793 Quantum Mechanics I

Fall. 4 credits. Prerequisites: Chemistry 390, coregistration in A&EP 321 or equivalents or permission of instructor. Lects, M W F 11:15. R. Loring.

Schrodinger's equation, wave packets, uncertainty principle, WKB theory, matrix mechanics, orbital and spin angular momentum, exclusion principle, perturbation theory, variational principle. At the level of Cohen-Tannoudji's *Quantum Mechanics*.

CHEM 794 Quantum Mechanics II

Spring. 4 credits. Prerequisites: Chemistry 793 or equivalent and the equivalent of or coregistration in Physics 432 and Mathematics 422, or permission of instructor. Lects, M W F 9:05. G. S. Ezra.

Quantum structure of atoms and molecules. Time-dependent phenomena in quantum mechanics and light/matter interaction. Spectroscopies. Group theory. At the level of Weissbluth's *Atoms and Molecules*, Levine's *Quantum Chemistry*, and Sakurai's *Modern Quantum Mechanics*.

CHEM 796 Statistical Mechanics

Spring. 4 credits. Primarily for graduate students. Prerequisite: Chemistry 678 and 793 or equivalent. Lects, T R 8:30-9:55. B. Widom.

Statistical mechanics of systems of interacting particles. Structure and thermodynamics of classical liquids. Phase transitions and critical phenomena. This course provides a survey of topics in modern statistical mechanics. Students are presumed to have taken a course in statistical thermodynamics at the level of the first twelve chapters of *Statistical Mechanics*, by McQuarrie.

CHEM 798 Special Topics in Physical Chemistry

Spring. 4 credits. Prerequisite: Chemistry 605, or 681, or 793, or Physics 443, or the equivalent. Lects, T R 10:10-11:25.

R. Hoffmann.

CHINESE

See Modern Languages and Linguistics.

FALCON Program: 255-6457; J. Wheatley, 416 Morrill Hall, 255-9301.

CLASSICS

J. Rusten, chair; L. S. Abel, F. M. Ahl, K. Clinton, J. E. Coleman, J. R. Ginsburg, I. Hohendahl, P. Keyser, G. M. Kirkwood (emeritus), H. Koliass, D. Mankin (director of undergraduate studies), G. M. Messing (emeritus), C. Minkowski, A. Nussbaum, H. Pelliccia (graduate faculty representative), P. Pucci, H. R. Rawlings III, D. R. Shanzer, G. Van Steen

Cornell University has long recognized the importance of studying the civilizations of ancient Greece and Rome. Particularly in an age of increasing specialization, study of the Classics is widely viewed as an excellent means of acquiring a liberal education; at Cornell, we are deeply interested in the continuing humanistic values contained in the literature of the ancient world and in gaining a fuller understanding of these important cultures and their imprint upon subsequent ages.

The Department of Classics at Cornell is one of the oldest and largest in the country. With nineteen faculty members, together with professors of related interests in the departments of History, Philosophy, Comparative Literature, History of Art, Modern Languages and Linguistics, and Near Eastern Studies and in the Archaeology, Medieval Studies, and Religious Studies programs, the range of instruction available is very large, including not only the traditional study of language, literature, and ancient history, but also newer developments in the field, such as comparative study of Mediterranean civilizations and modern literary theory.

Although Classics, like other areas of humanistic study, does not aim at providing specific preprofessional training, over the years Classics majors from Cornell have gone on to a wide variety of careers: in law, teaching, medicine, diplomacy, management, educational administration, government, and many others.

The department offers courses in Bronze Age and Classical archaeology and is active in field projects in Classical lands. It sponsors archaeological excavations at Halai in Greece, which serves as a field training school for Cornell undergraduate and graduate students. On campus there are also collections of ancient artifacts, reproductions of ancient sculpture, and one of the few laboratories in the world to concentrate on the tree-ring dating of ancient monuments from Greece, Cyprus, and Turkey. The archaeology courses may be used to satisfy some of the requirements for the Intercollegiate Program in Archaeology or for the major in Classical Civilization. They require no knowledge of either Greek or Latin. Similarly, the department offers a variety of courses and seminars in English on such subjects as Greek mythology, Greek and Roman mystery religions, early Christianity, and Greek and Roman society, as well as ancient epic, tragedy, history, and philosophy. For those whose interest in things Greek and Roman extends no further than a desire to understand the English language a little better, the department offers one course in the Greek and Latin elements that make up a huge proportion of the vocabulary of Modern English, and another that deals more specifically with the Greek and Latin ingredients of bioscientific vocabulary. Programs in Greek and Latin at the elementary level are also offered, of course; and for the more ambitious there are courses involving reading, in the original, of Greek and Latin authors from Homer to St. Augustine and Bede and, periodically, the Latin works of Dante, Petrarch, and Milton. Sanskrit, the classical language of ancient India, is also offered, along with courses in translation on Indic religion, myth, and literature. The department makes every attempt to adapt its program to the needs of each student. If there is a Classical writer you would like to study, the department will do its best to help you do so whether you are a major in the department or not.

Majors

The Department of Classics offers majors in Classics, Greek, Latin, and Classical Civilization.

Classics

Those who major in Classics must complete 24 credits in advanced Greek or Latin (numbered 201 or above) and 15 credits in related subjects selected in consultation with the adviser.

Classical Civilization

Those who major in Classical Civilization must complete (a) qualification in Latin and Greek or proficiency in either; (b) 24 credits selected from the courses listed under Classical civilization, Classical archaeology, Latin, and Greek; and (c) 15 credits in related subjects selected in consultation with the adviser.

Greek

Those who major in Greek must complete 24 credits of advanced courses in Greek and 15 credits in related subjects (including Latin).

Latin

Requirements for the major in Latin parallel those of the major in Greek.

Honors

Candidates for the degree of Bachelor of Arts with honors in Classics, Greek, Latin, or Classical civilization must fulfill the requirements of the appropriate major study as given above and must also successfully complete the special honors courses 370, 471, and 472. Credit for honors courses may be included in the credits required for the major study. Students who wish to become candidates for honors, who have a cumulative average of B+ or better, and who have demonstrated superior performance in Classical courses (Greek, Latin, and Classical Civilization), submit an outline of their proposed honors work to the honors committee during the first month of their fifth semester. The chair will appoint a committee of three faculty members for each candidate, and the committee will be responsible for evaluating the candidate's proposal and subsequently supervising his or her work. At the completion of the honors thesis, which must demonstrate knowledge of the main bibliographical sources, give promise of scholarly talent, and show creativity, the committee will determine the level of honors to be awarded.

Study Abroad

Cornell participates in the Intercollegiate Center for Classical Studies in Rome, which offers courses in Latin, Greek, ancient history, art, archaeology, and Italian. Another opportunity for a semester's study abroad is available through Cornell Abroad in Greece at the Athens Centre. (Consult Cornell Abroad for details.) In addition, Cornell is a member institution of the American School of Classical Studies at Athens, whose Summer Program is open to graduate students and qualified undergraduates. The American Academy in Rome, of which Cornell is also a member institution, offers full-year and summer programs for qualified graduate students. For graduate students the Department of Classics offers a few travel grants each year from the Townsend Memorial Fund. Detailed information on these programs is available in the Department of Classics Office, 120 Goldwin Smith Hall.

Summer Support for Language Study

The Beatrice R. Kanders Memorial Scholarship (for the summer immediately following the freshman or sophomore year; preference given to dyslexic students) and a certain amount of tuition aid made possible by gifts from the Constantinos C. Polychronis Foundation are normally available to students who want to enroll in Intensive Latin or Greek in the Cornell summer session. These courses are designed to enable students to enter second-year Latin or Greek the following fall. Preference is given to Classics undergraduate majors, and other students needing Latin or Greek for completion of their majors. Applications are due to the chair of the Department of Classics by March 22.

Placement in Latin, Ancient Greek, and Modern Greek

Placement of first-year students in Latin, ancient Greek, and modern Greek courses is determined by an examination given by the Department of Classics during orientation week or by arrangement with the director of undergraduate studies.

Freshman Writing Seminars

The department offers freshman writing seminars on a variety of topics. Consult John S. Knight Writing Seminar Program brochures for times, instructors, and descriptions.

Classical Civilization

CLASS 100 Word Power: Greek and Latin Elements in the English Language

Fall. 3 credits. I. Hohendahl.
This course gives the student with no knowledge of the Classical languages an understanding of how the Greek and Latin elements that make up over half our English vocabulary operate in both literary and scientific English usage. Attention is paid to how words acquire their meaning and to enlarging each student's working knowledge of vocabulary and grammar.

CLASS 102 Bioscientific Terminology

Summer. 3 credits. H. Roisman.
A study of the Greek and Latin word elements that combine to form most of the specialized terms in the biological sciences. The student who learns the meanings of those elements and the rules of word formation usually can recognize the basic meaning of any unfamiliar word in that field. The class also gives attention to misformations and words still in use that reflect outmoded scientific theories.

CLASS 211 The Greek Experience

Fall. 3 credits. F. Ahl.
An introduction to the literature and thought of ancient Greece. Topics will include epic and lyric poetry, tragedy and comedy, and historical, political, philosophical, and scientific writings. Some attention will also be given to the daily life of ordinary citizens, supplemented by slides of ancient art and architecture.

CLASS 212 The Roman Experience

Spring. 3 credits. Not offered 1995-96; next offered 1996-97. D. Mankin.
An introduction to the civilization of the Romans as expressed in their literature, religion, and social and political institutions.

CLASS 217-218 Initiation to Greek and Roman Cultures

Limited to 18 students. These courses are intended especially for freshmen (a few exceptionally motivated sophomores or upperclass students may be accepted) and may be taken independently of one another. Apply in writing to the chair, Department of Classics, 120 Goldwin Smith Hall.

Knowledge of Greek or Latin is not necessary, since all texts are in translation. What is necessary is the willingness to participate in three one-hour seminars each week and also a supplementary one-hour (occasionally two-hour) session, during which the class will participate in workshops with specially invited guests.

CLASS 217 Initiation to Greek Culture: The Greeks at War, from Troy to Chaironeia

Fall. 4 credits. M W F 10:10-11:00, plus one hour to be arranged. J. Coleman and guest lecturers.

One of the most troubling legacies of the Ancient Greeks is their almost unquestioning acceptance of war as a legitimate human activity and a measure of male heroism. Our critical examination will show how literature and art exemplify this predominant Greek

attitude, beginning with the first and greatest war poem, the *Iliad*, and concluding with the Macedonian conquests of the 4th century B.C.E. Included are Herodotus on the Persian wars, Thucydides on the Peloponnesian War, and the anti-war comedies of Aristophanes. Among themes to be considered are the literary and visual image of the hero, the role of women as mediators and victims, and the importance of warfare in the political life of the Greek city-states.

[CLASS 218 Initiation to Roman Culture #

Spring. 4 credits. Not offered spring 1996.]

CLASS 223 The Comic Theater (also Comparative Literature 223 and Theatre Arts 223) #

Spring and summer 1996. 3 credits. J. Rusten.

The origins of comic drama in ancient Greece and Rome, and its subsequent incarnations especially in the Italian renaissance (*Commedia erudita* and *Commedia dell'arte*), Elizabethan England, seventeenth-century France, the English Restoration, and Hollywood in the thirties and forties. Chief topics will be: the growth of the comic theatrical tradition and conventions; techniques and themes of comic plots (trickster, parody, farce, caricature); and the role of comedy in society. All readings in English.

CLASS 224 Hidden Songs in Greece and Asia (also Asian Studies 270 and Comparative Literature 224) @#

Spring. 3 credits. G. Holst-Warhaft and D. McCann.

For description, see ASIAN 270.

CLASS 236 Greek Mythology (also Comparative Literature 236) #

Fall 1995 and summer 1996. 3 credits. D. Mankin.

A survey of the Greek myths, with emphasis on the content and significance of the myths in Mediterranean society, including the place of myth in Greek life and consciousness; the factors and influences involved in the creation of myths; and the use of myths for our understanding of Greek literature, religion, and moral and political concepts.

[CLASS 237 Greek Religion and Mystery Cults (also Religious Studies 237) #

3 credits. Not offered 1995–96; next offered 1996–97. K. Clinton.

Greek religion constitutes one of the essential features of ancient Greek civilization and distinguishes it from later Western civilization. Since religion permeates Greek culture, including the major art forms (epic poetry, tragedy, comedy, architecture, painting, and sculpture), the course will investigate the interaction of religion with these forms—an investigation that is fruitful both for the understanding of Greek religion and the forms themselves, some of which, like tragedy, originated in cult. A representative variety of cults and their history will be studied with special emphasis on mystery cults, such as the Eleusinian mysteries of Demeter and Persephone, the Kabiroi, the Great Gods of Samothrace, and Bacchic rites.]

[CLASS 238 The Ancient Epic and Beyond #

Fall. 3 credits. Not offered 1995–96; next offered 1996–97. H. Pelliccia.

We will move, Odysseus-like, to the West: beginning with Homer's *Iliad* (and including

the British poet Christopher Logue's "account" of the opening books) and *Odyssey*, we will continue in the Hellenistic and Augustan eras with Apollonius of Rhodes' *Argonautica* and Virgil's *Aeneid*. A violent shift in space and time will have us conclude with two New World maritime epics: Herman Melville's *Moby Dick* and Derek Walcott's *Omeros*.]

[CLASS 245 Greek and Roman Historians #

3 credits. Not offered 1995–96; next offered 1997–98. J. Ginsburg.]

CLASS 247 Byzantine History and Culture (also Religious Studies 245) #

Spring. 3 credits. G. Van Steen.

From 312 to 1453, the Byzantine Empire was a major force in the Eastern Mediterranean and played a decisive role in the history, politics, and culture of Western Europe. This course traces the political, social, literary, and religious development of the Byzantine state.

CLASS 285 Art, Archaeology, and Analysis (also ARCH 285, ENGRG 185, MS&E 285, PHYS 200, ENGL 285, ART 372, and NS&E 285)

Spring. 3 credits. Staff.

An interdepartmental course on how techniques of physical sciences and engineering are being applied to issues in cultural research. For complete description, see ENGRG 185.

[CLASS 291 Classical Indian Narrative (also Asian Studies 291) @#

Spring. 3 credits. Not offered 1995–96. C. Minkowski.

For description, see ASIAN 291.]

[CLASS 333 Greek and Roman Mystery Cults and Early Christianity (also Religious Studies 333) #

4 credits. A previous course in Classics (civilization or language) or Religious Studies 101 is recommended. Not offered 1995–96; next offered 1997–98. K. Clinton.

A study of the controversial question of religious continuity between paganism and early Christianity. After a brief survey of Classical mystery cults and Hellenistic religion, the course will focus on such Hellenistic cults as the mystery cults of Isis, Bacchus, and Attis and the Great Mother and on the distinctive features that contributed to their success. Discussion of Christian liturgy and beliefs both in the East and the West to determine what Christianity owed to its pagan predecessors and to isolate the factors that contributed to its triumph over the "rival" pagan cults of late antiquity.]

[CLASS 339 Ancient Wit: An Introduction to the Theory and Form of Comic and Satiric Writing in Greece and Rome (also Comparative Literature 339) #

4 credits. Not offered 1995–96.]

[CLASS 357 Greek Sanctuaries and Pausanias (also Archaeology 357, Religious Studies 353, and Classics 457) #

3 credits. Prerequisite: at least one course in classical civilization or archaeology. Not offered 1995–96; next offered 1996–97. K. Clinton and J. Coleman.

Many Greek sanctuaries were described by Pausanias, who wrote a guide to Greece in the second century C.E. By comparing his descriptions (and other written sources) with the archaeological remains at the actual sites,

the course will examine how these sanctuaries functioned and what they meant to Greeks of his day. No Greek required for 357; for 457 see Greek, Classics 457.]

CLASS 363 Representations of Women in Ancient Greece and Rome (also History 367 and Women's Studies 363) #

Spring. 4 credits. L. S. Abel and J. Ginsburg.

The task of this course is to analyze ancient Greek and Roman representations of women—some famous, some infamous, some nameless—within their historical and cultural contexts and the assumptions that underlie these representations. Using literary, historical, legal, and artistic sources (in translation) and examining the historiographical and methodological problems the use of such evidence poses, the class will assess the changing social conditions that relate to the roles, status, and images of women in antiquity. Among the topics considered are: myth and ideology, women's role in the family and society, views of the female body and female sexuality, the place of women in creative art.

[CLASS 382 Greeks, Romans, and Victorians (also Comparative Literature 382) #

Spring. 4 credits. Not offered 1995–96; next offered 1996–97. F. Ahl.

Modern popular and scholarly views of Greek and Latin literature were shaped in the Victorian years of the nineteenth century, between the years of Republican and Marxist revolution. This course explores some of the ways in which nineteenth-century social and intellectual upheavals, and changes in scholarly techniques and approaches, may have affected how English and Irish writers presented Greco-Roman antiquity and, especially, how they began to discard an idealized past based on a Roman model for one based on a Greek model. The focus will be on poets and dramatists (and a few artists and novelists) rather than on philosophers and scientists. The varied influences of Vergil and Homer, Seneca and Sophocles, Plautus and Aristophanes, Horace, and Greek lyric poetry will be discussed in selected works of writers such as Thomas More, Shelley, Byron, Swinburne, Arnold, Tennyson, W. S. Gilbert, Oscar Wilde, Samuel Butler, and others, including important artists such as Aubrey Beardsley.]

[CLASS 390 Comparative Sanskrit Myth and Epic (also Asian Studies 390) @#

Fall. 4 credits. Not offered 1995–96. C. Minkowski.

Readings in translation from the two Sanskrit epics, the *Mahabharata* and the *Ramayana*, and from the main cycles of the *Puranas*, the Sanskrit mythological literature. Special attention will be given to parallels and comparisons with Greek myth and epic, especially Homer and Hesiod. Classics 236 or 238 would be useful as background, but not presupposed.]

[CLASS 395 Classical Indian Philosophical Systems (also Asian Studies 395 and Religious Studies 395) @#

4 credits. Prerequisite: some background in philosophy or in classical Indian culture. Not offered 1995–96. C. Minkowski.

For description, see ASIAN 395.]

[CLASS 459 The Language of Myth]
4 credits. Not offered 1995-96.]

[CLASS 463 Gender and Politics in the Roman World (also History 463 and Women's Studies 464) #]

4 credits. Not offered 1995-96; next offered fall 1997. J. Ginsburg.

An undergraduate seminar examining the relationship between gender and politics in the late Roman Republic and early Empire. Among the questions this course will address are: was politics the exclusive domain of men in Roman society (as is generally assumed) or does a broader definition of politics and an understanding of the various forms political activity in ancient Rome might take allow a place for women in Roman political life? what role does gender have in Roman political discourse and ideology? why do issues such as family, marriage, and sexuality become subjects of political debate and legislation?]

[CLASS 465-466 Independent Study in Classical Civilization, Undergraduate Level]

465, fall; 466, spring. Up to 4 credits.

[CLASS 480 Roman Society and Politics under the Julio-Claudians (also History 473) #]

4 credits. Prerequisite: Classics 212, History 268, or permission of instructor. Not offered 1995-96; next offered spring 1998. J. Ginsburg.

An undergraduate seminar examining several of the important social and political changes in Roman society under Augustus and his successors, the Julio-Claudians. Topics to be investigated include Augustus's consolidation of power through political and social revolution, the Augustan attempt to regulate family life and social relations by legislation, the relation of the emperor Tiberius with the members of the old ruling class, the growth of the imperial bureaucracy and the new opportunities for social mobility, the political opposition to Claudius and Nero, Nero's cultural and provincial policy, and the manipulation of the imperial cult. All readings will be in English.]

[CLASS 711-712 Independent Study for Graduate Students in Classical Civilization]

711, fall; 712, spring. Up to 4 credits.

Greek

[CLASS 101 Greek for Beginners]

Fall. 4 credits. F. Ahl.

Introduction to Attic Greek. Designed to enable the student to read the ancient authors as soon as possible.

[CLASS 103 Attic Greek]

Spring. 4 credits. Prerequisite: 101 or equivalent. H. Pelliccia.

A continuation of Classics 101.

[CLASS 104 Intensive Greek]

Summer. 6 credits. Staff.

An intensive introduction to the fundamentals of ancient Greek grammar. Prepares students in one term for 200-level Greek.

[CLASS 111-112 Modern Greek]

111, fall; 112, spring. 3 credits each term. H. Koliass.

[CLASS 201 Attic Authors #]

Fall. 3 credits. Prerequisite: Classics 103 or 104 or equivalent. H. Pelliccia.

Selected readings from Greek prose and poetry.

[CLASS 202 The Greek New Testament (also Near Eastern Studies 220 and Religious Studies 202) #]

Spring. 3 credits. Prerequisite: at least one year of ancient Greek (Classics 101-103) or permission of instructor.

L. Kant.

Selections in Greek from all four gospels, the letters of Paul and Acts.

[CLASS 206 Herodotus #]

Spring. 3 credits. Prerequisite: Classics 103 or 104 or equivalent. A. Ramage.

Selected readings from Herodotus' *Histories*.

[CLASS 209 Greek Composition]

Spring. 3 credits. Prerequisite: One term of 200-level Greek or equivalent. Not offered 1995-96; next offered 1997-98.]

[CLASS 213 Intermediate Modern Greek]

Fall. 3 credits. Prerequisite: Classics 112 or placement by departmental examination. H. Koliass.

This course, designed for students who have completed introductory modern Greek or have a reading knowledge of the language, will give attention to developing facility in conversational and written expression, usually in connection with assigned readings reflecting Greek history and culture.

[CLASS 214 Readings in Modern Greek Literature]

Spring. 3 credits. Prerequisite: Classics 213 or permission of instructor. Not offered 1995-96.

A study of modern Greek language, history, and culture as manifested in the works of individual poets, dramatists, and prose writers.]

[CLASS 310 Greek Undergraduate Seminar: Sophocles and Euripides #]

Fall. 4 credits. Prerequisite: two 200-level courses in Greek or permission of instructor. K. Clinton.

[CLASS 311 Greek Philosophical Texts: (also Philosophy 411) #]

Fall and spring; up to 4 credits. Prerequisites: Knowledge of Greek and permission of instructor. T. Irwin.

Readings of Greek philosophical texts in the original.

[CLASS 313 Greek Epic #]

4 credits. Prerequisite: Classics 206 or equivalent. Not offered 1995-96.

Readings from the *Odyssey*. Emphasis upon the nature of Homeric language and the literary interpretation of the poem.]

[CLASS 401-402 Independent Study in Greek, Undergraduate Level]

401, fall; 402, spring. Up to 4 credits.

[CLASS 417 Advanced Readings in Greek #]

4 credits. Not offered 1995-96.]

[CLASS 419 Advanced Greek Composition #]

3 credits. Prerequisite: Classics 209 or equivalent. Not offered 1995-96; next offered 1996-97.]

[CLASS 433 Greek Mystery Cults (also Classics 633 and Religious Studies 433) #]

4 credits. Prerequisite: one term of 300-level Greek or permission of instructor. Not offered 1995-96; next offered 1997-98. K. Clinton.

Discussion of the major Greek mystery cults—the Mysteria at Eleusis, the cult of the Great Gods at Samothrace, and Dionysiac mysteries—with the aim of elucidating the structure and religious purpose of these cults and the nature of the initiates' experience. The evidence includes: the *Homeric Hymn to Demeter*, Plato's *Symposium*, works of Christian Fathers, inscriptions, artistic representations, and archaeological data.]

[CLASS 457 Greek Sanctuaries and Pausanias (also Classics 357) #]

4 credits. Not offered 1995-96; next offered 1996-97.

For description, see Classical Civilization, Classics 357. Students in Classics 457 will read relevant sections of Pausanias and other documentation such as inscriptions in Greek.]

[CLASS 501 Introduction to Greek Epigraphy]

Fall. 3 credits. Prerequisite: one term of 300-level Greek. K. Clinton.

[CLASS 633 Greek Mystery Cults (also Classics 433) #]

4 credits. Not offered 1995-96; next offered 1997-98. K. Clinton.

For description, see Classics 433.]

[CLASS 671 Graduate Seminar in Greek: Aeschylus]

Fall. 4 credits. K. Clinton.

[CLASS 672 Graduate Seminar in Greek: Pindar]

Spring. 4 credits. H. Pelliccia.

[CLASS 701-702 Independent Study for Graduate Students in Greek]

701, fall; 702, spring. Up to 4 credits.

Latin

[CLASS 105 Latin for Beginners]

Fall. 4 credits. Staff.

An introductory course in the essentials of Latin, designed for rapid progress toward reading the principal Latin writers.

[CLASS 106 Elementary Latin]

Spring. 4 credits. Prerequisite: 105 or equivalent. Staff.

A continuation of Classics 105, using readings from various authors.

[CLASS 107 Intensive Latin]

Spring and summer. 6 credits. Staff. Prepares students in one term for 200-level Latin.

[CLASS 205 Intermediate Latin #]

Fall. Prerequisite: Classics 106, 107, or placement by departmental examination. Readings in Latin prose.

[CLASS 207 Catullus #]

Spring and summer. 3 credits. Prerequisite: Classics 106, 107, or one term of 200-level Latin. D. Mankin.

[CLASS 216 Vergil #]

Spring. 3 credits. Prerequisite: Classics 106, 107, or one term of 200-level Latin. Not offered 1995-96; next offered 1996-97.]

[CLASS 241 Latin Composition

Spring. 3 credits. Prerequisite: Classics 106, 107, or equivalent. Not offered 1995-96; next offered 1996-97.]

CLASS 312 Latin Undergraduate Seminar: Sallust

Spring. 4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor. P. Keyser.

CLASS 314 The Augustan Age #

Fall. 4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor. D. Mankin.

[CLASS 317 Roman Historiography: Suetonius and Tacitus #

Spring. 4 credits. Prerequisite: one term of 300-level Latin or permission of instructor. Not offered 1995-96. J. Ginsburg.

Readings from Suetonius' *Lives of the Caesars* and Tacitus' *Annals*, with particular emphasis on the different aims and literary methods of biography and history. Should Suetonius' work be taken less seriously as a historical source than the narrative of his contemporary, Tacitus? Our understanding and appreciation of both writers will be enhanced if we attempt to place Suetonius and his work in the intellectual and cultural currents of his day rather than to see him as a failed narrative historian.]

[CLASS 318 Roman Elegy: Tibullus, Propertius, Ovid #

4 credits. Prerequisite: two terms of 200-level Latin. Not offered 1995-96.]

[CLASS 338 Latin Undergraduate Seminar

4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor. Not offered 1995-96.]

CLASS 411 Advanced Readings in Latin Literature: Prose

Fall. 4 credits. H. Pelliccia.

Rapid reading of prose works selected from graduate reading list. Emphasis will be on translation skills. Designed to meet the needs of graduate students preparing for "A" exams, and especially for those intending to take Advanced Latin Prose Composition in the spring. Open to advanced undergraduates by permission of the instructor.

[CLASS 412 Advanced Readings in Latin Literature: Apuleius #

Spring. 4 credits. Not offered 1995-96; next offered 1996-97.]

[CLASS 439 Ammianus Marcellinus and the 4th Century A.D. (also Classics 639) #

4 credits. Prerequisite: permission of instructor. Not offered 1995-96. D. Shanzer.

Readings from Ammianus Marcellinus and other related historical texts.]

CLASS 441 Advanced Latin Composition #

Spring. 3 credits. For undergraduates who have completed Latin 241 and for graduate students. D. Mankin.

CLASS 451-452 Independent Study in Latin, Undergraduate Level

451, fall; 452, spring. Up to 4 credits.

[CLASS 468 Augustine's Confessions (also Religious Studies 468) #

4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor. Not offered 1995-96.]

[CLASS 603-604 Topics in Late Antique and Medieval Latin Literature

4 credits each term. Not offered 1995-96; next offered 1996-97.]

[CLASS 639 Ammianus Marcellinus and the 4th Century A.D. (also Classics 439) #

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1995-96. D. Shanzer.

For description, see Classics 439. Students who wish to enroll in Classics 639 will be required to write a research paper and do additional work.]

[CLASS 679 Graduate Seminar in Latin

Fall. 4 credits. Not offered 1995-96; next offered 1996-97.]

CLASS 680 Graduate Seminar in Latin: Historiography

Spring. 4 credits. J. Ginsburg.

CLASS 751-752 Independent Study for Graduate Students in Latin

751, fall; 752, spring. Up to 4 credits.

Classical Art and Archaeology**[CLASS 219 Mediterranean Archaeology (also Near Eastern Studies 267) #**

Fall. 3 credits. Not offered 1995-96; next offered 1996-97. J. Coleman.

An examination of the archaeological bases of ancient Mediterranean civilization with special focus on contacts and interrelationships in the Bronze Age (ca. 3500-1100 B.C.). Topics include the Neolithic of Anatolia, Greece, and the Near East; the rise of civilization in Egypt; the Bronze Age states of Syro-Palestine (Ebla, Ugarit, Byblos, etc.); Cyprus, copper, and the Alasia question; the Hittites and Bronze Age Anatolia; the early Bronze Age in Greece; Minoans, Mycenaean, and their eastern and western contacts; the Bronze Age in the western Mediterranean; and ancient ships and trade in the late Bronze Age.]

CLASS 220 Introduction to Art History: The Classical World (also History of Art 220) #

Fall. 4 credits. A. Ramage.

An overview of the art and archaeology of the Greek and Roman world. The sculpture, vase painting, and architecture of the ancient Greeks from the Geometric period through the Hellenistic, and the art of the Romans from the early Republic to the late empire.

CLASS 221 Minoan-Mycenaean Art and Archaeology (also Archaeology 221 and History of Art 221) #

Spring. 3 credits. J. Coleman.

The birth of civilization in Greece and the Aegean islands during the Bronze Age. The main focus is on the rise and fall of Minoan Crete and Mycenaean Greece, with consideration given to the nature and significance of Aegean interactions with Egypt, the Near East, and Anatolia.

[CLASS 232 Archaeology in Action I (also Archaeology 232 and History of Art 224) #

Fall. 3 credits. Prerequisite: permission of instructor. Not offered fall 1995. P. I. Kuniholm.]

[CLASS 233 Archaeology in Action II (also Archaeology 233 and History of Art 225) #

Spring. 3 credits. Prerequisite: permission of instructor. Not offered spring 1996. P. I. Kuniholm.]

CLASS 249 Introduction to Jewish Art and Archaeology from the Hellenistic to the Rabbinic Period (also Archaeology 247, Near Eastern Studies 247, and Religious Studies 247)

For description, see JWST 247.

CLASS 309 Dendrochronology of the Aegean (also Archaeology 308)

Spring. 4 credits. Prerequisite: permission of instructor. Limited to 10 students. P. I. Kuniholm.

For description, see ART H 309.

[CLASS 320 The Archaeology of Classical Greece (also History of Art 320) #

4 credits. Not offered 1995-96. A. Ramage.]

[CLASS 322 Greeks and Their Neighbors (also History of Art 328) #

4 credits. Not offered 1995-96. A. Ramage.]

[CLASS 323 Painting in the Greek and Roman World (also History of Art 323) #

4 credits. Not offered 1995-96. A. Ramage.]

[CLASS 325 Greek Vase Painting (also History of Art 325) #

4 credits. Not offered 1995-96. A. Ramage.]

[CLASS 326 Greek Cities and Towns (also History of Art 326) #

4 credits. Not offered 1995-96. A. Ramage.

Ancient Greek cities and towns from an archaeological perspective. Topics include the city in its geographical setting, the development of the fortified city, town planning, the Classical house and household, official and religious life versus private life, the territory and boundaries of cities and towns, regional states and leagues, warfare between cities and regions, and roads and sea routes. Examples will mostly be drawn from Athens/Attica and central Greece. Two short oral presentations, presented after consultation in written form, and a final examination.]

[CLASS 327 Greek and Roman Coins (also History of Art 327) #

4 credits. Not offered 1995-96. A. Ramage.]

[CLASS 329 Greek Sculpture (also History of Art 329) #

4 credits. Not offered 1995-96.]

CLASS 350 Arts of the Roman Empire (also History of Art 322) #

Spring. 4 credits. A. Ramage.

For description, see ART H 322.

[CLASS 360 Field Archaeology in Greece (also Archaeology 360) #

Summer. 6 credits. Not offered 1996; next offered summer 1997.

A six-week archaeological field training program in conjunction with the Cornell Halai and East Lokris Project. For information and application forms, contact Professor John E. Coleman, Department of Classics, 120 Goldwin Smith Hall.]

CLASS 423 Ceramics (also Archaeology 423 and History of Art 423)

Spring. 4 credits. Prerequisite: permission of instructor. J. Coleman.

Bronze Age, Greek, and Roman pottery specimens from Near Eastern and Mediterranean sites will be studied to provide direct experience in one of the basic prerequisites of archaeological of archaeological excavation—the identification and dating of pottery types. Reports, delivered in class, will concern ancient ceramic materials or particular types and periods. Practical experience in making and decorating pottery will be encouraged.

CLASS 432 Sardis and the Cities of Asia Minor (also Archaeology 432 and History of Art 424) #

4 credits. Prerequisite: permission of instructor. Not offered 1995-96. A. Ramage.]

CLASS 434 The Rise of Classical Greece (also Archaeology 434 and History of Art 434) #

Spring. 4 credits. Recommended: Classics 220 or 221, History of Art 220 or 221, or permission of instructor. Not offered 1995-96. P. I. Kuniholm.]

CLASS 435 Seminar on Roman Art and Archaeology (also History of Art 427) #

4 credits. Prerequisite: permission of instructor. Not offered 1995-96. A. Ramage.]

CLASS 475-476 Independent Study in Classical Archaeology, Undergraduate Level

475, fall; 476, spring. Up to 4 credits.

CLASS 629 The Prehistoric Aegean and Cyprus (also Archaeology 629) #

4 credits. For graduate students, and advanced undergraduates with permission of instructor. Not offered 1995-96. J. Coleman.]

CLASS 630 Selected Topics in Classical Archaeology (also Archaeology 520 and History of Art 520)

Spring. 4 credits. Not offered 1995-96. For description, see ART H 520.]

CLASS 721-722 Independent Study for Graduate Students in Classical Archaeology

721, fall; 722, spring. Up to 4 credits.

Greek and Latin Linguistics**CLASS 421 Greek Comparative Grammar (also Linguistics 609) #**

4 credits. Prerequisite: thorough familiarity with the morphology of classical Greek. Not offered 1995-96; next offered 1997-98. A. Nussbaum.

The prehistory and evolution of the sounds and forms of ancient Greek as reconstructed by comparison with the other Indo-European languages.]

CLASS 422 Latin Comparative Grammar (also Linguistics 610) #

4 credits. Prerequisite: thorough familiarity with the morphology of classical Latin. Not offered 1995-96; next offered 1997-98. A. Nussbaum.

The prehistory and evolution of the sounds and forms of Classical Latin as reconstructed by comparison with the other Indo-European languages.]

CLASS 424 Italic Dialects (also Linguistics 612) #

4 credits. Not offered 1995-96; next offered 1997-98. A. Nussbaum.]

CLASS 425 Greek Dialects (also Linguistics 611) #

4 credits. Not offered 1995-96; next offered 1996-97. A. Nussbaum.]

CLASS 426 Archaic Latin (also Linguistics 614) #

4 credits. Prerequisite: reading knowledge of Latin. Not offered 1995-96; next offered 1996-97. A. Nussbaum.]

CLASS 427 Homeric Philology (also Linguistics 613) #

Spring. 4 credits. Prerequisite: ability to read Homeric Greek. A. Nussbaum.

The language of the Homeric epics: dialect background, archaisms, modernizations. The notion of a *Kunstsprache*: its constitution, use, and internal consistency. The phonological and morphological aspects of epic compositional technique.

CLASS 429 Mycenaean Greek (also Linguistics 615) #

Fall. 4 credits. Prerequisite: thorough familiarity with the morphology of Classical Greek. A. Nussbaum.

Sanskrit**CLASS 131-132 Elementary Sanskrit (also Sanskrit 131-132)**

131, fall; 132, spring. 4 credits each term. Not offered 1995-96; next offered 1996-97.

An introduction to the essentials of Sanskrit grammar. Designed to enable the student to read classical and epic Sanskrit as quickly as possible.]

CLASS 251-252 Intermediate Sanskrit (also Sanskrit 251-252) @ #

251, fall; 252, spring. 3 credits each term. Prerequisite: Classics 132 or equivalent. Not offered 1995-96; next offered 1997-98. C. Minkowski.

Readings from the literature of Classical Sanskrit. Fall: selections from the two Sanskrit epics, the *Mahabharata* and the *Ramayana*. Spring: more selections from the epics, and from either Sanskrit story literature or from Sanskrit dramas.]

CLASS 403-404 Independent Study in Sanskrit, Undergraduate Level (also Language 300)

403, fall; 404, spring. Up to 4 credits. Staff.

CLASS 703-704 Independent Study for Graduate Students in Sanskrit (also Language 300)

703, fall; 704, spring. Up to 4 credits. Staff.

Also see Classics 291, 390, and 395 (Classical Civilization listings).

Honors Courses**CLASS 370 Honors Course**

A program of reading and conferences centered on an author or topic chosen in accordance with the special interests of the student and instructor.

CLASS 471 Honors Course

A continuation of Classics 370, with change of author or topic.

CLASS 472 Honors Course: Senior Essay

Spring. 4 credits. For students who have successfully completed Classics 471.

Topics must be approved by the student's honors committee at the end of the first term of the senior year.

Related Courses in Other Departments and Programs

See listings under:

Archaeology
Comparative Literature
English
History
History of Art
Medieval Studies
Modern Languages and Linguistics
Near Eastern Studies
Philosophy
Religious Studies
Society for the Humanities
Women's Studies

COMPARATIVE LITERATURE

J. Culler, chair (141 Goldwin Smith, 255-5798) on leave academic year 1995-96;

C. Carmichael, acting chair, academic year

1995-96 (139 Goldwin Smith, 255-8265);

W. J. Kennedy, graduate faculty representative (163 Goldwin Smith 255-3398); G. Gibian, director of undergraduate studies, fall 1995 (236B Goldwin Smith, 255-8347);

E. Rosenberg, director of undergraduate studies, spring 1996 (133 Goldwin Smith, 255-3544); C. M. Arroyo, A. Caputi (Emeritus), D. Castillo, W. Cohen, B. de Bary, H. Foster, S. Gilman, D. Grossvogel, P. Hohendahl, W. Holdheim (Emeritus), N. Melas, J. Monroe, J. Porte, E. Rosenberg, L. Waugh, W. Wetherbee

Also cooperating: A. Adams, F. Ahl, M. Bernal, J. Bishop, R. Brann, K. Brazell, J. Devenyi, J. E. Gainor, G. Holst-Warhaft, D. LaCapra, H. Mah, D. Mankin, B. Maxwell, D. McCann, J. Najemy, B. V. Olguin, L. Olschner, L. Quinney, J. Rusten, H. Shaw, I. Tucker, G. Waite, A. Wood

The Department of Comparative Literature provides a broad range of courses in European as well as non-European literatures. Courses variously stress significant authors, themes, problems, styles, genres, historical periods, and theoretical perspectives. The departmental offerings reflect current interdisciplinary approaches to literary study, hermeneutics, rhetorical analysis, semiotics, deconstruction, Marxism, reception aesthetics, feminism, formalism, and psychoanalysis.

The Major

The major enables students to develop an integrated knowledge of Western literature, to strengthen their reading and writing abilities, and to prepare for careers demanding analytical, interpretive, and evaluative skills. Prospective majors should consult with the director of undergraduate studies. After declaring a major, a student chooses an adviser from the department's faculty. The requirements for the major are designed to allow each student to follow a course of study that combines intellectual rigor with the pursuit of personal interests. The specific

contours of such a program are worked out in consultation with the student's adviser.

Requirements for the Major

- 1) Five courses in Comparative Literature at the 200 level and above, including the core course listed below. A student may include up to two literature courses from other departments.
- 2) One core course in Comparative Literature (for 1995–96 the core course is Comparative Literature 413 [fall]), to be taken by all majors either in the spring term of their junior year or the fall term of their senior year. Students may enroll in both core courses.
- 3) Five courses in literature or other areas of the humanities at the 200 or higher level, to be taken in one or more foreign literature departments. Texts must be read in the original language. A student may offer one language course (conversation, composition, etc.).
- 4) A senior essay (Comparative Literature 493) of roughly fifty pages, to be written during the senior year under the direction of the student's adviser.

The department also encourages:

- 1) a program that includes broad historical coverage (e.g., Comparative Literature 201–202: Great Books, Comparative Literature 210: Ancients and Moderns); intensive study of a single genre, (e.g., Comparative Literature 320: Introduction to Caribbean Poetry, Comparative Literature 363–364: The European Novel); Comparative Literature 320: Contemporary Fiction; analysis of problems in literary theory (e.g., Comparative Literature 302: Literature and Theory, Comparative Literature 381: Marxist Cultural Theory, and Comparative Literature 402: Theories of Rhetoric)
- 2) a second foreign language, especially for students interested in graduate work in literature.

Honors

A student who completes the requirements for the major is eligible for the degree of Bachelor of Arts with honors in comparative literature. The department bases its decision on the student's achieving grades of at least B+ in the senior essay and in course work for the major, and on overall academic performance at Cornell.

Freshman Writing Seminars

Most 100-level courses may be used toward satisfying the freshman writing seminar requirements. See "John S. Knight Writing Program" for a full description of the freshman writing seminar program.

Courses

Note: Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

COM L 150 Introduction to Cultural Studies (also Society for the Humanities 150)

4 credits. Does not satisfy the freshman writing seminar requirement, but will satisfy the distribution requirement. Not offered 1995–96.]

COM L 201#–202 Great Books

201, fall; 202, spring. 4 credits. Comparative Literature 201 and 202 may be taken independently of each other. COM L 202 also offered summer 1996.

A reading each semester of seminal texts that represent and have shaped Western culture and hence form an essential part of the student's intellectual equipment. By analyzing, interpreting, and evaluating, students will develop critical reading abilities. 201: selections from the Bible, Homer, Danté, Rabelais, Shakespeare, and others.

202: World literature of the last 300 years, emphasizing the response to European worldwide expansion first in the colonizing countries, then in the colonized. A central concern will be the globalization of European literary forms. Probable authors: Camoens, Shakespeare, Behn, Voltaire, Melville, Conrad, Tagore, Lu Hsun, Borges, Césaire, Mahfouz, Soyinka, Enichi, Erdrich, and selected lyric poets.

COM L 205 Comparative American Literatures

Spring. 4 credits. T R 1:25–2:40. B. Maxwell.

Twentieth-century writing from Canada, the United States, Latin America, and the Caribbean. A hemispheric perspective will encourage thinking about and across cultural, linguistic, and national demarcations. This course takes its heading from a question asked by the poet William Carlos Williams, and a sort of reply, from Africa, passed on by the novelist Paule Marshall. "History, history! What do we fools know or care?" Besides these words, we will place those appearing as the epigraph of Paule Marshall's *The Chosen Place, The Timeless People*: "Once a great wrong has been done, it never dies. People speak the words of peace, but their hearts do not forgive. Generations perform ceremonies of reconciliation but there is no end." Countering the literature of amnesia and baseless optimism, the works that we will read cannot forget, and decline to forgive, the historical traumas that so bitterly flavor them. Our concern largely will be with understanding the aesthetic means and strategies that certain writers use to perform ceremonies *not* bent on reconciliation. Readings will include Wilson Harris, "Adversarial Contexts and Creativity"; Joy Kogawa, *Obasan*; Sheila Watson, *The Double Hook*; Michael Ondaatje, *In the Skin of a Lion*; Hubert Aquin, *The Antiphony*; Jean Toomer, *Cane*; William Faulkner, *Absalom, Absalom!*; Djuna Barnes, *Nightwood*; Mariano Azuela, *The Underdogs*; Gabriel García Márquez, *One Hundred Years of Solitude*; José Donoso, *Curfew*; and Eduardo Galeano, *The Book of Embraces*.

COM L 210 Ancients and Moderns

4 credits. Not offered 1995–96.]

COM L 213 Existentialism and Literature (also Philosophy 213)

Fall. 4 credits. A. Wood.

For description, please see Philosophy 213.

COM L 223 The Comic Theater (also Classics 223 and Theatre Arts 223)

Spring. 3 credits. (also offered summer '96). J. Rusten.

For description, please see Classics 223.

COM L 224 Hidden Songs in Greece and Asia (also Asian Studies 270 and Classics 224) #@

Spring. 3 credits. To be announced. G. Holst-Warhaft and D. McCann.

For description, please see ASIAN 270.

COM L 234 Arabs and Jews in Confluence and Conflict (also NES 234, JWST 234, Rel. St. 234) @#

Fall. 3 credits. T R 8:40–9:55. R. Brann.

For description, please see NES 234.

COM L 236 Greek Mythology (also Classics 236)

Fall. 3 credits. Limited to 200. (also offered summer '96).

For description, see Classics 236.

COM L 243 Poetry and Politics in the Americas (also English 243)

Spring. 3 credits. M W F. B. V. Olguín. This course examines poetry and poetics as dialogical statements where history, politics, and culture are actively engaged by the poet and the poem. Our particular focus will be on poetic interventions in popular struggles throughout the Americas over time—from nineteenth-century independence movements to twentieth-century nationalist and internationalist struggles—and across space—from the Caribbean, South, Central, and North America. Students will consider the unique challenges to aesthetics, ideology and identity in general posed by various engaged artists such as José Martí, Nicanor Parra, Ariel Dorfman, Pablo Neruda, Nicolás Guillén, Clairbel Alegría, Roque Dalton, Raúl Salinas, Lorna Dee Cervantes, Carolyn Forché, Alejandro Murguía, Sonia Sanchez, Allen Ginsberg, Martín Espada, Gwendolyn Brooks, Adrienne Rich and others.

[COM L 302 Literature and Theory (also Comparative Literature 602)

4 credits. Not offered 1995–96.]

[COM L 304 Colonialism and Narrative

4 credits. Not offered 1995–96.]

COM L 313 Japanese and Asian Film (also Asian Studies 313, Theatre Arts 313) @

Spring. 4 credits. B. deBary.

For description, please see Asian Studies 313.

[COM L 320 Introduction to Caribbean Poetry @

4 credits. Not offered 1995–96.]

COM L 326 Christianity and Judaism (also Religious Studies 326)

Spring. 4 credits. Not open to freshmen. To be arranged. C. Carmichael.

A study of the New Testament as a product of first-century Palestinian and Hellenistic Judaism. Other text (also in translation): Passover Haggadah.

COM L 328 Literature of the Old Testament (also Religious Studies 328)

Fall. 4 credits. Not open to freshmen. T R 2:55–4:10. C. Carmichael.

Analysis of selected material in translation.

COM L 333 Neo-Classical Theatre (also THETR 333)

Spring. 4 credits. Prerequisite: THETR 240 or THETR 241. T R 1:25–2:40.

J. Devenyi.

For description, see THETR 333.

COM L 334 Muslims, Christians and Jews in Islamic Spain: Literature and Society (also COM L 639, Near Eastern Studies 339/669, Jewish Studies 339, Religious Studies 334 and Spanish Literature 339) @ #

Spring. 4 credits. S-U or letter option. Enrollment limited to 20 students. Grad course for letter grade only. R. Brann. For description, please see Near Eastern Studies 339/639.

COM L 337 The Modern and Contemporary Theatre (also THETR 335)

Spring. 4 credits. Prerequisite: THETR 240 or permission of instructor. J. E. Gainor. For description, see THETR 335.

COM L 339 Ancient Wit: An introduction to the Theory and Form of Comic and Satiric Writing in Greece and Rome (also Classics 339) #

Spring. 4 credits. F. Ahl. For description, please see Classics 339.

COM L 340 Twentieth-Century European Intellectual History (also History 354)

Fall. 4 credits. T R 2:55-4:10. D. LaCapra. For description, please see History 354.

COM L 343 Contemporary Mass Culture in Japan and in the U.S. (also Asian Studies 363)

Fall. 3-4 credits. T R 10:10-11:25. B. deBary. For description, please see Asian Studies 363.

COM L 345 Letter, Novel, Dictionary: The Making of National Language (also NES 343 and JWST 345) #

Fall. 4 credits. Enrollment limited to 25 students. For letter grade only. T R 1:25-2:40. I. Tucker. This course will trace the emergence of the concept of national language in Europe in the eighteenth and nineteenth centuries, attempting to discover what exactly was at stake in the establishment of language as the paradigmatic form of national culture. Using the "case" of the Hebrew language as the organizing principle of the first part of the course, we will examine a variety of theories of linguistic and political authority. We will then turn to the novel as a genre centrally concerned with the paradoxical construction of "written speech," tracing the movement from the epistolary novel's formal attempt to make written language behave like speech, to the development of narrative voice as a kind of standardization of speech, to the decline of the univocal national novel. In this light, the course will return to the theoretically and historically revealing case of Hebrew, focusing in particular on the late nineteenth-century rise of the Hebrew novel, texts composed in a language without a vernacular out of fragments of existing religious writings. We will also examine the epistemological, pedagogical, sociological and formal presumptions underwriting a variety of efforts to institutionalize national language, including the Academie Francaise and national dictionaries like Samuel Johnson's and the *OED*. (All readings will be in English.)

COM L 350 Education and the Philosophical Fantasies (also Russian Literature 350)

Spring. 4 credits. M W F 10:10-11. P. Carden. For description, please see RUSSL 350.

COM L 359 Being, God, Mind: Key Terms of Western Thought from Plato to Vico (also Romance Studies 459) #

Fall. 4 credits. T R 10:10-11:25. C. M. Arroyo. Systematic course in European intellectual history, with a triple focus: a) the codification of ethical concepts in Plato and Aristotle (love, finality, choice, virtue, wisdom, art, happiness). New meanings in medieval scholasticism as a synthesis of Bible and Greek thought. First modern variants (Descartes, Vico); b) humanistic revolutions: continuity and the emergence of new paradigms in intellectual history; c) liberal vs. mechanic: "scientific" criteria of social distinctions and discrimination.

[COM L 361 The Culture of the Renaissance I (also History 361 and Art History 350) #

4 credits. Not offered 1995-96. Semester next offered to be announced.]

[COM L 362 The Culture of the Renaissance II (also English 325 and History 364) #

4 credits. Not offered 1995-96. Semester next offered to be announced.]

COM L 363-364 The European Novel (363#)

364, fall; 363, spring. 4 credits. Comparative Literature 363 and 364 may be taken independently of each other. Note: normal semester order is reversed for 1995-96 only.

363: This course will survey the history of the novel until the mid-nineteenth century, focusing on the social, literary, and philosophical significance of its narrative forms. Topics to be discussed: the novel as a site of conflict between "high" and "low" culture; the relation of fictional narrative to historical and autobiographical narrative; the gender politics and class ideology of romance. Texts may include *Lazarillo de Tormes* or Cervantes' *Don Quixote*, Fielding's *Tom Jones*, Laclós's *Dangerous Liaisons*, Goethe's *The Sorrows of Young Werther*, Brontë's *Wuthering Heights*.

364: Flaubert's *Madame Bovary*, Dostoevsky's *Crime and Punishment*, Turgenev's *Fathers and Sons*, George Eliot's *Middlemarch*, Joyce's *Portrait of the Artist as a Young Man*, Kafka's stories, Malraux's *Man's Fate*. Close attention will be paid to the texts of the novels considered as creations of literary art as well as documents of the achievements of the human mind in a fascinating period of change in European history. We shall briefly examine the historical and cultural background of novels written in France, Russia, England, Ireland, and Central Europe, and the artistic and psychological assumptions discernible in them as well as historical perceptions of Romanticism, Realism, and Modernism. No knowledge of foreign languages required. Mixture of lectures and class discussion.

COM L 365 Contemporary Fiction (also French Literature 365) @

Fall. 4 credits. T R 10:10-11:25. D. Grossvogel. A continuation of Comparative Literature 363-364 (The European Novel). Probable authors: Barthes, Böll, Calvino, Camus, Cardinal, García Márquez, Hemingway, Kundera, Robbe-Grillet, Sartre. An attempt to interpret these authors through questions like those raised by Roland Barthes on writing, structuralism, criticism, the role of the reader,

the death of the author, etc. Lectures and seminar discussions.

COM L 367 The Russian Novel (also Russian Literature 367) @

Fall. 4 credits. G. Gibian. M W F 2:30-3:20. G. Gibian. For description, please see RUSSL 367.

COM L 372 Selections from Contemporary World Literature

Summer. 4 credits. M-F 9:15-12. L. Olschner. Readings of celebrated texts by contemporary authors, with attention to the local and global contexts of their literary production and reception. The course includes works in various genres by such authors as Christa Wolf, Marguerite Duras, Gabriel García Márquez, Chinna Achebe, Vaclav Havel, Nadine Gordimer and Toni Morrison.

COM L 382 Greeks, Romans, and Victorians (also Classics 382) #

Spring. 4 credits. To be arranged. F. Ahl. For description, please see CLASS 382.

COM L 386 Problems in Modernism: Primitivism (also Art History 366)

Fall. 4 credits. T R 1:25-2:40. H. Foster. For description, please see ART H 366.

COM L 396 German Film (also German Studies 396 and Theatre Arts 396)

Spring. 4 credits. Requirements: participation in class discussion, one paper, midterm, and final. D. Bathrick. For description, please see GERST 396.

COM L 401 Alchemy and Abjection in Early Modern Europe (also Society for the Humanities 420 and Romance Studies 406)

Spring. 4 credits. Enrollment limited to 17 students. R 2:30-4:25. K. P. Long. Using the psychoanalytic works of Jung (*The Psychology of Alchemy*) and *The Powers of Horror* of Kristeva as guides, this course will focus on the development of a divided subject in early modern alchemical treatises such as *Concerning the Nature of Things* of Paracelsus, the *Aureum vellus (The Golden Fleece)* of Salomon Trismosin, the *Atlantia fugiens (Fleeing Atlanta)* of Michael Maier, *The Chymical Wedding* of Christian Rosencreutz, among others. This course will provide an introduction to hermetic (alchemical) thought and explore the problem of gender distinction and its relationship to the gnostic divisions of spiritual/material, active/passive, and mind/body. We shall explore how these dualisms are played out and played with in the alchemical texts and how they carry over into modern notions of subjectivity, based as they are on the subject/object distinction, which privileges the subject as agent. We shall also see how the alchemical emblem books in particular problematize these dualisms by "marrying" visual elements to their texts, in an attempt to embody abstract concepts. These works thus destabilize easy divisions between material and spiritual realms, and between subject and object as well. They persist as a subversive undercurrent in early modern culture, offering an alternative to the institutionalized divisions between gender and class. All texts will be in English translation.

[COM L 404 History into Fiction: Nazis and the Literary Imagination (also German Studies 414)

Next offered 1996-97. For description, see ENGL 404.]

COM L 407 The Construction and Critique of the Enlightenment Subject (also Society for the Humanities 407)

Spring. 3 credits. Enrollment limited to 17 students. W 2:30-4:25. H. Mah.

This seminar examines the construction and criticism of Enlightenment subjectivity in both the eighteenth century and recent social theory and philosophy. We first consider how Enlightenment writers sought to fashion a self defined by a transparent and socially unsituated rationality. We then examine how that identity proved to be problematical for both Enlightenment writers and more recent theorists. Readings include Enlightenment texts, secondary historical literature, and critical analyses by Horkheimer and Adorno, Alasdair MacIntyre, Derrida, Foucault, and Habermas.

COM L 409 Disillusion and Disappointment (also Society of Humanities 409)

Fall. 3 credits. Enrollment limited to 17 students. R 2:30-4:25. L. Quinney.

This course will study the representation of frustrated ideals, balked hopes, and bitter disenchantment. It will explore the ways in which various kinds of literature represent disappointment with ideals in love, work, and self-conception, considering especially how the experience of disappointment is evaluated—whether as an impetus to psychological growth and intellectual development, or as a source of paralysis and despair. Both literary descriptions and analytical studies of disappointment will be covered, as well as efforts to critique or repudiate the power of Blake, Shelley, Ashbery, and Bishop; Johnson, *Rasselas*; Flaubert, *Sentimental Education*; Proust, *Swann in Love*; Fitzgerald, *Tender is the Night*; McCarthy, *Birds of America*; essays by Emerson, Kierkegaard, and Nietzsche; psychoanalytic literature of melancholia (Freud, Abraham, Klein, Kristeva).

COM L 413 Death, Culture and the Literary Monument

Fall. 4 credits. Enrollment limited to 17 students. Core course for majors. T R 1:25-2:40. N. Melas.

Critical study of the old association between literary greatness and immortality, with emphasis on the frictions resulting from death's encounter in literature with other, more worldly negations, particularly those surrounding gender difference and colonial domination. Framed by Homer's *Iliad* and Derek Walcott's "postcolonial" epic *Omeros*, readings may include works by Hegel, Blanchot, Patterson, Duras, Condé, de Man, Conrad, Salih, Benjamin, Cixous.

COM L 418 Freedom and Interpellation

Spring. 4 credits. T R 2:55-4:10. E. M. Dillon.

Consideration of the nature of the discursively constructed subject and the freedom of movement as well as the limits implied in such a notion. Discussion of the agency or freedom of such a subject in relation to political theories of liberalism, literary traditions of romanticism and modernism, and contemporary critical debates concerning the mobility of the subject. Authors to be read include Locke, Kant, Mill, Rousseau, Kleist, Harriet Jacobs, Althusser, Lacan, Zizek, Laclau, Mouffe and Butler.

COM L 419-420 Independent Study

419, fall; 420, spring. Variable credit. Comparative Literature 419 and 420 may be taken independently of each other.

COM L 422 African Literature (also AS&RC 422) @

Spring. 4 credits. M 2:00-4:25. A. Adams.

With such great focus, both inside and outside Africa, on issues of Africa's "development," what place does "literature" take? Is African literature influencing or influenced by the mundane realities of daily living faced by African people? Or does African literature concern itself with philosophical ideas and ideals that transcend those realities to embrace the general human condition? Or, does it do both? The texts that we will be reading in this course will be approached in terms of these issues of "African development" and "the universal human experience."

COM L 425 Marx, Nietzsche, Freud (also German Studies 415, Government 473)

Fall. 4 credits. T R 2:55-4:10. G. Waite.

For description, please see German Studies 415.

COM L 427 Russian Formalism (also Comparative Literature 627 and Russian Literature 427/627)

Spring. 4 credits. W 3:35-5:35. N. Pollak.

For description, please see Russian Literature 427.

COM L 429 Readings in the New Testament (Near Eastern Studies 429, Religious Studies 429, and English 429) #

Fall. 4 credits. Limited to 40 students.

M W F 1:25-2:15. J. Bishop.

Close readings of representative texts from the New Testament in modern scholarly editions, with the help of appropriate commentary, introductory and specialized. The focus for 1995 will be on Mark, Matthew, and Luke. All readings will be in English, but repeated reference to the Greek original will be made. Graduate students and undergraduates from other colleges who are interested in the material should not feel inhibited from enrolling. The approach will be primarily exegetical; that is, we will try to find out what the texts say and what they mean by what they say. Thus we can hope to stay open to scholarly and religious issues alike.

COM L 434 Ethics, Evil, Sexual Difference (also S Hum 414)

Fall. 3 credits. Limited to 17 students.

R 2:30-4:25. J. Copjec.

The symbolic mutation that began in the nineteenth century to topple old regimes of power brought with it a mutation of the ethical field. The Good, which had formerly guided ethical action, dropped from our practical horizons; henceforth no deed could be sanctioned in advance, externally, by any guarantee of its goodness. Many theorists have been cowed by this state of affairs into adopting a relativist stance on ethical questions. We will try to show why this position is not only insufficient, but unethical, how it remains blind to the real issue of evil whose insinuating rise over the last two centuries has been evidenced by modern racism. Focusing on a reading of Jacques Lacan's *The Ethics of Psychoanalysis* supplemented by philosophical and political texts (by Kant, Lefort, Laclau, Zizek, and others), we will attempt to show not simply what

psychoanalysis might add to ethical thought, but why modern ethics is unthinkable outside psychoanalysis. We will also try to determine why Lacan makes a woman, Antigone, the exemplar of ethical action and to suggest what might constitute an ethical feminism. Several films, screened outside seminar hours, will serve as reference points for some of our discussions.

COM L 436 Theories of Contemporary Performance (also Theatre Arts 435)

Spring. 4 credits. Permission of instructor is needed. Enrollment is limited to 15 students. W 10:10-12:05. J. Devenyi.

For description, see THETR 435.

COM L 438 Fictions of Change: Shakespeare, Scott, Stendhal, Achebe (also English 428)

Fall. 4 credits. Enrollment is limited to 20 students. M W F 11:15-12:05. H. Shaw.

What does change mean to Shakespeare, Scott, Stendhal, Achebe, and to their cultures? This course examines literature that represents periods of historical transition in England, Scotland, France, and Nigeria. What do these works reveal about how the movements of history affect individuals, in the periods they depict and in our own? How does the recognition that we are historical beings alter our sense of the human situation and of moral responsibility? We will focus our energy primarily on reading and discussing individual novels and plays. As time allows and class interest suggests, we may also turn our attention to the source materials the various authors drew upon and to theories, past and present, about history and its relationship to literature. Nonmajors are welcome.

COM L 450 Renaissance Poetry (also Comparative Literature 650)

Spring. 4 credits. To be arranged.

W. J. Kennedy.

A reading and discussion of key texts in lyric poetry from Italian, French, English, and other European literatures of the Renaissance. Topic for 1996: the creation of a national language. Texts by: Petrarch, Stampa, DuBella, Labé, Spenser, and Wroth.

COM L 454 The Herodotean Moment: The Uses and Abuses of Western Civilization (also Government 454) #

Spring. 4 credits. 2:55-4:10. M. Bernal and J. Najemy.

For description, please see GOVT 454.

COM L 455 Caribbean Literature (also Africana Studies 455)

Fall. 4 credits. M 2:00-4:25. A. Adams.

This course will examine the prose literature of the Caribbean islands. Through the readings of several novels and short stories from the various languages and cultural strains that comprise the Caribbean societies, students will study the points of commonality and the diversity within this body of literature. The recurrence of certain historical, social, and cultural issues that have formed the multi-ethnic Caribbean peoples will be analyzed in their varying manifestations across the linguistic and other boundaries to uncover the underlying shared experience.

COM L 470 Japanese Noh and Modern Dramatists (also Asian Studies 470)

Fall. 4 credits. M W 2:55-4:10. K. Brazell.

For description, please see ASIAN 470.

COM L 472 Poetry of the 1990s (also English 408 and German Studies 472)

4 credits. Not offered 1995-96.]

COM L 480 The Form of the Jews (also Near Eastern Studies 440 and Jewish Studies 440) #

Spring. 4 credits. Enrollment is limited to 25 students. For letter grade only. T R 1:25-2:40. I. Tucker.

This course will examine the intersections of generic innovation and the category of Jewishness in marking and producing changes in the concept of the modern subject. Moving from the emergence of a formal political identity of English liberalism through the nineteenth-century creation of the national subject to the "deformations" of modernism and post-structuralism, we will explore the political, social, and literary histories of the concept of *form*, and ask why it is that these histories seem so consistently to trace a discursive history of Jewishness as well. The second part of the course, "Forming the Group," combines an examination of novelistic challenges to liberalism with an exploration of a variety of nineteenth-century efforts to formalize group identity: Marxism, nationalism, social science. In part III, we will examine the movement to formalize group identity in the context of the Holocaust, asking what it would mean to see the historical event of genocide in relation to (and perhaps caused by) a history of form. We will end by looking at a number of post-structuralist explorations of these issues.

COM L 493 Senior Essay

Fall and spring. 8 credits.

Hours to be arranged individually in consultation with the Director of Undergraduate Studies. Approximately fifty pages to be written over the course of two semesters in the student's senior year under the direction of the student's adviser. An "R" grade will be assigned on the basis of research and a preliminary draft completed in the first semester. A letter grade will be awarded on completion of the second semester.

COM L 609 Comparison and Cultural Difference

Fall. 4 credits. T 10:10-12:05. N. Melas.

This course will be a wide-ranging investigation of comparison as a foundation for disciplines (e.g., comparative literature), a measurement of value, a means of understanding, and an act. Can comparison make links between things or cultures without subordinating differences to a common standard? What are the literary and cultural grounds of comparability? Roving from theories of metaphor and metonymy to magic, assimilation, and various forms of colonial doubling, we will seek answers and refine questions that might help us discern what exactly the limitations on comparing apples and oranges are. Authors may include: Aristotle, Ricoeur, Derrida, Foucault, Fanon, Genette, Frazer, Bhabha, Nancy, Glissant, Clifford, Homer.

COM L 612 Allegory and Vernacular Poetry (also English 610)

Spring. 4 credits. To be arranged. W. Wetherbee.

For description, please see ENGL 610.

COM L 619-620 Independent Study

619, fall; 620, spring. Variable credit. Comparative Literature 619 and 620 may be taken independently of each other.

COM L 625 Art History and Visual Culture (also Art History 595)

Fall. 4 credits. Prerequisite: permission of instructor is needed. W 2:30-4:25. H. Foster.

For description, please see ART 595.

COM L 627 Russian Formalism (also Comparative Literature 427 and Russian Literature 427/627)

Spring. 4 credits. W 3:35-5:35. N. Pollak.

For description, please see COM L 427.

Students who enroll in 627 will be required to do more and extra reading in translation and/or the original, and a longer, more substantial final paper, which will require more research.

COM L 629 Cultural Studies (also English 608)

Spring. 4 credits. W 1:25-3:20. W. Cohen.

A look at the intellectual, institutional, and political prospects of cultural studies. Can cultural studies become a master category for reorganizing the humanities and soft social sciences? The first half of the course surveys the field of cultural studies in England and the United States, with sidelong glances at France and Germany. The second half considers a territorial division within cultural studies—between postmodernism and postcolonial studies. Readings from Jean Baudrillard, Homi Bhabha, Stuart Hall, Fredric Jameson, Ernesto Laclau and Chantal Mouffe, Francois Lyotard, Edward Said, Gayatri Spivak, Cornel West, and Raymond Williams, among others.

COM L 639 Muslims, Christians and Jews in Islamic Spain: Literature and Society (also Comparative Literature 334, Near Eastern Studies 339/639, Jewish Studies 339, Religious Studies 334, Spanish Literature 339/669)

Spring. 4 credits. Enrollment is limited to 20 students. Grad course for letter grade only. M W 8:40-9:55. R. Brann.

For description, please see NES 639.

COM L 640 Paul Celan and the Shoah (also German Studies 640)

Spring. 4 credits. Open to qualified undergrads with permission of instructor. Texts are in German. L. M. Olschner.

For description, please see German Studies 660.

COM L 650 Renaissance Poetry (also Comparative Literature 450)

Spring. 4 credits. W 2:30-4:25. W. J. Kennedy.

For description, please see COM L 450.

COM L 660 Visual Ideology (also German Studies 660 and Theatre Arts 660)

Spring. 4 credits. To be arranged. G. Waite.

For description, please see GERST 660.

COM L 672 Theories of Modernism (also Art History 570)

Spring. 4 credits. To be arranged. H. Foster.

For description, please see ART 570.

COM L 691 Borderwork (also Spanish Literature 692)

Spring. 4 credits. R 2:30-4:25. D. Castillo.

This course looks at literary works that thematize geographical, cultural, and linguistic

borders between a Spanish-speaking and a non-Hispanic culture. Emphasis in the class will be on works written from the Spanish side of the divide: writers like Pené Marques, Ana Lydia Vega, José Emilio Pacheco, and Mario Vargas Llosa may be included. We will, however, also look at books written in English, and may include works by writers such as Ruth Behar, Esmeralda Santiago, D. H. Lawrence, or José Antonio Burciaga who reflect upon a border experience from different racial, geographical, social class, and linguistic backgrounds.

COMPUTER SCIENCE

R. L. Constable, chair; K. Birman, B. Bloom, C. Cardie, T. Coleman, B. Donald, D. Gries, J. Hartmanis, T. Henzinger, J. E. Hopcroft, D. Huttenlocher, D. Kozen, K. Pingali, M. Rauch, R. A. Rubinfeld, G. Salton, F. B. Schneider, B. Smith, D. Subramanian, R. Teitelbaum, S. Toueg, N. Trefethen, C. Van Loan, S. Vavasis, T. vonEicken, R. Zabih

The Department of Computer Science is affiliated with both the College of Arts and Sciences and the College of Engineering. Students in either college may major in computer science. The following describes the College of Arts and Sciences major.

The Major

The major has three components: a core (a minimum of 42 credits), a group of electives in computer science and related fields (a minimum of 10 credits), and a concentration outside computer science (a minimum of 14 credits). The core focuses on the central topics within computer science: the logical design of programs, data structures, and algorithms. The remaining components of the major—the related electives and the outside concentration—provide a flexible extension to the core program. In consultation with their advisers, students are expected to choose electives and an outside concentration that best suit their graduate and career plans.

Students interested in pursuing an advanced degree in theoretical computer science should concentrate in mathematics. Students preparing for advanced work in scientific computation should take Computer Science 621 (instead of Computer Science 222) and Computer Science 622 (as a related elective) and concentrate in some branch of applied mathematics. Qualified students are encouraged to concurrently major in mathematics.

Admission

The prerequisites for admission to the major are:

- 1) Completion of Computer Science 100-211 (or 212)-280 (or equivalent)
- 2) Completion of Mathematics 111-122-221 or Mathematics 191-192-293
- 3) A 2.75 grade-point average in all computer science and mathematics courses
- 4) Acceptance by the department's admissions committee

After admission, students are expected to maintain at least a 2.75 grade-point average in their major courses. Any grade below C- in a

core course or related elective is not acceptable.

Core

The core consists of the following courses:

- 1) Calculus and linear algebra: Mathematics 111-122-221-222 or 191-192-293-294
- 2) Programming and systems: Computer Science 100, 211 (or 212), 314, 410 and 414
- 3) Theory of computation: Computer Science 280, 381 (or 481), and 482. (One of the following may be substituted for Computer Science 280: Mathematics 332, 432, 434, or 481.)
- 4) Numerical analysis: Computer Science 222 or 421

Related Electives

The related electives requirement consists of three courses. One must be a computer science course or course/laboratory combination numbered above 400 that includes a substantial programming project, for example, Computer Science 412/413, 414/415, 417/418, 432/433, 462/463, or 472/473; the other two are to be selected from the following:

Electrical engineering courses numbered 301 or higher

Operations research courses numbered 260 or higher

Mathematics courses numbered 300 or higher (except 403, 405, 408)

Computer Science courses numbered 400 or above, which are three credits or more (except CS 410).

Students are expected to select related electives that complement their concentration.

Concentration

This component encourages the student to study some discipline outside of computer science in reasonable depth. The concentration consists of an approved sequence of four courses (at least 14 credits) numbered 200 or higher in some field related to the theoretical or practical aspects of computing. A list of sample concentrations is included in the Computer Science Undergraduate Handbook. Students may also design their own concentrations, subject to the approval of their adviser.

Other Requirements

Computer science majors must also satisfy the College of Arts and Sciences and university requirements. In particular, the spirit of the 15-credit electives requirement will be strictly followed. This requirement helps ensure breadth of education, and consequently no computer- or mathematics-related course can be used toward its fulfillment. In general, no courses may be used to fulfill more than one requirement. There are two exceptions: first, appropriate core courses may be used to satisfy the group IV distribution requirement, and second, in the case of a double major, the same course may be applied to both majors.

Probability and statistics courses. Computer science majors are encouraged to include at least one course in the field of probability and statistics in their program of study. Although there is no formal department of statistics at Cornell, the Department of Mathematics and the School of Operations Research and

Industrial Engineering offer various probability and statistics courses suitable for computer science majors, including:

Math 471, Basic Probability

Math 472, Statistics

OR&IE 270, Basic Engineering Probability and Statistics

OR&IE 360, Engineering Probability and Statistics II

Honors. A student may be granted honors in computer science on the recommendation of the Computer Science Undergraduate Committee. The committee guidelines will generally be the following:

- 1) An overall grade-point average of not less than 3.50
- 2) A grade-point average for all computer science courses of not less than 3.5
- 3) Satisfactory completion of at least two computer science courses numbered above 600 or satisfactory completion of a significant special investigation (Computer Science 490).

Courses

For complete course descriptions, see the computer science listing in the College of Engineering section.

COM S 099 Fundamental Programming Concepts

Fall. 2 credits. S-U grades only. No prerequisites.

COM S 100 Introduction to Computer Programming

Fall, spring, or summer. 4 credits. Students who plan to take both COM S 101 and 100 must take 101 first.

During most semesters, two versions of COM S 100 (COM S 100a and COM S 100b) are available as described in the computer science listing in the College of Engineering.

COM S 101 The Computer Age (also ENGRE 101)

Summer. 3 credits. Credit is granted for both Computer Science 100 and 101 only if 101 is taken first.

COM S 211 Computers and Programming (also ENGRD 211)

Fall, spring, or summer. 3 credits. Prerequisite: Computer Science 100 or equivalent programming experience. Credit will not be granted for both Computer Science 211 and Computer Science 212.

COM S 212 Structure and Interpretation of Computer Programs

Fall, spring. 4 credits. Prerequisite: Computer Science 100 or equivalent programming experience. Credit will not be granted for both Computer Science 211 and Computer Science 212.

COM S 214 A Taste of UNIX and C

Fall, spring. 1-2 credits. Prerequisite: Computer Science 211, or equivalent programming experience. S-U grades only. Will not be offered after 1995-96.

COM S 222 Introduction to Scientific Computation (also ENGRD 222)

Spring. 3 credits. Prerequisites: Computer Science 100 and pre/corequisite of Math 221 or Math 293.

COM S 280 Discrete Structures

Fall or spring. 4 credits. Prerequisite: Computer Science 211 or 212 or permission of instructor.

COM S 314 Introduction to Digital Systems and Computer Organization

Fall, spring, or summer. 4 credits. Prerequisite: Computer Science 211 or 212 or equivalent.

COM S 381 Introduction to Theory of Computing

Fall. 4 credits. Prerequisite: Computer Science 280 or permission of instructor.

[COM S 400 The Science of Programming

Spring. 4 credits. Prerequisite: Computer Science 280 or equivalent. Not offered spring 1996; next offered spring 1997.]

COM S 401 Software Engineering: Technology and Technique

Fall. 4 credits. Prerequisite: COM S 410 and knowledge of the C programming language.

COM S 410 Data Structures

Fall, spring, summer. 4 credits. Prerequisite: Computer Science 280 or permission of instructor.

[COM S 411 Programming Languages and Logics

Fall. 4 credits. Prerequisites: Computer Science 410 or permission of instructor. Not offered fall 1995; next offered fall 1996 and 1998. 2 lecs.]

COM S 412 Introduction to Compilers and Translators

Spring. 3 credits. Prerequisites: Computer Science 314, 381, and 410. Corequisite: CS 413. Not offered every year; next offered spring 1996 and 1998.

COM S 413 Practicum in Compilers and Translators

Spring. 2 credits. Prerequisites: Computer Science 314, 381, 410. Corequisite: Computer Science 412. Not offered every year; next offered spring 1996 and 1998. A compiler implementation project related to Computer Science 412.

COM S 414 Systems Programming and Operating Systems

Fall. 3 credits. Prerequisite: Computer Science 314 or permission of instructor.

COM S 415 Practicum in Operating Systems

Fall. 2 credits. Prerequisite: Computer Science 410. Corequisite: Computer Science 414.

COM S 417 Computer Graphics and Visualization (also ARCH 374)

Spring. 3 credits. Prerequisite: Computer Science 211 or 212.

COM S 418 Practicum in Computer Graphics (also ARCH 375)

Spring. 2 credits. Enrollment limited. Permission of instructor. Prerequisite: Computer Science 211 or 212. Recommended: Computer Science 314. Corequisite: Computer Science 417.

COM S 421 Numerical Analysis

Fall. 4 credits. Prerequisites: Mathematics 294 or equivalent, one additional mathematics course numbered 300 or above, and knowledge of programming.

COM S 422 Parallel Computing for Scientific Problems

Spring. 4 credits. Enrollment limited. Permission of instructor. Prerequisites: Math 294 and COM S 222 or COM S 421, knowledge of C and Fortran.

COM S 432 Introduction To Database Systems

Spring. 3 credits. Prerequisites: Computer Science 211 or 212 and Computer Science 410, or permission of instructor. Recommended: Computer Science 314.

COM S 433 Practicum in Database Systems

Spring. 2 credits. Corequisite: Computer Science 432.

[COM S 444 Distributed Systems and Algorithms

Fall. 4 credits. Co-requisite: COM S 414 or permission of instructor. Not offered fall 1995; next offered fall 1996.]

[COM S 462 Robotics and Machine Vision

Spring. 3 credits. Prerequisite: Permission of instructor, Computer Science 410 and Computer Science 381. Co-requisite: Computer Science 463. Not offered spring 1996; next offered spring 1997.]

[COM S 463 Robotics and Machine Vision Lab

Spring. 2 credits. Prerequisites: Permission of instructor, Computer Science 410 and Computer Science 381. Co-requisite: Computer Science 462. Not offered spring 1996; next offered spring 1997.]

COM S 472 Foundations of Artificial Intelligence

Fall. 3 credits. Prerequisites: Computer Science 107 or 212, Computer Science 280 and Computer Science 410. Open to juniors, seniors, and graduate students.

COM S 473 Practicum in Artificial Intelligence

Fall. 2 credits. Prerequisites: Computer Science 107 or 212, Computer Science 280 and 410. Corequisite: Computer Science 472.

COM S 481 Introduction to Theory of Computing

Fall. 4 credits. Prerequisite: Computer Science 280 or permission of instructor. Credit will not be granted for both Computer Science 381 and Computer Science 481.

A faster-moving and deeper version of Computer Science 381. Corrective transfers between Computer Science 481 and 381 (in either direction) are encouraged during the first few weeks of instruction.

COM S 482 Introduction to Analysis of Algorithms

Spring. 4 credits. Prerequisites: Computer Science 410 and Computer Science 381 or 481, or permission of instructor.

COM S 486 Applied Logic (also Mathematics 486)

Fall or spring. 4 credits. Prerequisites: Mathematics 222 or 294, Computer Science 100, and some course in mathematics or theoretical computer science.

COM S 490 Independent Reading and Research

Fall or spring. 1-4 credits.

COM S 501 Software Engineering: Technology and Technique

Fall. 4 credits. Prerequisite: COM S 410 and knowledge of the C programming language.

[COM S 511 Modern Programming Languages

Fall. 4 credits. Prerequisites: Computer Science 410 and a project course or permission of instructor. Not offered fall 1995; next offered fall 1996 and 1998.]

COM S 514 Practical Distributed Computing

Fall or spring. 4 credits. Prerequisites: Computer Science 414 or permission of instructor. Not offered every year; semester to be announced.

COM S 515 Practicum in Distributed Systems

Fall or spring. 1-2 credits. Co-requisite: COM S 514. Not offered every year; semester to be announced.

COM S 516 High-Performance Computer Architecture

Spring. 4 credits. Prerequisite: COM S 314 required; COMS 412 or 414 highly recommended.

COM S 522 Parallel Computing for Scientific Problems

Spring. 4 credits. Enrollment limited. Permission of instructor. Prerequisites: Math 294, COM S 222 or COM S 421, knowledge of C and FORTRAN.

[COM S 562 Robotics and Machine Vision

Spring. 3 credits. Prerequisites: permission of instructor, COM S 410 and COM S 381/481. Co-requisite: COM S 563. Not offered spring 1996; next offered spring 1997.]

[COM S 563 Robotics and Machine Vision Lab

Spring. 2 credits. Prerequisites: permission of instructor, COM S 410 and COMS 381/481. Co-requisite: COM S 562. Not offered spring 1996; next offered spring 1997.]

COM S 572 Introduction to Automated Reasoning

Spring. 3 credits.

COM S 600 Computer Science and Programming

Fall. 1 credit. Prerequisite: graduate standing in computer science or permission of instructor. Not offered every year; semester to be announced.

COM S 611 Advanced Programming Languages

Fall. 4 credits. Prerequisites: Computer Science 410, and 381 or 481, or permission of instructor.

COM S 612 Compiler Design for High-Performance Architectures

Spring. 4 credits. Prerequisites: Computer Science 314 and 412, or permission of instructor.

COM S 613 Concurrent Programming

Spring. 4 credits. Prerequisites: Computer Science 414 or permission of instructor. Not offered every year; semester to be announced.

COM S 614 Advanced Systems

Spring. 4 credits. Prerequisite: Computer Science 414 or permission of instructor.

COM S 615 Theory of Concurrent Systems

Spring. 4 credits. Prerequisites: COM S 611 or permission of instructor. Not offered every year; semester to be announced.

COM S 617 Frontiers of Parallel Computer Systems

Fall. 4 credits. Prerequisites: COM S 314 or 516 required, COM S 411, 412, or 414. Not offered every year; semester to be announced.

COM S 618 Topics in the Theory of Distributed Systems

Fall. 4 credits. Prerequisites: COM S 444 or COM S 614 or permission of instructor. Not offered every year; next offered fall 1995.

COM S 621 Matrix Computations

Fall. 4 credits. Prerequisites: COM S 444 or COM S 614 or permission of instructor.

COM S 622 Numerical Optimization and Nonlinear Algebraic Equations

Spring. 4 credits. Prerequisite: COM S 621.

COM S 624 Numerical Solution of Differential Equations

Spring. 4 credits. Prerequisite: Previous exposure to numerical analysis, mathematical analysis including Fourier methods, and differential equations. Not offered every year; semester to be announced.

COM S 631 Multimedia Systems

Fall. 4 credits. Prerequisite: COM S 414 or permission of instructor.

COM S 635 Automatic Text Processing and Information Retrieval

Spring. 4 credits. Prerequisite: Computer Science 410 or equivalent or permission of instructor. Letter grade only.

COM S 661 Robotics

Fall. 4 credits. Prerequisites: Computer Science 482 and permission of instructor. Not offered every year; semester to be announced.

COM S 662 Robotics Laboratory

Fall. 4 credits. Prerequisite: graduate standing or permission of instructor. Not offered every year; semester to be announced.

COM S 664 Machine Vision

Spring. 4 credits. Prerequisites: undergraduate-level understanding of algorithms and Mathematics 221 or equivalent.

COM S 672 Advanced Artificial Intelligence

Spring. 4 credits. Prerequisites: Computer Science 472 or permission of instructor. Not offered every year; semester to be announced.

COM S 681 Analysis of Algorithms

Fall. 4 credits. Prerequisite: Computer Science 381 or 481, or permission of instructor.

COM S 682 Theory of Computing

Spring. 4 credits. Prerequisite: Computer Science 381 or 481, or permission of instructor.

COM S 683 Parallel Algorithms

Fall. 4 credits. Prerequisite: COM S 681. Not offered every year; semester to be announced.

COM S 684 Introduction to Symbolic Computation

4 credits. Prerequisites: Computer Science 381 or 481, or permission of instructor. Not offered every year; semester to be announced.

COM S 685 Computational Geometry

Fall. 4 credits. Prerequisites: COM S 681, or permission of instructor. Not offered every year; semester to be announced.

COM S 709 Computer Science Colloquium

Fall or spring. 1 credit. S-U grades only. For staff, visitors, and graduate students interested in computer science.

COM S 713 Seminar in Systems and Methodology

Fall, spring. 4 credits. Prerequisites: a graduate course employing formal reasoning, such as COM S 600, 611, 613, 615, 671, a logic course, or permission of instructor. Not offered every year; semester to be announced.

COM S 715 Seminar in Programming Refinement Logics

Fall or spring. 4 credits. Prerequisite: permission of instructor.

COM S 717 Topics in Parallel Architectures

Fall. 4 credits. Prerequisite: Computer Science 612 or permission of instructor. Not offered every year; semester to be announced.

COM S 718 Topics in Computer Graphics

Fall or spring. 4 credits. Prerequisites: COM S 417 or permission of instructor. Not offered every year; semester to be announced.

COM S 719 Seminar in Programming Languages

Fall or spring. 4 credits. Prerequisite: Computer Science 611 or permission of instructor. S-U grades only.

COM S 722 Topics in Numerical Analysis

Fall or spring. 4 credits. Prerequisite: Computer Science 621 or 622 or permission of instructor. Not offered every year; semester to be announced.

COM S 729 Seminar in Numerical Analysis/ACRI

Fall or spring. 1-4 credits (to be arranged). Prerequisite: permission of instructor. S-U grades only.

COM S 739 Seminar in Text Processing and Information Retrieval

Fall or spring. 4 credits. Prerequisite: Computer Science 635 or permission of instructor. S-U grades only.

COM S 754 Seminar in Work in Progress-Distributed Systems

Fall or spring. 1 credit.

COM S 761 Dynamic Manipulation and Scientific Computation

Spring. 4 credits. Prerequisites: COM S 462 or COM S 661, a strong background in robotics and algorithms (e.g. COM S 481), and permission of the instructor. Not offered every year; semester to be announced.

COM S 762 Robot Cafe

Spring. 4 credits. Prerequisite: CS661. Not offered every year; semester to be announced. Advanced seminar on varying topics.

COM S 773/774 Proseminar in Cognitive Studies I & II (also Cognitive Studies, Philosophy, Linguistics, and Psychology 773/774)

Fall and spring. 2 credits.

COM S 784 Seminar in Computational Algebra

Fall or spring. 4 credits. Not offered every year; semester to be announced. Informal weekly seminar in which current topics in computational algebra and symbolic mathematics are discussed.

COM S 789 Seminar in Theory of Algorithms and Computing

Fall, spring. 2-4 credits. Prerequisite: permission of instructor. S-U grades only.

COM S 790 Special Investigations in Computer Science

Fall, spring. Prerequisite: permission of a computer science adviser. Letter grade only. Independent research or Master of Engineering project.

COM S 890 Special Investigations in Computer Science

Fall, spring. Prerequisite: permission of a computer science adviser. S-U grades only. Master of Science degree research.

COM S 990 Special Investigations in Computer Science

Fall, spring. Prerequisite: permission of a computer science adviser. S-U grades only. Doctoral research.

DANCE

See listings under Department of Theatre Arts.

DUTCH

See Modern Languages and Linguistics.

ECONOMICS

T. Mitra, chair; R. Masson, graduate field representative; T. Lyons, director of undergraduate studies; K. Basu, V. Bencivenga, L. Blume, M. Conlin, T. E. Davis, D. Easley, R. Ehrenberg, R. Frank, G. Hay, Y. Hong, N. Kiefer, P. Legros, P. D. McClelland, M. Majumdar, J. Mitchell, U. Possen, R. E. Schuler, K. Shell, B. Smith, G. J. Staller, S. Subramanian, E. Thorbecke, J. Vanek, M. Veracierto, T. Vogelsang, H. Y. Wan, Jr., J. Wissink. Emeritus: W. Isard, A. Kahn, P. O'Leary

The study of economics provides an understanding of the way economies operate and an insight into public issues. The department offers a broad range of undergraduate courses in such fields as money and banking international and comparative economics; econometrics; theory; history; growth and development; and the organization, performance, and control of industry.

Social Science Distribution Requirement

The microeconomics distribution requirement can be fulfilled with any of the following:

Economics 101, Economics 201, Economics 203, or Economics 313.

The macroeconomics distribution requirement can be satisfied with any of the following:

Economics 102, Economics 202, Economics 204, or Economics 314.

The Major

Students who wish to major in economics must have completed Economics 101 or Economics 203 and Economics 102 or Economics 204 or equivalent courses, and Mathematics 111, or its equivalent. A grade below a C will not be accepted for any of the above. Economics 203 (with a grade of B or better) satisfies both the introductory micro (Economics 101) and the intermediate micro (Economics 313) requirement. Similarly Economics 204 (with a grade of B or better) satisfies both the introductory macro (Economics 102) and intermediate macro (Economics 314) requirement.

Prospective majors should apply at the department office.

The requirements for the major beyond the introductory courses and Math 111 are:

- (1) Economics 313 (or Economics 203 with grade of B or better)
- (2) Economics 314 (or Economics 204 with grade of B or better)
- (3) Economics 319 or Economics 321, and
- (4) 5 other economics courses listed by the Department of Economics or approved by the major adviser, except that Economics 399 (Independent Study) and Economics 499 (Honors Program) cannot be used to fulfill this requirement.
- (5) Unless otherwise noted a course grade of C- or better must be achieved for the course to be applied to satisfying the major requirements.

An honors program is currently being offered. Students should consult the director of undergraduate studies before May of their junior year for more information.

Students planning graduate work in economics or business are strongly encouraged to prepare themselves well in mathematics and econometrics. These students are strongly encouraged to enroll in Economics 319-320 rather than Economics 321.

Courses**ECON 101 Introductory Microeconomics**

Fall, spring, and summer. 3 credits. Economics 101 is not a prerequisite for 102.

Explanation and evaluation of how the price system operates in determining what goods are produced, how goods are produced, and who receives income, and how the price system is modified and influenced by private organizations and government policy.

ECON 102 Introductory Macroeconomics

Fall, spring, and summer. 3 credits. Economics 101 is not a prerequisite for 102.

Analysis of aggregate economic activity in relation to the level, stability, and growth of

national income. Topics discussed may include the determination and effects of unemployment, inflation, balance of payments, deficits, and economic development, and how these may be influenced by monetary, fiscal, and other policies.

ECON 103 Introduction to Economic Analysis

Spring. 4 credits.

This course will introduce the student to the basic tools of microeconomic and macroeconomic theory necessary to understand and analyze contemporary economic problems and their proposed solutions. In particular, the allocative role of the price system in determining production, consumption, and the distribution of income will be analyzed. The course will also focus on aggregate economic activity in relation to the level, stability, and growth of national income and other measures like unemployment, inflation, the deficit, and balance of payments. We will also develop an awareness of the strengths and weaknesses of markets and how the price system and aggregate economy are modified and influenced by private organizations and government policy at both the micro and macro levels of analysis. (Cannot be applied to the economics major.)

ECON 203 Microeconomics

Fall. 4 credits. Prerequisite: calculus.

Intended for students with strong analytical skills who have not taken Economics 101, 201, or 202. Can be used to replace both Economics 101 and 313. (Can replace 313 only with grade of B or better). This course covers the topics taught in Economics 101 and 313. An introduction to the theory of consumer and producer behavior and to the functioning of the price system.

ECON 204 Macroeconomics

Spring. 4 credits. Prerequisite: Economics 203.

Intended for students with strong analytical skills who have not taken Economics 101, 201, or 202. Can be used to replace both Economics 102 and 314. This course covers the topics taught in Economics 102 and 314. (Can replace 314 only with grade of B or better). An introduction to the theory of national income determination, unemployment, growth, and inflation.

[ECON 301 Economics of Market Failure

Spring. 4 credits. Prerequisites: Economics 101-102. Not offered 1995-96.

The course will review briefly the welfare properties of the perfectly competitive market model and will then consider a range of situations in which these properties are modified and where there may be a case for some form of government intervention. The cases to be considered will include (a) the presence of externalities, pollution, and the economics of the environment; (b) the provision of public goods, the free-rider problem; (c) uncertainty and imperfect information, an analysis in the context of labor and insurance markets, and the market for medical care; (d) the regulation of natural monopoly and public utility pricing; (e) the failure of the market to achieve desired redistributive objectives; (f) direct and indirect taxation as instruments of redistribution.]

[ECON 303 Positive and Normative Theories of Income Distribution

Spring. 4 credits. Cannot be applied to the major. Not offered 1995-96.

After examining the distinction between the terms positive and normative as used in economics, this course will explore three main questions: (1) Why is income distributed the way it is? (2) How should income be distributed? (3) What is the relationship between 1 and 2? Particular emphasis will be given to those theories of income distribution, both positive and normative, that tend to dominate discussion of these topics in America.]

ECON 304 Economics and the Law

Spring. 4 credits. Prerequisite: Economics 101.

An examination, through the lens of economic analysis, of legal principles drawn from various branches of law, including contracts, torts, and property. Cases are assigned for class discussion; in addition, there are several writing assignments.

[ECON 306 Economics of Defense Spending

Spring. 4 credits. Prerequisites: Economics 101-102. Not offered 1995-96.

The economic aspects of defense spending are analyzed. Emphasis is on the procurement of weapons systems. Topics covered include an overview of the defense budget, special characteristics of the defense market, the structure of the defense industry, and the economic behavior of defense firms.]

[ECON 308 Economic Analysis of Government (also Civil and Environmental Engineering 322)

Spring. 4 credits. Prerequisites: calculus plus Economics 313 or equivalent or Civil and Environmental Engineering 321. Not offered 1995-96.

Analysis of economic bases for government intervention in a market economy. Topics include public goods, cost-benefit analysis, public finance, environment regulation and risk management, and macroeconomic topics.]

ECON 309 Environmental Economics

Fall. 4 credits. Prerequisites: Economics 101-102.

This course examines the economic aspects of environmental issues. We will look at theoretical and analytical tools of economics as they apply to environmental issues, as well as related philosophical and ethical issues. We will then apply the various economic and ethical paradigms to current environmental issues.

ECON 313 Intermediate Microeconomic Theory

Fall, spring, and summer. 4 credits. Prerequisites: Economics 101-102 and calculus.

The pricing process in a private enterprise economy are analyzed under varying competitive conditions, and their role in the allocation of resources and the functional distribution of national income is considered.

ECON 314 Intermediate Macroeconomic Theory

Fall, spring, and summer. 4 credits. Prerequisites: Economics 101-102 and calculus.

The theory of national income and determination and economic growth in alternative models of the national economy is introduced. The interaction and relation of these models

to empirical aggregate economic data is examined.

ECON 315 History of Economic Analysis #

Fall. 4 credits. Prerequisites: Economics 101-102 or permission of instructor.

Early writings in economics and their relationship to current economic analysis and policy issues, for example, ancient and medieval philosophers on justice in exchange; mercantilist arguments for trade protection; early theories about the effect of monetary expansion (D. Hume); the role of the entrepreneur (Cantillon); and general competitive equilibrium (the Physiocrats). The most recent reading assignment in this course is Adam Smith's Wealth of Nations but the emphasis is on the relationship between the precursors of Adam Smith and his Wealth of Nations to modern economics analysis and current efforts to answer some of the questions raised in the early writing on economics.

[ECON 317 Intermediate Mathematical Economics I

Fall. 4 credits. Prerequisites: Economics 101-102 and Math 111-112. Not offered 1995-96.

Introduction of calculus and matrix algebra; problems of maximization of a function of several variables. Economic examples are used to illustrate and teach the mathematical concepts.]

[ECON 318 Intermediate Mathematical Economics II

Spring. 4 credits. Prerequisites: Economics 101-102 and Math 111-112. Not offered 1995-96.

Advanced techniques of optimization and application to economic theory.]

ECON 319 Introduction to Statistics and Probability

Fall. 4 credits. Prerequisites: Economics 101-102 and Mathematics 111-112.

This course provides an introduction to statistical inference and to principles of probability. It includes descriptive statistics, principles of probability, discrete and continuous distributions, and hypothesis testing (of sample means, proportions, variance). Regression analysis and correlation are introduced.

ECON 320 Introduction to Econometrics

Spring. 4 credits. Prerequisites: Economics 101-102, 319, or equivalent.

Introduction to the theory and application of econometric techniques. How econometric models are formulated, estimated, used to test hypotheses, and used to forecast; understanding economists' results in studies using regression model, multiple regression model, and introduction to simultaneous equation models.

ECON 321 Applied Econometrics

Fall or spring and summer. 4 credits. Prerequisites: Economics 101-102 and calculus.

This course provides an introduction to statistical methods and principles of probability. Topics to be covered include analysis of data, probability concepts and distributions, estimation and hypothesis testing, regression, correlation and time series analysis. Applications from economics are used to illustrate the methods covered in the course.

ECON 323 American Economic History #

Fall. 4 credits. Prerequisites: Economics 101-102 or equivalent.

Problems in American economic history from the first settlements to early industrialization are surveyed.

ECON 324 American Economic History #

Spring. 4 credits. Prerequisites: Economics 101-102 or equivalent.

A survey of problems in American economic history from the Civil War to World War I.

ECON 324A American Economic History #

Spring. 4 credits. Prerequisites: Economics 101-102 or equivalent. Instructor's permission required.

Same material as Economics 324, seminar limited to 12 students.

[ECON 325 Economic History of Latin America @ #

Fall. 4 credits. Not offered 1995-96. A survey of changing economic institutions and policies from pre-Columbian to modern times.]

ECON 326 History of American Enterprise #

Spring. 4 credits. Prerequisites: Economics 101-102 or equivalent.

History of the changing structure of American business from 1800 to the present, with major emphasis upon developments after the Civil War. The focus of the course will be the changing structure of challenges (for example, the rise of unions, development of a national capital market, changing role of government) and the various responses of business organizations and entrepreneurs to those challenges.

ECON 331 Money and Credit

Fall. 4 credits. Prerequisites: Economics 101-102 and 314.

A systematic treatment of the determinants of the money supply and the volume of credit. Economic analysis of credit markets and financial institutions in the United States.

ECON 333 Financial Economics

Spring. 4 credits. Prerequisites: Economics 313 and 314.

The theory and decision making in the presence of uncertainty and the practical aspects of particular asset markets are examined.

ECON 335 Public Finance: The Microeconomics of Government

Fall. 4 credits. Prerequisites: Economics 101-102 and 313, or their equivalent, and one semester of calculus.

The role of government in a free market economy is analyzed. Topics covered include public goods, market failures, allocation mechanisms, optimal taxation, effects of taxation, and benefit-cost analysis. Current topics of an applied nature will vary from term to term.

ECON 336 Public Finance: Resource Allocation and Fiscal Policy

Spring. 4 credits. Prerequisites: Economics 101-102, 313 or their equivalent and one semester of calculus.

This course covers the revenue side of public finance and special topics. Subjects covered include the federal debt, the budget, and government regulation and transfers, as well as problems like local public goods, health

care, education, the hierarchy of governmental structure, plus a variety of applied problems.

[ECON 338 Macroeconomic Policy

Spring. 4 credits. Prerequisite: Economics 314 or equivalent. Not offered 1995-96.

The use of fiscal and monetary policies for achieving full employment, price-level stability, and appropriate economic growth are studied.]

ECON 341 Labor Economics

For description, see ILRLE 240.

ECON 342 Economic Analysis of the University

For description, see ILRLE 648.

ECON 351 Industrial Organization

Fall. 4 credits. Prerequisite: Economics 313 or its equivalent.

A study of markets that differ from the ideal of perfect competition (e.g., monopoly and oligopoly) and the efforts of our legal system through the antitrust laws to deal with the kinds of problems that arise in such markets. Specific topics covered include mergers, price fixing, price discrimination, predatory pricing, and vertical restraints such as resale price maintenance.

ECON 352 Advanced Topics in Industrial Organization

Spring. 4 credits. Prerequisites: Economics 351.

This course is an extension of 351 and will emphasize (a) more-advanced topics in the theory of industrial organization with special attention to recent developments in the literature; and (b) empirical analysis of numerous issues relating to the structure of markets and their performance.

[ECON 355 Departures from Rational Choice

Fall. 4 credits. Prerequisites: Economics 313 and 314, or their equivalents. Not offered 1995-96.

This course examines behaviors that appear inconsistent with the traditional theory of rational choice. These behaviors fall under two broad categories: (1) irrational behavior with regret, and (2) irrational behavior without regret. The first category includes, but is not limited to, behaviors that result from cognitive errors. Once people are made aware of these errors, they typically express a desire to modify their behavior in the directions called for by rational choice theory. The second category represents a deeper challenge to the traditional model. It consists of behaviors that people generally express no desire to modify despite their inconsistency with rational choice theory.]

[ECON 357 Game Theory

Spring. 4 credits. Prerequisites: Economics 313 and 319. Not offered 1995-96.

This course studies mathematical models of conflict and cooperation in situations of uncertainty (about nature and about decision makers).]

ECON 361 International Trade Theory and Policy

Fall. 4 credits. Prerequisites: Economics 101-102 and 313.

This course surveys the sources of comparative advantage. It studies commercial policy and analyzes the welfare economics of trade between countries. Some attention is paid to the institutional aspects of the world trading system.

ECON 362 International Monetary Theory and Policy

Spring and summer. 4 credits. Prerequisites: Economics 101-102 and 314.

This course surveys the determination of exchange rates and theories of balance of payments adjustments. It also explores open economy macroeconomics, and it analyzes some of the institutional details of foreign exchange markets, balance of payments accounting, and the international monetary system.

ECON 363 International Economics

Fall and summer. 4 credits. Prerequisite: Economics 101-102 or equivalent.

This course surveys international economics in one semester. First, it surveys the sources of comparative advantage, and it analyzes commercial policy and the institutional aspects of the world trading system. Second, it discusses exchange rates, and it studies theories of balance of payments adjustments. This course is intended primarily for government majors who are comfortable with a less technical approach to international economics. (Cannot be applied to the economics major.)

ECON 365 Economic Problems of Latin America

Spring. 4 credits. Prerequisites: Economics 101-102.

Current topics include, international debt, capital flight, economic integration, stabilization programs, etc.

[ECON 366 The Economies of the Former Soviet Union and of Central Europe: From Central Planning to Markets

Fall. 4 credits. Prerequisites: Economics 313 and 314. Not offered 1995-96.

The course will introduce first the basic features of a centrally planned economy and proceed to consider the most important example: the rise and fall of the Soviet Union. Secondly, the analysis will be extended to what used to be known as "Eastern Europe" (e.g., Czechoslovakia, Hungary, Poland). From this necessary historical background, the course will proceed to current attempts to move away from Socialist central planning and its legacies to market economy, privatization, and independence.]

ECON 367 Comparative Economic Systems: East and West

Fall. 4 credits. Prerequisites: Economics 101-102.

The course will develop first a framework for studying economic systems and national economies and present three simple stylized systemic models: capitalist market, socialist market, and central planning. Secondly, the course will consider economic goals to be achieved (such as growth, stability, and productivity) and introduce quantitative measures used in the evaluation of the performance. Thirdly, comparative studies of selected national economies representing the models will be carried out.

ECON 369 The Economy of China @

Fall. 4 credits. Prerequisites: Economics 101-102 or permission of instructor.

Examines the development of the Chinese economy and the evolution of China's economic system since 1949.

ECON 370 Socialist Economies in Transition

Fall. 4 credits. Prerequisites: Economics 101-102 and 313-314.

This course studies the economic aspects of the transition of centrally planned, socialist economies to capitalist, market economies. It begins with an overview of the functioning of centrally planned economies, the arguments for reform, and experience with reform of these economies prior to 1989. This background section provides an understanding of the issues relating to reform. The focus then shifts to the current transitions in the reforming economies. We examine the key elements of the reform process, including macroeconomic stabilization and price liberalization, tax reform, development of capital markets, and privatization of firms. We study the economic arguments relating to each of these aspects of reform and compare experiences with reform in different countries.

ECON 371 Economic Development

Fall. 4 credits. Prerequisites: Economics 313 or equivalent.

Study of the problem of sustaining accelerated economic growth in less-developed countries. Trade-offs between growth, welfare, and equity; the legacy of colonialism; relevance of history and economic theory; problems of capital formation, economic planning and international specialization; and the interaction of industrialization, agricultural development, and population change are emphasized.

ECON 372 Applied Economic Development

Fall or spring. 4 credits. Prerequisite: Economics 313.

This course examines several special topics in the economics of developing countries. Among the topics covered recently are the concepts of development and underdevelopment, the debate over development economics, the peasant household and its place in the world economy, the debt crisis, the state vs. market debate and the role of the state in economic development, and the question of sustainable development.

ECON 374 National and International Food Economics

For description, see NS 457.

ECON 375 Economic Problems of India

Fall. 4 credits. Prerequisite: Economics 101/102 or equivalent background.

This course will present the major economics and development problems of contemporary India and to examine the country's future economic prospects. It will, however, be our aim to discuss these problems in their proper historical perspectives. Hence, the course will start with a brief outline of the social and political history of India. It will then turn to a more detailed account of the economic history of India in two stages.

ECON 381 Economics of Participation and Workers' Management

Spring. 4 credits. Prerequisites: Economics 313-314 or permission of instructor.

The theory of labor-management economics is developed systematically, and literature on that and related subjects surveyed. Theories of the participatory firm, industry, and general equilibrium are covered together with a microeconomic theory and analysis of special dimensions of the system. Efficient decision-making processes within the firm are also studied. Illustrative references to Yugoslavia

and other real instances of labor participation are made throughout.

ECON 382 The Practice and Implementation of Self-Management

Fall. 4 credits. Prerequisites: Economics 101-102.

A broad introduction to the subject of workers' self-management intended for both economists and non-economists. It contains no technical tools nor does it require prior professional knowledge: thus there are no prerequisites. The course objective is to answer 5 broad questions: (1) What is self-management? (2) Where and in what form does it occur? (3) What is its history? (4) How does it work? and (5) How is a cooperative enterprise/economy started/operated?

ECON 399 Readings in Economics

Fall or spring. Variable credit. Independent study.

[ECON 416 Intertemporal Economics

Spring. 4 credits. Prerequisites: Economics 313. Not offered 1995-96.

This course is intended for advanced economics majors who are especially interested in economic theory. Topics to be covered: (a) review of the one good Ramsey model of optimal savings and accumulation; conditions for intertemporal efficiency in production; comparative dynamics and sensitivity analysis; (b) some earlier models of capital accumulation; the roles of present value and internal rate of return in guiding investment decisions; (c) growth, exhaustible resources; pollution and conservation: discussion of the trade-offs facing a society.]

[ECON 419 Economic Decisions under Uncertainty

Fall. 4 credits. Prerequisites: Economics 313 and 319. Not offered 1995-96.

This course provides an introduction to the theory of decision making under uncertainty with emphasis on economic applications of the theory.]

ECON 422 The Economics of Infrastructure and a Sustainable Environment

For description, see CEE 422.

ECON 436 Projects in Environmental Management

For description, see NBA 573.

ECON 445 Topics in Microeconomic Analysis—Markets and Planning

Fall. 4 credits. Prerequisites: Economics 313.

This is a course of economic theory designed for upperclass undergraduates. Course contents may vary from year to year. Issues that may be examined include (1) How can economic activities be efficiently organized through the market mechanism? Why is the presence of many traders essential to efficiency? (2) What can be done if the indivisibility in production processes becomes an important hindrance to competitive pricing? (3) How can economic planning be decentralized efficiently? This course serves two purposes: (1) to introduce concepts that are novel to undergraduates and relevant to public policy but require only a modicum of analytic tooling up, and (2) to illustrate the deductive approach of modern economic analysis—how to define concepts unambiguously, how to form propositions in clear-cut

fashion, and how to follow up logical implications sequentially to the conclusion.

[ECON 446 Topics in Macroeconomic Analysis—Is Keynesianism Dead?

Fall or spring. 4 credits. Prerequisites: Economics 314. Not offered 1995-96.

The coverage of this course may vary from term to term. Presently the content of the course deals with the range of criticisms against Keynesian theory by the New Classical Economics, alias the Equilibrium School, alias the Rational Expectations School. Despite the fact that almost all intermediate macroeconomic textbooks are Keynesian in perspective, clearly Keynesian economics is currently at bay. We shall review critically, critiques to Keynesian theory.]

ECON 473 Economics of Export-led Development @

Spring. 4 credits. Prerequisites: Economics 313, 314, or their equivalent.

This course will examine the phenomenon of export-led development from both the theoretical and empirical points of view. Concentration will be on experiences within the West Pacific Rim.

[ECON 481 Economic Effects of Participation and Labor-Managed Systems

Fall or spring. 4 credits. Prerequisites: Economics 381 and 382. Not offered 1995-96.

This course applies microeconomic theory to analyzing the performance of firms in which employees either participate in the decision-making process or make all the important decisions. If a specialist in the area is lacking, Prof. Vanek may give the course as a seminar where primarily grad students will discuss topics in the literature selected through consensus of the participants.]

ECON 482 Practical Aspects of Business Management of Worker Enterprises

Fall. 4 credits. Prerequisite: should be taken concurrently with or following Economics 382/582, and permission of instructor.

This course is designed to further and deepen undergraduate and graduate students' knowledge of workers' self-management democratic enterprises. It will be based primarily on dialogue and participants' own presentations of their research in relevant areas such as cooperative business law, finance, accounting, or internal work organization. The instructor will act primarily as a coordinator and resource person. Whenever possible an attempt is made to form and incorporate a self-managing cooperative enterprise. Students who have taken all three courses, Economics 381/681, 382/682, and 482, both graduate and undergraduate, are welcome to participate as teacher-student interns. They may receive additional independent study credit for this work.

[ECON 483 The Technological and Product Base of Worker Enterprises, with Special Emphasis on Ecology and Solar Energy Applications

Fall or spring. 4 credits. Prerequisite: may be taken concurrently with or following Economics 382/582, and permission of instructor. Not offered 1995-96.

This course is designed to deepen undergraduate and graduate students' knowledge of workers' self-management and cooperation,

through learning about and construction of simple energy-related technologies, to be produced in workers' enterprises. Size of the class is limited by technical, space, and instruction resources. Some of the technologies may serve as a basis for projects to be undertaken in Economics 482.]

ECON 499 Honors Program

Fall and spring. 8 credits.
Consult the Director of Undergraduate Studies for details. Interested students should apply to the program in the spring semester of their junior year.

Graduate Courses and Seminars

ECON 509 Microeconomic Theory I

Fall. 4 credits.
Topics in consumer and producer theory.

ECON 510 Microeconomic Theory II

Spring. 4 credits.
Topics in consumer and producer theory, equilibrium models and their application, externalities and public goods, intertemporal choice, simple dynamic models and resource depletion, choice under uncertainty.

ECON 513 Macroeconomic Theory: Static Income Determination

Fall. 4 credits.

ECON 514 Macroeconomic Theory: Dynamic Models, Growth, and Inflation

Spring. 4 credits.

ECON 516 Applied Price Theory

Spring. 4 credits.
The course emphasizes the applications of the principles of price theory to a variety of problems taken from concrete, practical settings.

ECON 517 Intermediate Mathematical Economics I

Fall. 4 credits.

ECON 518 Intermediate Mathematical Economics II

Spring. 4 credits.

ECON 519 Econometrics I

Fall. 4 credits. Prerequisites: Economics 319–320 or permission of instructor.
This course gives the probabilistic and statistical background for meaningful application of econometric techniques. Topics to be covered are (1) probability theory: probability spaces, random variables, distributions, moments, transformations, conditional distributions, distribution theory and the multivariate normal distribution, convergence concepts, laws of large numbers, central limit theorems, Monte Carlo simulation; (2) statistics: sample statistics, sufficiency, exponential families of distributions. Further topics in statistics will be considered in Economics 520.

ECON 520 Econometrics II

Spring. 4 credits. Prerequisite: Economics 519.
This course is a continuation of Economics 519 (Econometrics I) covering (1) statistics: estimation theory, least squares methods, method of maximum likelihood, generalized method of moments, theory of hypothesis testing, asymptotic test theory, and nonnested hypothesis testing and (2) econometrics: the general linear model, generalized least squares, specification tests, instrumental variables, dynamic regression models, linear

simultaneous equation models, nonlinear models, and applications.

[ECON 537 Economics of Financial Market Regulation

Fall. 4 credits. Prerequisites: ECON 313 and 314 and the consent of the instructor. Not offered 1995–96.

The decade of the 90s has seen a revolution in financial regulation. The FDICIA, the Basel agreements, and the various European Community directives are changing the rules of the financial game. What are the possible impacts on financial markets and institutions? What is the likely structure of financial intermediation after these regulatory shocks? Specific topics to be covered: financial markets, intermediaries and instruments; quantitative analysis of financial assets and flows; economics of financial intermediation; financial regulation in the U.S. and Europe and harmonization; costs and benefits of the current regulatory environment.]

ECON 565 Economic Problems of Latin America

Spring. 4 credits.
For description see Economics 365.

[ECON 581 Economics of Participation and Worker Management

Spring. 4 credits. Not offered 1995–96. For description see Economics 381.]

[ECON 582 The Practice and Implementation of Self-Management

Fall. 4 credits. Not offered 1995–96. For description see Economics 382.]

ECON 599 Readings in Economics

Fall or spring. Variable credit.
Independent study.

[ECON 603 Seminar in Peace Science

Fall. 4 credits. Not offered 1995–96.
Among topics to be covered at an advanced level are game theory, coalition theory, bargaining and negotiation processes, cooperative procedures, microbehavior models, macrosocial processes, and general systems analysis.]

[ECON 605 Advanced Social Theory for Peace Scientists

Spring. 4 credits. Prerequisites: Economics 505 and knowledge of microeconomic theory. Not offered 1995–96.
Study of diverse social science hypotheses and theories as they relate to, and can be synthesized within, multiregional, multinational, and generally multigroup conflict and cooperative frameworks. Particular attention will be given to developments stemming from microeconomics and general systems theory. Dynamic analyses will be emphasized.]

ECON 610 Stochastic Economics: Concepts and Techniques

Spring. 4 credits. Prerequisites: Economics 509, 510, 513, 514, 519, and 520.
This course will review a number of techniques that have been useful in developing stochastic models of economic behavior. Among these are (a) discrete-time Markov processes, (b) dynamic programming under uncertainty, and (c) continuous-time diffusion processes. Examples of economic models will be drawn from recent literature on optimal capital accumulation and optimal savings and portfolio selection problems; permanent income hypothesis; dynamic models of price adjustment, etc. Advanced graduate students contemplating work in economic theory and

econometric theory will be able to get some exposure to current research.

ECON 611 Advanced Microeconomic Theory

Fall. 4 credits.

ECON 612 Advanced Macroeconomic Theory

Fall. 4 credits.

ECON 617 Mathematical Economics

Spring. 4 credits.

ECON 618 Mathematical Economics

Fall. 4 credits.

ECON 619 Advanced Topics in Econometrics I

Fall. 4 credits. Prerequisites: Economics 519–520 or permission of instructor.
Advanced topics in econometrics, such as asymptotic estimation and test theory, robust estimation, Bayesian inference, advanced topics in time-series analysis, errors in variable and latent variable models, qualitative and limited dependent variables, aggregation, panel data, and duration models.

ECON 620 Advanced Topics in Econometrics II

Spring. 4 credits. Prerequisites: Economics 519–520 or permission of instructor. For description see Economics 619.

ECON 621 Time Series Econometrics

Prerequisites: Economics 519–520 or permission of instructor.
This course covers traditional and current time series techniques that are widely used in econometrics. Topics include the theory of stationary stochastic processes including univariate ARMA(p,q) models, spectral density analysis, and vector autoregressive models; parametric and semi-parametric estimation; current developments in distributional theory; estimation and testing in models with integrated regressors including, unit root tests, cointegration, and permanent vs. transitory components.

[ECON 623 American Economic History

Fall or spring. 4 credits. Not offered 1995–96.]

[ECON 624 American Economic History

Fall or spring. 4 credits. Not offered 1995–96.]

[ECON 626 Methods in Economic History

Fall or spring. 4 credits. Not offered 1995–96.]

ECON 631 Monetary Theory and Policy

Spring. 4 credits.

ECON 632 Monetary Theory and Policy

Fall. 4 credits.

ECON 635 Public Finance: Resource Allocation and Fiscal Policy

Fall. 4 credits.

ECON 636 Public Finance: Resource Allocation and Fiscal Policy

Spring. 4 credits.

ECON 637 Location Theory and Regional Analysis

Fall. 4 credits. Prerequisites: Economics 509, 517, and Econometrics.
Economic principles influencing the location of economic activity, its spatial equilibrium structure, and dynamic forces. Topics include spatial pricing policies, price competition, and relocation by firms; residential location

patterns; patterns of regional growth and decline; and patterns of urbanization.

ECON 641 Seminar in Labor Economics
For description see ILRLE 744.

ECON 642 Seminar in Labor Economics
For description see ILRLE 745.

ECON 644 The Labor Market and Public Policy: A Comparative View
Fall or spring. 4 credits.

ECON 647 Economics of Evaluation (also Industrial and Labor Relations 647)
For description see ILRLE 647.

ECON 648 Issues in Latin America
Fall. 4 credits.

ECON 651 Industrial Organization and Regulation
Fall. 4 credits.

ECON 652 Industrial Organization and Regulation
Spring. 4 credits.

[ECON 653 Public Policy Issues for Industrial Organizations
Spring. 4 credits. Prerequisites: Economics 509, 510, and 651. Not offered 1995-96.

The course takes an in-depth view of the interaction between the government and business. Methods of business control, including antitrust, price regulation, entry regulation, and safety regulation. Emphasis will be not only on the economic effects on business, but on the economics of selecting and evolving the method of control.]

[ECON 655 Rivalry and Cooperation
Fall. 4 credits. Prerequisites: Economics Graduate Core or instructor's permission. Not offered 1995-96.

In standard models, economic interaction is impersonal. Agents respond to price signals and measure their own welfare not in relative but in absolute terms; and cooperative behavior emerges only when it coincides with narrow self-interest. This course will explore the details of rivalry and cooperation in an effort to synthesize broader views of economic interaction. Topics will include the effect of concerns about relative income on wage rates, consumption, savings, and regulation; the effect of concerns about fairness on prices and wages; the conditions that foster trust and cooperation; and the role of positional competition in the distribution of economic rewards.]

ECON 656 Noncooperative Game Theory
Fall. 4 credits. Prerequisites: Economics 509-510 and 519.

This course surveys equilibrium concepts for non-cooperative games. We will cover Nash equilibrium and a variety of equilibrium refinements, including perfect equilibrium, proper equilibrium, sequential equilibrium and more! We will pay attention to important special classes of games, including bargaining games, signalling games, and games of incomplete information. Most of our analysis will be from the strict decision-theoretic point of view, but we will also survey some models of bounded rationality in games, including games played by automata.

ECON 657 Economics of Imperfect Information

Spring. 4 credits. Prerequisites: Economics 509-510 and 519.

The purpose of this course is to consider some major topics in the economics of uncertain information. Although the precise topics considered will vary from year to year, subjects such as markets with asymmetric information, signalling theory, sequential choice theory, and record theory will be discussed.

ECON 660 Topics in Political Economy
Fall. 4 credits. Prerequisite: Economics 313 or equivalent.

This course will develop critiques and extensions of economic theory, taking into account the political and social moorings of economic activity and equilibria. The formation and persistence of social norms; the meaning and emergence of property rights; the role of policy advice in influencing economic outcomes; and the effect of political power and ideology on economic variables will be studied. While these topics were popular in the classic works of political economy, recent advances in game theory and, more generally, game-theoretic thinking allows us to approach these topics from a new perspective. Hence, the course will begin by devoting some lectures to elementary ideas in game-theory and strategic analysis.

ECON 661 International Economics: Trade Theory and Policy
Fall. 4 credits.

This course surveys the sources of comparative advantage. It analyzes simple general equilibrium models to illustrate the direction, volume, and welfare effects of trade. Topics in game theory and econometrics as applied to international economics may be covered.

ECON 662 International Economics: International Finance and Open Economy Macroeconomics
Spring. 4 credits.

This course surveys the determination of exchange rates and theories of balance of payment adjustments. It explores open economy macroeconomics by analyzing models of monetary economics. Topics in monetary economics and econometrics as applied to international economics will be covered.

[ECON 664 International Economics: Balance of Payments and International Finance

Fall or spring. 4 credits. Not offered 1995-96.]

[ECON 670 Economic Demography and Development

Fall or spring. 4 credits. Not offered 1995-96.]

ECON 671 Economic Development and Development Planning
Spring. 4 credits.

Reviews the existing literature on the determinants of economic growth and the interrelationship between growth and income distribution through the process of economic development. A general equilibrium approach to development is taken. Computable general equilibrium models, based on social accounting matrices, are used to explore the performance of a variety of developing countries. Among the topics explored are: impact of structural adjustment

and stabilization policies on growth, equity and internal and external equilibrium; sectoral interrelationship and interdependence through the growth process. Critical review and evaluation of national, sectoral and regional development models built for such developing countries as India, Brazil, Indonesia and Ecuador.

ECON 672 Economics of Development

Fall. 4 credits. Prerequisites: first-year graduate economic theory and econometrics.

Analytical approaches to the economic problems of developing nations. Topics to be covered include: some old and new directions in development economics thinking, the welfare economics of poverty and inequality, empirical evidence on who benefits from economic development, labor market models, project analysis with application to the economics of education, and development policy.

[ECON 673 Economic Development

Fall or spring. 4 credits. Prerequisites: Economics 509 and 520. Not offered 1995-96.

The course is concerned with theoretical and applied works that seek to explain economic development, or lack thereof, in countries at low-income levels. Specific topics vary each semester.]

ECON 674 Economic Systems

Fall. 4 credits.

ECON 675 Comparative Economic Organization and Institutions

Spring. 4 credits. Prerequisites: Economics 314 and 351-352 or equivalent.

This course addresses problems of coordination, management, finance, and organizational structure in firms and, to some extent, economies. It covers topics such as coordination mechanisms for production activity, problems arising in the control of subordinate agents' behavior, decision making within firms, internal firm organization, financial institutions and loan contracts, and the market for firm control. Course material draws from literature on mechanism design and from the fields of industrial organization, finance, and comparative systems.

[ECON 678 Economic Growth in Southeast Asia

Fall or spring. 4 credits. Not offered 1995-96.]

[ECON 681 Economics of Participation and Self-Management

Fall. 4 credits. Prerequisites: Economics 101-102, or permission of instructor. Not offered 1995-96.

For description see Economics 381. Economics 681 is given on a more advanced graduate level.]

[ECON 682 Seminar on Economics of Participation and Labor-managed Systems

Fall. 4 credits. Not offered 1995-96.]

ECON 684 Seminars in Advanced Economics

Fall and spring. 4 credits.

ENGLISH

W. Wetherbee, chair; R. Gilbert, director of undergraduate studies (255-3492); D. Fried, graduate faculty representative (255-7989); D. Mermin, director of honors program; B. B. Adams, A. R. Ammons, J. P. Bishop, A. Boehm, F. V. Bogel, L. Bogel, Laura Brown, Lois Brown, C. Chase, B. Correll, J. Culler, S. Davis, D. Eddy, L. Fakundiny, R. T. Farrell, A. Galloway, K. Gottschalk, E. Hanson, L. Herrin, T. D. Hill, M. Hite, M. Jacobus, P. Janowitz, B. Jeyifo, C. V. Kaske, M. Koch, C. S. Levy, A. Lurie, D. E. McCall, K. A. McClane, M. McCoy, H. S. McMillin, B. Maxwell, S. P. Mohanty, D. Moore, R. Morgan, H. Mullen, T. Murray, B. V. Olguin, R. Parker, J. Porte, E. Rosenberg, N. Saccamano, S. Samuels, P. Sawyer, D. R. Schwarz, M. Seltzer, K. Shanley, H. E. Shaw, S. Siegel, H. Spillers, G. Teskey, S. Vaughn, H. M. Viramontes, S. Wong, Emeriti: M. H. Abrams, J. F. Blackall, A. Caputi, S. Elledge, R. Elias, P. Marcus, J. R. McConkey, S. Parrish, M. A. Radzinowicz, S. C. Strout

The Department of English offers a wide range of courses in English, American, and Anglophone literature as well as in creative writing, expository writing, and film. Literature courses focus variously on the close reading of texts, the study of particular authors and genres, questions of critical theory and method, and the relationship of literary works to their historical periods and to other disciplines. The department seeks not only to foster analytical reading and lucid writing but also, through the study of literary texts, to teach students to think about the nature of language, and to be alert to the rigors and pleasures of that ordinary and peculiar activity, reading.

Students who major in English develop their own programs of study in consultation with their advisers. Some focus on a particular historical period or literary genre; others combine sustained work in creative writing with the study of literature. Others pursue special interests in such areas as women's literature, Afro-American literature, literature and the visual arts, or critical theory.

There are also many ways for students informally to supplement their course work in English, by attending the frequent lectures and poetry readings sponsored by the department, or by writing for campus literary magazines.

The Major

Any student considering a major in English should meet with the department's director of undergraduate studies to discuss the major and be assigned a major adviser. Copies of a brochure containing suggestions for English majors and prospective English majors are available in the department office, 250 Goldwin Smith Hall.

The Department of English recommends that its students ready themselves for the major by taking at least one preparatory course. Freshmen interested in majoring in English are encouraged to take one of the following freshman seminars: The Reading of Fiction (English 270), The Reading of Poetry (English 271), or Introduction to Drama (English 272). First-term freshmen with a score of 700 or above on the CEEB College Placement Tests in English composition or literature or 4 or 5 on the CEEB Advanced Placement Examina-

tion in English may enroll in English 270, 271, 272 as space permits (all students who have taken one freshman seminar are permitted to enroll in these courses as space permits).

English 201 and 202, overviews of major British writers, though not required for the major, are strongly recommended for majors and prospective majors, since they afford an overview of the history of English literature, providing an introduction to periods, authors, and genres that allows students to make a more informed choice of advanced courses.

In addition, The American Literary Tradition (English 275) and the Essay in English (English 295) are especially suitable in preparation for the major.

Requirements

Each English major must complete with passing letter grades at least 36 credits in courses approved for the major. Students may count up to four courses for the major from the category entitled "200-level Courses Approved for the Major." All English courses numbered 300 or above count toward the major. Of the 36 credits required for the major, 12 (three courses) must be taken in literature before 1800. (Courses taken for the English major may also be used to satisfy the arts college humanities distribution requirement or, in the case of creative writing courses, the expressive arts distribution requirement.)

A major, then, might normally consist of three or four courses at the 200 level, three or four at the 300 level, and a couple of 400-level seminars. A student's selection of courses will ideally display some historical breadth (as is reflected in the requirement of three courses in literature before 1800) and training in the reading of several kinds of literature (such as drama, poetry, and fiction). In their final semesters, English majors should be ready for advanced seminars in a more focused field of interest.

Foreign Language

English majors also are required to complete, with passing letter grades, six credits of foreign language study (preferably in literature) in courses for which qualification is a prerequisite. Advanced placement credit does not fulfill this requirement, nor does the study of foreign literature in translation. Majors are urged to complete this requirement by the end of their sophomore year, and those who enter Cornell without sufficient preparation should begin their language study at once.

With the permission of their advisers, students may count toward the English major a maximum of 12 credits in literature or creative writing courses at the 300 level or above given by such departments and programs as Comparative Literature, Theatre Arts, Romance Studies, the Africana Studies and Research Center, and the Society for the Humanities. Double majors may count toward these 12 credits any courses, 300 level or above, taken in their other major if such courses are approved by their English department adviser as relevant to the study of literature.

Honors

Prospective candidates for the degree of Bachelor of Arts with honors in English should

read the handout "English Department Honors Program," available in the English office. These students should discuss their qualifications with the chair of the Honors Committee during the spring term of their sophomore year, when they will be admitted provisionally to the program. During their junior year, honors candidates must take one honors seminar (English 491 or 492), which will reflect a dominant area of interest, address methods of scholarly research, and require the composition of a long end-of-term essay. Honors students are strongly encouraged to take an additional 400-level course in the field in which they plan to concentrate. On the basis of their performance, students will be officially admitted to the program at the end of the junior year. Seniors in honors enroll in a year-long tutorial (English 493 and 494) in which they work closely with a faculty member especially qualified to supervise the topic of the candidate's choosing; the year's work culminates in the writing of a scholarly honors thesis. (All seniors in the program are expected to attend informal sessions in which they discuss their work-in-progress.) More information about the program may be found in the department's brochure for honors candidates.

Courses for Nonmajors

For students not majoring in English, the department makes available a variety of courses at all levels. Some courses at the 200 level are open to qualified freshmen, and all of them are open to sophomores. Courses at the 300 level are open to juniors and seniors and to underclass students with permission of the instructor. The suitability of courses at the 400 level for nonmajors will vary from topic to topic, and permission of the instructor is required.

Freshman Writing Seminars

As part of the Freshman Writing Program, the Department of English offers many one-semester courses concerned with various forms of writing (narrative, biographical, expository), with the study of specific areas in English and American literature, and with the relation of literature to culture. Students may elect any two of these courses during their first year to satisfy the Freshman Seminar requirement. Descriptions of Freshman Writing Program offerings may be found in the Freshman Writing Program listings, available from college registrars in August for the fall term and in November for the spring term.

Especially well-qualified students who are considering a major in English are encouraged to enroll in English 270, 271, or 272.

Students who have scored 4 or 5 on the Princeton exam or 700 or better on the English Composition or CEEB test or 6 or 7 on the International Baccalaureate (IB) Higher Level Examination are eligible to enroll in the fall semester (space permitting) in any one of these courses. English 270, 271, and 272 will be open to all freshmen in the spring semester who have satisfactorily completed one freshman seminar. Registration is handled by the Freshman Writing Program during freshman registration.

ENGL 270 The Reading of Fiction

Fall, spring, each summer. 3 credits. Each section limited to 17 students. Freshman Seminar. Recommended for prospective majors in English. Forms of modern fiction, with emphasis on the short story and novella. Critical study of works by English, American, and Continental writers from 1880 to the present.

ENGL 271 The Reading of Poetry

Fall, spring. 3 credits. Each section limited to 17 students. Freshman Seminar. Recommended for prospective majors in English. Designed to sharpen the student's ability to understand and respond to poetry, through readings in the major periods, modes, and genres of poetry written in English.

ENGL 272 Introduction to Drama

Fall, spring. 3 credits. Each section limited to 17 students. Freshman Seminar. Recommended for prospective majors in English. Selected works by such playwrights as Sophocles, Shakespeare, Ibsen, and Brecht introduce the chief idioms and styles of drama. The course work may include a special project related to the plays being produced by the Department of Theatre Arts.

Courses Primarily for Nonmajors**ENGL 205 Readings in English and American Literature**

Spring. 3 credits. R. Farrell.

English Literature to 1800: This course is intended for nonmajors, and is open to any student interested in literature and culture. Authors covered include Chaucer, Shakespeare, Jensen, Swift, and Pope. There will be a take-home midterm and final, both open book. Students will be strongly encouraged to follow their own interests.

ENGL 206 Readings in English and American Literature

3 credits. Not offered 1995-96.]

ENGL 227 Shakespeare #

Fall. 3 credits. Limited to 25 students. C. Levy.

A critical study of representative plays from the principal periods of Shakespeare's career.

ENGL 288-289 Expository Writing

288, fall; 289, spring. 3 credits each term. Each section limited to 16 students. Prerequisites: Students must have completed the freshman writing requirements of their individual colleges before they may enroll in this course.

English 288-89 offers guidance and an audience for students who wish to gain skill in expository writing. Each section provides a context for writing defined by a form or use of exposition, a disciplinary area, a practice, or a topic intimately related to the written medium. Course members will read regularly in relevant published material and do a substantial amount of new writing of their own each week, while reviewing and responding to each other's work. Since these seminar-sized courses depend on members' full participation, regular attendance and submission of written work are required. Students and instructors will confer individually throughout the term.

Fall 1995:

Section 1.—Artworks in Controversy—B. Barr
Section 2.—Rhetorics of Community—C. Carlson

Section 3.—What's Yours is Mine: Cultural Appropriations—P. Coviello

Section 4.—The Reflective Essay—A. Boehm

Section 5.—Understanding the Media—D. A. Williams

Section 6.—Rights, Politics, and the Constitution—L. Laufenberg

Section 7.—Issues and Audiences—B. LeGendre

Section 8.—Writing in the Humanities—S. Davis

Section 9.—Nature in History, Humans in Nature—D. Takacs

Spring 1996: To be announced.

See English Department *Guide to Course Scheduling* for full fall and spring section descriptions.

Creative Writing

Students usually begin their work in Creative Writing with English 280 or 281, and only after completion of the Freshman Seminar requirement. Please note that either English 280 or English 281 is the recommended prerequisite for 300-level creative writing courses. English 280 and 281 may satisfy a distribution requirement in your college (please check with your college adviser). English 382-383, 384-385, and 480-481 are approved for the English major.

ENGL 280-281 Creative Writing

Fall, spring, summer, and winter session. 3 credits. Prerequisites: completion of the Freshman Seminar requirement. Limited to 18 students.

An introductory course in the theory, the practice, and the reading of prose, poetry, and allied forms. Students are given the opportunity to try both prose and verse writing and may specialize in one or the other. Many of the class meetings are conducted as workshops. English 280 is not a prerequisite for English 281.

ENGL 382-383 Narrative Writing

See complete course description in section headed Courses for Sophomores, Juniors, and Seniors.

ENGL 384-385 Verse Writing

See complete course description in section headed Courses for Sophomores, Juniors, and Seniors.

ENGL 480-481 Seminar in Writing

See complete course description in section headed Courses for Advanced Undergraduates.

Expository Writing**ENGL 381 Reading as Writing**

See complete course description in section headed Courses for Sophomores, Juniors, and Seniors.

[ENGL 386 Philosophic Fictions

Not offered 1995-96.]

ENGL 387 Autobiography: Memoir, Memory, and History

See complete course description in section headed Courses for Sophomores, Juniors, and Seniors.

ENGL 388-389 The Art of the Essay

See complete course description in section headed Courses for Sophomores, Juniors, and Seniors.

200-Level Courses Approved for the Major

Students may take up to four of the following 200-level courses for credit toward the English major. Although courses numbered in the 200s are primarily for sophomores, some of them are open to qualified freshmen.

ENGL 201-202 The English Literary Tradition #

201: Fall. 4 credits. W. Wetherbee.

Open to undergraduates who have completed the freshman writing requirement. English 201 is not a prerequisite for 202. 201 may be used as one of the three courses before 1800 required of English majors.

Interpretation of major works ranging from *Beowulf* through Milton. Surveys Old English poetry, Chaucer, medieval romances, Spenser, Shakespeare, Renaissance lyric poetry, and Milton. The course will be conducted by a combination of lectures and seminars.

202: Spring. 4 credits. F. Bogel.

A survey of English literature from the Restoration through the twentieth century, including works by Dryden, Swift, Pope, Mary Wortley Montagu; the Romantic and Victorian poets; Wilde, Yeats and T. S. Eliot. Lectures and discussion sections.

[ENGL 203 Major Poets

3 credits. Not offered 1995-96.]

ENGL 207 Introduction to Twentieth-Century Poetry

Spring. 3 credits. R. Gilbert and D. Fried.

Poetry written in the twentieth century is both challenging and exhilarating in its freedom, innovation, and diversity. Not a survey, this course will sample the vast array of poetic modes and forms employed over the past 95 years, with an emphasis on British, American, and Anglophone poetry, but with some attention to important works in other languages as well. Our focus in the course will be on the poems themselves—how they feel, sound, look, mean, and work—and on the varying contexts in which they may be read. These contexts include: audiences for poetry; the life and career of the poet; important poetic movements (Imagism, Surrealism, "Language" poetry); verse forms ranging from the strictly patterned to the seemingly random; the poetry industry (or "Po Biz"); poetry and social movements (feminism, multiculturalism); poetry and technology; poetry and science; poetry and the self. Attention will be paid to the craft of poetry-writing through exercises as well as lectures by poets. Poems not in English will be read in translation. No previous study of poetry required.

ENGL 212 An Introduction to Medieval Epic #

Spring. 3 credits. This course may be used as one of the three courses before 1800 required for the English major. T. Hill.

An introduction to medieval epic focusing particularly on the English and "insular" epic tradition. Works studied will normally include *Beowulf*, *Maldon*, *Egils saga*, *Njals saga*, and *Tain Bo Cualigne*, the *Chanson de Roland*, the *Nibelunglied*, selections from Malory, and English and Scots ballads. Requirements include two papers, a midterm and a final. No previous knowledge of medieval literature is expected.

ENGL 240 Introduction to U.S. Latina/o Literature (also HASP 240 and SPANL 242)

Fall. 3 credits. B. Olguin.

It is estimated that by the year 2030, the Latino/a population in the United States will be the largest "minority group" in the country. This course seeks to introduce students to the growing body of literature across time, space, and genre being produced by the various Latino/a communities that have established a presence in the United States. Of particular interest are the manner and degree to which the literatures converge and diverge as they explore issues of "race," ethnicity, gender, sexuality, class, nationality, and identity in general, at a time when the American profile is increasingly becoming "latinized." Authors examined include Tomás Rivera, Alurista, Gloria Anzaldúa, Cherrie Moraga, Jesús Colón, Miguel Piñero, Nicolasa Mohr, Christina Garcia, Oscar Hijuelos, Julia Alvarez, Ruben Martínez and several others.

ENGL 242 Chicanos and Film: Representations of La Raza (also HASP 242 and SPANL 244)

Fall. 4 credits. B. V. Olguin.

This survey course traces Mexican, American and Mexican American representations of Chicanas and Chicanos from the early 1900s to the present. Students will consider how technology and culture are deployed by Raza Filmmakers to confront mainstream aesthetics in their own articulation of community and ideology through film. The films examined include *¡Viva Zapata!*, *Bordertown*, *A Medal for Benny*, *Tortilla Flat*, as well as *I am Joaquín*, *Seguín*, *Yo Soy Chicano*, *The Ballad of Gregoria Cortez*, *Raíces de Sangre*, *Alambrista*, *Zoot Suit*, *La Bamba*, *Chicana*, *American Me*, *Bound by Honor*, *Mi Vida Loca*, and others. Lab fee required.

ENGL 243 Poetry and Politics in the Americas (also HASP 243 and SPANL 243)

Spring. 4 credits. B. V. Olguin.

This course examines poetry and poetics as dialogical statements where history, politics and culture are actively engaged by the poet and the poem. Our particular focus will be on poetic interventions in popular struggles throughout the Americas over time—from nineteenth-century independence movements to twentieth-century nationalist and internationalist struggles—and across space—from the Caribbean, South, Central, and North America. Students will consider the unique challenges to aesthetics, ideology and identity in general posed by various engaged artists such as José Martí, Nicanor Parra, Ariel Dorfman, Pablo Neruda, Nicolás Guillén, Claribel Alegría, Roque Dalton, Raúl Salinas, Lorna Dee Cervantes, Carolyn Forché, Alejandro Murguía, Sonia Sánchez, Allen Ginsberg, Martín Espada, Gwendolyn Brooks, Adrienne Rich, and others.

[ENGL 251 Twentieth-Century Women Novelists (also Women's Studies 251)]

4 credits. Not offered 1995–96.]

ENGL 260 Introduction to American Indian Literature

Fall. 3 credits. D. Moore.

In an introduction to Native American literatures, we read a variety of genres—novels, short fiction, autobiography, poetry, oral traditions—spanning Indian publications through the last two centuries. Issues arising from the texts include aesthetics of orality and literacy; cultural change and survival; colonial identity politics; mythic histories; world views and ideologies; and contemporary tribal sovereignty. A goal of the course is to read historical American contexts through the eyes of Native American texts.

ENGL 262 Asian American Literature (also Asian American Studies 262 and American Studies 262)

Fall. 3 credits. S. Wong.

This course will introduce students to the wide range of writing by Asian Americans and to some critical issues concerning the production and the reception of Asian American texts. In reading through selected works of prose, poetry, and drama, we will be asking questions about the historical formation of Asian American identities and the problems of defining an Asian American literary tradition.

ENGL 263 Studies in Film Analysis

Fall and spring. 4 credits. Enrollment limited to 20 students. Preference given to English majors. L. Bogel.

Fall: Special topic: **Interpreting/Hitchcock.**

Through detailed analysis of about fifteen of Hitchcock's major films—from British silents such as *The Lodger* and the British talkies of the 30s (*The Thirty-Nine Steps*) to the early 40s work in Hollywood (*Spellbound*, *Notorious*), and major American films of his later period (*Rear Window*, *The Birds*)—we will consider Hitchcock as a major technical and stylistic innovator in the history of cinema. As texts for psychoanalytic and feminist approaches to study, his films invite questions about film language, the ethics of spectatorship, and the nature of desire and sexuality. Frequent short essays and viewing exercises encourage students to engage through their writing the course's critical concerns. **Students must be free to attend regular evening screenings and video showings of the films once or twice a week. Lab fee.**

Spring: Special topic: **Interpreting Melodrama and the Women's Film of the 30s and 40s.**

With some attention to melodrama's roots in nineteenth-century fiction and theatre and in twentieth-century women's fiction and popular Freudianism, we will work to define Hollywood's melodrama as both a genre and a way of viewing the world. Psychoanalytic and feminist analyses of melodrama will help us pose larger questions about gender and culture, about gendered spectatorship, about the relation of these films to American culture, about Hollywood's changing constructions of "woman," the "maternal," and the "feminine," and questions about desire, pleasure, fantasy, and ideology in relation to the melodramatic heroine. Required weekly, evening screenings of such

films as: *Stella Dallas*; *Now, Voyager*; *Rebecca*; *Mildred Pierce*; *The Women*; *Imitation of Life*; *Gilda*; *Leave Her to Heaven*; *Gaslight*. Regular critical readings, frequent viewing questions, two longer essays, no exam. **Students must be free to attend regular evening screenings and video showings of the films once or twice a week. Lab fee.**

[ENGL 265 Contemporary African American Literature

3 credits. Not offered 1995–96.]

ENGL 267 American Literary Identities: Nineteenth Century (also American Studies 267) #

Fall. 3 credits. D. Moore.

The nineteenth-century emergence of a distinctive American literature can be understood as more than an American dialogue with or against European literary masters—although those dialogues play a crucial part in this study. It was also an internal dialogue toward defining "America" and "American" among diverse national voices, a conversation among various ethnicities, races, genders, classes, for instance between Iroquois and EuroAmerican women in the antebellum establishment of the modern women's movement, or between African Americans and Native Americans during the Civil War and in the post-war West. The course examines some of the intricate relations and literary echoes in such voices during a tumultuous century.

ENGL 268 The Culture of the 1960s

Spring. 4 credits. P. Sawyer.

The 1960s survive today as a quasi-mythical period and as an ongoing debate. Was it a time of dangerous experimentation with drugs, sex, and alternative "lifestyles" on the part of a pampered generation that gradually learned to straighten up and join the mainstream? Or was it a time of revolutionary hopefulness, when the Civil Rights movement and the Vietnam War stimulated a passionate critique of the racist and imperialist structure of American society? The course addresses these and other questions about that turbulent decade through a reading of novels, poems, plays, films, journalism, and historical works. Throughout, we will be attentive to ways the 1960s have been converted into nostalgia and otherwise revised by the media. Texts will include *Catch 22*, *The Autobiography of Malcolm X*, *The Armies of the Night*, and *The Electric Kool-Aid Acid Test*, as well as films, music, speeches, and manifestoes.

ENGL 269 Topics in American Indian Literatures

Spring. 4 credits. **Topic for spring 1996: American Indian Bodies of Thought.** D. Moore.

The course is an interdisciplinary exploration of the literature, history, and politics of various indigenous American cultures and their conceptual universes. Questions range from comparative studies of land-based versus transcendental religions to issues of cultural appropriation, economic development, tribal sovereignty, and other contemporary contexts of Native American literature.

ENGL 274 Scottish Literature and Culture #

Spring. 4 credits. Enrollment limited to 20 students. This course may be counted as one of the three pre-1800 literature courses required of English majors, but nonmajors are welcome. H. Shaw and T. Hill.

Scotland was an independent kingdom during most of its history. Although it is now politically united with England, it preserves its cultural distinctiveness. This course provides an introduction to Scottish literature and its cultural context. We will focus on important Scottish literary texts, with special emphasis on the medieval period and the eighteenth and nineteenth centuries. In addition, we will provide something of an introduction to Scottish history and to nonliterary expressions of Scottish culture (such as music and painting). The course should appeal to those who wish to learn more about their Scottish heritage, to those who wish to view in a new perspective works normally considered monuments of "English" literature, and to those who simply wish to know more about a remarkable culture and the literature it produced. Some of the texts will be read in Scots, but no familiarity with Scots or earlier English is presumed. Authors studied will include Henryson, Dunbar, Anonymous (the Scottish Ballads), Hume, Burns, Scott, Hogg, Stevenson, and Grassie Gibbon.

ENGL 275 The American Literary Tradition (also American Studies 275)

Fall, spring. 3 credits. Recommended for prospective majors in American Studies. This is *not* a Freshman Seminar. Fall: B. Maxwell; spring: M. Seltzer.

The problem of an American national literature is explored through the reading, discussion, and close analysis of texts across the range of American literary history. Not a survey, this course focuses on the relations of the texts to each other, the shaping of national identities in those relationships, and the assumptions about history, language, and the self that underlie them.

ENGL 277 Folklore and Literature

Fall. 4 credits. A. Lurie.

An introduction to British and American folklore: folk speech and slang, rhymes, riddles, jokes, ballads, songs, legends, fairy tales, ghost stories, and customs and festivals; plus reading in British and American poetry and fiction that uses these forms and themes. Students will also learn how to collect and analyze contemporary folklore.

ENGL 279 Lesbian Personae (also Women's Studies 279)

Fall. 4 credits. E. Hanson.

This course will offer a survey of literature and films by or about lesbians. We will examine how lesbian desire and identity are historically constructed through narrative. What does it mean to read as a lesbian? What are the various tropes and personae through which lesbian desire has been articulated? What has been the relationship of lesbianism to feminism? How is lesbian identity inflected by homophobia, sexism, and racism? We will begin with a look at early paradigms for lesbian desire such as romantic friendship and sexual inversion, then move on to an extensive examination of lesbian feminism, and close with a discussion of desire and performativity. We will read fiction by Gertrude Stein, Radclyffe Hall, Havelock Ellis, Sigmund Freud, Nella Larsen, Adrienne Rich, Monique Wittig, Alice Walker, Cherrie Moraga, Jeanette Winterson, and Jewelle Gomez, as well as films by Leontine Sagan, Sheila McLaughlin, Monica Truet, Ingmar Bergman, and Rainer Werner Fassbinder. Students are required to attend a weekly film screening in addition to seminars.

ENGL 285 Art, Archaeology, and Analysis (also Engineering 185, MS&E 285, Physics 200, Archaeology 285, Art 372 and NS&E 285)

3 credits.

See ENGRG 185 for description.

ENGL 291 American 1920s: Literature and Culture (also American Studies 291)

Spring. 3 credits. B. Maxwell.

The course will take a broad approach to the cultural activities of the decade that followed the First World War and preceded the Great Depression. Topics will include the new motives, forms, and audiences of fiction and poetry; literary realism under duress; the Harlem Renaissance; Americanism in question; postwar blues and the influenza epidemic; expatriation; suffragist politics and the New Woman; *Fugitive retanchism*; the masses as a matter for intellectual scrutiny; Fordism; the business man and the bohemian; Sacco and Vanzetti, the Red Scare, and the fear of anarchy; marketplace phantasmagoria; the cultures of radio, children's books, popular song and jazz. Essays: Randolph Bourne; Thorstein Veblen; W. E. B. DuBois; Floyd Dell; Lewis Mumford; Gertrude Stein; Walter Lippmann; Max Eastman; W. C. Williams (*In the American Grain*). Fiction: Jean Toomer (*Cane*); Ernest Hemingway; F. Scott Fitzgerald; Sherwood Anderson; John Dos Passos; Josephine Herbst; Samuel Ormitz (*Hauch, Paunch and Jowl*); Sinclair Lewis (*Babbitt*). Poetry: W. C. Williams; Pound; Eliot; Hart Crane; Marianne Moore; H. D.; Louis Zukofsky; Langston Hughes.

ENGL 295 The Essay in English #

Spring. 4 credits. Prerequisite: completion of freshman seminar requirement.

This course may be counted as one of the three pre-1800 literature courses required of English majors. L. Fakundiny.

What is an essay and what is it for? How does it work as prose discourse, as a text of the self? Impelled by such generic questions and others raised by Montaigne's French *Essais* (1588), this course explores the invention of the essay in English during the sixteenth and seventeenth centuries and its flowering in the periodicals and magazines of the eighteenth and nineteenth centuries. Readings include selections from the work of Bacon, Cornwallis, Donne, Earle, Cowley, Temple, Swift, Addison, Steele, Johnson, Franklin, Goldsmith, Lamb, Hazlitt, Irving, and DeQuincey. Essays by earlier writers are matched rhetorically and/or thematically with readings from more recent practitioners of the genre including Dubois, Woolf, Orwell, Welty, Baldwin, Selzer, Ozick, Achebe, Didion, S. Naipaul, Dillard, Sanders, and others. This is a course for students interested in reading essays and in thinking about how this nonfiction prose genre developed and how it works. No special background in literary history is assumed.

Courses for Sophomores, Juniors, and Seniors

Courses at the 300 level are open to sophomores, juniors, and seniors and to others with the permission of the instructor.

ENGL 301 Mind and Memory: Explorations of Creativity in the Arts and Sciences (also Theatre Arts 301 and Music 372)

Spring. 4 credits. J. McConkey.

Creativity is the attribute of the mind that enables us to make new combinations from often-familiar information, to perceive analogies and other linkages in seemingly unlike elements, to seek for syntheses. As is true of all learning, creativity is dependent upon memory—a memory that is genetic and social as well as personal and experiential. This course will explore the nature of creativity in science and art, indicating the differing requirements for discovery in the disparate disciplines while demonstrating the commonality that underlies the creative process and binds (say) physicist or mathematician to poet, composer, visual artist.

The opening sessions will be concerned with the crucial role of memory in learning, discovery, and spiritual insight for all humans, and will make reference to recent scientific research into the complex nature of the human brain, including its intimate connections with the rest of the body. Following this introduction, the course will rely on weekly guests from as many disciplines in the arts and sciences as possible, faculty members who will discuss (for interested undergraduates, whatever field they may be preparing to enter) the process underlying their research, or their work as creative or performing artists. The guests will be asked to speak of their goals, the problems they have faced, and what they have learned from their disappointments as well as their achievements.

Members of the course are encouraged to enroll in another course or be engaged in an activity (research or artistic production or performance) in which the insights gained in this class can be applied or tested. To further abet the active participation so necessary to learning, students will be asked to keep a journal, one that summarizes their understanding of, and response to, each presentation by a guest lecturer—a journal that will serve as a continuing record of their experiences as members of the course, and that will become the basic resource for an essay, to be submitted at the semester's end, that will give their carefully considered assessment of the applicability of what they have learned in this course to that second course or activity, to their own mental processes, and to the future they propose for themselves.

[ENGL 302 Literature and Theory (also English 702 and Comparative Literature 302 and 702)

4 credits. Not offered 1995-96.]

[ENGL 308 Icelandic Family Sagas #

4 credits. Limited to 30 students. Not offered 1995-96.]

ENGL 310 Old English Literature in Translation #

Fall. 4 credits. This course may be used

as one of the three courses before 1800 required for the English major. T. Hill. Cultural backgrounds, reading, and critical analysis of Anglo-Saxon poetry in translation, pagan and Christian epic, elegy, heroic legend, and other forms. Attention will be given to the relations of this literature to that of later periods.

[ENGL 311 An Introduction to Early Medieval Archaeology and Culture (also Archaeology 311, English 603) #

4 credits. Not offered 1995–96.]

ENGL 319 Chaucer #

Fall. 4 credits. This course may be counted as one of the three pre-1800 literature courses required of English majors. R. Farrell.

The course will center on a close reading of the major stories from the *Canterbury Tales*, *Troilus and Criseyde*, and some of the minor works. Students will be given ample opportunity to learn Chaucer's language, so that all dimensions of the poems will be available to them. Prior knowledge of Middle English is neither expected nor required; course participants will be encouraged to follow up their own interests in class reports and papers.

[ENGL 320 The Sixteenth Century—Tudor Culture #

Fall. 4 credits. This course may be counted as one of the three pre-1800 literature courses required of English majors. Not offered 1995–96.]

ENGL 321 Spenser and Malory #

Spring. 4 credits. Limited to 45 students. This course may be counted as one of the three pre-1800 literature courses required of English majors, but nonmajors are welcome. C. Kaske.

Paired selections covering about half of Malory's *Morte d'Arthur* and half of Spenser's *Faerie Queene*. Chretien's romances, *Sir Gawain and the Green Knight*, and some of Spenser's minor poems will be mentioned occasionally as background. Comparisons will assess possible literary influence, the distinctive genius of each author as a writer of romance, and the development of Arthurian romance from the Middle Ages to the Renaissance. Informal lecture and discussion. Two papers, no exams.

[ENGL 322 The Seventeenth Century #

4 credits. Not offered 1995–96.]

[ENGL 325 The Culture of the Renaissance II (also Comparative Literature 362, and History 364) #

4 credits. Not offered 1995–96.]

ENGL 327 Shakespeare #

Spring. 4 credits. This course may be counted as one of the three pre-1800 literature courses required of English majors. C. Levy.

A survey of representative Shakespearean drama designed to illustrate the range of the playwright's artistic achievement.

ENGL 329 Milton #

Fall. 4 credits. This course may be counted as one of the three pre-1800 literature courses required of English majors. G. Teskey.

An introduction to the life, poetry, and thought of John Milton.

ENGL 330 Restoration and Eighteenth-Century Literature #

Fall. 4 credits. This course may be counted as one of the three pre-1800 literature courses required of English majors. F. Bogel.

Close reading of texts in a variety of genres (poetry, fiction, drama, autobiography) will be guided by such topics as the nature of satire, irony, and mock-forms; the languages of the

ridiculous and the sublime; the authority and fallibility of human knowledge; connections among melancholy, madness, and imagination. Works by such writers as Rochester, Dryden, Swift, Gay, Defoe, Johnson, Boswell, Sterne, and Cowper.

[ENGL 333 The Eighteenth-Century English Novel #

4 credits. Not offered 1995–96.]

[ENGL 337 Contemporary American Theatre

Not offered 1995–96.]

ENGL 340 The English Romantic Period #

Fall. 4 credits. R. Parker.

Readings in various writers from the late 1780s through the 1820s—among them Blake, Burke, Wordsworth, Wollstonecraft, Coleridge, Byron, Mary Shelley, Percy Shelley, and Keats—with major emphasis on poetry but substantial collateral attention also to prose fiction, drama, letters, and criticism. The course will be concerned as much with formal experiments in narrative, lyric, and dramatic representation as with political and cultural contexts in an age of national reform and international revolution.

ENGL 345 The Victorian Period #

Fall. 4 credits. P. Sawyer.

The Victorian period was a time of turbulence and creativity, like our own, when people sought to re-think basic questions through a flourishing literature. Our readings will focus on developing Victorian ideas of gender and art. Can aesthetic experience in some sense replace older notions of religion, pleasure, and morality? What is the place of "feminine" art in a "masculine" world? What are the meanings of "feminine" and "masculine"? What are the possibilities for a woman living in a man's world? Readings will include the poetry of Tennyson, Browning, and Hopkins; prose by Ruskin, Arnold and Pater; and three novels: *Great Expectations*, *The Mill on the Floss*, and *The Picture of Dorian Gray*.

[ENGL 346 Freud: Optional Clinical Discussion Section (also Comparative Literature 351, German Studies 351, Psychology 391)

1 credit. Not offered 1995–96.]

[ENGL 347 Reading Freud: Race, Gender, and Psychoanalysis (also Comparative Literature 347, German Studies 347, and Psychology 389)

3 credits. Not offered 1995–96.]

ENGL 348 The Female Literary Tradition (also Women's Studies 348) #

Fall. 4 credits. M. Jacobus.

We will read in and around a "female literary tradition" that has been constituted retrospectively by contemporary feminist literary criticism—books by and about women that speak to each other, revise or rethink each other, or take their place in an evolving continuum of "female," "feminine," or "feminist" concerns at different historical moments. Using a reader of contemporary feminist criticism drawn from a wide range of approaches, we will focus on clusters of fiction by women: Romantic female gothic (Wollstonecraft, Radcliffe, Austen, Mary Shelley); women's responses to Victorian social and political upheaval (Brontë, Gaskell, Barrett Browning, Eliot); the *fin de siècle* "daughters of decadence" (Schreiner, Chopin, Gilman, and Egerton); and early feminist

modernists and sexual dissidents (Woolf, H. D., Radclyffe Hall, and Nella Larsen). The emphasis will be on class discussion and student presentations, and on debating the validity (or otherwise) of differing feminist approaches to literature.

[ENGL 350 The Early Twentieth Century (to 1914)

4 credits. Not offered 1995–96.]

[ENGL 353 Postcolonial Literature

4 credits. Not offered 1995–96.]

ENGL 354 The British Modernist Novel

Fall. 4 credits. M. Hite.

"...in or about December 1910," Virginia Woolf wrote, "human character changed." The change may have been neither as sudden nor as drastic as Woolf (with her tongue firmly in her cheek) claimed, but British novelists writing in what we now call the modern period—roughly, between Woolf's Georgian starting point and the beginning of World War II—did seem convinced that their culture was markedly different from the Victorian and Edwardian cultures that preceded them and that this difference affected both "human character" and the kind of writing that could best represent such altered concepts of humanity. This course will examine a number of works that illustrate the scope and diversity of the British modernist novel. Writers include E. M. Forster, Woolf, James Joyce, Dorothy Richardson, Jean Rhys, and D. H. Lawrence.

ENGL 355 Decadence (also Women's Studies 355)

Spring. 4 credits. E. Hanson.

"My existence is a scandal," Oscar Wilde once wrote, summing up in an epigram the effect of his carefully cultivated style of perversity and paradox. Through their valorization of aestheticism and all that was considered artificial, unnatural, or morbid, the so-called "decadent" writers of the late-nineteenth century sought to free the pleasures of beauty and sexual desire from their more conventional ethical moorings. Although we will focus on Oscar Wilde, we will also read works by Charles Baudelaire, Paul Verlaine, J.-K. Huysmans, Renée Vivien, Leopold von Sacher-Masoch, Walter Pater, A. C. Swinburne, and Lionel Johnson, as well as a few later writers such as Ronald Firbank and Djuna Barnes. We will also consider historical, theoretical, and early medical texts on sexuality. Because this is a course in lesbian and gay studies, we will focus primarily on the various ways that decadence became a powerful trope for the articulation of homosexuality and other proscribed sexual pleasures. Topics for discussion will include homophobia and sexual encoding, androgyny and sexual inversion, sodomy and satanism, lesbianism and vampirism, cultural and linguistic degeneration, hysteria and paranoia, masochism and mysticism, chastity and sublimation, Catholicism and Hellenism, and dandyism and camp.

[ENGL 358 Twentieth-Century Experimental Fiction by Women

4 credits. Not offered 1995–96.]

[ENGL 360 The Esthetes and Their Critics #

4 credits. Not offered 1995–96.]

ENGL 361 Early American Literature (also American Studies 361) #

Spring. 4 credits. This course may be counted as one of the three pre-1800 literature courses required of English majors. S. Samuels.

American writing from the 1630s to the 1830s, including prose and poetry of the Puritans, Edwards, Franklin, Crèvecoeur, Jefferson, Brockden Brown, Irving, Bryant, Cooper, and the early work of Poe, Hawthorne, and Emerson.

[ENGL 362 The American Renaissance (also American Studies 362) #

4 credits. Not offered 1995-96.]

ENGL 363 The Age of Realism and Naturalism

Fall. 4 credits. M. Seltzer.

The literary expression of new attitudes toward American society and culture between the Civil War and the First World War. We will read a sequence of representative instances, chiefly fictional or historical, selected from the work of such authors as Whitman, Twain, Howells, Cable, H. James, W. James, Crane, Wharton, H. Adams, S. O. Jewett, Dreiser, and Cather.

ENGL 364 American Literature between the Wars (also American Studies 364)

Spring. 4 credits. J. Bishop.

This course alternates with English 365, which surveys American literature since 1945. It will accordingly be concerned with a sequence of texts that can illustrate what was accomplished by some American writers through the "Modern" period. Poetry may be represented by selections from the work of T. S. Eliot and William Carlos Williams; fiction by Sinclair Lewis, Fitzgerald, Hemingway, Faulkner, Dos Passos, Richard Wright and Mary McCarthy. James Agree could stand for what might be done in nonfictional prose.

[ENGL 365 American Literature since 1945

Spring. 4 credits. Not offered 1995-96.]

ENGL 366 The Nineteenth-Century American Novel (also American Studies 366) #

Fall. 4 credits. Enrollment limited to 65 students. S. Samuels.

A study of the broad range of American fiction in its first flowering, this course will include such major works as Hawthorne's *The Scarlet Letter*, Melville's *Moby-Dick*, Stowe's *Uncle Tom's Cabin*, James's *The Portrait of a Lady*, Twain's *Adventures of Huckleberry Finn*, and Crane's *The Red Badge of Courage*. Time permitting, other authors to be read may include Brockden Brown, Rebecca Rush, James Fenimore Cooper, Harriet Wilson, William Dean Howells, Harold Frederic, and Kate Chopin.

[ENGL 367 The Modern American Novel (up to WW II)

4 credits. Not offered 1995-96.]

[ENGL 370 The Nineteenth-Century English Novel #

4 credits. Not offered 1995-96.]

[ENGL 371 American Poetry to 1950

4 credits. Not offered 1995-96.]

ENGL 372 English Drama to 1700 (also Theatre Arts 372) #

Fall. 4 credits. This course may be counted as one of the three pre-1800

literature courses required of English majors. S. McMillin.

Major plays and other events in the English theatre, from the medieval craft cycles through the age of Shakespeare to the Restoration period. Writers include Marlowe, Kyd, Shakespeare, Dekker, Jonson, Middleton, Webster, Etherege and Wycherley.

[ENGL 373 English Drama from 1700 to the Present (also Theatre Arts 373)

4 credits. Not offered 1995-96.]

ENGL 374 Nineteenth-Century American Women Writers (also Women's Studies 374 and American Studies 374) #

Fall. 4 credits. Lois Brown.

In this cross-cultural examination of nineteenth-century American women writers, we will contrast a variety of nineteenth-century works of fiction, political/feminist manifestos, and slave narratives. We will investigate the ways in which these writers used their texts to construct culturally valuable and authentic selves. We will also consider tensions between "sentimental" idealism and political pragmatism, passionless femininity and expressed sexuality, restrictive domesticity and dangerous but vital autonomy. Readings will include works by authors such as Louisa May Alcott, Kate Chopin, Fanny Fern, Emma Dunham-Kelley, Frances Harper, E.D.E.N. Southworth, Harriet Beecher Stowe, and Harriet Wilson.

ENGL 381 Reading as Writing

Fall. 4 credits. Course limited to 15 students. Prerequisite: permission of the instructor on the basis of a writing sample (critical/interpretive prose), which should reach the instructor by the first day of class. S. Davis.

This course practices and studies interdependent arts: reading selected 19th- and 20th-century poems and prose fictions and writing interpretive essays about them—but also, writing as a reader of one's own written work and revising in the light of others' responses to it. Course members will work with a relatively small number of texts—by such writers as Wordsworth, De Quincey, Poe, James, Nabokov, Lessing, and Robinson—and build sustained essays from shorter (written) "readings" of them. They will present their work to the group at various stages of composition and develop a portfolio of well-crafted prose for submission at the end of the term. With the help of a few theorists of reading and literary reception, they will also pay conscious attention to the ways in which both critical readers and creative writers "rewrite" the texts they read. This is a course for English majors and nonmajors who wish to extend their mastery of critical and interpretive prose and their understanding of what they do when they write it.

ENGL 382-383 Narrative Writing

Fall, 382; spring, 383. 4 credits each term. Each section limited to 15 students.

Students are encouraged to take English 280 or 281. Prerequisite: permission of instructor, normally on the basis of a manuscript. Fall: Sec. 1, M. McCoy; sec. 2, H. M. Viramontes; sec. 3, D. McCall; sec. 4, E. Hardy. Spring: L. Herrin, M. Koch, E. Rosenberg.

The writing of fiction; study of models; analysis of students' work.

ENGL 384-385 Verse Writing

Fall or summer, 384; spring, 385.

4 credits each term. Each section limited to 15 students. Prerequisites: English 280 or 281 and permission of instructor.

Fall: Sec. 1, P. Janowitz; sec. 2, K. McClane. Spring: K. McClane, J. Brehm.

The writing of poetry; study of models; analysis of students' poems; personal conferences.

[ENGL 386 Philosophic Fictions

4 credits. Not offered 1995-96.]

ENGL 387 Autobiography: Memoir, Memory and History

Spring. 4 credits. L. Fakundiny.

Central to this course is the question: how does the life constructed in memoir, through the personal activity of "remembering," assimilate and position the "public," or cultural, context of that life? How, in other words, does history inhabit memory and how does memory personalize history? How aware is the constructed self (the life that is being remembered) of his or her historical moment, and to what ends is the self historicized in a given memoiristic text? A core list of readings might be chosen from the following modern works in English: Nabokov's *Speak Memory*, Wright's *American Hunger* (the restored 1991 edition of *Black Boy*), Hurston's *Dust Tracks on a Road*, Hemingway's *A Movable Feast*, Welty's *One Writer's Beginnings*, Crews' *Childhood: The Autobiography of a Place*, Soyinka's *Ake: The Years of Childhood*, Kingston's *Woman Warrior*, Rodriguez's *Aria*, Nir's *The Lost Childhood*, Dillard's *An American Childhood*, Hoffman's *Lost in Translation*, Min's *Red Azalea*, Suleri's *Meatless Days*, Gates' *Colored People*, Wolff's *In Pharaoh's Army*, Conway's *Road from Coorain*, Lessing's *Under My Skin*. Additional texts—considered for their self-conscious and/or fictive enactments of memoiristic conventions—might include: Kaplan's *French Lessons*, Stein's *The Autobiography of Alice B. Toklas*, Naipaul's *A Way in the World*. Also required: supplementary library reading, two substantial critical papers or a critical paper and an essay-length memoir.

ENGL 388-389 The Art of the Essay

4 credits. Limited to 15 students.

Prerequisite: permission of instructor on the basis of one or more pieces of recent writing (prose) submitted before the beginning of term, preferably at pre-registration time. 388: Fall: L. Fakundiny; 389: spring: C. Levy.

388: Interested students should submit one or more pieces of recent writing (prose) to the instructor before the beginning of the term, preferably at pre-registration. For both English majors and non-majors who have done distinguished work in freshman writing seminars and in such courses as English 280-281, 288-289, and who desire intensive practice in writing personal essays. The course assumes a high degree of self-motivation, a capacity for independent work, and critical interest in the work of other writers; it aims for a portfolio of nonfiction prose that is conceptually rich and stylistically polished.

389: For both English majors and non-majors who have done well in freshman writing seminars or in such courses as

English 288–289 or 286, and who desire intensive practice in writing essays. Particular, but not exclusive, emphasis on expository techniques or analysis and persuasion.

Interested students should submit writing samples to the instructor before the beginning of term, preferably during course scheduling.

ENGL 395 Video: Art, Theory, Politics (also Theatre Arts 395)

Fall. 4 credits. T. Murray.

The course will offer an overview of video art and alternative documentary video (which often incorporates styles of "video art") over roughly the past twenty-five years. It will analyze three historical phases of video:

1) the development of video from its earliest turn away from television; 2) video's relation to performance art and installation; 3) video's return to television through cable and its incorporation in film through experiments in technology. Screenings will include early political and feminist video, (from Ant Farm, Chip Lord, Martha Rosler, Joan Jonas, Lynn Hirshman, and Paper Tiger TV, etc.), conceptual video of the 80's and 90's (Woody Vasulka, Thierry Kuntzel, Mary Lucier, Bill Viola, Gary Hill, Steve Fagin, etc.), and gay and multicultural video of the 90's (Muntadas, Juan Downey, the Yonemotos, Jerry Tartaglia, Gregg Bordowitz, Richard Fung, Pratibha Parmar, Marlon Riggs, etc.). Secondary theoretical readings on postmodernism, video theory, multiculturalism, and documentary will provide students with a cultural and political context for the discussion of video style, dissemination, and reception. Lab fee.

Courses for Advanced Undergraduates

Enrollment in courses at the 400 level is generally limited by prerequisite or permission of the instructor.

[ENGL 402 Literature as Moral Inquiry]
4 credits. Not offered 1995–96.]

ENGL 403 Studies in American Poetry
Fall. 4 credits. **Topic for fall 1995:**

American Poetry Since 1950. R. Gilbert. Drawing on recent anthologies as well as individual volumes that have had a significant impact (e.g., Ginsberg's *Howl*, Lowell's *Life Studies*, Plath's *Ariel*, Merwin's *The Lice*, Ashbery's *Self-Portrait in a Convex Mirror*, Dove's *Thomas and Beulah*), we'll follow the development of American poetry from World War II to the present. Four five-page papers; one or two short presentations.

[ENGL 404 History into Fiction: Nazis and the Literary Imagination (also Comparative Literature 404, and German Studies 414)]

4 credits. Not offered 1995–96.]

ENGL 405 The Politics of Contemporary Criticism

Fall. 4 credits. Limited to 15 students.

Open only to undergraduates. Prerequisites: permission of instructor; background in literary studies will be expected, but no training in critical theory will be presumed. S. Mohanty.

An introduction to some of the major issues in contemporary criticism through an examination of the relationship between two influential movements in critical theory—hermeneutics and deconstruction. Adherents of both movements seem to agree about the fundamental opposition between their respective approaches and conclusions. We

shall try to understand the issues at stake in this opposition, exploring such questions as: What is a (literary) text? What is interpretation and what are its limits? What political issues underlie particular critical strategies and methodological choices? We shall negotiate between the competing claims of each position and focus on the implications of answers to such questions in actual critical analysis. Primary readings from some of the chief exponents of the two movements, particularly Paul Ricoeur, Hans-Georg Gadamer, and Jacques Derrida. Additional readings, from a variety of critical and philosophical traditions, including such authors as Rorty, Eagleton, Felman, Foucault, and Jameson.

ENGL 406 The Subject Possessed (also ENGL 606)

For description, see S HUM 408.

[ENGL 408 Poetry of the 1990s]
Not offered 1995–96.]

ENGL 409 Disillusion and Disappointment (also ENGL 609 & COM L 609)

For description, see Society for Humanities 409.

ENGL 411 Introduction to Old English (also English 611) #

Fall. 4 credits. This course may be counted as one of the three pre-1800 literature courses required of English majors. A. Galloway. Why take "Old-Enguish"? A reason for anyone to consider a course in the earliest extant English literature and language is that it will expand your scope in considering later forms of the English language and subsequent literary genres. Old English elegies, for instance—the complaints of solitary, history-burdened men and women—are important parts of the entire tradition of lyric poetry; dream poetry in English also begins here; so does English epic and mini-epic.

Especially in the first few weeks we will attend primarily to the language; from the beginning, however, cultural and literary issues will be brought to bear on the details of language, rhetoric, narrative form, and thematic concerns. We will spend the balance of the course translating and discussing poetry and prose. No prerequisites; daily translation, a midterm, a final, and a short paper are required.

ENGL 412 Beowulf (also English 612) #

Spring. 4 credits. This course may be counted as one of the three pre-1800 literature courses required of English majors. R. Farrell. A close reading of *Beowulf*. Attention will be given to relevant literary, cultural, and linguistic issues. One semester's study, or the equivalent, of Old English is a prerequisite.

ENGL 413 Middle English (also English 613)

Fall. 4 credits. This course may be counted as one of the three pre-1800 literature courses required of English majors. T. Hill. This course surveys the literature of later medieval England, beginning with the cultural, literary, and linguistic collapse of standard Old English and proceeding to the age of Chaucer and perhaps a bit beyond. Readings will move through chronicles, homilies, lyrics, and acknowledged literary masterpieces such as

The Owl and the Nightingale, the works of the Pearl poet, selections from *Piers Plowman*, and other poems from the "alliterative revival."

ENGL 414 Print and 18th-Century Literary Culture (also ENGL 616 and Society for the Humanities 418)

For description, see S HUM 418.

ENGL 418 Literature and Institutions, 1350-1500 (also ENGL 618) #

Spring. 4 credits. This course may be counted as one of the three pre-1800 literature courses required of English majors. A. Galloway. This seminar will move through a series of topics or events and texts in the 14th and 15th centuries in England, exploring the relations in this period between what may loosely be called "institutions" and also somewhat loosely "literature." The topics and events will include Edward III's French wars, Richard II's tyranny and deposition, the spread and outlawing of Lollardy, the Rising of 1381, the "laicization of learning," the wars of Henry V, and the struggles between the royal houses of Lancaster and York. The texts will include political occasional poetry, chronicles, some of Chaucer's *Canterbury Tales*, Langland's *Piers Plowman*, selected poetry of Hoccleve and Lydgate, Margery Kempe's "autobiography," Lollard writings and depositions, and some "morality" drama. We shall aim to approach the texts not simply in the immediate context of events but also in the deeper context of their presentation of and relationship to more abiding social structures: "institutions" in the sense of traditional and more recent organizations and collectivities of late-medieval life. No particular background is required except for exposure to Middle English or a willingness to spend a bit of extra time becoming familiar with this not very foreign foreign language.

ENGL 419 Suppressing Laughter in London and Dublin, C. 1680-1900 (also ENGL 617 and Society for Humanities 419)

For description, see S HUM 419.

[ENGL 421 Spenser (also English 620) #]
4 credits. Not offered 1995–96.]

ENGL 423 Seventeenth-Century Lyric #

Spring. 4 credits. This course may be counted as one of the three pre-1800 literature courses required of English majors. B. Correll. A study of representative seventeenth-century English poets, both major and minor, male and female, secular and religious. In addition to giving attention to formal aspects of the poetry, we will consider questions of historical context and the poetic speaker. As we shall see in our readings, these seventeenth-century poets are both products, and producers of their culture. We will also study the critical reception of seventeenth-century poetry and its place in contemporary English studies. **Not open to sophomores.**

ENGL 427 Shakespeare #

Fall and spring. 4 credits. This course may be counted as one of the three pre-1800 literature courses required of English majors, but nonmajors are welcome. **Fall: Gender, Sexuality, Cultural Politics.** Barbara Correll. The course will focus on Shakespeare's drama and poetry to examine questions of gender and sexuality in their historical context. Texts will include *The Rape of Lucrece*, *Twelfth*

Night, Merchant of Venice, Measure for Measure, The Taming of the Shrew, Othello, Antony and Cleopatra, Coriolanus, The Sonnets. Discussions will take up such issues as royal politics, market economies, sumptuary law, anti-theatrical pamphlets, spectacle and performance, cross-dressing, masculine identity, and the situation of women. Students will also be introduced to representative critical approaches and debates (feminist, new historical, queer, post-structuralist, psychoanalytic) and will write a critical research paper. Limited to 20 students.

Spring: Shakespeare on Film. T. Murray. We will analyze the transformation of Shakespeare's plays into films. Attention will be focused on two aspects of film and analysis. First, we will consider carefully the film's interpretation of the text—how does the visual image influence the viewer's reception of the text? Second, we will consider the critical and technical choices made by the filmmakers and actors to portray the interpretation—how does a film ask the viewer to watch it, and what cinematic techniques contribute to the image? These issues will lead to considerations of the differences between stage and film representations of the plays. A preliminary syllabus might include *Othello* (films by Ulkevich and Burge, with Olivier), *King Lear* (Kozintsev and Brooks), *Hamlet* (Olivier and Kozintsev), *Macbeth* (Polanski and Kurosawa, *Throne of Blood*), and *The Tempest* (Jasman and Greenaway).

ENGL 428 Fictions of Change: Shakespeare, Scott, Stendhal, Achebe

Fall. 4 credits. Limited to 20 students. Nonmajors are welcome. H. Shaw. What does change mean to Shakespeare, Scott, Stendhal, Achebe, and to their cultures? This course examines literature that represents periods of historical transition in England, Scotland, France, and Nigeria. What do these works reveal about how the movements of history affect individuals, in the periods they depict and in our own? How does the recognition that we are historical beings alter our sense of the human situation and of moral responsibility? We will focus our energy primarily on reading and discussing individual novels and plays. As time allows and class interest suggests, we may also turn our attention to the source materials the various authors drew upon and to theories, past and present, about history and its relationship to literature.

ENGL 429 Readings in the New Testament (also NES 429 and Religious Studies 429) #

For description, see COM L 429.

ENGL 431 Studies in the Enlightenment #

Fall. 4 credits. This course may be counted as one of the three pre-1800 literature courses required of English majors. **Topic for 1995: Men, Monsters, and Melancholia: Fictions of Enlightenment from Rousseau to Frankenstein.** M. Jacobus.

What do Rousseau's *Nouvelle Héloïse* and Mary Shelley's *Frankenstein* have in common with one another? We will explore the underside of Enlightenment reason through a variety of novels that speak to the emotions and affects, the monsters and abjects, the dangers and desires that shape fiction in the shadow of Enlightenment optimism. Exploring both sentimental and libertine writing, the

gothic novel and travel journal, critiques of patriarchy and nation, political and apocalyptic visions of ruin, the course will also ask questions about gendered subjectivity that trouble the supposedly undifferentiated Enlightenment subject. Works will include Rousseau's *Nouvelle Héloïse*, and *Emile*, Diderot's *The Nun*, de Sade's *Justine*, Wollstonecraft's *Travels*, Radcliffe's *The Italian*, Lewis's *The Monk*, Edgeworth's *Castle Rackrent*, Austen's *Mansfield Park*, Burney's *The Wanderer*, De Quincey's *Confessions*, and Mary Shelley's *Frankenstein, The Last Man*, and her incest novel, *Matilda*.

[ENGL 435 The Victorian and Edwardian Theatre (also Theatre Arts 435)

4 credits. Not offered 1995-96.]

[ENGL 437 Fictions of Apartheid and Modes of Liberalism @

4 credits. Not offered 1995-96.]

[ENGL 438 Libertines and License (also French Literature 474) #

4 credits. Not offered 1995-96.]

ENGL 439 Austen and the Eighteenth Century #

Spring. 4 credits. Limited to 20 students. This course may be counted as one of the three pre-1800 literature courses required of English majors, but nonmajors are welcome. H. Shaw.

This course will give students the opportunity to read and discuss nearly all of Jane Austen's fiction, as well as works by writers who influenced her. Austen's novels draw deftly on eighteenth-century thought and literature; exploring these links should enrich our experience of Austen's wit and art.

Although this course may be used to fulfill the major requirement of courses before 1800, it is not limited to English majors.

[ENGL 441 The British Romantic Novel

4 credits. Not offered 1995-96.]

[ENGL 442 Testimonial Narratives: U.S. Latinos at War (also Hispanic American Studies 442 and Spanish Literature 494)

4 credits. Not offered 1995-96.]

ENGL 445 Nineteenth-Century Women's Fiction (also Women's Studies 445) #

Fall. 4 credits. D. Mermin. Works by Jane Austen, Elizabeth Gaskell, and Charlotte Brontë will be studied with particular attention to the development of a women's tradition in fiction, women writers' conceptions of themselves and their work, and their social and cultural situation. We will look at letters, diaries, and biographies (including Gaskell's *Life of Charlotte Brontë*) as well as several novels.

ENGL 448 The American Short Story

Spring. 4 credits. R. Morgan.

A seminar exploring the origins of the modern short story in the magazines and newspapers of the late eighteenth century and early nineteenth century, and the evolution of the form through the work of Irving, Poe, Hawthorne, Melville, Twain, James, Jewett, and others to twentieth-century examples. I would like to consider the larger background of the short narrative in the work of Boccaccio and later European authors, as well as the impact of history and popular media on the contemporary short story. Students will write both critical papers and works of fiction.

ENGL 450 The History of the Book

Spring. 4 credits. Limited to 20 students. Prerequisite: permission of the instructor. D. Eddy.

A study of the physical aspect of books printed during the last six centuries. Included are papermaking, typography and printing, bookbinding, and the history of book illustrations; the transmission of texts and bibliographical descriptions of hand-printed and modern trade books. Above all, this is the study of the book as a work of art.

ENGL 451 Violence, Nation, Myth: The Americas (1770-1940)

For description, see HIST 470.

ENGL 454 Theatre and Society

For description, see THETR 434.

ENGL 455 The Aesthetes and Their Critics: 1860-1900

Fall. 4 credits. Limited enrollment. Prerequisite: permission of instructor. S. Siegel.

This seminar will read in, among others, Swinburne, Dante Gabriel Rossetti, Ruskin, Morris, Symonds, Pater and Wilde against Froude's, Arnold's, and Lecky's rational politics of "progress" on the one side and, on the other, the lurid fantasies of "decadence," crystallized in the writings of, for example, Mallock, Crackenthorpe, and Harrison. Topics will include the idea of art as such; the preoccupation in London with "progress" and "decadence"; the objectives of the Purity Movement; illegal behavior and its regulation; and the place of "the Celts" in British social thought. Examination will be by individual research, class presentation, and in-class writing.

[ENGL 462 The Scarlet Letter and American Literature #

4 credits. Not offered 1995-96.]

[ENGL 469 William Faulkner

4 credits. Not offered 1995-96.]

ENGL 470 Studies in the Novel

4 credits. Limited to 18 students. Fall: Hawthorne, Melville, and James. Hawthorne, Melville, and James: the major texts. D. McCall; Spring: Joyce's *Ulysses*. D. Schwarz.

A thorough episode-by-episode study of the art and meaning of Joyce's *Ulysses*. We shall place *Ulysses* in the context of Joyce's canon, Irish culture, and literary modernism. We shall explore the relationship between *Ulysses* and other experiments in modernism—especially painting and sculpture—and show how *Ulysses* redefines the concepts of epic, hero, and reader. We shall discuss how *Ulysses* raises major issues in literary study and tests various critical and scholarly approaches. Such a self-conscious inquiry into theories and methods should prepare students to confront other complex texts. No previous experience with Joyce is required.

[ENGL 471 American Indian Women's Literature

4 credits. Not offered 1995-96.]

[ENGL 472 Irish Culture: 1700-1921

4 credits. Not offered 1995-96.]

[ENGL 473 Through the Thirties: African American Literature, 1900-1939

4 credits. Not offered 1995-96.]

[ENGL 474 African American Poetry since 1940

4 credits. Not offered 1995–96.]

ENGL 475 Studies in the Twentieth CenturyFall. 4 credits. **Topic for fall 1995: Gender and War in the Twentieth Century.** M. Hite.

In the twentieth century, justifications of or oppositions to war are often represented in highly gendered language, with whole nations coded as masculine or feminine (or some indeterminate region between the two poles) depending on their attitude toward aggression. In addition, the situation of war can sharpen or fuzz existing gender boundaries applied to individuals, for instance requiring revised definitions of femininity when women enter the workplace in large numbers or creating new distinctions between “real” and “effeminate” men based on willingness to fight.

This seminar will examine diplomatic, journalistic, theoretical and imaginative writing, as well as political cartoons and films, dealing with three major wars in the twentieth century: World War I, World War II and the Vietnam War—the last in its encircling Cold War context. Students will lead one class discussion and write two 10–12 page papers.

ENGL 476 The Tonies: Morrison and Bambara—African-American Women Writers

Fall. 4 credits. H. Spillers.

The 1970s witnessed a veritable explosion of African-American women's writing in the United States. Two of the most significant figures of this movement include Toni Morrison and Toni Cade Bambara. With the 1969 publication of *The Bluest Eye*, Morrison's career as a prolific American novelist was launched, culminating in the writer's *Beloved* (1987) and *Jazz* (1992); in 1980, after publishing a couple of volumes of short stories—*The Sea Birds Are Still Alive* and *Gorilla, My Love*—Toni Cade Bambara brought out her first novel, *The Saltaters*, which remains one of the most technically challenging and innovative works among African-American writings. Alice Walker, Paule Marshall, and Octavia Butler figure into this radical turn as well, with various provocative work that includes *The Color Purple*, *Praisesong for the Widow*, and *Kindred*.

This course proposes to focus on these five women writers, their strategies and techniques, and the ways in which they differ though they share the same historic moment. Primary texts for the course include: Toni Morrison: *Song of Solomon*, *Tar Baby*, *Beloved*; Toni Cade Bambara: *Gorilla, My Love*, *The Saltaters*; Alice Walker: *The Color Purple*, *The Temple of My Familiar*; Paule Marshall: *Brown Girl, Brownstones*, *Praisesong for the Widow*; and Octavia Butler: *Kindred*.

[ENGL 477 Children's Literature

Fall. 4 credits. Not offered 1995–96.]

[ENGL 478 Self and Nation in Asian American Literature (also Asian American Studies 478)

4 credits. Not offered 1995–96.]

[ENGL 479 Jewish-American Writing (also Jewish Studies 478, American Studies 479)

4 credits. Not offered 1995–96.]

ENGL 480–481 Seminar in Writing

480, fall; 481, spring. 4 credits. Each section limited to 15 students. Students are encouraged to take English 280 or 281 and at least one 300-level writing course.

Prerequisite: permission of instructor, normally on the basis of a manuscript. Fall: Sec. 1, S. Vaughn; sec. 2, K. McClane. Spring: R. Morgan, H. M. Viramontes.

Intended for those writers who have already gained a basic mastery of technique. Although English 480 is not a prerequisite for 481, students normally enroll for both terms and should be capable of a major project—a collection of stories or poems, a group of personal essays, or perhaps a novel—to be completed by the end of the second semester. Seminars are used for discussion of the students' manuscripts and published works that individual members have found of exceptional value.

[ENGL 484 The Echo of Tradition: Modernists and Their Sources

4 credits. Not offered 1995–96.]

[ENGL 485 American Modernist Writing

4 credits. Not offered 1995–96.]

ENGL 486 Women's Poetry

Spring. 4 credits. D. Mermin.

A study of the female poetic tradition and the myths surrounding the figure of the female poet in England and America, focusing on such nineteenth- and twentieth-century poets as Elizabeth Barrett Browning, Emily Dickinson, Elizabeth Bishop, and Sylvia Plath.

ENGL 491 Honors Seminar I

Fall. 4 credits.

Section 1. Wharton, Jewett, and Cather. D. Fried.

An examination of the major novels and stories of Edith Wharton, Sarah Orne Jewett, and Willa Cather. Focus will be on close analysis of works such as *The House of Mirth*, *The Custom of the Country*, and *The Age of Innocence* (Wharton), *Deephaven* and *The Country of the Pointed Firs* (Jewett), and *The Song of the Lark*, *My Antonia*, *A Lost Lady*, and *The Professor's House* (Cather). Topics may include: “regionalism” and realism; women and literary professionalism in America 1870–1930; representations of speech communities; gender and sexuality; styles of tale-telling; ghost stories and the haunting of a vanished past; the changing reputation of these writers and reasons for their current high standing; literary interpretation and film adaptation. Some attention will be given to a range of critical approaches (including feminist, deconstructive, linguistic, and biographical), and to methods of research, uses of evidence, and preparation for the writing of an honors essay.

Section 2. Early Shakespeare. This course may be counted as one of the three pre-1800 literature courses required of English majors. S. McMillin.

Studies in the first half of Shakespeare's career, intended to introduce the critical and scholarly questions important in Shakespeare studies today. Readings will include *Henry IV, Parts One and Two*, *Henry V*, *Romeo and Juliet*, *Comedy of Errors*, *Much Ado About Nothing*, *Merchant of Venice*. Assignments will fall at the rate of about one play and one critical essay per week. Reports, short papers, a term paper.

ENGL 492 Honors Seminar II

Spring. 4 credits.

Section 1. George Eliot. D. Mermin.

We will read several of Eliot's major novels, from *Adam Bede* to *Daniel Deronda*, along with essays and letters, and try to gain as full a sense as possible of the works, the career, and the literary, intellectual, social, and cultural situation of the foremost Victorian woman novelist.

Section 2. British Romanticism, Writing, Revolution. R. Parker.

A selection of major fiction, poetry, and drama from the period of the French Revolution and its aftermath, read in conjunction with a focus on a range of political, social, and economic issues (e.g., parliamentary reform, consolidation of empire, civil liberties, slavery and the slave trade, the changing literary marketplace) and on questions of aesthetics in a time of public ferment and reaction. Works by such writers as Blake, Burke, Wollstonecraft, Inchbald, Wordsworth, Coleridge, Godwin, Byron, Scott, Austen, the Shelleys, Hazlitt, and Carlyle.

ENGL 493 Honors Essay Tutorial I

Fall or spring. 4 credits. Prerequisites: senior standing and permission of Director of the Honors Program.

ENGL 494 Honors Essay Tutorial II

Fall or spring. 4 credits. Prerequisites: English 493 and permission of Director of the Honors Program.

ENGL 495 Independent Study

Fall or spring. 2–4 credits. Prerequisites: Permission of departmental adviser and director of undergraduate studies.

Courses Primarily for Graduate Students

Permission of the instructor is a prerequisite for admission to courses numbered in the 600s. These are intended primarily for graduate students, although qualified undergraduates are sometimes admitted. Undergraduates seeking admission to a 600-level course should consult the instructor. The list of courses given below is illustrative only; a definitive list, together with course descriptions and class meeting times, is published in a separate department brochure before course enrollment each term.

Graduate English Courses 1995–96

Fall

ENGL 600 Colloquium for Entering Students**ENGL 606 The Subject Possessed (also English 406, Society for the Humanities 408)****ENGL 609 Disillusion and Disappointment (also ENGL 409, Society for the Humanities 409, and Comparative Literature 409)****ENGL 611 Introduction to Old English (also ENGL 411)****ENGL 613 Middle English (also ENGL 413)****ENGL 619 Chaucer****ENGL 627 Shakespeare: The Character of Money****ENGL 629 Milton****ENGL 643 Imagining Napoleon and other Revolutionary Aftermath****ENGL 649 19th Century Prose: Culture, Aesthetics and Gender in the Victorian Era**

- ENGL 651 Oscar Wilde**
ENGL 663 Culture of Realism
ENGL 677 Talking Poetry
ENGL 683 The Theatre of Soyinka and Fugard
ENGL 685 Reconstructing the Era: Nineteenth Century African American Women's Literature and Society
ENGL 693 On Minority Discourse
ENGL 702 Key Issues in Contemporary Theory: An Introduction
ENGL 703 Theorizing Film: Race, Sexuality, and Psychoanalysis (also FR LIT 695)
ENGL 734 Colonialism and Eighteenth Century Literature
ENGL 780.1 MFA Seminar: Poetry
ENGL 780.2 MFA Seminar: Fiction
- Spring*
- ENGL 608 Cultural Studies (also COMP L 629)**
ENGL 610 Allegory and Vernacular Poetry
ENGL 612 Beowulf (also ENGL 412)
ENGL 616 Print and Eighteenth Century Literary Culture
ENGL 617 Suppressing Laughter in London and Dublin, c. 1680-1900
ENGL 618 Literature and Institutions: 1350-1500 (also ENGL 418)
ENGL 624 Seventeenth Century Women Writers
ENGL 633 Sex & Gender, Form and Genre in the Eighteenth Century: Swift and Others
ENGL 645 Matthew Arnold and Victorian Culture
ENGL 654 Queer Theory
ENGL 662 American Violence
ENGL 663 Trickster in American Indian Literature and Culture
ENGL 670 Art and Literature
ENGL 672 Thinking, Linking, and Object-Relations: from Klein to Bollas
ENGL 677 Talking Poetry
ENGL 678 History and the Exotic Other in Scott and Eliot
ENGL 706 Value
ENGL 710 Advanced Reading in Old English
ENGL 781.1 MFA Seminar: Poetry
ENGL 781.2 MFA Seminar: Fiction
ENGL 785 Close Reading for Writers

FILM

See listings under Department of Theatre Arts.

FRENCH LANGUAGE AND LINGUISTICS

See Department of Modern Languages and Linguistics.

FRENCH LITERATURE

See Department of Romance Studies.

FRESHMAN WRITING SEMINARS

For information about the requirements for freshman writing seminars and descriptions of seminar offerings, see "Special Programs and Interdisciplinary Studies" at the end of the Arts and Sciences section of this catalog and consult the John S. Knight Writing Program brochure, available from college registrars in August for the fall term and in November for the spring term.

GEOLOGICAL SCIENCES

B. L. Isacks, chair; A. L. Bloom, director of undergraduate studies; R. W. Allmendinger, K. Attoh, M. Barazangi, W. A. Bassett, J. M. Bird, L. D. Brown, L. M. Cathles, J. L. Cisne, T. E. Jordan, D. E. Karig, R. W. Kay, S. Mahlburg Kay, F. H. T. Rhodes, W. B. Travers, D. L. Turcotte, W. M. White

As an intercollege unit, the Department of Geological Sciences has degree programs in both the College of Arts and Sciences (B.A. degree) and the College of Engineering (B.S. degree). Currently, most of the undergraduate majors are in the College of Arts and Sciences. There are eighteen faculty members.

We live on a planet with finite resources and a finite capacity to recover quickly from human-induced environmental stresses. It is also a powerful planet, with geologic hazards such as earthquakes and volcanic eruptions that alter the course of history with little prior warning. As the human population grows, understanding the earth and its resources becomes progressively more important for both future policy makers and ordinary citizens. Because the human need to understand the earth is so pervasive, we provide our students with a broad and solid minimal set of required courses plus room to explore more specialized topics with well-chosen electives within and outside the department.

Studies of the earth are becoming increasingly focused on environmental applications. Department faculty members collaborate in research and teaching with faculty from Civil and Environmental Engineering (soil and rock mechanics, hydrology), Materials Science, Agricultural Engineering, Soil, Crop, and Atmospheric Sciences, Biological Sciences, and many others. Students who major in geology are urged to take courses to broaden their experience in other sciences, engineering, and mathematics.

The Department of Geological Sciences is also taking part in a new intercollege program in the Science of Earth Systems, which will be available to students in the Colleges of Arts and Sciences, Engineering, and Agricultural and Life Sciences beginning fall 1995. This program, which is being developed as a new intercollege major, will emphasize a strong preparation in basic mathematics and sciences and an integrated approach to the study of the earth system including the lithosphere, biosphere, hydrosphere, and atmosphere. The aim is to prepare students for graduate study and careers across the broad spectrum of earth sciences required for successful understanding and management of our planet. For a description of the program and proposed requirements for the major see the Science of Earth Systems section in "Interdisci-

plinary Centers, Programs, and Studies," in the front part of the catalog.

In addition to course work, students learn by involvement in research projects. Facilities include equipment for processing seismic signals and digital images of the earth's surface, isotopic analytical instruments, and extensive libraries of earthquake records, satellite images, and exploration seismic records. High-pressure, high-temperature mineral physics research uses the diamond anvil cell and the Cornell High Energy Synchrotron Source (CHESS).

Employment opportunities include environmental sciences (groundwater management, waste disposal), resource development (petroleum and minerals), public policy, education, and research. Undergraduates have served as field assistants for faculty members and graduate students in Argentina, British Columbia, the Aleutian Islands, Scotland, Switzerland, Tibet, and Barbados. Undergraduates are encouraged to participate in research activities, frequently as paid assistants.

The Major

The prerequisites for admission to a major in geological sciences in the College of Arts and Sciences are two two-semester sequences, Mathematics 111-112 or 191-192 and Physics 207-208 or 112-213, or their equivalents, and a semester course in chemistry, such as Chemistry 207 or 211. Geological Sciences 101, 103, 111, or 201, followed by 102, 104, or 206 are strongly recommended, but a student with a strong foundation in mathematics and science may be accepted as a major without completion of an introductory sequence.

Majors take Geological Sciences 210 and 214 (which collectively equal 1 course credit), the five 300-level core courses in geological sciences, 6 credits of additional course work from geological sciences courses numbered 300, 400, or 600, plus an additional course in either computer science or biological science, or an intermediate-level course in biological science, mathematics, chemistry, or physics. In addition, a requirement for field experience may be met by completing one of the following: (a) GS 491-492 (Undergraduate Research) based on field work (2 credit minimum); (b) GS 437 (Geophysical Field Methods) as an additional field approved elective (3 credits); (c) an approved field course taught by another college or university (3 credit minimum); (d) GS 212 (Special January Field Trip) (2 credits). Field observations made during GS 212 could be the basis for GS 491-492. Seniors are encouraged to undertake a research project or honors thesis.

Core Courses

GEOL 326 Structural Geology

GEOL 355 Mineralogy

GEOL 356 Petrology and Geochemistry

GEOL 375 Sedimentology and Stratigraphy

GEOL 388 Geophysics and Geotectonics

Prospective majors should consult one of the following departmental major advisers—W. A. Bassett, J. M. Bird, A. L. Bloom, L. M. Cathles, J. L. Cisne, D. E. Karig, or S. Mahlburg Kay—as early as possible for advice in planning a program. Students

majoring in geological sciences may attend the departmental seminars and take advantage of cruises, field trips, and conferences offered through the Department of Geological Sciences.

Courses offered at the 100 and 200 level are open to all students. Certain 300- and 400-level courses in geology also may be of particular interest to students of chemistry, biology, ecology, and physics. Students are encouraged to inquire about courses that interest them at the department office in Snee Hall.

Honors. An honors program is offered by the Department of Geological Sciences for superior students. Candidates for honors must maintain an overall 3.0 grade-point average, a cumulative average of 3.5 in the major, and complete an honors thesis (Geological Sciences 490). Students interested in applying should contact the director of undergraduate studies during the second semester of the junior year.

Courses

For complete course descriptions, see the Geological Sciences listing in the College of Engineering section.

- GEOL 101 Introductory Geological Sciences**
Fall, spring, summer. 3 credits.
- GEOL 102 Evolution of the Earth and Life (Bio S 170)**
Spring. 3 credits. GEOL 101 recommended.
- GEOL 103 Introductory Environmental Geology**
Fall. 3 credits.
- GEOL 104 The Sea: An Introduction to Oceanography**
Spring. 3 credits.
- GEOL 105 Writing on Rocks (Freshman Seminar)**
Fall. 3 credits.
See freshman seminar handbook for description.
- GEOL 108 Geology and Society**
Spring. 1 credit. May be taken concurrently with or after GEOL 101, 102, 103, 104, 111, 201, or 206.
- GEOL 109 Dinosaurs**
Fall. 1 credit.
- GEOL 111 To Know the Earth and Build a Habitable Planet**
Fall. 3 credits.
- GEOL 122 Earthquake! (also Engineering 122)**
Fall. 3 credits.
- GEOL 123-124 Science of Earth Systems Colloquium (also SES 101-102 and SCAS 101-102)**
For course description, see the Science of Earth Systems section in "Interdisciplinary Centers, Programs, and Studies," in the front part of the catalog.
- GEOL 201 Introduction to the Physics and Chemistry of the Earth (also ENGRD 201)**
Spring. 3 credits. Prerequisites: Mathematics 191 and Physics 112.
- GEOL 203 Natural Hazards and the Science of Complexity**
Fall. 3 credits. Prerequisites: 2 math courses, 1 physics course.
- GEOL 204 Hydrology and the Environment (also SCAS 371 and ABEN 371)**
Spring. 3 credits. Prerequisite: 1 course in calculus.
- GEOL 206 Geologic Perspective on Climate Changes**
Spring. 3 credits.
- GEOL 210 Introduction to Field Methods in Geological Sciences**
Fall. 3 credits. Prerequisite: GEOL 101, 103, or 201. Weekly field sessions. A weekend field trip.
- GEOL 212 Special January Field Trip**
Fall. 2 credits. Prerequisites: GEOL 101 or 201 or equivalent, and permission of instructor. Travel and subsistence expenses to be announced.
- GEOL 213 Marine and Coastal Geology**
Summer. 2 credits. Prerequisites: an introductory course in geology or permission of instructor.
- GEOL 214 Western Adirondack Field Course**
Spring. 1 credit. Prerequisite: GEOL 210 or equivalent, or permission of instructor.
- GEOL 302 Evolution of the Earth System (also SES 332 and SCAS 302)**
For course description, see the Science of Earth Systems section in "Interdisciplinary Centers, Programs, and Studies," in the front part of the catalog.
- GEOL 326 Structural Geology**
Spring. 4 credits. Prerequisite: GEOL 101, 103, or 201, or permission of instructor.
- GEOL 355 Mineralogy**
Fall. 4 credits. Prerequisite: GEOL 101, 103, or 201 and Chem 207 or permission of instructor.
- GEOL 356 Petrology and Geochemistry**
Spring. 4 credits. Prerequisite: GEOL 355.
- GEOL 375 Sedimentology and Stratigraphy**
Fall. 4 credits. Prerequisite: GEOL 101, 103, or 201.
- GEOL 388 Geophysics and Geotectonics**
Spring. 4 credits. Prerequisites: Mathematics 192 and Physics 208, 213, or equivalent.
- GEOL 411 Global Change Research: Mountains, Climate, and Erosion**
Fall. 3 credits.
- GEOL 423 Petroleum Geology**
Fall. 3 credits. Recommended: GEOL 326. Offered alternate years.
- [GEOL 425 Precambrian Orogenic Cycles]**
Fall. 3 credits. Prerequisites: GEOL 326 or GEOL 356. Offered alternate years. Not offered 1995-96.]
- [GEOL 426 Geologic Evolution of South America]**
Spring. 3 credits. Prerequisite: GEOL 326, 356, or permission of instructor. Not offered 1995-96.]
- GEOL 436 Environmental Geophysics**
Spring. 3 credits. Offered alternate years. Prerequisite: PHYS 213 and MATH 192 or equivalents, or permission of instructor.
- GEOL 437 Geophysical Field Methods**
Fall. 3 credits. Prerequisites: Physics 213 and Mathematics 192 or equivalents, or permission of instructor. Offered alternate years.
- [GEOL 438 Exploration Seismology II: Analysis and Interpretation]**
Spring. 3 credits. Offered alternate years. Not offered 1995-96.]
- [GEOL 439 Reflection Seismology I: Data Acquisition and Processing]**
Fall. 3 credits. Offered alternate years. Not offered 1995-96.]
- GEOL 441 Geomorphology**
Fall. 3 credits. Prerequisites: GEOL 101, 103, or 201, or permission of instructor.
- GEOL 442 Glacial and Quaternary Geology**
Spring. 3 credits. Prerequisite: GEOL 441, or permission of instructor.
- GEOL 445 Geohydrology (also ABEN 471 and C&EE 431)**
Fall. 3 credits. Prerequisites: Mathematics 294 and Engr 202.
- GEOL 452 X-ray Diffraction Techniques**
Spring. 3 credits. Prerequisite: GEOL 355 or permission of instructor. Offered alternate years.
- [GEOL 453 Advanced Petrology]**
Fall. 3 credits. Prerequisite: GEOL 356. Offered alternate years. Not offered 1995-96.]
- [GEOL 454 Advanced Mineralogy]**
Spring. 3 credits. Prerequisite: GEOL 355 or permission of instructor. Offered alternate years. Not offered 1995-96.]
- GEOL 455 Geochemistry**
Fall. 4 credits. Prerequisites: Chemistry 207 and Mathematics 102, or equivalent. Recommended GEOL 356. Offered alternate years.
- GEOL 457 Metamorphic Petrology**
Fall. 3 credits. Prerequisite GEOL 355. Offered alternate years.
- [GEOL 458 Volcanology]**
Spring. 3 credits. Corequisite: GEOL 356 or equivalent. Offered alternate years. Not offered 1995-96.]
- GEOL 476 Sedimentary Basins: Tectonics and Mechanics**
Spring. 3 credits. Prerequisite: GEOL 375 or permission of instructor. Offered alternate years.
- [GEOL 478 Advanced Stratigraphy]**
Spring. 3 credits. Prerequisite: GEOL 375 or permission of instructor. Offered alternate years. Not offered 1995-96.]
- GEOL 479 Paleobiology (also Bio ES 479)**
Fall. 3 credits. Prerequisites: BIO G 101-102 and 103-104 or equivalent, and either GEOL 375, BIO ES 274, BIO ES 373, or permission of instructor. Offered alternate years.
- GEOL 481 Senior Survey of Earth Systems**
Fall. 3 credits. Limited to seniors majoring in geological sciences.

GEOL 490 Honors Thesis (B.A. degree candidates)

Fall, spring. 2 credits.

GEOL 491-492 Undergraduate Research

Fall, spring. 1 or 2 credits variable.

GEOL 500 Design Project in Geohydrology

Fall, spring. 3-12 credits. An alternative to an industrial project for M.Eng. students choosing the geohydrology option. May continue over two or more semesters.

GEOL 502 Case Histories in Groundwater Analysis

Spring. 4 credits.

GEOL 622 Advanced Structural Geology I

Spring. 3 credits. Prerequisites: GEOL 326 and permission of instructor. Offered alternate years.

[GEOL 624 Advanced Structural Geology II

Spring. 3 credits. Prerequisites: GEOL 326 and permission of instructor. Offered alternate years. Not offered 1995-96.]

GEOL 628 Geology of Orogenic Belts

Spring. 3 credits. Prerequisite: permission of instructor.

[GEOL 635 Advanced Geophysics I: Fractals and Chaos in Geology and Geophysics

Fall. 3 credits. Prerequisite: GEOL 388 or permission of instructor. Not offered 1995-96.]

GEOL 636 Advanced Geophysics II: Quantitative Geodynamics

Spring. 3 credits. Prerequisite: GEOL 388 or permission of instructor.

GEOL 651 Analysis of Biogeochemical Systems

Fall. 3 credits. Prerequisite: MATH 293 or permission of instructor.

GEOL 656 Isotope Geochemistry

Spring. 3 credits. Open to undergraduates. Prerequisites: GEOL 455 or permission of instructor. Offered alternate years.

GEOL 681 Geotectonics

Fall. 3 credits. Prerequisites: permission of instructor.

GEOL 695 Computer Methods in Geological Sciences

Fall, spring. 3 credits.

GEOL 700-799 Seminars and Special Work

Fall, spring. 1-3 credits. Prerequisite: permission of instructor. Advanced work on original investigations in geological sciences. Topics change from term to term.

GEOL 722 Advanced Topics in Structural Geology**GEOL 725 Rock and Sediment Deformation****GEOL 731 Plate Tectonics and Geology****GEOL 733 Fractal Chaos - Independent Studies****GEOL 741 Advanced Geomorphology Topics****GEOL 751 Petrology and Geochemistry****GEOL 753 Advanced Topics in Mineral Physics****GEOL 755 Advanced Topics in Petrology and Tectonics****GEOL 757 Current Research in Petrology****GEOL 762 Advanced Topics in Petroleum Exploration****GEOL 771 Advanced Topics in Sedimentology and Stratigraphy****GEOL 773 Paleobiology****GEOL 780 Seismic Record Reading****GEOL 781 Geophysics, Exploration Seismology****GEOL 783 Advanced Topics in Geophysics****GEOL 789 Lithospheric Seismology (COCORP Seminar)****GEOL 793 Andes-Himalaya Seminar****GEOL 796 Geochemistry of the Solid Earth****GEOL 797 Fluid-Rock Interactions****GEOL 799 Soil, Water, and Geology Seminar****GERMAN STUDIES**

D. Bathrick, B. Buettner, H. Deinert, I. Ezerzailis, S. L. Gilman, A. Groos, P. U. Hohendahl, B. Martin, chair, L. M. Olschner, graduate faculty representative, G. Waite, director of undergraduate studies

Major areas of specialization cover the period from the early Middle Ages to the twentieth century. While the emphasis remains on literature, the department teaches film, theater, the political culture of Germany, women's studies, music, intellectual history, history of science, and Jewish studies. Courses are designed with the general student population in mind. The department often cosponsors courses with the departments of Comparative Literature, History, History of Art, Government, Music, Near Eastern Studies, and Theatre Arts, as well as with the Medieval Studies and Women's Studies programs. For further information about majors and courses, see Modern Languages and Linguistics.

The Major

Students majoring in German are encouraged to design their programs in a manner that will allow for diversity in their courses of study. It should enable them to become acquainted with an adequate selection of major works, authors, and movements of German literature and to develop their skill in literary analysis. Students majoring in German will normally proceed through German 201, 202, 203, 204. Students who, because of previous training, are qualified to enroll in 300- or 400-level courses will be permitted to do so. For details, students may consult the director of undergraduate studies, G. Waite, in the Department of German Studies, or W. Harbert, in the Department of Modern Languages and Linguistics. Students majoring in German are expected to complete successfully a minimum of six 300- and 400-level courses in addition to German 303-304; one of the courses must be a senior seminar (German Studies 410). Some 200-level courses offered by this department (such as German Studies 211) and

related departments will count toward the major as well; please consult your adviser. These courses should be a representative selection of subjects in German literature, Germanic linguistics, or both. The attention of students majoring in German is called to the courses offered by departments and programs such as Anthropology, Comparative Literature, History, History of Art, Government, Music, Society for the Humanities, Theatre Arts, and Women's Studies, many of which complement the course offerings in German.

Students majoring in German are expected to become competent in the German language. This competence is normally demonstrated by the successful completion of German 304. Placement of German majors who have done no work in German at Cornell will be determined by the level of preparation they have obtained elsewhere. For information, students should consult the director of undergraduate studies, G. Waite, or W. Harbert.

The German Area Studies Major

The German area studies major is intended for students who are interested in subject matter related to German-speaking countries but not necessarily or not exclusively in German literature or linguistics. Students will select appropriate courses offered in history, government, economics, music, theater arts, or other suitable subjects. Minimum course requirements for the German area studies major are the same as for the German major. These students may select a committee of two or more faculty members to help them design a program and supervise their progress. One committee member must be from the German faculty of either the Department of Modern Languages and Linguistics or the Department of German Studies. The other member(s) should represent the student's main area of interest.

The student majoring in German area studies is expected to become competent in the German language. Such competence is normally demonstrated by successful completion of German 304. A minimum of six area courses above the 200-level is required for the major; one of the six courses must be a senior seminar (German Studies 410).

Advanced Standing. Students with an AP score of 4 or better are automatically granted three credits in German literature. Students coming to Cornell with advanced standing in German and/or another subject often find it possible to complete two majors. Recent double majors have combined history, psychology, chemistry, biology, or physics with German literature or German area studies. Students in Agriculture and Engineering have entered dual degree programs. Double majors will complete separate programs, one for each major.

Honors. The honors program in German is open to superior students who want to work independently in an area of their own choice. Students are free to select any faculty member of the Field of Germanic Studies (in the case of area studies majors, the appropriate member of their committee) to assist them in designing their honors program, to supervise their work, and to help them select a suitable topic for an honors essay. The independent study courses, German 451 and 452, may form part of the program.

Study Abroad

Cornell has a formal agreement with the University of Hamburg enabling its undergraduates to take courses in any field offered by the German university. The program offers a challenging course of study and the experience of total immersion in German life and culture. Participants in this program attend a required 3-credit orientation course in September, which is designed to help them adjust to the academic and social life of Germany. Special field trips are organized as part of the orientation session. Beginning in mid-October, students enroll as fully matriculated students at the University of Hamburg.

Cornell maintains a center in Hamburg with appropriate support staff. The resident director is a faculty member from Cornell, who teaches a special seminar each semester, provides academic advice, and helps ensure the quality of the courses. The center, which includes a classroom, a small library, and word-processing facilities, is used by students for the orientation session, special seminars, tutorials, lectures, and informal gatherings.

Applicants are expected to have attained at least proficiency in German prior to departure. For further information, students should contact the director of undergraduate studies and the director of Cornell Abroad.

Freshman Writing Seminar Requirement

The following courses will satisfy the freshman writing seminar requirement: German 109, 111, 151, 175, 211, and 312. For details students should consult the instructors.

Fees. Depending on the course, a small fee may be charged for film rental or photocopied texts for course work.

Literature

Freshman Writing Seminars

See Freshman Seminar booklet for course times and descriptions.

GERST 109 Fairy Tales and the Literary Imagination

Fall or spring. 3 credits. I. Ezerzailis, L. M. Olschner and staff.

GERST 111 Women Who Kill Too Much

Fall. 3 credits. S. Kassouf.

GERST 151 Kafka, Hesse, Brecht, and Mann

Fall or spring. 3 credits. H. Deinert and staff.

GERST 175 Cinema and Society

Fall or spring. 3 credits. G. Waite and Staff.

Courses Offered in German

GERST 201 Introduction to German Literature I: Prose

Fall or spring. 3 credits. Prerequisite: qualification in German or permission of instructor. Taught in German. Fulfills both the language proficiency requirement and, followed by German 202 or another German literature course at the 200-level or above, the humanities distribution requirement. Staff.

An intermediate course designed to improve reading, writing, speaking, and listening skills in German. Emphasis is placed on developing

reading competency, tools of literary analysis, and expansion of vocabulary. Grammar review included. The complexities of inner and outer reality as expressed in selected prose works of Bachmann, Brecht, Kafka, Mann, Dürrenmatt, Aichinger and others.

GERST 202 Introduction to German Literature II: Drama

Fall or spring. 3 credits. Prerequisite: German 201 or permission of instructor. Taught in German. Fulfills both the language proficiency requirement and, together with German 201 or another German literature course at the 200-level or above, the humanities distribution requirement. Staff.

An intermediate course designed to improve reading, writing, speaking, and listening skills in German. Emphasis is placed on developing reading competency, tools of literary analysis, and expansion of vocabulary. Self-confrontation and social conflict in the plays of major Austrian, Swiss, and German dramatists, including Dürrenmatt, Brecht, Frisch, Hofmannsthal, Goethe, and Schiller.

GERST 211 Intensive Workshop in Germanic Studies for Freshmen I

Fall. 6 credits. Intended for entering freshmen with extensive training in the German language (CPT achievement score of 650, AP of 3, or comparable evidence; please consult instructor). Taught in German. Satisfies the language and distribution requirements *or* the freshman writing seminar requirement. H. Deinert.

Not intended as a survey but rather as a rigorous seminar designed to familiarize students with literary forms and the tools of critical analysis. The course will provide an intensive introduction to the study of German literature through the discussion of exemplary prose works, dramas, and poems from the eighteenth and nineteenth centuries.

[GERST 307 Modern Germany

Not offered 1995-96.]

GERST 312 Intensive Workshop in Germanic Studies for Freshmen II

Spring. 4 credits. Intended primarily for freshmen with extensive training in the German language (minimum CPT achievement score of 650 or minimum AP score of 3, or comparable evidence; please consult instructor). Taught in German. Satisfies the language and distribution requirements *or* the freshman writing seminar requirement. H. Deinert.

Designed mainly as a sequel to the Intensive Workshop I (German 211). The emphasis is on German literature, culture, and political history in the first half of this century. Readings include works by Hofmannsthal, Thomas Mann, Hesse, Kafka, Brecht, Weiss, and Plenzdorf. The visual arts, music, and theater will serve as additional tools of interpretation.

[GERST 315 German Poetry from the Middle Ages to the Present

Not offered 1995-96.]

GERST 342 The New Europe (also GOVT 342)

Fall.

For description, see GOVT 342.

GERST 353 Kleist

Spring. 4 credits. Prerequisite: German 201-202 or permission of instructor. Taught in German. H. Deinert.

The Prussian aristocrat Heinrich von Kleist, who has been compared by some to Aeschylus and Shakespeare, committed suicide in 1811 at the age of thirty-four because "I have run out of options." We will examine his dramas and prose writings against the background of revolutionary turmoil in Europe and the Americas and the Wars of National Liberation.

GERST 354 Schiller

Fall. 4 credits. Prerequisite: German 201-202 or permission of instructor. Taught in English with optional discussion section in German if students request it; texts in German. A. Groos.

A survey of Schiller's major dramas, poetry, and theoretical writings, situating these texts amid changing discourses of the Age of Revolution: revolution in the political and private sphere, the modern state and the problematics of freedom, discourses of love and sexuality, alienation and the role of the aesthetic. A final segment of the course will be devoted to Schiller's reception in nineteenth-century opera.

[GERST 357 Major Works of Goethe

Not offered 1995-96.]

[GERST 365 Austrian Literature

Not offered 1995-96.]

Courses in English Translation

[GERST 320 Postwar German Novel

Not offered 1995-96.]

[GERST 322 Medicine and Civilization (also Biology and Society 322)

Not offered 1995-96.]

[GERST 330 Political Theory and Cinema (also Comparative Literature 330, Government 370 and Theatre Arts 330)

Not offered 1995-96.]

[GERST 347 Reading Freud: Race, Gender, and Psychoanalysis (also Comparative Literature 347, English 347, Psychology 389)

Not offered 1995-96.]

[GERST 351 Freud: Optional Clinical Discussion Section (also Comparative Literature 351, English 346 and Psychology 391)

Not offered 1995-96.]

GERST 374 Opera and Culture (also Music 374)

Spring. 4 credits. Prerequisite: any three-credit music course or proficiency in German or Italian. A. Groos.

This course is designed to explore interrelationships between opera and cultural practice, using examples principally from the German and Italian repertoires (e.g., Mozart, Wagner, Verdi, Puccini, Strauss). Lectures and discussion will examine operatic representations of central issues in the emergence of modern culture in the late eighteenth and nineteenth centuries: politics and national identity, issues of gender and sexuality, orientalism, representations of madness and disease. Depending on student interest, a final segment of the semester may extend our focus into twentieth-century opera or other media such as film and theatre.

[GERST 383 Faust in Legend, Literature, and the Arts (also Comparative Literature 383)

Not offered 1995-96.]

GERST 396 German Film (also Comparative Literature 396 and Theatre Arts 396)

Spring. 4 credits. Requirements: participation in class discussion, one paper, midterm, and final. D. Bathrick.

The goal of the course is to explore the form and context of German film in relation to the cultural and sociopolitical context of which it is a part. Accordingly, the material discussed will be divided into three major periods: Weimar film 1918-1933; Nazi film, 1933-1945; Postwar film, 1945-present. Readings and lectures will be devoted to formal and cultural developments in the history of German film as well as interpretive analysis of selected individual films. In both lectures and discussions, particular emphasis will be placed on helping students develop an appropriate method for viewing and analyzing film.

GERST 413 Women around Freud (also Comparative Literature 412 and Women's Studies 413)

Not offered 1995-96.]

GERST 414 History into Fiction: Nazis and the Literary Imagination (also English 404, Comparative Literature 404)

E. Rosenberg. Not offered 1995-96.]

GERST 415 Marx, Freud, Nietzsche (also Comparative Literature 425 and Government 473)

Fall. 4 credits. G. Waite.

There are three main aspects to this course. First and primarily, it provides an *introduction* to the thinking of these three "master thinkers" who have determined much of modernity and postmodernity. Here, basic aspects of their work are considered: (a) scientific and theoretical writings; (b) specific critical and historical analyses; (c) programs and manifestos; and (d) styles of argumentation, documentation, and persuasion. (This also entails an introduction, for non-specialists, to basic problems of economics, philosophy, psychology—and literary criticism.) Second, we will *compare and contrast* the underlying assumptions and interpretive yields of the various disciplines and practices that Marx, Nietzsche, and Freud helped to ground: *historical materialism and communism*; *power-knowledge analysis*; and *psychoanalysis*, respectively. Finally, but less thoroughly, we will discuss the ways these three thinkers have been fused together into a *single constellation or troika*: "Marx-Nietzsche-Freud." The main focus of the course will be on primary texts, which might include, e.g.: (Marx) *The Communist Manifesto*, *The 18th Brumaire*, *Critique of the Gotha Program*, and selections from *The Paris Manuscripts*, *Grundrisse*, and *Capital*; (Nietzsche) *The Birth of Tragedy*, "The Greek State," "On Truth and Lie in the Extramoral Sense," *On the Use and Disadvantage of History for Life*, and selections from *Thus Spoke Zarathustra* and *The Genealogy of Morals*; and (Freud) two case studies, *On Dreams*, *Civilization and Its Discontents*, *Three Essays on the Theory of Sexuality*, and selections from *The Psychopathology of Everyday Life* and *Introductory Lectures*.

GERST 418 Thomas Mann

Fall. 4 credits. In English. There may be a discussion section in German if students request it. I. Ezerzailis.

We will read Mann's major works, as well as materials (his own essays, criticism, political and philosophical debates) surrounding their production and publication. As Mann's work covers a large span, we will have occasion to think about German problems and possible responses to them before World War I, between the wars, and during World War II. *Buddenbrooks*, *Magic Mountain*, *Dr. Faustus*, and *Felix Krull*, are some of the texts to be read closely.

GERST 458 Comparative Democratization (also GOVT 458)

Fall.

For description, see GOVT 458.

Course in Latvian and Baltic Literature**GERST 377 Baltic Literature (also Russian Literature 377)**

Not offered 1995-96.]

Graduate and Advanced Undergraduate Courses**GERST 405 Introduction to Medieval German Literature I #**

Not offered 1995-96.]

GERST 406 Introduction to Medieval German Literature II #

Not offered 1995-96.]

GERST 408 Twentieth-Century German Poetics (also Society for the Humanities 408)

Not offered 1995-96.]

GERST 410 The German Radio Play (Senior Seminar)

Fall. 4 credits. Taught in German.

L. M. Olschner.

It is difficult to exaggerate the impact of radio in the 1920s and 30s. Writers such as Döblin were quick to respond to the new medium with dramatic texts, and theoreticians such as Benjamin and Brecht sought to explain what came to be called the "stage of the interior." From the late 20s to the early 60s and beyond, radio plays in German—as in other countries—reached enormous audiences, and many of the major authors of this period enjoyed much success in radio work. The Nazis recognized the importance of radio as an ideological instrument and exploited it accordingly. After 1945 writers produced *Hörspiele* reflecting the historical processes at work in each of the German states. This seminar will study the texts of a series of *Hörspiele* as well as theoretical writings on early radio culture, the function of radio texts during fascism, the consolidation of *Hörspiel* aesthetics, and the experiments of the 60s and 70s. As complement to these readings, we will hear historical recordings of plays by Döblin, Benjamin, Brecht, Borchert, Andersch, Bachmann, Eich, Böll, Frisch, Dürrenmatt, and Jandi/Mayröcker. And finally we will attempt to write and produce a *Hörspiel* of our own.

GERST 416 Literary Translation in the West (also Comparative Literature 416)

Not offered 1995-96.]

GERST 451-452 Independent Study

451, fall; 452, spring. 1-4 credits each term. Prerequisite: permission of instructor.

GERST 472 Poetry of the 1990s (also Comparative Literature 472)

Not offered 1995-96.]

GERST 492 The Advance of Humanism: Aspects of the European Enlightenment #

Not offered 1995-96.]

GERST 496 Theorizing the Public Sphere (also Comparative Literature 496 and History 496)

Not offered 1995-96.]

Seminars

Note: For complete descriptions of courses numbered 600 or above consult the appropriate instructor.

GERST 600 Special Topics in Feminist Theory (also Anthropology 600 and Comparative Literature 600)

Not offered 1995-96.]

GERST 608 Modern/Postmodern (also Comparative Literature 608)

Not offered 1995-96.]

GERST 621 Issues in Gay and Lesbian Studies (also Women's Studies 621)

Not offered 1995-96.]

GERST 623 Seminar in Medieval German Literature I

Fall. 4 credits. Prerequisite: German 405-406 or equivalent. Topic: Romance. A. Groos.

GERST 626 Nuremberg

Spring. 4 credits. Prerequisite: permission of instructor. Anchor course for the 16th century. A. Groos.

An introduction to Nuremberg in the late fifteenth and sixteenth centuries, with emphasis on its significance as an early modern urban center. Topics include the city's development and social structure, pre- and post-Reformation attempts to fashion its image and history, public spectacle and imperial entries, literary and artistic humanism (Celtis and Dürer), social order and social conflict (*Fastnachtspiel*, antisemitism), constructions of gender and marginal figures. The last part of the course will deal with the reception of early modern Nuremberg from Goethe through the Romantics, including Wagner.

GERST 627 Baroque

Not offered 1995-96.]

GERST 629 The Enlightenment

Not offered 1995-96.]

GERST 630 Classicism and Idealism

Spring. 4 credits. Texts in German, discussion in English. Anchor course. G. Waite.

An introduction to some of the major poetic and philosophical texts generally considered to be part of the canon of "Classicism" (roughly 1786-1832), while at the same time giving reasons to call into question notions of the canon and of periodization, particularly as these have tended to exclude women and others. In addition to the basic problem of *the appropriation of classical antiquity at a period marked by the transition to bourgeois modernity*, special consideration is given to the informing theoretical principle of the period: i.e., *the dialectic*. Samples from all major genres, including the problem of classicism in other media, notably the visual arts in France (David). Selected readings from Goethe, Hegel, Hölderlin, Kleist, Lessing, Kant, Schiller, Winckelmann, and one Greek text. While the main focus of this anchor course is on primary texts, we will also

consider critiques of classicism, idealism and the dialectic by such writers as Adorno, Althusser, Bryson, Deleuze, Foucault, Heidegger, Kittler, Lukács, Nietzsche, and Marx. The written work for the seminar will consist of one take-home examination, and we will discuss pedagogical problems related to teaching the topic to undergraduates.

[GERST 634 German Romanticism
Not offered 1995–96.]

GERST 637 Nouvelle Workshop
Fall. 4 credits. Taught in German.
H. Deinert.

Course is intended (1) as an introduction to the prominent German narrative and (2) as a workshop in undergraduate curriculum development.

GERST 640 Paul Celan and the Shoah
(also **Comparative Literature 640**
and **Jewish Studies 610**)

Spring. 4 credits. Open to qualified undergraduates with permission of instructor. Good reading knowledge of German required. L. M. Olschner.

Paul Celan, now widely recognized as one of the most important European poets in this century, has complex origins: belonging to the Ashkenazim in Rumania who spoke German at home, Celan never lived in a German-speaking environment after moving to Paris in 1948. Having lost his parents in a concentration camp, he lived the fractured existence of writing in the language of the murderers. The seminar examines Celan's cultural background in Czernovitz and his indebtedness to romanticism, symbolism, and Surrealism; the context of the Cabala and the Shoah; intertextual connections with Hölderlin, Rilke, and Mandelstam, as well as dialogues with Heidegger, Bennis, and N. Sachs; his translations from seven languages; and poetics and the reception of his poetry, especially in the conservative climate of the Federal Republic of Germany.

[GERST 647 German Literature from 1945 to 1989: Questions of Modernity and Identity
Not offered 1995–96.]

[GERST 651 Exile Literature
Not offered 1995–96.]

[GERST 652 Culture in Germany 1933–1945
Not offered 1995–96.]

[GERST 653 Opera (also Comparative Literature 655 and Music 679)
Not offered 1995–96.]

GERST 660 Visual Ideology (also Comparative Literature 660 and Theatre Arts 660)

Spring. 4 credits. G. Waite.

Some of the most powerful approaches to visual practices have come from outside or from the peripheries of the institution of art history and criticism. This seminar will analyze the interactions between academically sanctioned disciplines (such as iconography and connoisseurship) and innovations coming from philosophy, psychoanalysis, historiography, sociology, literary theory, mass media criticism, feminism, and Marxism. We will try especially to develop: (1) a general theory of "visual ideology" (the gender, social, racial, and class determinations on the production, consumption, and appropriation of visual artifacts under modern and postmodern conditions); and (2) specific practices of the

"dialectical image" and/or "movement/time image" to articulate these determinations. Examples will be drawn from the history of oil painting, architecture, city planning, photography, film, and other mass media.

[GERST 661 After the City: From Metropolis to Electropolis (also Architecture 338/638 and Comparative Literature 661)
Not offered 1995–96.]

GERST 664 Freud and the *Fin de Siècle*
Fall. 4 credits. Reading knowledge of German necessary. B. Martin.

A survey of major late nineteenth- and early twentieth-century works reflecting the adoption of the biological mode as a central metaphor in German thought. Central to the course will be Freud's early work (*Studies in Hysteria, Interpretation of Dreams, Three Essays*). Other writers to be read include Nietzsche, Haeckel, Andreas-Salomé, Wedekind, Hauptmann, Schnitzler, and Lombroso.

[GERST 666 Ingeborg Bachmann
Not offered 1995–96.]

[GERST 673 Franz Kafka and the Problem of "Minor" Literature (also Comparative Literature 673)
Not offered 1995–96.]

[GERST 674 Contemporary Poetry and Culture: 1968–1993 (also Comparative Literature 674)
Not offered 1995–96.]

[GERST 675 After the Divide: German Critical Theory of the Seventies and Eighties (also Comparative Literature 675 and History 675)
Not offered 1995–96.]

[GERST 679 Bertolt Brecht in Context (also Comparative Literature 679 and Theatre Arts 679)
Not offered 1995–96.]

[GERST 685 Gramsci and Cultural Politics (also Comparative Literature 685 and Government 675)
Not offered 1995–96.]

GERST 687 The Politics of Culture in the German Democratic Republic

Fall. 4 credits. D. Bathrick.

The initial sessions of the seminar will be devoted to studying Marxist-Leninist "narratives" about history, fascism, women, the Enlightenment, and production to understand how these have been translated into the principles of socialist realism and the institutional practices of "Kulturpolitik." We shall then trace out how thematic and formal challenges to these traditions (narratives) began to emerge in the 1960s and 1970s around such prose writings as "Nachdenken über Christa T" by Christa Wolf; dramas by Ulrich Plenzdorf, Heiner Müller, and Volker Braun; the poetry of Sarah Kirsch, Rainer Kirsch, Franz Fühmann, Günter Kunert, Volker Braun and Wolf Biermann. Our look at the literature of the 1980s will include writers such as Imtraud Morgner, Helga Königsdorf and Christoph Hein as well as the younger poets of the Prenzlauer Berg.

[GERST 690 Feminist Criticism and Theory (also Women's Studies 690)
Not offered 1995–96.]

[GERST 692 The Politics of Criticism (also Comparative Literature 692 and Theatre Arts 692)
Not offered 1995–96.]

GERST 753-754 Tutorial in German Literature

Fall and spring. 1–4 credits per term.
Prerequisite: permission of instructor.

Related Courses in Other Departments

Government

GOVT 669 Modern Social Thought
S. Buck-Morss.

History

HIST 357-358 Survey of German History
I. V. Hull.

HIST 474/674 Seminar in European Intellectual History
D. LaCapra.

HIST 674 German History from 1700–1918
I. V. Hull.

Modern Languages and Linguistics

GERLA 407 Teaching German as a Foreign Language
Staff.

GERLA 602 Gothic
W. E. Harbert.

LING 625 Middle Welsh
W. E. Harbert.

GOVERNMENT

R. Herring, chair; B. R. O'G. Anderson, R. Bense, M. G. Bernal, S. Buck-Morss, R. Bullock, V. Bunce, T. Christensen, J. Cowden, N. Hirschmann, M. Katzenstein, P. Katzenstein, E. W. Kelley, J. Kirshner, I. Kramnick, T. J. Lowi, W. Mebane, J. Pontusson, J. Rabkin, A. Rutten, E. Sanders, H. Schamis, L. Scheinman, M. Shefter, V. Shue, A. M. Smith, S. G. Tarrow, S. Telhami, N. T. Uphoff

Government is what Cornell calls a department that elsewhere might be termed political science. The focus of this discipline is power applied to public purposes. Some faculty concentrate on purposes, some on applications. Some engage in the close reading of great texts of political philosophy, while others analyze the behavior of power-wielders and publics in this and other societies. Government is divided into four subfields: U. S. politics, comparative politics (other nations), political theory (philosophy), and international relations (transactions between nations).

To accommodate new courses or course changes, a supplementary announcement is prepared by the department. Before enrolling in courses or registering each term, students are requested to consult the current supplement listing courses in government, available in 125 McGraw Hall.

The Major

To be admitted to the major, a student must pass two government courses.

To complete the major, a student must (1) pass two of the introductory government courses (Government 111, 131 or 231, 161, 181 or 281); (2) pass an additional course in one of the remaining subfields (American government, comparative government, political theory, or international relations). This course may be any course offered in the government department, including introductory courses, upper-level courses or seminars. Students are strongly advised to take at least one course in each of the four subfields; (3) accumulate an additional 28 credits of government course work at the 300-level or above; (4) complete at least one seminar-style course in government which may be applied toward the 28 credits. These courses include those numbered 400.XX to which students are admitted by application only; (5) accumulate 12 credits in upper-level courses in related fields (such as anthropology, economics, history, psychology, and sociology). Upper-level courses are usually courses numbered at the 300-level or above (200-level courses are not considered upper-level). Students should consult with their major adviser to choose appropriate courses. All choices of related courses must be approved by the major adviser, or the director of undergraduate studies; (6) all courses used to fulfill a government major must be passed with a letter grade.

To summarize, a total of 10 government courses and 3 additional courses (12 credits) of upper-level related courses are required to complete the major.

Cornell-in-Washington Program. Government majors may apply to the Cornell-in-Washington program to take courses and undertake a closely supervised externship during a fall or spring semester.

Study Abroad in Geneva. French, history, and government majors, or other students with a commitment to international experience, may study abroad in Geneva, Switzerland. Geneva is an especially appropriate location for students with an interest in international affairs, as many international organizations maintain offices there, among them the United Nations, the Red Cross, the Headquarters of the World Health Organization, the International Labor Organization, the International Telecommunications Union, the World Intellectual Property Organization, the European Nuclear Research Center, and the Ecumenical Center at Grand-Saconnex. Cornell students enroll full-time in the University of Geneva and affiliated schools, including the Graduate School of International Studies (HEI) and the Development Studies Institute, where they take year-long courses, studying with Swiss and international students. They can choose classes in many subjects, including literature, economics and other social sciences, law, theology, psychology, education, architecture, physical education, and French language, civilization and history.

The University of Geneva offers four consecutive three-week language and civilization summer courses beginning in mid-July, which prepare students for the mandatory French exam given in early October. Cornell students must attend the last of these sessions, from mid-September to early October, but earlier sessions are recommended for students who need additional language preparation.

Interested students can participate in internships at international organizations, and qualified participants may be able to work under the direction of officials on research studies that are of mutual interest.

Students must be Cornell undergraduates with a strong academic record. The minimum French preparation is the completion of French 204 or 213, or its equivalent in advanced credit or placement by the Cornell C.A.S.E. examination. Students should plan to study abroad for the entire academic year. Students interested in the study abroad program in Geneva should contact the Cornell Abroad office (474 Uris) for further information.

European Studies Concentration. Government majors may elect to group some of their required and optional courses in the area of European studies, drawing from a wide variety of courses in relevant departments. Students are invited to consult Professors P. Katzenstein, Scheinman, and Tarrow for advice on course selection and foreign study programs.

Model European Community Simulation. Undergraduates with an interest in the European Community, public affairs, or debating may participate in the annual Modern European Community Simulation (SUNYMEC) held in April at SUNY Brockport. The simulation is an opportunity for participants, representing politicians from the member nations of the European Community, to discuss issues and resolutions of current concern to the EC.

To prepare for this simulation, a 2-credit independent study seminar is offered each spring. Participation in the simulation will be open only to those who register for this seminar. Anyone interested in participating or in finding out more information should contact the Western Societies Program at 130 Uris Hall, 255-7592.

International Relations Concentration. See the description under "Special Programs and Interdisciplinary Studies."

Honors. Each fall a small number of qualified seniors enter the honors program. To apply, junior majors submit applications in April. Along with a fuller description of the honors program, application forms are available in 125 McGraw Hall. The two courses comprising the honors sequence (honors courses) are described below.

Introductory Courses

Students registering for introductory courses should register for the lecture only. Sections will be assigned during the first week of class. Introductory courses are also offered during summer session.

GOVT 111 Introduction to American Government and Politics

Fall and summer. 3 credits. T. J. Lowi. An introduction to government through the American experience. Concentration on analysis of the institutions of government and politics as mechanisms of social control.

GOVT 131 Introduction to Comparative Government and Politics

Spring and summer. 3 credits. J. Pontusson. This course provides a survey of the institutions, political processes, and policies of contemporary states. It focuses on the conditions for and workings of democracy.

Looking at Western Europe, we will analyze institutional variations among liberal democracies, and their political implications. We will then probe the origins of democracy in Western societies and the reasons why communism and other forms of authoritarian rule have prevailed elsewhere. Finally, we will explore the impetus behind and the obstacles to democratization in the Third World and the erstwhile Communist Bloc. Throughout this survey, problems of democracy will be related to problems of economic development, efficiency, and equality.

GOVT 161 Introduction to Political Philosophy

Fall and summer. 3 credits. I. Kramnick. A survey of the development of Western political theory from Plato to the present. Readings from the works of the major theorists. An examination of the relevance of their ideas to contemporary politics.

GOVT 181 Introduction to International Relations

Spring and summer. 3 credits. L. Scheinman. An introduction to the basic concepts and practice of international politics.

Freshman Writing Seminars

GOVT 100 Freshman Seminars

Fall, spring, or summer. 3 credits. Seminars will be offered in fall, spring, and summer terms. Consult the listings for the Freshman Seminar Program in the section "Special Programs and Interdisciplinary Studies," the supplement issued by the department, and the Freshman Seminar booklet for course descriptions and instructors.

Major Seminars

GOVT 400 Major Seminars

Fall or spring. 4 credits. These seminars, emphasizing important controversies in the discipline, cap the majors' experience. Thus preference in admission is given majors over nonmajors and seniors over juniors. Topics and instructors change each semester. To apply, students should pick up an application in 125 McGraw Hall during the course selection period the semester before the seminar is given.

The following courses are open to sophomores, juniors, and seniors without prerequisites unless otherwise indicated.

American Government and Institutions

Government 111 is recommended.

GOVT 121 Economic Growth and Democratic Legitimacy

Summer. 3 credits. E. W. Kelley. This course will explore the psychological, economic, and participatory foundations for the acceptance of democratic governments. We will explore the effects of economic growth, the distributions of income and wealth and actual access to the ballot on support for democratic institutions. Among the authors we read will be: Adam Smith, Max Weber, Emile Durkheim, David McClelland, Rinchart Bendix, Anthony Downs, Carolyn Bell, John Dollard, Neal Miller, James Fallows, and Cornel West. We will conclude by focusing on the degree of current acceptance of democratic political institutions in the United States.

[GOVT 301 The Political Economy of American Industrialization

4 credits. Not offered 1995-96.]

GOVT 302 Social Movements in American Politics (also American Studies 302)

Fall. 4 credits. E. Sanders.

From populism to environmentalism, social movements directed to reform of national policies and political structures have been an earmark of American politics. This course will begin with an examination of late nineteenth-century agrarian and labor movements and move through progressivism, a variety of 1930s upsurges, civil rights, and more or less contemporary environmental, consumer, feminist, and peace movements. The focus will be on the conditions that give rise to these movements, their internal resources, and external alliances and their ultimate impact on the national state (as well as vice versa).

GOVT 303 Introduction to American Political Parties

Spring. 4 credits. J. Cowden.

This is a survey course about American political parties. The course will consider the following: the development of the American party system; realignments and critical elections; party identification; national, state, and local party organizations; theories of party decline; and the role of surrogate organizations such as the mass media. Throughout we will examine how and to what extent the actual function of parties is related to normative and theoretical models of party behavior.

GOVT 308 Science in the American Polity 1800-1960

Fall. 3 credits. M. Dennis.

For description, see S&TS 390.

[GOVT 309 Science in the American Polity

For description, see S&TS 391. Not offered 1995-96.]

GOVT 310 Power and Poverty in America

Spring. 4 credits. E. W. Kelley.

Despite egalitarian democratic rights, the United States remains a stratified society conspicuous for great disparities in the allocation of income and wealth. The purpose of this class is to investigate these disparities, both empirically and normatively, and to assess the impact of government upon them. Topics for discussion will include: what do we mean by distributional inequality and by the demand for greater egalitarianism? What is the extent of inequality and of poverty in America today? How does one establish minimum standards for distributional justice? Is the United States currently on the road toward achieving that minimum standard? What is the array of federal welfare programs presently available and what is their effect? What reforms or changes are currently on the political agenda? Can we imagine a society somewhat like that in the United States achieving a very different distribution of educational and occupational outcomes as described by race, income class, and language spoken by parents?

GOVT 311 Urban Politics

Fall. 4 credits. M. Shefter.

The major political actors, institutions, and political styles in large American cities: mayors, city councils, bureaucracies, ethnic and racial minorities, urban machine politics and the municipal reform movement. The

implications of these political forces for policies pertaining to urban poverty, homelessness, and criminal justice.

GOVT 313 The Nature, Functions, and Limits of Law

Spring. 4 credits. Undergraduates only. J. Silicano.

A general education course for students at the sophomore and higher levels. Law is presented not as a body of rules but as a set of varied techniques for resolving conflicts and dealing with social problems. The roles of courts, legislatures, and administrative agencies in the legal process is analyzed, considering also the constitutional limits on their power and practical limits of their effectiveness. Assigned readings consist mainly of judicial and administrative decisions, statutes and rules, and commentaries on the legal process. Students are expected to read assigned materials before each class and to be prepared for participation in class discussion.

GOVT 316 The American Presidency (also American Studies 316)

Spring. 4 credits. E. Sanders.

Analysis of the politics of the presidency and the executive branch with emphasis on executive-legislative relations, executive branch policymaking, and the problems of the modern presidency.

[GOVT 317 Campaigns and Elections

4 credits. Not offered 1995-96.]

GOVT 318 The American Congress

Spring. 4 credits. M. Shefter.

The role of Congress in the American political system. Topics to be discussed: the political setting within which Congress operates, the structure of Congress, the salient features of the legislative process, and recent congressional behavior in a number of policy areas.

GOVT 324 Legal Reasoning and Legal Adaptation: A Comparison of American and Talmudic Law

Spring. 4 credits. J. Rabkin.

Legislatures may change old laws to reflect new preferences, but much American law is still adapted to modern challenges by judges invoking old precedents and principles, particularly in fields like family law, the law of contracts, and the law of torts. Talmudic law, which rests on much older principles and precepts and cannot fall back on new legislation to justify change in the modern world, must also be adapted to new circumstances. The rabbinic authorities who seek to apply this law often invoke similar kinds of reasoning as American courts but under peculiar constraints. This course, an unusual venture in comparative law, will focus on characteristic modes of reasoning in each system, rather than attempting any systematic surveys of legal outcomes. Readings will include selections from ancient texts as well as modern decisions and contemporary commentaries. No previous background is required.

GOVT 327 Civil Liberties in the United States

Spring. 4 credits. A. Rutten.

An analysis of contemporary issues in civil liberties and civil rights, with emphasis on Supreme Court decisions. Cases are analyzed in terms of democratic theory and the social and political context in which they arose.

GOVT 328 Constitutional Politics: The United States Supreme Court

Fall. 4 credits. J. Rabkin.

The course investigates the role of the Supreme Court in American politics and government. It traces the historical development of constitutional doctrine and the institutional role the court has played in American politics.

GOVT 353 Feminism Movements and the State (also Women's Studies 353)Spring. 4 credits. Permission of the instructor only. Students seeking admission to the course *must* attend first class of the semester. M. Katzenstein.

The course examines the aims and strategies of the feminist movement in the United States and the response of both society and the state to feminist claims. It is thus a course about political protest and the capacity of American political institutions to promote and shape as well as to counter social change. In examining the law and public policy on such issues as job discrimination, wife battery, rape, abortion, etc., the course explores the contradictions between, and the congruence of, the dual ideals of individual choice and group equality.

[GOVT 401 Introduction to Science and Technology Policy (also S&TS 431)

4 credits. Not offered 1995-96.]

GOVT 402 Public Opinion and Mass Political Behavior (also GOVT 702)

Fall. 4 credits. Prerequisite: knowledge of OLS regression. J. Cowden.

This is a survey course about American public opinion and mass political behavior. The course will examine classic and contemporary scholarship on such topics as belief systems, American political culture, electoral behavior and abstention, party identification, political socialization, media effects, and the impact of opinion on policy.

[GOVT 403 State and Economy in Comparative Perspective

4 credits. Not offered 1995-96.]

[GOVT 404 American Political Development in the 20th Century

4 credits. Not offered 1995-96.]

[GOVT 405 Government and the Economy

4 credits. Not offered 1995-96.]

GOVT 406 Politics of Education

Fall. 4 credits. E. W. Kelley.

Education is simultaneously America's biggest business and the institutional process through which skills and values are passed on to the next generation. This course deals with conflicts about, and the politics of, education as they occur at national, state, and local levels. What (including values) will be taught and to whom; who will benefit from formal education as a vehicle for entry into economic opportunity? What are the powers and restrictions on government in this area? How does the American system differ from other systems? How does educational testing affect equal opportunity to obtain meaningful competencies and jobs?

[GOVT 407 Law, Science, and Public Values (also S&TS 407)

4 credits. Not offered 1995-96.]

GOVT 410 Legislatures, Courts, and Public Policy

Fall. 4 credits. A. Rutten.

Courts play a central role in the formulation and enforcement of policy in the United States. However, courts are not all powerful; politicians and bureaucrats have a variety of ways of changing judicial decisions. This course examines judicial control over policy by examining the relations among politicians, bureaucrats, and judges. To do so, we must examine how courts fit into the political process. Among the topics that we will consider are statutory interpretation, administrative procedures, and constitutional review.

[GOVT 412 Voting and Political Participation

4 credits. Not offered 1995-96.]

[GOVT 413/613 Politics and Economics in Local Areas

4 credits. Not offered 1995-96.]

[GOVT 427 The Politics of Environmental Protection in America

For description, see S&TS 427. Not offered 1995-96.]

GOVT 428-429 Government and Public Policy: An Introduction to Analysis and Criticism

428, fall; 429, spring. 4 credits each term. 428 and consent of instructor are required for 429. T. J. Lowi.

Government 428 concentrates on history and criticism of U.S. policies and the politics associated with them. Particular attention given to the origins and character of the regulatory state and the welfare state. Government 429 is an opportunity to pursue further the research begun in 428.

Comparative Government

Government 131 or 231 is recommended.

[GOVT 271 Introduction to African Development (also CRP 271 and ASRC 271)

3 credits. Not offered 1995-96.]

GOVT 325 Eastern Europe

Fall. 4 credits. V. Bunce.

This course will provide an introduction to the domestic and international politics of Eastern Europe. We will concentrate, first, on the historical development of this region before World War II. We will then turn to an analysis of communist revolutions and the construction of the socialist order in Eastern Europe. We will close the course with an analysis of the collapse of communist party rule in 1989 and the prospects for capitalism and liberal democracy.

GOVT 332 Modern European Politics

Fall. 4 credits. H. Kriesi.

This course presents an introduction to politics and political change in Western Europe. It starts from the formation of the European nation-state and the growth of democratic regimes after the French Revolution. It continues with the nature of European systems of government and with the political party system; it then turns to the politics of public policy and to the interaction between policy-makers and societal interest groups. The course ends with an analysis of the interaction between politics and economics in the different countries. The main countries studied are France, Germany, Britain, Italy, and the Scandinavian countries, with the United States used as an external reference point.

[GOVT 333 Government and Politics of the Former Soviet Union

4 credits. Not offered 1995-96.]

GOVT 335 America in the World

Spring. 4 credits. M. Bernal.

Most studies of America deal with local or autochthonous developments up to 1492 or with the influences of other continents, notably Europe, on "the New World" after that date. In this course we shall look at the other sides of these pictures and consider contacts between America and the other continents of Asia, Europe, and Africa before Columbus, as well as some of the influences of America on the rest of the world after his arrival. The course will involve discussions with professor from archaeology, anthropology, and classics on the possibilities of PreColumbian contacts.

GOVT 340 Latin American Politics @

Spring. 4 credits. H. Schamis.

This is the introductory lecture course to the politics of Latin America. The main purpose is to view the region in a conceptual and comparative perspective. Country cases will be introduced to explain the significance of competing theoretical frameworks that have shaped the debate in the field. The class will focus on the political economies of the region to analyze the role of groups and classes under different political regimes and contrasting strategies of development.

GOVT 342 The New Europe

Fall. 4 credits. U. Liebert.

German unification, the collapse of the Soviet bloc and the accelerating movement toward European unification have focussed attention on the shape and significance of the "New Europe." These changes have fueled both new hope for European democracy and new problems for European integration, as new states join the Union and new strains emerge within it. The course will focus on intergovernmental comparisons of EU member states, on the emerging weight of Germany as the strongest state in the Union, as well as on supranational institutional and political developments in the 1990s.

GOVT 344 Government and Politics of Southeast Asia @

Fall. 4 credits. B. Anderson.

The course will focus on the comparative analysis of the nature and origins of political conflict in selected Southeast Asian nation-states. Particular attention will be given to nationalism/ethnicity, religion, and class, as well as to the differential impact of colonial rule.

[GOVT 345 Modern European Politics

4 credits. Not offered 1995-96.]

GOVT 346 Modern Japanese Politics

Fall. 4 credits. R. Bullock.

This course is an introduction to Japanese domestic politics and political economy. Subject matter begins with post-Meiji Japan but focuses on the postwar era. Questions to be explored include: Who rules Japan? How is policy formulated? How do we account for postwar political stability and rapid economic growth? How are opposition interests accommodated or ignored? How is the political system changing today?

GOVT 347 Government and Politics of China @

Fall. 4 credits. V. Shue.

An introduction to the main currents in China's domestic politics over the last sixty

years. Topics include the revolutionary rise of communism; Maoism, in theory and in practice; the politics of bitterness during the "Cultural Revolution"; the evolving roles of the party and the military, and of peasants, workers, and intellectuals in the polity; the prospects for democracy, perceived social inequality, violence, corruption, and other pressing problems that have emerged with the reforms under Deng Xiaoping.

GOVT 349 Political Role of the Military

Spring. 4 credits. B. Anderson.

Comparative study of the political consequences of the global spread since the early nineteenth century, of professionally officered, industrially equipped militaries. Case studies of selected European, Asian, African, and American states will investigate the relationships of these militaries to nationalism, imperialism, technological innovation, and munitions industries, as well as class, ethnic, and religious conflict. Particular attention will be paid to the peculiarities of the modern military's organizational structure in shaping its political roles.

GOVT 350 Comparative Revolutions

Fall. 4 credits. S. Tarrow.

A comparative study of the great modern revolutions seen as social movements, from the French and American revolutions of the eighteenth century to the Russian and Chinese revolutions of the twentieth century, ending with a consideration of the recent "velvet" revolutions in Eastern Europe. Attention is given to the international context of internal political opportunity structures which turn revolt and rebellion into revolution.

GOVT 351 India: Social and Economic Change in a Democratic Polity @

Spring. 4 credits. M. Katzenstein.

This course explores the social, economic, and political forces that have shaped India's development since independence. It considers why democratic political institutions in India have proved so resilient and what effect these institutions have on the economic and social policies that are pursued. The importance of international as well as domestic forces in shaping India's economic and political choices is also assessed.

[GOVT 354 America in the World Economy

4 credits. Not offered 1995-96.]

GOVT 358 Modern History of the Middle East: Changing Politics, Society, and Ideas @

Fall. 4 credits.

For description, see NES 294.

GOVT 430 Democracy, Power, and Economic Reform

Spring. 4 credits. H. Schamis.

At a time of major political and economic reforms taking place in much of the Second and Third Worlds, and also in some of the First, fundamental questions about governance have been raised. The task before reformers is not limited to establishing a political system of individual rights and the rule of law, or of designing fair electoral systems and holding regular elections. It is also about establishing new forms of political power, or as Max Weber might put it, establishing new and effective systems of political domination. The reformers' need to carry out massive structural transformations has often implied centralizing authority, at the same time they are supposed to foster democracy. The dual challenge is

thus one that much of the political development theory has tended to see as sequential rather than simultaneous: to centralize political power in order to carry out major socio-economic transformations, and to build democratic institutions which, by definition, disperse power. This seminar will examine these questions by focusing on some of the more important theoretical debates about the interrelationship between democracy and structural reform, the state and the economy, the crafting of order, and the creation of markets.

GOVT 433 The Politics of Economic Liberalization in the Developing World

Fall. 4 credits. H. Schamis.
What drives the current processes of economic liberalization taking place in most of the developing world? What kinds of constraints and opportunities do governments embarked upon such policy reforms face? What types of factors account for their success or failure? What is the relationship between the international dimension of its phenomenon and the domestic political conditions? This seminar addresses these questions by examining the interplay of domestic and international ideas, local and foreign actors, and national and transnational institutions which take part in these processes. The course focuses extensively on, but is not limited to, Latin America.

GOVT 434 Politics and Society in Modern Italy

Spring. 4 credits. S. Tarrow.
Italy is a country that political scientists have not known how to understand. Too modern to be considered a "developing country," its reputation for corruption, crime, and inefficiency has led to hesitation about considering it along with the "modern" states of Northern Europe. Yet Italy has one of the five or six most developed industrial economies in the world, is a center for technical and artistic innovation, and is the only state on the Mediterranean that has been functioning uninterruptedly as a parliamentary democracy since the end of World War II. Italy's political system has always been a puzzle and, recently, it imploded upon itself after an outbreak of corruption scandals, Mafia violence, and the collapse of its two main governmental parties. The result has been polarization, polemics and political instability, and a political future that looks highly uncertain. This course will trace the development of Italian politics and society since the fall of fascism, particularly in its relationship to the changes in Italian society, and focussing on the role of its (post) Communist party, the cleavage between North and South, the shape of the political economy and the recent convulsions in the party and electoral systems. Students may take a final examination or write a term paper. Students are not required to read Italian, but those who have completed Italian 314 are welcome to take the course.

[GOVT 435 Collective Action and Politics in Modern Europe (also History 435)]
4 credits. Not offered 1995-96.]

[GOVT 436 Environmental Politics and Policy]
4 credits. Not offered 1995-96.]

GOVT 437 Contemporary China: Society and Politics

Spring. 4 credits. V. Shue.
Selected readings and in-class discussion of some of the central dilemmas that have been posed by the rapidly escalating processes of social change taking place under conditions of continuing political authoritarianism in China today. Topics include broad changes in demographic and social structure; rising tensions in family and gender relations; the enduring salience of community and workplace; the resurgence of Chinese nationalism, of ethnic nationalisms, of regionalism, and of popular religious movements; the significance of rising rates of crime and of political corruption; the growing crisis of social welfare delivery; and the limits on political dissent and on the development of civil society.

GOVT 439 Japan in International Politics

Spring. 4 credits. R. Bullock.
The course focus is how Japan shapes and is shaped by the international environment, with particular emphasis on the post-cold war era. Our approach will be both thematic and institutional. Topics to be discussed include US-Japan trade friction, Japan's investment and ODA in Southeast Asia, and cultural politics and notions of a New Asian Identity.

GOVT 454 The Herodotean Moment: The Uses and Abuses of "Western Civilization" (also Comparative Literature 454, History 454) #

Spring. 4 credits. M. Bernal.
The basic premise of the seminar is that the concept of "Western civilization" is a problematic one in need of critical and historical analysis. The course will examine the evolution and transformation of this concept from antiquity to the twentieth century by focusing on selected moments (and texts in which they are represented) of actual and/or perceptual encounters with other civilizations. It will also inquire into the political uses and abuses of the idea of the West, and the literary, psychological, and anthropological dimensions of the idea's history.

GOVT 458 Comparative Democratization

Fall. 4 credits. U. Liebert.
This course, taught as a seminar, will focus on the transition from authoritarian to liberal politics in recent decades. Comparisons of the democratization process will be made, using cases from Southern Europe, Germany, and East-Central Europe. Our focus will be divided between the empirics of these transitions and theoretical understandings of transitions to democracy.

[GOVT 468 Global and Domestic Dimensions of Science and Technology Policy (also S&TS' 425)]
4 credits. Not offered 1995-96.]

Political Theory

Government 161 is recommended.

[GOVT 260 Social and Political Philosophy (by petition for breadth requirement) (also Philosophy 242)]
4 credits. Not offered 1995-96.]

[GOVT 361 Modern Ideologies: Liberalism and Its Critics #]
4 credits. Not offered 1995-96.]

[GOVT 362 Politics of Sexuality (also Women's Studies 262)]
4 credits. Not offered 1995-96.]

[GOVT 364 The Selfish Individual and the Modern World]
4 credits. Not offered 1995-96.]

GOVT 366 American Political Thought from Madison to Malcolm X (also History 316 and American Studies 366)

Spring. 4 credits. I. Kramnick.
A survey of American political thought from the eighteenth century to the present. Particular attention will be devoted to the persistence of liberal individualism in the American tradition. Politicians, pamphleteers and poets will provide the reading. The professor offers insightful historical and social context.

[GOVT 368 Global Climate and Global Justice (also Philosophy 368)]
4 credits. Not offered 1995-96.]

[GOVT 369 Introduction to Feminist Political Thought (also Women's Studies 269)]
4 credits. Not offered 1995-96.]

[GOVT 370 Political Theory and Cinema]
For description, see GERST 330. Not offered 1995-96.]

GOVT 375 Visual Culture and Social Theory (also ART H 370 and Comp. Lit. 368)

Spring. 4 credits. S. Buck-Morss and H. Foster.
Introduction to critical concepts for the analysis of visual culture, in specific socio-historical contexts.

[GOVT 376 Rethinking Marx]
4 credits. Not offered 1995-96.]

GOVT 377 Concepts of Race and Racism

Spring. 4 credits. A. M. Smith.
This course examines race and racism from a political theory perspective. We will discuss the different types of racism: traditional racism, "new" cultural racism, and neo-conservative racism. We will then examine various radical approaches to anti-racism: Marxism, civil rights, black power, colonization theory, domestic underdevelopment theory, Omi and Winant's racial formation framework, and women of color feminist theory. In the concluding section of the course, we will discuss the Los Angeles riots, contemporary debates on immigration in the United States, and the significance of race in American politics.

GOVT 462 Modern Political Philosophy
For description, see PHIL 346. R. Miller.

[GOVT 463 Politics of Contemporary Feminist Theory]
4 credits. Not offered 1995-96.]

GOVT 465 The Politics of Demonization and Erasure (also SHUM 406)

Fall. 4 credits. A. M. Smith.
If, following Nietzsche, Deleuze, and Foucault, we accept the basic argument that power can both reduce difference and multiply difference, what are the implications of their approach to power as a productive force for contemporary research on racial and sexual positionings. How are various hegemonized subject positions "massified," such that they lose their individuality, "demonized," such that they become excessive monster figures, or

"erased," such that their discourses are rendered invisible or incoherent? What are the linkages between this complex operation of authoritarian forces and the emergence of what has been called the "new racism," and what could be called the "new homophobia?" To what extent does the analysis of these new authoritarian formations shed light on contemporary resistance strategies? The seminar reading list will combine theoretical readings (Nietzsche, Deleuze, Foucault) with empirical material dealing with hegemonic representations of race and sexuality (Fanon, Said, Baldwin, Spillers [Angela] Davis, Jordan, Hooks, Chrenshaw, Williams, Higginbotham, Weeks, Robson, and Sedgwick).

[GOVT 466 Feminism and Gender Discrimination

4 credits. Not offered 1995-96.]

[GOVT 468 Global and Domestic Dimensions of Science and Technology Policy

4 credits. Not offered 1995-96.]

[GOVT 469 Limiting War

Not offered 1995-96.]

GOVT 470 Anthropology-Theory-Politics-Performance (also Anthropology 470)

Fall. 4 credits. S. Buck-Morss and J. Bormeman.

An analysis of written and visual texts that expose the rough edges of interpretive coherence and question the self-evidence of knowledge as practice. Topics vary. The stress is on critical methods of readings.

GOVT 473 Marx, Nietzsche, Freud (also German Studies 415)

Fall. 4 credits. G. Waite.

There are three main aspects to this course. First and primarily, it provides an introduction to the thinking of these three "master thinkers" who have determined much of modernity and postmodernity. Here, basic aspects of their work are considered: (a) scientific and theoretical writings; (b) specific critical and historical analyses, (c) programs and manifestos; and (d) styles of argumentation, documentation, and persuasion. (This also entails an introduction, for non-specialists, to basic problems of economics, philosophy, psychology—and literary criticism.) Second, we will compare and contrast the underlying assumptions and interpretive yields of the various disciplines and practices that Marx, Nietzsche, and Freud helped to ground: historical materialism and communism; power-knowledge analysis; and psychoanalysis, respectively. Finally, but less thoroughly, we will discuss the ways these three thinkers have been fused together into a single constellation or troika: "Marx, Nietzsche, Freud."

International Relations

Government 181 or 281 is recommended.

GOVT 294 Global Thinking

Fall. 4 credits. H. Shue.

The analysis taught in this course is global in two different respects: international subjects and interdisciplinary methods. We look in detail at two of the most important and most difficult issues facing international society, devoting approximately half the course to each case: (1) when, if ever, should other nations intervene militarily into ethnic conflict like that in Bosnia? and (2) what, if anything, should industrialized nations and industrializing nations respectively do to reduce the

emissions that promote climate change? On military intervention, we bring together political science, law, and ethics; on climate change we bring together atmospheric chemistry, economics, and ethics. The course is team-taught by five leading faculty researchers from the fields listed.

GOVT 380 The Politics of German Unification

Spring. 4 credits. U. Liebert.

The breakdown of the Cold War order and German unification in 1990 have produced a new phase in German and European politics. The return of the German nation-state coincided with the collapse of the Soviet hegemony in Eastern Europe and the broadening of the European integration process. This course will focus on the continuity and changes in the interaction between German and European politics. It will specifically elaborate the historical role of the national question in German politics and beyond; the international and domestic factors shaping the process of German unification in 1980/90; the impact of unification on the democratization and Westernization processes of the Bonn Republic; and the interaction of the New Germany with its European environment (European integration, Eastern Europe, immigration). In the end, students should be able to thoroughly understand the viability of and the challenges to democracy in Germany as well as the prospects for a hegemonic or dominant role of the New Germany in a changing Europe.

[GOVT 381 The Politics of Defense Spending

4 credits. Not offered 1995-96.]

[GOVT 382 International Relations of East Asia

4 credits. Not offered 1995-96.]

GOVT 383 Theories of International Relations

Fall. 4 credits. A. Russo.

This course examines some of the main theories in the field of international relations. It will consider a number of particularly important or influential works, along with discussions of methodology, research design, theory formation, and the evolution of the field as a whole. The goals of the course are to identify and criticize the central arguments advanced by different scholars in order to assess the relative merits of competing approaches to the main issues in the field.

[GOVT 384 War and Peace in the Nuclear Age (also Physics 206)

4 credits. Not offered 1995-96.]

[GOVT 385 American Foreign Policy

4 credits. Not offered 1995-96.]

GOVT 388 International Political Economy

Spring. 4 credits. J. Kirshner.

This course examines the politics of international political economic relations. It will draw on the history of the modern international economy and explore the theories that have been used to explain its evolution. The goals of the course are to gain insights into contemporary issues and to understand how scholars of international relations and economics describe and explain problems in the global economy.

[GOVT 389 International Law

4 credits. Not offered 1995-96.]

GOVT 391 Chinese Foreign Policy @

Fall. 4 credits. T. Christensen.

This undergraduate lecture course will review and analyze the foreign policy of the People's Republic of China from 1949 to the present. Lectures will discuss the Cold War history of Beijing's relations with the Soviet Union, the United States, Southeast Asia, and the Third World. Various theories of foreign policy will be discussed as potential tools for understanding Chinese foreign policy behavior. The class will conclude with a discussion of the future of Chinese foreign policy in light of the end of the Cold War, changes in the Chinese economy and the post-Tiananmen legitimacy crisis in Beijing.

GOVT 393 Introduction to Peace Studies

Fall. 4 credits. J. Reppy.

This course serves as an introduction to the study of war, peace, and peacemaking. We will study different theories of peace and war from a variety of disciplinary perspectives. The course will cover definitions of peace and war, causes of conflict, and modes of conflict prevention and resolution. The concepts will be applied to a range of historical and current conflicts. Students will prepare analyses of specific conflicts or instances of peacemaking for class presentation.

[GOVT 396 The Past as Prelude? (also History 352)

4 credits. Not offered 1995-96.]

[GOVT 398 North-South Relations

4 credits. Not offered 1995-96.]

GOVT 399 International Relations of the Former Soviet Union

Spring. 4 credits. A. Russo.

This will be a general introductory course in the foreign policy of the USSR and the Russian Federation since 1953, with particular emphasis on the post-communist era. We will examine the roles of ideology and perceptions, institutional politics, leadership, and reaction to challenges and opportunities in the outside world in an effort to come to grips with the rise and sudden collapse of the USSR as a global thermonuclear superpower. We shall then turn to the question of who makes Russian foreign policy and how Russia's role in the outside world is being defined in relation to the former Soviet Republics, Europe, the Third World, and the developed West.

[GOVT 475 Topics in International Political Economy: Money and Finance

4 credits. Not offered 1995-96.]

[GOVT 482 International Relations of East Asia @

4 credits. Not offered 1995-96.]

[GOVT 483 The Military and New Technology

4 credits. Not offered 1995-96.]

[GOVT 489 International Law and Regime Development

4 credits. Not offered 1995-96.]

[GOVT 491 Conflict, Cooperation, and Norm: Ethical Issues in International Affairs

4 credits. Not offered 1995-96.]

Honors Courses

Each April a limited number of junior majors are admitted to the honors program, their work to begin the following fall. Application

forms and a full description of the program may be obtained in 125 McGraw Hall.

GOVT 494 Honors Seminar: Thesis Clarification and Research

Fall. 4 credits. R. Herring.

Each student works individually with a faculty member. The student initiates the tutorial by interesting a faculty member in his or her likely thesis project and by submitting to the director of undergraduate studies a form outlining the general area the thesis will treat and bearing the faculty tutor's signature. This form is due the third week of classes. The tutorial culminates in a ten-to-fifteen-page paper setting forth the central questions to be addressed by the thesis, the state of existing knowledge regarding those questions, and why they matter.

GOVT 495 Honors Thesis: Research and Writing

Spring. 4 credits. Limited to students who have successfully completed Government 494.

Students continue the work of the preceding semester typically with the same faculty tutor. Research on the thesis is completed and writing begun. The tutorial culminates in a thesis of some sixty to eighty pages. The grade for the tutorial is determined by the faculty tutor, while the degree of honors (if any) awarded the thesis is decided by a committee of faculty members established for that purpose.

Independent Study

Independent study, Government 499, is a one-on-one tutorial which is arranged by the student with a faculty member of their choosing. Government 499 is open to government majors doing superior work, and it is the responsibility of the student to establish the research proposal and to find a faculty sponsor. Applicants for independent study must present a well-defined program of study that cannot be satisfied by pursuing courses in the regularly scheduled curriculum. No more than 4 credits of independent study may count toward fulfillment of the major. Students who elect to continue taking this course for more than one semester must select a new theme or subject each semester. Credit can be given only for work that results in a satisfactory amount of writing. Emphasis is on the capacity to subject a body of related readings to analysis and criticism. Keep in mind that independent study cannot be used to fulfill the seminar requirement. The application form for Independent Study is available in 125 McGraw Hall and must be completed at the beginning of the semester in which the course is being taken.

GOVT 499 Readings Fall or spring.

Fall or spring. 1-4 credits.

Graduate Seminars

Qualified undergraduates are encouraged to apply for seminars listed with 600 course numbers but may only register with the permission of the instructor. Students may consult the supplement that lists graduate courses, available in the department office.

Field Seminars

GOVT 601 Scope and Methods of Political Analysis

Fall. 4 credits. W. Mebane.

This course introduces the major analytical approaches used in contemporary political

science research. We touch on broad philosophical issues concerning the nature of theory and inference, the practices of cultural and historical interpretation, and the relevance of moral values and political commitments. Several kinds of research designs, including comparative case study and quasi-experimentation, are briefly examined. The basic analytical ideas involved in statistical methods such as sampling and regression analysis are introduced, as are the basic concepts of the theory of collective choice and the elementary methods of applied game theory.

GOVT 602 Field Seminar in Political Methodology

Spring. 4 credits. J. Cowden.

This course introduces the quantitative methods most often used in contemporary political science research. We cover applied sampling and basic survey design, categorical data analysis, and basic regression analysis. The statistical methods are treated in conjunction with the problems of research design that most commonly arise in political science applications. Attention is given to the conventions accepted in political science for how a statistical analysis should be conducted and the results interpreted. A good basic course in probability and statistics is desirable, though not necessary, for preparation. Enrollment by interested undergraduates is encouraged.

GOVT 603 Field Seminar in American Politics

Fall. 4 credits. E. Sanders.

The basic issues and institutions of American government and the various subfields of American politics are introduced. The focus is on substantive information and theoretical analysis and problems of teaching and research.

GOVT 605 Field Seminar in Comparative Politics

Spring. 4 credits. J. Pontusson and S. Tarrow.

An introduction to selected theoretical problems in the study of comparative politics and to their application in empirical analysis. Basic problems are social class and politics, authority and legitimacy, participation and mobilization, economic development and democracy, authoritarian and totalitarian politics, corporatism and pluralism, and nation building and political integration.

GOVT 606 Field Seminar in International Relations

Fall. 4 credits. T. Christensen.

A general survey of the literature and propositions of the international relations field. Criteria are developed for judging theoretical propositions and are applied to the major findings. Participants will be expected to do extensive reading in the literature as well as research.

GOVT 607 The Western Political Tradition: A Survey

Fall. 4 credits. I. Krammick.

An introduction to political theory through a reading of selected classics in political thought from Plato to Marx.

[GOVT 608 Normative and Interpretive Methodologies

4 credits. Not offered 1995-96.]

American Government and Institutions

GOVT 610 Formal Theory and Modelling

Fall. 4 credits. A. Rutten.

This course surveys the social choice and game theoretic branches of positive political theory. The topics covered include the theorems of Arrow, Schofield, and Gibbard-Satterthwaite, backwards induction, Nash and perfect equilibria, and repeated games and their applications to politics.

GOVT 611 The Political Economy of American Development, 1860-1900

Fall. 4 credits. R. Bensel.

This course will trace and describe the political economy of national state formation from the last decades of the antebellum period, through the Civil War and Reconstruction eras, and end with the transition to a more industrial society during the late nineteenth and early twentieth centuries. Utilizing a broad survey of the historical literature on these periods, the course will investigate: (1) the connection between slavery and the emergence of southern separatism; (2) the impact of conflict between the plantation South and industrializing North on American state formation; (3) the failure of post-Civil War attempts to remold the southern political economy; (4) the role of finance capital markets in industrial and western agrarian expansion and the consequent emergence of monetary issues in national politics; and (5) the political economic basis of possible developmental trajectories other than the high tariff, gold-standard one actually followed.

GOVT 612 American Political Development II: Social Movements and State Expansion in the Twentieth Century

Spring. 4 credits. E. Sanders.

Focus will be on the interaction of social movements and state policy from the progressive era through the 1980s. The assumption is that social movements have been the prime stimuli of national state expansion, although the form and content of the new policy were seldom completely satisfactory to the social movement organizations. Readings will deal both with movement organization and goals, and federal policy processes and outcomes.

[GOVT 613 Politics and Economics in Local Areas

4 credits. Not offered 1995-96.]

GOVT 615 State and Economy in Comparative Perspective

Spring. 4 credits. R. Bensel.

This course reviews the extensive literature on the political economy of comparative state formation and institutional change. Among the topics covered will be war-making and state expansion, regime evolution and economic development, and market processes and class transformations. Although much of the reading and discussion will focus on the United States and Europe, the limits of these cases as theoretical prototypes for the remainder of the world will also be considered.

[GOVT 618 Feminist Jurisprudence

4 credits. Not offered 1995-96.]

[GOVT 619 Social Movements, the State, and Public Policy

4 credits. Not offered 1995-96.]

[GOVT 620 The United States Congress

4 credits. Not offered 1995-96.]

[GOVT 622 The Political Economy of American Development]

4 credits. Not offered 1995-96.]

GOVT 623 The Politics of Courts

Spring. 4 credits. J. Rabkin.

All modern or westernized governments have judicial organs, designed to provide impartial decisions on certain kinds of disputes. But the kinds of issues that are left to courts vary widely from country to country and from era to era; the forms and degrees of political insulation for courts also vary widely; even the official rationales for such institutions vary a good deal. All of these differences are sometimes subjects of political controversy. This course will survey various forms and doctrines of judicial authority, seeking to clarify the relation between particular judicial models and the political systems in which they operate. Supra-national courts and administrative organs will be included in the survey, but principal emphasis will be on the role of courts in English-speaking countries.

GOVT 624 American Political Organizations, Institutions, and Party Systems

Spring. 4 credits. E. W. Kelley.

This seminar analyzes the forces shaping the character and behavior of the interest groups, social movements, and governing coalitions organized by political leaders and in the United States since the New Deal.

GOVT 629 Cleavages and Coalitions in Contemporary American Politics

Spring. 4 credits. M. Shefter.

This seminar analyzes the emergence of new issues and political forces in recent American politics. It also considers efforts by these forces to establish political coalitions and will discuss the implications of these developments for the American party system.

GOVT 702 Public Opinion and Mass Political Behavior (also GOVT 402)

Fall. 4 credits. Prerequisite: knowledge of OLS regression. J. Cowden.

This is a survey course about American public opinion and mass political behavior. The course will examine classic and contemporary scholarship on such topics as belief systems, American political culture, electoral behavior and abstention, party identification, political socialization, media effects, and the impact of opinion on policy.

GOVT 706 The Politics of Education

Fall. 4 credits. E. W. Kelley.

See Govt 406 for description.

Public Policy**[GOVT 626 Workshop on Law, Science and Technology (also S&TS 626)]**

4 credits. Not offered 1995-96.]

Comparative Government**[GOVT 633 European Party Systems and Political Change]**

4 credits. Not offered 1995-96.]

GOVT 639 Studying Political Culture

Fall. 4 credits. V. Shue and B. Anderson.

Selected readings deploying a range of differing approaches to the study of the relations between culture and politics. Discussion of central methodological and interpretive questions including the linkage of cultural with structural explanations and the framing of informative comparisons across

cultures. Readings and discussion focused on, but not confined to, Asian examples.

[GOVT 644 Sociotechnical Aspects of Irrigation]

For description, see AG EC 754. Not offered 1995-96.]

GOVT 645 Chinese Politics

Spring. 4 credits. V. Shue.

Review and assessment of several of the major currently competing approaches to the study of Chinese politics. Discussion and evaluation of leading works in the field analyzing Chinese state and society, policymaking and policy implementation, bureaucratic politics, elite political culture, and political economy. Special attention to problems of research and interpretation.

[GOVT 647 Political Anthropology: Southeast Asia]

4 credits. Not offered 1995-96.]

GOVT 648 Political Economy of Change: Rural Development in the Third World

Spring. 4 credits. R. Herring.

The seminar analyzes strategies for economic, social, and political change using an approach that integrates economic, social, and political factors into a common framework dealing with policy choices and political action. Attention focuses particularly on developing local capacities for initiative and implementation with broader participation from rural communities.

[GOVT 649 Agrarian Political Economy: Land, Labor, and Nature]

4 credits. Not offered 1995-96.]

[GOVT 652 Southeast Asia Seminar: The Philippines (also Asian Studies 601)]

4 credits. Not offered 1995-96.]

[GOVT 653 The Plural Society Revisited (also Asian Studies 607)]

4 credits. Not offered 1995-96.]

GOVT 655 Women, Politics, and Policies in Europe

Spring. 4 credits. U. Liebert.

This course deals with movements, interest organizations, lobbies, political parties, and legislation related to women in the major European countries. Special attention will be given to the impact of women's collective action on reform.

GOVT 656 Comparative Political Economy

Fall. 4 credits. J. Pontusson and R. Bullock.

This seminar seeks to specify the issues and analytical premises of comparative political economy as a subfield of political science. It explores the theoretical debates among political scientists doing political economy as well as the relationship of this literature to institutional economics and Marxist political economy. The readings deal primarily with advanced capitalist countries, and special emphasis is placed on Western Europe.

GOVT 657 Comparative Democratization

Fall. 4 credits. V. Bunce and H. Schamis.

This course will focus on the transition from authoritarian to liberal politics in Eastern Europe and in Latin America. Particular attention will be paid to Poland, Hungary, Russia as well as Argentina, Brazil, and the not-necessarily-transitional Mexico. During the course, we will also bring in a variety of other cases of recent democratization—in

particular, Spain, Portugal, Italy, and Greece. Our focus will be equally divided between the empirics of these transitions and theoretical understandings of transitions to democracy.

GOVT 660 Social Movements and Politics

Fall. 4 credits. S. Tarrow.

This is a research seminar on the relationships among politics, organized social movements, and periods of mass mobilization like those that swept through Western Europe and the U.S. in the 1960s and in Eastern and Central Europe today. The course begins with a theoretical introduction to major approaches to social movements and collective action, concentrating on the factors that induce masses of people to adopt disruptive forms of collective action. It moves from there to a historical section focusing on cycles of protest in the recent and not-so-recent past. It continues with case materials that illustrate a series of theoretical problems in the study of movements and collective action—particularly that of the relations between protest and reform. Students will write term papers on particular cycles of protest and reform.

GOVT 692 The Administration of Agricultural and Rural Development

For description, see INTAG 603.

Political Theory**GOVT 663 Political Theories of Power**

Spring. 4 credits. A. M. Smith.

Through reading and discussion of theorists such as Lukes, Gramsci, Laclau and Mouffe, Nietzsche, Foucault, Connolly, Fraser, Butler, (Biddy) Martin, (Renata) Salecl, (Joan) Scott, (Jacqueline) Rose, and (Mike) Davis, we will explore the contemporary debates on the structure of power relations. Seminar themes will include: the definition of social agents' interests, hegemony, disciplinary regimes, subjectivity and resistance. Seminar participants should already have a basic familiarity with the treatment of power in the political theory tradition.

[GOVT 664 Contemporary Democratic Theory]

4 credits. Not offered 1995-96.]

GOVT 665 American Political Thought: From Madison to Malcolm X

Spring. 4 credits. I. Kramnick.

This seminar will trace developments and tendencies in American political thought from the eighteenth century to the present. It will examine individual thinkers, like Jefferson, Calhoun or Dewey, movements like Anti-Federalism, Social Darwinism and Progressivism, and themes of political culture like racism, sexism, class policies, and religion. The seminar will presume a basic familiarity with American history.

GOVT 669 Modern Social Theory I

Fall. 4 credits. S. Buck-Morss.

Readings vary, but topics are drawn from the traditions of Marx, Weber, Durkheim, the Frankfurt School, and Freud. They include political economy, the transformation to "modernity," ideology as the legitimation of power, and social institutions as social constraints. The methods of critical theory, structuralism, poststructuralism, and feminism will be considered.

[GOVT 670 Modern Social Theory II]

4 credits. Not offered 1995-96.]

[GOVT 671 Graduate Seminar in Feminist Political Theory]
4 credits. Not offered 1995-96.]

[GOVT 672 Theories and Policies of Feminist Issues]
4 credits. Not offered 1995-96.]

GOVT 674 Theory and Practice of Nationalism
Spring. 4 credits. S. Buck-Morss and B. Anderson.

This course will be devoted to the comparative study of the rise and transformation of nationalism according to different theoretical and philosophical traditions. The relationship of nationalism to questions of race, gender, class, and time will also be discussed on the basis of both theoretical and empirical studies.

[GOVT 675 Gramsci and Cultural Politics (also German Literature 685)]
4 credits. Not offered 1995-96.]

GOVT 692 The Administration of Agriculture and Rural Development
Spring. 4 credits. N. Uphoff.

The political, bureaucratic, economic, and technical environments of administration for agricultural and rural development; the various functions involved in administration (personnel management, planning, budgeting, economic analysis, information systems); several major tasks (research, extension services, and infrastructure development); and specific problems of integrating activities, interfacing with rural populations, and utilizing external assistance. Intended primarily for persons who expect to have some future responsibilities in agricultural or rural development administration and Third World countries.

International Relations

[GOVT 683 Foreign Policy Analysis]
4 credits. Not offered 1995-96.]

GOVT 685 International Political Economy
Spring. 4 credits. J. Kirshner.

An exploration into a range of contemporary theories and research topics in the field of international political economy. The seminar will cover different theoretical perspectives and a number of substantive problems.

GOVT 686 International Strategy
Spring. 4 credits. T. Christensen.

This seminar will analyze and compare national security strategies, including military doctrine, alliance policies, and foreign economic policy. We will examine how various factors—international structure, domestic politics, and leadership psychology—contribute to policy outcomes. We will study how different strategies act as stabilizing or destabilizing influences in the international system. We will examine how variation in the international distribution of power (e.g., bipolar, multipolar) affects both individual nation's policies and international stability more generally. Specific topics will include great power strategy, China's Cold War strategies, and factors for stability and instability in the post-Cold War world.

[GOVT 687 International Environmental Policy]
Not offered 1995-96.]

[GOVT 688 Political Economy and National Security]
4 credits. Not offered 1995-96.]

[GOVT 689 International Security Politics]
4 credits. Not offered 1995-96.]

GOVT 691 Normative Elements of International Relations
Spring. 4 credits. H. Shue.

We examine selected normative elements of international affairs, divided into three interlocking clusters. First are issues about conflict, including both low-intensity military intervention and nuclear weapons. Second are questions about cooperation, especially between rich nations and poor nations. Third are debates about the authority and status of the major players in the international system: individual persons, nation-states, and international regimes. Questions include: Is the retention by some nations of nuclear weapons morally justified? Is the world economy unjust? Should national governments be pressured to respect individual human rights?

Independent Study

This course is *NOT* open to undergraduates. Undergraduates wishing to conduct supervised study should register for Government 499.

GOVT 799 Independent Study
Fall or spring. 4 credits.

Government 799 is a course of individualized readings and research for graduate students. Topics, readings, and writing requirements will be designed through consultation between the student and the instructor. Graduate students in government who are looking to use this as an option to fulfill their course requirements should check with their chairs to be certain that the program of study is acceptable for this purpose. Applications must be completed and signed by the instructor and by the chairs of their special committees. They are available from, and must be returned to, the graduate secretary in 125 McGraw Hall.

GREEK

See Department of Classics.

HEBREW

See Department of Near Eastern Studies.

HINDI-URDU

See Modern Languages and Linguistics.

HISTORY

I. Hull, chair, W. M. Pintner, graduate faculty representative; S. Blumin, director of undergraduate studies; G. C. Altschuler, D. A. Baugh, T. Borstelmann, S. Cochran, P. R. Dear, P. R. Hyams, J. J. John, C. Kammen, M. Kammen, S. L. Kaplan, N. Karwan Cutting, J. V. Koschmann, D. C. LaCapra, W. F. LaFeber, R. L. Moore, J. M. Najemy, M. B. Norton, G. Okihiro, C. Peterson, J. R. Piggott, R. Polenber, W. B. Provine, M. Roldán, T. Shirashi, J. H. Silbey, G. Sreenivasan, M. Steinberg,

B. Strauss, D. Usner, M. Washington, R. Weil, J. H. Weiss, D. Wyatt

Emeritus: K. Biggerstaff, E. W. Fox, P. W. Gates, F. Somkin, B. Tierney, O. W. Wolters

The popularity of history among Cornell students is due to its usefulness as preparation for graduate, professional, or law school and for any career that requires critical thinking and good writing; the reputation of the faculty for scholarship, teaching, and advising; and most of all, the intrinsic interest of the discipline. A wide variety of introductory and advanced courses is offered. The department is particularly strong in ancient, medieval, and modern European history; in American, Latin American, and Asian history; and in the history of science.

The Major

To complete the history major, a student must fulfill the requirements listed below:

Entry requirement: completion of *any* two History courses excluding Freshman Writing Seminars.

- 1) Take history department courses totaling 40 credits and complete all these courses with a grade of C or better. (Courses taken for entry may count towards to 40 credits.)
- 2) Of the courses totaling 40 credits, take a minimum of:
 - a. 16 credits outside of American history and
 - b. 12 credits in history before 1800.

Courses used to fulfill Requirement (1) above may also be used to fulfill Requirement (3), in respect both to (a) and (b) if applicable. A course in American history before 1800 may be used to fulfill Requirement (3b). A course before 1800 in a field other than American history can be used toward fulfillment of both Requirements (3a) and (3b).
- 3) Of the courses totaling 40 credits, take at least one 400-level seminar.

Honors

The history department offers an honors program for students who wish to research and write a thesis during their senior year. In addition to writing a thesis, honors students must maintain a 3.5 average in their history courses, take the Honors Proseminar (History 400) plus an additional 400-level seminar, preferably during their junior year, and complete 44 credit hours in history. During the second term of sophomore year or early in junior year, interested students should speak to a faculty member or faculty adviser about the honors program.

Before the beginning of senior year, the candidate presents in conversation or in writing a thesis proposal to an appropriate member of the faculty of history. The faculty member who approves the proposal ordinarily becomes the thesis supervisor. If for any reason it is necessary to change supervisors, this arrangement should be confirmed no later than the fourth week after the beginning of the candidate's senior year.

Honors candidates should register in History 401, Honors Research, with their supervisors. Any exceptions to this must be approved by

the Honors Committee. History 401 is a 4-credit course that permits honors candidates to conduct research and to begin writing the honors essay. At the end of the first semester of the senior year, as part of the requirements for History 401, the student submits to the supervisor a ten-to-fifteen page overview, or, alternatively, a preliminary draft of some part of the thesis along with an outline of the whole and takes an oral examination on the broad field of history that the student has researched. The examination will be administered by a committee consisting of the student's supervisor and one other department member who will eventually serve as a reader of the thesis. The committee then recommends whether the student may proceed to enroll in History 402, Honors Thesis, during the final semester of the senior year. History 402 is a 4-credit course that permits honors candidates to complete the honors essay and to demonstrate their understanding of the ways in which the themes explored in the thesis fit into a larger historical context.

The completed thesis is evaluated by three readers, including the two faculty members who administered the preliminary oral examination.

The text of the honors essay may not exceed sixty pages except by permission of the chair of the honors committee and the student's supervisor. Two copies are due during the third or fourth week of April. In May each honors candidate is given an oral examination administered by the supervisor and the examination focuses on the specific issues of the essay as well as the broad field of history in which the student has conducted research (e.g., Periclean Athens, seventeenth-century science, nineteenth-century America).

To qualify for a bachelor of arts degree with honors in history, a student must (1) sustain at least a B+ cumulative average in all history courses and (2) earn at least a cum laude grade on the honors essay and on the oral examination.

Cornell-in-Washington Program. History majors may apply to the Cornell-in-Washington program to take courses and undertake a closely supervised externship during a fall or spring semester.

Course Offerings

Comparative history

History of science

American history

Latin American history

African history

Asian history

Near Eastern history

Ancient European history

Medieval, Renaissance, and early modern European history

Modern European history

Honors and research courses

Course Numbering System

100-level courses are very general introductory courses (like 151-152, 190-191) and freshman writing seminars.

200-249-level courses are similar to freshman writing seminars, except that there is greater emphasis on subject matter and less on writing.

250-299-level courses have no prerequisites and admit freshmen. They cover a relatively broad geographical area, period of time, or subject.

300-399-level courses may have specified prerequisites or deal with more-specialized subjects than do those numbered 250-299. Admission of freshmen varies from course to course and is indicated in the course descriptions.

400-499 are upper level undergraduate courses.

600-699 and 700-799 are graduate level courses.

Comparative History

HIST 274 Foodways: A Social History of Food and Eating

Fall. 4 credits. S. L. Kaplan.

An interdisciplinary examination of the validity of the adage "man is what he eats." Among the topics: food and nutrition, food and social structure, the politics of food control, food and modernization, taste making, and food in religion and literature. Cases will be drawn widely across space and time, from Pharaoh's Egypt to the 1980s.

HIST 360 Early Warfare, East and West

Spring. 4 credits. Not offered 1995-96. Next offered 1996-97. C. Peterson.

A study of the principal modes of warfare found both in the East and the West from ancient times up to the eighteenth century. Tactical evolution and the impact of innovations are stressed, but attention is also paid to the general social and cultural background and the role of nonmilitary factors.]

HIST 370 Resistance and Adaptation: Native American Responses to the Conquest

4 credits. M. Roldan, D. Usner. Not offered 1995-96. Next offered 1997-98.]

HIST 380 Social History of Western Technology

4 credits. Not offered 1995-96. Next offered 1997-98. J. Weiss.

For description, see History of Science.]

HIST 393 Images of Humanity in Medieval China (also Asian Studies 393) @

Fall. 4 credits. Prerequisite: any course on premodern China or Chinese religions, or permission. Not offered 1995-96. Next offered 1996-97. C. Peterson, J. R. McRae.

The middle period in China's history, essentially the T'ang and Sung dynasties, feature some of the highest achievements of Chinese civilization. These centuries (the seventh through the thirteenth) are distinguished by the exceptionally high levels of literature, art, religious and secular thought, and proto-scientific development, as well as by fundamental changes in state, society, and the economy. This seminar will explore the China of this age by examining the lives of several representative figures—a politician, a poet, a Buddhist monk, a Taoist priest, an emperor, an empress, a "detective" and others. The aim will be to reconstruct the inner and outer worlds of men and women perhaps not

so far removed from ourselves in their basic motivations and daily concerns.]

[HIST 405 Population and History

4 credits. Open to sophomores. Not offered 1995-96. Next offered 1997-98. S. L. Kaplan.]

HIST 409 Seminar on Work in Europe and America

Fall. 4 credits. S. L. Kaplan.

A comparative study of the meaning of work in different societies from premodern times to the present. Emphasis on the "representations" of work of the actors themselves who worked, as well as of those who for various critical reasons did not work. The seminar will examine not only ideology but also the organization, practice, and physical place of work. It will explore theory as well as "cases," and draw on anthropological and sociological as well as historical materials.

HIST 432 The City in History: Europe and America

Spring. 4 credits. Prerequisite: permission of instructor. S. Blumin.

Reading and discussion of significant interpretations of the rise, role, and character of cities in medieval and early modern Europe and in modern Europe and America. Individual research projects.

[HIST 451 Lord and Peasant in Europe: A Seminar in Social History

4 credits. Prerequisite: permission of instructor. Not offered 1995-96. Next offered 1997-98. S. L. Kaplan.]

HIST 454 The Herodotean Moment: The Uses and Abuses of "Western Civilization" (also Government 454)

Spring. 4 credits. Limited to 20 students. Prerequisite: permission of instructor. J. Najemy, M. Bernal.

For description, see Govt. 454.

History of Science

HIST 281 Science in Western Civilization (also Science and Technology Studies 281)

Fall. 4 credits. History 281 is not a prerequisite to 282. P. R. Dear.

This course aims to make comprehensible both to science majors and to students of the humanities the historical structure and development of modern science and to show science as a cultural phenomenon. Changing perceptions of nature and human knowledge from Greek Antiquity to the twentieth century form the framework for current Western views of the world, while the roots of the present-day dominance of "science" as a symbol of progress and modernity lie in an alliance between knowledge of nature and power over nature that took shape in the nineteenth century after a long period of emergence. 281 runs chronologically up to the death of Isaac Newton and focuses on the cultural traditions of Christian Europe and its selective appropriation of a Greek heritage.

HIST 282 Science in Western Civilization (also Science and Technology Studies 282)

Spring. 4 credits. History 281 is not a prerequisite to 282. P. R. Dear.

This course aims to make comprehensible both to science majors and to students of the humanities the historical structure and development of modern science and to show science as a cultural phenomenon. Changing

perceptions of nature and human knowledge from Greek Antiquity to the twentieth century form the framework for current Western views of the world, while the roots of the present-day dominance of "science" as a symbol of progress and modernity lie in an alliance between knowledge of nature and power over nature that took shape in the nineteenth century after a long period of emergence. This course covers the eighteenth, nineteenth, and early twentieth centuries.

HIST 287 Evolution (also Science and Technology Studies 287)

Fall. W. Provine.
For description, see BIO G 207.

[HIST 380 Social History of Western Technology #

Spring. 4 credits. Not offered 1995-96. Next offered 1997-98. J. Weiss.
Studies in the interaction between technological changes and social changes in Western Europe and America since the eighteenth century. Readings and lectures will deal both with instances of social transformation that accompanied technological changes and with the role of technology in social thought and cultural expression. Special attention to three periods: Britain during the Industrial Revolution, America in the nineteenth century, and America during the Vietnam War.]

HIST 415 Seminar in the History of Biology (also BioEs 467, BioSoc 447, S&TS 447)

Fall. 4 credits. W. Provine.
For description, see BIO ES 467.

[HIST 465 Scientific Rhetoric in Historical Perspective (also Communication 465 and Science and Technology Studies 465)

Spring. 4 credits. No prerequisites. Not offered 1995-96. P. R. Dear, B. Lewenstein.
Exploration of the development of scientific discourse since the Scientific Revolution, with special emphasis on understanding the rhetorical purposes served by differing forms and techniques. Readings will include classics from Newton, Darwin, Einstein, and others, along with representative samples of more routine scientific communications. Students will prepare brief reports during the semester and a final term paper.]

[HIST 680 Seminar in Historiographical Approaches to Science (also Science and Technology Studies 680)

Fall. 4 credits. Not offered 1995-96. Next offered 1996-97. P. R. Dear.
Examines philosophical, sociological, and methodological dimensions of recent historiography of science.]

HIST 682 Topics in the Scientific Revolution (also Science and Technology Studies 682)

Fall. 4 credits. P. R. Dear.
This is a graduate seminar devoted to investigation of recent scholarship and issues in sixteenth- and seventeenth-century European knowledge of nature. Students will be expected to produce a substantial paper focused on the study of primary source documents. The seminar will focus alternately on the study of recent historiography in selected areas, and an examination of primary source materials intended to critique and test those historiographical approaches. Topics will include: credibility and social status; the

academic environment; philosophy and court culture; the situated meaning of experiment.

American History

[HIST 101 Introduction to American History (also American Studies 101) #

Fall. 3 credits. 101 is not a prerequisite to 102. Not offered 1995-96. Next offered 1996-97. G. Altschuler.

A survey of U. S. history designed to introduce students to major themes and interpretations. History 101 traces the origins and evolution of the nation through 1865. Topics include Puritanism, the American Revolution, the Constitution, Jacksonian democracy, and the Civil War.]

[HIST 102 Introduction to American History (also American Studies 102)

Spring. 3 credits. 101 is not a prerequisite to 102. Not offered 1995-96. Next offered 1996-97. G. Altschuler.

A survey of U.S. history designed to introduce students to major themes and interpretations. Covers the period from the Civil War to the present. Topics include the Reconstruction, the Gilded Age, the world wars, the 1960s, Vietnam, and Watergate.]

HIST 208 The Era of Franklin D. Roosevelt

Fall. 4 credits. Primarily for sophomores. Prerequisite: permission of instructor. R. Polenberg.

The impact of the Great Depression and World War II on American politics, law, and culture.

[HIST 209 Political History of Indians in the United States #

4 credits. Not offered 1995-96. Next offered 1997-98. D. Usner.]

HIST 213 Asian American History (also Asian American Studies 213)

Fall. 4 credits. G. Okihiro.
Comparative introductory history of Asian Indians, Chinese, Filipino, Japanese, and Koreans in the U.S. from about 1850 to World War II. Themes include U.S. expansionism in the Pacific, Asian migrant labor in Hawaii and the American West, the anti-Asian movement, and Asian resistance.

[HIST 214 Seminar on American Foreign Policy

4 credits. Not offered 1995-96. W. Lateber.]

HIST 227 Historical Perspectives on Modern American Gender Roles (also Women's Studies 227)

Fall. 4 credits. Limited to 20 students. Permission of instructor required. Intended primarily for sophomores. M. B. Norton.

A reading and discussion course. The class will begin by examining gender roles in the United States in the 1990s, looking at a variety of sources such as popular magazines and contemporary commentaries. We will then move backwards in time in an attempt to uncover the roots of current attitudes. The students will help determine which topics the class will investigate in detail.

HIST 238 The Historical Development of Women as Professionals, 1800 to the Present (also American Studies 258, Women's Studies 238 and Human Development and Family Studies 258)

Spring. 3 credits. J. Brumberg.
For description, see HDFS 258.

[HIST 273 Women in American Society, Past and Present (also Women's Studies 273) #

Fall. 4 credits. Not offered 1995-96. Next offered 1996-97. M. B. Norton.

A survey of women's experiences in America from the seventeenth century to the present. Among the topics to be discussed are women's familial roles, the changing nature of household work, the women's rights movement, employment of women outside the home, racial and ethnic differences in women's experiences, and contemporary feminism.]

HIST 276 American Indian History, 1500-1850 #

Fall. 4 credits. D. Usner.
A survey of North American Indian history from the sixteenth century to the mid-nineteenth century. Relations between Indian nations and with European colonies will be explored. Different cultural groups and cross-cultural encounters will be compared, with emphasis on resistance and adaptation to European colonialism. The formative years of U.S. Indian policy and the experiences of Indian people through the removal era will receive close attention.

HIST 277 American Indian History since 1850

Spring. 4 credits. D. Usner.
A historical study of American Indians in the United States and Canada from the mid-nineteenth century to the present. The active and complex role played by Indian people in their responses to government policies and to socioeconomic changes will be emphasized. Challenges faced and initiatives taken by Indians will be traced from the early reservation years to the current era of self-determination. Cultural change and continuity within Indian communities will be closely examined.

[HIST 303 African-American Women in Slavery and Freedom (also Women's Studies 307)

4 credits. Not open to freshmen. Not offered 1995-96. Next offered 1996-97. M. Washington.

Historical exploration of African-American women from a sociopolitical perspective. Topics include women in Africa, slavery and freedom, sexuality, labor, the family, feminism, and racism.]

HIST 304 American Culture in Historical Perspective, 1880-1980 (also Amer. St. 304)

Fall. 4 credits. M. Kammen.
An introduction to American Studies and the study of American culture. Emphasis upon relationships between mass culture, popular culture, and high culture; and on the question of American exceptionalism (distinctiveness). Special attention also to the situation of subcultures and regions, to the changing role of entertainment in relation to leisure, the media, ethnicity (pluralism), the decorative and popular arts.

[HIST 309 The U.S. and the Third World

Fall. 4 credits. Not offered 1995-96. Next offered 1996-97. T. Borstelmann.

This course examines the development of American relations with Asia, Africa, Latin America, and the Middle East, with particular emphasis on the post-World War II period. Connections between domestic factors in the United States and American foreign policy will be emphasized.]

[HIST 311 The Structure of American Political History #

Fall. 4 credits. Not offered 1995-96. Next offered 1998-99. J. Silbey.

Examines the course of American politics from the eighteenth century to the Gilded Age, focusing on the development of American political culture, nature of decision making, popular and legislative voting behavior, and the role of interest groups, political parties, and political elites in shaping our political history.]

[HIST 312 The Structure of American Political History

Spring. 4 credits. Not offered 1995-96. Next offered 1998-99. J. Silbey.

Examines the course of American politics from 1865 to the present, focusing on the nature of decision making, popular and legislative voting, behavior, and the role of interest groups, political parties, and political elites in shaping our political history.]

HIST 313 U.S. Foreign Relations, 1750-1912 #

Fall. 4 credits. Open to freshmen with permission of instructor. W. LaFeber.

Examines policy and policymakers from Benjamin Franklin to Woodrow Wilson. Emphasis is placed on domestic events that shaped foreign policy. In conjunction with Hist. 313, a special course for discussion and guided research will be offered.

HIST 314 History of American Foreign Policy, 1912 to the Present

Spring. 4 credits. T. Borstelmann.

Students examine the emergence of the United States as a world power in the twentieth century. The course focuses on the domestic sources of foreign policy and the assumptions of the major policymakers (Wilson through Clinton). Important themes include the American response to a revolutionary world since 1912, the role of American racial views in the making of foreign policy, and the increasingly dominant role of the president in the making of U. S. foreign policy.

HIST 316 American Political Thought: From Madison to Malcolm X (also Government 366)

Spring. 4 credits. I. Kramnick.

For description, see GOVT 366.

[HIST 318 American Constitutional Development

4 credits. Not offered 1995-96. Next offered 1997-98. R. Polenberg.

Major issues in constitutional history. Topics include: the drafting of the Constitution; the Bill of Rights; the Marshall era; the crises caused by slavery and emancipation; the rise of substantive due process; Holmes, Brandeis, and freedom of speech; the Roosevelt "revolution"; civil liberties and civil rights in modern America; the right of privacy; the contemporary Supreme Court.]

[HIST 319 The Frontier in American Thought and Culture

4 credits. Not offered 1995-96. Next offered 1996-97. D. Usner.

As a kind of place and a cluster of symbols, the West has deeply influenced ideology and intellectual life in the United States. Using fiction, art, popular culture, and social sciences as primary texts, this course examines how concepts about race and class, society and environment, national destiny and development were fused into various forms of a frontier mythology.]

HIST 321 Colonial North America to 1763 #

Fall. 4 credits. M. B. Norton.

A survey of European settlement in North America and the Caribbean, emphasizing the interactions of Europeans, Indians, and Africans; economic development; gender relations; religious and political change; and the impact on the colonies of internal and external conflicts.

HIST 325 Age of the American Revolution, 1763-1815 #

Spring. 4 credits. M. B. Norton.

An examination of the process by which the thirteen English colonies became an independent and united nation, with emphasis on political thought and practice, social and economic change, and cultural development. Attention will be paid to the impact of the American Revolution on women, Blacks, and Indians as well as on white males.

[HIST 327 American Frontier History Before 1850 #

Fall. 4 credits. Not offered 1995-96. Next offered 1996-97. D. Usner.

An overview of European exploration and colonization in North America, life on different colonial-Indian frontiers, and territorial expansion by the United States. Topics include the ideological and material frameworks of expansionism, the political and social dimensions of interethnic and imperial rivalry, and the formation of U.S. Indian and land policies. Themes of human migration, commercial development, and environmental change are emphasized.]

[HIST 328 American Frontier History: The West since 1850

Spring. 4 credits. Plus sections. Not offered 1995-96. Next offered 1996-97. D. Usner.

An examination of the American West, both as place and myth, from the mid-nineteenth century to the present. Conquest of Indian territories, class and ethnic struggles, frontier ideology, and western politics are among the topics. The course comparatively studies agricultural, mining, and other frontier societies. The role of government and science in transforming western environments is closely explored, toward an understanding of recent farm, energy, and other land-use policies in the West.]

[HIST 330 The Age of Jackson, 1815-1850 (also Amer. St. 330) #

4 credits. Not offered 1995-96. Next offered 1996-97. J. Silbey.]

[HIST 331 The American Civil War and Reconstruction 1850-1877 (also Amer. St. 331) #

Fall. 4 credits. Not offered 1995-96. Next offered 1996-97. J. Silbey.

An analysis of the factors leading up to the breakup of the Union, the impact of the war

in North and South, and the problems of restoration and reconstruction of the seceded states.]

[HIST 332 The Urbanization of American Society: 1600-1860 (also Amer. St. 332) #

Fall. 4 credits. Not offered 1995-96. Next offered 1997-98. S. Blumin.

America was born in the country and moved to the city. This course examines the transformation of America from a rural to a rapidly urbanizing society and culture, from the first European settlements to the era of the Civil War. It is also a history of the city itself, as a human community, and as a crucible of cultural contact and change.]

[HIST 333 The Urbanization of American Society: 1860-2000 (also Amer. St. 333)

Spring. 4 credits. 332 is not a prerequisite to 333. Not offered 1995-96. Next offered 1997-98. S. Blumin.

America was born in the country and moved to the city. This course examines the transformation of America from the urbanizing society and culture of the mid-nineteenth century to the thoroughly metropolitan nation of the present (and near future). It is also a history of the city itself, as a human community, a crucible of cultural contact and change, and a focus of public policy.]

[HIST 335 African-American History from Slavery to Freedom #

Fall. 4 credits. Not open to freshman. Not offered 1995-96. Next offered 1996-97. M. Washington.

Introductory course on African-Americans from 1619 to 1865. Emphasis will be on life in bondage, the free black communities, and racism. Other topics include African cultural heritage, the slave trade, religion, the family, and the black freedom struggle.]

[HIST 336 The American Ethos of Entrepreneurialism: Capitalism and Society in Developing America, 1607-1877 (also Amer. St. 336) #

Fall. 4 credits. Not offered 1995-96. Next offered 1998-99. S. Blumin.

An examination of American society in the context of capitalist development, and of capitalism as a social phenomenon. The transformation of pre-industrial colonies into an industrializing nation; the development of social classes; the emerging ethos of free enterprise.]

HIST 337 Entrepreneurialism and Organization in the Age of the Corporation: Capitalism and Society in Modern America, 1840-2000 (also Amer. St. 337)

Spring. 4 credits. S. Blumin.

An examination of American society in the context of capitalist development and of capitalism as a social phenomenon. The rise of corporate capitalism; class, "mass", and the ethos of enterprise in twentieth-century American society.]

[HIST 340 Recent American History, 1929-1960

Fall. 4 credits. Prerequisite: Not open to freshmen. Not offered 1995-96. Next offered 1996-97. R. Polenberg.

Topics include radicalism and reform in the New Deal; Franklin Roosevelt and World War II; the Holocaust and the atomic age; the Cold War and civil liberties; individualism and conformity in the 1950s.]

[HIST 341 Recent American History, 1960 to the Present

Spring. 4 credits. Not open to freshmen. Not offered 1995-96. Next offered 1996-97. R. Polenber.

Topics include the Supreme Court and civil rights; Kennedy, Johnson, and social reform; the Vietnam War and Watergate; the Carter, Reagan, and Bush presidencies; and class, race, and ethnicity in modern America.]

[HIST 345 The Intellectual and Cultural Life of Nineteenth-Century Americans (also Amer. St. 345 and Religious Studies 345) #

Fall. 4 credits. R. L. Moore.

An examination of the development of cultural and intellectual diversity in the United States. Particular emphasis will be placed on religious pluralism.

[HIST 346 The Modernization of the American Mind (also Amer. St. 346)

Spring. 4 credits. R. L. Moore.

American thought and culture from 1890 to the present. Emphasizes the intellectual impact of major political and economic events and the adaptation of social ideas and values to new conditions.

[HIST 359 American Families in Historical Perspective (also Amer. St. 359, HDFS 359 and Women's Studies 357)

Spring. 3 credits. Prerequisite: HDFS 150 or one 200-level social science or history course. S-U grades optional. Human ecology students must register for HDFS 359. Not offered 1995-96. J. Brumberg.

For description, see HDFS 359.]

[HIST 370 Resistance and Adaptation: Native American Responses to the Conquest #

4 credits. Not offered 1995-96. Next offered 1996-97. M. Roldan, D. Usner.]

[HIST 375 The African-American Workers, 1865-1910: The Rural and Urban Experience (also ILRCB 385) #

3 credits. Prerequisite: juniors and seniors, or permission of instructor. Not offered 1995-96. N. Salvatore.

For description, see ILRCB 385.]

[HIST 376 The African-American Workers, 1910-the present: Race, Work, and the City

Not offered 1995-96. N. Salvatore.

For description, see ILRCB 386.]

[HIST 411 Undergraduate Seminar in American Political History

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1995-96. Next offered 1996-97. J. Silbey.]

[HIST 412 Undergraduate Seminar in Asian American History (also Asian American Studies 412)

Spring. 4 credits. G. Okihiro.

A reading and research seminar that will cover various topics in Asian American history.

[HIST 414 Motivations of American Foreign Policy

Fall. 4 credits. Prerequisite: Permission of instructor. W. LaFeber.

Topic to be announced.

[HIST 418 Undergraduate Seminar in the History of the American South

4 credits. Not offered 1995-96. Next offered 1996-97. J. Silbey.]

[HIST 419 Seminar in American Social History (also American Studies 419)

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1995-96. Next offered 1996-97. S. Blumin.]

[HIST 421 Cultural Stratification in Historical Perspective

Spring. 4 credits. Prerequisite: permission of instructor. M. Kammen.

The emergence of popular, middlebrow, and mass culture, along with the discourse among cultural critics concerning all three in relation to traditional high culture. The underlying context will concern the changing uses of leisure in twentieth-century America and conflicting attitudes toward cultural taste-levels in a democratic society.

[HIST 426 Undergraduate Seminar in Early American History (also Women's Studies 426) #

Spring. 4 credits. M. B. Norton.

1996 topic: Witchcraft in Early Modern England and America.

[HIST 428 Undergraduate Seminar in American Frontier History #

4 credits. Not offered 1995-96. Next offered 1997-98. D. Usner.]

[HIST 429 Undergraduate Seminar in Indians of Eastern North America #

Fall. 4 credits. D. Usner.

A seminar examining the history of Native Americans in the eastern woodlands from colonial times to the present. The cultural and economic participation of Indians in the evolution of frontier societies will be examined. Major topics include fur-trade networks, political relations, removal, and the persistence of Indian communities in eastern states.

[HIST 432 The City in History: Europe and America #

Spring. 4 credits. Prerequisite: permission of instructor. S. Blumin.

Reading and discussion of significant interpretations of the rise, role, and character of cities in medieval and early modern Europe, and in modern Europe and America. Individual research projects.

[HIST 440 Undergraduate Seminar in Recent American History

Fall. 4 credits. Prerequisite: permission of instructor. R. Polenber.

Topic: Freedom of Speech, Censorship, and the Supreme Court.

[HIST 442 Religion and Politics in American History: From J. Winthrop to R. Reed (also American Studies 442 and Religious Studies 442)

Fall. 4 credits. R. L. Moore.

This course is intended to provide a historical background for understanding contemporary debates about church/state controversy in American politics. Permission of the instructor is required to enroll.

[HIST 458 Female Adolescence in Historical Perspective (also Women's Studies 438 and Human Development and Family Studies 417) #

Spring. 3 credits. J. Brumberg.

For description, see HDFS 417.]

[HIST 484 Seminar in the History of American Labor: Race, Work, and the City (also ILR 304)

Fall. 4 credits. Open to juniors and seniors only with the permission of the instructor. N. Salvatore.

For description, see ILRCB 304.

[HIST 486 Seminar on the 1960s

Spring. 4 credits. T. Borstelmann.

This course will explore the issues and developments of the most turbulent and significant decade in recent U.S. history. Major topics will include the civil rights movement, the Kennedy and Johnson administrations, the Vietnam War, the anti-war movement, the counterculture, the women's liberation movement, the media, and the Nixon administration. A substantial research paper will be required.

[HIST 500 Undergraduate Research Seminar (also American Studies 500)

Fall and spring. 8 credits each term.

J. Silbey and others.

Offered in Cornell-in-Washington Program.

An intensive research and writing experience utilizing the extensive resources of Washington, D.C.

[HIST 521 Seminar in American Cultural Studies (also American Studies 521)

Fall. 4 credits. M. Kammen.

The focus will be the relationship between government and culture in historical perspective. After three contextual sessions devoted to 19th-century background, we will mainly be concerned with the period from the 1930s to the present. Several comparative sessions will be devoted to government as a patron of culture in other societies. A research paper is required.

[HIST 608 African-American Women

4 credits. Prerequisite: permission of instructor. Not offered 1995-96. Next offered 1996-97. M. Washington.

A reading and discussion topics seminar focusing on the experiences of African-American women in nineteenth-century America, including the Caribbean. Topics include women and labor, abolitionism, women's rights, sexuality and race relations, education and racial uplift, black women's literature, marriage and family.]

[HIST 610 Afro-American Historiography

Fall. 4 credits. Not offered 1995-96. Next offered 1996-97. M. Washington.

Reading and discussion course focusing on the way historians write and interpret the Black experience in America. Students will be concerned with individual historians, various schools of thought, and historical approaches.]

[HIST 613 Seminar on American Diplomatic History

Fall. 4 credits. T. Borstelmann.

A reading and research seminar in twentieth-century American diplomatic history, emphasizing the Cold War period. Discussion will focus on interpretive approaches to U.S. foreign policy and on U.S. relations with the Third World since 1945. A research paper is required.

[HIST 617 Seminar in American Cultural History

4 credits. Not offered 1995-96.

Semester/TBA. R. L. Moore.

A reading and research seminar covering selected topics in nineteenth-century America.]

HIST 618 Seminar in American Cultural History

Spring. 4 credits. R. L. Moore.
A reading and research seminar covering selected topics in nineteenth-century America. Topic for 1996: American Pragmatism.

[HIST 620 Seminar in American History

4 credits. Not offered 1995-96.
M. Kammen.]

[HIST 621 Graduate Seminar in American History

Fall. 4 credits. Not offered 1995-96. Next offered 1996-97. M. Kammen.

The focus of this year's seminar is the historian's vocation viewed in historical perspective. Members will read primary and secondary texts (including biographies and autobiographical essays) in an effort to comprehend historical knowledge as a defining experience for individuals, communities, ethnic groups, and nations. Some European but mainly American materials will be used.]

HIST 624 Graduate Seminar in American Indian History

Spring. 4 credits. D. Usner.

Major works in historiography are discussed, emphasizing their relationship to social science methods and theories and to other areas of American history. A research paper is required.

[HIST 626 Graduate Seminar in the History of American Women (also Women's Studies 626)

Spring. 4 credits. Not offered 1995-96. Next offered 1996-97. M. B. Norton.

A reading and research seminar intended primarily for graduate students. Major works in American women's history will be carefully scrutinized, and each student will prepare a lengthy research paper.]

[HIST 627 Graduate Seminar in Early American History

4 credits. Not offered 1995-96. Next offered 1996-97. M. B. Norton.]

[HIST 633 Seminar in Nineteenth-Century American History

4 credits. Prerequisite: permission of instructor. Not offered 1995-96. Next offered 1996-97. J. Silbey.]

[HIST 634 Seminar in Nineteenth-Century American History

Spring. 4 credits. Not offered 1995-96. Next offered 1996-97. J. Silbey.

A research seminar intended primarily for graduate students exploring society, culture, and politics of the United States between 1815 and 1896.]

[HIST 640 Graduate Seminar in Recent American History

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1995-96. Next offered 1996-97. R. Polenber.]

HIST 683 Seminar in American Labor History

Spring.

For description, see ILRCB 783.

[HIST 710 Colloquium in American History

Spring. 4 credits. Required of all first-year American history graduate students. Not offered 1995-96. Next offered 1996-97. M. Kammen.

Examination of the major approaches, periods, issues, and modes of interpreting American

history. Readings include recent "classics" of American scholarship from diverse subfields and genres.]

Latin American History**HIST 295 Colonial Latin America @ #**

Fall. 4 credits. M. Roldan.

Survey of Latin America from the rise of pre-Columbian civilizations through the European conquest, the establishment of the Spanish and Portuguese colonial societies, imperial rivalries in the New World, the background of the independence movements, and the achievement of political independence.

HIST 296 Latin America in the Modern Age @

Spring. 4 credits. M. Roldan.

Survey of the Latin American nations from independence to the present. Major themes include the persistence of neocolonial economic and social institutions, the development of nationalist and populist politics, revolutionary movements of the twentieth century, and United States-Latin American relations.

HIST 347 Agrarian Societies in Latin American History @ #

Spring. 4 credits. T. Holloway.

The development of rural patterns of wealth, status, and power, focusing on the role of country people in the larger society. Topics include disruption of the conquest, evolution from *encomienda* to *hacienda*, rise of plantation agriculture and export enclaves, decline of Indian communities, peasant protest, and land reform and development programs of the recent past.

[HIST 348 Contemporary Brazil @

Spring. 4 credits. Not offered 1995-96. Next offered 1996-97. T. Holloway.

With some historical background, the course focuses on the twentieth century. Topics include the import-substituting growth model, contradictions leading to military rule 1964-1985, transition to competitive politics, debt, ecology, regional and social disparities. Some comparisons are made to other Latin American countries.]

[HIST 370 Resistance and Adaptation: Native American Responses to the Conquest #

4 credits. Not offered 1995-96. Next offered 1997-98. M. Roldan and D. Usner.]

[HIST 424 Art and Politics in Twentieth-Century Latin America @

Fall. 4 credits. Prerequisite: permission of the instructor. (History 296 suggested.) Not offered 1995-96. Next offered 1996-97. M. Roldan.

This seminar will examine the intersection of art and politics in Latin America and the role of both in constructing culture, ideology, and national/personal identity from the period of the Mexican Revolution through the military dictatorships of the late twentieth century. Topics will include the Mexican muralists and the Revolution (but including Frida Kahlo) working class and immigrant culture in Argentina and the tango; samba as a vehicle for social and political protest in Brazil; the (re) construction of gender and political self in the writings of Latin American women in exile; and the inscription of violence on public spaces and private bodies through graffiti and torture in the late twentieth century.]

HIST 445 Prostitutes and Patriots: Urban Culture and the Construction of Citizenship in Latin America, 1880-1950 (also History 645)

Spring. 4 credits. Prerequisites: History 295 and/or 296 suggested. Permission of instructor required. Enrollment limited to 15. M. Roldan.

The growth of industry and commerce in Latin American cities attracted migrants and European immigrants (many of them young women) in search of economic opportunity and freedom from the restrictions of rural society. The "invasion" of a once elite-dominated urban space by individuals of mixed ethnic or low status, and the rise of an industrial working class spurred debate about the rights and duties of "citizens" and the limits of participation in urban political and economic life. Ambivalence over the dangers and pleasures of urban culture were frequently expressed through the double trope of the prostitute/patriot—one symbolizing corruption and moral decadence and the other statesmanship and scientific progress. The course examines changing notions of the private/public dichotomy, the policies devised to regulate people's sexuality and behavior and popular participation in urban and national life.

HIST 449 Race and Class in Latin American History

Fall. 4 credits. Prerequisite: permission of instructor. T. Holloway.

This seminar focuses on ethnic interaction and class formation in the historical development of Latin American societies considering the roles of Native Americans, Europeans, and Africans. Each unit will be approached as an analysis of the historical origins of contemporary patterns, and comparisons will be made among units, in a search for underlying and overarching themes.

HIST 470 Violence, Nation, Myth: The Americas (1770-1940) (also English 464 and Society for Humanities 470)

Fall. 4 credits. M. Roldan and S. Samuels.

Marcham Seminar. This course considers the concept of violence in two different cultural contexts (the United States and Latin America) and from a range of perspectives: historical, literary, theoretical, and political. A central assumption is that violence has played a critical role in shaping discourses about the nation, everyday life, individual identity, and citizenship in the Americas. To explore how violence has been deployed as a cultural, political, and literary strategy we will focus on a variety of historical moments and dramas. For instance, we will examine the intersection of domestic and national violence, the relationship between violence and myth, and the significance of frontiers, borders, and marginality as these are contested in struggles over such issues as slavery, family violence, transnational migration, and sexual, racial, or ethnic identity. The course's temporal focus encompasses the period between the Wars of Independence and the early twentieth century. Readings may include Samiento, Jose Eustasio Rivera, James Fenimore Cooper, Lippard.

[HIST 475 Bandits, Deviants, and Rebels in Latin America @

4 credits. Prerequisite: permission of instructor. Not offered 1995-96. M. Roldan.]

HIST 645 Prostitutes and Patriots: Urban Culture and the Construction of Citizenship in Latin America 1880-1950 (also History 445)

Spring. 4 credits. M. Roldan.
For description, see History 445.

HIST 649 Seminar in Latin American History

Spring. T. Holloway. 4 credits.

African History

[HIST 390 Southern African History @ #
4 credits. Not offered 1995-96. Next offered 1996-97. G. Okihiro.

Southern African history from foundations to union, or from the earliest human inhabitants to 1910. Major themes will include the peopling of southern Africa, interaction and change among the San, Khoikhoi, and Bantu-speaking peoples, the arrival and expansion of Europeans, African state systems, and the economic transformation of the 1870s and 80s leading to the South African war and union.]

Asian History

HIST 190 Introduction to Asian Civilizations @ #

Spring. 4 credits. D. Wyatt, C. A. Peterson.

An introduction to the distinctive cultures of China, India, Japan, and Southeast Asia that features an intensive examination of selected topics and periods of particular significance in the history of each.

HIST 191 Introduction to Modern Asian History @

Fall. 4 credits. S. Cochran, T. Shiraishi.

The history of Asia-Pacific from the nineteenth century to the present, focusing on relations of China, Japan, and Southeast Asia with each other and with the West.

[HIST 243 China and the West before Imperialism @ #

3 credits. Open to freshmen and sophomores. Prerequisite: permission of instructor. Limited to 15 students. Not offered 1995-96. Next offered 1997-98. C. A. Peterson.]

HIST 293 History of China up to Modern Times @ #

Fall. 4 credits. C. A. Peterson.

A survey of the principal developments in the history of China from the earliest times to the eighteenth century that also undertakes a topical introduction to Chinese culture and civilization, in part by the use of visual materials.

HIST 294 History of China in Modern Times @

Spring. 4 credits. S. Cochran.

A survey that concentrates on the rise of the last imperial dynasty in the seventeenth and eighteenth centuries, the upheavals resulting from domestic rebellions and foreign imperialism in the nineteenth century, and the twentieth-century efforts to achieve social mobilization, political unity, and commercial expansion.

[HIST 297 Premodern Japan: Historical Perspectives @ #

Fall. 4 credits. Not offered 1995-96. Next offered 1996-97. J. Piggott.

This course explores the premodern civilization of Japan from a variety of historical perspectives. A textbook, readings from primary sources and literature and several

historical essays will be assigned. Students gain familiarity with the high points of premodern Japanese history and consider a number of comparative questions about Japan's premodern evolution compared with that of other parts of the world. (Graduate students should enroll in History 497. They will attend the lectures of History 297 and participate in their own colloquium.)

[HIST 298 State, Society, and Culture in Modern Japan @

Spring. 4 credits. Not offered 1995-96. Next offered 1996-97. J. V. Koschmann.

A survey of Japan from the mid-eighteenth century to the present, with special attention to changing configurations of institutional structure, knowledge, action, and conceptions of history. Japanese works in translation will be read and discussed in addition to secondary sources.]

[HIST 322 Warrior Government and Culture in Medieval Japan @ #

Spring. 4 credits. Not offered 1995-96. Next offered 1996-97. J. Piggott.

This course traces warrior institutions and culture from the Heian period (794-1185) through the medieval ages. The story of warrior development opens a broad window into premodern society. Students will read a variety of original sources in translation as well as analytical essays. Preliminary consultation with the instructor is advised.]

[HIST 326 From Medieval to Early Modern in Japan @ #

4 credits. Not offered 1995-96. Next offered 1997-98. J. Piggott.]

HIST 343 Gandhi and Nonviolence (offered jointly with Peace Studies and the South Asia Program)

Fall. 4 credits. V. Prashad.

The century ends in cynicism and anger as we frustrate ourselves more and more with the violence of Bosnia, Somalia, and Patterson (New Jersey). This course will attempt to reintroduce the dynamic of freedom to our present and future through a close analysis of the ideas and works of Mohandas Karamchand Gandhi (1869-1948). We will study four important protests (South Africa in 1913, Kheda in 1918-19, Dandi march in 1930 and the Harijan movement after 1932) as well as the impact of Gandhianism in the Civil Rights movement. The class will attempt to reconstruct a form of Gandhianism which is not anachronistic (the final project will be an elaboration of Gandhi's basic concepts (such as nonviolence, passive resistance, civilization, etc.) for the next century. Graduate students should sign up for this course through History 703. Lectures and discussion. A midterm exam, a final project, and a writing assignment during the term.

[HIST 352 The Past as Prelude? Japan in Asia, Germany in Europe (also Government 396) @

Fall. 4 credits. Not offered 1995-96. Next offered 1997-98. Katzenstein, Koschmann, Shiraishi.

As capitalist "late developers" that turned to facism and militarism, were defeated and occupied by the Allies after World War II, and grew rapidly into affluent democracies in the postwar era, Germany and Japan have also both come to assume problematical positions of economic leadership among former enemies in Europe and Asia. By investigating, in parallel, the history and current circumstances of each nation's interaction with its

neighbors, the course poses timely questions related to national identity, political and economic conflicts, and regionalism in changing international environments.]

[HIST 360 Early Warfare, East and West #

Spring. 4 credits. Not offered 1995-96. C. A. Peterson.

For description see Comparative History.]

HIST 382 Empire and Imperiled States: South Asia (offered jointly with the South Asia Program)

Fall. 4 credits. V. Prashad.

Rather than learn South Asian history in a vacuum, this course will attempt to pose the problem of South Asia through a consideration of modern world history. We will study the emergence of Imperialism through the creation of plantations and centralized economies in Europe as well as through the production of colonial regimes in Africa, Asia, and the Caribbean. The course will spend considerable time on anti-colonial movements and on the emergence of the concept of "Third World." Readings will focus on South Asia (except for Fanon and C. L. R. James) while the lectures will be comparative and theoretical. This class does not presuppose any knowledge of South Asia.

[HIST 393 Images of Humanity in Medieval China (also Asian St. 393) @ #

Fall. 4 credits. Permission required. Not offered 1995-96. C. A. Peterson, J. R. McRae.

For description see Comparative History.]

HIST 395 Southeast Asia to the Eighteenth Century @ #

Fall. 4 credits. D. Wyatt.

A survey of the earlier history of Southeast Asia, concentrating particularly on regional movements of economic, social, cultural, and political change and using, to the extent possible, readings in primary sources.

HIST 396 Southeast Asian History from the Eighteenth Century @

Spring. 4 credits. T. Shiraishi.

A survey of the modern history of Southeast Asia with special attention to the formation of modern states (colonial as well as national), changing economic and social structure, and consciousness. Primary texts will be read in translation whenever feasible.

[HIST 420 Japan in the Year 1000: The Tale of Genji in Historical Perspective @ #

Spring. 4 credits. Not offered 1995-96. Next offered 1996-97. J. Piggott.

The tale of Genji is a classic of premodern Japanese literature that provides readers a broad view into Japan's courtly society at a time when many of the elements of Japan's classical tradition were taking form. Additional primary source readings and secondary sources provide insight into the countryside beyond the capital as well. Previous study of premodern Japan is advised.]

[HIST 448 Gender and Family in Classical Japan @ #

Fall. 4 credits. Not offered 1995-96. Next offered 1997-98. J. Piggott.

An inquiry into structures of family and gender from the eighth to the fourteenth centuries. Themes will include kinship and family, state formation, and gender construction, and those interested in these themes in comparative perspective are invited to enroll.

"Breadth" reading, primary source materials, and comparative reading placing Japan in an East Asian context will be assigned. Previous study of some aspect of premodern Japan is recommended.]

[HIST 460 Seminar in Islamic History: Muhammad and the Rise of Islam (also Near Eastern Studies 418 and Religious Studies 418) @ #
4 credits. D. Powers. Not offered 1995-96.

For description, see NES 418.]

[HIST 466 The Taiheiki: A Japanese Epic as History and Literature (also Society for the Humanities 426) @ #
4 credits. Not offered 1995-96. Next offered 1997-98. J. Piggott.]

[HIST 489 Undergraduate Seminar in Modern Japanese History @
Spring. 4 credits. Prerequisites: History 298 or equivalent, and permission of instructor. Not offered 1995-96. Next offered 1997-98. J. V. Koschmann.]

[HIST 492 Undergraduate Seminar in Medieval Chinese History @ #
Spring. 4 credits. Prerequisite: History 293, 360, or permission of instructor. C. A. Peterson.

Topic for spring 1996: Problems in the military history of Eurasia.

[HIST 493 Problems in Modern Chinese History (also History 693) @
Fall. 4 credits. Prerequisite: History 294 or permission of instructor. S. Cochran. Conflicting interpretations of Chinese history during the late imperial period and the first half of the twentieth century.

[HIST 494 The Japanese in Asia @
4 credits. Not offered 1995-96. Next offered 1996-97. J. V. Koschmann. Japanese perceptions of Asia and Japan's economic, cultural, and political relations with the countries of East and Southeast Asia since the nineteenth century.]

[HIST 495 Japanese Kingship in Comparative Perspective: Premodern East Asia @ #
4 credits. Not offered 1995-96. Next offered 1997-98. J. Piggott.]

[HIST 497 Colloquium in Premodern Japanese History @ #
Fall. 4 credits. Not offered 1995-96. Next offered 1996-97. J. Piggott. Explores the premodern civilization of Japan from a variety of historical perspectives. Students will attend History 297 lectures and participate in a special weekly colloquium.]

[HIST 499 Problems in Modern Chinese History (also History 694) @
Spring. 4 credits. Prerequisite: History 294 or permission of instructor. S. Cochran.

This course gives each student an opportunity to select one research topic and work on it throughout the semester. Knowledge of Chinese is not required, but background in Chinese studies is needed.

[HIST 609 Modern Japanese Studies: The Formation of the Field in History and Literature (also Asian Studies 609)
4 credits. Not offered 1995-96. Next offered 1996-97. J. V. Koschmann and B. DeBary.

The course will provide both a historical introduction to and critical analysis of the constitution of modern Japan studies as a "field" of postwar academic inquiry. While reading texts particularly influential in the early and contemporary formation of the field, we will consider such questions as the domestic and international contexts in which Japanese studies has been institutionalized and maintained, and the relationship between "Japan" as object of area studies discourse and "Japan" as represented in American journalism, popular culture, and politics. Interdisciplinary and team-taught, the course will aim to introduce students to a range of methodologies and approaches developed in historical and critical works, problematizing assumptions in each case. Possibilities for cross-disciplinary research (along lines recently undertaken in areas such as feminist criticism and cultural studies, for example), will also be explored.]

[HIST 691 Chinese Historiography and Source Materials
Fall. 4 credits. Prerequisite: permission of instructor. C. Peterson.

[HIST 693 Problems in Modern Chinese History (also History 493)
Fall. 4 credits. Prerequisite: permission of instructor. S. Cochran.

Conflicting interpretations of Chinese history during the late imperial period and the first half of the twentieth century.

[HIST 694 Problems in Modern Chinese History (also History 499)
Spring. 4 credits. Prerequisite: permission of instructor. S. Cochran.

[HIST 695 Early Southeast Asia: Graduate Proseminar
Fall. 4 credits. D. Wyatt. Introduction to the history of Southeast Asia for graduate students. Students will be expected to attend the lectures and complete the readings for History 395, and they will meet separately as a group to further explore selected topics.

[HIST 696 Modern Southeast Asia: Graduate Proseminar
Spring. 4 credits. T. Shiraishi. Introduction to the modern history of Southeast Asia for graduate students. Students will be expected to attend the lectures and complete the readings for History 396, and they will meet separately as a group to further explore selected topics.

[HIST 792 Seminar in Medieval Chinese History
Spring. 4 credits. Prerequisite: permission of instructor. C. A. Peterson.

[HIST 795 Seminar in Modern Southeast Asian History
Fall. 4 credits. Permission of the instructor. T. Shiraishi.

The seminar typically examines nineteenth- and twentieth-century Southeast Asian history. Organizational meeting on Thursday, 2:30-4:00 in the first week. The most likely topic for 1995 will be War and Revolution in the 1940s.

[HIST 796 Seminar in Southeast Asian History
Spring. 4 credits. Prerequisite: reading knowledge of relevant languages. D. Wyatt.

[HIST 797 Seminar in Japanese Thought
4 credits. Prerequisite: reading knowledge of Japanese. Not offered 1995-96. Next offered 1997-98. J. V. Koschmann.]

Near Eastern History

[HIST 248 Islamic History: 1258-1914 (also NES 258 and Religious Studies 258) @ #
Spring. 3 credits. Not offered 1995-96. L. Peirce.

For description, see NES 258.]

[HIST 254 Islamic History: 600-1258 (also NES 257 and Religious Studies 257) @ #
Fall. 3 credits. D. Powers. For description, see NES 257.

[HIST 317 Politics and Culture in Late Medieval Central Asia and the Near East @ #
L. Peirce. Not offered 1995-96. For description, see NES 353.]

[HIST 372 Introduction to Islamic Law (also HIST 652, NES 651, REL ST 350) @ #
Not offered 1995-96. For description, see NES 351.]

[HIST 437 Sexuality, Society, and the State in the Near East (also NES 456, NES 657, HIST 657 and Women's Studies 455, Women's Studies 655) @
Spring. 4 credits. Not offered 1995-96. L. Peirce. For description, see NES 456.]

[HIST 446 Ottoman History, 1300-1923 (also NES 458)
Fall. 4 credits. Not offered 1995-96. L. Peirce. For description, see NES 458.]

[HIST 461 Seminar in Islamic History 600-750 (also History 671, Near Eastern Studies 451 and 650, and Religious Studies)
Spring. 4 credits. D. Powers. For description, see NES 451.

[HIST 671 Seminar in Islamic History (also History 461, Near Eastern Studies 451, and 650, and Religious Studies)
Spring. 4 credits. D. Powers. For description, see NES 451.

Ancient European History

[HIST 151 Introduction to Western Civilization #
Fall. 4 credits. B. Strauss. What is civilization? What is the West? An inquiry into human history from the first states in western Asia and Egypt (ca. 3000 B.C.) to the early modern era in Europe (ca. 1400-1600). The focus is on war, government, production and exchange, family, and religion.

[HIST 265 Ancient Greece from Homer to Alexander the Great #
4 credits. Open to freshmen. Not offered 1995-96. Next offered 1997-98. B. Strauss.

A survey of Greece from the earliest times to the end of the Classical period in the late fourth century B.C. The course focuses on the Greek genius: its causes, its greatness, its defects, and its legacy. The Heroic Age, the city-state, ancient democracy, and the

intellectual ferment of the Greek Enlightenment are the main topics of study. Readings in translation from Homer, Aristophanes, Sophocles, Herodotus, Thucydides, Plato, Aristotle, and from the evidence of ancient inscriptions, coins, art, and architecture.]

[HIST 268 A History of Rome from Republic to Holy City #

4 credits. Open to freshmen. Not offered 1995–96. Next offered 1998–99.
B. Strauss.

A survey of Rome from the founding of the Republic to the end of the Western Empire. The focus is on the Roman conquest of the Mediterranean world and on the cultural reconquest of Rome by the vanquished. Roman politics, peasant society, imperialism, and propaganda are the main topics of the first half. The government of the Caesars, society during the Roman peace, and the fertile interaction of Romans, Jews, and Greeks that produced Christianity are the main topics of the second. Readings in translation include Cicero, Polybius, Livy, Tacitus, Plutarch, and Saint Augustine.]

[HIST 367 Representations of Women in Ancient Greece and Rome (also Classics 363 and Women's Studies 363)

Spring. 4 credits. L. Abel and J. Ginsburg.
For description, see Class 363.

[HIST 338 Democracy and War (also Asian Studies)

Spring. 4 credits. B. Strauss and D. McCann.
For description, see Asian 338.

[HIST 452 The Tragedy of Classical Athens, 462–404 B.C. #

4 credits. Prerequisite: History 265 or permission of instructor. Not offered 1995–96. Next offered 1997–98.
B. Strauss.

The nature of Athenian democracy, society, and culture in the "golden age" of Athens. The course will examine the influence of Athenian political life on the great tragedians of the age and the influence of tragedy on the Athenians' conception of their character and history. Readings from Herodotus, Thucydides, Aeschylus, Sophocles, Euripides, Aristophanes, Plato, Aristotle, and Plutarch.]

[HIST 453 Crisis of the Greek City-State, 415–336 B.C. #

4 credits. Prerequisite: History 266 or permission of instructor. Not offered 1995–96. Next offered 1998–99.
B. Strauss.]

[HIST 463 Gender and Politics in the Roman World #

For description, see CLASS 463. Not offered 1995–96. Next offered 1997–98. J. Ginsburg.]

[HIST 473 Roman Society and Politics under the Julio-Claudians (also CLASS 480) #

Spring. 4 credits. Prerequisite: Classics 212, History 268, or permission of instructor. Not offered 1995–96. Next offered 1997–98. J. Ginsburg.
For description, see Classics 480.]

[HIST 630 Topics in Ancient History

Fall. 4 credits. B. Strauss.
Topic for 1995: Ethnicity and Empire. An introduction to the history and historiography of, and sources of evidence for such topics as large-scale multi-ethnic states in antiquity, imperial government, the nature of pre-

modern ethnicity, assimilation and Hellenization, native resistance. The emphasis is on the Hellenistic period, primarily Ptolemaic Egypt and the Seleucid kingdom.

Medieval, Renaissance, and Early Modern European History

[HIST 152 Introduction to Western Civilization #

Spring. 4 credits. I. Hull and R. Weil.
For description see Modern European History.

[HIST 233 The Politics of Religion in Early Modern Europe

Spring. 4 credits. Not offered 1995–96.
R. Weil.

We will look at the impact of the reformation, counter-reformation and wars of religion on aspects of political, social and cultural life in 16th- and 17th-century Europe, exploring shifts in gender relations, the problem of social control, the effect of religious conflict on the power of the state and its contested boundaries with the church, the relationship of elite and popular religion, and the encounter of European missionaries with other cultures. Students will engage with major historiographical interpretations of the period, as well as with the close reading of primary sources.]

[HIST 257 English History from Anglo-Saxon Times to 1485 #@

Spring. 4 credits. Not offered 1995–96.
Next offered 1997–98. P. Hyams.

A survey of the government, social organization, and cultural and religious experience of the English people. Particular stress is laid on land settlement, the unification of the realm, the emergence of state institutions such as Parliament, and changes in economic organization (manors, towns and commerce). The approach will be comparative within a context of contemporary European developments. The course offers students who wish to work on their writing skills an opportunity to do so, especially in the second paper.]

[HIST 259 The Crusades #@

4 credits. Not offered 1995–96. Next offered 1996–97. P. Hyams.]

[HIST 263 The Earlier Middle Ages (also Religious Studies 263) #

Fall. 4 credits. J. J. John.
A survey of medieval civilization from ca. 300 to ca. 1100 dealing with religious, intellectual, political, and economic developments in Western Europe.

[HIST 264 The High Middle Ages #

Fall. 4 credits. Not offered 1995–96. Next offered 1996–97. P. Hyams.

A survey of medieval civilization 1100–1400, dealing with political, economic, religious, and intellectual developments in Western Europe. Special attention will be paid to the interaction of different kinds of history and to the historian's understanding of literature and its use as a primary source. Lectures and class discussions.]

[HIST 284 The Age of Reform in Western Europe (1400–1600)

Fall. 4 credits. G. Sreenivasan.
An exploration of the efforts to reform church and society in the fifteenth and sixteenth centuries. Major topics include the strengths and weaknesses of the medieval church, the theological controversies among Lutherans, Calvinists, Anabaptists, and Roman Catholics, the social foundations of reforming and dissenting movements, and the success and

failure of Protestant and Catholic Reformations.

[HIST 286 State and Society in the Iron Century (1560–1660)

Spring. 4 credits. G. Sreenivasan.
A survey of the conflicts which convulsed the continent of Western Europe between 1560 and 1660, focusing on the French Wars of Religion, the Dutch Revolt, the Thirty Years War, and peasant uprisings in France and Germany. The course will examine the sources and outcomes of conflict, the role of religion in politics, and the social impact of warfare. Particular emphasis will be placed on the capabilities and limitations of different state structures in mobilizing resources, waging war, and repressing dissent.

[HIST 349 Early Modern England

Fall. 4 credits. Not offered 1995–96. Next offered 1996–97. R. Weil.

This course will explore the crises of political, religious, and epistemological authority that plagued England in the sixteenth and seventeenth centuries. We will examine the political and cultural impact of the Protestant Reformation, the nature of Tudor despotism and Stuart absolutism, the construction of a rhetoric of political dissent around issues of sexuality and corruption, competing understandings of the social order and social control, the Puritan Revolution and the invention of liberalism. Emphasis on close reading of contemporary sources, from autobiography and drama to political theory.]

[HIST 350 The Italian Renaissance #

Fall. 4 credits. Not offered 1995–96. Next offered 1996–97. J. Najemy.

An exploration of intellectual, cultural, religious, and political developments in Italy from the crisis of the communes in the time of Dante and Marsilius, through the several stages of Italian humanism from Petrarch to Alberti to Pico, down to the generation of Machiavelli and Castiglione. The course will seek to problematize the notion of a "Renaissance" in the period's ambivalent attitudes toward history, learning, culture, language, and the role of intellectuals in politics and society. Emphasis will be placed on the close reading of primary sources and on issues of interpretation.]

[HIST 351 Machiavelli #

Spring. 4 credits. Not offered 1995–96.
Next offered 1996–97. J. Najemy.

This course will present Machiavelli in a variety of historical and interpretive contexts: European and Italian politics in the early sixteenth century; the decline of the Florentine republic and the rise of the Medicean principate; Machiavelli's own career in government and his, and the republic's, crisis in 1512–13; the intellectual traditions of Renaissance humanism, political thought, and the revival of antiquity; vernacular literary currents and popular culture; and the remarkable generation of political figures, writers, and theorists with whom Machiavelli associated and corresponded. Emphasis will be placed on a close reading of the major works (including the letters, *The Prince*, the *Discourses*, *Mandragola*, and selections from *The Art of War* and the *Florentine Histories*, all in translation) and a critical examination, in the light of that reading, of some major modern interpretations of Machiavelli.]

HIST 361 The Culture of the Renaissance I (also History of Art 350 and Comparative Literature 361) #

Spring. 4 credits. J. Najemy, C. Lazzaro. An interdisciplinary exploration of some major themes of Renaissance society and culture from the fourteenth to the sixteenth centuries. Using the perspectives of history, art history, and literature, the course will investigate the representation in primary texts and works of art (and with the aid of selected modern criticism) of Renaissance discourses of antiquity and authority, education and learning, religion and lay culture, politics, gender and family, love and eros, and cross-cultural encounters. Most of the attention will be to Italian history and culture, but with some comparisons to other European contexts. Readings include selections from Petrarch, Boccaccio, Alberti, Machiavelli, More, Erasmus, and Vasari. Artists range from Ambrogio Lorenzetti to Mantegna, Durer, Titian, and others. Two lectures and a required discussion section each week. (Undergraduates must preregister for one of the sections.)

[HIST 364 The Culture of the Renaissance II (also Comparative Literature 362 History of Art 351, Music 390, and English 325) #

Spring. 4 credits. Not offered 1995-96. Next offered 1996-97. Kaske, Kennedy. For description, see Comp. Lit 362.]

[HIST 365 Medieval Culture, 400-1150 (also Religious Studies 365) #

Spring. 4 credits. Prerequisite: History 263 or permission of instructor. Not offered 1995-96. Next offered 1997-98. J. J. John. Intellectual and cultural developments in the age of monasticism, from St. Augustine and St. Benedict to St. Anselm and St. Bernard of Clairvaux.]

[HIST 366 Medieval Culture, 1100-1300 #

Spring. 4 credits. Prerequisite: History 264 or permission of instructor. Not offered 1995-96. Next offered 1997-98. J. J. John.

The origin and development of the universities will be studied as background for a consideration of the scholastic mentality and its influence on the art, literature, philosophy, science, script, and theology of the period. Readings from Abelard, Hugh of St. Victor, Bonaventure, Thomas Aquinas, Dante, and others.]

HIST 368 Marriage and Sexuality in Medieval Europe # (also Wom St. 368)

Spring. 4 credits. P. Hyams. Few topics generate heat so readily as gender relations and sexuality. Behind the current controversies lie decisions made in the first Christian centuries, and firmed up in the course of the Middle Ages; these still affect all of us, believers and unbelievers alike. This course studies Western attempts to deal with the problem of sexuality up to about 1500. The class will first clarify the church's normative rules of law and theology. Armed with this framework, it will then turn to more specific topics, including homosexuality, prostitution, rape/abduction and sexuality in medieval literature. The goal is to be able to compare the ideal model with the reality, and thus to assess the product the medieval church passed on to Western culture and

ourselves. No formal prerequisite, though some prior knowledge of medieval European history is desirable.

[HIST 369 The History of Florence in the Time of the Republic, 1250-1530 #

Spring. 4 credits. Not offered 1995-96. Next offered 1997-98. J. Najemy.

Florentine politics and society from the communal period through the age of Dante, the rise and decline of the guild republic, the age of civic humanism, and the rise of the Medici to the time of Machiavelli. Economic structures and social classes, corporate politics, family history, and political and historical ideas are considered in the context of the emergence and transformation of republican government.]

HIST 374 War, Trade, and Empire, 1500-1815 #

Spring. 4 credits. D. Baugh. Maritime enterprise, imperial policy, and naval power in the age of expansion. The rise and decline of the Portuguese and Spanish empires are considered, but the emphasis is on English, French, and Dutch rivalry in the Atlantic and Caribbean.

[HIST 377 Gender in Early Modern Europe (also Women's Studies) #

Spring. 4 credits. Enrollment limited to 30. Not offered 1995-96. Next offered 1996-97. R. Weil.

An inquiry into how masculinity and femininity were defined in early modern Europe. Questions to be explored include: What purpose did gender distinctions serve in this particular society? To what extent were men and women able to shape and redefine the meaning of their gender? How was their ability to do so affected by such events as the Reformation and the French Revolution?]

[HIST 405 Population and History

Not offered 1995-96. Next offered 1997-98. S. Kaplan. For description, see Comparative History.]

HIST 407 The Construction and Critique of the Enlightenment Subject (also Society for Humanities 407)

Spring. 3 credits. H. Mah. For description, see S HUM 407.

[HIST 408 Feudalism and Chivalry: Secular Culture in Medieval France, 1000-1300 #

Spring. 4 credits. No prerequisites; History 263 or 264 would help. Not offered 1995-96. Next offered 1997-98. P. Hyams.

An upper-level seminar on the main currents of noble lay culture in France, which led European fashions in love, warfare, entertainment, and environment through most of the period. There will be heavy emphasis on contemporary sources (in English), including lively and complete readings from epic literature (the Song of Roland), lives, and chronicles.]

HIST 409 Seminar on Work in Europe and America

Fall. 4 credits. S. Kaplan. For description see Comparative History.

HIST 422 Medieval Political Individualism (also Society for Humanities 402)

Fall. 3 credits. A. Bureau. For description, see S HUM 402.

[HIST 427 Power and Society in Early Medieval Europe and Japan

Fall. 4 credits. Prerequisite: a course in medieval European or Japanese historical studies, or permission of instructor. Not offered 1995-96. Next offered 1997-98. P. Hyams and J. Piggott.

This seminar will focus on structures, processes, and practices of society in early medieval Europe and Japan. It will provide a forum for discussion of the ways in which, in some very different societies, Europeans and Japanese handled power. We will also be interested in comparing historiographical methodologies employed and issues considered by historians of these societies.

The nature of power and authority and characteristic organizational practices, including kingship, land tenure, status systems, and religious and military structures; the formation of ideology through art, ritual, literature, and law; and various means of linking center and periphery in these societies will be topics for discussion.]

HIST 436 Conflict Resolution in Medieval Europe #

Spring. 4 credits. P. Hyams. This seminar concentrates on a time (late 9th-13th centuries) when much of Europe lacked formal systems of justice, and so handled questions of social control quite largely by extra-legal means. Its subject is in one sense political history upside-down, as viewed by individuals rather than their rulers. We examine ways in which anthropology and some recent approaches to law can assist: the readings will be partly anthropology, partly translated medieval accounts of actual conflicts, with samples of recent interpretation. The topics covered should be of interest to law students and majors in anthropology and other modern social sciences.

[HIST 447 Crusaders and Chroniclers (also NES 401) #@

Fall. 4 credits. Not offered 1995-96. Next offered 1996-97. P. Hyams.

An intensive reading seminar offering a natural progression from History 259 The Crusades. It will examine contemporary accounts of the crusading movement in English translation. The twin goals are to follow select themes of crusading history to a deeper level than is possible in History 259 and to study medieval historiography through whole chronicles and other primary sources.]

[HIST 451 Lord and Peasant in Europe: A Seminar in Social History #

Not offered 1995-96. S. L. Kaplan.]

[HIST 468 Undergraduate Seminar in Renaissance History #

Spring. 4 credits. Not offered 1995-96. Next offered 1996-97. J. Najemy.]

[HIST 481 The English Revolution #

Spring. 4 credits. Not offered 1995-96. Next offered 1996-97. R. Weil. Between 1640 and 1660, England experienced two decades of civil war and revolution and embarked on a fascinating series of attempts to reorganize political and religious life. Women and the lower classes emerged as actors on the political stage, radical religious sects flourished, and the nature of authority was questioned in both the family and the state. This course will explore the political, cultural, religious and social dimensions of the English Revolution, using mostly primary sources.]

HIST 487 Household and Family in Late Medieval and Early Modern Europe

Fall. 4 credits. G. Sreenivasan.

What was the pre-modern household? Was it an economic unit, a residential entity, a legal construct, an emotional body, or a patriarchal tool? This seminar is an introduction to the methodologies and controversies of current historical research on the European household and family. Topics will include the nature of kinship, property rights and inheritance customs, variation in household structure, the economic context and demographic implications of household formation patterns, and power relations inside and outside of the household.

[HIST 496 Theorizing the Public Sphere (also Comparative Literature 496 and German Studies 496)]

Fall. 4 credits. Not offered 1995–96.

P. Hohendahl.

For description, see GERST 496.]

[HIST 651 Old English Literature in Its Historical Context (also English 710)]

Spring. 4 credits. Not offered 1995–96.

Next offered 1997–98. P. Hyams,

T. D. Hill.

This graduate course, cross-listed with English 710, might equally be known as "Anglo-Saxon England: History and Literary Context." It studies the written sources for major questions of Anglo-Saxon history in their literary and cultural context. It concentrates on important texts extant in both Latin and Old English. Comparison can illuminate the resources and intentions of writers, compilers, and copyists, the literary and linguistic culture of England, and the ways in which historians might most fruitfully study such texts. Bede's *Ecclesiastical History*, and *Battle of Maldon* and Aelfric's *Colloquies*, and selections from the Anglo-Saxon chronicle, *Beowulf*, laws, homilies and wisdom literature will all come under scrutiny. One goal is to reclaim for European religious history a corpus of material that historians neglect because it is in Old English.]

[HIST 663 Graduate Seminar in Renaissance History]

Fall. 4 credits. Open to undergraduates with permission of instructor. Not offered 1995–96. Next offered 1996–97.

J. Najemy.]

[HIST 664–665 Seminar in Latin Paleography]

664, fall; 665, spring. 4 credits each term. Not offered 1995–96. Next offered 1996–97. J. J. John.]

HIST 666 Seminar in Medieval History

Fall. 4 credits. J. J. John.

HIST 669 Politics, Power, and Culture in Early Modern England

Fall. 4 credits. R. Weil.

An inquiry into how the ruling class ruled, and what that meant to and for everyone else. Topics include: the invention of the "state," the relationship of central and local power, clientage and corruption, the construction of categories of "public" and "private," representations of monarchy, hegemony and resistance, court culture, the social interpretations of the English Revolution and their critics. Focus is on historiography and methodology, with some engagement with primary sources.

HIST 686 Licit and Illicit Violence in the Sixteenth and Seventeenth Centuries

Spring. 4 credits. G. Sreenivasan.

An inquiry into the varieties of violence in early modern Europe. We will examine both those forms of violence which the authorities prohibited (murder, rioting, tyrannicide, the feud) and those forms which they themselves employed (warfare, inquisition, execution). We will also examine less overt forms of violence which though 'merely' psychic (black magic) or even spurious (the myth of Jewish ritual murder) powerfully influenced the lives of everyday women and men. The central themes of the seminar are the technologies and legitimation of violence—how, why, against and for whom violence was justified and exercised.

Modern European History**HIST 152 Introduction to Western Civilization (1600 to the end of World War II) #**

Spring. 4 credits. I. Hull and R. Weil.

This course is designed to introduce students to some of the main themes of European history from the Reformation to the present. The lectures are organized around the problems of state-building and social order: how have European societies ordered and reproduced themselves? why did the modern state and modern civil society develop? how have a succession of political ideologies legitimized them? how have state and society responded to crisis and disruption? what balance has been struck between acquiescence and force, between law and violence, in upholding order? Readings emphasize primary works by figures such as Luther, Hobbes, Tocqueville, Marx, etc.

HIST 218 The Russian Military Effort and Foreign Policy #

Fall. 3 credits. W. Pintner.

An examination of the interrelation of the Imperial Russian military effort and Russian foreign policy. Examples will be taken from various periods ranging from the early Muscovite period to the First World War. Students will write 6 to 7 short papers, do extensive reading, and participate in class discussion.

HIST 220 The French Experience: An Introduction (also French Literature 224)

Spring. 3 credits. N. Karwan Cutting, R. Klein.

An examination of French society culture and institutions. What has made French culture so distinctive? Its literature and its revolutions, its gastronomy and fashion, its painting, cathedrals and cinemas. Looking attentively at texts, images and contexts from selected moments in the eighteenth, nineteenth, and twentieth centuries, we will attempt to unravel some of the defining enigmas of the French experience. Two lectures/week in English and one section (one section conducted in English, one in French). Readings available both in French and English translation.

[HIST 224 The British Empire, ca. 1760–1960]

Spring. 3 credits. D. A. Baugh. Not offered 1995–96. Next offered 1996–97.

A seminar course surveying instances of British rule on five continents. Topics will explore dynamics of colonization, interactions with native peoples, and the goals, successes,

and failures of British imperial policies and institutions.]

[HIST 229 A History of European Childhood #]

Fall. 4 credits. Not offered 1995–96.

Semester/TBA. N. Karwan Cutting.

Surveys the history of childhood in Europe from the mid-seventeenth century to the present. Comparisons are made across Western, Eastern, and Mediterranean European societies. The course delineates those cultural, demographic, religious, political, and economic factors that shaped childhood, both in periods of transition and in times of violent instability. Changing perceptions of childhood are treated in the context of, for example: religious conflict, urbanization, developments in science and technology, war, and occupation. (All readings are in English.)

HIST 252 Russian History to 1800 #

Fall. 4 credits. W. Pintner.

The origin and development of the fundamental social, political, economic, and cultural institutions that have determined the nature of contemporary Russian society.

[HIST 253 Russian History since 1800 #]

Spring. 4 credits. First preference will be given to students who have taken History 252 if enrollment is limited. Not offered 1995–96. Next offered 1996–97.

W. Pintner.

Nineteenth- and twentieth-century Russia, with emphasis on the major social, political, and economic changes that have transformed Russia since the mid-nineteenth century.]

[HIST 258 English History from the Revolution of 1688 to the Present #]

Fall. 4 credits. Not offered 1995–96. Next offered 1996–97. D. Baugh.

An introductory course encompassing political, social, economic, imperial, and constitutional developments. Major themes are the significance of 1688, eighteenth-century society and politics, the rise and decline of liberalism, the Irish Question, the impact of the two world wars, and the challenges and achievements of the welfare state.]

HIST 290 Twentieth-Century Russia and the Soviet Union

Spring. 4 credits. B. Walker.

This course surveys the major social, political, economic, and cultural developments in Russian and Soviet history from the turn of the century to the present day.

[HIST 353 Nineteenth-Century European Intellectual History #]

Fall. 4 credits. Not offered 1995–96. Next offered 1997–98. D. LaCapra.

The focus is on social and cultural thought in France, Germany, and England. Topics include reactions to the French Revolution and industrialization; the definition of conservative, liberal, and radical perspectives; and the relation between literature and social thought. Readings include Tocqueville, Mill, Hegel, Marx, Flaubert, Dostoevsky, Nietzsche, and Durkheim.]

HIST 354 Twentieth-Century European Intellectual History (also Comparative Literature 340)

Fall. 4 credits. D. LaCapra.

This course examines significant currents in twentieth-century thought in France, Germany, and England. Topics include the varieties of

existentialism, the development of the social sciences, psychoanalysis, the modern novel, structuralism, and poststructuralism. Readings include Weber, Freud, Heidegger, Sartre, Camus, Woolf, Foucault, and Derrida.

[HIST 355 The Old Regime: France in the Seventeenth and Eighteenth Centuries #

4 credits. Not offered 1995-96. Next offered 1996-97. S. Kaplan.

A systematic examination of the social structure, economic life, political organization, and collective mentalities of a society that eclipsed all others in its time and then, brutally and irreversibly, began to age. France, in European perspective, from the wars of religion through the age of Voltaire.]

[HIST 356 The Era of the French Revolution and Napoleon #

Spring. 4 credits. S. Kaplan.

A study of the failure of the traditional system, its dismantling and replacement in France, and the international consequences. Focus will be on the meaning of the revolutionary experience, the tension between the desires to destroy and to create, and the implications of the Revolution for the modern world.

[HIST 357 Survey of German History, 1648-1890 #

Fall. 4 credits. Open to freshmen with permission of instructor. Not offered 1995-96. I. Hull.

An examination of the social, political, intellectual, and diplomatic history of the German states from the devastation of the Thirty Years' War, through absolutism, the bourgeois revolutions of 1848, and the struggle for unification, to the beginning of the modern industrial state.]

[HIST 358 Survey of German History, 1890 to the Present

Fall. 4 credits. Open to freshmen with permission of instructor. I. Hull.

The "German problem" is examined. Major topics include tensions caused by rapid industrialization presided over by a preindustrial, political elite; origins of World War I; growth of anti-Semitism; social dislocations of World War I; failure of the socialist revolution of 1918-1919; unstable Weimar democracy and the rise of nazism; the Nazi state; World War II; and the two Germanies.

[HIST 362 European Cultural History, 1815-1870 #

4 credits. Not offered 1995-96. Next offered 1996-97. M. Steinberg.]

[HIST 363 European Cultural History, 1870-1945

Spring. 4 credits. Not offered 1995-96. Next offered 1997-98. M. Steinberg.

This course will focus on problems of modernity, identity, and ideology in Germany, France, and England. Works of Wagner, Nietzsche, Manet, George Eliot, Freud, and Benjamin will be analyzed in cultural and political contexts.]

[HIST 379 War and Society: The Origins of the First World War, 1870-1919 #

Spring. 4 credits. Open to freshmen with permission of instructor. Not offered 1995-96. Next offered 1996-97. Baugh, Hull, Pintner.

The First World War destroyed the European world: its hegemony in international politics, its international balance, its social and economic structures, its intellectual certainties.

This course examines the long-term and immediate causes of this cataclysm, with special focus on the relations between the various countries' domestic politics and their foreign policies, the changing balance of power, economic rivalries, imperialism, the growth of extreme nationalism, and the arms race. It ends by considering why the war was so long and destructive and why, afterwards, no one could put the pieces back together again.]

[HIST 380 Social History of Western Technology

Spring. 4 credits. Not offered 1995-96. Next offered 1997-98. J. Weiss.

For description see History of Science.]

[HIST 381 The Social and Cultural Construction of Printed Pictures in Europe (16th-18th Centuries)

Spring. 4 credits. Not offered 1995-96. Semester/TBA. N. Karwan Cutting.

Pictures, printed on paper from wood blocks or metal plates, provided illiterate as well as literate men, women, and children with views of their world and their past, their leaders and their enemies, their saints and their martyrs throughout early modern Europe. This course addresses how these images were manufactured and emphasizes the history of a little-known workforce, often anonymous and popular. Secondly, it introduces a variety of analytical interpretations that both contextualize the printed picture as an historical document and suggest the range of approaches in recent historical literature. Drawing upon original sources in the Cornell University Library, topics include the dissemination of early printed pictures, representations of scholars, saints, and demons in Reformation prints, the printers of engraved images, the gendering of images in pictures and texts, the status and professional rivalries among engravers, Enlightenment illustrations, and political caricature during the French Revolution, as well as the over-arching problems of visual propaganda and censorship. French, German, and English printed pictures will be emphasized. All required readings are in English.]

[HIST 383 Europe, 1900-1945

Fall. 4 credits. Not offered 1995-96. Next offered 1997-98. J. Weiss.

An investigation of the major developments in European politics between 1900 and the end of the Second World War. Emphasis on the rise and fall of democratic political systems and their alternatives. Topics include the reorientation of liberalism and socialism, the transforming effects of war and depression, the dynamics and diplomacy of fascism, the European response to the economic and ideological influence of America and the Soviet Union, the changes in Eastern Europe during the interwar years, and the interaction between politics and social structure.]

[HIST 384 Europe, 1945-1968

Fall. 4 credits. J. Weiss.

A political and social history of Europe between the fall of fascism and the political crises of 1968. Emphasis on the comparative study of the elaboration of democratic institutions and ideologies. Topics include the origins and course of the Cold War in Western and Eastern Europe, Gaullism and Christian Democracy, the emergence of welfare states, liberal-democratic and Communist culture, the end of colonial empires in the West, opposi-

tion movements in Eastern Europe, and the general upheaval of 1968.

[HIST 385 Europe in 20th Century: 1968-1990

Spring. 4 credits. J. Weiss.

The major political developments in Europe between the upheavals of 1968 and the collapse of Communist regimes. Topics will include the effects of economic turndown in 1973-1974; the response to terrorism; regionalist movements; new ethnic minorities and their opponents; Socialist governments in southern Europe; the arrival of democracy in Spain, Portugal, and Greece; new dynamics in the European Community; the rise of Thatcherism; the war scare of the 1980s; and the final phase of the Cold War.

[HIST 405 Population and History

4 credits. Not offered 1995-96. Next offered 1997-98. S. Kaplan.

For description, see Comparative History.]

[HIST 406 The People in the French Revolution #

4 credits. Not offered 1995-96. Next offered 1997-98. S. Kaplan.

The Revolution was nothing if not a mass event. Mass action played a critical part in shaping its course. The "re-invention" of France affected the population down to each village and demanded decisions from virtually every adult. This course will focus on the people as actors: their collective memory, their ideologies, their repertoire of intervention, the formation of a popular political culture. It will examine the encounters between the people (in their multiple incarnations) and the revolutionary elites who sought to articulate and appropriate the Revolution. A major theme will be the tension between the ambitions to achieve liberty and equality.]

[HIST 409 Seminar on Work in Europe and America

Fall. 4 credits. S. L. Kaplan.

For description see Comparative History.]

[HIST 435 Collective Action and Politics in Modern Europe

Not offered 1995-96. S. Kaplan, S. Tarrow. For description, see GOVT 435.]

[HIST 441 Seminar in the European Enlightenment #

4 credits. Prerequisite: permission of instructor. Not offered 1995-96. Semester/TBA. I. Hull.]

[HIST 451 Lord and Peasant in Europe: A Seminar in Social History #

4 credits. Not offered 1995-96. S. L. Kaplan.]

[HIST 456 Seminar in European Cultural History

Spring. 4 credits. Not offered 1995-96. Next offered 1996-97. M. Steinberg.]

[HIST 457 Seminar in European Fascism

4 credits. Prerequisite: permission of instructor. Not offered 1995-96. Semester/TBA. I. Hull.]

[HIST 462 Popular Culture in European History

Spring. 4 credits. S. L. Kaplan.

An examination of the origins, practices and meanings of popular culture throughout Europe from the Middle Ages to the era of the French Revolution. After considering the various ways in which "culture" and "popular"

can be construed, the seminar will focus on the specific manifestations of popular culture, its various languages and gestures, and its complex relations with the dominant/elite cultures.

[HIST 464 Russian Social History #
Spring. 4 credits. Prerequisite: one semester of Russian history or permission of instructor. Not offered 1995–96. Next offered 1996–97. W. Pintner.

Examines the development of major social groups throughout Russian history in the sixteenth and twentieth centuries and compares them to similar groups in other societies.]

HIST 467 Seminar in Modern European Political History

Spring. 4 credits. Permission of the instructor required. J. Weiss.

Topic for 1996: The Politics of the European Past. The course will investigate the role of historical memory and commemoration in contemporary European political history, with some attention to the American case, and considerable use of evidence from the cinema. How was public memory shaped by political conflict? How did events such as the French Revolution, Nazi genocide, and the antifascist Resistance become sites of the struggle to influence the present?

[HIST 474 Topics in Modern European Intellectual History

4 credits. Prerequisite: permission of instructor. Not offered 1995–96. Next offered 1997–98. D. LaCapra.]

[HIST 476 Social and Cultural History of Contemporary Europe

Fall. 4 credits. Not offered 1995–96. J. Weiss.

The "other Europe": language, culture, and nation among the minority peoples of Europe. A comparative investigation of the development of the cultural and historical identity of non-dominant European ethnic groups and their relation to the formation and policies of European national states: the Basques, the Welsh, the Catalans, the Bretons, the Occitans, the Gaelic Irish, the Faese, the Gypsies, the Romansh, and others. The course will combine historical, literary, and sociolinguistic approaches.]

[HIST 477 Seminar on the Politics of the Enlightenment #

Spring. 4 credits. Not offered 1995–96. Next offered 1996–97. S. Kaplan.

An inquiry into the historical origins of European (especially French) political, social, and economic thought, beginning in the 1680s, at the zenith of Louis XIV's absolutism, and culminating in the French Revolution a century later. Emphasis is on the relation of criticism and theory to actual social, economic, religious, and political conditions. An effort is made to assess the impact of enlightened thought on the eighteenth-century world and to weigh its implications for modern political discourse. Readings in translation from such authors as Bayle, Montesquieu, Voltaire, Rousseau, Diderot, and others as well as from modern scholarly and polemical literature.]

HIST 480 Twentieth-Century Britain

Spring. 4 credits. Open to sophomores, juniors, and seniors. D. Baugh.

A seminar course, focusing on political and social history. The main emphasis is on the two world wars and their role in British

economic and imperial decline. The course also looks at some great personages—Lloyd George, Churchill, and Bevin—and the major political and social transitions, taking departure from Edwardian era.

[HIST 485 The Historical Origin of the Post-Soviet Successor States

4 credits. Not offered 1995–96. Next offered 1997–98. W. Pintner.]

HIST 490 Social and Cultural History of the Soviet Intelligentsia

Spring. 4 credits. Prerequisites: a course in Russian/Soviet history, literature, or politics, or consent of the instructor. B. Walker.

This seminar examines the formation and history of the Soviet educated elite, beginning with its origin in the pre-Revolutionary period. An emphasis of the course is on the social, institutional and economic foundations of pre-Revolutionary and Soviet intellectual activity; the course will also explore the written and oral traditions by means of which intelligentsia identity has been forged during this century.

[HIST 605 Graduate Seminar in European Cultural and Intellectual History (also German Studies)

Fall. 4 credits. Not offered 1995–96. Next offered 1996–97. M. Steinberg.

The topic this semester will be the construction of history, memory, and identity, among German Jewish intellectuals in the period of the Weimar Republic. Concentrated readings of Franz Rosenweig, Walter Benjamin, Leo Strauss, and Ernst Kantorowicz, and possibly others according to student interest.]

[HIST 635 The Gates to Modernity: From Karlsbad to the 1848 Revolution (also German Studies 635)

4 credits. Anchor course. Not offered 1995–96. P. Hohendahl.

For description, see GER ST 635.]

[HIST 661 Graduate Seminar in Twentieth-Century German History

4 credits. Prerequisite: permission of instructor. Not offered 1995–96. Semester/TBA. I. Hull.]

HIST 672 Seminar in European Intellectual History

Fall. 4 credits. D. LaCapra.

[HIST 673 Seminar in European Intellectual History

Spring. 4 credits. Not offered 1995–96. Next offered 1997–98. D. LaCapra.]

HIST 674 Graduate Seminar in German History, 1770–1918

Fall. 4 credits. I. Hull.

Topic for 1995: Law in German History. This course explores selected topics in the political, social, and cultural history of Germany from 1770 to 1918. It is designed to introduce graduate students to the history and historiography of modern Germany and to allow those with sufficient preparation to pursue directed research during the semester.

[HIST 675 After the Divide: German Critical Theory of the Seventies and Eighties (also Comparative Literature 675 and German Studies 675)

4 credits. Not offered 1995–96. P. Hohendahl.

For description, see GER ST 675.]

[HIST 677 Seminar in Russian History

Spring. 4 credits. Not offered 1995–96. Next offered 1996–97. W. Pintner.]

[HIST 678 Seminar in Modern European Social History

Spring. 4 credits. Permission of instructor required. Not offered 1995–96. Next offered 1996–97. J. Weiss.

Topic: Social hierarchies and social solidarity. Studies in the history of stratification since 1815.]

HIST 750 European History Colloquium

Fall and spring. 4 credits, each term.

Kaplan, Strauss (fall); Dear, Weil (spring).

A research colloquium designed for European history graduate students. The colloquium will offer a forum for students to present papers and to discuss the work of visiting scholars.

Honors and Research Courses

Note: History 301–302 are not regular courses for which students may sign up at will. They are personal arrangements between an instructor and a particular student. Students must first gain the consent of a particular instructor to work with them.

HIST 301 Supervised Reading

Fall or spring. 2 credits. Open only to upperclass students. Prerequisite: permission of instructor. Staff.

HIST 302 Supervised Research

Fall or spring. 3 or 4 credits. Open only to upperclass students. Prerequisite: permission of instructor. Staff.

HIST 400 Honors Proseminar

Spring. 4 credits. Limited to 15 students. For prospective honors candidates in history. Prerequisite: permission of a member of the Honors Committee is required to register. M. Kammen.

An examination of major approaches to historical inquiry and analysis. Masterworks of historical writing (traditional as well as recent) will be discussed. There will be one short essay and a longer paper (a study of the work of one major historian). The readings will be drawn from all time periods and diverse cultures.

HIST 401 Honors Guidance

Fall or spring. 4 credits. Prerequisites: History 400 and permission of instructor. Staff.

HIST 402 Honors Research

Fall or spring. 4 credits. Prerequisites: History 400 and permission of instructor. Staff.

HIST 703-704 Supervised Reading

703, fall; 704, spring. 4 credits each term. Limited to graduate students. Prerequisite: permission of instructor. Staff.

HIST 709 Introduction to the Graduate Study of History

Fall. 4 credits. Required of all first-year graduate students. T. Holloway, R. Weil. The course is designed to introduce entering graduate students to crucial issues and problems in historiography that cut across various areas of specialization.

HISTORY OF ART

C. Lazzaro, chair; K. Barzman, J. E. Bernstock, R. G. Calkins, H. Foster (graduate faculty representative), P. I. Kuniholm, L. L. Meixner (director of undergraduate studies), S. J. O'Connor, A. Ramage, S. Reiss, M. W. Young.

The Department of the History of Art provides a broad range of introductory and advanced courses in Western (European and American) and non-Western art (particularly East and Southeast Asian), from ancient times to the present. Courses have various emphases: archaeology, artists, styles, themes, iconography (the study of subject matter), patronage, social history, and theoretical perspectives. The department offerings reflect the interdisciplinary nature of the subject and the importance of critical theory in interpreting works of art. The resources of the Herbert F. Johnson Museum of Art frequently serve as the focus for discussion sections and paper assignments.

The Major

The major in history of art enables students to acquire a familiarity with the art of many different cultures and a deeper knowledge of selected periods and places. The major strengthens visual, analytic, and interpretive skills, and reading and writing abilities. The major has requirements to ensure both breadth and depth, but it is also flexible enough to be tailored to each student's interests. In their junior and senior years, majors work closely with their advisers to determine their own course of study.

Admission to the Major

Students wishing to major in the history of art should complete two courses at Cornell in the department by the end of their sophomore year. One of the two courses required for entry into the major must concern material that deals predominantly with periods before 1500 AD or with non-Western art. These two courses are prerequisites for the major and may not be counted toward fulfillment of the major requirements. Prospective majors should consult with the director of undergraduate studies.

Requirements for the Major

The major in History of Art requires 36 credits, of which 30 must be at the 300-level or higher.

Majors should acquire a broad familiarity with the history of art in several chronological and geographical areas (in Western art: ancient, medieval, Renaissance and baroque, and modern; and in non-Western art: Chinese, Japanese, Southeast Asia, or other areas that are occasionally taught in the department). The department does not offer a sweeping survey of Western art, because such a course provides only a very superficial knowledge, but it encourages students to gain experience with several areas in the history of art. The major requires at least one course in an area from ancient through baroque art, one course in modern art, and one in non-Western art.

Majors must in addition develop a thorough knowledge of at least two and preferably three areas in the history of art. By studying them on progressively more advanced levels, students will also acquire facility with the tools and methods of the discipline of art history. The major requires two sequences of courses, each in a different area. A sequence

is two courses in the same area, the second at a higher level than the first, as in a 200- and 300-level course or a 300- and 400-level course. One seminar (400- or 500-level course) is also required for the major.

Majors will acquire an understanding of different approaches in the history of art, such as connoisseurship, iconography, and various methods informed by poststructuralist theories for the analysis of works of art. Majors are required to take the proseminar, which is a survey of methods and historiography, normally taken in the fall of their junior year. They are also encouraged to take at least one additional course that will develop their knowledge and skills in one method of the study of art (as in museum issues and dendrochronology) or their understanding of critical discourses (art criticism since the nineteenth century, psychoanalytic, marxist, feminist, and postmodern criticism).

The history of art is intrinsically interdisciplinary and various other disciplines are necessary complements for understanding of works of art in their historical and cultural contexts. Therefore, majors are encouraged to take related courses in history of architecture, history, literature, critical theory, studio art, etc. Majors are also encouraged to study foreign languages related to their principal interests in art, particularly if they are considering graduate study. In addition to the 36 credits, the major also requires two courses in related areas, approved by the adviser, or two additional courses in the department.

Honors

To become a candidate for the degree of Bachelor of Arts with honors in the history of art, a student must have a cumulative average of B+ for all courses taken in the department and a cumulative average of B in all arts and sciences courses. Application to write an honors thesis should be made to the director of undergraduate studies during the second term of the junior year. The application must include a summary of the proposed project, an endorsement by a faculty sponsor, and a copy of the student's transcript. In the senior year the honors candidate will include in his/her course load, History of Art 600 and 601. These courses address the research and writing of the senior thesis under the direction of the student's project adviser.

Course Numbering System

100-level courses are all freshman writing seminars.

200-level courses are introductions to the major subdivisions of Western and non-Western art and they often have large enrollments.

300-level courses are more specialized, and some have the introductory course in the appropriate area as a prerequisite. Freshmen are advised to take the introductory courses unless they already have substantial background in the history of art.

400-level courses are upper-level seminars, primarily for undergraduates, although graduate students in the history of art and other fields also take them.

500-level courses are primarily graduate seminars, which undergraduates may also take.

Freshman Writing Seminars

For Freshman Writing Seminar offerings in the History of Art, see the John S. Knight Writing Program's special brochure. These courses may be used as freshman electives but not to satisfy the distribution requirement.

Courses

History of Art Introductory Courses

200-level courses in Western art have been changed. 220, 230, 245, and 260 will all be offered as 4-credit courses with required sections.

ART H 202 Survey of European Art: Renaissance to Modern

Summer only. 3 credits. Staff.

The major traditions and movements in western European art from the Renaissance to the Modern period. Painting, sculpture, and architecture with an emphasis on painting.

ART H 220 Introduction to Art History: The Classical World (also Classics 220)

Fall. 4 credits. Each student must enroll in a section. A Ramage.

An overview of the art and archaeology of the Greek and Roman world. The sculpture, vase painting, and architecture of the ancient Greeks from the Geometric period through the Hellenistic, and the art of the Romans from the early Republic to the late empire.

ART H 221 Minoan-Mycenaean Art and Archaeology (also Classics 221 and Archaeology 221)

Spring. 3 credits. J. Coleman.

The birth of civilization in Greece and the Aegean islands during the Bronze Age. The main focus is on the rise and fall of Minoan Crete and Mycenaean Greece, with consideration given to the nature and significance of Aegean interactions with Egypt, the Near East, and Anatolia.

[ART H 224 Archaeology in Action I (also Classics 232 and Archaeology 232)

3 credits. Prerequisite: permission of instructor. Not offered fall 1995-96. P. I. Kuniholm.]

[ART H 225 Archaeology in Action II (also Classics 233 and Archaeology 233)

3 credits. Prerequisite: permission of instructor. Not offered 1995-96. P. I. Kuniholm.]

ART H 230 Introduction to Art History: Monuments of Medieval Art (also Religious Studies 230)

Spring. 4 credits. Each student must enroll in a section. R. G. Calkins.

An introduction to the approaches to art history through a study of selected works of art from the Middle Ages: architecture, sculpture, painting, manuscript illumination, metalwork, and ivory.

ART H 245 Introduction to Art History: Renaissance and Baroque Art

Fall. 4 credits. Each student must enroll in a section. K. Barzman.

A survey of major works of European painting, sculpture, and architecture from 1400 to 1700. The focus is on preeminent artists, workshop methods, style, meaning, patronage, and the function of art in a range of social contexts. The course also covers the methods of art history currently practiced in Renaissance and Baroque studies.

ART H 260 Introduction to Art History: The Modern Era

Spring. 4 credits. Not open to students who have taken History of Art 261. Each student must enroll in a section.
J. E. Bernstock.

A discussion of the most important developments in art from 1780 to the present. The emphasis is on major movements and artists such as Romanticism (Delacroix), Realism (Courbet), Impressionism (Monet), Post-Impressionism (van Gogh), Cubism (Picasso), Fauvism (Matisse), Surrealism (Miro), Abstract Expressionism (Pollock), and Pop Art (Warhol).

ART H 261 Introduction to Art History: Modern Art

Summer only. 3 credits. Staff.

An introduction to early modern art as it developed between the French Revolution and World War I. Both European and American movements are examined, including Romanticism, Impressionism, and Cubism. Units are organized around central figures such as Mary Cassatt, Edgar Degas, Thomas Eakins, and Vincent van Gogh. Lectures are supplemented with discussions of methods of inquiry, including social history and feminism, fundamental to interpreting works of art.

ART H 280 Introduction to Art History: Approaches to Asian Art @ #

Fall. 3 credits. S. J. O'Connor.

Designed to introduce students to the varied responses of the Asian artist in different social and geographical contexts. By selective focus and emphasis rather than broad survey, the student will gain some familiarity with the Javanese shadow-puppet theater, high-fired ceramics, Chinese landscape painting, Buddhist sculpture and painting of Thailand, Indian miniature paintings, and Japanese prints. A number of class sessions will meet in the Herbert F. Johnson Museum of Art.

ART H 309 Dendrochronology of the Aegean (also Classics 309 and Archaeology 308)

Spring. 4 credits. Prerequisite: permission of instructor. Limited to 10 students.
P. I. Kuniholm.

Participation in a research project of dating modern and ancient tree-ring samples from the Aegean and Mediterranean. Supervised reading and laboratory work. A possibility exists for summer fieldwork in Greece or Turkey.

[ART H 320 The Archaeology of Classical Greece (also Classics 320) #

4 credits. Not offered 1995-96.
A. Ramage.]

ART H 322 Arts of the Roman Empire (also Classics 350) #

Spring. 4 credits. A. Ramage.

The visual arts in the service of the first world state. The course starts with the architecture, painting, and sculpture of the Etruscan and Republican period but concentrates on monuments of the Imperial era in Italy and the provinces until the time of Constantine. Art made for private patrons is considered, along with the official presentations of the emperors.

[ART H 323 Painting in the Greek and Roman World (also Classics 323) #

4 credits. Not offered 1995-96.
A. Ramage.]

[ART H 325 Greek Vase Painting (also**Classics 325) #**

4 credits. Not offered 1995-96.
A. Ramage.]

[ART H 326 Greek Cities and Towns (also Classics 326) #

4 credits. Prerequisite: Classics/History of Art 220 or permission of instructor. Not offered 1995-96. J. Coleman.]

[ART H 327 Greek and Roman Coins (also Classics 327) #

4 credits. Not offered 1995-96.
A. Ramage.]

[ART H 328 Greeks and Their Neighbors (also Classics 322) #

4 credits. Not offered 1995-96.
A. Ramage.]

[ART H 329 Greek Sculpture (also Classics 329) #

4 credits. Not offered 1995-96.]

[ART H 332 Architecture in the Middle Ages (also Architecture 382, Religious Studies 332) #

4 credits. Not offered 1995-96.
R. G. Calkins.]

[ART H 333 Early Medieval Art and Architecture #

4 credits. Not offered 1995-96.
R. G. Calkins.]

ART H 334 Romanesque Art and Architecture #

Spring. 4 credits. R. G. Calkins.

The painting, manuscript illumination, sculpture, and architecture of the eleventh and twelfth centuries, primarily in France, England, and Spain. Particular attention will be paid to the art of the Pilgrimage Roads, the manifestation of specific regional styles, the problems of Byzantine influence, the significance of the art of the church treasures, and the factors that brought about the transition to the early Gothic.

[ART H 335 Gothic Art and Architecture (also Religious Studies 335) #

4 credits. Not offered 1995-96.
R. G. Calkins.]

[ART H 336 Prelude to the Italian Renaissance (also Religious Studies 336) #

4 credits. Not offered 1995-96.
R. G. Calkins.]

ART H 337 The Medieval Illuminated Book (also Religious Studies 337) #

Fall. 4 credits. R. G. Calkins.

A study of selected major examples of medieval illuminated manuscripts from between A. D. 300 and 1500. Facsimiles of major manuscripts such as the Lindisfarne Gospels, the Book of Kells, and the Hours of Mary of Burgundy will be examined. Students will write a research paper on a manuscript of their choice.

[ART H 341 Flemish Painting #

4 credits. Not offered 1995-96.
R. G. Calkins.]

[ART H 342 Medieval and Renaissance German Art #

4 credits. Not offered 1995-96.
R. G. Calkins.]

[ART H 343 Italian Renaissance of the Fifteenth Century #

4 credits. Not offered 1995-96.
C. Lazzaro.]

[ART H 344 Italian Renaissance of the Sixteenth Century: Leonardo, Michelangelo, and Raphael #

4 credits. Not offered 1995-96.]

[ART H 345 Rome, Florence, and Venice in the Sixteenth Century #

4 credits. Not offered 1995-96.
C. Lazzaro.]

[ART H 348 Renaissance Art in Northern Europe: The Sixteenth Century #

4 credits. Not offered 1995-96.]

ART H 350 The Culture of the Renaissance I (also History 361 and Comparative Literature 361) #

Spring. 4 credits. Each student must enroll in a section. C. Lazzaro,
J. M. Najemy.

An interdisciplinary exploration of some major themes of Renaissance society and culture from the fourteenth to the sixteenth centuries. Utilizing the perspectives of history, art history, and literature, the course will investigate the representation in primary texts and works of art (and with the aid of selected modern criticism) of Renaissance discourses of antiquity and authority, education and learning, religion and lay culture, politics, gender and family, love and eros, and cross-cultural encounters. Most of the attention will be to Italian history and culture, but with some comparisons to other European contexts. Readings include selections from Petrarch, Boccaccio, Alberti, Machiavelli, More, Erasmus, and Vasari. Artists range from Ambrogio Lorenzetti to Mantegna, Dürer, Titian, and others. Two lectures and a required discussion section each week. (Undergraduates must preregister for one of the sections.)

[ART H 351 The Culture of the Renaissance II (also Comparative Literature 362, English 325, and History 364) #

4 credits. Not offered 1995-96.]

[ART H 355 Art as Spectacle: The Italian Baroque (also Religious Studies 352) #

Spring. 4 credits. Not offered 1995-96.
K. Barzman.

This course casts the Italian Baroque as a society of spectacle. Lectures and discussions will focus on frescoes, public sculpture, architecture, and the re-organization of urban space in Italian cities from the end of the Council of Trent (1563) through the papacy of Clement XII (1740). Emphasis will be placed on spectacular display, on the forms of address intended to guide and impress the viewer, and on the various institutions and individuals served by this kind of cultural production. Artists covered include Bernini, Borromini, Caravaggio, Carracci, Gaulli, and Tiepolo.]

ART H 360 Painting and Everyday Life in Nineteenth-Century America (also American Studies 360) #

Fall. 4 credits. L. L. Meixner.

Nineteenth-century American paintings were constructed to project an image of "exceptionalism," DeTocqueville's term for the social harmony and material abundance he considered unique to the New World. Embedded in these icons of national cohesion, however, were signs of race, class, and political conflict that we will decode through interdisciplinary methods. Our topical units include New England portraiture

and the merchant economy, Hudson River landscape and corporate (railroad) patronage, images of African-Americans and Reconstruction, images of Native Americans, the West, and Manifest Destiny. Through these, we will challenge the assumption that American art celebrated democracy, and instead consider far more conflicted attitudes. Our key artists include John S. Copley, George Caleb Bingham, Winslow Homer, Lily Martin Spencer, Mary Cassatt, Thomas Eakins. Blending the form and content of democratic aesthetics, our readings include art historical texts and others by Poe, Emerson, and Whitman.

[ART H 361 The Social History of Nineteenth-Century European Painting #

4 credits. Not offered 1995-96.
L. L. Meixner.]

ART H 362 Impressionism and Society

Spring. 4 credits. L. L. Meixner.

This course discusses French Impressionism as it relates to nineteenth-century public life. Chief artists include Manet, Cassatt, Morisot, Degas, Pissarro, Monet, Seurat, Toulouse-Lautrec, and Van Gogh. Images are interpreted as cultural products of the Third Republic, with close attention to cafe and brothel society, middle-class leisure, *japonisme* and imperialism, workers' movements, and Le Bon's theory of crowds. Woven into historical discussions are more theoretical considerations of utopia, capital, pathology, and the public body. Overarching issues of class, gender, and power in urban Paris will be addressed through the writings of Baudelaire, Benjamin, Pollock, Jameson, and Zola.

[ART H 365 Art from 1940 to 1990

4 credits. Not offered 1995-96.
J. E. Bernstock.]

ART H 366 Problems in Modernism: "Primitivism"

Fall. 4 credits. H. Foster.

This course examines the different appropriations of "the primitive" in modern and postmodern art, literature, and theory. After a brief survey of Orientalism and Japonisme, we will focus on the various valuations given "the primitive" in art from Joseph Conrad and Paul Gauguin to postcolonial discourse in the present. In this way "primitive" art will not be our subject so much as its role in the transformation of modern art and in the construction of modern identity.

[ART H 367 Problems in Modernism: "High" and "Low" Culture (also Comparative Literature 366)

4 credits. Not offered 1995-96. H. Foster.]

[ART H 370 Visual Culture and Social Theory (also Government 375 and Comparative Literature 368)

4 credits. Not offered 1995-96. H. Foster, S. Buck-Morss.]

ART H 371 Architectural History of Washington, D.C.

Fall or spring. Variable credit. Only for students in the Cornell-in-Washington program. Only for non-architects.
P. Scott.

A historical and critical survey of the architecture of Washington. Attention will be given to the periods, styles, architects, and clients—public and private—of the notable buildings and to the urban landscape of the nation's capital. The vocabulary of architec-

tural analysis and criticism will be taught. Field trips required.

ART H 380 Introduction to the Arts of China @#

Fall. 4 credits. M. W. Young.

A one semester introduction to the arts of China, this course will examine the visual arts of the world's oldest continuous civilization in a topic rather than strict chronological framework. The lectures will cover the major contribution the Chinese have made in the area of ritual bronzes, burial art, Buddhist sculpture, pottery and porcelain, calligraphy and painting. A substantial part of the course will be devoted to the development of landscape painting, particularly in the later centuries of Chinese art. Sections for the course will meet in the Johnson Museum to examine original works from the museum's large Chinese collection.

[ART H 381 Buddhist Art in Asia @#

4 credits. Not offered 1995-96.
S. J. O'Connor.]

[ART H 383 The Arts of Early China @#

4 credits. Not offered 1995-96.
M. W. Young.]

[ART H 384 The Arts of Japan @#

4 credits. Not offered 1995-96.
M. W. Young.]

[ART H 385 Chinese Painting @ #

4 credits. Not offered 1995-96.]

[ART H 386 Art of South Asia @ #

4 credits. Not offered 1995-96.
S. J. O'Connor.]

ART H 391 From Sufi Poet to Muslim Saint (also Near Eastern Studies 352)

Fall. 4 credits. E. S. Wolper.
For description, see NES 352.

[ART H 396 The Arts of Southeast Asia @ #

4 credits. Not offered 1995-96.
S. J. O'Connor.]

Seminars

Courses at the 400 and 500 level are open to upperclass students, majors, and graduate students. All seminars involve the writing and presentation of research papers. Enrollment is limited to 15 students, and *permission of the instructor is required*. Students may repeat courses that cover a different topic each semester.

ART H 400 Proseminar for Art History Majors: The History and Practice of Art History

Fall. 4 credits. Prerequisite: History of Art majors only. Enrollment is limited. Limited to majors in the department, this seminar focuses on methods and historiography. We will consider the various practices of art history employed over the years in the analysis and interpretation of cultural production. Readings will focus on classic texts and major authors responsible for codifying these approaches. Papers will call upon students to put methods into practice and to think critically about the writing of art history.

ART H 401 Independent Study

Fall or spring. 2-4 credits. May be repeated for credit. Prerequisite: permission of a department faculty member.

Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.

ART H 402 Independent Study

Fall or spring. 2-4 credits. May be repeated for credit. Prerequisite: permission of a department faculty member. Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.

ART H 407 Seminar on Museum Issues

Fall. 4 credits. Prerequisite: permission of instructor. Limited enrollment. All classes will meet in the Johnson Art Museum Study Gallery. M. W. Young and museum staff.

This undergraduate seminar will utilize the resources of the Johnson Art Museum and is designed to give students with a strong art history background the opportunity to work closely and directly with original objects from the museum's major collections. The course will focus on the broad issue of art and connoisseurship and will address critically the question of what determines quality in the work of art. Topics to be covered in the weekly sessions will include methods of attribution, fakes and forgeries, technique and media, restoration and conservation. Some sessions will involve curatorial staff of the museum. Frequent reports and a significant final paper will be expected of all participants. Enrollment is limited, and permission of the instructor is necessary before the first meeting. Students interested in this course should indicate so by notifying the department directly at the time of pre-registration.

ART H 423 Ceramics (also Classics 423 and Archaeology 423)

Spring. 4 credits. Prerequisite: permission of instructor. J. Coleman. Bronze Age, Greek, and Roman pottery specimens from Near Eastern and Mediterranean sites will be studied to provide direct experience in one of the basic prerequisites of archaeological excavation—the identification and dating of pottery types. Reports, delivered in class, will concern ancient ceramic materials or particular types and periods. Practical experience in making and decorating pottery will be encouraged.

[ART H 424 Sardis and the Cities of Asia Minor (also Archaeology 432 and Classics 432) #

4 credits. Not offered 1995-96.
A. Ramage.]

[ART H 425 Seminar on the Bronze Age Architecture of Asia Minor #

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.
P. I. Kuniholm.]

[ART H 427 Seminar on Roman Art and Archaeology (also Classics 435) #

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.
A. Ramage.]

[ART H 434 The Rise of Classical Greece (also Classics 434) #

4 credits. Recommended: Classics 220 or History of Art 220, Classics 221 or History of Art 221, or permission of instructor. Not offered 1995-96. P. I. Kuniholm.]

ART H 441 Medieval Art in Washington Collection

Fall. 4 credits. Only for students in the Cornell-in-Washington program.
R. G. Calkins.

This course will examine various objects of medieval origin, metalwork, ivories, sculpture, paintings and perhaps manuscripts in various Washington Area Collections. For the most part, classes will be held at Dumbarton Oaks, the National Gallery, the National Cathedral, and the Walters Art Gallery in Baltimore. Each class will be organized around some theme best represented by the available objects at each location.

[ART H 448 Studies in Sixteenth-Century European Art #

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.
C. Lazzaro.]

[ART H 450 Women in Italian Renaissance Art (also Women's Studies 451) #

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.
C. Lazzaro.]

[ART H 451 Prints of the Fifteenth through the Seventeenth Century #

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.
C. Lazzaro.]

[ART H 456 Seminar in Baroque Art #

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.
K. Barzman.]

[ART H 461 Fin-de-siècle Cultures in Europe, England, and America #

4 credits. Prerequisite: permission of instructor. Auditing is not permitted. Not offered 1995-96. L. L. Meixner.]

ART H 462 Topics in Early Modernism #

Fall and spring. 4 credits. Prerequisite: permission of instructor. Auditing is not permitted. Not open to freshmen or sophomores. L. L. Meixner.

Topic for Fall 1995: Post Impressionism. Post-impressionism is the complex term used to describe art between the nineteenth and twentieth centuries. Our purpose is to seek the threads connecting the diverse figures of the fin-de-siècle epoch, and thereby move toward an understanding of the common concerns of early modernists. We will investigate Picasso's Blue and Rose periods, early Matisse, the Symbolists at Pont Aven, Munch, Ensor, Toulouse-Lautrec, Van Gogh, Seurat, and Nabis, and Cezanne. Consumer culture, anarchy, socialist movements, and medieval revivalism provide our social context; also considered are the important roles of literary figures including Ibsen, Strindberg, Mallarmé, Poe, and James. Topic for Spring 1996: Early Modernism in America. Using the Armory Show (1913) as its center, this interdisciplinary seminar examines the varied expressions of American modernism before World War II. Against the backdrop of post-World War I social politics and the Jazz Age, we will examine: the machine aesthetic and kinetic poetry, icons such as the Brooklyn Bridge, O'Keefe, Stieglitz, and the rise of photography at "291," American Dada, the Harlem Renaissance, and the introduction of homoerotic imagery. Aside from major artists, key figures include Gertrude Stein, Dos Passos, Hart Crane, and Ernest Hemingway.

[ART H 463 Studies in Modern Art

4 credits. Prerequisite: permission of instructor. No auditing permitted. Not offered 1995-96. J. E. Bernstock.]

[ART H 464 Studies in Modern Art

4 credits. Prerequisite: permission of instructor. Auditing is not permitted. Not offered 1995-96.
J. E. Bernstock.]

ART H 466 Women Artists (also Women's Studies 404)

4 credits. Prerequisite: permission of instructor. J. E. Bernstock.

This seminar will be devoted to a study of the work of women artists from antiquity to the present. The works of the most prominent women artists from each period will be studied in relation to the changing roles of women in society. The artists to be studied include Jennifer Bartlett, Artemisia Gentileschi, Elizabeth Vigée-Lebrun, Mary Cassatt, Käthe Kollwitz, Georgia O'Keeffe, Louise Nevelson, Joan Mitchell, Judy Chicago, and Barbara Kruger.

[ART H 470 Postmodernist Art and Criticism (also Comparative Literature 474)

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.
H. Foster.]

[ART H 476 Seminar in American Art

4 credits. Not offered 1995-96.]

[ART H 477 Impressionism in America and France #

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.
L. L. Meixner.]

[ART H 478 Post-Impressionism in France

4 credits. Not offered 1995-96.
L. L. Meixner.]

[ART H 481 The Arts in Modern China @

4 credits. Not offered 1995-96.]

[ART H 482 Ceramic Art of China and Southeast Asia @ #

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.
S. J. O'Connor.]

[ART H 483 Chinese Art of the T'ang Dynasty @ #

4 credits. Not offered 1995-96.
M. W. Young.]

[ART H 486 Studies in Chinese Painting @ #

4 credits. Not offered 1995-96.
M. W. Young.]

[ART H 488 Traditional Arts of Southeast Asia @ #

4 credits. Not offered 1995-96.
S. J. O'Connor.]

ART H 489 Miniature Paintings and Drawings of India @

Fall. 4 credits. Prerequisite: permission of instructor. S. J. O'Connor.
The seminar will focus on the miniature paintings created in both the Mughal and Rajput courts. Although each tradition has characteristic perceptual features and thematic preoccupations, artists and patrons moved between courts and there was also a remarkable degree of interchange and reciprocal influence. The cultural and political ambience will be explored.

[ART H 494 Feminist Theory and the History of Art

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.
K. Barzman.

Seminar participants will examine the impact of feminist theory on art historical practice. Based on critical analysis of texts from the early 1970s to the present, we will consider the range of methods employed, the discursive traditions to which they belong (e.g., liberal, Marxist, psychoanalytic, poststructuralist), the relative merits of the methods, and the interpretive problems they present. At the graduate level, some additional meetings and work required.]

[ART H 520 Seminar in Classical Archaeology (also Classics 630 and Archaeology 520)

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.
P. I. Kuniholm.]

ART H 531 Problems in Medieval Art and Architecture (also Religious Studies 531)

Fall. 4 credits. Prerequisite: permission of instructor. R. G. Calkins.
Topic for Fall 1995: The Archaeology of the Book.

[ART H 540 Seminar in Renaissance Art

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.
C. Lazzaro.]

ART H 549 Problems in Interpretation in Italian Renaissance Art

Fall. 4 credits. Prerequisite: permission of instructor. C. Lazzaro.
This seminar will examine assumptions about meaning and how meaning is produced in Renaissance art. Various interpretative strategies will be examined, among them iconographic, semiotic, feminist, and psychoanalytic, within a specifically Renaissance literary, intellectual, and social context. Text by Panofsky and critical discussions of them, Baxandall, Bryson, and others will be read and discussed with reference to particular works of art. The seminar is intended primarily for graduate students in all areas of History of Art and those in other disciplines with an interest in the Italian Renaissance. Senior History of Art majors with background in the Italian Renaissance are also welcome.

ART H 570 Theories of Modernism Topic: "The Dehumanization of Art" (also Comparative Literature 672)

Spring. 4 credits. Prerequisite: permission of instructor. H. Foster.
The charge of "dehumanization" is an old critique of modernist culture. In what ways was dehumanization the desired goal of such movements as Futurism, Dada and Surrealism, Constructivism? Why are the machinic and the inanimate often embraced in these and other movements? In what ways might "playing dead" be an artistic and critical strategy? More recent art and theory (e.g., the contemporary fascination with the abject) will also be discussed.

[ART H 580 Problems in Asian Art

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.
S. J. O'Connor.]

ART H 591-592 Supervised Reading
591, fall; 592, spring. 4 credits. May be repeated for credit. Limited to graduate students.

[ART H 594 Feminist Theory and the History of Art]
4 credits. Prerequisite: permission of instructor. Not offered 1995-96.
K. Barzman.]

ART H 595 Art History and Visual Culture (also Comparative Literature 625)
Fall. 4 credits. Prerequisite: permission of instructor. H. Foster.

What is art history? How was it constituted as a discipline in the 19th century? What are its foundational principles and methods? What is visual culture? What are its parameters? What relation does its study have to art history? to cultural and/or media studies? Readings will include classic texts of art history (Riegl, Wofflin, Panofsky) and new writings in visual culture (Norman Bryson, Hubert Damisch, Rosalind Krauss, Jonathan Crary, others).

[ART H 596 Problems in Art Criticism]
4 credits. Not offered 1995-96.
S. J. O'Connor.]

ART H 600 Honors Work
Fall or spring. 8 credits. Intended for senior art history majors who have been admitted to the honors program. Basic methods of art historical research will be discussed and individual readings assigned, leading to the selection of an appropriate thesis topic.

ART H 601 Honors Work
Fall or spring. 8 credits. Prerequisite: History of Art 600. The student under faculty direction will prepare a senior thesis.

INDONESIAN

See Department of Modern Languages and Linguistics.

FALCON Program

J. U. Wolff, 307 Morrill Hall, 255-0733.

ITALIAN LANGUAGE AND LINGUISTICS

See Department of Modern Languages and Linguistics.

ITALIAN LITERATURE

See Department of Romance Studies.

JAPANESE

See Departments of Asian Studies and Modern Languages and Linguistics.

JAVANESE

See Department of Modern Languages and Linguistics.

KHMER (CAMBODIAN)

See Department of Modern Languages and Linguistics.

KNIGHT, JOHN S., WRITING PROGRAM

See John S. Knight Writing Program in "Special Programs and Interdisciplinary Studies" at the end of the Arts and Sciences section of this catalog.

LATIN

See Department of Classics.

LINGUISTICS

A. Cohn, director of undergraduate studies (216 Morrill Hall, 255-3073). See Department of Modern Languages and Linguistics.

MATHEMATICS

P. Kahn, chair, F. Akman, E. Babson, G. Bailey, D. Barbasch, L. Billera, K. Brown, L. Brown, J. Cao, S. Chase, Z. Q. Chen, M. Cohen, R. Connelly, R. K. Dennis, R. Durrett, E. Dynkin, C. Earle, R. Ehrenborg, J. Escobar, R. Farrell, L. Gross, M. Gross, J. Guckenheimer, A. Hatcher, D. Henderson, S. Hersensky, P. Holmes, J. Hubbard, J. Hwang, H. Kesten, B. Khoussainov, D. Kozen, N. Lakic, R. C. Liu, G. Livesay, M. Morley, A. Nerode, K. Pilgrim, R. Platek, T. Rishel, O. Rothaus, A. Schatz, S. Sen, R. Shore, R. Sjamaar, J. Smillie, A. Solomon, B. Speh, M. E. Stillman, R. Strichartz, B. Sturmfels, M. Sweedler, M. Terrell, R. Terrell, P. Thurston, K. Vogtmann, L. Wahlbin, B. H. West, J. West, (Emeritus: J. Bramble, W. Fuchs, L. E. Payne, A. Rosenberg)

Mathematics is the language of modern science; basic training in the discipline is essential for those who want to understand, as well as for those who want to take part in, the important scientific developments of our time. Acquaintance with mathematics is also extremely useful for students in the social sciences and valuable for anyone interested in the full range of human culture and the ways of knowing the universe in which we live.

The Department of Mathematics faculty has strong groups specializing in algebra, number theory, real and complex analysis, Lie groups, topology and geometry, logic, probability and statistics, mathematical physics, and applied mathematics. Related departments at Cornell have specialists in computer science, operations research, linear programming, and game theory, and courses in these topics can be integrated readily into the mathematics major.

The department offers a rich variety of undergraduate courses, and many of its beginning graduate courses are suitable for advanced undergraduates as well. Under some conditions, a student may carry out an independent reading and research project for college credit under the supervision of a faculty member.

Members of the department are available to discuss with students the appropriate course for their levels of ability and interest, and students are urged to avail themselves of this help.

Students who want to take any of the courses numbered 300 or above are invited to confer, before registering, with the instructor concerned. The level of a course is indicated by the first digit of the course number: roughly, 1, 2, indicate underclass courses; 3, 4, upperclass courses; 5, 6, graduate courses. The subject matter of courses is often indicated by the second digit: 0, general; 1, 2, analysis; 3, 4, algebra; 5, 6, topology and geometry; 7, probability and statistics; 8, logic; 9, other.

Midterm grades, when required, will be S or U only, except in special circumstances. In all 600-level courses, all grades will be S-U only, with the exception of 690. In courses with numbers below 600, students will receive letter grades, with the exception of non-mathematics majors who have requested an S-U grade.

Advanced Placement

Secondary school students are strongly urged to take one of the two advanced placement examinations of the College Entrance Examination Board in their senior year. Freshmen who have had some calculus but who have not taken an advanced placement examination should take the placement examination in mathematics offered at Cornell just before the beginning of classes in the fall. It is most important that anyone with any knowledge of calculus carefully read "Advanced Placement," p. 5.

The Major

The mathematics major adapts to a number of purposes. It can emphasize the theoretical or the applied. It can be appropriate for professionals and nonprofessionals alike. It can be broad or narrow. Questions concerning the major should be brought to a departmental representative.

Prerequisites: The traditional prerequisites are Mathematics 221-222 or 293-294. A unit on infinite series is required. Such a unit is offered in Mathematics 112, 122, and 192. Normally students will be admitted to the major only when they have grades of B- or better in all sophomore-level mathematics courses they have taken. Alternative prerequisites are Mathematics 213, 231, normally with grades of B+ or better.

Requirements

There are five requirements for the major:

- 1) Computer Science 100. Students are urged to take this course before the end of the sophomore year.
- 2) Two courses in algebra. Eligible courses are Mathematics 431 or 433, 432 or 434 or 332, 336.
- 3) Two courses in analysis. Eligible courses are Mathematics 321, 411 or 413, 412 or 414, 418, 420, 422, 423, 427, 428.
- 4) Further high-level mathematical courses. Any one of the following is sufficient:
 - a) four additional Mathematics courses numbered 300 or above.

- b) (Concentration in Computer Science)
 - five additional courses from i) and ii) below, of which at least one is from i) and three are from ii)
 - i) Mathematics courses numbered 300 or above
 - ii) Computer Science courses numbered 310 or above
- c) (Concentration in Operations Research)
 - five additional courses from iii) and iv) below, of which at least one is from iii) and three are from iv)
 - iii) Mathematics courses numbered 300 or above
 - iv) courses in Operations Research and Industrial Engineering, typically out of 320-361 (excluding 350) and/or out of 431-472.

These three alternatives do not exhaust the possibilities. For example, one very frequent double major is Economics/Math, in which case a suitable individual program can be put together in consultation with the student's adviser.

- 5) One course dealing with mathematical models. Any course from outside mathematics with serious mathematical content and dealing with scientific matters, provided the course has not been used toward satisfying the previous requirement, e.g., Physics 208, 213, or 217 (but not 112 or 207), or Computer Science 211 (if Computer Science option not used above). Students may consider courses from biology, chemistry, economics, and other fields; they should consult their adviser.

A course may be counted toward the mathematics major only if a grade of C- or better is received for that course.

Major advisers can alter these requirements upon request of an advisee, provided the intent of the requirements is met. (The requirements for Mathematics majors declared before July 1, 1994 are slightly different from what is stated here, particularly in respect to Requirement 4).

Honors Program

The Department of Mathematics awards honors (*cum laude*) and high honors (*magna cum laude* and *summa cum laude*) to graduating mathematics majors who have demonstrated outstanding ability in the major program.

The awards are determined by the Mathematics Major Committee in the latter part of the semester prior to graduation. Normally, one requirement for honors is participation in the Honors Seminar (Math 401) for one semester, or independent study at a high performance level. The committee will also be looking for excellent performance in mathematics courses, particularly in challenging courses at the 400-level or beyond. Students interested in honors should consult their major advisers concerning suitable courses.

To be considered for high honors, a student usually will be expected to write a Senior Thesis, and present it orally to the department. This project is carried out during the senior year under the supervision of a member of the

Mathematics department faculty. Students interested in high honors should consult their major advisers and the Mathematics major director during the second semester of their junior year.

Teacher Education in Science and Mathematics (TESM)

Students at Cornell may pursue teaching credentials in biology, chemistry, earth science, general science, mathematics, and physics. TESM is a university program jointly conducted by the departments of education and mathematics. Although TESM offers options for undergraduate and graduate study, most students enroll in a five-year program, which combines an undergraduate major in mathematics or one of the sciences with a one-year Master of Arts in Teaching (MAT). Students from any college at Cornell are eligible to apply to the program as undergraduates. Students who complete their undergraduate studies and their student teaching are eligible for provisional teaching certification from the State Education Department, effective for five years. Students completing the graduate program can earn the master's degree required for permanent certification.

For more information, contact the TESM Student Support Specialist at 255-9255 or the program coordinator, D. Trumbull (Education) 255-3108 or, in Mathematics, A. Solomon 255-3894.

Distribution Requirement

Virtually all Mathematics courses can be used to satisfy the Group 4a (Mathematics or Computer Science) Distribution Requirement I (for students through the class of 1995) or the Quantitative and Formal Reasoning part of Distribution Requirement II (beginning with students in the class of 1996). Explicit exceptions are noted in the beginning of the Arts and Sciences section of the Courses of Study.

Basic Sequences

Precalculus

Description	Course Numbers
1) Algebra and trigonometry to prepare students for calculus	Mathematics 109* or Agriculture and Life Sciences 5*
2) Algebra, analytic geometry, elements of calculus	Agriculture and Life Sciences 115**

*Mathematics 109 and ALS 5 do not carry credit for graduation.

**Students who want a second semester of mathematics after ALS 115 may take Mathematics 105 or if they need more calculus, 111.

Calculus

Description	Mathematics Course Numbers
1) Standard three-semester sequence for students who do not expect to take advanced courses in mathematics	111-112-213

- 2) Calculus for engineers (also taken by some physical science majors) 191-192-293-294
- 3) Prospective mathematics majors and others who expect to take advanced courses in mathematics: many sequences are possible. For example, 111-112-221-222; or 121-122-221-222; or the engineering sequence 191-192-293-294; or a mix of the above. There is no specifically "approved" basic sequence for mathematics majors. Students should consult with their advisers for each individual case.

Mathematics 191 may be substituted for 111 in sequences 1 and 3. Sequences 2 and 3 are two-year sequences that include some linear algebra.

Students who take sequence 1 may learn some linear algebra by taking Mathematics 231. A student whose performance in 112 is exceptional may switch to sequence 3 and take 221.

Special-Purpose Sequences

Description	Mathematics Course Numbers
1) Finite mathematics and calculus for biology majors	105-106
2) Other possible finite mathematics and calculus sequence	105-111

Students who want to take two semesters of calculus are advised to take the first two semesters of one of the three calculus sequences. It is also possible to follow Mathematics 106 with 112 or 122.

Switching between calculus sequences is often difficult, especially at the 200 level. Students should not attempt such a switch without consulting the associate chair.

Courses with Overlapping Content

Because the department offers many courses with overlapping content, students must choose their courses carefully to ensure that they will receive credit for each course they take. Listed below are groups of courses with similar content. Students will receive credit for only one of the courses in each group.

106, 111, 191	213 and 294
112, 122, and 192	213 and 222
	221, 293, and 231
	332 and 432
	336 and 436
	321 and 420

Fees

In some courses there may be a small fee for computer lab use or for photocopying materials to be handed out to students.

Undergraduate Course Offerings

Foundation courses: 105, 106, 107, 109, 111, 112, 121, 122, 123, 191, 192, 213, 221, 222, 293, 294

History of Mathematics: 101, 403

General Courses: 103, 150, 286, 401, 405, 408, 490, 508, 690

Analysis: 411, 412, 413, 414, 418

Applied Mathematics and Differential Equations: 321, 420, 422, 423, 425, 427, 428

Algebra: 231, 332, 336, 431, 432, 433, 434, 436

Geometry and Topology: 150, 356, 451, 452, 453, 454, 455

Probability and Statistics: 171, 471, 472

Mathematical Logic: 481, 483, 486, 487

MATH 101 History of Mathematics #

Summer. 4 credits. Prerequisite: three years of high school mathematics. The history of the main ideas of mathematics from Babylonian, Egyptian, and Greek times to the present day.

MATH 103 Mathematical Explorations

Fall, spring, or summer. 3 credits. This course may be used to satisfy the distribution requirement in mathematics. This course is for students who wish to experience how mathematical ideas naturally evolve. The homework will consist of the students actively investigating mathematical ideas. The course will emphasize ideas and imagination as opposed to techniques and calculations. Topics will vary depending on the instructor. Some assessment will be done through writing assignments.

MATH 105 Finite Mathematics for Biologists

Fall or summer. 3 credits. Prerequisite: three years of high school mathematics, including trigonometry and logarithms. Mathematical modeling, sets, functions, and graphing (including use of log and semi-log paper). Probability (with some applications to genetics). Matrices, systems of linear equations, and Markov chains. Examples from biology are used.

MATH 106 Calculus for Biologists

Spring or summer. 3 credits. Prerequisite: Mathematics 105 or 109 or ALS 115 or permission of instructor. (A strong background in functions is required.) Mathematics 111, rather than 106, is recommended for those planning to take 112.* Introduction to differential and integral calculus, partial derivatives, elementary differential equations. Examples from biology are used.

[MATH 107 Mathematics for the Social Sciences

Fall. 3 credits. Not offered 1995-96. This course consists of an introduction to several topics in mathematics such as: permutations and combinations, probability theory, matrices, limits, derivatives, exponential and logarithmic functions. The goal is to enable a social science student to understand some principles and applications of mathematics.]

MATH 109 Precalculus Mathematics

Summer. 3 transcript credits only; cannot be used toward graduation. This course is designed to prepare students for Mathematics 111. Algebra, trigonometry, logarithms, and exponentials are reviewed.

MATH 111 Calculus

Fall, spring, or summer. 4 credits. Limited to 22 students a section. Prerequisite: Mathematics 109 or three years of high school mathematics, including trigonometry.*

Plane analytic geometry, differentiation and integration of algebraic and trigonometric functions, applications of differentiation, logarithmic and exponential functions.

MATH 112 Calculus

Fall, spring, or summer. 4 credits. Limited to 22 students a section. Prerequisites: Mathematics 106 or 111 with a grade of C or better. Those who do well in Mathematics 111 should take 122 instead of 112, unless they plan to continue with 213.*

Methods and applications of integration, plane curves and polar coordinates, vectors and solid analytic geometry, introduction to partial derivatives, infinite series.

MATH 121 Modern Calculus

Fall. 4 credits. Limited to 22 students per section. Prerequisite: Three years of high school mathematics, including calculus. This is a first-semester honors course in calculus intended for students who have had calculus in high school. The course material will be the same as that in Math 111, but it will be covered in greater depth.

MATH 122 Calculus

Fall or spring. 4 credits. Prerequisite: one semester of calculus with a high performance or permission of the department. Students planning to continue with Mathematics 213 are advised to take 112 instead of this course.* Differentiation and integration of elementary transcendental functions, the techniques of integration, applications, polar coordinates, infinite series, and complex numbers, as well as an introduction to proving theorems. The approach is more theoretical than in Mathematics 112.

MATH 123 Analytic Geometry and Calculus

Summer. 4 credits. Prerequisite: High school mathematics through trigonometry and plane analytic geometry. The honors section of Math 111. Covers the same topics more deeply (at the level of Apostol's *Calculus*).

[MATH 150 From Space to Geometry

Spring. 3 credits. Not offered 1995-96. Expected to be offered 1996-97. Over the centuries mathematicians have interpreted the concept of "space" in numerous ways. This course will survey some of these approaches from the time of Euclid to the later perspective of non-Euclidean systems. We will evaluate the impact of these viewpoints on such concepts as distance, angle measurement, straightness and curvature, dimension, and surface. We will make and analyze models to get a feel for the concepts and to assess the relevance of various approaches to geometry.]

MATH 171 Statistical Theory and Application in the Real World

Fall, spring, or summer. 4 credits. Prerequisites: high school mathematics. This introductory statistics course will discuss techniques for analyzing data occurring in the real world and the mathematical and philosophical justification for these techniques. Topics include population and sample distributions, central limit theorem, and statistical theories of point estimation,

confidence intervals, and testing hypotheses, the linear model, and the least squared estimator. The course concludes with a discussion of tests and estimates for regression and analysis of variance (if time permits). The computer will be used to demonstrate some aspects of the theory, such as sampling distributions and the Central Limit Theorem. In the lab portion of the course, students will learn and use computer-based methods for implementing the statistical methodology presented in the lectures. (No previous familiarity with the computer is presumed.)

MATH 191 Calculus for Engineers

Fall or summer. 4 credits. Limited to 25 students per section. Prerequisite: three years of high school mathematics, including trigonometry.* One section will be taught with computer experimentation, and will carry an extra credit. Plane analytic geometry, differential and integral calculus, and applications.

MATH 192 Calculus for Engineers

Fall, spring, or summer. 4 credits. Prerequisite: Mathematics 191.* Methods of integration, hyperbolic functions, polar coordinates, infinite series, complex numbers, introduction to partial derivatives, introduction to surface and volume integrals.

MATH 213 Calculus

Fall or spring. 4 credits. Prerequisite: Mathematics 112, 122, or 192.* Vectors, vector-valued functions, line integrals. Multivariable calculus, multiple integrals. First- and second-order differential equations with applications. Introduction to numerical methods, series solutions, systems of differential equations, elementary partial differential equations.

MATH 221 Linear Algebra and Calculus

Fall, spring, or summer. 4 credits. Prerequisite: two semesters of calculus with a grade of B or better, or permission of instructor.* Linear algebra and differential equations. Topics include vector algebra, linear transformations, matrices, linear differential equations, as well as an introduction to proving theorems.

MATH 222 Calculus

Fall or spring. 4 credits. Prerequisite: Mathematics 221.* Vector differential calculus, calculus of functions of several variables, multiple integrals.

MATH 231 Linear Algebra

Spring. 3 credits. Prerequisite: Mathematics 111 or equivalent.* Vectors, matrices, and linear transformations, affine and Euclidean spaces, transformation of matrices, and eigenvalues.

MATH 281 Formal Logic (also Philosophy 331)

For description, see Philosophy 331.

MATH 286 Introduction to Mathematical Reasoning

Spring. 3 credits. Prerequisite: Mathematics 221. This is a transition course from calculus to the methods used in more advanced courses. It covers the basic methods of mathematical proof (axiomatics, logic, mathematical

*See the list of courses with overlapping content at the end of the introduction.

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*See the list of courses with overlapping content at the end of the introduction.

induction, etc.), together with numerous examples of turning intuitive notions into precise mathematical concepts. The foundations of set theory and the construction of the real numbers are presented, together with other illustrative topics from analysis, algebra, and geometry.

MATH 293 Engineering Mathematics

Fall, spring, or summer. 4 credits.
Prerequisites: Mathematics 192 plus a knowledge of computer programming equivalent to that taught in Engineering Common Courses 100. In exceptional circumstances, Mathematics 192 and 293 may be taken concurrently.*

Introduction to physical vectors, linear algebra and matrix theory, inner product spaces. May include computer use in solving problems.

MATH 294 Engineering Mathematics

Fall, spring, or summer. 4 credits.
Prerequisite: Mathematics 293.*
Systems of linear ordinary differential equations, introduction to ordinary differential equations. Vector fields and vector calculus. Introduction to boundary-value problems and Fourier series. May include computer use in solving problems.

MATH 321 Applicable Analysis

Fall, spring, or summer. 4 credits.
Prerequisites: high level of performance in Mathematics 294, or 221 and 222, or 213 and 231. Graduate students who need mathematics extensively in their work and who have had solid courses in calculus and complex variables should take Mathematics 515-516. With less preparation they should take Mathematics 420 (or 321)-422-423.* (This course was formerly Mathematics 421.)

A survey of the techniques of classical analysis that are of primary use in applications to the physical sciences and engineering, especially boundary value problems for partial differential equations. Sequences and infinite series. Fourier series and orthogonal functions. Ordinary differential equations. Solution of partial differential equations by separation of variables. Mathematics 321 has substantial overlapping content with Mathematics 420.

MATH 332 Algebra and Number Theory

Fall. 4 credits. Prerequisites: one year of calculus and one course from Mathematics 221, 231, and 294. Mathematics 332 does not satisfy prerequisites for courses numbered 500 and above.*

Various topics from modern algebra and number theory, usually including rings, fields, and finite groups. Motivation and examples are derived mostly from geometry, arithmetic, and congruence problems on the integers.

MATH 336 Applicable Algebra

Spring. 4 credits. Prerequisites: Mathematics 221, 294, or 231.

An introduction to concepts and methods of abstract algebra that are of importance in science and engineering. Applications of the theory to concrete problems will be stressed. Each year the course will treat aspects usually chosen from the following topics: partially ordered sets, lattices, graph theory, and Boolean algebras; finite machines and

languages; applications of groups, fields, and modular arithmetic, such as Latin squares, elementary coding theory, or fast Fourier transform; difference equations. Additional topics may be chosen by the instructor.

MATH 356 Groups and Geometry

Spring. 4 credits. Prerequisites: Math 221-222, or Math 293-294.

Groups were introduced in the nineteenth century as the set of symmetries of an algebraic or geometric object, and this viewpoint is a central one in modern mathematics. This course studies Euclidean and non-Euclidean (especially hyperbolic) geometry in terms of the groups of symmetries of the relevant spaces. Prior knowledge of groups is not a prerequisite. One aim is to give students experience in modern algebra and geometry (including the geometry of complex numbers) and a sense of the unity of mathematics before they take the 400-level courses. Special care is taken in learning to write proofs. Groups of transformations. Subgroups and cosets. Homomorphisms and isomorphisms. Orbits and fixed points. Frieze groups and wallpaper groups and associated tessellations of the Euclidean plane. Geometry and trigonometry of the hyperbolic plane. Tessellations of the hyperbolic plane.

MATH 401 Honors Seminar: Topics in Modern Mathematics

Spring. 4 credits.
This course is a participatory seminar primarily aimed at introducing senior and junior mathematics majors to some of the challenging problems and areas of modern mathematics. The seminar will help students develop research and expository skills in mathematics, which is important for careers in any field that makes significant use of the mathematical sciences (i.e., pure or applied mathematics, physical or biological sciences, business and industry, medicine). The content will vary from year to year.

[MATH 403 History of Mathematics #

Spring. 4 credits. Not offered 1995-96; expected to be offered 1996-97. Prerequisites: two courses in mathematics above 300, or permission of instructor.

Survey of the development of mathematics from antiquity to the present, with an emphasis on the achievements, problems, and mathematical viewpoints of each historical period and the evolution of such basic concepts as number, geometry, construction, and proof. Readings from original sources in translation. Students will be required to give oral and written reports.]

MATH 405 Mathematical Exposition

Fall. 3 credits.
A seminar in mathematics and its applications to other fields. Students are asked to have had at least two years of college-level mathematics. Course work will consist of discussions, written projects, and student talks. The content of these discussions, projects, and talks will vary, to be determined by the instructor in consultation with the students.

MATH 408 Mathematics in Perspective

Spring. 4 credits. Prerequisite: consent of instructor (intended for senior mathematics majors and other students with strong mathematics backgrounds).

The purpose of this course is for students to step back and to form an overview of the mathematics they have learned.

MATH 411-[412] Introduction to Analysis

411, fall; 412, spring. 4 credits. 412 not offered 1995-96; expected to be offered 1996-97. Prerequisite: Mathematics 222. Prerequisite for Mathematics 412: 411 or 413. Students who need measure theory and Lebesgue integration for advanced probability courses should take Mathematics 413-414 or arrange to audit the first few weeks of Mathematics 521. Undergraduates who plan to attend graduate school in mathematics should take 413-414.

An introduction to the theory of functions of real variables, stressing rigorous logical development of the subject rather than technique of applications. Topics include Euclidean spaces, the real number system, continuous and differentiable functions, Riemann integral, uniform convergence and approximation theorems, Fourier series, calculus in several variables, and differential forms.

MATH 413-414 Introduction to Analysis

413, fall; 414, spring. 4 credits each.
Prerequisite: Mathematics 222. Prerequisite for Mathematics 414: Mathematics 413. Honors version of Mathematics 411-412. 413 proceeds at a faster pace than 411. The second semester includes an introduction to the Lebesgue integral.

MATH 418 Introduction to the Theory of Functions of One Complex Variable

Spring. 4 credits. Prerequisite: Mathematics 222 or 294 or 213. May be offered only in alternate years.

A rigorous introduction to complex variable theory. Complex numbers. Differential and integral calculus for functions of a complex variable, including Cauchy's theorem and the calculus of residues. Elements of conformal mapping.

MATH 420 Applicable Analysis

Fall or spring. 4 credits. Prerequisites: high level of performance in Mathematics 294; or 221 and 222; or permission of instructor. Graduate students who need mathematics extensively in their work and who have had solid courses in calculus and complex variables should take Mathematics 515-516. With less preparation they should take Mathematics 420 (or 321)-422-423.*

Ordinary differential equations in one and higher dimensions: qualitative, analytic, and numerical methods, with physical applications. Some important partial differential equations (heat equation, wave equation, and vibrating membrane) and their connections with Fourier series and the Laplacian. Vector calculus and Stokes Theorem, with applications to electromagnetism. Mathematics 420 has substantial overlapping content with Mathematics 321, but more strongly emphasizes the mathematical properties of solutions of ordinary differential equations and the approximation to such solutions by numerical and computer methods.

*See the list of courses with overlapping content at the end of the introduction.

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MATH 422 Applicable Analysis

Fall, spring, or summer. 4 credits.
Prerequisite: Mathematics 420 or 321.
Complex variables, Fourier transforms, Laplace transforms. Additional topics may include: An introduction to generalized functions. Applications to partial differential equations.

MATH 423 Applicable Analysis

Spring. 4 credits. Prerequisite: Mathematics 420 or 321; however, students who have not taken 422 should talk to the instructor before taking this course.
Normed vector spaces. Elementary Hilbert space theory. Projections. Fredholm's alternative. Eigenfunction expansions. Applications to elliptic partial differential equations and to integral equations.

[MATH 425 Numerical Solutions of Differential Equations

Spring. 4 credits. Prerequisites: Mathematics 222 or 294, one course numbered 300 or higher in mathematics, or permission of instructor. Expected to be offered 1996-97.

Methods and basic theory for the numerical solution of ordinary and partial differential equations. Linear multistep methods, Runge-Kutta methods, and the problem of stiffness for ordinary differential equations. Finite difference methods and Galerkin finite element methods for partial differential equations. Homework will involve use of a computer.]

MATH 427 Introduction to Ordinary Differential Equations

Fall. 4 credits. Prerequisite: Mathematics 222 or 294 or permission of instructor.
Covers the basic existence, uniqueness, and stability theory together with methods of solution and methods of approximation. Topics include singular points, series solutions, Sturm-Liouville theory, transform methods, approximation methods, and application to physical problems.

MATH 428 Introduction to Partial Differential Equations

Spring. 4 credits. Prerequisite: Mathematics 222 or 294 or permission of instructor.
Topics selected from first-order quasilinear equations, classification of second-order equations, with emphasis on maximum principles, existence, uniqueness, stability Fourier series methods, approximation methods.

MATH 431-432 Introduction to Algebra

431, fall, spring or summer; 432, spring. 4 credits each. Prerequisite: Mathematics 221 or 231. Prerequisite for Mathematics 432: Mathematics 431 or 433. Undergraduates who plan to attend graduate school in mathematics should take 433-434.*

431: An introduction to linear algebra, including the study of vector spaces, linear transformations, matrices, and systems of linear equations; quadratic forms and inner product spaces; canonical forms for various classes of matrices and linear transformations; determinants. 432: an introduction to various topics in abstract algebra, including groups, rings, fields, factorization of polynomials and integers, congruences, and the structure of finitely generated modules over Euclidean

domains with application to canonical forms of matrices.

MATH 433-434 Introduction to Algebra

433, fall; 434, spring. 4 credits each.
Prerequisite: Mathematics 221 or 231.
Prerequisite for Mathematics 434: Mathematics 433.
Honors version of Mathematics 431-432. Mathematics 433-434 will be more theoretical and rigorous than 431-432 and will include additional material such as multilinear and exterior algebra.

[MATH 436 Applications of Abstract Algebra

Spring. 4 credits. Not offered 1995-96. Expected to be offered 1996-97. Prerequisites: Linear algebra (Math 231 or higher); Math 336 is not a prerequisite; familiarity with elementary algebra or number theory such as Math 332 would be helpful.

The course is intended for students who would like to learn modern algebra and its applications outside of mathematics. There will be at least as much emphasis on applications as the relevant modern algebra. Frequently, the applications involve or were made possible by the advent of computers. Students who already know the modern algebra covered in the course may still find the applications to be of interest. Specific topics will be chosen by the instructor. The algebra typically includes items drawn from: elementary number theory, polynomials and ring theory, monoids and group theory, real closed fields, algebraic combinatorics, Groebner bases, algebraic geometry, field theory. The applications and related topics typically include items drawn from: complexity theory, coding theory, encryption, discrete and fast Fourier transform, primality testing, factoring integers and polynomials, root counting and isolation, solving systems of polynomial equations, formal language theory and automata.

Math 336 and 436 may overlap in choice of material. Where they overlap, the coverage in Math 436 will be of greater depth appropriate to a 400-level course. Students cannot get credit for both Math 336 and Math 436.]

MATH 451 Euclidean and Spherical Geometry

Fall. 4 credits. Prerequisite: Mathematics 221 or 231 or permission of instructor.
Topics from Euclidean and spherical (non-Euclidean) geometry. A non-lecture, seminar-style course organized around student participation.

MATH 452 Classical Geometries

Spring. 4 credits. Prerequisites: Mathematics 221 or its equivalent.
This is an introduction to hyperbolic, spherical, and projective geometry—the classical geometries that developed as Euclidean geometry was better understood. For example, the historical problem of the independence of Euclid's fifth postulate is understood when the existence of the hyperbolic plane is realized. Straightedge (and compass) constructions and stereographic projection in Euclidean geometry can be understood within the structure of projective geometry. Topics in hyperbolic geometry include models of the hyperbolic plane and relations to spherical geometry.

Topics in projective geometry include homogeneous coordinates and the classical theorems about conics and configurations of points and lines. Optional topics include principles of perspective drawing, finite projective planes, orthogonal Latin squares, and the cross ratio.

MATH 453 Introduction to Topology

Fall. 4 credits. Prerequisites: Mathematics 411 and 221, or permission of instructor.
Basic point set topology, connectedness, compactness, metric spaces, fundamental group. Application of these concepts to surfaces such as the torus, the Klein bottle, the Moebius band.

MATH 454 Introduction to Differential Geometry

Spring. 4 credits. Prerequisites: Mathematics 222 or 294, plus at least one mathematics course numbered 300 or above. Mathematics 453 is not a prerequisite.

Differential geometry of curves and surfaces. Curvature, geodesics, differential forms. Introduction to n-dimensional Riemannian manifolds. This material provides some background for the study of general relativity; connections with the latter will be indicated.

MATH 455 Applicable Geometry

Fall. 4 credits.
In general, this course will cover various applicable topics to be chosen from among the geometry of convex bodies, polyhedra, algebraic curves and surfaces, rigid polyhedra, crystallographic patterns, projections and similar topics. Computational aspects of geometry will be included where appropriate.

MATH 471 Basic Probability

Fall. 4 credits. Prerequisite: Mathematics 221. May be used as a terminal course in basic probability. Intended primarily for those who will continue with Mathematics 472.

Topics include combinations, important probability laws, expectations, moments, moment-generating functions, limit theorems. Emphasis is on diverse applications and on development of use in statistical applications. See also the description of Mathematics 571.

MATH 472 Statistics

Spring. 4 credits. Prerequisite: Mathematics 471 and knowledge of linear algebra such as taught in Mathematics 221. Some knowledge of multivariate calculus helpful but not necessary.*

Classical and recently developed statistical procedures are discussed in a framework that emphasizes the basic principles of statistical inference and the rationale underlying the choice of these procedures in various settings. These settings include problems of estimation, hypothesis testing, large sample theory.

[MATH 481 Mathematical Logic (also Philosophy 431)

Spring. 4 credits. Prerequisite: Mathematics 221. Not offered 1995-96. Expected to be offered 1996-97.
Propositional and predicate logic. Classical proof procedures. Completeness and compactness. Decidability and undecidability. The Godel incompleteness theorem. Elements of set theory.]

*See the list of courses with overlapping content at the end of the introduction.

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[MATH 483 Intensional Logics and Alternatives to Classical Logics (also Philosophy 436)]

Not offered 1995-96.
For description, see PHIL 436.]

MATH 486 Applied Logic (also COM S 486)

Spring. 4 credits. Prerequisites: Mathematics 222 or 294; COM S 100, and some additional course in mathematics or theoretical computer science. 2 lects, 1 lab to be arranged.

Propositional and predicate logic; compactness and completeness by tableaux, natural deduction, and resolution. Equational logic. Herbrand Universes and unification. Rewrite rules and equational logic, Knuth-Bendix method and the congruence-closure algorithm and 1-calculus reduction strategies. Topics in Prolog, LISP, ML, or Nuprl. Applications to expert systems and program verification.

[MATH 487 Applied Logic II]

Spring. 4 credits. Not offered 1995-96. Expected to be offered 1996-97. Prerequisite: Mathematics 221 or equivalent.

Intuitionistic propositional and predicate logic. Natural deduction and tableaux as proof procedures. Curry partial application structures. Their polynomial extensions as lambda calculi. Typed and untyped lambda calculi, cartesian closed categories. Heyting semantics of constructions as interpretations in partial combinatory structures, Kleene realizabilities. Curry-Howard isomorphisms. Intuitionistic first order arithmetic and Godel's system T. Intuitionistic higher order logic and polymorphism. Weak and strong normalizations for simple and polymorphic calculi. Application to consistency proofs. Term extraction as the context for understanding compilers and interpreters for applicative languages such as LISP, NUPRL, MIRANDA, etc.]

MATH 490 Supervised Reading and Research

Fall, spring, or summer. 1-6 credits. Supervised reading and research by arrangement with individual professors. Not applicable for material currently available in regularly scheduled courses.

Graduate Courses

Students interested in taking graduate courses in mathematics should consult the department for further course details, times, and possible changes in courses as described below.

MATH 508 Mathematics for Secondary School Teachers

Fall, spring, or summer. 1-6 credits. Prerequisite: secondary school mathematics teacher, graduate standing, or permission of instructor. May not be taught every semester.

An examination of the principles underlying the content of the secondary school mathematics curriculum, including connections with the history of mathematics and current mathematics research.

MATH 511-512 Real and Complex Analysis

511, fall; 512, spring. 4 credits each. 511: measure and integration, functional analysis. 512: complex analysis, Fourier analysis, and distribution theory.

[MATH 513-514 Topics in Analysis]

513, fall; 514, spring. 4 credits each. Not offered 1995-96. Expected to be offered 1996-97.]

MATH 515-516 Mathematical Methods in Physics

515, fall; 516, spring. 4 credits each. Intended for graduate students in physics or related fields who have had a strong advanced calculus course and at least two years of general physics. A knowledge of the elements of finite dimensional vector space theory, complex variables, separation of variables in partial differential equations, and Fourier series will be assumed. The course overlaps with parts of Mathematics 421-422-423. Undergraduates will be admitted only with permission of instructor. Mathematics 515 is a prerequisite for 516.

Topics designed to give a working knowledge of the principal mathematical methods used in advanced physics. A brief discussion of some basic notions: metric space, vector space, linearity, continuity, integration. Generalized functions (Schwartz distributions). Fourier series and Fourier integrals. Saddle point method. Linear operators. Differential operators and integral operators, the equations and eigenvalue problems connected with them and the special functions arising from them. Elements of group theory. The rotation group and its representations.

MATH 517 Dynamical Systems

Spring. 4 credits.

Topics: Existence and Uniqueness Theorems for ODEs. Poincaré-Bendixon theorem and global properties of two dimensional flows. Limit sets, non-wandering sets, chain recurrence, pseudo-orbits and structural stability. Linearization at equilibrium points: stable manifold theorem and the Hartman-Grobman theorem. Generic properties: transversality theorem and the Kupka-Smale theorem. Examples: expanding maps and Anosov diffeomorphisms. Hyperbolicity: the horseshoe and the Birkhoff-Smale theorem on transversal homoclinic orbits. Rotation numbers: Herman's theorem. Characterization of structurally stable systems.

[MATH 518 Smooth Ergodic Theory]

4 credits. Not offered 1995-96. Expected to be offered 1996-97.

Topics: Invariant measures. Entropy. Hausdorff dimension and related concepts. Hyperbolic invariant sets: Stable manifolds, Markov partitions and symbolic dynamics. Equilibrium measures of hyperbolic attractors. Ergodic theorems. Pesin theory: stable manifolds of non-hyperbolic systems. Liapunov exponents: relations between entropy, exponents and dimensions.]

[MATH 519-520 Partial Differential Equations]

519, fall; 520, spring. 4 credits each. Not offered 1995-96. Expected to be offered 1996-97.

Basic theory of partial differential equations.]

MATH 521 Measure Theory and Lebesgue Integration

Fall. 4 credits.

Measure theory, integration, and L_p spaces.

MATH 522 Applied Functional Analysis

Spring. 4 credits.

Basic theory of Hilbert and Banach spaces and operations on them. Applications.

MATH 531-[532]-534 Algebra

531, fall; 534, spring; [532, Not offered 1995-96.] 4 credits each.

531: finite groups, field extensions, Galois theory, rings and algebras, tensor and exterior algebra. 532: Wedderburn structure theorem, Brauer group, group cohomology, 534: Dedekind domains, primary decomposition, Hilbert basis theorem, local rings.

[MATH 537 Analytic Number Theory]

Fall. Prerequisites: Math 511, 521, 431. Not offered 1995-96. Expected to be offered 1996-97.

Topics: The Prime Number Theorem. Primes in Arithmetic Progressions. The Large Sieve and Some of its Applications.]

MATH 549 Lie Algebras

Spring. 4 credits. Expected to be offered fall 1996-97.

Nilpotent, solvable and reductive Lie algebras. Enveloping algebras. Root systems, Coxeter groups. Classification of simple algebras.

[MATH 550 Lie Groups]

Spring. 4 credits. Not offered 1995-96. Expected to be offered 1996-97.

Topological groups, Lie groups. Relation between Lie groups and Lie algebras. Exponential map, homogeneous manifolds. Invariant differential operators.]

MATH 551 Introductory Algebraic Topology

Spring. 4 credits.

Fundamental group and covering spaces. Homology theories for complexes and spaces.

MATH 552 Differentiable Manifolds

Fall. Prerequisites: advanced calculus, linear algebra (Mathematics 431), point set topology (Mathematics 453). This is an introduction to differential topology and differential geometry at the level of the beginning graduate student.

Topological manifolds. Smooth manifolds, immersions and embeddings, tangent bundles, fiber bundles, vector fields and dynamical systems, Frobenius' theorem. Lie groups. Integration on manifolds, differential forms, Stokes theorem. Tubular neighborhoods, transversality and cobordism. Connections, Riemannian manifolds, geodesics, curvature, Gauss-Bonnet theorem.

MATH 561 Geometric Topology

Fall. 4 credits.

An introduction to some of the more geometric aspects of topology and its connections with group theory. Possible topics: surface theory, 3-manifolds, knot theory, geometric and combinatorial group theory, hyperbolic groups, hyperbolic manifolds.

MATH 562 Riemannian Geometry

Spring. 4 credits.

Linear connections, Riemannian metrics and parallel translation. Covariant differentiation and curvature tensors. The exponential map, the Gauss Lemma and completeness of the metric. Isometries and space forms, Jacobi fields and the theorem of Cartan-Hadamard. The first and second variation formulas. The index form of Morse and the theorem of Bonnet-Myers. The Rauch, Hessian, and Laplacian comparison theorems. The Morse index theorem. The conjugate and cut loci. Submanifolds and the Second Fundamental form.

MATH 571-572 Probability Theory

571, fall; 572, spring. 4 credits each.
Prerequisite: a knowledge of Lebesgue integration theory, at least on the real line. Students can learn this material by taking parts of Mathematics 413-414 or 521.
Prerequisite for Mathematics 572: Mathematics 571.

Properties and examples of probability spaces. Sample space, random variables, and distribution functions. Expectation and moments. Independence, Borel-Cantelli lemma, zero-one law. Convergence of random variables, probability measures, and characteristic functions. Law of large numbers. Selected limit theorems for sums of independent random variables. Markov chains, recurrent events. Ergodic and renewal theorems. Martingale theory. Brownian motion and processes with independent increments.

MATH 574-575 Introduction to Mathematical Statistics

574, spring; 575, fall. 4 credits each.
Prerequisites: Mathematics 571 or permission of instructor.

574: Topics include an introduction to the theory of point estimation, consistency, efficiency, sufficiency, and the method of maximum likelihood. Convexity and basic concepts of decision theory are introduced. Concepts of sequential methods may be discussed. 575: The classical theory of optimal tests of hypotheses and their power; the theory of confidence sets. The preferred sequence is 574-575.

MATH 581 Logic

Spring. 4 credits.

Basic topics in mathematical logic, including propositional and predicate calculus; formal number theory and recursive functions; completeness and incompleteness theorems. Other topics as time permits.

MATH 611 Seminar in Analysis

Spring. 4 credits.

MATH 612 Seminar in Analysis

Spring. 4 credits.

MATH 613 Functional Analysis

Fall. 4 credits.

Topological vector spaces. Banach and Hilbert spaces, Banach algebras. Additional topics to be selected by instructor.

MATH 615 Fourier Analysis

Fall. 4 credits.

[MATH 617 Applied Dynamical Systems (also T&AM 776)]

Fall. 3 credits. Suggested prerequisite: T&AM 675, Mathematics 517, or equivalent. Not offered 1995-96. Expected to be offered 1996-97.

Review of planar (single-degree-of-freedom) systems. Local and global analysis. Structural stability and bifurcations in planar systems. Center manifolds and normal forms. The averaging theorem and perturbation methods. Melnikov's method. Discrete dynamical systems, maps and difference equations, homoclinic and heteroclinic motions, the Smale Horseshoe and other complex invariant sets. Global bifurcations, strange attractors, and chaos in free and forced oscillator equations. Applications to problems in solid and fluid mechanics.]

[MATH 623 Several Complex Variables

Not offered 1995-96. 4 credits.]

MATH [627]-628 Seminar in Partial Differential Equations

[627, fall; not offered 1995-96.] 628, spring. 4 credits.

MATH 631-632 Seminar in Algebra

631, fall; 632, spring. 4 credits each.

MATH 635 Topics in Algebra

Fall. 4 credits.

Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Course content varies.

MATH 637 Algebraic Number Theory

Spring. 4 credits.

MATH 639 Topics in Algebra II

Spring. 4 credits.

Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Course content varies.

[MATH 640 Homological Algebra

Spring. 4 credits. Not offered 1995-96. Expected to be offered 1996-97.]

MATH 651-652 Seminar in Topology

651, fall; 652, spring. 4 credits each.

MATH 653-[654] Algebraic Topology

653, fall; [654, spring, not offered 1995-96.] 4 credits.

The continuation of 551. Cohomology, cup products, Poincaré duality, higher homotopy groups, fiber bundles, fibrations, vector bundles, characteristic classes, K-theory, spectral sequences, cohomology operations.

MATH 657-[658] Topics in Topology

657, fall; [658, spring. Not offered 1995-96. Expected to be offered 1996-97.] 4 credits.

Selection of advanced topics from modern algebraic, differential, and geometric topology. Course content varies.

MATH 661-662 Seminar in Geometry

661, fall; 662, spring. 4 credits each.

[MATH 667 Algebraic Geometry

Fall. 4 credits. Not offered 1995-96. Expected to be offered 1996-97.]

[MATH 670 Topics in Statistics

Fall or spring. 4 credits. Expected to be offered 1996-97.

A course taught occasionally to cover special topics in theoretical statistics not treated in other listed courses. Typical of the subjects that will be treated are time series analysis, and classification and cluster analysis.]

MATH 671-672 Seminar in Probability and Statistics

671, fall; 672, spring. 4 credits each.

[MATH 674 Multivariate Analysis

Spring. 4 credits. Not offered 1995-96. Expected to be offered 1996-97.]

MATH 675 Statistical Decision Theory

Fall. 4 credits.

[MATH 677-678 Stochastic Processes

677, fall; 678, spring. 4 credits each. Expected to be offered 1996-97.]

MATH 681-682 Seminar in Logic

681, fall; 682, spring. 4 credits each.

[MATH 683 Model Theory

Spring. 4 credits. Offered in alternate years. Not offered 1995-96.]

MATH 684 Recursion Theory

Fall. 4 credits.

Theory of effectively computable functions. Classification of recursively enumerable sets. Degrees of recursive unsolvability. Applications to logic. Hierarchies. Recursive functions of ordinals and higher type objects. Generalized recursion theory.

MATH 687 Set Theory

Spring. 4 credits. Offered in alternate years.

Models of set theory. Theorems of Gödel and Cohen, recent independence results.

MATH 688 Topics in Applied Logic

Fall. 4 credits.

This course covers applications of the results and methods of mathematical logic to other areas of mathematics and science. Topics vary each year; some recent examples are: automatic theorem proving, formal semantics of programming and specification languages, linear logic, constructivism (intuitionism), non-standard analysis. The student is expected to be familiar with the standard results in graduate level mathematical logic.

MATH 690 Supervised Reading and Research

Variable credit (maximum 6 each term).

MATH 701-702 Oliver Club Seminar**MATH 703-704 Olivetti Club Seminar****MATH 707-708 Seminar in Mathematics Education****MATH 711-712 Seminar in Analysis****MATH 713 Seminar in Analytic Dynamics****MATH 727-728 Seminar in Numerical Analysis****MATH 731-732 Seminar in Algebra****MATH 733-734 Seminar in Computational Algebra****MATH 749-750 Seminar in Lie Groups****MATH 751-752 Topics in Geometry and Topology****MATH 767-768 Seminar in Combinatorial and Algebraic Geometry****MATH 778 Reading Seminar in Dynamical Systems****MODERN LANGUAGES AND LINGUISTICS**

J. Bowers, chair; J. Lantolf, associate chair (314 Morrill Hall); J. Whitman, graduate faculty representative (320 Morrill Hall); A. Cohn, director of undergraduate studies (216 Morrill Hall); W. Browne, V. Carstens, C. Collins, M. Dising, G. Diffloth, J. Gair, W. Harbert, J. Jasanoff, A. Jongman, F. Landman, B. Lust, S. McConnell-Ginet, A. Nussbaum, C. Rosen, M. Suñer, L. Waugh, J. Wolff, D. Zec

The Department of Modern Languages and Linguistics offers courses in linguistics (the study of the general nature, structure, and history of language) and elementary, intermediate, and advanced courses in many of the languages of Europe, Africa, and south, southeast, and east Asia.

Most courses in modern languages and linguistics are offered by the Department of

Modern Languages and Linguistics; see listings below under individual language names (e.g., Spanish) and under Linguistics. Courses in foreign language literatures and certain language courses as well are taught in the following departments; consult entries under the department name for course listings.

Africana Studies and Research Center: Ewe, Swahili

Asian Studies: Chinese, Japanese, Korean, Vietnamese

Classics: Greek, Latin, Sanskrit

German Studies: German

Near Eastern Studies: Akkadian, Arabic, Aramaic, Hebrew, Turkish

Romance Studies: French, Italian, Spanish

Russian Literature: Russian

The Full-year Asian Language Concentration (FALCON Program) offers intensive instruction in Chinese, Japanese, or Indonesian to students wishing to gain fluency in the language in a single year.

Arabic

See listings under Near Eastern Studies.

Bengali

Fees. A small fee may be charged for photocopied texts for course work.

BENGL 121-122 Elementary Bengali

121, fall; 122, spring. 4 credits each term. Prerequisite: for Bengali 122, Bengali 121 or examination. D. Sudan.

The emphasis is on basic grammar, speaking, and comprehension skills; Bengali script will also be introduced.

BENGL 201-202 Intermediate Bengali Reading @

201, fall; 202, spring. 3 credits each term. Prerequisites: for Bengali 201, Bengali 122 or examination; for Bengali 202, Bengali 201 or examination. D. Sudan.

Continuing instruction in grammar with attention to speaking and reading skills.

BENGL 203-204 Intermediate Bengali Composition and Conversation @

203, fall; 204, spring. 3 credits each term. Prerequisites: for Bengali 203, Bengali 122 or examination; for Bengali 204, Bengali 203 or examination. D. Sudan.

Continuing instruction in grammar with attention to writing skills.

BENGL 303-304 Bengali Literature I, II

303, fall; 304, spring. 4 credits each term. Prerequisites: Bengali 203-204 or equivalent. D. Sudan.

An introduction to noted Bengali writers. Selections of works by Rabindranath Tagore and Abanindranath Tagore and short stories by Bonophul will be covered. The course will be devoted to reading these works and developing literary criticism and creative writing in Bengali.

Burmese

NOTE: Check at Morrill 416 and Morrill 404 before classes begin for placement or other testing and organizational information, or contact J. Wheatley in Morrill 416 (255-9301).

Fees. A small fee may be charged for photocopied texts for course work.

BURM 103-104 Burmese Conversation Practice

103, fall; 104, spring. 2 credits each term. Prerequisite: for Burmese 104, Burmese 103 and Burmese 121. May not be taken alone. Must be taken simultaneously with Burmese 121-122. Satisfactory completion of Burmese 104/122 fulfills the qualification portion of the language requirement. S. Tun.

Additional drills, practice and extension of materials covered in Burmese 121 and 122. These courses are designed to be attended simultaneously with Burmese 121-122 respectively, allowing students to obtain qualification within a year.

BURM 121-122 Elementary Burmese

121, fall; 122, spring. 4 credits each term. Prerequisite: for Burmese 122, Burmese 121. May be taken alone or simultaneously with Burmese 103-104. Satisfactory completion of Burmese 104/122 fulfills the qualification portion of the language requirement. S. Tun.

A thorough grounding is given in all language skills: listening, speaking, reading, and writing.

BURM 123 Continuing Burmese

Fall. 4 credits. Prerequisite: Burmese 122. Satisfactory completion of Burmese 123 fulfills the qualification portion of the language requirement. S. Tun.

Continuing instruction in conversational and reading skills, to prepare students for 200-level courses.

BURM 201-202 Intermediate Burmese Reading @

201, fall or spring; 202, fall or spring. 3 credits each term. Prerequisites: for Burmese 201, Burmese 123; for Burmese 202, Burmese 201. S. Tun.

Continuing instruction in spoken and written Burmese.

BURM 301-302 Advanced Burmese Reading @

301, fall or spring; 302, fall or spring. 3 credits each term. Prerequisites: for Burmese 301, Burmese 202 or permission of instructor; for Burmese 302, Burmese 301. S. Tun.

Continuing instruction in spoken and written Burmese; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.

BURM 401-402 Burmese Directed Independent Study

401, fall; 402, spring. 2-4 credits variable each term. Prerequisite: permission of instructor. S. Tun.

Various topics according to need.

Cambodian

See Khmer.

Cebuano (Bisayan)

Fees. A small fee may be charged for photocopied texts for course work.

[CEBU 101-102 Elementary Cebuano

101, fall; 102, spring. Offered according to demand. 6 credits each term. Prerequisite for Cebuano 102: Cebuano 101 or equivalent. Not offered 1995-96.

A semi-intensive course for beginners.]

Chinese

For literature courses [conducted in English or Chinese] and Classical Chinese, see Asian Studies.

NOTE: Check the Chinese bulletin boards near Morrill 416 for information on testing, classes, etc., before classes begin. Placement tests [for those who do not know which course they qualify for] are given the week before classes begin, both fall and spring. Qualification and proficiency testing is done the first week of classes in the fall only.

Fees. Depending on the course, a small fee may be charged for photocopied texts for course work.

CHIN 101-102 Elementary Mandarin

101, fall; 102, spring. 6 credits each term. Prerequisite for Chinese 102: Chinese 101 or equivalent. Satisfactory completion of Chinese 102 fulfills the qualification portion of the language requirement. J. Wheatley and staff.

A course for beginners or those who have been placed in the course by examination. The course gives a thorough grounding in conversational and reading skills. Students with some facility in the spoken language [because Chinese is spoken at home] but who do not read [characters] should take 109/110. Students who read Chinese, but who speak 'dialects,' such as Cantonese or Amoy, should see the program director in Morrill 416 before enrolling.

CHIN 109-110 Elementary Reading (with Mandarin pronunciation)

109, fall; 110, spring. 3 credits each term. Prerequisite: for Chinese 110, 109 or equivalent. Satisfactory completion of Chinese 110 fulfills the qualification portion of the language requirement. X. Wang.

This course is intended primarily for students who speak some Chinese [i.e., at home], but who have had little or no formal training. The focus is on characters, reading comprehension, and reading aloud with standard pronunciation.

CHIN 111-112 Cantonese Elementary Speaking

111, fall; 112, spring. 3 credits each term. Prerequisites: for Chinese 112: Chinese 111 or equivalent. Both Chinese 112 and 114 or equivalents are necessary to fulfill any language requirements. J. Yang.

A course for beginners. Conversation in standard Cantonese as spoken in Hong Kong and Canton.

CHIN 113-114 Cantonese Elementary Reading

113, fall; 114, spring. 3 credits each term. Prerequisites: for Chinese 114: Chinese 113. Both Chinese 112 and 114 or equivalents are necessary to fulfill any language requirements. J. Yang.

This course is intended primarily for students who speak some Cantonese [i.e., at home], but who have had little or no formal training. The focus is on characters, reading comprehension, and reading aloud with standard pronunciation.

CHIN 201-202 Intermediate Mandarin @

201, fall or summer; 202, spring or summer. 4 credits each term. Prerequisites: for Chinese 201, Chinese 102 or equivalent; for Chinese 202, Chinese 201. Satisfactory completion of Chinese 201

fulfills the proficiency portion of the language requirement. Staff.

Continuing instruction in written and spoken Chinese.

CHIN 211-212 Intermediate Cantonese @

211, fall; 212, spring. 4 credits each term. Prerequisites: for Chinese 211, Chinese 112 and 114 or equivalent; for Chinese 212, Chinese 211. J. Yang.

Continuing instruction in spoken Cantonese and in characters [Cantonese and Mandarin], reading comprehension, and reading aloud with Cantonese pronunciation.

CHIN 301-302 Advanced Mandarin I @

301, fall; 302, spring. 4 credits each term. Prerequisites: for Chinese 301, Chinese 202 or equivalent; for Chinese 302, Chinese 301. P. Wang.

Continuing instruction in spoken Chinese and in various genres and styles of written Chinese.

CHIN 303-304 Advanced Mandarin Conversation @

303, fall; 304, spring. 1 credit each term. Prerequisites: Chinese 201-202 or equivalent or permission from instructor. S-U grades only. Staff.

Conversation and reading practice for students who wish to maintain language skills. Guided conversation and oral composition and translation. Corrective pronunciation drills.

CHIN 411-412 Advanced Mandarin II

411, fall; 412, spring. 4 credits each term. Prerequisites: for Chinese 411, Chinese 302 or equivalent; for Chinese 412, Chinese 411. Q. Teng.

Reading and discussion of various styles and genres of Chinese. Special attention to building vocabulary and increasing reading speed. Selections from current events, newscasts, and literature.

CHIN 413-414 Current Events: Advanced Reading and Discussion

413, fall; 414, spring. 2 credits each term. Prerequisites: Chinese 412 or equivalent or permission of instructor. S-U grades only. P. Wang.

Reading practice for students in Chinese studies. Content varies.

CHIN 425 Topics in Chinese Language

Fall or spring, according to demand. 4 credits. Prerequisite: permission of instructor. J. Wheatley and staff.

This course is a cover symbol for a number of language courses that will be offered in rotation to accommodate both the needs of advanced or specialized students and to take advantage of faculty interests. Courses planned include: correspondence and composition; Ch'ing documents; Mandarin for Cantonese speakers. May be repeated for credit.

FALCON (Full-year Asian Language Concentration)

J. Wheatley, 416 Morrill Hall (255-9301).

CHIN 160 Introductory Intensive Mandarin

Summer only. 10 credits. J. Wheatley and staff.

Introduction to spoken and written Mandarin. Lectures on linguistic and cultural matters, intensive drills with native speakers, and laboratory work. Students who complete this

course with a grade of B or above normally are eligible to enroll in an intermediate course.

CHIN 161-162 Intensive Mandarin @

161, fall; 162, spring. 16 credits each term. Prerequisites: for Chinese 161, Chinese 160 (Cornell summer intensive course) or equivalent or permission of instructor; for Chinese 162, Chinese 161. Satisfactory completion of Chinese 161 fulfills the proficiency portion of the language requirement.

Czech

Fees. A small fee may be charged for photocopied texts for course work.

CZECH 131-132 Elementary Czech

131, fall; 132, spring. 3 credits each term. Prerequisite for Czech 132, Czech 131 or equivalent. This language series (131-132) cannot be used to satisfy the language requirement. Staff.

Covers all language skills: speaking, listening comprehension, reading, and writing.

CZECH 133-134 Continuing Czech

133, fall; 134, spring. 3 credits each term. Prerequisites: for Czech 133, Czech 132 or equivalent. Satisfactory completion of Czech 134 fulfills the qualification portion of the language requirement. Staff.

An intermediate conversation and reading course.

Danish

Fees. A small fee may be charged for photocopied texts for course work.

DANSK 131-132 Elementary Danish

131, fall; 132, spring. 3 credits each term. Prerequisite for Danish 132, Danish 131 or equivalent. This language series cannot be used to satisfy the language requirement. P. M. Mitchell.

Covers all language skills: speaking, listening comprehension, reading, and writing.

Dutch

Fees. A small fee may be charged for photocopied texts for course work.

DUTCH 121-122 Elementary Dutch

121, fall or summer; 122, spring or summer. 4 credits each term. Prerequisite: permission of instructor. M. Briggs.

Intensive practice in listening, speaking, reading, and writing basic Dutch in meaningful contexts. The course also offers insight into Dutch language, culture, and society.

DUTCH 123 Continuing Dutch

Fall. 4 credits each term. Prerequisite: Dutch 122 or equivalent. M. Briggs.

Improves speaking skills, such as fluency and pronunciation, focusing on verbal communication skills; offering a wide range of readings and sharpening listening skills based on Dutch and Dutch-speaking cultures.

DUTCH 203 Intermediate Composition and Conversation

Spring. 3 credits. Prerequisite: Qualification in Dutch or permission of instructor. M. Briggs.

Improved control of Dutch grammatical structures and vocabulary through guided conversation, compositions and reading, drawing on Dutch and other Dutch-speaking cultures.

DUTCH 204 Intermediate Composition and Conversation

Fall. 3 credits. Prerequisite: Dutch 203 or permission of instructor. M. Briggs.

This course aims to emphasize written and oral application of accurate, idiomatic Dutch. Reading of authentic material of newspapers, literature, and history, with emphasis on Dutch seventeenth-century culture and its influence on the Americas. Taught in Dutch.

English

Intensive English Program, see p. 525.

Fees. A small fee may be charged for photocopied texts for course work.

ENGLF 205 English as a Second Language

Fall. 4 credits. Prerequisite: placement by examination. S. Schaffzin.

An all-skills course emphasizing listening and speaking, with some writing practice. Students also meet individually with the instructor.

ENGLF 206 English as a Second Language

Spring. 3 credits. Prerequisite: English 205 or placement by examination. S. Schaffzin.

Designed for those who have completed English 205 and who require or desire further practice, particularly in writing. Individual conferences are also included.

ENGLF 209 English as a Second Language

Fall or spring. 1 credit. Prerequisite: placement by examination. S. Schaffzin.

Practice in classroom speaking and in informal conversational English techniques for gaining information. Students also practice giving informal presentations. Individual conferences with the instructor supplement class work.

ENGLF 210 English as a Second Language

Spring. 1 credit. Prerequisite: placement by examination. S. Schaffzin.

Practice in academic speaking. Formal classroom discussion techniques and presentation of information in various forms. Individual conferences supplement class work.

ENGLF 211 English as a Second Language

Fall, spring, or summer. 3 credits. Prerequisite: placement by examination. D. Campbell.

Academic writing with emphasis on improving organization, grammar, vocabulary, and style through the writing and revision of short papers relevant to students' fields. Frequent individual conferences supplement class work.

ENGLF 212 English as a Second Language

Spring. 3 credits. Prerequisite: English 211 or placement by examination.

D. Campbell.

Research paper writing. Students work on one project, for example, a research paper on a topic of their choice: a thesis proposal, pre-thesis, or part of a thesis such as the literature review or a paper for another course (permission of the instructor is mandatory). Course work involves practice in paraphrase, summary, the production of cohesive, coherent prose, vocabulary use, and grammatical structure. Frequent individual conferences supplement class work. Separate

sections for Social Sciences/Humanities and for Science/Technology.

ENGLF 213 Written English for Non-Native Speakers

Spring. 3 credits. Prerequisite: placement by examination. S. Moore.

Designed for those whose writing fluency is sufficient for them to carry on regular academic work but who feel the desire for refining and developing their ability to express themselves clearly and effectively. Individual conferences supplement class work.

Freshman Writing Seminar

ENGLB 215-216 English for Later Bilinguals

For description, see freshman writing seminar brochure.

Ewe

See listings under Africana Studies and Research Center.

French

A. Cohn (director of undergraduate studies, 216 Morrill Hall, 255-3073), L. R. Waugh.

For information on language placement and transfer credit, contact C. Waldron (403 Morrill Hall, 255-0702). For literature and advanced language courses see Romance Studies.

The Major

The French major has two separate tracks, the literature track and the linguistics track. The linguistics track is described here; for the literature track, see the description under Romance Studies. The major in French linguistics, is designed to give students proficiency in the oral and written language and to develop skills in the linguistic analysis of French.

While prospective majors should try to plan their programs as far ahead as possible, no student will be refused admission merely because of a late start. It is even possible for a student to begin French and/or linguistics at Cornell and become a major. Students wishing to major in French linguistics should consult Professor Linda Waugh, who will advise them.

The French Linguistics Major

To be admitted to the major, students should have completed Linguistics 101 and French 200, 203, 205 or 213 (or their equivalents) by the end of the sophomore year. It is expected that all students in the major will also take either French 220, 221 or 222, preferably by the end of the sophomore year.

To complete the major, a student must:

- 1) acquire a sound degree of competence in French. This competence is demonstrated by the successful completion of French 312 (or its equivalent) or by the passing of a special examination. Typically, students in the major will have taken 312 by the end of their junior year.
- 2) take six courses in French, Romance, and general linguistics (in addition to Linguistics 101). These courses will include at least one course concerning the history of French (e.g., French 401, Romance Linguistics 321, French 629 [listed under Romance Studies]), one course concerning the structure of French (e.g., French 408, 410, 604, Linguistics

323), and one other course in French linguistics.

- 3) take two courses (preferably a sequence) in some allied area, for example, (a) French literature and civilization, (b) psycholinguistics, (c) philosophy of language, (d) French history, culture, music, or history of art or architecture. (This requirement may be waived for students who are double majors in other fields).

Study Abroad in France

French majors or other interested students may study in France for one or two semesters during their junior year. Opting for one of several study-abroad plans recognized by the departments of Romance Studies and Modern Languages and Linguistics facilitates the transfer of credit. Information about these plans is available from Jacques Béraud, director of undergraduate studies, Department of Romance Studies. (See the description of the program in Paris sponsored by Cornell under the Department of Romance Studies.)

Study Abroad in Geneva

French majors or other students with a commitment to international experience may study abroad in Geneva, Switzerland. Geneva is an especially appropriate location for students who have an interest in international affairs, as many international organizations maintain offices there, among them the United Nations, the Red Cross, the headquarters of the World Health Organization, the International Labor Organization, the International Telecommunications Union, the World Intellectual Property Organization, the European Nuclear Research Center, and the Ecumenical Center at Grand-Saconnex. Cornell students enroll full-time in the University of Geneva, where they take year-long courses in conjunction with Swiss students. They can choose classes in many subjects, including literature, economics and other social sciences, law, theology, psychology, education, architecture, physical education, and French language, civilization, and history.

Interested students can participate in internships at international organizations, and qualified participants may be able to work under the direction of officials on research studies that are of mutual interest. The University of Geneva offers four consecutive three-week language and civilization summer courses beginning in mid-July, which prepare students for the mandatory French exam given in early October. Cornell students must attend the last of these sessions, from mid-September to early October, but earlier sessions are recommended for students who need additional language preparation.

Students must be Cornell undergraduates with a strong academic record. The minimum French preparation is the completion of French 204 or 213, or its equivalent in advanced credit or placement by the Cornell C.A.S.E. examination. Students should plan to study abroad for the entire academic year. Students interested in the study abroad program in Geneva should contact the Cornell Abroad office for further information.

Honors. The honors program encourages well-qualified students majoring in French linguistics to do independent work in French outside the structure of courses. The

preparation of the senior honors essay, generally spread over two terms, provides a unique learning opportunity, since it allows for wide reading, and extensive rewriting to a degree not practically possible in the case of course papers.

No special seminars or courses are required of honors students, but they will have regular meetings with the faculty advisers who have agreed to supervise their work. They may receive course credit by enrolling in French 429-430, but these independent study courses must be taken in addition to the courses that meet the minimum requirements for the major. At the end of the senior year each honors student is examined orally on the honors essay by a jury consisting of his or her faculty adviser and two other faculty members. The awarding of honors is determined by the student's grades in the major and the quality of the honors essay.

Fees. Depending on the course, a small fee may be charged for copies of texts for course work.

FRDML 101 Basic Course I

Summer only. 6 credits.

An introductory course offering opportunities for student interaction and intensive practice in listening to, speaking, reading, and writing basic French in meaningful contexts. Students who have previously studied French must take the placement examination or receive permission from the instructor before registering for this course.

FRDML 121 Elementary French

Fall or spring. 4 credits. Spring enrollment limited. No prerequisites. Intended for beginning students or those placed by examination. N. Gabriel.

The four recitation sections per week offer the opportunity for student interaction and intensive practice in listening to, speaking, reading, and writing basic French in meaningful contexts. Lectures offer insights into French language, culture, and society.

FRDML 122 Elementary French

Fall or spring. 4 credits. Prerequisite: French 121 or CPT or FPT score between 370 and 440. Students who receive an FPT score of 560 after French 122 attain qualification and may enter the 200-level sequence; otherwise, satisfactory completion of French 123 is required for qualification. M. J. Davis.

The goal of French 122 is to build on the students' elementary knowledge of French so that they can function in basic situations in a French-speaking culture. Sections continue to provide intensive, context-specific practice in speaking, listening, reading, and writing. Lectures address cultural and linguistic issues.

FRDML 123 Continuing French

Fall, spring, or summer. 4 credits. Limited to students who have previously studied French and have a CPT or FPT score between 450 and 550. Satisfactory completion of French 123 fulfills the qualification portion of the language requirement. A. Grandjean-Levy.

French 123 is an all-skills course designed to improve pronunciation, oral communication, and reading ability; to establish a groundwork for correct writing; and to provide a substantial grammar review. The approach in the course encourages the student to see a foreign language as something more than a bunch of skills to be memorized. The course features

authentic texts, a functional grammar, and exchange students from France who visit the sections.

FRDML 200 Intermediate Reading and Writing

Fall or spring. 3 credits. Prerequisite: qualification in French (French 123 or CPT or FPT score 560-640). Satisfactory completion of French 200 fulfills the proficiency portion of the language requirement. C. Sparfel.

A language course based on contemporary reading material. Strengthening of reading and writing skills; review and expansion of vocabulary and grammar. Taught in French.

FRDML 203 Intermediate Composition and Conversation I

Fall, spring, or summer. 3 credits. Prerequisite: qualification in French (French 123 or CPT or FPT score 560-640). Satisfactory completion of French 203 fulfills the proficiency portion of the language requirement. I. Daly.

Improved control of French grammatical structure and vocabulary through guided conversation, composition, and reading. Lectures include grammar review, videos on current topics, and cultural presentations. Taught in French.

[FRDML 205 Intermediate French: le français multicolore @

Spring. 3 credits. Prerequisite: qualification in French (French 123 or CPT or FPT score of 560-640). Satisfactory completion of French 205 fulfills the proficiency portion of the language requirement and can be used to satisfy the breadth requirement. Not offered 1995-96. N. Gabriel.

Opportunities to strengthen and expand active language skills within the context of the wider French-speaking world. Contemporary readings; video and audio materials; and people from francophone countries of Europe, Africa, and the Americas will provide bases for individual and group projects. Taught in French.]

FRDML 213 Intermediate Composition and Conversation II

Fall, spring, or summer. 3 credits. Enrollment limited. Prerequisite: proficiency in French (French 200, 203, or 205), permission of instructor, or placement by Cornell Advanced Standing Examination (CASE) offered by the Department of Modern Languages and Linguistics. This course, or its equivalent, is required for admission to the Cornell Abroad program. C. Waldron.

Emphasis on improving oral and written expression of accurate, idiomatic French along with enrichment of vocabulary and treatment of specific problems of grammar. Contemporary readings, newspaper articles on current events, television news, movies, and guest speakers will provide a basis for the courses content. (Varying emphasis on the elements according to section.) Taught in French.

FRDML 232 The French Language Today (also Ling 232)

Fall. 3 credits. Prerequisite: Linguistics 101. A. Cohn.

Designed for students with a working knowledge of French, this course explores the structure of French and how it is used. The course investigates the sound system, word structure and sentence structure of French as well as different varieties of French, including

regional and social variation and formal vs. informal differences.

FRDML 303 French through Current Events

Fall. 4 credits. Limited to 14 students. Prerequisites: Q++ on CASE exam, FRDML 213, or permission of instructor. A. Grandjean-Levy.

All-skills course. Current events, contemporary French political, social, and cultural life constitute the medium in which the language is studied. Students will subscribe to two French weeklies and watch daily French satellite news broadcasts. An e-mail account is necessary as certain information will be accessed through Internet. Some research on issues related to the news will be required for essays, papers, and production of a TV news broadcast.

FRDML 305 French through Film

Fall and spring. 4 credits. Prerequisites: Q++ on CASE exam, FRDML 213, or permission of instructor. C. Waldron.

Analysis of French contemporary films and related readings. Used as a means of studying the language. Particular emphasis on the culture and historical context as it relates to French contemporary society. Additionally, guest speakers will provide enrichment on selected topics.

[FRDML 401 History of the French Language #

Fall. 4 credits. Prerequisites: qualification in French and Linguistics 101, or permission of instructor. Offered alternate years. Not offered 1995-96. Staff.

Diachronic development of French from Latin, with emphasis on phonological and morphological change. Course work includes problems in reconstruction, textual analyses, discussions of theoretical topics, and external history.]

FRDML 405 Contemporary Theories of French Grammar

Fall. 4 credits. Prerequisite: permission of instructor. Offered alternate years. L. Waugh.

Selected readings of twentieth-century French linguistics.

[FRDML 407 Applied Linguistics: French

Fall. 4 credits. Prerequisite: qualification in French. Offered alternate years. Not offered 1995-96. Staff.

Designed to equip the student with the ability to apply linguistic descriptions in teaching French, with special emphasis on phonetics and morphology.]

[FRDML 408 Linguistic Structure of French I (also Linguistics 408)

Fall. 4 credits. Prerequisites: qualification in French and Linguistics 101 or Linguistics 400, or permission of instructor. Offered alternate years. Not offered 1995-96. Staff.

A synchronic study and analysis of modern French, with emphasis on its phonology and morphology.]

[FRDML 410 Linguistic Structure of French II

Fall. 4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1995-96. Staff.

A synchronic study and analysis of modern French, with emphasis on semantics, pragmatics, and discourse analysis.]

FRDML 630 French for Reading—Graduate Students

Spring and summer. 3 credits. Limited to graduate students.

Designed for those with little or no background in French, this course's primary aim is to develop skill in reading French. Grammar basics, extensive vocabulary, and strategies for reading in a foreign language are covered. Some flexibility in selecting texts according to fields of interest is offered.

FRDML 700 Seminar in French Linguistics

Spring, according to demand. Credit to be arranged.

Seminars are offered according to faculty interest and student demand. Topics in recent years have included current theories in French phonology, current theories in French syntax, and semantics of French.

German

W. Harbert, (director of undergraduate studies, 210 Morrill Hall, 255-8441), J. H. Jasanoff. For literature courses see German Studies.

The German Major

See German Studies.

Study Abroad

Cornell has a formal agreement with the University of Hamburg enabling its undergraduates to take courses in any field offered by the German university. The program offers a challenging course of study and the experience of total immersion in German life and culture. Participants in this program attend a required 3-credit orientation course in September, which is designed to help them adjust to the academic and social life of Germany. Special field trips are organized as part of the orientation session. Beginning in mid-October, students enroll as fully matriculated students at the University of Hamburg.

Cornell maintains a center in Hamburg with appropriate support staff. The resident director is a faculty member from Cornell, who teaches a special seminar each semester, provides academic advice, and helps ensure the quality of the courses. The center, which includes a classroom, a small library, and word-processing facilities, is used by students for the orientation session, special seminars, tutorials, lectures, and informal gatherings.

Applicants are expected to have attained at least proficiency in German prior to departure. Students are strongly encouraged to study abroad for the entire year rather than for one semester. For further information, students should contact W. Harbert, director of undergraduate studies, Department of Modern Languages and Linguistics (210 Morrill Hall, 255-8441), and the Cornell Abroad Office (474 Uris Hall, 255-6224).

German Area Studies Major

See German Studies.

Honors. The honors program in German is open to superior students who want to work independently in an area of their own choice. Students are free to select any faculty member of the Field of Germanic Studies (in the case of area studies majors, the appropriate member of their committee) to assist them in designing their honors program, to supervise

their work, and to help them select a suitable topic for an honors essay. The independent study courses, German 451 and 452, may form part of the program.

Freshman Writing Seminar Requirement

See German Studies.

Fees. Depending on the course, a small fee may be charged for photocopied texts for course work.

GERLA 101 German Basic Course I

Summer only. 6 credits. D. McGraw. A thorough grounding in all the language skills: listening, speaking, reading, and writing. Language practice in small groups. Lecturers cover grammar, reading, and cultural information.

GERLA 121-122 Elementary German

121, fall; 122, spring. 4 credits each term. Prerequisite for German 122: German 121 or equivalent. Intended for beginners or students placed by examination. Students who obtain a CPT score of 560 after German 121-122 attain qualification and may enter the 200-level sequence; otherwise German 123 is required for qualification. D. McGraw.

A thorough grounding in all the language skills: listening, speaking, reading, and writing. Language practice is in small groups. Lectures cover grammar, reading, and cultural information.

GERLA 123 Continuing German

Fall or spring. 4 credits. Limited to students who have previously studied German and have a CPT achievement score between 450 and 550. Satisfactory completion of German 123 fulfills the qualification portion of the language requirement. D. Hobbs.

An all-skills (listening, speaking, reading, and writing) review course designed for students with some previous German instruction. Small groups. Course work prepares participants for study at the 200-level.

GERLA 203 Intermediate Composition and Conversation

Fall or spring. 3 credits. Prerequisite: qualification in German (German 123 or CPT score of 560-640). G. Lischke. Conversation; review of selected points of grammar; composition; reading of literary and non-literary texts; discussion of current events, videos; and group projects emphasis on development of accurate and idiomatic expression. Fulfills language proficiency requirement.

GERLA 204 Intermediate Composition and Conversation

Fall or spring. 3 credits. Prerequisite: German 203 or permission of instructor. G. Valk.

Emphasis on improving oral and written expression of idiomatic German. Enrichment of vocabulary and appropriate use of language in conversational context. Material consists of readings in contemporary prose, articles on current events, a novel, discussion of videos and group projects; treatment of specific grammar issues, and computer assisted instruction in writing.

GERLA 303-304 Advanced Composition and Conversation

303, fall; 304, spring. 4 credits each term. Prerequisite for German 303: German 204 or equivalent. Prerequisite for German 304: German 303 or equivalent. G. Valk. **303:** Emphasis on increasing the students' oral and written command of German. Study of the language in different text types, such as newspaper, magazines, and two novels. Discussion of current events and literary texts provides background on the history, politics, and social conflicts of German-speaking countries. **304:** Course materials include DIE ZEIT, other German newspaper/magazine articles, and two contemporary novels. Emphasis on vocabulary development pertinent to issues of today's German-speaking countries. Students have the opportunity to research material for class presentation, lead discussions, and share their interests/special fields with the group.

GERLA 306 Zeitungsdeutsch

Fall. 4 credits. Prerequisite: German 304 or equivalent. G. Lischke. Analysis of various German daily and weekly newspapers with special emphasis on stylistic differences in journalism; discussion of current events. Students have the opportunity to research material for class presentation, lead discussions, and share their interests/special fields with the group.

[GERLA 401 Introduction to Germanic Linguistics

Fall. 4 credits. Prerequisite: Linguistics 101 or permission of instructor. Not offered 1995-96. W. Harbert. Survey of major issues in historical Germanic linguistics.]

[GERLA 402 History of the German Language

Spring. 4 credits. Prerequisites: German 204 and Linguistics 101 or permission of instructor. Offered alternate years. Not offered 1995-96. W. Harbert. Phonological, morphological, syntactic, and semantic developments from pre-Old High German times to the present.]

GERLA 404 Modern German Syntax

Spring. 4 credits. Prerequisite: German 304 or equivalent, and Linguistics 101 or 303. M. Diesing. An application of selected theoretical syntactic models to problems in the syntax of modern German.

GERLA 407 Teaching German as a Foreign Language

Fall. 2 credits. G. Lischke, D. McGraw. This course has been designed to familiarize students with current ways of thinking in the field of applied linguistics and language pedagogy. It introduces different concepts of foreign language methodology as well as presents and discusses various techniques as they can be implemented in the foreign language classroom. Special consideration is given topics such as planning syllabi, writing classroom tests, and evaluating student's performance.

GERLA 602 Gothic

Fall. 4 credits. Prerequisite: Linguistics 101. Offered alternate years. W. Harbert. Linguistic structure of Gothic, with extensive readings of Gothic texts.

[GERLA 603 Old High German, Old Saxon

Fall. 4 credits. Prerequisite: Linguistics 101. Offered alternate years. Not offered 1995-96. W. Harbert.]

GERLA 605 Structure of Old English

Fall. 4 credits. Prerequisite: German 401. Offered alternate years. W. Harbert. Linguistic overview of Old English, with emphasis on phonology and syntax.

GERLA 606 Topics in Historical Germanic Phonology

Spring. 4 credits. Prerequisite: German 401. Staff. The development of the sound system from Proto-Germanic to its daughter languages.

[GERLA 607 Topics in Historical Germanic Morphology

Fall. 4 credits. Prerequisite: German 401. Not offered 1995-96. J. Jasanoff. The Germanic verbal system and its Indo-European origins.]

[GERLA 608 Topics in Historical Germanic Syntax

Fall. 4 credits. Prerequisite: German 401. Not offered 1995-96. W. Harbert. A diachronic and comparative investigation of syntactic processes in the older Germanic languages.]

GERLA 609-610 Old Norse

609, fall; 610, spring. 4 credits each term. Staff. Study of the linguistic structure of Old Norse, with extensive reading of Old Norse texts.

[GERLA 611 Readings in Old High German and Old Saxon

Spring. 4 credits. Not offered 1995-96. J. Jasanoff. Texts are chosen to suit the interests of the students taking the course but normally include selections from the more extensive Old High German and Old Saxon sources (Otfrid, Tatian, Heliand) as well as representative shorter works such as Hildebrandslied, Muspilli, and Genesis.]

GERLA 631-632 Elementary Reading I, II

631, fall or summer; 632, spring or summer. 3 credits each term. Limited to graduate students. Prerequisite for German 632: German 631 or equivalent. G. Appel.

Two-course sequence specifically designed to help students acquire German for reading academic texts from various disciplines. Orientation is toward developing reading strategies, building vocabulary, and utilizing knowledge of text structure to facilitate text understanding. The majority of reading materials will be selected on the basis of individual needs and interests of the participants in the course. (For a description of summer course, consult summer catalog.)

[GERLA 710 Seminar in Germanic Linguistics

Fall or spring, subject to the needs of students and to the limitations of staff time. 4 credits. Not offered 1995-96.]

[GERLA 720 Seminar in Comparative Germanic Linguistics

Fall or spring, subject to the needs of students and to the limitations of staff time. 4 credits. Not offered 1995-96. Topics include phonology, morphology, syntax, and dialectology of the older Germanic languages.]

[GERLA 730 Seminar in German Linguistics

Fall or spring, subject to the needs of students and the limitations of staff time. 4 credits. Not offered 1995-96.

Selected topics including the history, structure, and dialects of German.]

Modern Greek

See listings under Classics.

Modern Hebrew

See listings under Near Eastern Studies.

Hindi

Fees. A small fee may be charged for photocopied texts for course work.

HINDI 101-102 Elementary Hindi-Urdu

101, fall; 102, spring. 6 credits each term. Prerequisite for Hindi-Urdu 102: Hindi-Urdu 101 or equivalent. C. Fairbanks.

A semi-intensive course for students without prior experience in Hindi-Urdu or a closely related language. A thorough grounding is given in all language skills: listening, speaking, reading, and writing. Students who have had exposure to Hindi-Urdu or a closely related language in the home or otherwise should generally take 109-110. Check with instructor regarding placement.

HINDI 109-110 Accelerated Elementary Hindi-Urdu

109, fall; 110, spring. 3 credits each term. Prerequisite for Hindi-Urdu 110: Hindi-Urdu 109 or equivalent. C. Fairbanks.

An entry-level sequence for students with some prior exposure to Hindi-Urdu or a closely related language. This course sequence will provide a thorough grounding in all the language skills: listening, speaking, reading, and writing. Completion of this sequence, including satisfactory performance on an examination given at the end of 110, will constitute a level of performance equal to that of the 101-102 sequence, and will thus be considered to fulfill qualification for the language requirement plus eligibility for 200-level Hindi-Urdu courses. Check with instructor regarding placement.

[HINDI 201-202 Intermediate Hindi Reading @

201, fall; 202, spring. 3 credits each term. Prerequisites: for Hindi 201, Hindi 102; for Hindi 202, Hindi 201 or permission of instructor. Not offered 1995-96. C. Fairbanks.]

HINDI 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term. Prerequisites: for Hindi 203, Hindi 102; for Hindi 204, Hindi 203 or permission of instructor. C. Fairbanks.

Throughout this course sequence all aspects of language learning are practiced: listening, speaking, reading, and writing. In 203 video materials are used and the emphasis is on the conversational aspect of the language. In 204 the focus shifts to reading skills, and the main text used is a popular novel.

[HINDI 301-302 Advanced Readings in Hindi Literature @

301, fall; 302, spring. 4 credits each term. Prerequisites: for Hindi 301, Hindi 202; for Hindi 302, Hindi 301 or equivalent. Not offered 1995-96. C. Fairbanks.

Selected readings in modern Hindi literature.]

HINDI 303-304 Advanced Composition and Conversation @

303, fall; 304, spring. 4 credits each term. Prerequisites: for Hindi 303, Hindi 204 or equivalent; for Hindi 304, Hindi 303 or equivalent. C. Fairbanks.

[HINDI 305-306 Advanced Hindi Readings @

305, fall; 306, spring. 4 credits each term. Prerequisites: for Hindi 305, Hindi 202 or equivalent; for Hindi 306, Hindi 305 or equivalent. Not offered 1995-96.

Intended for those who wish to do readings in history, government, economics, etc., instead of literature.]

Note: For complete descriptions of courses numbered 600 and above, consult the appropriate instructor.

[HINDI 700 Seminar in Hindi Linguistics

Fall or spring. 3 credits. Prerequisite: permission of instructor. Not offered 1995-96.]

Hungarian

Fees. A small fee may be charged for photocopied texts for course work.

[HUNGR 131-132 Elementary Hungarian

131, fall; 132, spring. 3 credits each term. This language series cannot be used to satisfy the language requirement. Not offered 1995-96.

Intended for beginners or students with limited knowledge of the language.]

Indonesian

For students who have completed Indonesian 121-122-123 or its equivalent there is the option of a one-semester program in Malang, East Java, during the junior year. The program combines a variety of cultural and artistic options with area course work and advanced language study. Complete information is available through Cornell Abroad.

Students who have completed a minimum of 18 credits or the equivalent are eligible to apply for a summer program in the Advanced Indonesian Abroad Program. Further information is available from Professor John Wolff (307 Morrill Hall, 255-0733).

Fees. A small fee may be charged for photocopied texts for course work.

INDO 121-122 Elementary Indonesian

121, fall; 122, spring. 4 credits each term. Prerequisite for Indonesian 122: Indonesian 121. J. Wolff and staff.

A thorough grounding is given in basic speaking and listening skills with an introduction to reading.

INDO 123 Continuing Indonesian

Fall. 4 credits. Prerequisites: Indonesian 122 or equivalent. Satisfactory completion of Indo 123 fulfills the qualification portion of the language requirement. J. Wolff and staff.

Improves speaking skills, such as fluency and pronunciation, focusing on verbal communication skills; offers a wide range of readings and sharpens listening skills.

INDO 203-204 Intermediate Composition and Conversation

203, fall; 204, spring. 3 credits each term. Prerequisites: for Indonesian 203, Indonesian 123; for Indonesian 204, Indonesian 203 or permission of instructor. J. Wolff and staff.

INDO 205-206 Intermediate Indonesian @

205, fall; 206, spring. 3 credits each term. Prerequisite for 205: Indonesian 123 or equivalent; Indonesian 206: Indonesian 205 or equivalent. Satisfactory completion of Indo 205 fulfills the proficiency portion of the language requirement. J. Wolff and staff.

This course develops all four skills: reading, writing, speaking, and comprehension.

[INDO 300 Linguistic Structure of Indonesian

Fall or spring. 4 credits. Prerequisites: Indonesian 123 or equivalent and Linguistics 101. Not offered 1995-96. J. Wolff and staff.]

[INDO 301-302 Advanced Readings in Indonesian and Malay

301, fall; 302, spring. 4 credits each term. Prerequisites: for Indonesian 301, Indonesian 205-206 or equivalent; for Indonesian 302, Indonesian 301. Not offered 1995-96. J. Wolff and staff.]

[INDO 303-304 Advanced Indonesian Conversation and Composition

303, fall; 304, spring. 4 credits each term. Prerequisites: for Indonesian 303, Indonesian 206; for Indonesian 304, Indonesian 303 or equivalent. Not offered 1995-96. J. Wolff and staff.]

INDO 305-306 Directed Individual Study

305, fall; 306, spring. 2-4 credits. Prerequisite: Indonesian 301-302 and 303-304 or equivalent knowledge of Indonesian or Malay. J. Wolff.

A practical language course on an advanced level in which the students will read materials in their own field of interest, write reports, and meet with the instructor for two hours a week for two credits and twice a week for four credits.

[INDO 401-402 Advanced Readings in Indonesian and Malay Literature

401, fall; 402, spring. 4 credits each term. Prerequisites: for Indonesian 401, Indonesian 302 or equivalent; for Indonesian 402, Indonesian 401 or equivalent. Not offered 1995-96. J. Wolff and staff.]

FALCON (Full-year Asian Language Concentration)

INDO 161-162 Intensive Indonesian
161, fall; 162, spring. 16 credits each term. Prerequisite: permission of instructor.

Related Course

Seminar in Austronesian Linguistics (Linguistics 655-656).

Italian

C. Rosen.

For literature courses see Romance Studies.

The Italian Major

See Romance Studies.

Study Abroad in Italy

Italian majors may study in Italy, generally during their junior year, under any of those study-abroad plans organized by American universities that allow the transfer of grades and credit, such as the Cornell program in Rome.

The College of Architecture, Art, and Planning maintains a program open to all qualified students attending Cornell. The program is housed in the sixteenth-century Palazzo Massimo, designed by the architect Baldassare Peruzzi, on the Corso Vittorio Emanuele, in the heart of Rome. Students may enroll for a semester in the fall or spring. Courses regularly taught at the Palazzo Massimo include: Architecture 300, 401, 402, 500, 502, Design Studio; Architecture 338 and 399, Special Topics in Architectural History; Architecture 458, Special Projects in Design Communications; Architecture 367, Contemporary Italian Culture; Architecture 510, Thesis Introduction; Art 251, 311, 322, and 371; and History of Art 371, Renaissance and Baroque Art in Rome; Italian 111, 112, elementary Italian 111 and 112 correspond to Cornell courses 121 and 122 respectively (see below). Students having passed 111 in Rome will be admitted to 122 when they get back to Cornell. Students having passed 112 in Rome will be granted credit but must take the Italian Skills Assessment for satisfaction of the language requirement and for placement into more advanced courses upon their return to Cornell. More advanced Italian classes in Rome are also being organized.

To be eligible, students must have completed the first two years of their curriculum requirements and be in good academic standing.

Fees. Depending on the course, a small fee may be charged for copies of texts for course work.

ITALA 101 Basic Course I

Summer only. 6 credits.

A thorough grounding in all basic language skills. Students who have previously studied Italian must take the placement examination before registering for this course.

ITALA 121-122 Elementary Italian

121, fall; 122, spring. 4 credits each term. Prerequisite for Italian 122: Italian 121 or equivalent. Intended for beginners or students placed by examination. At the end of Italian 122, students who score 560 or higher on the Italian Skills Assessment attain qualification and may enter the 200-level sequence; otherwise Italian 123 is required for qualification. K. Battig.

A thorough grounding in all the language skills: listening, speaking, reading, and writing. Language practice is in small groups. Lectures cover grammar and cultural information.

ITALA 123 Continuing Italian

Fall. 4 credits. Limited to students who have previously studied Italian and score between 450 and 550 on the Italian Skills Assessment. Satisfactory completion of Italian 123 fulfills the qualification portion of the language requirement. J. Scarpella. Italian 123 is an all-skills course designed to improve speaking and reading ability, to

establish a groundwork for correct writing, and to provide a substantial grammar review.

ITALA 203-204 Intermediate Composition and Conversation

203, fall or spring; 204, fall or spring. 3 credits each term. Prerequisites: for Italian 203, qualification in Italian; for Italian 204, 203 or equivalent. P. Swenson.

Guided conversation, composition, reading, pronunciation, and grammar review emphasizing the development of accurate and idiomatic expression in the language.

Note: Students placed in 200-level courses also have the option of taking courses in introductory literature; see separate listing under Italian 201 for description of this course, which may be taken concurrently with the Italian 203-204 language courses described above. The introductory literature courses are offered by the respective literature departments, and the 203-204 language courses by the Department of Modern Languages and Linguistics.

ITALA 313 Advanced Italian: Language in Italian Culture

Spring. 3 credits. Prerequisite: Italian 204 or equivalent or permission of instructor.

ITALA 313 is not prerequisite to ITALA 314 and may be taken after ITALA 314.

Further development of all skills. Readings and discussions center on two themes: (1) contemporary Italian life and (2) the Italian language, its origins, evolution, and present state, including the role of the dialects. Emphasis on vocabulary building and awareness of stylistic levels.

ITALA 314 Advanced Italian: Language and Social Issues

Fall. 3 credits. Prerequisite: Italian 204 or equivalent. ITALA 313 is not prerequisite to ITALA 314 and may be taken after ITALA 314.

Further development of all skills, with emphasis on self-expression. Content: evolution and crisis in Italian politics, values, and national identity against the background of European unification. Social movements, issues, and attitudes, especially as reflected in the mass media.

[ITALA 403 Linguistic Structure of Italian

Fall. 4 credits. Prerequisites: Linguistics 101 or equivalent, and qualification in any Romance language. Offered alternate years. Not offered 1995-96.

Survey of Italian syntax, using simple theoretical tools to bring hidden regularities to light. Topics include auxiliaries, modals, clitics, reflexive constructions, agreement, impersonal constructions, causatives.]

[ITALA 404 History of the Italian Language

Spring. 4 credits. Prerequisites: Linguistics 321 and either Italian 201 or 203 or equivalent. Offered alternate years. Not offered 1995-96.

Overview of Italian and its dialects from the earliest texts to the present day. Emergence of the standard language. External history and sociolinguistic circumstances.]

[ITALA 631 Readings in Italian Opera Libretti

Spring. 2 credits. For graduate students only. Prerequisite: permission of instructor. Offered concurrently with appropriate seminars in the Department of Music. Not offered 1995-96.]

Japanese

For literature courses see Asian Studies.

Fees. A small fee may be charged for photocopied texts for course work.

JAPAN 101-102 Elementary Japanese

101, fall; 102, spring. 6 credits each term. Prerequisite for Japanese 102: Japanese 101 or placement by the instructor during registration. Intended for beginners or for those who have been placed in the course by examination. Y. Nakanishi, J. Zeserson.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

JAPAN 123 Accelerated Introductory Japanese

Fall. 6 credits. Prerequisite: placement by the instructor at beginning of semester. Y. Nakanishi, J. Zeserson.

Accelerated training in listening, speaking, reading, and writing for students who have already acquired a limited facility in Japanese through residence in Japan or brief formal study, but who require additional training to qualify for admission to Japanese 102. Attend Japan 101 lectures.

JAPAN 201-202 Intermediate Japanese Reading I @

201, fall; 202, spring. 2 or 3 credits each term. Students currently taking Japanese 203 and 204 register for 2 credits and attend the W drill and the F lecture; other students register for 3 credits (with permission of instructor) and attend the W drill and the M, W, F lectures. Prerequisites: for Japanese 201, Japanese 102 or placement by the instructor during registration; for Japanese 202, Japanese 201 and 204 or placement by the instructor during registration. Y. Kawasaki.

Reading of elementary texts emphasizing practical materials, with development of writing skills.

JAPAN 203-204 Intermediate Japanese Conversation @

203, fall and summer; 204, spring and summer. 4 credits each term. Prerequisites: for Japanese 203, Japanese 102 or placement by the instructor during registration; for Japanese 204, Japanese 203, 205, or 223, or placement by the instructor during registration. Y. Kawasaki.

Training in listening and speaking for students who have acquired basic oral proficiency. Students are strongly encouraged to enroll in Japanese 201-202 concurrently.

JAPAN 301-302 Intermediate Japanese Reading II @

301, fall; 302, spring. 4 credits each term. Prerequisites: for Japanese 301, Japanese 202 or placement by the instructor during registration; for Japanese 302, Japanese 301 or placement by the instructor during registration. K. Selden.

Reading of selected modern texts with emphasis on expository style.

JAPAN 303-304 Communicative Competence @

303, fall; 304, spring. 3 credits each term. Prerequisites: for Japanese 303, Japanese 204 or placement by the instructor during registration; for Japanese 304, Japanese 303 or placement by the instructor during registration. Y. Katagiri.

Drill in the use of spoken Japanese within the constraints set by Japanese social settings.

JAPAN 341-342 Advanced Japanese for Business Purposes @

For description, see JAPAN 545.

JAPAN 401-402 Advanced Japanese Reading @

401, fall; 402, spring. 4 credits each term. Prerequisites: for Japanese 401, Japanese 302 or placement by the instructor during registration; for Japanese 402, Japanese 401 or placement by the instructor during registration. Y. Kawasaki, K. Selden.

Reading of selected modern texts with emphasis on expository style. One section of Japanese 401-402 specializes in business/social science materials. Consult with Y. Kawasaki.

JAPAN 404 Linguistic Structure of Japanese

Fall. 4 credits. Prerequisites: Japanese 102 or permission of instructor, and Linguistics 101, or equivalent introductory course in linguistics. Offered alternate years. J. Whitman.

Introduction to the linguistic study of Japanese, with an emphasis on morphology and syntax.

JAPAN 407-408 Oral Narration and Public Speaking

407, fall; 408, spring. 2 credits each term. Prerequisites: for Japanese 407, Japanese 304 or placement by the instructor during registration; for Japanese 408, Japanese 407 or placement by the instructor during registration. S. Ohki.

Instruction in storytelling, lecturing, and speechmaking, with emphasis on both the construction of discourse and Japanese patterns of oral delivery.

JAPAN 410 History of the Japanese Language @#

Fall. 4 credits. Prerequisite: permission of instructor. Offered alternate years. J. Whitman.

An overview of the history of the Japanese language followed by intensive examination of issues of interest to the participants. Students should have a reading knowledge of Japanese.

JAPAN 421-422 Directed Readings

421, fall; 422, spring. Credit to be arranged. Limited to advanced students and offered according to staff-time availability. Prerequisite: placement by the instructor during registration. K. Selden.

Topics are selected on the basis of student needs.

JAPAN 543-544 Intermediate Japanese for Business Purposes

543, fall; 544, spring. 4 credits. For graduate students only. R. Sukle.

Training in listening and speaking for students who have acquired basic oral proficiency. For students in international business and economics.

JAPAN 545-546 Advanced Japanese for Business Purposes

For graduate students only; undergraduates register for Japanese 341-342. Meets concurrently with Japanese 341-342. R. Sukle.

This course sequence will offer advanced training in Japanese with concentration on topics relating to the conduct of business. The emphasis will be on spoken skills, with provision for an optional reading component.

FALCON (Full-year Asian Language Concentration)

R. Sukle, 412 Morrill Hall (255-0734)

JAPAN 160 Introductory Intensive Japanese

Summer only. 10 credits.

Introduction to spoken and written Japanese, including extensive drill with native speakers of the language, laboratory work, and lectures by the linguistics faculty on linguistic analysis and language and culture.

JAPAN 161-162 Intensive Japanese (FALCON) @

161, fall; 162, spring. 16 credits each term.

Prerequisites: for Japanese 161, Japanese 102 or 160 (Cornell summer intensive course) at Cornell, or placement by the instructor during registration; for Japanese 162, Japanese 161 at Cornell or placement by the instructor during registration.

Formal application to the program and acceptance is required for admission.

Javanese

Fees. A small fee may be charged for photocopied texts for course work.

JAVA 131-132 Elementary Javanese

131, fall; 132, spring. 3 credits each term.

Prerequisite: for Javanese 132, Javanese 131 or equivalent. J. Wolff and staff.

An elementary language course for those who have had no previous experience in the language.

JAVA 133-134 Continuing Javanese

133, fall; 134, spring. 3 credits each term.

Prerequisites: for Javanese 133, Javanese 132 or equivalent; for Javanese 134, Javanese 133 or equivalent. J. Wolff and staff.

An intermediate conversation and reading course.

JAVA 203-204 Directed Individual Study

203, fall; 204, spring. 3 credits. Prerequisite: Javanese 134 or equivalent. J. Wolff and staff.

This is a practical language course on an intermediate level in which the students will work through readings and conversations under the guidance of a native speaker for three contact hours a week.

Old Javanese

See Linguistics 651-652.

Khmer (Cambodian)

Fees. A small fee may be charged for photocopied texts for course work.

KHMER 101-102 Elementary Khmer

101, fall; 102, spring. 6 credits each term.

Prerequisite: for Khmer 102: Khmer 101 or equivalent. S. Kem.

A course for beginners or for those who have been placed in the course by examination. The course gives a thorough grounding in speaking and reading.

KHMER 201-202 Intermediate Khmer Reading @

201, fall; 202, spring. 3 credits each term.

Prerequisites: for Khmer 201, Khmer 102; for Khmer 202, Khmer 201. S. Kem.

Continuing instruction in spoken and written Khmer.

KHMER 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term.

Prerequisites: for Khmer 203, Khmer 102; for Khmer 204, Khmer 203. S. Kem.

Letter writing and other forms of composition.

KHMER 301-302 Advanced Khmer @

301, fall; 302, spring. 4 credits each term.

Prerequisites: for Khmer 301, Khmer 202 or equivalent; for Khmer 302, Khmer 301. S. Kem.

Continuing instruction in spoken and written Khmer; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.

KHMER 401-402 Directed Individual Study

401, fall; 402, spring. For advanced students. 2-4 credits each term. Prerequisite: permission of instructor. S. Kem.

Various topics according to need.

[KHMER 403-404 Structure of Khmer

403, fall; 404 spring. 4 credits each term.

Prerequisite: Linguistics 101 or equivalent. Not offered 1995-96. G. Diffloth.

Introduction to the linguistic study of Khmer.]

Korean

Fees. A small fee may be charged for photocopied texts for course work.

KOREA 101-102 Elementary Korean

101, fall; 102, spring. 4 credits each term.

H. Diffloth and staff.

Covers basics of speaking, reading, and writing. Introduces Hangeul writing system and rudiments of grammar.

KOREA 109-110 Elementary Reading

109, fall; 110, spring. 3 credits each term.

Prerequisite: permission of instructor. Satisfactory completion of Korean 110 will fulfill the qualification portion of the language requirement. H. Diffloth and staff.

This course is for students who have spoken some Korean in the home, but whose reading and writing skills are limited or nonexistent. If in doubt about eligibility, see instructor.

KOREA 201-202 Intermediate Korean @

201, fall; 202, spring. 4 credits each term.

Prerequisite: for Korean 201, Korean 102 or permission of instructor; for Korean 202, Korean 201. H. Diffloth and staff.

Covers the basics of speaking, reading, and writing at the intermediate level. Introduces some reading and writing with Chinese characters.

KOREA 209-210 Intermediate Reading

209, fall; 210, spring. 4 credits each term.

Prerequisite: for Korean 209, Korean 110 or permission of instructor; for Korean 210, Korean 209 or permission of instructor. H. Diffloth and staff.

An intermediate level of reading comprehension and writing course for students who have acquired basic oral proficiency. Introduces some reading and writing with Chinese characters. If in doubt about eligibility, see instructor.

KOREA 301-302 Advanced Korean

301, fall; 302, spring. 4 credits each term.

Prerequisites: for Korean 301, Korean 202 or placement by instructor; for Korean 302, Korean 301 or placement by instructor.

H. Diffloth and staff.

Reading of advanced texts, including newspapers and Chinese character material, together with advanced drill on the spoken language.

Languages

Fees. A small fee may be charged for photocopied texts for course work.

LANG 300 Independent Language Study

Fall or spring. 1–4 credits. Prerequisite: permission of instructor.

Languages are sometimes taught on a specialized basis when faculty are available to address particular student needs. Sections will be arranged with the instructor.

Latin

See listings under Classics.

Linguistics

Linguistics, the systematic study of human speech, lies at the crossroads of the humanities and the social sciences, and much of its appeal derives from the special combination of intuition and rigor that the analysis of language demands. The interests of the members of the Department of Modern Languages and Linguistics span most of the major subfields of linguistics, phonetics and phonology, the study of speech sounds; syntax, the study of sentence structure; semantics, the study of meaning; historical linguistics, the study of language change in time; sociolinguistics, the study of language as a social and cultural artifact; and applied linguistics, which relates the results of linguistic research to problems of bilingual education, second-language learning, and similar practical concerns.

Studying linguistics is not a matter of studying many languages. Linguistics is a theoretical discipline with ties to such areas as cognitive psychology, philosophy, logic, computer science, and anthropology. Nonetheless, knowing particular languages (e.g., Spanish or Japanese) in some depth can enhance understanding of the general properties of human language. Not surprisingly, then, many students of linguistics owe their initial interest to a period of exposure to a foreign language, and those who come to linguistics by some other route find their knowledge about languages enriched and are often stimulated to embark on further foreign language study.

Students interested in learning more about linguistics and its relationship to other disciplines in the humanities and social sciences are encouraged to take Linguistics 101, which is a prerequisite for most other courses in the field. The Cornell Linguistic Circle, a student organization, sponsors frequent colloquia on linguistic topics; these meetings are open to the university public, and anyone wishing to learn more about linguistics is most welcome to attend.

The Major

For questions regarding the linguistics major, contact A. Cohn (216 Morrill Hall, 255–3073.)

The prerequisite for a major in linguistics is the completion of Linguistics 101 and either Linguistics 201 or 203. The major has its own language requirement, which should be completed as early as possible: qualification in two languages other than English, one of which must be either non-European or non-

Indo-European. With approval of the department's director of undergraduate studies, this requirement may be waived (i.e., reduced to the normal arts college language requirement) for students taking the cognitive studies concentration or a double major.

The other requirements for the linguistics major are as follows:

- 1) Linguistics 201 (Introduction to phonetics and phonology) or Linguistics 203 (Introduction to syntax and semantics), whichever one was not taken as a prerequisite to the major
- 2) Linguistics 410 (Historical)
- 3) Three of the following five courses, one of which must be either Phonology I or Syntax I:
Linguistics 301 (Phonology I)
Linguistics 303 (Syntax I)
Linguistics 309 or 310 (Morphology I or II)
Linguistics 319 (Phonetics I)
Linguistics 421 (Semantics I)
- 4) A course at or beyond the 300 level in the structure of English or some other language, or a typological or comparative structure course such as Linguistics 401, or Field Methods.
- 5) One additional linguistics course for at least 4 credit hours, which may be a course with significant linguistic content in a related field.

Honors. Applications for honors should be made during the junior year. Candidates for admission must have a 3.0 (B) average overall and should have a 3.2 average in linguistics courses. In addition to the regular requirements of the major, the candidate for honors will complete an honors thesis and take a final oral examination in defense of it. The thesis is usually written during the senior year but may be begun in the second term of the junior year when the student's program so warrants. The oral examination will be conducted by the honors committee, consisting of the thesis adviser and at least one other faculty member in linguistics. Members of other departments may serve as additional members if the topic makes this advisable. Linguistics 493 and 494 may be taken in conjunction with thesis research and writing but are not required.

Distribution Requirement

The distribution requirement in the social sciences may be satisfied by taking Linguistics 101 and (1) any other course in linguistics or (2) any other course offered by the Department of Modern Languages and Linguistics for which this introductory linguistics course is a prerequisite.

Note: See also courses on the structure and history of particular languages or language families listed at the end of this section and cognitive studies for related courses.

Fees: Depending on the course, a small fee may be charged for photocopied texts for course work.

LING 101 Theory and Practice of Linguistics

101, fall, spring, or summer. 4 credits each term. Fall: D. Zec; spring: C. Collins.

An introductory course designed to provide an overview of the science of language, especially its theoretical underpinnings, methodology, and major findings. Linguistics 101 plus any other course in linguistics or any DMLL course for which Linguistics 101 is a prerequisite satisfies the social science distribution requirement.

LING 201 Introduction to Phonetics and Phonology

Spring. 4 credits. Prerequisite: Linguistics 101 or equivalent or permission of instructor. A. Cohn.

An introduction to the study of human speech sounds and how they pattern in languages. The first part of the course will focus on phonetics: the production, acoustics, and perception of speech, with attention to both the common and the less common sounds of the world's languages. The second part of the course will focus on phonology: how human speech sounds pattern within and across languages, with an emphasis on the rules that govern these patterns and their possible representation.

LING 203 Introduction to Syntax and Semantics

Fall. 4 credits. Prerequisite: Linguistics 101 or equivalent or permission of instructor. M. Dising.

This course focuses on language as a system of knowledge that enables native speakers to create and interpret the structures of their language. Part of the course will consider issues of syntactic structure, such as the order of constituents, the hierarchical organization of grammars, and syntactic universals. The other part of the course will focus on meaning and interpretation, addressing such issues as the role of context, how information is structured, and how is it encoded in the syntax.

LING 217 History of the English Language

Fall. 4 credits. W. Harbert.

This course explores the development of the English language from its Indo-European beginnings to the present. Topics covered include phonological, grammatical, and lexical exchange, external influences, Old English, Middle English, Standard Englishes, dialects, and world Englishes.

[LING 230 Introduction to Southeast Asia Languages and Linguistics @

Spring. 3–4 credits variable. For nonmajors or majors. Not offered 1995–96. A. Cohn, J. Wheatley, and J. Wolff.

This is a survey of the languages of Southeast Asia. The goal of this course is to expose students to Southeast Asia as a linguistic area and introduce them to the rich language diversity of the region. It includes three main parts: 1) sociolinguistics and ethnolinguistics—issues of language and politics, language and culture, and language use; 2) language structures and typological patterns of the area's languages—characteristic properties of the structure of these languages; 3) historical linguistics, genetic relations between languages, as well as the linguistic effects of language contact and linguistic evidence for prehistory.]

LING 232 The French Language Today (also FRDML 232)

Fall. 3 credits. Prerequisite: Linguistics 101. A. Cohn.

Designed for students with a working knowledge of French, this course explores the structure of French and how it is used. The course investigates the sound system, word structure and sentence structure of French as well as different varieties of French, including regional and social variation and formal vs. informal differences.

LING 235 Introduction to African Languages and Linguistics @

Fall. 3-4 credits variable. C. Collins.

This is a survey of aspects of language use in Africa. We will discuss the relation between language and culture, the structural characteristics of African languages, and the historical relationships between different African languages.

LING 244 Language Use and Gender Relations (also Women's Studies 244)

Spring. 4 credits. For non-majors or majors. S. McConnell-Ginet.

This course explores connections between language (use) and gender/sex systems, addressing such questions as the following. How do sex and gender affect the ways we speak, the ways we interpret and evaluate speech? How do sociocultural differences in women's and men's roles affect their language use, their relation to language change? What is meant by sexist language? How does conversation structure the social worlds of women and men? Readings draw from work in linguistics, anthropology, philosophy, psychology, literature, and general women's studies and feminist theory.]

[LING 264 Language, Mind, and Brain

Fall. 4 credits. For non-majors or majors. Prerequisite: a basic course in linguistics and/or psychology is desirable. Not offered 1995-96. J. Bowers.

An introductory course that emphasizes the formal structure of natural language and its biological basis. The following topics are covered: the formal representation of linguistic knowledge, principles and parameters of universal grammar, the basic biology of language, mechanisms of linguistic performance, the modularity hypothesis, and language and cognition. This course is especially suited for majors in fields such as psychology, philosophy, computer science, and linguistics (and also for those enrolled in the concentration in cognitive studies) who want to take a one-semester introduction to linguistics that concentrates on the formal principles that govern linguistic knowledge, along with some discussion of their biological realization and their use in perception and production.]

LING 301-302 Phonology I, II

301, fall; 302, spring. 4 credits each term. Prerequisites: for Linguistics 301, Linguistics 201 or equivalent; for Linguistics 302, Linguistics 301 or permission of instructor. Fall: D. Zec; spring: A. Cohn.

Basic topics in contemporary phonological theory, which studies the representational structures and principles underlying the human ability to produce and understand spoken language. 301: Adopting a cross-linguistic perspective, develops a conception of phonological representations in which different types of phonological information are arrayed on distinct structural planes. Includes

the study of segmental features and their organization, the supra-segmental quantity, and syllable organization. Relations of phonology with morphology, syntax, and phonetics. 302: Using American English as a case study, explores phonological rules and their systematic relations. Principles of syllabification and metrical structure. The organization of the rule system, constraints on rule interaction, lexical and morphological conditioning of rules, stratal and prosodic organization. Evidence for the mental representation of speech; principles of phonological acquisition.

LING 303-304 Syntax I, II

303, fall; 304, spring. 4 credits each term.

Prerequisites: for Linguistics 303, Linguistics 203; for Linguistics 304, Linguistics 303 or permission of instructor. Fall:

M. Diesing; spring: C. Collins.

303 is an introduction to syntactic theory, with emphasis on the classical theory of transformational grammar. 304 is an advanced course, surveying current syntactic models and dealing with such issues as the nature of syntactic representation, levels of representation, principles of universal grammar, and the relation of syntax and semantics.

[LING 306 Functional Syntax

Fall. 4 credits. Prerequisite: Linguistics 101 or permission of instructor. Not offered 1995-96.

A general survey of syntactic theories that highlight grammatical function and reveal its role in discourse structure.]

LING 309-310 Morphology I, II

309, fall; 310, spring. 4 credits each term.

Prerequisite: for Linguistics 309; Linguistics 101 or equivalent or permission of instructor; for Linguistics 310: Linguistics 203 or permission of instructor. Fall:

V. Carstens; spring: staff.

309 is a general survey focusing on the relationship of meaning and form in morphological analysis. Current research on form-meaning questions is discussed. 310 considers recent discussions in morphological theory, in particular the relationship of morphology and syntax.

[LING 311-312 The Structure of English

311, fall; 312, spring. 4 credits each term.

Prerequisites: for Linguistics 311, Linguistics 101 or permission of instructor; for Linguistics 312, Linguistics 311 or permission of instructor. Not offered 1995-96.

311 provides an overview of the syntactic structure of English, drawing upon relevant theoretical approaches. 312 deals with phonology, morphology, and special problems of English structure and semantics.]

[LING 319 Phonetics I

Fall. 4 credits. Prerequisite: Linguistics 201 or permission of instructor. Not offered 1995-96. A. Jongman.

Provides a basic introduction to the study of phonetics. Topics to be covered include anatomy and physiology of the speech production apparatus, transcription and production of some of the world's sounds, basic acoustics, computerized methods of speech analysis, acoustic characteristics of sounds, speech perception, speech synthesis, stress and intonation.]

LING 320 Phonetics II

Fall. 4 credits. Prerequisite: Linguistics 319. A. Jongman.

This course is a continuation of Phonetics I and provides a more detailed survey of some areas in acoustic and articulatory phonetics. Topics include feature theory, vocal tract acoustics, quantal theory, speaker normalization, theories of speech perception, coarticulation, theories of speech production, and prosody. In addition, a number of "hands-on" projects will be part of the course.

[LING 321-322 History of the Romance Languages #

321: fall; 322: spring. 4 credits each term. Prerequisites: Linguistics 101 or equivalent and qualification in any Romance language. Offered alternate years. Not offered 1995-96. C. Rosen.

321: Popular Latin. Pan-Romance trends in phonology, morphology, syntax, and the lexicon. Regional divergence. Non-Latin influences. Medieval diglossia and emergence of Romance standards. 322: French, Italian, and Spanish from 850 to 1250 A.D. Analysis of texts. Overview of other languages to the present day. Elements of dialectology.]

[LING 323-324 Comparative Romance Syntax

323, fall; 324, spring. 4 credits. Prerequisites: Linguistics 101 or equivalent, and qualification in any Romance language. Offered alternate years. Not offered 1995-96. C. Rosen.

Concise survey of Romance syntax, covering the salient constructions in six languages with equal attention to their historical evolution and their current state. Grammatical innovation and divergence in a typological perspective.]

LING 325 Pragmatics

Fall. 4 credits. Prerequisite: Linguistics 101 or permission of instructor. S. McConnell-Ginet.

An introduction to the study of such topics as speech acts, presupposition, deixis, implicatures, and conversational strategies.

[LING 334 Non-Linear Syntax

Fall. 4 credits. Prerequisite: Linguistics 303 or equivalent. Not offered 1995-96. C. Rosen.

Analyses of some twenty diverse languages are examined with the aim of building a formal account of the syntactic constructions existing in the world's languages, and discerning universals that delimit this inventory. Non-linear theory, designed for comparative work, depicts constructions in the abstract, not imagining them as arrays of elements in space. Simultaneously it studies the morphosyntactic systems that relate constructions to their linear realizations.]

LING 350 Representing Language: Knowledge Taught and Untaught

Spring. 4 credits. J. Gair.

This course will deal with some of the fundamental discoveries that have been made in modern linguistics that reveal some fundamental properties of human language and the special human capacity for it, as well as some of the still unsettled questions about it. It will also trace some of the paradigm shifts that have occurred within linguistics, and consider some of the ways in which language has been represented, both within the science of linguistics and outside of it, by contrasting what is known with what is popularly believed to be true. Projected

topics will include: Innateness vs. language as socio-cultural; language variability vs. Universal Grammar; Language change and relatedness of languages; the question of correctness. The class will include, along with a general text, the reading of relevant literature, including original articles and reports of research, class discussion, and student presentations.

LING 366 Spanish in the United States (also Spanish 366)

Fall. 4 credits. Prerequisite: some knowledge of Spanish. Offered alternate years. Applicable toward the social science distribution requirement. M. Suñer.

Examination of major Spanish dialects in the United States from a linguistic perspective. Contrast with the standard language. Borrowing, interference, and code switching. Syntactic, morphological, and phonological characteristics. Sex-related phenomena.

[LING 370 Language and Cognition (also Psychology 370)]

Spring. 4 credits. Prerequisite: Linguistics 101 or 264 or Psychology 215, or permission of one of the instructors. Not offered same years as Psychology 416. Not offered 1995-96.

Examination of current research on selected topics on language from both linguistic and psychological perspectives. Topics may include: Universal Grammar and language acquisition, syntactic parsing, word recognition, sentence production, aphasia, and schizophrenic language.]

LING 390 Independent Study in Linguistics

Fall or spring. 1-4 credits variable.

Prerequisite: Linguistics 101 or permission of instructor. Staff.

Independent study of linguistics topics not covered in regular curriculum for undergrads.

LING 400 Semiotics and Language (also Comparative Literature 410)

Spring. 4 credits. Prerequisite: some background in an area relevant to semiotics: e.g., linguistics, philosophy, psychology, anthropology, or literature: or permission of instructor. L. Waugh.

An introduction to the study of semiotics in general and to particular semiotic theories (for example, those of Saussure, Peirce, Jakobson) and to language as a semiotic system. The particular topics to be discussed will depend on the interest of the students.

LING 401 Language Typology

Fall. 4 credits. Prerequisite: Linguistics 101 or equivalent. J. Gair.

Study of a basic question of contemporary linguistics: in what ways do languages differ, and in what ways are they all alike? Efforts to formalize universals of syntax and to characterize the total repertory of constructions available to natural languages. Common morphological devices and their syntactic correlates. Emphasis on systems of case, agreement, and anaphora.

LING 403 Introduction to Applied Linguistics

Spring. 4 credits. Prerequisite: A course in the structure of a language at the 400 level. J. Lantolf.

Examination of the theoretical bases of applied linguistics, including second-language learning and current language-teaching methodologies.

LING 405-406 Sociolinguistics

405, fall; 406, spring. 4 credits each term. Prerequisite: Linguistics 101 or permission of instructor. Linguistics 405 is not a prerequisite to 406.

405: Systematically within the interactions between language and social context, we will examine dialect usage (diglossia, multilingualism, code-switching); variation and language change (network theory, change in progress); ethnography of communication and speech acts; language and culture; and language and gender, race and power (incl. pidgins and creoles). **406:** This course will be an introduction to the study of pidgin and creole languages and the issues surrounding them both in and beyond linguistics. Topics covered will include: genesis of pidgins and creoles; classification of pidgins and creoles; creoles and language universals; creoles and sociolinguistic variation; a module on Saramaccan Creole English; educational and language planning issues; sociohistorical issues; Black English.

LING 409 Psycholinguistics of Second-Language Reading

Fall. 4 credits. Prerequisite: permission of instructor. G. Appel.

In-depth analysis of the research on the reading process in a second language. Topics include processing of narrative vs. expository texts (descriptive, problem solving, causative, etc.); comparison of the reading process in native vs. second languages, and development of methodologies for the teaching of reading in the second-language classroom.

LING 410 Introduction to Historical Linguistics

Spring. 4 credits. Prerequisite: Linguistics 201 or permission of instructor. J. Whitman.

A survey of the basic mechanisms of linguistic changes, with examples from a variety of languages.

[LING 413 Topics in Historical Linguistics]

Fall. 4 credits. Prerequisite: Linguistics 410 or permission. Not offered 1995-96. W. Harbert; J. Jasanoff; and C. Rosen.

Examines a selection of recent research illustrating a variety of productive and innovative approaches to problems in historical linguistics. Readings center on phonological and morphological evolution in the Romance and Germanic families. Students carry out guided research projects.]

LING 421-422 Semantics I, II

421, fall; 422, spring. 4 credits each term. Prerequisites: for Linguistics 421, Linguistics 203; for Linguistics 422, Linguistics 421 or permission of instructor. Staff.

421: an introduction to semantics of natural language. The course starts from basic foundational questions concerning the nature of meaning and the empirical domain of semantic theory. Truth-conditional and logical theories and their application to the investigation of the structure of natural languages are extensively explored (with some comparisons with other approaches). Through the study of quantification, scope, anaphora, modalities, presuppositions, and the like, one tries to gain insight into general characteristics of the cognitive apparatus that is at the basis of our capacity for understanding sentences.

422: guides students into current work in semantic theory. The first half of the course is an introduction to Montague-style semantics,

whose influence on current research is quite extensive. The second half of the course focuses on selected topics that have grown out of (and sometimes against) classical Montague semantics. Such topics are usually drawn from the following: generalized quantifiers and anaphora, type-shifting, problems of tense and aspect, the linguistic relevance of algebraic approaches to properties, propositions, events and thematic roles, and discourse representation theory.

[LING 430 Structure of Korean @]

Spring. 4 credits. Offered alternate years. Not offered 1995-96. J. Whitman.

Intensive examination of the syntax and phonology of a non-Indo-European language with the objective of testing principles of current linguistic theory. No previous knowledge of Korean required.]

LING 431 Structure of an African Language

Spring. 4 credits. Prerequisite: Linguistics 101 or permission of the instructor.

Offered alternate years. V. Carstens.

A survey of the grammar of an African language in light of current linguistic theory.

LING 436 Language Development (also Psychology 436 and Human Development and Family Studies 436)

Spring. 4 credits. Prerequisite: at least one course in developmental psychology, cognitive psychology, cognitive development, or linguistics. Offered alternate years. B. Lust.

A survey of basic issues, methods, and research in study of first-language acquisition. Major theoretical positions in the field are considered in the light of experimental studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The fundamental linguistic issues of universal grammar and the biological foundations for acquisition are discussed, as are the issues of relations between language and thought. The acquisition of communication systems in nonhuman species such as chimpanzees are addressed, but major emphasis is on the child.

LING 440 Dravidian Structures @

Spring, according to demand. 4 credits.

Prerequisite: Linguistics 101. J. Gair.

A comparative and constrative analysis of the structures of several Dravidian languages.

[LING 442 Indo-Aryan Structures @]

Fall, according to demand. 4 credits.

Prerequisite: Linguistics 101. Not offered 1995-96. J. Gair.

Typological discussion of the languages of the subfamily. Specific topics and emphasis may vary depending on the interest of the students.]

[LING 443-444 Linguistic Structure of Russian (also Russian 403-404)]

443, fall; 444, spring. 4 credits each term.

Prerequisites for Linguistics 443, permission of instructor and Linguistics 101; for Linguistics 444, Linguistics 443 or equivalent. Offered alternate years. Not offered 1995-96. W. Browne.

A synchronic analysis of the structure of modern Russian. Linguistics 443 deals primarily with morphology and its relation to syntax and 444 with syntax and word order. Topics covered include case theory, the functions of word order, voice, agreement, impersonal constructions, negation, nonuniversal categories, and the relation between morphology and syntax.]

[LING 450 Mathematical Methods for Linguists]

Fall. 4 credits. Prerequisite: Linguistics 203. Not offered 1995-96. Staff.

In this course we will study questions concerning the generative capacity, learnability, and parsing of different syntactic models. Some knowledge of recent developments in syntax is important. Some knowledge of mathematical linguistics may be helpful, but is not required. The course is meant for graduate students and advanced undergraduate students in linguistics, but may also be of interest to students in psychology/psycholinguistics, computer science, and cognitive studies.]

[LING 493 Honors Thesis Research]

Fall. 4 credits. Staff.

May be taken before or after Linguistics 494, or may be taken independently.

[LING 494 Honors Thesis Research]

Spring. 4 credits. Staff.

May be taken as a continuation of, or before, Linguistics 493.

[LING 514 Syntax of African Languages]

Spring. 4 credits. Prerequisites: Linguistics 101 and permission of instructor. Not offered 1995-96. V. Carstens.

Selected topics in the syntax of African languages.]

[LING 600 Field Methods]

Spring. 4 credits. Prerequisite: Linguistics 201 and 203 or permission of instructor. Staff.

Elicitation, recording, and analysis of data from a native speaker of a non-Western language not generally known to students.

[LING 601 Topics in Phonological Theory]

Fall. 4 credits. Prerequisites: Linguistics 301 and one higher-level course in phonology. A. Cohn.

Selected topics in current phonological theory.

[LING 603 History of Linguistics]

Fall. 4 credits. Not offered 1995-96. Staff. The history of linguistics from early Greek and Sanskrit grammarians to the modern period.]

[LING 604 Research Workshop]

Fall. 4 credits. S-U grade only. Prerequisite: three or more semesters of graduate study in linguistics. J. Whitman.

Participants will present their own ongoing research and discuss it with their colleagues. Individual topics will be chosen on the basis of interest, experience, and probable focus of dissertation research.

[LING 607 Twentieth-Century Linguistics]

Spring. 4 credits. Prerequisite: at least one course in linguistics or permission of instructor. Offered alternate years. Not offered 1995-96. L. Waugh.

The development of 20th-century linguistics in America and Europe.]

[LING 608 Discourse Analysis]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1995-96. J. Lantolf; L. Waugh.

Linguistic theory applied to relationships beyond the sentence.]

[LING 609 Greek Comparative Grammar (also Classics 421) #]

Fall. 4 credits. Prerequisite: thorough familiarity with the morphology of classical Greek. Not offered 1995-96. Next offered 1997-98. A. Nussbaum.

The prehistory and evolution of the sounds and forms of ancient Greek as reconstructed by comparison with the other Indo-European languages.]

[LING 610 Latin Comparative Grammar (also Classics 422) #]

Fall or spring. 4 credits. Prerequisite: thorough familiarity with the morphology of classical Latin. Not offered 1995-96.

Next offered 1997-98. A. Nussbaum.

The prehistory and evolution of the sounds and forms of classical Latin as reconstructed by comparison with the other Indo-European languages.]

[LING 611 Greek Dialects (also Classics 425)]

Fall. 4 credits. Not offered 1995-96. Next offered 1997-98. A. Nussbaum.

A survey of the dialects of ancient Greek through the reading and analysis of representative epigraphical and literary texts.]

[LING 612 Italic Dialects]

Fall. 4 credits. Not offered 1995-96; next offered 1997-98. A. Nussbaum.

The phonology and morphology of Faliscan, Oscan, and Umbrian studied through the reading of epigraphical texts. Attention to the relations of these languages to Latin and the question of proto-Italic.]

[LING 613 Homeric Philology (also Classics 427)]

Spring. 4 credits. Prerequisite: ability to read Homeric Greek. A. Nussbaum.

The language of the Homeric epics: dialect background, archaisms, epicisms, and modernizations. The notion of a *Kunstsprache*: its constitution, use, and internal consistency. The phonological and morphological aspects of epic compositional technique.

[LING 614 Archaic Latin (also Classics 426)]

Spring. 4 credits. Prerequisite: reading knowledge of Latin. Not offered 1995-96; next offered 1996-97. A. Nussbaum.

Reading of epigraphic and literary preclassical texts with special attention to archaic and dialectal features. The position of Latin among the Indo-European languages of ancient Italy, the rudiments of Latin historical grammar, and aspects of the development of the literary language.]

[LING 615 Mycenaean Greek (also Classics 429)]

Fall. 4 credits. Prerequisite: thorough familiarity with the morphology of classical Greek. A. Nussbaum.

An introduction to the epigraphy, language, and content of the Linear B tablets with special attention to their implications for Greek historical grammar and dialectology.

[LING 616 Syntax III]

Fall. 4 credits. Prerequisites: Linguistics 304 or permission of instructor. J. Bowers.

[LING 617-618 Hittite]

617, fall; 618, spring. 4 credits each term. Prerequisites: for Linguistics 617, permission of instructor; for Linguistics 618, Linguistics 617 or permission of instructor. Not offered 1995-96. J. Jasanoff.]

[LING 619 Rigveda]

Fall. 4 credits. Not offered 1995-96. J. Jasanoff.

Reading and linguistic analysis of selected Vedic hymns.]

[LING 620 Area Topics in Romance Linguistics (also FRLIT 620)]

Spring. 4 credits. Prerequisite: a reading knowledge of French. Not offered 1995-96. A. Colby-Hall.

Topic: translation and linguistic and literary analysis of representative works of such Provençal (Occitan) troubadours as Guillaume IX, Marcabru, Cercamon, Jaufre Rudel, Bernart de Ventadorn, Raimbaut d'Orange, the Comtessa de Dia, Giraut de Bornelh, Arnaut Daniel, Bertran de Born, Peire Vidal and Raimbaut de Vagueiras. Some attention will also be given to the relevant *vidas* and *razos*, which are in prose.]

[LING 621 Problems and Methods in Romance Linguistics]

Fall. 4 credits. Prerequisites: Linguistics 101 or equivalent and qualification in two Romance languages. Offered alternate years. Not offered 1995-96.]

[LING 623-624 Old Irish]

623, fall; 624, spring. 4 credits each term. Prerequisite for 624: 623 or permission of instructor. Not offered 1995-96. J. Jasanoff.]

[LING 625-626 Middle Welsh]**[LING 627 Advanced Old Irish]****[LING 631 Comparative Indo-European Linguistics]**

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1995-96. J. Jasanoff.

An introduction to the comparative grammar of the Indo-European languages.]

[LING 633 Seminar in First-Language Acquisition: Cross-linguistic Studies of the Acquisition of Anaphora (also Human Development and Family Studies 633)]

Fall. 1-4 credits. Prerequisite: Linguistics 436 or equivalent or permission of instructor. B. Lust.

This seminar will review and critique current theoretical and experimental studies of the first-language acquisition of anaphora, with a concentration on insights gained by cross-linguistic study of this area. The seminar will focus on relating current developments in linguistic theory regarding anaphora to current experimental research on first-language acquisition of anaphora. Attention will also be given to the development of research proposals.

[LING 635-636 Indo-European Workshop]

Fall. 4 credits each term. Prerequisite: permission of instructor. Not offered 1995-96. J. Jasanoff.

An assortment of subjects intended for students with previous training in Indo-European linguistics: problems in the reconstruction of Proto Indo-European, topics in the historical grammars of the various IE languages, reading and historical linguistic analysis of texts, and grammatical sketches of "minor" IE languages.]

[LING 637 Experimental Research for Language Sciences]

Fall. 4 credits. A. Jongman, J. Lantolf.

A detailed study of experimental procedures for carrying out research in linguistics, especially in the areas of Applied Linguistics, Phonetics and Language Acquisition. Quantitative and qualitative research methods are considered.

LING 648 Speech Synthesis by Rule

Spring, 4 credits. Prerequisite: Linguistics 301, 319, or permission of instructor. Offered alternate years.

Investigates the nature of the acoustic structure of speech synthesis, using speech as a tool for exploring this structure. A particular acoustic model will be proposed, developed, and motivated by considering the relationship between phonological and acoustic structure, speech timing, phonetic universals, coarticulation, and speech perception. The primary tool for investigation will be the Delta System, a powerful software system for investigating phonology and phonetics through speech synthesis. The course is meant for graduate students and advanced undergraduate students in linguistics, but may also be of interest to students in psychology/psycholinguistics, computer science, and cognitive studies.

[LING 653-654 Seminar in Southeast Asian Linguistics]

653, fall; 654, spring. 4 credits each term. Prerequisite: Linguistics 303 or permission of instructor. Linguistics 653 is not a prerequisite for 654. Not offered 1995-96. G. Diffloth.

Languages of mainland Southeast Asia. Topics, chosen according to student interests, may include description, dialectology, typology, comparative reconstruction, and historical studies.]

[LING 655-656 Seminar in Austronesian Linguistics]

655, fall; 656, spring. 4 credits each term. Prerequisites: for Linguistics 655, Linguistics 101 and permission of instructor; for Linguistics 656, Linguistics 655. Not offered 1995-96. J. Wolff.

Descriptive and comparative studies of Malayo-Polynesian languages.]

[LING 657-658 Seminar in Austroasiatic Linguistics]

[657, fall; 658, spring. 4 credits each term. Prerequisites: Linguistics 101 or permission of instructor. Not offered 1995-96. G. Diffloth.

Descriptive and comparative studies of Austroasiatic languages.]

LING 700 Seminar

Fall or spring, according to demand. Credit to be arranged.

Seminars are offered according to faculty interest and student demand. Topics in recent years have included subject and topic, Montague grammar, speech synthesis, lexicography, classical and autonomous phonology, Japanese sociolinguistics, relational grammar, semantics and semiotics, and others.

LING 701-702 Directed Research

701, fall; 702, spring. 1-4 credits. Hours to be arranged. Staff.

LING 773-774 Proseminar in Cognitive Studies II

Fall: R. Grade; spring: S-U only. 4 credits. Staff.

This year-long seminar is intended to provide graduate students with an interdisciplinary introduction to the study of knowledge, its representation, acquisition, and use.

Additional Linguistics Courses

- French 232 The French Language Today
- [French 401 History of the French Language]

- French 405 Contemporary Theories of French Grammar

- [French 407 Applied Linguistics: French]
- [French 408 Linguistic Structure of French]
- [French 410 Semantic Structure of French]
- French 700 Seminar in French Linguistics
- [German 401 Introduction to Germanic Linguistics]
- [German 402 History of the German Language]
- German 404 Modern German Syntax
- German 407 Teaching German as a Foreign Language
- German 602 Gothic
- [German 603 Old High German, Old Saxon]
- German 605 Structure of Old English
- German 606 Topics in Historical Germanic Phonology
- [German 607 Topics in Historical Germanic Morphology]
- [German 608 Topics in Historical Germanic Syntax]
- German 609-610 Old Norse
- [German 611 Readings in Old High German and Old Saxon]
- [German 710 Seminar in Germanic Linguistics]
- [German 720 Seminar in Comparative Germanic Linguistics]
- [German 730 Seminar in German Linguistics]
- [Hindi 700 Seminar in Hindi Linguistics]
- [Indonesian 300 Linguistic Structure of Indonesian]
- [Italian 403 Linguistic Structure of Italian]
- [Italian 404 History of the Italian Language]
- [Italian 631 Readings in Italian Opera Libretti]
- Japanese 404 Linguistic Structure of Japanese
- Japanese 410 History of Japanese Language
- [Khmer 403-404 Structure of Khmer]
- [Russian 207-208 Russian Phonetics for Beginners]
- [Russian 301-302 Advanced Russian Grammar and Reading]
- [Russian 401-402 History of the Russian Language]
- [Russian 403-404 Linguistic Structure of Russian]
- [Russian 407-408 Russian Phonetics]
- Russian 409 Teaching Russian as a Foreign Language
- Russian 601 Old Church Slavic
- Russian 602 Old Russian
- [Russian 651-652 Comparative Slavic Linguistics]
- [Russian 700 Seminar in Slavic Linguistics]
- [Spanish 401 History of the Spanish Language]
- Spanish 407 Applied Linguistics: Spanish
- Spanish 408 The Grammatical Structure of Spanish
- [Spanish 601 Hispanic Dialectology]
- [Spanish 700 Seminar in Spanish Linguistics]
- [Tagalog 300 Linguistic Structure of Tagalog]
- [Welsh 404-405 The Structure of Welsh I & II]
- Welsh 411 Readings of Modern Welsh

Mandinka

Fees. A small fee may be charged for photocopied texts for course work.

[MANDI 121-122 Elementary Mandinka (also Africana Studies and Research Center)]

121, fall; 122, spring. 4 credits each term. Prerequisite: for Mandinka 122, 121 or examination. Not offered 1995-96.

Foundations provided in all basic language skills, with an emphasis on speech and aural comprehension. Classes provide speaking and listening practice.]

[MANDI 123 Continuing Mandinka (also Africana Studies and Research Center)]

Fall. 4 credits. Prerequisite: Mandinka 122 or equivalent. Not offered 1995-96. Building on 121-122, this is an all-skills course with a functional emphasis. Class will be conversational.]

[MANDI 203 Intermediate Mandinka (also Africana Studies and Research Center)]

Spring. 3 credits. Prerequisite: Mandinka 123 or equivalent. Not offered 1995-96.]

Nepali

Study Abroad in Nepal

Cornell and the central campus of the Nepalese national university—Tribhuvan—at Kirtipur, Kathmandu, co-sponsor an academic year in Nepal. North American students study and live with Nepalese students who come from outside the Kathmandu Valley to Tribhuvan University. Students may participate in one or two semesters. Courses are offered both at Tribhuvan University and at the Cornell-Nepal Study Program House adjacent to the university. All courses are officially taught in English. A five-week, in-country orientation program includes classes in intensive Nepali conversation, cultural orientation programs, and a ten-day field trip and trek. Semester course offerings include Nepali language (Tibetan and/or Newari languages also possible), contemporary issues in Nepalese studies, field research design and methods in sociology/anthropology and ecology/environment, and guided field research.

Juniors and seniors in good academic standing from any major field may participate. Students must have a desire to study on the other side of the world, to participate in a multicultural program, and to undertake rigorous field research. No experience in Nepal is necessary and instruction is in English, but some prior Nepali language study is strongly recommended. Students interested in the study abroad in Nepal program should consult with the Cornell Abroad office (474 Uris) for further information.

Fees. A small fee may be charged for photocopied texts for course work.

NEPAL 101-102 Elementary Nepali

101, fall; 102, spring. 6 credits each term. Prerequisite: for Nepali 102, 101 or examination. S. Oja.

Intended for beginners. The emphasis is on basic grammar, speaking and comprehension skills, utilizing culturally appropriate materials and texts. Devanagari script for reading and writing is also introduced.

[NEPAL 160 Intensive Nepali]

Summer only. 10 credits. Intended for beginners. Offered alternate years. Offered 1997. S. Oja.

Emphasis will be on the spoken language, in dialogues, exercises, and conversation practice. In addition, however, special attention is given to assisting students to develop vocabularies and abilities appropriate to their unique professional needs. Reading and writing practice use both colloquial and scholarly materials in the Nepali (Devanagari) script.]

NEPAL 201-202 Intermediate Nepali Conversation @

201, fall; 202, spring. 3 credits each term. Prerequisites: for Nepali 201, Nepali 102 or examination; for Nepali 202, Nepali 201 or examination. S. Oja.

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.

NEPAL 203-204 Intermediate Nepali Composition @

203, fall; 204, spring. 3 credits each term. Prerequisites: for Nepali 203, Nepali 102 or examination; for Nepali 204, Nepali 203 or examination. S. Oja.

A systematic review of written grammar and reading comprehension, with special attention to the technical vocabularies, necessary writing skills, and published materials typical of advanced students' professional fields.

NEPAL 301-302 Advanced Nepali

301, fall; 302, spring. 3 credits each term. Prerequisite: Nepali 204 or permission of instructor. S. Oja.

Reading of advanced texts, together with advanced drill on the spoken language.

Pali

Fees. A small fee may be charged for photocopied texts for course work.

PALI 131-132 Elementary Pali

131, fall; 132, spring. 3 credits each term. J. Gair.

131 is an introduction to the language of the canonical texts of Theravada Buddhism. Reading of authentic texts of Theravada Buddhism. Emphasis on both content and grammatical structure. Familiarity with Sanskrit is not required. **132** is a continuation of 131 with further readings.

Polish

Fees. A small fee may be charged for photocopied texts for course work.

[POLSH 131-132 Elementary Polish

131, fall; 132, spring. 3 credits each term. Prerequisite for Polish 132: Polish 131 or equivalent. Offered alternate years. Not offered 1995-96. W. Browne.

Covers all language skills: speaking, listening comprehension, reading, and writing.]

POLSH 133-134 Continuing Polish

133, fall; 134, spring. 3 credits each term. Prerequisites: for Polish 133, Polish 132 or equivalent; for Polish 134, Polish 133 or equivalent. Offered alternate years. W. Browne.

An intermediate conversation and reading course.

Portuguese

Fees. A small fee may be charged for photocopied texts for course work.

PORT 121-122 Elementary Portuguese

121, fall; 122, spring. 4 credits each term. Intended for beginners. Students may attain qualification upon completion of 122 by achieving a satisfactory score on a special examination. J. Oliveira.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

PORT 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term. Prerequisites: for Portuguese 203, Portuguese 122 or permission of instructor; for Portuguese 204, Portuguese 203 or permission of instructor. J. Oliveira.

Conversational grammar review with special attention to pronunciation and the development of accurate and idiomatic oral expression. Includes readings in contemporary Portuguese and Brazilian prose and writing practice.

PORT 303-304 Advanced Composition and Conversation @

303, fall; 304, spring. 4 credits each term. Prerequisites: for Portuguese 303, Portuguese 204 or equivalent; for Portuguese 304, Portuguese 303 or equivalent. J. Oliveira.

Quechua

Fees. A small fee may be charged for photocopied texts for course work.

QUECH 131-132 Elementary Quechua

131, fall; 132, spring. 3 credits each term. Prerequisite: qualification in Spanish. L. Morato Peña.

A beginning conversation course in the Cuzco dialect of Quechua.

QUECH 133-134 Continuing Quechua

133, fall; 134, spring. 3 credits each term. Prerequisites: for Quechua 133, Quechua 131-132 or equivalent; for Quechua 134, Quechua 133 or equivalent. L. Morato Peña.

An intermediate conversation and reading course. Study of the Huarochiri manuscript.

[QUECH 135-136 Quechua Writing Lab

135, fall; 136, spring. 1 credit each term. Prerequisites: concurrent enrollment in Quechua 131-132 or instructor's approval. Letter grade only. L. Morato Peña.

Computer-assisted drill and writing instruction in elementary Quechua.]

Romance Linguistics**[LING 321-322 History of the Romance Languages #**

321, fall; 322, spring. 4 credits. Prerequisite for 321: Linguistics 101 or equivalent, and qualification in any Romance language. Offered alternate years. Not offered 1995-96.

For description see Linguistics 321-322.]

[LING 323-324 Comparative Romance Syntax

323, Fall; 324, Spring. 4 credits. Prerequisites: Linguistics 101 or equivalent and qualification in any Romance language. Offered alternate years. Not offered 1995-96.

For description see Linguistics 323-324.]

[LING 620 Area Topics in Romance Linguistics

Spring. 4 credits. May be repeated for credit. Offered alternate years. Not offered 1995-96.]

[LING 621 Problems and Methods in Romance Linguistics

Fall. 4 credits. Prerequisites: Linguistics 101 or equivalent and qualification in two Romance languages. Offered alternate years. Not offered 1995-96.]

Romanian

Fees. A small fee may be charged for photocopied texts for course work.

[ROMAN 131-132 Elementary Romanian

131, fall; 132, spring. Offered according to demand. 3 credits. Prerequisite for Romanian 132: Romanian 131 or equivalent. Not offered 1995-96.

Covers all language skills: speaking, listening comprehension, reading, and writing.]

[ROMAN 133-134 Continuing Romanian

133, fall; 134, spring. Offered according to demand. 3 credits. Prerequisite for Romanian 134: Romanian 133 or equivalent. Not offered 1995-96.

An intermediate conversation and reading course.]

Russian

E. W. Browne, S. Paperno (director of the Russian Language Program, 302 Morrill Hall, 255-2322).

For literature courses see Russian Literature.

The Russian Major

See Russian Literature.

Study Abroad

Cornell is an affiliated institution in the Council on International Education Exchange program for Russian language study in St. Petersburg and other Russian cities. Cornell students also frequently go on the American Council of Teachers of Russian program in Moscow and other Russian language programs. Opportunities are available for study during the summer, a single semester, or the full year. Further information is available from Professor Patricia Carden or Diane Williams, 236 Goldwin Smith Hall.

Honors. Students taking honors in Russian undertake individual reading and research and write an honors essay.

Freshman Writing Seminar Requirement

See Russian Literature.

Russian Studies Major

See "Special Programs and Interdisciplinary Studies," which follows the department listings.

Fees. A small fee may be charged for photocopied texts for course work.

RUSSA 103-104 Conversation Practice

103, fall; 104, spring. 2 credits each term. Must enroll in one section of 103 and one section of 121, in the fall; and one section of 104 and one section of 122 in the spring. L. Paperno, V. Tsimberov.

RUSSA 121-122 Elementary Russian

121, fall or summer; 122, spring or summer. 4 credits each term. May be taken alone and qualification will be achieved with satisfactory completion of 121-122-123; or may be taken concurrently with 103-104 and qualification will be achieved at completion of 122-104. L. Paperno, V. Tsimberov.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

RUSSA 123 Continuing Russian

Fall. 4 credits. Limited to students who have previously studied Russian or been placed by department. Satisfactory completion of Russian 123 fulfills the qualification portion of the language requirements. V. Tsimberov and staff.

A prequalification course designed to prepare students for study at the 200 level. Passing this course is equivalent to qualification.

RUSSA 203-204 Intermediate Composition and Conversation

203, fall, or summer; 204, spring or summer. 3 credits each term. Prerequisite: qualification in Russian (Russian 123 or placement by department). Prerequisite for Russian 204: Russian 203 or equivalent. L. Paperno, S. Paperno, V. Tsimberov.

Guided conversation, composition, reading, pronunciation, and grammar review, emphasizing the development of accurate and idiomatic expression in the language.

RUSSA 205-206 Reading Russian Press

205, fall; 206, spring. 2 credits each term. Prerequisite: qualification in Russian (Russian 123 or placement by department). Both semesters must be taken in order to satisfy the proficiency level for the language requirement. This course cannot be used to satisfy the humanities requirement. Staff.

Reading unabridged articles on a variety of topics from current Russian periodicals.

Note: Students placed in the 200-level courses also have the option of taking courses in introductory literature; see separate listings under Russian 201 and 202 for descriptions of these courses, any of which may be taken concurrently with the 203-204 and 205-206 language courses described above. The introductory literature courses are offered by the Department of Russian Literature, and the 203-204 and 205-206 language courses by the Department of Modern Languages and Linguistics.

[RUSSA 207-208 Russian Phonetics for Beginners

207, fall; 208, spring. 2 credits each term. Open to students enrolled in Russian 121. Not offered 1995-96. Staff.

This is both a practical and theoretical course. Practice sessions for the first part of the course will follow the 121 textbook rather closely. There will also be discussions about phonetics in general and the sound system of Russian.]

[RUSSA 301-302 Advanced Russian Grammar and Reading

301, fall; 302, spring. 4 credits each term. Prerequisites: for Russian 301, second-year Russian or permission of instructor; for Russian 302, Russian 301. Offered alternate years. Not offered 1995-96. Staff.

This course is intended primarily to increase the student's active command of difficult Russian syntactic constructions. Special attention is paid to word order, impersonal sentences, voice, negation, participles, gerunds, and also to building active vocabulary through reading modern Russian prose. Problems of phonology are also discussed.]

RUSSA 303-304 Advanced Composition and Conversation

303, fall; 304, spring. 4 credits each term. Prerequisites: for Russian 303, Russian 204 or equivalent; for Russian 304, Russian 303 or equivalent. L. Paperno, S. Paperno, V. Tsimberov.

Writing, reading, and conversation: viewing and reading authentic language materials; current Russian films (feature and documentary), newspapers, TV programs, and other materials are used.

RUSSA 305-306 Directed Individual Study

305, fall; 306, spring. 2 credits each term. Prerequisites: placement by the department. Staff.

This course is intended for students with special needs that cannot be met by any other Russian course.

RUSSA 309-310 Advanced Reading

309, fall; 310, spring. 4 credits each term. Prerequisites: for Russian 309, Russian 204; for Russian 310, Russian 309 or equivalent. L. Paperno.

The purpose of the course is to teach advanced reading skills. The weekly reading assignment is 20-40 pages of unabridged Russian prose (non-fiction) of the 20th century. The discussion of the reading is conducted entirely in Russian and is centered around the content of the assigned selection.

[RUSSA 401-402 History of the Russian Language #

401, fall; 402, spring. 4 credits each term. Prerequisites: for Russian 401, permission of instructor; for Russian 402, Russian 401 or equivalent. Offered alternate years. Not offered 1995-96. W. Browne.

Phonological, morphological, and syntactic developments from Old Russian to modern Russian.]

[RUSSA 403-404 Linguistic Structure of Russian

403, fall; 404, spring. 4 credits each term. Prerequisites: for Russian 403, permission of instructor and Linguistics 101; for Russian 404, Russian 403 or equivalent. Offered alternate years. Not offered 1995-96. W. Browne.

A synchronic analysis of the structure of modern Russian. Russian 403 deals primarily with morphology and its relation to syntax and 404 with syntax and word order. Topics covered include case theory, the functions of word order, voice, agreement, impersonal constructions, negation, nonuniversal categories, and the relation between morphology and syntax.]

[RUSSA 407-408 Russian Phonetics

407, fall; 408, spring. 4 credits each term. Prerequisite: Russian 204. Not offered 1995-96. Staff.

Treats both the practical and theoretical aspects of Russian phonetics. Lab work includes the use of the computer for acoustic phonetics, primarily for undergraduate majors in Russian and for graduate students in Slavic linguistics and Russian literature.]

RUSSA 409 Teaching Russian as a Foreign Language

Fall or spring. 1 credit. Prerequisite: very good command of Russian. S. Paperno. Designed to equip the teacher of Russian with the basic skills of conducting a class. Geared to the courses and methodology used in the Russian language program at Cornell. Not a theoretical course.

RUSSA 413-414 Advanced Conversation and Stylistics

413, fall; 414, spring. 2 credits each term. Prerequisites: for Russian 413, Russian 303-304 or the equivalent, for Russian 414,

Russian 413 or equivalent. L. Paperno or S. Paperno, V. Tsimberov.

Discussion of authentic unabridged Russian texts and films (feature or documentary) in a variety of nonliterary styles and genres.

RUSSA 601 Old Church Slavic

Fall. 4 credits. This course is prerequisite to Russian 602. Offered alternate years. W. Browne.

Grammar and reading of basic texts.

RUSSA 602 Old Russian Texts

Spring. 4 credits. Prerequisite: Russian 601. Offered alternate years. W. Browne. Grammatical analysis and close reading of Old Russian texts.

RUSSA 633-634 Russian for Russian Specialists

633, fall; 634, spring. 2 credits each term. Prerequisite: four years of college Russian. For graduate and advanced undergraduate students. L. Paperno, S. Paperno.

The course is designed for students who specialize in an area of Russian studies requiring fine active control of the language. Fine points of syntax, usage, and style are discussed.

[RUSSA 651-652 Comparative Slavic Linguistics

651, fall; 652, spring. 4 credits each term. Prerequisites: for Russian 651, Russian 601 taken previously or simultaneously or permission of instructor; for Russian 652, Russian 651 or permission of instructor. Offered alternate years. Not offered 1995-96. W. Browne.

Sounds and forms of the Slavic languages and of prehistoric common Slavic; main historical developments leading to the modern languages.]

[RUSSA 700 Seminar in Slavic Linguistics

Offered according to demand. Variable credit. Not offered 1995-96. Staff.

Topics chosen according to the interests of staff and students.]

Sanskrit

SANSK 131-132 Elementary Sanskrit (also Classics 131-132)

131, fall; 132, spring. 4 credits each term. A. Nussbaum.

An introduction to the essentials of Sanskrit grammar. Designed to enable the student to read classical and epic Sanskrit as quickly as possible.

[SANSK 251-252 Intermediate Sanskrit #

251, fall; 252, spring. 3 credits each term. Prerequisite: Sanskrit 132 or equivalent. Not offered 1995-96. C. Minkowski.

Readings from the literature of Classical Sanskrit. Fall: Selections from the two Sanskrit epics, the Mahabharata and the Ramayana. Spring: More selections from the epics and selections from either Sanskrit story literature or from Sanskrit dramas.]

Serbo-Croatian

Fees. A small fee may be charged for photocopied texts for course work.

SEBCR 131-132 Elementary Serbo-Croatian

131, fall; 132, spring. 3 credits each term. Prerequisite for Serbo-Croatian 132: Serbo-Croatian 131 or equivalent. W. Browne.

Covers all language skills: speaking, listening comprehension, reading, and writing.

[SEBCR 133-134 Continuing Serbo-Croatian

133, fall; 134, spring. 3 credits each term. Prerequisites: for Serbo-Croatian 133, Serbo-Croatian 132 or equivalent; for Serbo-Croatian 134, Serbo-Croatian 133 or equivalent. Offered alternate years. Not offered 1995-96. W. Browne.

An intermediate conversation and reading course.)

Sinhala (Sinhalese)

Fees. A small fee may be charged for photocopied texts for course work.

SINHA 101-102 Elementary Sinhala

101, fall; 102, spring. 6 credits each term. Prerequisite for Sinhala 102: Sinhala 101 or equivalent. M. Rodrigo.

A semi-intensive course for beginners. A thorough grounding is given in all the language skills; listening, speaking, reading, and writing.

SINHA 160 Intensive Sinhala

Summer only. 10 credits. Intended for beginners. Offered alternate years. Offered 1996.

Emphasis is on the spoken (colloquial) language, the writing system is introduced and used to present all Sinhala materials, with additional reading practice with colloquial materials. A foundation is laid for later study of the written language (literary Sinhala).

SINHA 201-202 Intermediate Sinhala Reading ®

201, fall; 202, spring. 3 credits each term. Prerequisites: for Sinhala 201, Sinhala 102; for Sinhala 202, Sinhala 201 or equivalent. M. Rodrigo.

SINHA 203-204 Intermediate Composition and Conversation ®

203, fall; 204, spring. 3 credits each term. Prerequisites: for Sinhala 203, Sinhala 102 or permission of instructor; for Sinhala 204, Sinhala 203 or equivalent. M. Rodrigo.

Related Courses

See also Linguistics 442, 631.

Spanish

M. Suñer, (director of undergraduate studies, 218 Morrill Hall, 255-0714).

For advanced Spanish language and literature courses see Romance Studies.

The Major

The major is designed to give students proficiency in the oral and written language, to acquaint them with Hispanic culture, and to develop their skill in the linguistic analysis of Spanish. (For the major in Spanish literature see the description under Romance Studies.) Satisfactory completion of the major should enable students to meet language requirements for teaching, to continue with graduate work in Spanish or other appropriate disciplines, or to satisfy standards for acceptance into the training programs of the government, social agencies, and business concerns. A Spanish major combined with another discipline may also allow a student to undertake pre-professional training for graduate study in law, medicine, business, etc. Students interested in a Spanish major are

encouraged to seek faculty advice as early as possible. For acceptance into the major, students should consult the director of undergraduate studies of the Department of Modern Languages and Linguistics, Professor Suñer (218 Morrill Hall), who will admit them to the major.

The Core

All majors will work out a plan of study in consultation with their advisers. Previous training and interests as well as vocational goals are taken into account when the student's program of courses is determined. Spanish 201 and 204 or 212 (or equivalent) are prerequisite to entering the major in Spanish. All majors normally include the following core courses in their programs:

- 1) Spanish 315-316-317 or 318
- 2) Spanish 311 and 312 (or equivalent)

Spanish majors have great flexibility in devising their programs of study and areas of concentration.

The Linguistic Option

Spanish linguistics, for which the program normally includes at least 20 credits, and at least 8 additional credits in general or Spanish linguistics (such as 366, 401, 405, 407, 408 and others). (Linguistics 101 is recommended before entering this program.) The J. G. White Prize and Scholarships are available annually to students who achieve excellence in Spanish.

Study Abroad in Spain

Cornell, the University of Michigan and the University of Pennsylvania cosponsor an academic year in Spain program. Students enrolled in this program spend the first four weeks before the fall semester begins in a residential college located on the campus of the University of Madrid, where they take a course in Spanish language and contemporary society and take advantage of special lectures and field trips to Madrid and Castile. This course carries three credits. In early October the program moves to Seville, where students enroll in as many regular classes at the University of Seville as their language competency and general education permit. Their academic work is supplemented by courses designed explicitly for the program by Seville faculty, as well as a seminar regularly offered by the resident director, who is chosen from the faculty of either Cornell, Michigan or Pennsylvania. The special courses normally include history of art and architecture, Spanish composition and syntax, and modern Spanish history. In Seville students live with selected families. Cornell-Michigan-Pennsylvania also maintains a center in Seville, which is used by students for special seminars, tutorials, lectures, and informal gatherings.

Applicants are expected to have at least completed Spanish 204 prior to departure. Students are strongly encouraged to study abroad for the entire year rather than for one semester. Students interested in the study abroad program should consult with the Cornell Abroad office for further information (474 Uris Hall, 255-6224).

Honors. Honors in Spanish may be achieved by superior students who want to undertake guided independent reading and research in an area of their choice. Students in the senior

year select a member of the Spanish faculty from either the Department of Romance Studies or the Department of Modern Languages and Linguistics to supervise their work and direct the writing of their honors essays (see Spanish 429-430).

Fees. Depending on the course, a small fee may be charged for photocopied texts for course work.

Important information about registration for Spanish classes

The Spanish Program offers a number of elementary and intermediate courses to satisfy the needs of students with a variety of backgrounds; students are urged to register for the appropriate level so as to start the semester in the right class. **Students with 2 or more years in the language are required to take the placement test before taking any Spanish course** unless they already have a score from their achievement test.

Background	Course
0 Spanish	Spanish 121
less than 2 years	Spanish 121
2 years or more	Placement test score required for any Spanish course
Placement Score*	
less than 370	Spanish 121
370-440	Spanish 112
450-550	Spanish 123
560 or more	Spanish 200, 203, 213

*the placement score can be from an achievement test, the CPT, or the SPT.

SPAND 101 Basic Course I

Summer only. 6 credits. Prerequisite: no Spanish.

This course is intended for students with absolutely no experience in Spanish. (Spanish 123 and 203 are usually offered in the summer concurrently with 101 for students with prior experience.) Spanish 101 provides a thorough grounding in all language skills. Language practice in small groups. Lectures cover grammar, reading, and cultural information.

SPAND 112 Elementary Spanish: Review and Continuation

Fall. 4 credits. Prerequisite: placement score of 370-440. M. Rice.

This course is designed for students who have taken some Spanish, and who have a placement score of 370-440. It provides a basic review and then moves on to cover new material for the remainder of the term. Students who have taken Spanish 121 may enroll for this course. As part of the final exam, students take the SPT and, according to their score, may place into Spanish 123 (score below 560) or receive qualification (560 or above), and placement into the 200-level courses. Evening prelim.

SPAND 121-122 Elementary Spanish

121, fall; 122, spring. 4 credits each term. Prerequisite for Spanish 122: Spanish 121. Z. Iguina.

This course is intended for students with no experience in Spanish. (Students who have previously studied 2 or more years of Spanish are not eligible for 121 unless they have a placement score lower than 370). The course provides a thorough grounding in all language

skills. Language practice in small groups. Lectures cover grammar, reading, and cultural information. Evening prelims.

SPAND 123 Continuing Spanish

Fall, spring, or summer. 4 credits.

Prerequisite: Spanish 112, Spanish 122, or a placement score of 450–550.

An all-skills course designed to prepare students for study at the 200-level. Satisfactory completion of Spanish 123 fulfills the qualification portion of the language requirement. Evening prelim.

SPAND 200 Spanish for English/Spanish Bilinguals

Spring. 3 credits. Prerequisites: Placement score of 560–640, case placement, or permission of the instructor. D. Cruz de Jesús.

A course designed to expand bilingual students' knowledge of Spanish by providing them with ample opportunities to develop and improve each of the basic language skills.

SPAND 203 Intermediate Composition and Conversation

Fall, spring, or summer. 3 credits.

Prerequisite: qualification in Spanish (Spanish 123 or CPT or SPT score 560–640). Not available to students who have taken Spanish 213. D. Cruz de Jesús.

Conversational grammar review with special attention to the development of accurate and idiomatic oral expression. Includes readings in contemporary Spanish prose and practice in writing.

SPAND 204 Intermediate Composition and Conversation

Fall or spring. 3 credits. Prerequisite: Spanish 203 or permission of instructor. E. Dozier.

Practice in conversation with emphasis on improving oral and written command of Spanish. Includes treatment of specific problems in grammar, expository writing, and readings in contemporary prose.

SPAND 213 Intermediate Spanish for the Medical and Health Professions

Fall or spring. 3 credits. Prerequisite: qualification in Spanish (Spanish 123 or CPT or SPT score 560–640), or permission of instructor. Not available to students who have taken Spanish 203. A. Tió.

Conversational grammar review, with dialogues, debates, compositions and readings on health-related themes. Special attention is given to relevant cultural differences. Fulfills proficiency requirement.

SPAND 310 Advanced Conversation and Pronunciation

Spring. 2 credits. Prerequisite: Spanish 204 or equivalent. Z. Iguina.

A conversation course with intensive oral practice obtained through the production of video programs. Study of the fundamental aspects of communication in the standard spoken and written Spanish, with some focus on dialectal variations. Weekly phonetics labs to improve pronunciation.

SPAND 366 Spanish in the United States (also Linguistics 366)

Fall. 4 credits. Prerequisite: some knowledge of Spanish. Counts toward the social science distribution requirement. Offered alternate years. M. Suñer.

Examination of major Spanish dialects in the United States from a linguistic perspective. Contrast with the standard language.

Borrowing, interference, and code switching. Syntactic, morphological, and phonological characteristics. Sex-related phenomena.

[SPAND 401 History of the Spanish Language #

Fall. 4 credits. Prerequisites: Linguistics 101 and qualification in Spanish, or permission of the instructor. Not offered 1995–96.

A historical analysis of the phonology, morphology, syntax, and lexicon of the Spanish language up to the seventeenth century. Selected medieval documents are read and discussed.]

SPAND 407 Applied Linguistics: Spanish

Fall. 4 credits. Prerequisite: proficiency in Spanish or permission of instructor. M. Suñer.

Designed to equip the student or future teacher of Spanish with insights into problem areas for second-language learners by using linguistic descriptions.

SPAND 408 The Grammatical Structure of Spanish

Spring. 4 credits. Prerequisites: proficiency in Spanish and Linguistics 101 or permission of instructor. Offered alternate years. M. Suñer.

Survey of the salient morphological and syntactic characteristics of contemporary Spanish.

[SPAND 601 Hispanic Dialectology

Spring. 4 credits. Not offered 1995–96. Survey of dialects of Latin America and the Caribbean.]

[SPAND 700 Seminar in Spanish Linguistics

Fall or spring, according to demand. Variable credit. Not offered 1995–96.

Topics in synchronic and diachronic Spanish linguistics.]

Swahili

See listings under Africana Studies and Research Center.

Swedish

Fees. A small fee may be charged for photocopied texts for course work.

SWED 121–122 Elementary Swedish

121, fall; 122, spring. 4 credits each term. Prerequisite for 122: Swedish 121 or equivalent. L. Trancik.

The aim of this course is to develop skills in listening, speaking, reading and writing within Sweden's cultural context.

SWED 123 Continuing Swedish

Fall. 4 credits. Prerequisite: Swedish 122 or equivalent. L. Trancik.

Continues developing skills in spoken and written Swedish within Sweden's cultural context.

SWED 203 Intermediate Swedish

Spring. 3 credits. Prerequisite: Swedish 123 or permission of instructor. L. Trancik.

Emphasis on development of all skills, through writing, reading, and discussion of culturally significant texts. Audiovisual material will further enhance language comprehension.

SWED 204 Advanced Swedish

Fall. 3 credits. Prerequisite: Swedish 203 or permission of instructor. Taught in Swedish. L. Trancik.

Emphasis on improving oral and written expression of Swedish. Includes enrichment of vocabulary, readings in contemporary prose, treatment of specific problems in grammar, and presentation of videos and films.

Tagalog

Fees. A small fee may be charged for photocopied texts for course work.

TAG 121–122 Elementary Tagalog

121, fall; 122, spring. 4 credits each term. Prerequisite for Tagalog 122: Tagalog 121. J. Wolff and staff.

A thorough grounding is given in basic speaking and listening skills with an introduction to reading.

TAG 123 Continuing Tagalog

Fall. 4 credits. Prerequisite: Tagalog 122 or equivalent. Satisfactory completion of Tagalog 123 fulfills the qualification portion of the language requirement. J. Wolff and staff.

Improves speaking skills, such as fluency and pronunciation, focusing on verbal communication skills; offering a wide range of readings and sharpening listening skills.

TAG 205–206 Intermediate Tagalog @

205, fall; 206, spring. 3 credits each term. Prerequisites: for 205, Tagalog 123 or equivalent; for Tagalog 206, Tagalog 205 or equivalent. Satisfactory completion of Tagalog 205 fulfills the proficiency portion of the language requirement. J. Wolff and staff.

This course develops all four skills: reading, writing, speaking, and comprehension.

[TAG 300 Linguistic Structure of Tagalog

Fall or spring. 4 credits. Prerequisite: Linguistics 101. Not offered 1995–96.]

Tamil

Fees. A small fee may be charged for photocopied texts for course work.

TAMIL 101–102 Elementary Tamil

101, fall; 102, spring. 6 credits each term. Offered according to demand. Prerequisite for Tamil 102, Tamil 101 or equivalent. M. Rodrigo.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

TAMIL 201–202 Intermediate Tamil Conversation

201, fall; 202, spring. 3 credits each term. Prerequisites: for Tamil 201, Tamil 102 or permission of instructor; for 202, Tamil 201 or permission of instructor. M. Rodrigo.

Intermediate instruction in spoken grammar and verbal comprehension skills with special attention to developing technical vocabularies and other verbal skills appropriate to the students' professional fields.

TAMIL 203–204 Intermediate Tamil Composition

203, fall; 204, spring. 3 credits each term. Prerequisites: for 203, Tamil 102 or permission of instructor; for 204, Tamil 203 or permission of instructor. M. Rodrigo.

A systematic review of written grammar and reading comprehension, with special attention to the technical vocabularies, necessary writing skills, and published materials typical of advanced students' professional fields.

Thai

Fees. A small fee may be charged for photocopied texts for course work.

THAI 101-102 Elementary Thai

101, fall; 102, spring. 6 credits each term. Prerequisite for Thai 102, Thai 101 or equivalent. Intended for beginners or students placed by examination. N. Jagacinski.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

THAI 201-202 Intermediate Thai Reading

201, fall; 202, spring. 3 credits each term. Prerequisites: for Thai 201, Thai 102; for Thai 202, Thai 201 or equivalent. N. Jagacinski.

THAI 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term. Prerequisites: for Thai 203, Thai 102; for Thai 204, Thai 203. N. Jagacinski.

THAI 301-302 Advanced Thai @

301, fall; 302, spring. 4 credits each term. Prerequisite: Thai 202 or equivalent. N. Jagacinski.

Selected readings in Thai writings in various fields.

THAI 303-304 Thai Literature

303, fall; 304, spring. 4 credits each term. Prerequisite: Thai 302 or equivalent. N. Jagacinski.

Reading of significant novels, short stories, and poetry written since 1850.

THAI 401-402 Directed Individual Study

401, fall; 402, spring. 4 credits each term. For advanced students or students with special problems or interests. Prerequisite: permission of instructor. N. Jagacinski.

Ukrainian

Fees. A small fee may be charged for photocopied texts for course work.

[UKRAN 131-132 Elementary Ukrainian

131, fall; 132, spring. 3 credits each term. Prerequisite for Ukrainian 132, Ukrainian 131 or equivalent. Not offered 1995-96.

Covers all language skills: speaking, listening comprehension, reading, and writing.]

Urdu

See listing under Hindi.

Vietnamese

Fees. A small fee may be charged for photocopied texts for course work.

VIET 103-104 Vietnamese Conversation Practice

103, fall; 104, spring. 2 credits each term. Prerequisite for Vietnamese 104, Vietnamese 103 and Vietnamese 121. May not be taken alone. Must be taken simultaneously with Vietnamese 121-122. Satisfactory completion of Vietnamese 104/122 fulfills the qualification portion of the language requirement. D. Nghieu.

Additional drills, practice and extension of materials covered in Vietnamese 121 and 122. These courses are designed to be attended simultaneously with Vietnamese 121-122 respectively, allowing students to obtain qualification within a year.

VIET 121-122 Elementary Vietnamese

121, fall; 122, spring. 4 credits each term. Prerequisite for Vietnamese 122, Vietnamese 121. May be taken alone or simultaneously with Vietnamese 103-104.

Satisfactory completion of Vietnamese 104/122 fulfills the qualification portion of the language requirement. D. Nghieu.

A thorough grounding is given in all language skills: listening, speaking, reading, and writing.

VIET 123 Continuing Vietnamese

Fall. 4 credits. Prerequisite: Vietnamese 122. Satisfactory completion of Vietnamese 123 fulfills the qualification portion of the language requirement. D. Nghieu.

Continuing instruction in conversational and reading skills, to prepare students for 200-level courses.

VIET 201-202 Intermediate Vietnamese Reading

201, fall or spring; 202, fall or spring. 3 credits each term. Prerequisites: for Vietnamese 201, Vietnamese 123; for Vietnamese 202, Vietnamese 201. D. Nghieu.

Continuing instruction in spoken and written Vietnamese.

VIET 301-302 Advanced Vietnamese

301, fall or spring; 302, fall or spring. 3 credits each term. Prerequisite for Vietnamese 301, Vietnamese 202 or permission of instructor; for Vietnamese 302, Vietnamese 301. D. Nghieu.

Continuing instruction in spoken and written Vietnamese; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.

VIET 401-402 Directed Individual Study

401, fall; 402, spring. 2-4 credits variable each term. Prerequisite: permission of instructor. Intended for advanced students. D. Nghieu.

Various topics according to need.

Welsh

Fees. A small fee may be charged for photocopied texts for course work.

[WELSH 404-405 The Structure of the Welsh I & II

404, Fall; 405, Spring. 4 credits each term. Prerequisite: Linguistics 101. Not offered 1995-96. W. Harbert.

404: Structure of Welsh I: Phonology and Morphology. This course will treat the phonological and morphological structure of Modern Spoken Welsh, with greater or lesser reference to current theoretical literature on these topics, depending on the background and interests of the participants. Some background in linguistics is desirable. **405:** Structure of Welsh II: Syntax. This course will treat the syntax of Modern Spoken Welsh, with greater or lesser reference to current literature on these topics, depending on the background and interests of the participants. Some background in linguistics is desirable. The two courses may be taken independently.]

WELSH 411 Reading in Modern Welsh

Fall or spring. 2 credits. Prerequisite: permission of instructor. W. Harbert.

Topics are selected on the basis of student needs.

Yoruba

Fees. A small fee may be charged for photocopied texts for course work.

YORUB 121-122 Elementary Yoruba (also Africana Studies and Research Center 131-132)

121, fall; 122, spring. 4 credits each term. Prerequisite for Yoruba 122, Yoruba 121 or equivalent. V. Carstens.

Foundations provided in all basic language skills, with an emphasis on speech and aural comprehension. Classes provide speaking and listening practice.

YORUB 123-203 Continuing Yoruba (also Africana Studies and Research Center 133-134)

123, fall; 203, spring. 4 credits each term. Prerequisites: for Yoruba 123, Yoruba 122 or equivalent; for Yoruba 203, Yoruba 123 or equivalent. V. Carstens.

Building on 121-122, this is an all-skills course with a functional emphasis. Class will be conversational.

Zulu

Fees. A small fee may be charged for photocopied texts for course work.

[ZULU 121-122 Elementary Zulu (also Africana Studies and Research Center)

121, fall; 122, spring. 4 credits each term. Prerequisites for Zulu 122, Zulu 121 or equivalent. Not offered 1995-96.

Foundations provided in all basic language skills, with an emphasis on speech and aural comprehension. Classes provide speaking and listening practice.]

[ZULU 123-203 Continuing Zulu (also Africana Studies and Research Center)

123, fall; 203, spring. 4 credits each term. Prerequisites: for Zulu 123, Zulu 122 or equivalent; for Zulu 203, Zulu 123 or equivalent. Not offered 1995-96.

Building on 121-122, this is an all-skills course with a functional emphasis. Class will be conversational.]

MUSIC

S. Stucky, chair; M. Hatch, director of undergraduate studies, (110 Lincoln Hall, 255-5049), J. Webster, graduate faculty representative (222 Lincoln Hall, 255-3611); M. Bilson, X. Bjerken, D. Borden, D. Brackett, D. Conn, L. Coral, W. Cowdery, R. Harris-Warrick, K. Hester, J. Hsu, J. Kellock, B. R. Lange, M. Long, S. Monosoff, E. Murray, D. Randel, A. Richards, D. Rosen, M. Scatterday, R. Sierra, S. Tuckner, N. Zaslav

Emeritus: W. Austin, K. Husa, R. Palmer, T. Sokol, M. Stith. Department office 255-4097.

Musical Performance and Concerts

Musical performance is an integral part of Cornell's cultural life and an essential part of its undergraduate academic programs in music. The department encourages music making through its offerings in individual instruction and through musical organizations and ensembles that are directed and trained by members of the faculty. Students from all colleges and departments of the university join with music majors in all of these ensembles:

Chamber Music Ensembles
 Cornell Chamber Orchestra
 Cornell Chorale
 Cornell Gamelan Ensemble
 Cornell Jazz Ensembles
 Cornell Symphony Orchestra
 Cornell University Chamber Winds
 Cornell University Chorus
 Cornell University Glee Club
 Cornell University Symphonic Band
 Cornell University Wind Ensemble
 Cornell University Wind Symphony
 Sage Chapel Choir

Information about requirements, rehearsal hours, and conditions for academic credit can be found in the following listings for the Department of Music. Announcements of auditions are posted during registration each fall term and, where appropriate, each spring term as well.

The university is also home to many student-run musical organizations, including the Big Red Marching Band and Big Red Pep Band, the Cornell Savoyards, and several a cappella groups. Information about these groups is available through the Department of Music office, 104 Lincoln Hall (255-4097).

The Department of Music and the Faculty Committee on Music sponsor more than one hundred formal and informal concerts each year by Cornell's ensembles, faculty, and students and by distinguished visiting artists. The great majority of concerts are free and open to the public. Lectures and concerts are listed in special monthly posters, CUINFO and other campus media.

Nonmajors

In addition to its performing, instructional, and concert activities, the department offers numerous courses for nonmajors, many of which carry no prerequisites and presuppose no previous formal training in music. Consult the following course listings, and for further information apply to the department office, 104 Lincoln Hall (255-4097), or to the director of undergraduate studies.

The Major

Two options are available to the student planning to major in music. Each carries the study of music to an advanced level through the integration of performance, music theory, and music history. Option I is a general course, not necessarily oriented toward eventual graduate or professional work in music. Option II is a more specialized and concentrated program, suitable for students who want to prepare for graduate or professional work in music.

All students contemplating a major in music under either option should arrange for placement examinations and advising in the department as early as possible, usually during the freshman orientation period. Information is available from the director of undergraduate studies, Professor Martin Hatch, 110 Lincoln Hall (255-5049), or from the chair, 106 Lincoln Hall (255-3671). All students are expected to have chosen an adviser from among the department faculty at the time of application for major status.

Option I presupposes some musical background before entering Cornell. Prerequisites for admission to the major are completion of Music 152 and 154, at the latest by the end of the sophomore year (the

freshman year is preferable), with an average grade of B- or better in each course. (Beginning in 1995-96, the piano proficiency exam formerly required by the department is incorporated into Music 154. However, students who completed Music 152 in spring 1995 or earlier must still pass a separate piano proficiency exam before being accepted into the major. For further information, apply to the department office, 104 Lincoln Hall).

The requirements for the Bachelor of Arts degree with a major in music under Option I comprise the following:

- 1) in music theory: Music 251, 252, 253, 254, 351, 353, and one of the following: Music 451, 452, 453, 454, 456, 463.
- 2) in music history: sixteen credits in courses numbered 381 or above listed under Music in History and Culture. At least three of these courses must be drawn from the four-course sequence Music 381-384.
- 3) in performance: four semesters of participation in a musical organization or ensemble sponsored by the Department of Music.

Option II presupposes considerable musical study before entering Cornell. Prerequisites for admission into the Option II program are previous acceptance as an Option I major and satisfactory completion of Music 252 and 254, normally by the end of the sophomore year. Students must apply to the department for formal acceptance as an Option II major. An Option II major concentrates in one of the three areas listed below. For Option II in performance, exceptional promise must be demonstrated, in part by a successful solo recital before the end of the sophomore year.

The requirements for the Bachelor of Arts degree with a major in music under Option II are:

- 1) completion of all the requirements for Option I, except as noted below, and
- 2) in addition:
 - a) in performance:
 - (1) the requirement for four semesters of participation in a musical organization or ensemble is waived (but such majors are expected to participate actively in chamber and other ensembles sponsored by the department);
 - (2) sixteen credits in individual instruction in the student's major instrument, or voice, earned by taking Music 391-392 throughout the junior and senior years
 - b) in theory and composition or in history: twelve additional credits in this area of concentration at the 300 level or above, of which either four may be earned in Music 301 or 302 when taken once for four credits, or eight may be earned in Music 401-402.

Honors. The honors program in music is intended to provide special distinction for the department's ablest undergraduate majors. To become a candidate for honors in music, a student must be invited by the faculty at the beginning of the second semester of the junior year. As soon as possible thereafter, the student will form a committee of three or more faculty members to guide and evaluate the honors work. In the senior year the

candidate will enroll in Music 401-402 with the chair of the honors committee as instructor. Candidates will be encouraged to formulate programs that allow them to demonstrate their musical and scholarly abilities, culminating in an honors thesis, composition, or recital, to be presented not later than April 1 of the senior year. A comprehensive examination administered by the honors candidate's committee will be held not later than May 1. The level of honors conferred will be based primarily on the candidate's performance in the honors program, and secondarily on the candidate's overall record in departmental courses and activities.

Distribution Requirement

College of Arts and Sciences students may apply either one or two Music Department courses toward the distribution requirement in Group 4 (humanities and the arts). Neither freshman seminars nor advanced placement credit count toward this requirement.

If one music course is counted for distribution, it must carry at least 3 credits, and it may not be in musical performance (Music 321-322, 391-392) or in organizations and ensembles (Music 331 through 346 and 421 through 446).

If two music courses are counted for distribution, they must total at least 6 credits, and at least one of the courses must be academic, not performance-oriented. The second "course," however, may be a collection of up to 4 credits earned in performance (Music 321-322, 391-392) or a collection of up to 3 credits earned in organizations and ensembles (Music 331 through 346 and 421 through 446), but not both.

Facilities

Music Library. The Music Library, in Lincoln Hall, has an excellent collection of standard research tools. Its holdings consist of approximately one hundred thousand books, periodicals, and scores and forty thousand sound and video recordings. Particularly noteworthy are the collections of opera from all periods; twentieth-century scores and recordings; a large microfilm collection of Renaissance sources, both theoretical and musical; and a collection of eighteenth-century chamber music. In addition, the Department of Rare Books, in the Kroch Library, houses a collection of early printed books on music and musical manuscripts.

Concert Halls. The Department of Music sponsors more than one hundred concerts annually. Cornell's principal concert halls are Bailey Hall Auditorium (about 2,000), Alice Statler Auditorium (about 900), Sage Chapel (about 800) and Barnes Hall Auditorium (about 280).

Rehearsal Spaces. The orchestras and bands rehearse in Bailey Hall, Barnes Hall, and Barton Hall; the Jazz Ensembles, Gamelan, and Chamber Ensembles rehearse in Lincoln Hall; and the choral ensembles are quartered in Sage Chapel. Eleven practice studios in Lincoln Hall are available for individual practice by pianists, vocalists, and instrumentalists.

Twenty-two grand pianos and eight upright or studio pianos are housed in Cornell's offices, classrooms, and rehearsal spaces. In addition,

our Center for Keyboard Studies includes two concert grand pianos (Steinway and Mason & Hamlin), two eighteenth-century fortepiano replicas (copies of Johann Andreas Stein and Anton Walter), an original Broadwood grand piano from 1827, a Bösendorfer grand piano from 1842, one Dowd and one Hubbard harpsichord, and a Challis clavichord. Barnes Hall houses a chamber organ by Derwood Crocker and a self-contained tracker organ by Schlicker. A large Aeolian Skinner Organ is located in Sage Chapel and there is a Helmuth Wolff tracker organ in Anabel Taylor Chapel.

Digital/Electronic Equipment. A Macintosh Master studio is available for graduate student use (hours to be arranged) and occasional independent study use. The software used is Performer, Mosaic, Finale, and several Opcode patch editor/librarians. The instruments include a Yamaha KX88 MIDI Controller keyboard, a Yamaha TX802 FM synthesizer, an E-Mu Proteus XR, a Casio FZ 10M sampler and various other synthesizers. In addition, there are two MIDI work stations with additional instruments, including a Korg M1 synthesizer and an Akai S900 sampler.

Freshman Seminars

MUSIC 111 Sound, Sense, and Ideas

Music in Politics: fall and spring.
3 credits. K. Richards. Music in Culture:
Spring. 3 credits. N. Nadeau.

Music in Politics: Even the symphonic form...can be said to have a bearing on politics (D. Shostakovich).

Tipper Gore recently brought the question of music censorship into our political arena. The lyrics that concern her, however, are but one vehicle through which music can communicate. In fact, music as distant from Tipper's hit list as that of Beethoven can be invested with social and political significance.

This course will examine various ways that music and politics have overlapped throughout history, with emphasis on the "classical" music of our concert halls and theaters. Writing assignments will explore how composing, performing, or listening to such music might be construed as having political meaning, and how relevant these questions are to our musical enjoyment.

Music in Culture: Title: What's the Alternative? Pop Music, Pop Rituals, Pop Culture

If alternative rock is a mirror for Generation X, what does it make them out to be? The distorted phantoms of a funhouse? Flat, grey, pore-riddled faces transfixed by a fluorescent light in the bathroom? Invisible spirits—vampires staring into an empty glass? On the other hand, does music reflect anything about people or life? In this seminar, we'll think about alternative rock and other pop music in the culture of 1990's America. Readings will include studies of popular culture and music, pop journalism, and interviews with artists. Topics for discussion and writing will include alternative rock's relationship to ritual, religion, youth, other pop arts, and commercialism, as well as various themes such as gender and sexuality, the environment, and the "apocalyptic" approach of the year 2000.

MUSIC 115 Popular Musics Today

Fall. 3 credits. D. Brackett.

In this seminar, we examine some types of music that are popular today in (primarily) North America and Western Europe. We

discuss the diverse functions and the different meanings of popular music in society. Specific issues will include the meanings of music videos, the relationship between popular music and American culture, and representation of race and gender in popular music. Members of the class will get to provide some of the pieces or types of music for our consideration. We will discuss and experiment with various modes of writing about popular music; and we will read criticism, description, and analysis of popular music in current magazines and newspapers, as well as academic essays on the sociology and musicology of popular musics.

Introductory Courses

Note: Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

MUSIC 101 The Art of Music

Fall. 3 credits. M W 11:15-12:05. 1-hour disc to be arranged. M. Hatch.

Topic for fall 1995: Music in American society. A survey of diverse streams of music. Elementary vocabulary and techniques for describing, analyzing, and evaluating music. Sociocultural contexts for music-making. Relationships between mainstream musics, tributaries, and side-streams; between folk, art, and popular musics; and between American musics and other musics in the world.

MUSIC 103 Introduction to the Musics of the World @

Spring. 3 credits. No previous training in music required. T R 11:15-12:05 plus 1 hr. to be arranged. B. R. Lange.

Exploration of musical genres from selected regions of the world. The course examines both the elements of musical styles and the features of society that influence music. Listening assignments and projects that investigate the cultural context of music are major components of the course.

MUSIC 105-106 Introduction to Music Theory

105, fall or summer, spring. 3 credits each term. Experience in reading music is highly recommended. Prerequisite for Music 106: 105 with grade of B- or better. Music 106 is limited to 50 students. Music 106 not offered 1995-96. W. Cowdery.

An elementary, self-contained introduction to music theory emphasizing fundamental musical techniques, theoretical concepts, and their application. Music 105: notation, pitch, meter; intervals, scales, triads; basic concepts of tonality; extensive listening to music in various styles; analysis of representative works of Bach, Mozart, Beethoven, and Debussy. Music 106: systematic introduction to writing tonal harmony and melody; ear training.

MUSIC 108 Bach to Debussy

Spring. 3 credits. Prerequisite: Music 105 or permission of instructor.
R. Harris-Warrick.

A chronological survey of major works in the Western concert repertory in all genres, from works of Bach and Handel that embody the newly consolidated language of tonality to works of Debussy and Stravinsky that signal the beginning of new strategies for many composers of the twentieth century.

MUSIC 120 Learning Music through Digital Technology

Fall or spring. 3 credits. Enrollment limited. Prerequisite: permission of instructor. D. Borden.

This course uses selected commercially available technological resources to produce live music. The student is expected to master the Macintosh computer, several music software programs, and several synthesizers using MIDI. The ability to read music is helpful but not necessary. There are no papers to write; homework is presented in three classroom concerts. The final is a live presentation of the student's final project in a concert open to the public.

Music Theory

Students contemplating the music major are strongly advised to take Music 151, 152, 153, and 154 in the freshman year, but in any case to complete Music 152 and 154 no later than the end of the sophomore year. Students contemplating Option II must complete Music 252 and 254 by the end of the sophomore year.

MUSIC 151 Tonal Theory I

Fall. 3 credits. Prerequisites: admission by departmental placement exam; and concurrent enrollment in or previous credit for Music 153, or equivalent. Intended for students expecting to major in music and other qualified students. M W F 9:05-9:55. A. Richards.

Detailed study of the fundamental elements of tonal music: rhythm, scales, intervals, triads; melodic principles and 2-part counterpoint; diatonic harmony and 4-part voice leading in root position and first inversion; analysis of phrase and period structure.

MUSIC 152 Tonal Theory II

Spring. 3 credits. Prerequisites: Music 151 and 153 or equivalent, and concurrent enrollment in or previous credit for Music 154. Intended for students expecting to major in music and other qualified students. A grade of B- or better in Music 152 is required for admission to the music major. M W F 9:05-9:55. A. Richards.

Continued study of voice leading, including diatonic modulation; analysis of binary and ternary forms.

MUSIC 153 Musicianship I

Fall. 2 credits. Prerequisite: concurrent enrollment in or previous credit for Music 151. Intended for students expecting to major in music and other qualified students. 3 hrs. TBA. A. Richards.

Sight singing: diatonic melodies in treble, alto, and bass clefs. Keyboard: scales, triads, seventh chords, short, diatonic chord progressions. Dictation: intervals, rhythms; short, diatonic melodies; short, diatonic chorale phrases. Score reading: 2 parts using treble, alto, and bass clefs. Musical terms: tempo markings and rhythmic terminology.

MUSIC 154 Musicianship II

Spring. 2 credits. Prerequisite: concurrent enrollment in or previous credit for Music 152. Intended for students expecting to major in music and other qualified students. A grade of B- or better in Music 154, and failure in none of the individual musicianship components of the course, are required for admission to the music major. 3 hrs. TBA. A. Richards.

Sight singing: longer melodies in 3 clefs, including diatonic modulation. Keyboard:

diatonic chord progressions and sequences. Dictation: intervals, rhythms; longer melodies; chorale phrases with diatonic modulation. Score reading: 3 parts using treble, alto, and bass clefs. Musical terms: nuance and expression marks.

MUSIC 220 Learning Counterpoint through Digital Technology

Spring. 3 credits. Enrollment limited.

Prerequisite: 152 or permission of instructor. D. Borden.

This course is a study of traditional contrapuntal techniques from the fourteenth century to the present, with emphasis on the structures used by J. S. Bach. Synthesizers, samplers, MIDI, and music software will be covered. There are three classroom concerts, some analysis and a final public concert.

MUSIC 251 Tonal Theory III

Fall. 3 credits. Prerequisites: Music 152 and 154 or equivalent, and concurrent enrollment in Music 253. M W F 10:10–11:00. J. Webster.

Chromatic harmony; analysis of eighteenth- and nineteenth-century works in various styles and in the larger forms, especially variations and sonata form; composition of short movements.

MUSIC 252 Tonal Theory IV

Spring. 3 credits. Prerequisites: Music 251 and 253 or equivalent, and concurrent enrollment in Music 254. M W F 10:10–11:00. J. Webster.

Chromatic modulation, sequence, and voice leading; continued analysis of sonata, rondo, and other large forms; analysis of contrapuntal forms.

MUSIC 253 Musicianship III

Fall. 2 credits. Prerequisite: concurrent enrollment in or previous credit for Music 251. 2 hours TBA. J. Webster.

Sight singing: melodies with chromaticism in treble, alto, tenor, and bass clefs. Keyboard: diatonic modulation, chromatic chords. Dictation: melodies with modulation; chorale phrases with secondary dominants and other chromatic chords. Score reading: 4 parts using treble, alto, tenor, and bass clefs. Musical terms: orchestral ranges, terms, clefs, and transpositions.

MUSIC 254 Musicianship IV

Spring. 2 credits. Prerequisite: concurrent enrollment in or previous credit for Music 252. 2 hours TBA. J. Webster.

Sight singing: melodies in 4 clefs, including modality and chromatic modulation. Keyboard: chromatic sequences, chromatic modulations, improvised modulations employing diatonic pivot chords. Dictation: intervals, rhythms, short melodies and short, diatonic chorale phrases. Score reading: 4 parts, including transposing instruments. Musical terms: other terms in French, German, and Italian.

MUSIC 351 Materials of Twentieth-Century Music

Fall. 3 credits. Prerequisite: Music 252 and 254 or equivalent, and concurrent enrollment in Music 353. M W F 10:10–11:00. E. Murray.

Introduction to some techniques of twentieth-century music, including extended tonality, modes, twelve-tone technique, set theory and new approaches to form and rhythm. Analysis of representative works by Debussy, Bartók, Webern, Hindemith, Schoenberg, and

Stravinsky, as well as more recent composers. Composition of short pieces in various styles.

MUSIC 353 Musicianship V

Fall. 2 credits. Prerequisite: concurrent enrollment in or previous credit for Music 351. 2 hours TBA. E. Murray.

Sight singing: advanced chromatic, twelve-tone, and atonal melodies in 4 clefs. Keyboard: continued chromatic harmony; improvised chromatic modulations. Dictation: continued chromatic harmony; atonal sets and melodies; 2-part counterpoint. Score reading: 4 clefs, transpositions. Music terms: twentieth-century terms.

[MUSIC 451 Counterpoint

Fall. 4 credits. Prerequisite: Music 251 or permission of instructor. Not offered 1995–96.

Composition in the polyphonic vocal style of the late Renaissance.]

[MUSIC 452 Topics in Music Analysis

Fall. 4 credits. Prerequisite: Music 251 or permission of instructor. Not offered 1995–96.

Intensive and systematic study of techniques of musical analysis, with particular emphasis on the approach of Heinrich Schenker. Repertoire for 1994: The piano sonatas of Beethoven.]

MUSIC 453 Introduction to Improvisational Theory

Fall. 4 credits. Prerequisite: Music 251 or permission of instructor. M W 2:30–4:25. K. Hester.

Study and performance of tonal, modal, and blues harmonic resources; introduction to the formal structures in which these resources are embodied. Includes ear training, work at the keyboard, composing short pieces, and analyzing selected representative works of popular music and African-American art music from 1940 to 1970.

[MUSIC 454 Composition

Spring. 4 credits. Prerequisite: Music 251 or permission of instructor. Not offered 1995–96.

Composition using models from the Classical and Romantic repertoire and employing techniques of twentieth-century concert music, including dissonant counterpoint, serialism, limited aleatorism, composition with pitch-class sets.]

MUSIC 456 Orchestration

Spring. 4 credits. Prerequisite: Music 251 or permission of instructor. R. Sierra.

Orchestration based on nineteenth- and twentieth-century models.

MUSIC 463 Conducting

Spring. 4 credits. Prerequisite: Music 251 or permission of instructor. T R 2:30–4:25. M. Scatterday.

Fundamentals of score reading, score analysis, rehearsal procedures and conducting technique; instrumental and choral contexts.

Music In History and Culture

MUSIC 222 A Survey of Jazz

Spring. 3 credits. Enrollment limited. K. Hester.

This course will trace the evolution of jazz historically from its African roots to the current diverse spectrum of improvisational styles that form popular, Neoclassic, and Innovative contemporary jazz music.

MUSIC 245 Gamelan in Indonesian History and Cultures @

Fall or spring. 3 credits. No previous knowledge of musical notation or performance experience necessary. M W F 1:25–2:15. M. Hatch.

An introduction to Indonesia through its art. Elementary techniques of performance on the Javanese *gamelan*; a general introduction to Indonesian history and cultures, and the socio-cultural contexts for the arts there. Several short papers and one longer research report are required. Music 345–346 is available as a one-credit course for those who wish to study only performance techniques on the *gamelan*.

MUSIC 274 Opera #

Fall. 3 credits. M W F 11:15–12:05. R. Harris-Warrick.

An introduction to major works of the operatic repertory, with discussion of texts and theatrical performances as well as music. Video recordings will be an integral part of the course; trips to live performances will be scheduled where possible.

[MUSIC 275 The Choral Tradition #

Spring. 3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1995–96.

A survey of representative works, both sacred and secular, in the Western choral tradition from the Middle Ages to the twentieth century. Class will include discussion of performances as well as historical and stylistic issues, and will be integrated with local concert offerings whenever possible.]

MUSIC 281 Music of the Baroque Period #

Spring. 3 credits. Prerequisite: any three-credit music course or permission of instructor. A. Richards.

A study of selected works by J. S. Bach and other composers of the seventeenth and eighteenth centuries, illustrating the different traditions of the various genres and the confluence of the different national styles of the period.

[MUSIC 282 Music of the Classical Period #

3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1995–96.]

[MUSIC 283 Music of the Romantic Era #

Fall. 3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1995–96.

A chronological survey of nineteenth-century music from Beethoven through Mahler, including reference to its cultural and historical context.]

[MUSIC 284 Music of the Twentieth Century

Fall. 3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1995–96.

A study of selected works by leading twentieth-century composers. Readings will provide insights into historical, cultural, aesthetic, and theoretical contexts. Class lectures will consist of analytical discussions of excerpts from works. Students will be expected to know all the works on the assigned repertoire list; make intelligent guesses about others not assigned, and write effectively about broad historical and stylistic trends. There will be an extended final essay on a topic chosen by the student.]

[MUSIC 285 Music in the Middle Ages #
Fall. 3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1995-96.]

[MUSIC 286 Music in the Renaissance #
Spring. 3 credits. Prerequisite: any three-credit music course or permission of instructor. Not offered 1995-96.]

MUSIC 287 Mozart #

Spring. Prerequisite: any three-credit music course or permission of instructor. 3 credits. N. Zaslaw.

A chronological tour of the life and works of Wolfgang Amadeus Mozart by means of original documents, scores, recordings, and live performances. As a postlude, an evaluation of Peter Shaffer's play and movie Amadeus will be undertaken.

MUSIC 372 Mind and Memory: Explorations of Creativity in the Arts and Sciences (also English 301, Theater Arts 301)

Spring. 4 credits. J. McConkey.
For description see English 301.

MUSIC 374 Opera and Culture (also German Studies 374) #

Spring. 4 credits. Prerequisite: any three-credit music course or proficiency in German or Italian. A. Groos.
For description see GERST 374.

Music History Courses for Majors and Qualified Non-Majors

Prerequisite: Music 152 or permission of instructor. Intended primarily for music majors, these courses will investigate selected topics and repertoires from each period in some detail. Each course will include listenings, readings, oral and written papers, and analyses.

MUSIC 381 Music in Western Europe to 1700 #

Fall. 4 credits. T R 10:10-11:25.
R. Harris-Warrick.

Western European music from the Middle Ages to the early Baroque, including Gregorian chant, secular monophony, the development of polyphony, the birth of opera, and the rise of independent instrumental music.

MUSIC 382 Music of the Eighteenth Century #

Spring. 4 credits. N. Zaslaw.
Music in Western and Central Europe and North America from Bach, Handel, Rameau and Vivaldi to Haydn and Mozart, including comic and serious opera, church music, concert music, and social music.

[MUSIC 383 Music of the Nineteenth Century #

Fall. 4 credits. Not offered 1995-96.]

[MUSIC 384 Music of the Twentieth Century

Spring. 4 credits. Not offered 1995-96.]

[MUSIC 388 Historical Performance Practicum #

Spring. 4 credits. Not offered 1995-96.]

MUSIC 398-399 Independent Study in Music History

398, fall; 399, spring. 4 credits. Prerequisite: Music 152 and permission of instructor. Staff.

Advanced study of various topics in music history. Students enrolling in Music 398-399

participate in, but do not register for, an approved 200-level music history course and, in addition, pursue independent research and writing projects.

[MUSIC 413 African American Music Innovators

Spring. 4 credits. Permission of instructor. Not offered 1995-96.

This course examines and experiments with methods of analyzing, appreciating, and understanding innovative art forms. Students will write three reports (with transcribed music examples or some form of accurate analytical charting, where appropriate), utilizing three different perspectives on African American Music.]

MUSIC 480 Music in Hungary and Eastern Europe

Fall. 4 credits. Prerequisite: Music 152 or permission of the instructor. T R 1:25-4:00. B. R. Lange.
Folk, art, and popular music in Hungary and related countries.

Independent Study

MUSIC 301-302 Independent Study in Music

301, fall; 302, spring. Credit to be arranged. Prerequisite: departmental approval. Presupposes experience in the proposed area of study. Staff.

Honors Program

MUSIC 401-402 Honors in Music

401, fall; 402, spring. 4 credits each term. Limited to honors candidates in their senior year. Staff.

Musical Performance

Cornell faculty members offer individual instruction in voice, organ, harpsichord, piano and fortepiano, violin, viola, cello, viola da gamba, and some brass instruments to those students advanced enough to do college-level work in these instruments. Lessons are available by audition only. They may be taken either without credit or, through Music 321-322, with credit. Other instruments may sometimes be studied for credit outside Cornell, but again by audition only (see Music 321h-322h). Cornell does not offer instruction at the beginner's level.

Lessons for beginners. The Music Department can recommend outside teachers for those who wish to begin studying voice or an instrument. No credit is available for beginning instruction.

Auditions. Auditions are held at the beginning of each term for lessons for advanced students. Contact the Department of Music office (104 Lincoln Hall) for information.

Fees. The fee for a one-half hour lesson weekly, *without credit*, is \$100 per term. For a one-hour lesson (or two half-hour lessons) weekly, *without credit*, the fee is \$200. The fee in Music 321-322 for a one-hour lesson (or two half-hour lessons) *for credit* is \$150 per term. All fees are non-refundable once lessons begin, *even if the course is subsequently dropped.*

Scholarships. Music majors receive a scholarship equal to the lesson fee listed above. Members of the department-sponsored organizations and ensembles may, with the permission of the director of the organization, receive a scholarship of up to one-half the

Cornell fee for the type of lessons chosen during the term. (These scholarships are intended only for lessons in the student's primary performing medium.) Scholarship forms, available in the Music Department office, are to be returned to the office *within the first three weeks of classes.*

Practice rooms. Practice-room fees for twelve hours weekly are \$40 per term and for six hours weekly are \$30 per term for a room **with a piano.** Practice-room fees for twelve hours weekly are \$20 per term and for six hours weekly are \$10 per term for a room **without a piano.** The fee for the use of the pipe organ is \$75 for twelve hours weekly and \$50 for six hours weekly. All fees are non-refundable.

Earning credit. For every 4 credits earned in Music 321-322, the student must have earned, or currently be earning, at least 3 credits in another music course (excluding freshman seminars, Music 321-322, 331 through 340, 391-392, or 421 through 448). These 3 credits must be earned prior to, or simultaneously with the first 2 credits in 321-322; they cannot be applied retroactively. No exceptions are made, but transfer credit for appropriate music courses already taken elsewhere may be used to satisfy this requirement with the approval of the department.

Lessons taken outside Cornell. Under certain conditions, advanced students may earn credit for lessons taken outside Cornell. An audition is required, and no credit can be granted for beginning instruction. For further information, read the description of Music 321h-322h and contact the Music Department office.

MUSIC 321-322 Individual Instruction in Voice, Organ, Harpsichord, Piano, Strings, Woodwinds, and Brass

Prerequisite: Advanced students may register only after a successful audition with the instructor, usually scheduled during the first week of classes. Students may register for this course in successive years.

Students, at the sole discretion of the instructor, earn 2 credits each term for a one-hour lesson (or two half-hour lessons) weekly accompanied by an appropriate practice schedule.

MUSIC 321a-322a Individual Instruction in Voice

321a, fall; 322a, spring. 2 credits each term. Prerequisite: successful audition during registration. Limited enrollment. J. Kellock.

The Vocal Coaching Program offers non-credit lessons to members of the choral ensembles.

MUSIC 321b-322b Individual Instruction in Organ

321b, fall; 322b, spring. 2 credits each term. Prerequisite: successful audition. A. Richards.

MUSIC 321c-322c Individual Instruction in Piano

321c fall; 322c, spring. 2 credits each term. Prerequisite: successful audition. M. Bilson, X. Bjerken and staff.

MUSIC 321d-322d Individual Instruction in Harpsichord

321d, fall; 322d, spring. 2 credits each term. Prerequisite: successful audition. A. Richards.

MUSIC 321e-322e Individual Instruction in Violin or Viola

321e, fall; 322e, spring. 2 credits each term. Prerequisite: successful audition. S. Monosoff.

MUSIC 321f-322f Individual Instruction in Cello

321f, fall; 322f, spring. 2 credits each term. Prerequisite: successful audition. J. Hsu, fall; S. Vial, spring.

MUSIC [321g]-322g Individual Instruction in Brass

[321g fall, not offered fall 1995], 322g, spring. 2 credits each term. Prerequisite: successful audition. M. Scatterday, spring.

MUSIC 321h-322h Individual Instruction outside Cornell

321h, fall; 322h, spring. 2 credits each term. Prerequisite: successful audition. All the standard orchestral and band instruments and guitar may, under certain conditions, be studied for credit with outside teachers. This course is available primarily for the study of instruments not taught at Cornell and for the use of those who for reasons of space cannot be admitted to Music 321a-g or 322a-g. Prior approval and audition by a member of the faculty in the department is required. For information and a list of approved teachers, consult the department office, 104 Lincoln Hall.

MUSIC 391-392 Advanced Individual Instruction

391, fall; 392, spring. 4 credits each term. Open only to juniors and seniors majoring in music under Option II with concentration in performance and to graduate students. Option II majors whose lessons must be taken outside Cornell may apply to the department for financial assistance toward the cost of lessons; \$150 per semester will normally be awarded to such students and a larger amount may be awarded under certain circumstances. Music 391 is not a prerequisite to 392.

Musical Organizations and Ensembles

Students may participate in musical organizations and ensembles throughout the year. Permission of the instructor is required, and admission is by audition only, except that the Sage Chapel Choir and the Cornell Gamelan Ensemble are open to all students without prior audition. Registration is permitted in two of these courses simultaneously and students may register in successive years, but no student may earn more than 6 credits in these courses. Membership in these musical organizations and ensembles is also open to qualified students who wish to participate without earning credit.

MUSIC 331-332 Sage Chapel Choir

331, fall or summer; 332, spring. 1 credit. No audition for admission. W. Cowdery.

MUSIC 333-334 Cornell Chorus or Glee Club

333, fall; 334, spring. 1 credit. Prerequisite: permission of instructor. Chorus (treble voices): W 5:15-7:15 p.m. plus 2 hours to be arranged. Glee Club (mens voices): W 7:30-9:30 p.m., plus 2 hours to be arranged. S. Tucker.

MUSIC 335-336 Cornell Symphony Orchestra

335, fall; 336, spring. 1 credit. Prerequisite: permission of instructor. W 7:30-10:00 p.m. E. Murray.

MUSIC 337-338 University Bands

337, fall; 338, spring. 1 credit. Prerequisite: permission of instructor. Wind symphony: fall M W 4:45-6:30 p.m. Symphonic band: spring M W 4:45-6:30 p.m. Wind ensemble: spring M 7:30-9:30 p.m. and R 4:45-6:30 p.m. Fall, D. Conn; spring, M. Scatterday.

MUSIC 339-340 Cornell Jazz Ensembles

339, fall; 340 spring. 1 credit. Prerequisite: permission of instructor. W 6-8 p.m. K. Hester.

[MUSIC 345-346 Introduction to the Gamelan @

345 fall; 346 spring. 1 credit. Enrollment limited. Prerequisite: permission of instructor. M W 2:30-3:20. Not offered 1995-96.

Concentrated instruction for beginning students in elementary techniques of performance on the Indonesian *gamelan*. Music 245 is a 3-credit course that complements the instruction in *gamelan* by an introduction to Indonesian history and cultures.]

MUSIC 421-422 Cornell Chamber Orchestra

421, fall; 422 spring. 1 credit. Prerequisite: permission of instructor. R 5-6:30 p.m. Fall, J. Hsu; spring, E. Murray.

Study and performance of the chamber symphonies of Haydn, Mozart, and their contemporaries. For strings, woodwinds, and horns. More recent music may also be included in the spring.

MUSIC 437-438 Chamber Winds

437, fall; 438, spring. 1 credit each term. Prerequisites: enrollment in Symphonic Band, Wind Symphony or Wind Ensemble in the same semester as this course AND permission of instructor only. Fall, T 4:45-6:30 p.m. D. Conn. Spring, T 4:45-6:30 p.m. M. Scatterday.

A flexible instrumentation ensemble performing original woodwind, brass, and percussion music from Gabrieli brass choirs and Mozart serenades through more contemporary works such as Stravinsky's *Octet* or *L'Histoire Du Soldat*. The ensemble will perform on wind symphony, symphonic band and wind ensemble concerts in addition to several chamber concerts throughout the year.

MUSIC 439-440 Experimental Lab Ensemble

439 fall. 440 spring. 1 credit each term. Permission of instructor. W 8:30-10:30 p.m. K. Hester.

MUSIC 441-442 Chamber Music Ensemble

441 fall; 442 spring. 1 credit. Prerequisite: permission of instructor. S. Monosoff. The Monday ensemble will study and perform one or more of the following works, depending upon personnel: Schubert Two-Cello Quintet; Mendelssohn Octet; Schubert Octet; Spohr Nonet. Smaller ensembles will study and perform duos, trios, or quartets. String and wind players are welcome.

MUSIC 443-444 Chorale

443 fall; 444 spring. 1 credit each term. Prerequisite: permission of instructor. F 4:30-6:15 p.m. S. Tucker.

Study and performance of selected choral music for mixed voices.

MUSIC 445-446 Cornell Gamelan Ensemble

445 fall; 446 spring. 1 credit each term. Enrollment limited. Prerequisite: Music 245 or 345-346, or permission of instructor. R 7:30-10:00 p.m. Staff.

Advanced performance on the Javanese *gamelan*. Tape recordings of *gamelan* and elementary number notation are provided. Some instruction by Indonesian musicians is offered in most years.

Graduate Courses

Open to qualified undergraduates with permission of instructor.

MUSIC 601 Introduction to Bibliography and Research

Fall. 4 credits. L. Coral.

This course explores the nature of the discipline and introduces the many types of bibliographic tools needed to pursue research in music.

MUSIC 602 Analytical Technique

Spring. 4 credits. E. Murray.

A critical survey of various analytical methods in current use. Frequent analytical assignments and class presentations.

[MUSIC 603 Editorial Practice

Spring. 4 credits. Not offered 1995-96.]

[MUSIC 604 Ethnomusicology: Areas of Study and Methods of Analysis

Spring. 4 credits. Open to graduate students in anthropology, linguistics, psychology, sociology, and other cognate fields with permission of instructor. Not offered 1995-96.]

MUSIC 620 Introduction to MIDI Techniques

Spring. 4 credits. Permission of instructor. D. Borden.

This course is an introduction to MIDI for students who are already at a very advanced level in music composition.

[MUSIC 622 Historical Performance Practicum

Spring. 4 credits. Not offered 1995-96.]

[MUSIC 653 Topics in Tonal Theory and Analysis

Spring. 4 credits. Not offered 1995-96.]

[MUSIC 654 Topics in Post-tonal Theory and Analysis

Spring. 4 credits. Not offered 1995-96.]

MUSIC 657-658 Composition

657, fall; 658, spring. 4 credits each term. F 1:25-4:00 p.m. plus 1 hour to be arranged. Fall, S. Stucky; spring, R. Sierra.

[MUSIC 677 Mozart: His Life, Works, and Times (also German 757)

Fall. 4 credits. Not offered 1995-96.]

MUSIC 680 Topics in Ethnomusicology

Spring. 4 credits. M. Hatch.

Topic for spring 1996: Popular Music.

MUSIC 681 Seminar in Medieval Music

Fall. 4 credits. M 1:25-4:00. M. Long.

[MUSIC 684 Seminar in Renaissance Music

684, fall. 4 credits. Not offered 1995-96.]

MUSIC 686 Seminar in Baroque Music

Spring. 4 credits. R. Harris-Warrick. Topic for spring 1996: the ballets and operas of J. B. Lully.

MUSIC 688 Seminar in Classical Music

Fall. 4 credits. J. Webster.
Topic for fall 1995: Haydn.

[MUSIC 689 Seminar in Music of the Romantic Era

Fall, spring. 4 credits. Not offered 1995-96.]

[MUSIC 690 Seminar in Music of the Twentieth Century

Spring. 4 credits. Not offered 1995-96.]

MUSIC 691-692 Historical Performance

691, fall; 692, spring. 4 credits each term.
Prerequisite: permission of instructor.
Hours to be arranged. M. Bilson, J. Hsu, S. Monosoff.

Lessons on the major instrument with supplementary study and research on related subjects.

[MUSIC 693 Seminar in Performance Practice

Fall or spring. 4 credits. Not offered 1995-96.]

MUSIC 697-698 Independent Study and Research

697, fall; 698, spring. Credit to be arranged. Staff.

[MUSIC 785-786 History of Music Theory

785, fall; 786, spring. 4 credits each term. Not offered 1995-96.]

[MUSIC 787-788 History and Criticism

787, fall; 788, spring. 4 credits. Not offered 1995-96.]

[MUSIC 789 Liturgical Chant in the West

Spring. 4 credits. Not offered 1995-96.]

NEAR EASTERN STUDIES

R. Brann (director of undergraduate studies), B. Hamad, L. Kant, S. Katz, R. Lesses, D. I. Owen (director of the Program of Jewish Studies), L. Peirce, D. Powers, chair, G. Rendsburg (graduate faculty representative), N. Scharf, S. Shoer, I. Tucker (Mellon Fellow), S. Wolper (Mellon Fellow), M. Younes, E. Zisser

Joint faculty: M. Bernal, S. H. Nasr (A. D. White Professor-at-Large), S. Telhami

The Department

The Department of Near Eastern Studies (360 Rockefeller Hall, 255-6275) offers courses in the archaeology, civilization, history, languages, and literatures of the Near East. Students are encouraged to take an interdisciplinary approach to the cultures of this region, which has had an important impact on the development of our own civilization, and which plays a vital role in today's world community. The department's course offerings treat the Near East from ancient times to the modern period and emphasize methods of historical and literary analysis.

Distribution Requirements

Any two Near Eastern Studies history or archaeology courses at the 200, 300 or 400 level that form a reasonable sequence or combination satisfy the distribution requirement in the social sciences/history. Any two Near Eastern Studies civilization or literature courses at the 200, 300, or 400 level that form a reasonable sequence or combination satisfy

the distribution requirement in the humanities. NES 197 or NES 198 plus any other Near Eastern studies course will constitute a sequence to fulfill the distribution requirement in either social sciences/history or humanities, depending on the second course used in combination with 197 or 198. All 200 or 300-level language courses may fulfill the humanities requirement.

The Major

The precise sequence and combination of courses chosen to fulfill the major is selected in consultation with the adviser. All majors must satisfy the following requirements (no course may be used to satisfy two requirements; S-U options not permitted):

- A. Qualification in two Near Eastern Studies languages or Proficiency in one.
- B. Nine three- or four-credit NES courses, which must include the following:
 1. NES 197 or 198. (When NES 197-198 are not offered, students may substitute a third 200-level survey course with the approval of the director of undergraduate studies.
 2. Two 200-level NES survey courses, one whose chronological parameters fall within the period 3000 B.C.E to 600 C.E., and one whose chronological parameters fall within the period 600 C.E. to the present. The following are examples (a complete list can be obtained in the department office):
 - 3000 B.C.E to 600 C.E.
 - NES 223, Introduction to the Bible
 - NES 263, Introduction to Biblical History and Archaeology
 - NES 248, Introduction to Classical Jewish History
 - 600 C.E. to the present
 - NES 233, The Lyrics of Love and Death: Medieval Hebrew and Arabic Poetry in Translation
 - NES 257, Islamic History 600-1258
 - NES 258, Islamic History 1258-1914
 - NES 294, Modern History of the Near East
 3. At least two NES courses at the 300 level or above (only one of which may be NES 301, 302, 311, or 312).

Prospective majors should discuss their plans with the director of undergraduate studies before formally enrolling in the department. To qualify as a major, a cumulative grade average of C or better is required.

Honors. Candidates for the degree of Bachelor of Arts with honors in Near Eastern Studies must fulfill the requirements of the appropriate major study and enroll in the honors course, NES 499, in the fall and spring semesters of their senior year. For admission to the honors program, candidates must have a cumulative average of B+ or better and have demonstrated superior performance overall in Near Eastern Studies courses. After consulting their major adviser, candidates should submit an outline of their proposed honors work to the department **during the second semester of their junior year.**

Study abroad. Near Eastern Studies majors may choose to study in the Near East in their junior year. There are various academic programs in the countries of the Near East that are recognized by the Department of Near Eastern Studies and that allow for the transfer of credit. Archaeological field work on Cornell-sponsored projects in the Near East or recognized field schools in Israel may also qualify for course credit.

Freshman Seminar**NES 127 What's Love Got To Do With It? Marriage and Courtship in the Hebrew Bible**

Spring. 3 credits. Freshman Seminar.
Enrollment limited to 17 students.
C. Smith.

The institution of marriage delighted, disappointed, and often baffled the authors of the Hebrew scriptures. In this course we will read selections from the Hebrew Bible (in translation) and examine the portrayal of courtship and marriage in its laws, poetry, and narratives.

Language Courses**NES 101-102 Elementary Modern Hebrew I and II (also Jewish Studies 105-106)**

101, fall; 102, spring. 6 credits each term.
Prerequisite for NES 102: 101 or permission of instructor. Satisfactory completion of NES 102 fulfills the qualification portion of the language requirement. Enrollment limited to 15 students in each section.
S. Shoer.

Intended for beginners. This course provides a thorough grounding in reading, writing, grammar, oral comprehension and speaking. Students who complete the course will be able to function in basic situations in a Hebrew-speaking environment.

NES 111-112 Elementary Arabic I and II

111, fall; 112, spring. Enrollment limited to 15 in each session. 6 credits each term.
Prerequisite for Arabic 112: Arabic 111 or permission of instructor. M. Younes.

The course provides a thorough grounding in all language skills: listening, speaking, reading, and writing. It starts with spoken Arabic and gradually integrates Modern Standard Arabic in the form of listening and reading texts. Emphasis will be on learning the language through using it in meaningful contexts. The student who successfully completes the two-semester sequence will be able to: 1) understand and actively participate in simple conversations involving basic practical and social situations (introductions, greetings, school, home and family, work, simple instructions, etc.) 2) read Arabic material of limited complexity and variety (simple narrative and descriptive texts, directions, etc.) 3) write notes and short letters describing an event or a personal experience. An important objective of the course is to familiarize students with basic facts about the geography, history, and culture of the Arab world.

NES 201-202 Intermediate Modern Hebrew I and II (also Jewish Studies 201-202) @

201, fall; 202, spring. Enrollment limited to 15 students in each Section. 4 credits each term. Prerequisites for NES 201, 102 or permission of instructor; for NES 202, 201 or permission of instructor. N. Scharf.

A sequel to NES 101-102. Continued development of reading, writing, grammar, oral comprehension, and speaking skills. The course introduces Hebrew literature and Israeli culture through the use of texts and audio-visual materials.

NES 211-212 Intermediate Arabic I and II @

211, fall; 212, spring. Enrollment limited to 15 students in each section. 4 credits each term. Prerequisites: for NES 211, one year of Arabic or permission of instructor; for NES 212, 211 or permission of instructor. B. Hamad, M. Younes.

A sequel to NES 111-112. Continued development of the four language skills through extensive use of graded materials on a wide variety of topics. Increasing attention will be given to developing native-like pronunciation and to grammatical accuracy, but the main focus will be on developing communication skills. The student who successfully completes 212 will be able to: 1) understand and express himself or herself in Arabic in situations beyond the basic needs; 2) read and comprehend written Arabic of average difficulty; 3) write a letter, a summary of a report or a reading selection. An appreciation of Arabic literature and culture will be sought through the use of authentic materials.

[NES 217-218 Intermediate Turkish I and II @

217, fall; 218, spring. Limited to 15 students. 4 credits each term. Not offered 1995-96. L. Peirce.]

NES 301-302 Advanced Modern Hebrew I and II (also Jewish Studies 301-302) @

301, fall; 302, spring. Limited to 15 students. 4 credits each term. Prerequisite for NES 301: 202 or equivalent, with permission of instructor. Prerequisite for NES 302: 301 or equivalent, with permission of instructor. This sequence may be used to fulfill the humanities distribution requirement in literature. Limited to 15 students. N. Scharf.

Advanced study of Hebrew through the analysis of literary texts and expository prose. This course employs a double perspective: language is viewed through literature and literature through language. Students will develop composition skills by studying language structures, idioms, and various registers of style.

NES 310 Arabic Poetry @

Spring. 4 credits. Enrollment limited to 15 students. B. Hamad.

This survey course is intended for students who have completed at least five semesters of the Arabic language. The focus of the course will be on modern poetry but occasional reference will be made to classical poetry and its relationship to contemporary poetics. We will explore a variety of poetical themes and issues and their relevance to contemporary Arab societies in the works of neoclassicist and romantic poets, poets of the Diwan school, and poets of the "Free Verse Movement." In this manner, students also will be introduced to the structural analysis of Arabic (syntax, vocabulary, stylistic and rhetorical devices).

NES 311 Advanced Arabic I @

Fall. 4 credits. Prerequisite: NES 212 or permission of instructor. Limited to 15 students. B. Hamad.

Students will be introduced to authentic, unedited Arabic language materials ranging from short stories and novels to political speeches and writings. Emphasis will be on developing fluency in oral expression through lively discussions of socially and politically provocative issues that are presented in the reading selections. A primary objective will be increased accuracy in pronunciation and grammar.

[NES 312 Advanced Arabic II @

Spring. 4 credits. Limited to 15 students. Prerequisite: NES 311, or permission of instructor. Not offered 1995-96. D. Powers.]

NES 315 Arabic Writing @

Fall. 4 credits. Enrollment limited to 15 students. B. Hamad.

This course satisfies the needs of students (native and non-native speakers of Arabic) who have completed at least four semesters of Arabic study at the college level. We will deal with a wide range of authentic materials chosen for their cultural significance and appropriateness for student abilities. Emphasis will be placed on developing writing skills through analysis of the structure of the language, particularly its syntax and morphology. Writing tasks will include dictation, translation from English into Arabic (and vice versa), as well as guided and free composition, such as writing personal and business letters, summaries, and short reports.

NES 330-331 Hieroglyphic Egyptian I and II @ #

330, fall; 331, spring. 4 credits. G. Rendsburg.

An introduction to the language of the hieroglyphic writings of ancient Egypt. Students are introduced to the grammar and script of hieroglyphic Egyptian through the exercises in A. H. Gardiner's *Egyptian Grammar*. We then move to reading selected prose tales such as the "Story of Sinuhe" and the "Shipwrecked Sailor." Knowledge of a Semitic language is helpful but not essential.

[NES 333-334 Elementary Akkadian I and II (also NES 633-634) @ #

333, fall; 334, spring. 4 credits each term. Prerequisite for NES 334: 333 or permission of instructor. Prerequisite for NES 634: 633 or permission of instructor. Not offered 1995-96. D. Owen.]

[NES 335-336 Readings in Akkadian Texts (also NES 635-636) @ #

635, fall; [636, spring]. 4 credits. Prerequisite for NES 336: 333-334. Prerequisite for 636: 633-634. No offered 1995-96. D. Owen.]

[NES 337-338 Ugaritic I and II @ #

337, fall; 338, spring. 4 credits. Prerequisite: Knowledge of another Semitic language (preferably Hebrew). Not offered 1995-96. G. Rendsburg.]

[NES 412 Introduction to Arabic Linguistics (also DMLL 512) @ #

Spring. 4 credits. Prerequisites: one year of Arabic and an introductory course in linguistics or permission of instructor. Not offered 1995-96.]

NES 416 Structure of the Arabic Language (also LING 514) @

Fall. 4 credits. Prerequisite: NES 112 or one year of Arabic. M. Younes.

The course deals with the history of Arabic and its place in the Semitic language family, the sociolinguistic situation in the Arab world (diglossia), Arabic phonology (sounds, emphasis, syllable structure, and related processes), morphology (verb forms and derivational patterns), and syntax (basic sentence structures, cases, and moods).

NES 420 Readings in Biblical Hebrew Prose (also JWST 420 and RELST 420) @ #

Fall. 4 credits. Prerequisite: one year of Hebrew, Biblical or modern. Course may be repeated for credit. G. Rendsburg.

An advanced course in reading selected portions of the Hebrew Bible. Emphasis will be placed on the philological method, with attention to literary, historical, and comparative concerns.

[NES 433 Introductory Sumerian I (also NES 631) @ #

Spring. 4 credits each semester. Prerequisite: permission of instructor. Not offered 1995-96. D. Owen.]

NES 434 Introductory Sumerian II (also NES 632) @ #

Spring. 4 credits. Prerequisite: NES 433/631. D. I. Owen.

Continued study of Sumerian grammar and syntax; further readings in selected Sumerian economic, legal, and historical inscriptions of the late third millennium B.C.E.; additional discussion of Sumerian civilization and culture.

[NES 625 West Semitic Inscriptions

Fall. 4 credits. Prerequisite: knowledge of Hebrew. Not offered 1995-96. G. Rendsburg.]

[NES 631 Introductory Sumerian I (also NES 433)

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1995-96. D. Owen.]

NES 632 Introductory Sumerian II (also NES 434)

Spring. 4 credits. D. I. Owen. For description, see NES 434 under Near Eastern Languages.

[NES 633-634 Elementary Akkadian I and II (also NES 333-334)

633, fall; 634, spring. 4 credits each term. Prerequisite for NES 634: 633 or permission of instructor. Not offered 1995-96. D. Owen.]

[NES 635-636 Readings in Akkadian Texts (also NES 635

635, fall; [636, spring]. 4 credits. Not offered 1995-96. D. Owen.]

[NES 637-638 Ugaritic I and II (also NES 337-338)

337, fall; 338, spring. 4 credits. Prerequisite: Knowledge of another semitic language (preferably Hebrew). Not offered 1995-96. G. Rendsburg.]

Archaeology

NES 247 Introduction to Jewish Art and Archaeology from the Hellenistic to the Rabbinic Period (also Classics 249, Religious Studies 247, Archaeology 247) @ #

Fall. 3 credits.

For description, see JWST 247. L. Kant.

[NES 261 Ancient Seafaring (also Archaeology 275) @ #

Spring. 3 credits. Not offered 1995-96. D. Owen.]

[NES 263 Introduction to Biblical History and Archaeology (also Archaeology 263, Jewish Studies 263, and Religious Studies 264) @ #

Spring. 3 credits. Not offered 1995-96. D. Owen.]

[NES 264 Agriculture and Society in the Ancient Near East @ #

Spring. 3 credits. Not offered 1995-96. D. Owen.]

[NES 361 Interconnections in the Eastern Mediterranean World in Antiquity @ #

Fall. 4 credits. Not offered 1995-96. D. Owen.]

[NES 366 The History and Archaeology of the Ancient Near East (also Archaeology 310) @ #

Fall. 4 credits. Not offered 1995-96. D. Owen.]

[NES 367 The History and Archaeology of Ancient Egypt @ #

Fall. 4 credits. Not offered 1995-96. D. Owen.]

Civilization

[NES 197-198 Introduction to Near Eastern Civilization (also Jewish Studies 197 and Religious Studies 197-198) @ #

Fall. 3 credits each term. Required for all NES department majors. NES 197 or 198 and any other NES course will constitute a sequence to fulfill the distribution requirement in either the social sciences or humanities, depending on the second course used in combination with NES 197 or 198. Not offered 1995-96. R. Brann.]

NES 234 Arabs and Jews: Cultures in Confluence and Conflict (also JWST 234, RELST 234, and COM L 234) @ #

Fall. 3 credits. R. Brann.

This course examines the cultural and historical interaction between Arabs and Jews from the emergence of Islam in the seventh century down to the contemporary Middle East. The first part of the course will focus on the period of classical Islamic civilization and medieval Judaism under the orbit of Islam. The interaction of the two cultures (scriptural, spiritual, intellectual, literary, communal, and interpersonal) will be studied through readings of primary texts (in translation). The second part of the course deals with the cultural reawakening and the development of national consciousness of the two peoples in the last two centuries, discussing in detail the evolution of the conflict between Arabs and Jews in the Middle East and the ways in which that conflict is reflected in cultural life. We will also consider the role of historical memory in the modern conflict in light of the record of pre-modern interaction.

[NES 246 Seminar on Jewish Mysticism (Religious Studies 246) #

Spring. 3 credits. Limited to 20 students. Not offered 1995-96. S. Katz.]

NES 247 Introduction to Jewish Art and Archaeology from the Hellenistic to the Rabbinic Period (also Classics 249, Jewish Studies 247, Religious Studies 247, ARKEO 247) @ #

Fall. 3 credits. L. Kant.

For description, see JWST 247.

NES 251 Introduction to Islam: Religion, Politics, and Society (also RELST 252) @ #

Spring. 3 credits. Staff.

After tracing the emergence of Islam as an historical phenomenon in the Near East, the course will focus on the intellectual traditions of Islamic civilization: theology, as reflected in the Qur'an and the writings of theologians; mysticism, as revealed in poems of Omar Khayyam and Rumi; and philosophy, as seen in the writings of Avicenna and Ibn Khaldun. Issues to be discussed will include the nature of theocracy, religious tolerance and pluralism, the status of women, and the ethics of *Jihad*. Students will be introduced to the basic sources of Islamic civilization and the reference works essential to the study of those sources.

[NES 281 Gender and Society in the Muslim Middle East (also Religious Studies 281, Women's Studies 281) @ #

Spring. 3 credits. Limited to 20 students. Not offered 1995-96. L. Peirce.]

[NES 320 Topics in Religion: Religious Symbols in Near Eastern Late Antiquity (also JWST 340 and RELST 340) #

Spring. 4 credits. Not offered 1995-96. L. Kant.]

[NES 324 The History of Early Christianity (also Jewish Studies 344 and Religious Studies 325) #

Fall. 4 credits. Not offered 1995-96. L. Kant.]

NES 327 The Missions of Paul and His Successors (also RELST 327) @ #

Fall. 4 credits. L. Kant.

With special focus on the Pauline tradition, we will examine Christianity in the first to early second centuries C.E. as a missionary religious movement, surveying its spread to various cities throughout the Graeco-Roman/Near Eastern world, such as Antioch, Ephesus, Colossae, Thessaloniki, Phillipi, Corinth, and Rome. Through a close reading of New Testament texts, we will investigate the different forms Christianity took in various places, noting its transformation from a Jewish missionary movement to a gentile one. Attention will be drawn to the following: the urban character of Christian missions; initiatory rites, such as baptism; the role of Jewish synagogues and of god-fearers; the eschatological stance of early Christian communities; and views of the Roman government toward early Christianity and *vice versa*. In addition, we will consider the meaning of missionizing and conversion in the ancient world to determine what it meant, and did not mean, to become a Christian. Knowledge of Greek is not at all necessary, but students with the background will have the opportunity to use it.

NES 339 Muslims, Christians, and Jews in Islamic Spain: Literature and Society (also JWST 339, COM L 334, RELST 334, SPANL 339) @ #

Spring. 4 credits. Enrollment limited to 20 students. R. Brann.

Islamic Spain was a frontier society comprising six distinct ethnic-religious communities: Arabs, *muwalladun* (native descendants of Iberian converts to Islam), Berbers, *mustaribun* (Arabized Christians), Jews and "Slavs" (European slave soldiers and their descendants). This course will examine the literature, culture, and society of al-Andalus (Islamic Spain) from the Umayyad emirate until the close of the Reconquista (711-1248). The development of Arabic (and Hebrew) poetry will be surveyed with focus on style, genres, and motifs. Conflicting theories of the origin and identity of Hispano-Arabic poetry and culture will also be considered.

NES 344 Jewish Mysticism (also RELST 344 and JWST 342) #

Spring. 4 credits. Enrollment limited to 25 students. R. Lesses.

This course will discuss important manifestations of Jewish mystical thought and practice from its beginnings in Merkabah mysticism, to the medieval flowering of Kabbalah and the further development in Safedian Kabbalah, to Eastern European Hasidism. The emphasis will be on understanding both the theoretical and experiential aspects of Jewish mysticism and examining key texts in translation. We will also consider the place of Jewish mysticism within the larger religious phenomenon of mysticism.

NES 345 Gender and Judaism (RELST 343 and JWST 347)

Fall. 4 credits. Enrollment limited to 25 students. R. Lesses.

How does Judaism structure the roles of women and men differently? What are the historical roots of these roles and their various contemporary manifestations? How are traditional roles and symbols of both women and men being questioned by the contemporary Jewish feminist movement? This course offers a view of Judaism through the lens of contemporary gender issues, with a particular emphasis on the feminist revisioning of Judaism. We will begin with an introduction to Judaism as a religious tradition of women and men and then discuss specific issues in greater depth, presenting both origins and historical development and contemporary images and practice. Issues covered will include the differing roles of women and men in traditional Judaism, the gendered body in Judaism, Jewish feminism, family and sexuality, and the gender of God.

[NES 348 Varieties of Judaism in the Graeco-Roman World (also Jewish Studies 348 and Religious Studies 348) @ #

Spring. 4 credits. Not offered 1995-96. L. Kant.]

[NES 351 Introduction to Islamic Law (also NES 651, RELST 350, HIST 372/652) @ #

Spring. 4 credits. Enrollment limited to 20 students. Not offered 1995-96. D. Powers.]

[NES 357 Islamic Law and Society @ #

Fall. 4 credits. Not offered 1995-96. D. Powers.]

NES 454 The Development of Organized Sufism and the Construction of a Sacred Architecture @#

Spring. 4 credits. Enrollment limited to 15 students. S. Wolper.

This course addresses how the definitions of sacred spaces in the Qur'an and Hadith were incorporated into manuals outlining Sufi practices. It also will address how early Islamic sources were used to support the close ties between new practices and the elaboration of specific institutions and monuments.

NES 639 Muslims, Christians and Jews in Islamic Spain: Literature and Society (also COM L 639 and SPANL 699)

Spring. 4 credits. R. Brann.

Islamic Spain was a frontier society comprising six distinct ethnic-religious communities: Arabs, *muwalladun* (native descendants of Iberian converts to Islam), Berbers, *musta'ribun* (Arabized Christians), Jews and "Slavs" (European slave soldiers and their descendants). The course will examine the literature, culture and society of al-Andalus (Islamic Spain) from the Umayyad emirate until the close of the Reconquista (711-1248). The development of Arabic (and Hebrew) poetry will be surveyed with focus on style, genres, and motifs. Conflicting theories of the origin and identity of Hispano-Arabic poetry and culture will also be considered.

History**[NES 244 Introduction to Ancient Judaism (also JWST 244 and RELST 244) @#**

Spring. 3 credits. Not offered 1995-96. G. Rendsburg.]

NES 248 Introduction to Classical Jewish History (also RELST 248 and JWST 248) @#

Fall. 3 credits. R. Lesses.

A survey of the major developments in Jewish history between the destruction of the first temple in 586 B.C.E. and the rise of Islam. Topics will include the return under Ezra and Nehemiah; the encounter with Hellenism; the Antiochene persecutions; the growth of Roman influence; the rebellion of 70 C.E.; the rise of such Jewish groups as the Sadducees, Pharisees, and Essenes; the conflict with early Christianity; and the nature of rabbinic Judaism.

NES 249 Introduction to Modern Jewish History (also JWST 245) #

Spring. 3 credits. R. Lesses.

A survey of the major developments in Jewish history between the expulsion from Spain (1492) until 1950. Topics will include the growth of mysticism and Hasidism; the development of Eastern European Jewry; the impact of emancipation; the rise of Jewish pluralism, e.g., Reform Judaism, Conservative Judaism, Neo-Orthodoxy; the character of modern anti-Semitism; the origins and growth of American Jewry; and the beginnings of political Zionism.

NES 257 Islamic History: 600-1258 (also HIST 254 and RELST 257) @ #

Fall. 3 credits. D. Powers.

A survey of Islamic history from the lifetime of the Prophet to the Mongol conquest of Baghdad. Topics to be covered will include the emergence of Islam as a major world religion; the impact of the Arab conquests on the Mediterranean world; political, military,

and cultural contacts between the Islamic Near East and western Europe.

[NES 258 Islamic History: 1258-1914 (also History 248 and Religious Studies 258) @ #

Spring. 3 credits. Not offered 1995-96. L. Peirce.]

[NES 261 Ancient Seafaring (also Archaeology 275) @ #

Spring. 3 credits. Not offered 1995-96. D. Owen.]

[NES 264 Agriculture and Society in the Ancient Near East @#

Spring. 3 credits. Not offered 1995-96. D. Owen.]

NES 294 Modern History of the Near East: Changing Politics, Society, and Ideas (also Government 358 and JWST 294) @

Fall. 4 credits. Fulfills the college distribution requirement in history or the social sciences. E. Zisser.

This introductory course is designed to acquaint students with the main political, social, and cultural trends that have shaped the modern and contemporary history of the Near East. While discussing developments in the region during the nineteenth and twentieth centuries, the lectures will focus on such themes as modernization, nationalism, Islamic response, and Arab politics in global and regional contexts. The course does not presuppose any knowledge of Near Eastern languages.

NES 327 The Missions of Paul and His Successors (also RELST 327) @#

Fall. 4 credits. L. Kant.

For description, see NES 327 under Near Eastern Civilization.

[NES 351 Introduction to Islamic Law (also NES 651, RELST 350, HIST 372/652) @#

Spring. 4 credits. Enrollment limited to 20 students. Not offered 1995-96. D. Powers.]

[NES 353 Politics and Culture in Late Medieval Central Asia and the Near East (also HIST 317) @#

Fall. 4 credits. Not offered 1995-96. L. Peirce.]

[NES 359 Ottoman History: 1300-1923 (also HIST 389, HIST 646, and NES 658) @ #

Fall. 4 credits. Not offered 1995-96. L. Peirce.]

[NES 361 Interconnections in the Eastern Mediterranean World in Antiquity @ #

Fall. 4 credits. Not offered 1995-96. D. Owen.]

[NES 366 The History and Archaeology of the Ancient Near East (also Archaeology 310) @ #

Fall. 4 credits. Not offered 1995-96. D. Owen.]

[NES 367 The History and Archaeology of Ancient Egypt @ #

Fall. 4 credits. Not offered 1995-96. D. Owen.]

NES 398 Arab Nationalism and the Inter-Arab System @

Spring. 4 credits. Enrollment limited to 25 students. E. Zisser.

This course deals with Arab nationalism, the creation of Arab nation-states, and the emergence of a regional, inter-Arab state system. We will examine the stages in the development of this system, including its crystallization during the 1920s and 1930s (the dynastic period), the establishment of the Arab league (including the tension between unity and diversity in the 1940s), the struggle over the region's orientation toward Eastern and Western blocs, the emergence of Nasserism in the 1950s, and the inter-Arab system's attitude to the conflict with Israel.

[NES 418 Seminar in Islamic History: Muhammad and the Rise of Islam (also HIST 460/660, NES 618, and RELST 418) @ #

Fall. 4 credits. Enrollment limited to 20 students. Prerequisite: NES 257 or 258, or permission of instructor. Not offered 1995-96. D. Powers.]

NES 451 Seminar in Islamic History 600-750 (also HIST 461/671, NES 650, and RELST 451) @ #

Spring. 4 credit. Enrollment limited to 25 students. Prerequisite: NES 257 or 258, or permission of instructor. D. Powers.

An examination of Islamic history from 600-750, with special attention to interpretive issues relating to the career of the Prophet Muhammad, the Arab conquests, the emergence of the Caliphate, conversion to Islam, and the Abbasid revolution. Students will read primary sources in English translation, especially *The History of Tabari*.

[NES 456 Sexuality, Society and the State in the Near East (also History 457 and Women's Studies 455) @

Spring. 4 credits. Prerequisite: Permission of the instructor. Limited to 15 students. Not offered 1995-96. L. Peirce.]

[NES 618 Seminar in Islamic History: Muhammad and the Rise of Islam (also HIST 460/660, NES 418, and RELST 418)

Fall. 4 credits. Prerequisite: NES 257 or 258, or permission of instructor. Enrollment limited to 20 students. Not offered 1995-96. D. Powers.]

NES 650 Seminar in Islamic History: 600-750 (also HIST 461/671, NES 451, and RELST 451) @ #

Spring. 4 credit. D. Powers.

For description, see NES 451 under Near Eastern History.

[NES 651 Introduction to Islamic Law (also NES 351, RELST 350, HIST 372/652)

Spring. 4 credits. Enrollment limited to 20 students. Not offered 1995-96. D. Powers.]

Literature**NES 220 The Greek New Testament (also CLASS 202 and RELST 202) #**

Spring. 3 credits. Prerequisite: at least one year of ancient Greek (Classics 101-103) or permission of instructor. L. Kant. Selections in Greek from all four gospels, the letters of Paul, and Acts.

NES 223 Introduction to the Bible (also JWST 223 and RELST 223) @ #

Fall. 3 credits. G. Rendsburg. This course is intended to introduce students to the literature of the Hebrew Bible, with particular attention paid to the material in

Genesis through 1 Kings. Emphasis is placed on literary, historical, and theological matters. Special use is made of the numerous archaeological discoveries that have advanced our knowledge of ancient Israel. As such, the Bible is studied against the backdrop of ancient Near Eastern literature, history, religion, mythology, law and culture.

[NES 227 Introduction to the Prophets (also Jewish Studies 227 and Religious Studies 227) @ #

Spring. 3 credits. Not offered 1995-96. G. Rendsburg.]

[NES 228 Genesis (also Near Eastern Studies 628, Jewish Studies 228 and Religious Studies 228) @ #

Spring. 3 credits. Prerequisite: knowledge of Hebrew. Not offered 1995-96. G. Rendsburg.]

[NES 233 The Lyrics of Love and Death: Medieval Arabic and Hebrew Poetry and Narrative [in Translation] (also Comparative Literature 333 and Jewish Studies 233) @ #

Spring. 3 credits. Not offered 1995-96. R. Brann.]

NES 242 Jewish Literature and Thought in the Rabbinic Period (also JWST 242, RELST 242, and CLASS 243) @ #

Spring. 3 credits. L. Kant. For description, see JWST 242.

NES 310 Arabic Poetry @

Spring. 4 credits. B. Hamad. For description, see NES 310 under Near Eastern Language.

NES 315 Arabic Writing @

Fall. 4 credits. B. Hamad. For description, see NES 315 under Near Eastern Language.

NES 339 Muslims, Christians, and Jews in Islamic Spain: Literature and Society (also JWST 339, COMP LIT 334, RELST 334, SPAN LIT 339) @ #

Spring. 4 credits. Enrollment limited to 20 students. R. Brann. For description, see NES 339 under Near Eastern Studies Civilization.

NES 343 Letter, Novel, Dictionary: The Making of National Language (also COM L 345 and JWST 345) #

Fall. 4 credits. Enrollment limited to 25 students. I. Tucker. This course will trace the emergence of the concept of national language in Europe in the eighteenth and nineteenth centuries, attempting to discover what exactly was at stake in the establishment of language as the paradigmatic form of national culture. Using the "case" of the Hebrew language as the organizing principle of the first part of the course, we will examine a variety of theories of linguistic origin in order to understand the relationships between models of linguistic and political authority. We will then turn to the novel as a genre centrally concerned with the paradoxical construction of "written speech," tracing the movement from the epistolary novel's formal attempt to make written language behave like speech, to the development of narrative voice as a kind of standardization of speech, to the decline of the univocal national novel. In this light, the course will return to the theoretically and historically revealing case of Hebrew, focusing in particular on the late nineteenth-century

rise of the Hebrew novel, texts composed in a language without a vernacular out of fragments of existing religious writings. We will also examine the epistemological, pedagogical, sociological and formal presumptions underwriting a variety of efforts to institutionalize national language, including the Academie Francaise and national dictionaries like Samuel Johnson's and the OED. (All readings will be in English.)

NES 352 From Sufi Poet to Muslim Saint: Sufism, Sanctification, and Shrine Building in Medieval Egypt and Anatolia (also ART HIST 391) @ #

Fall. 4 credits. S. Wolper. This course examines how and why a cult of Sufi saints became such a significant part of religious practice in medieval Islamic Egypt and Anatolia. During this period Sufi saints were created and legitimized by a second generation who collected the work of Sufi poets together with the accounts of their miraculous works. The course will focus on the reception of works by Ibn al-Farid and Jalal al-Din Rumi in order to address the sanctification of these figures. As part of this inquiry, students will examine the relationship between the transmission of sufi poetry and the endowment of sufi shrines.

[NES 400 Seminar in Advanced Hebrew (also JWST 400) @

Spring. 4 credits. Enrollment limited to 15 students. Prerequisite: NES 302/JWST 302 or permission of instructor. Not offered 1995-96. N. Scharf.]

[NES 402 Seminar in Hebrew Literature and Poetics (also Jewish Studies 402) @ #

Spring. 4 credits. Prerequisites: NES 301 or equivalent and permission of instructor. Not offered 1995-96. R. Brann.]

NES 420 Readings in Biblical Hebrew Prose (also JWST 420 and RELST 420) @ #

Fall. 4 credits. G. Rendsburg. For description, see NES 420 under Near Eastern Language.

NES 421 Readings in Biblical Hebrew Poetry (also JWST 421 and RELST 423) @ #

Spring. 4 credits. Prerequisite for NES 421: one year of Biblical or Modern Hebrew. Course may be repeated for credit. G. Rendsburg. Advanced course in reading selected poems of the Hebrew Bible. Chapters to be studied include various Psalms, parts of the Book of Job, various prophetic speeches, and early compositions such as Genesis 49 and Judges 5. Emphasis will be placed on the philological method, with attention to literary, historical, and comparative concerns as well.

[NES 428 Medieval Hebrew Biblical Exegesis (also JWST 428, NES 624, and RELST 428) @ #

Fall. 4 credits. Prerequisite: permission of instructor. Enrollment limited to 20 students. Not offered 1995-96. R. Brann. This seminar is devoted to comparative and critical readings of some of the most significant texts of the medieval Hebrew biblical exegetical tradition. We will discuss the history of that tradition, differing notions of epistemology and textuality that arise from the texts, and the way in which exegetical strategies served as the basis for the internal transformation of a text-centered religious tradition.]

NES 429 Readings in the New Testament (also English 429, COM L 429 and Religious Studies 429) #

For description, see COM L 429.

[NES 432 Readings in Judeo-Arabic: Medieval Judeo Arabic and Hebrew Poetics (also Jewish Studies 482) @ #

Spring. 4 credits. Prerequisite: Arabic 212, Hebrew 202, or equivalents. Designed for graduate students but open to undergraduates with permission of instructor. Entire sequence may be repeated for credit; readings will vary from year to year. Not offered 1995-96. R. Brann.]

NES 440 The Form of the Jews (also COM L 480 and JWST 440) #

Spring. 4 credits. Enrollment limited to 25 students. I. Tucker. The course will examine the intersections of generic innovation and the category of Jewishness in marking and producing changes in the concept of the modern subject. Moving from the emergence of a formal political identity of English liberalism through the nineteenth-century creation of the national subject to the "deformations" of modernism and post-structuralism, we will explore the political, social, and literary histories of the concept of *form*, and ask why it is that these histories seem so consistently to trace a discursive history of Jewishness as well. The second part of the course, "Forming the Group," combines an examination of novelistic challenges to liberalism with an exploration of a variety of nineteenth-century efforts to formalize group identity: Marxism, nationalism, social science. In part III, we will examine the movement to formalize group identity in the context of the Holocaust, asking what it would mean to see the historical event of genocide in relation to (and perhaps caused by) a history of form. We will end by looking at a number of post-structuralist explorations of these issues.

NES 620 Readings in Medieval Hebrew Poetry and Prose (also JWST 620)

Fall and spring. 4 credits each semester. Prerequisite: permission of instructor. R. Brann.

Critical readings in medieval Hebrew lyrical and liturgical poetry and imaginative rhymed prose from tenth-century Muslim Spain to Renaissance and Baroque Italy. Course may be repeated for credit.

[NES 624 Medieval Hebrew Biblical Exegesis (also JWST 428, and RELST 428)

Fall. 4 credits. Prerequisite: permission of instructor. Enrollment limited to 10 students. Not offered 1995-96. R. Brann.]

[NES 627 The Song of Songs (also Religious Studies 627 and Jewish Studies 627) @ #

Fall. 4 credits. Prerequisite: knowledge of Hebrew. Not offered 1995-96. G. Rendsburg.]

[NES 628 Genesis (also NES 228 and Jewish Studies 628)

Fall. 4 credits. Not offered 1995-96. G. Rendsburg.]

[NES 633-634 Elementary Akkadian I and II (also Near Eastern Studies 333-334)

Fall, 633; spring, 634. 4 credits. Not offered 1995-96. D. Owen.]

NES 639 Muslims, Christians and Jews in Islamic Spain: Literature and Society (also COM L 639 and SPANL 699)

Spring. 4 credits. R. Brann.
For description, see NES 639 under Near Eastern Civilization.

NES 499 Independent Study, Honors

Fall and spring. Variable credit. Prerequisite: permission of instructor. Staff.

[NES 635-[636] Readings in Akkadian Texts (also NES 335-[336])

635, fall; [spring, 636]. 4 credits.
Prerequisite for 636: 633-634. Prerequisite for 336: 333-334. Not offered 1995-96. D. Owen.]

NES 656 Readings in Classical Arabic Texts @ #

Fall. 4 credits. Prerequisite: NES 311 or permission of instructor. D. Powers.
Selected readings in classical Arabic.

NES 491-492 Independent Study, Undergraduate Level

Fall and/or spring. Variable credit.
Prerequisite: permission of instructor.

NES 691-692 Independent Study: Graduate Level

Fall or spring. Variable credit. Prerequisite: permission of instructor.

The Program of Jewish Studies

The Program of Jewish Studies encompasses a broad spectrum of disciplines that includes civilization, history, language, literature, philology, and religion. The program offers students the opportunity to take a wide variety of courses in Jewish Studies whose subjects are not represented in the department of Near Eastern Studies. Students interested in planning a program in Jewish Studies should consult with the director, Professor David A. Owen, 360 Rockefeller Hall. For complete listings and descriptions, see Program of Jewish Studies under "Special Programs and Interdisciplinary Studies."

JWST 242 Jewish Literature and Thought in the Rabbinic Period (also NES 242, RELST 242, and CLASS 243) @ #

Spring. 3 credits. L. Kant.

JWST 247 Introduction to Jewish Art and Archaeology from the Hellenistic to the Rabbinic Period (also CLASS 249, NES 247, RELST 247, ARKEO 247) @ #

Fall. 3 credits. L. Kant.

JWST 251 The Holocaust: The Destruction of European Jewry

Fall. 3 credits. Enrollment limited to 100 students. H. Abramson.

JWST 350 The Jews of the Territory of the Soviet Union from 1881 to the Present

Spring. 4 credits. H. Abramson.

[JWST 450 Undergraduate Seminar in Recent American History (also History 440)

Fall. 4 credits. Permission of instructor required. Not offered 1995-96. R. Polenberg.]

[JWST 478 Jewish-American Writing (also English 488)

Spring. 4 credits. Limited enrollment. Permission of the instructor required. Not offered 1995-96. J. Porte.]

JWST 491-492 Independent Study: Undergraduate

Fall or spring. Variable credit. Prerequisite: permission of instructor.

JWST 499 Independent Study: Honors

Fall and spring. Variable credit. Prerequisite: permission of instructor.

Related Courses in Other Departments

Africana Studies
Archaeology
Classics
Comparative Literature
Economics
English
German Studies
Government
English
History
History of Art
Medieval Studies
Modern Languages and Linguistics
Philosophy
Religious Studies
Romance Studies
Russian Literature
Society for the Humanities
Sociology
Women's Studies

NEPALI

See Department of Modern Languages and Linguistics.

PHILOSOPHY

T. H. Irwin, chair, R. N. Boyd (on leave spring 1996), G. Fine, C. A. Ginet, H. Hodes, K. Jones (on leave at Society for Humanities 1995-96), S. MacDonald, R. W. Miller, S. Shoemaker (on leave fall 1995), J. Stanley, Z. Szabó, A. W. Wood (on leave spring 1996). Emeritus: N. Kretzmann

The study of philosophy provides students with an opportunity to become familiar with some of the ideas and texts in the history of thought while developing analytical skills that are valuable in practical as well as academic affairs. It affords the excitement and satisfaction that come from understanding and working toward solutions of intellectual problems. The curriculum includes offerings in the history of philosophy, logic, philosophy of science, ethics, social and political philosophy, metaphysics, and theory of knowledge. Any philosophy course numbered in the 100s or 200s is suitable for beginning study in the field. Sections of Philosophy 100 are part of the freshman writing seminar program; they are taught by various members of the staff on a variety of philosophical topics, and because of their small size (seventeen students at most) they provide ample opportunity for discussion. Students who want a broad introduction to philosophy may take Philosophy 101, but many students with special interests may find that the best introduction to philosophy is a 200-level course in some particular area of

philosophy; such courses have no prerequisites and are usually open to freshmen.

The Major

Students expecting to major in philosophy should begin their study of it in their freshman or sophomore year. Admission to the major is granted by the director of undergraduate studies of the department on the basis of a student's work during the first two years. Normally the student must have completed two philosophy courses with grades of B or better. Eight philosophy courses are required for the major. They must include at least one course in ancient philosophy (Philosophy 210 or 211, or a course with a large component on Plato or Aristotle), at least one course in classical modern metaphysics and epistemology (Philosophy 212 or a course on the empiricists, the rationalists, or Kant), and a minimum of three courses numbered above 300. A course in formal logic (e.g., Philosophy 231), while not required, is especially recommended for majors or prospective majors.

Philosophy majors must also complete at least 8 credits of course work in related subjects approved by their major advisers. Occasionally majors may serve as teaching or research aides, working with faculty members familiar with their work.

Honors. A candidate for honors in philosophy must be a philosophy major with an average of B- or better for all work in the College of Arts and Sciences and an average of B+ or better for all work in philosophy. In either or both terms of the senior year a candidate for honors enrolls in Philosophy 490 and undertakes research leading to the writing of an honors essay by the end of the final term. *Honors students normally need to take Philosophy 490 both terms of their senior year in order to write a satisfactory honors essay.* Philosophy 490 does not count toward the eight philosophy courses required for the major. Prospective candidates should apply at the philosophy department office, 218 Goldwin Smith Hall.

Fees

In some courses there may be a small fee for photocopying materials to be handed out to students.

Introductory Courses

These courses have no prerequisites; all are open to freshmen.

Note: Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

PHIL 100 Freshman Writing Seminars in Philosophy

Fall and spring. 3 credits. Consult the brochure listing freshman writing seminars prepared by the John S. Knight Writing Program.

PHIL 101 Introduction to Philosophy (by petition for breadth requirement)

Fall: Lecs. M W 9:05; disc. F 9:05-9:55. N. Sturgeon.

This course will deal with a number of the central problems of philosophy, such as the existence of God, our knowledge of the external world, the mind-body problem, free will and the foundations of morality.

Spring: Lects. M W 1:25; disc. F 1:25-2:15. T. Irwin.

An introduction to central topics of philosophy. We will discuss questions of epistemology (what can we know for sure? what is the difference between rational belief and dogmatism?), philosophy of mind (is your mind just the same as your brain? do you really have free will?), and ethics (what makes acts morally wrong? what social inequalities are unjust?) Readings will be chosen from classic and contemporary writers.

PHIL 131 Logic, Evidence, and Argument
Fall. 3 credits. M W F 11:15-12:05.
S. MacDonald.

This course examines the nature and structure of argument with the aim of developing formal methods for analyzing and evaluating the sorts of reasoning we encounter and use in everyday discourse.

PHIL 145 Contemporary Moral Issues
Fall. 3 credits. M W F 2:30-3:20.
R. Miller.

An examination of central moral issues in American politics today. At what point, if any, is abortion wrong, and in what circumstances should it be legal? What should be done to reduce economic, racial and sexual inequalities? For example, is there a moral justification for affirmative action programs? for social welfare programs? What are the limits of the right to free speech? Do they protect pornography? racist speech? When is it right to go to war? What obligations do U.S. citizens have to immigrants? to people in poor countries? We will analyze the answers and arguments of moral philosophers, political leaders and judges, through both lectures and discussion sections.

PHIL 201 Philosophical Problems
Fall. 4 credits. M W F 10:10-11:00.
C. Ginet.

This course will discuss the following well-known puzzles: Zeno's paradoxes of motion (the Racecourse, the Arrow, the Stadium) and of plurality, the paradox of the heap, the paradox of the surprise examination, the prisoner's dilemma, Newcomb's problem, and the paradox of the liar. These puzzles present us with reasoning that is paradoxical in the sense that, although it seems clear that there must be something wrong with the reasoning, it is not easy to see what it is. Studying such puzzles is not only an intriguing exercise in itself but can show us interesting things about such basic concepts as those of space, time, motion, truth, knowledge, rational choice, and causation.

[PHIL 210 Ancient Thought #
4 credits. Not offered 1995-96.]

PHIL 211 Ancient Philosophy #
Fall. 4 credits. No prerequisites. T R 1:25-2:40. G. Fine.

This course explores the origins of Western philosophy, as it emerged in Ancient Greece and Rome. We will explore some of the central ideas of the presocratics, Socrates, Plato, Aristotle, and the post-Aristotelians (Epicureans, Stoics, and Sceptics). Questions to be considered include: What are the nature and limits of knowledge? How reliable is perception? What are the basic entities in the universe-atoms? Platonic Forms? Aristotelian substances? Is moral knowledge possible? Why be moral? What is the nature of happiness and what sort of life will make people happy? Do human beings have free will? This course has no prerequisites.

PHIL 212 Modern Philosophy
Spring. 4 credits. T R 11:40-12:55.
Z. Szabó.

A survey of European philosophy in the 17th and 18th centuries focusing on the development of conceptions about the foundations of knowledge and the limits of understanding. The course will concentrate on major works by Descartes, Spinoza, Locke, Berkeley, Leibniz, Hume, and Kant.

PHIL 213 Existentialism (also Comparative Literature 213)
Fall. 4 credits. T R 11:40-12:55. A. Wood.

An introductory study of selected writings of four major thinkers in the existentialist tradition: Nietzsche, Dostoyevsky, Heidegger, Sartre. Readings will include a variety of literary forms (aphorisms, prose-poetry, novels) as well as philosophical treatises.

[PHIL 214 Philosophical Issues in Christian Thought #
4 credits. Not offered 1995-96.]

PHIL 231 Introduction to Formal Logic
Fall and spring. 4 credits. Normally offered in the six-week summer session.
Fall: M W F 11:15-12:05. J. Stanley.
Spring: M W F 10:10-11:00. C. Ginet.

Analysis and evaluation of deductive reasoning in terms of formalized languages. The logic of sentences, predicates, and quantifiers. (This course, rather than Philosophy 331, is the recommended introductory formal logic course.)

PHIL 241 Ethics (by petition for breadth requirement)
Spring. 4 credits. T R 2:55-4:10. R. Miller.

Introduction to the philosophical study of major moral questions—for example: Are all values relative, or are there some objective moral values? Have we ever any good reason to care about the interests of other people? Do people have rights with which governments should not interfere, even to advance the general welfare? What inequalities are unjust? The course discusses general issues in moral philosophy, together with some of their implications for particular current moral controversies, such as the debates over abortion, reverse discrimination, and policies reducing economic inequality. Readings from major philosophers of the past, as well as contemporary sources.

[PHIL 242 Social and Political Theory (by petition for breadth requirement) (also Government 260)
4 credits. Not offered 1995-96.]

[PHIL 243 Aesthetics
Fall. 4 credits. Not offered 1995-96.]

[PHIL 244 Philosophy and Literature
4 credits. Not offered 1995-96.]

[PHIL 245 Ethics and Health Care
4 credits. Not offered 1995-96. Normally offered also in the six-week summer session.]

PHIL 246 Ethics and the Environment
Spring. 4 credits. Open to all undergraduates. Permission of instructor required for graduate students. M W F 11:15-12:05.
N. Sturgeon.

Critical philosophical analysis of the conceptual frameworks in which policies affecting the environment are formulated and judged. Topics include the nature of ethics and the possibility of knowledge in ethics; the nature and extent of individual and social obligation

to distant people, future generations, nonhuman animals and nonsentient things (e.g., the ecosystem); the origin of environmental problems and the range of options for their solution.

[PHIL 247 Ethics and Public Life
Spring. 4 credits. Not offered 1995-96.]

[PHIL 261 Knowledge and Reality
4 credits. Not offered 1995-96.]

[PHIL 262 Philosophy of Mind
4 credits. Not offered 1995-96.]

PHIL 263 Religion and Reason
Spring. 4 credits. T R 1:25-2:40.
S. MacDonald.

We will develop the classical conception (shared by several world religions) of God as an absolutely perfect being (APB) and try to answer such questions as: What is the nature of the APB? It is possible for any being to possess the attributes traditionally ascribed to the APB? Is the existence of an APB compatible with what we know about the world. We will also consider such issues as the relation of religion to morality and the status and justification of religious claims.

[PHIL 286 Science and Human Nature (also Science and Technology Studies 286)
4 credits. Not offered 1995-96.]

PHIL 294 Global Thinking (also Government 294)
Fall. 4 credits. T R 1:25-2:40, plus disc.
H. Shue.

The analysis taught in this course is global in two different respects: international subjects and interdisciplinary methods. We look in detail at two of the most important and most difficult issues facing international society, devoting approximately half the course to each case: (1) when, if ever, should other nations intervene militarily into ethnic conflict like that in Bosnia? and (2) what, if anything, should industrialized nations and industrializing nations respectively do to reduce the emissions that promote climate change? On military intervention, we bring together political science, law, and ethics: on climate change, we bring together atmospheric chemistry, economics, and ethics. The course is team-taught by five leading faculty researchers from the fields listed.

Intermediate or Advanced Courses

Some of these courses have prerequisites.

PHIL 309 Plato #
Fall. 4 credits. Prerequisites: at least one previous course in philosophy at the 200 level or above, or permission of the instructor. M W 2:55-4:10. G. Fine.

In this course, we will study many of Plato's major dialogues, beginning with the early Socratic dialogues, and continuing on with the middle dialogues (such as the *Republic*) and late dialogues (such as the *Parmenides* and *Theaetetus*). The focus of the course will be on metaphysics and epistemology, but some attention will also be paid to ethical theory, especially in the *Republic*.

[PHIL 310 Aristotle #
4 credits. Not offered 1995-96.]

[PHIL 311 Modern Rationalism #
4 credits. Not offered 1995-96.]

[PHIL 312 Modern Empiricism #
4 credits. Not offered 1995-96.]

[PHIL 314 Ancient Philosophy: The World of Theory and the World of Ordinary Life #
4 credits. Not offered 1995-96.]

[PHIL 315 Medieval Philosophy #
4 credits. Not offered 1995-96.]

PHIL 316 Kant #

Fall. 4 credits. M W F 1:25-2:15. T. Irwin. Introduction to Kant's main doctrines in metaphysics, theory of knowledge, and ethics. Topics include the possibility of nonempirical knowledge, the nature of space and time and our knowledge of them, proof of the existence of an objective world, why events must have causes, determinism and the possibility of free will, and the basis of morality.

[PHIL 317 Hegel #
4 credits. Not offered 1995-96.]

PHIL 318 Twentieth-Century Philosophy
Spring. 4 credits. M W F 1:25-2:15. H. Hodes.

A survey of philosophical writing from the late 19th to early 20th century authors including G. Frege, B. Russell, L. Wittgenstein, on language, foundations of mathematics, topics in metaphysics (and perhaps epistemology). Recommended background: Philosophy 231.

[PHIL 319 Philosophy of Marx #
4 credits. Not offered 1995-96.]

PHIL 331 Formal Logic

Spring. 4 credits. Prerequisite: Philosophy 231 or equivalent or permission of the instructor. M W F 2:30-3:20. H. Hodes. Review of derivations and other material covered in 231; basic set-theoretic concepts; truth in a model and the semantic definitions of consequence, validity, equivalence, and other logic concepts; and the soundness and completeness of a natural-deduction formalization of elementary logic. Further topics will be covered if time permits.

PHIL 332 Philosophy of Language

Fall. 4 credits. T R 11:40-12:55. Z. Szabó. Introduction to contemporary thought concerning meaning in natural languages, starting with the works of Saussure and Frege. This course will focus on the complementary contributions of linguistics and philosophy to the theory of meaning. Topics will include: the relationships between truth and meaning, logic and grammar, reference and quantification, semantics and pragmatics.

PHIL 341 Ethical Theory

Fall. 4 credits. M W F 9:05-9:55. N. Sturgeon.

Topic for 1995-96: Consequentialism and Its Critics. A historical and systematic investigation of one of the deepest divides in philosophical debate about ethics, between those who think the moral evaluation of acts, character traits and social institutions depends solely on their good or bad consequences, and critics who find this approach fundamentally misguided.

[PHIL 342 Law, Society, and Morality (also Law 666)

4 credits. Not offered 1995-96.]

[PHIL 343 Resistance and Responsibility (also Law 676)

4 credits. Not offered 1995-96.]

[PHIL 344 History of Ethics: Ancient and Medieval #

4 credits. Not offered 1995-96.]

[PHIL 345 History of Ethics: Modern #
4 credits. Not offered 19945-95.]

PHIL 346 Modern Political Philosophy (also Government 462)

Fall. 4 credits. T R 2:55-4:10. R. Miller. A study of the leading contemporary theories of justice, including the work of Rawls, Nozick, Gauthier, and Scanlon. These theories defend radically different answers to such question as: to what extent should governments try to reduce economic inequality? are there rights that should never be violated, either to reduce inequality or to promote the general welfare? are inequalities in political influence compatible with democratic rights? to what extent can a just law reflect a distinctive conception of what is ultimately worthwhile (for example, a religious conviction or an attitude toward sexuality)? We will largely be concerned with views of morality, freedom, and equality which underlie the competing theories. We will also consider implications for specific political controversies, e.g., over abortion, welfare programs, and pornography.

PHIL 361 Metaphysics and Epistemology

Fall. 4 credits. Prerequisite: at least one 200-level course in philosophy. T R 1:25-2:40. J. Stanley.

Quine and Strawson, perhaps more than any other philosophers, are responsible for the twentieth-century relegitimization of metaphysics. However, their conceptions of metaphysics are radically different, and indeed mutually incompatible. In this course, we will attempt to understand the differences between their conceptions of the enterprise of metaphysics, and what effect these make in responding to particular metaphysical issues.

PHIL 362 Philosophy of Mind

Spring. 4 credits. M W F 3:35-4:25. S. Shoemaker.

An examination of the "subjectivity of the mental" and the "first-person point of view," with special attention to the question of whether these can be satisfactorily accounted for by a functionalist account of mind. Topics will include the nature of self-knowledge, self-reference, and self-consciousness.

[PHIL 363 Topics in the Philosophy of Religion

4 credits. Not offered 1995-96.]

[PHIL 368 Global Climate and Global Justice (also Government 368)

Not offered 1995-96.]

[PHIL 369 Limiting War: The Morality of Modern State Violence (also Government 469)

4 credits. Not offered 1995-96.]

PHIL 381 Philosophy of Science: Knowledge and Objectivity (also Science and Technology Studies 381)

Fall. 4 credits. W 7:30-9:30 p.m. R. Boyd.

An examination of central epistemological and metaphysical issues raised by scientific theorizing: the nature of evidence; scientific objectivity; the nature of theories, models, and paradigms; and the character of scientific revolutions.

[PHIL 382 Philosophy and Psychology
4 credits. Not offered 1995-96.]

[PHIL 384 Philosophy of Physics
4 credits. Not offered 1995-96.]

[PHIL 389 Philosophy of Science: Evidence and Explanation
4 credits. Not offered 1995-96.]

PHIL 390 Informal Study

Fall or spring. Credit to be arranged. To be taken only in exceptional circumstances. Must be arranged by the student with his or her adviser and the faculty member who has agreed to direct the study.

Advanced Courses and Seminars

These courses are offered primarily for majors and graduate students.

[PHIL 395 Majors Seminar
4 credits. Not offered 1995-96.]

PHIL 409 German Philosophical Texts

Fall. 2 credits. Prerequisites: knowledge of German and permission of instructor. Hours to be arranged. A. Wood. Reading of philosophical texts in the original German.

PHIL 410 Latin Philosophical Texts #

Fall and spring. Variable credit. Prerequisites: knowledge of Latin and permission of instructor. Hours to be arranged. S. MacDonald.

Reading of philosophical texts in the original Latin.

PHIL 411 Greek Philosophical Texts (also Classics 311) #

Fall. Variable credit. Prerequisites: knowledge of Greek and permission of instructor. Hours to be arranged. T. Irwin. Reading of philosophical texts in the original Greek.

PHIL 412 Medieval Philosophy

Spring. 4 credits. T R 10:10-11:25. S. MacDonald.

This course will provide a survey of the medieval discussion of the nature and scope of free will. We will focus on texts from Augustine, Anselm, Aquinas, and Scotus, and we may consider material from some other thirteenth- and fourteenth-century philosophers.

PHIL 413 Topics in Ancient Philosophy

Spring. 4 credits. Prerequisites: At least two previous courses in philosophy at the 200 level or above; or permission of the instructor. M 4:30-6:30. G. Fine. Topic: Aristotle's metaphysics and epistemology.

PHIL 414 German Philosophy after Kant

Fall. 4 credits. T 4:30-6:30. A. Wood. Topic for 1995: Schopenhauer and Nietzsche: The will and the psychological basis of morality.

[PHIL 415 Special Topics in the History of Philosophy #

Fall. Not offered 1995-96.]

PHIL 416 Modern Philosophy

Spring. 4 credits. T R 2:55-4:10. Z. Szabó.

A study of the origins of modern empiricism in Locke's *Essay* and Berkeley's *Principles*. Discussion will focus on questions concerning the theory of ideas and its relation to traditional ontology. Topics will include

perceptual acquaintance, abstraction, primary and secondary qualities, the nature of certainty and necessity, substance, and infinity. We will try to draw connections between the early modern debates and contemporary issues in epistemology and metaphysics.

[PHIL 431 Deductive Logic (also Mathematics 481)]
4 credits. Not offered 1995-96.]

[PHIL 433 Philosophy of Logic]
4 credits. Not offered 1995-96.]

[PHIL 436 Intensional Logic (also Mathematics 483)]
4 credits. Not offered 1995-96.]

[PHIL 437 Topics in the Philosophy of Language]
4 credits. Not offered 1995-96.]

PHIL 441 Contemporary Ethical Theory (also Society for Humanities 416)
Spring. 4 credits. R 2:30-4:25. Limited to 17 students. K. Jones.

Topics for 1995-96: Emotion and the Self. Emotions tell us how the world seems to agents and reveal what matters to them. Emotional responses can thus inform us about agent's values and about their self-conceptions. In order to address the connection between the self and emotion, we must first understand what emotions are. Equipped with a suitable theory of the emotions, we next explore whether emotions are socially constructed. If they are socially constructed to any significant degree, then they can be used as a window onto possible cross-cultural variation in conceptions to the self. Several theorists (e.g., Charles Taylor and Naomi Scheman) have thought that, even with a single social context, emotions have a role to play in self-constitution, so we turn next to their thesis. The final section of the course will be a detailed examination of those emotions that most centrally touch on agency, including shame, pride, agent-regret, guilt and remorse. Most of our readings will be by analytic philosophers, but these will be supplemented with readings from anthropology and psychology.

PHIL 442 Ethics and Value Theory (also Society for Humanities 404)
Fall. 4 credits. Limited to 17 students. T 12:20-2:15. K. Jones.

Topic for 1995-96: Topics in Moral Psychology. Reasons explanations are explanations of a special sort: they explain why an agent did something by showing how, given her beliefs and desires at the time, it would have been a reasonable thing for her to do. The first part of this course sets out to understand just what sort of an explanation a reasons explanation is. Next we examine the problem of incontinence, locating it as a problem that occurs in the space between decision and action. An agent decides where the all-things-considered best reasons lie, but then acts contrary to her decision. We will explore this, and other forms of incontinence. Finally, time permitting, we will examine accounts of autonomy and how well or badly they accommodate the fact that moral knowledge, like all knowledge, is social.

[PHIL 444 Contemporary Legal Theory (also Law 710)]
4 credits. Not offered 1995-96.]

PHIL 446 Topics in Social and Political Philosophy (also Society for Humanities 421)

Spring. 4 credits. Limited to 17 students. T 12:20-2:15. J. Whiting.

Topic for 1996: Morality, Self & Psychopathology. Self-conceptions play important (perhaps "self-fulfilling") roles in self-constitution, so that selves may differ (in ways that abstract philosophical theories tend to ignore) not only from one socio-historical context to another but even within particular socio-historical contexts (given the roles played in self-constitution by variables like gender, psychopathology, and even one's philosophical views). We will examine self-constitutions, paying special attention not only to moral ideas (e.g., the Buddhist dissolution of self) but also to psychopathology (e.g., autism, multiple-personality, and eating disorders). Philosophical readings from ancient and modern sources (including Charles Taylor, Iris Murdoch, Ian Hacking, and Susan Bordo) will be supplemented by readings from other fields, including anthropology and psychology (e.g., from Clifford Geertz, Richard Shweder, Daniel Stern, and Louis Sass).

[PHIL 461 Metaphysics]
4 credits. Not offered 1995-96.]

[PHIL 481 Problems in the Philosophy of Science]
4 credits. Not offered 1995-96.]

PHIL 490 Special Studies in Philosophy
Fall and spring. 4 credits. Open only to honors students in their senior year. See Honors description at front of Philosophy section.

PHIL 611 Ancient Philosophy
Fall and spring. 4 credits. T. Irwin. Fall. M 4:30-6:30.

Topic: Aristotelian ethics.
Spring. M 4:30-6:30. For spring term only: knowledge of Greek required.
Topic for spring: Platonism and Neoplatonism.

[PHIL 612 Medieval Philosophy]
4 credits. Not offered 1995-96.]

[PHIL 613 Modern Philosophers]
4 credits. Not offered 1995-96.]

[PHIL 619 History of Philosophy #]
4 credits. Not offered 1995-96.]

PHIL 633 Philosophy of Language
Spring. 4 credits. T 4:30-6:30 p.m. J. Stanley.

Topic: Content and Context. In this course, we will examine the role of context in both philosophical and formal semantical accounts of the content of assertions and mental states. In addition, we will explore broader linguistic and philosophical consequences of the ubiquity of context-dependency.

PHIL 641 Ethics and Value Theory
Fall. 4 credits. W 4:30-6:30. N. Sturgeon.
Topic: Moral Realism and It's Critics

PHIL 661 Theory of Knowledge
Fall. 4 credits. R 4:30-6:30. C. Ginet.
Topic for 1995: *a priori* knowledge.

[PHIL 662 Philosophy of Mind]
4 credits. Not offered 1995-96.]

[PHIL 663 Philosophy of Religion]
4 credits. Not offered 1995-96.]

PHIL 664 Metaphysics

Spring. 4 credits. W 4:30-6:30. R. Miller.
Topic for spring 1996: Rationality, Knowledge and Justification. We will look at recent accounts of rational belief and knowledge. Some questions that we will consider are: do theories emphasizing causation or counterfactual dependence underrate the role of justification? Can appeals to fundamental norms of inquiry defeat skepticism without licensing dogmatism? How distinctive and compelling a means of justification is inference to the best explanation? To what extent do pragmatic, psychological, and social considerations determine what is rationally believed and what is known? Readings will include work by Bonjour, Goldman, Harman, McDowell, Miller, Nozick, van Fraassen, and Wittgenstein.

[PHIL 665 Metaphysics]
4 credits. Not offered 1995-96.]

[PHIL 681 Philosophy of Science]
4 credits. Not offered 1995-96.]

[PHIL 682 Philosophy of Social Science]
4 credits. Not offered 1995-96.]

PHIL 700 Informal Study
Fall or spring. Credit to be arranged. To be taken by graduate students only in exceptional circumstances and by arrangement made by the student with his or her Special Committee and the faculty member who has agreed to direct the study.

PHIL 773 Proseminar in Cognitive Studies (also Cognitive Studies 773, Linguistics 773, and Computer Science 773)

Fall. 2 credits. Fall: R grade.
See course description under PHIL 774.

PHIL 774 Proseminar in Cognitive Studies (also Linguistics 774)
For description, see COGST 774.

PHYSICS

D. B. Fitchen, chair (109 Clark Hall, 255-6016); R. S. Galik, director of undergraduate studies (101 Clark Hall, 255-8158); J. P. Alexander, V. Ambegaokar, N. W. Ashcroft, K. Berkelman, E. Bodenschatz, D. G. Cassel, B. Cooper, R. M. Cotts, P. Drell, G. F. Dugan, V. Elser, C. P. Franck, B. Gittelman, K. Gottfried, B. Greene, L. N. Hand, D. L. Hartill, C. L. Henley, W. Ho, M. P. Kalos, A. LeClair, D. M. Lee, G. P. Lepage, R. M. Littauer, N. D. Mermin, N. Mistry, H. Padamsee, J. M. Parpia, J. R. Patterson, R. O. Pohl, J. D. Reppy, R. C. Richardson, J. T. Rogers, D. L. Rubin, E. E. Salpeter, J. P. Sethna, S. L. Shapiro, A. J. Sievers, E. Siggia, R. H. Silsbee, P. C. Stein, R. M. Talman, M. P. Teter, S. A. Teukolsky, R. Thorne, H. Tye, T-M. Yan

The Department of Physics offers a full range of university-level work in physics, from general education courses for nonscientists to doctoral-level independent research. Major research facilities are operated by two component organizations, the Laboratory of Atomic and Solid State Physics (LASSP) and the Laboratory of Nuclear Studies (LNS). LASSP carries out extensive research efforts in condensed-matter physics and in low-temperature physics. LNS operates a major high-energy particle physics research facility at Wilson Laboratory, the Cornell electron-

positron storage ring (CESR). Theoretical work is carried out in many fields of physics, including astrophysics. There is a full schedule of weekly research-oriented seminars and colloquia. Junior and senior students will find many opportunities for research participation and summer employment.

Three introductory physics sequences are open to freshmen: 101–102, 112–213–214, and 207–208. In addition, there is a group of general-education courses, Physics 200 through 206, 209, 210. Physics 101–102, a self-paced autotutorial course, is designed for students who do not intend to take further physics courses and who do not have preparation in calculus. Physics 112 and 207 both require calculus (Mathematics 191 or 111), and additional mathematics is required for subsequent courses in the sequence. Physics 101–102 or 207–208 may be taken as terminal physics courses. The three-term sequence 112–213–214 or its honors version, 116–217–218, is recommended for engineers and physics majors. Physics 214 and 218 are placing an increasing emphasis on use of the computer for homework, laboratory exercises, and projects; some knowledge about computing, perhaps at the level of Computer Science 99 or 101, is desirable.

Courses beyond the introductory level that might be of interest to nonmajors include: Physics 316, Modern Physics I; Physics 330, Modern Experimental Optics; and Physics 360, Electronic Circuits.

Advanced placement and credit are offered as outlined in "Advanced Placement of Freshmen," or students may consult Professor Galik, the director of undergraduate studies, as should students requesting transfer credit for physics courses taken at another college.

The Major

The major program is constructed to accommodate students who wish to prepare for professional or graduate work in physics as well as those who wish to complete their major program in the field of physics but have other post-graduation goals.

Students who wish to major in physics are advised to start the physics sequence in the first term of their freshman year. (Note that students who have had contact with introductory calculus may take Physics 112 with co-registration in Mathematics 191.) The major program can still be completed with a second-term start, but flexibility in future course scheduling is reduced.

Prospective majors are urged to make an early appointment at the physics office for advice in program planning. Acceptance into the major program is normally granted upon completion of a year of physics and mathematics courses at Cornell with all course grades at the B-level or higher. The department office will give advice in the matter of selecting a major faculty adviser. Details of the major course program are worked out in consultation between the student and major adviser.

Physics Core

Common to all major programs is a requirement to complete a core of physics courses. In addition to the three-term introductory sequence (Physics 112–213–214 or Physics 116–217–218), the core includes five upper-level courses—(a) the two-course sequence in modern physics (Physics 316–317), (b) at least

three semester hours of laboratory work selected from Physics 310, 330, 360, 410, Astronomy 410, (c) an intermediate course in classical mechanics, and (d) an intermediate course in electromagnetism.

Accompanying these physics courses should be work in mathematics through at least Mathematics 294 or 222. Students following the professional/graduate school channel are expected to complete at least one additional year of applicable mathematics (Applied and Engineering Physics 321–322 or Mathematics 420/421–422).

In addition to the core, each physics major must complete 15 semester hours of credit in an area of concentration which has been agreed upon by the student and major faculty adviser.

Concentration within Physics

A student who wishes to pursue professional or graduate work in physics or a closely related field should follow a concentration within the field of physics. For those students with a strong secondary school preparation, the sequence Physics 116–217–218 is encouraged. Core courses in mechanics and electromagnetism will normally be Physics 318 and Physics 327, respectively. The minimum 15 hours beyond the core must be composed of physics courses with numbers greater than 300 and must include the senior laboratory course Physics 410. This means a physics concentration needs a minimum of 7 hours of laboratory work to complete the requirements. The accompanying table shows several typical course sequences by means of which the major requirements may be completed. The primary distinction among students who may follow the different sequences is the amount and level of pre-college work in calculus and in physics. Changes in these typical patterns will be common, as agreed upon between student and major faculty adviser.

Concentration outside Physics

The concentration will reflect the student's interest in some area related to physics. The array of courses that comprise the concentration must have internal coherence. The array will normally be worked out in conference with the major faculty adviser and must be approved by the adviser. Of the required 15 hours credit beyond the core, at least 8 credits must be in courses numbered above 300. Students have chosen to concentrate in such topics as chemical physics, astrophysics, natural sciences, history and philosophy of science, computer science, meteorology, or econometrics. A combined biology-chemistry concentration is appropriate for pre-medical students or those who wish to prepare for work in biophysics. Students interested in a career in the teaching of science should consider the Teacher Education in Science and Mathematics (TESM) program, which is administered by the Department of Education and is described in detail in the College of Agriculture and Life Sciences section of this catalog. A concentration in "science education" would then typically include Education 402 and 403, both part of TSEM, and two or more courses designed to broaden the student's background in general science and mathematics.

For students with concentrations outside physics, the core requirements in mechanics and electromagnetism can be appropriately

met with Physics 314, and Physics 323 respectively.

Students with an astronomy concentration who might continue in that field in graduate school should use Astronomy 410, 431, 432 as part of the concentration; they should use Physics 318 and 327 to satisfy the core requirements in mechanics and electromagnetism.

Foreign Language Requirement

Students interested in eventual graduate work in physics are advised to meet this College of Arts and Sciences requirement with work in French, German, or Russian.

Honors

A student may be granted honors in physics upon the recommendation of the Physics Advisers Committee of the physics faculty. There is no particular course structure or thesis requirement for honors.

Double Majors

Double majors including physics are possible and not at all uncommon. It should be noted, however, that if a student wishes to complete a major in physics as well as a major in one or more other subjects, any course used to satisfy a requirement of the second major may not be used also in satisfaction of any physics major requirement.

Courses with Overlapping Content

Because the department offers several courses with overlapping content, students should select courses carefully to meet the needs of their academic programs and to ensure credit for each course they take. Listed below are groups of courses with largely similar content. In general, students may receive credit for only one of the courses in each group.

Physics 101, 207
Physics 102, 208
Physics 112, 116
Physics 213, 217
Physics 214, 218

Course Prerequisites

Prerequisites are specified in physics course descriptions to illustrate the materials that students should have mastered. Students who wish to plan programs different from those suggested by the prerequisite ordering are urged to discuss their preparation and background with a physics adviser or with the instructor in the course. In many cases an appropriate individual program can be worked out without exact adherence to the stated prerequisites.

- For majors with concentrations outside physics, there will be a wide variation in individual programs, arranged to best match the field of concentration.
- Crossovers between the two sequences 112–213–214 and 116–217–218 are possible, although the combination 112–213–218 is difficult. Physics 207 may be substituted for Physics 112. Students taking 217 after 112 should coregister for 216.
- Exceptionally well-prepared students may be able to begin work at Cornell with Physics 217. Such students should come to the department office for advice in planning a course program.

- Physics electives include (but are not limited to) 444, 454, 525, 553, 561, 572, the senior seminars 481-483, Astronomy 332 or 431-432, and A&EP 343, 436.

Courses

Listed days and times are not definite but are unlikely to change. Days and times will not be listed for 600-level courses.

PHYS 101-102 General Physics

101, fall; 102, spring; 101, 102, summer 4-week or 8-week session. 4 credits each term. General introductory physics for non-physics for non-physics majors. Prerequisites: Three years of high school mathematics, including some trigonometry. A student without high school physics should allow extra time for Physics 101. Prerequisite for Physics 102: Physics 101 or 112 or 207. Includes less mathematical analysis than Physics 207-208 but more than Physics 200-206, 209, 210. Fall introductory lec. R Aug. 31 or M Sept. 4, 7:30 p.m. Spring introductory lec. M Jan. 22, 7:30 p.m. 101, D. Fitchen; 102, R. Cotts.

Physics 101-102 emphasizes quantitative and conceptual understanding of the topics of introductory physics developed without use of calculus. The course is mostly self-paced in a mastery-oriented format including eight subject units and a final retention (review) unit each term. Most instruction occurs in the learning center utilizing video-taped lectures, personal tutoring by staff, assigned laboratory exercises, and computerized solutions of sample test questions. Unit testing is designed to measure mastery with a limit of three test tries taken at the time of the student's choice.

Major topics for 101: kinematics, forces and dynamics, momentum, energy, fluid mechanics, waves and sound, thermal physics, kinetic theory, and thermodynamics. For 102: electricity and magnetism, optics, relativity, atomic, quantum, and nuclear physics. At the level of *Physics* by Cutnell and Johnson.

PHYS 103 General Physics

Summer. 4 credits. Prerequisite: Three years of high school mathematics, including some trigonometry. Primarily for students majoring in the life sciences.

Lectures and discussions: M-F 10:00-11:15; laboratories M W 2:00-5:00.

Basic principles treated quantitatively but without calculus. Kinematics; forces and fields, momentum, angular momentum and energy; thermal physics and fluid mechanics; and sound waves. Text at the level of *Physics*, 3rd edition, by Cutnell and Johnson.

PHYS 112 Physics I: Mechanics

Fall, spring, summer 6-week session. 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisite: coregistration in Mathematics 192 (or 194 or 112), or substantial previous contact with introductory calculus combined with coregistration in Mathematics 191 or 111. Lec. M W F 10:10-11:00 or 12:20-1:10. One rec. and one lab each week. Evening exams. Fall, A. LeClair; spring, J. Parpia.

Mechanics of particles: kinematics, dynamics, conservation laws, central force fields, periodic motion. Mechanics of many-particle systems: center of mass, rotational mechanics of a rigid body, static equilibrium. At the level of *Physics for Scientists and Engineers*, Vol. 1, by Tipler.

PHYS 116 Physics I: Mechanics and Special Relativity

Fall, spring. 4 credits. More analytic than Physics 112, intended for students who will be comfortable with a deeper, somewhat more abstract approach. Intended mainly but not exclusively for prospective physics majors. Prerequisites: a good secondary school physics course and familiarity with basic calculus. Corrective transfers between Physics 116 and Physics 112 (in either direction) are encouraged during the first few weeks of instruction. Lec. M W F 10:10-11:00. Fall, B. Greene; spring, staff.

A more rigorous version of Physics 112, covering similar topics at the level of *An Introduction to Mechanics*, by Kleppner and Kolenkow.

PHYS 190 Supplemental Introductory Laboratory

Fall, spring. 1 credit. Times by arrangement with instructor. S-U only. (first offered spring 1996) Enrollment limited to students who have all of the following; (i) three transfer credits for introductory physics lecture material; (ii) a degree requirement of the laboratory component of that introductory course; (iii) approval of the director of undergraduate studies; (iv) permission of the lecturer of that course at Cornell. Enrollment limited.

A Physics 190 Permission Form must be filed in 121 Clark Hall with the physics department course coordinator. Student perform the laboratory component of one of the introductory courses (Physics 112, 213, 214) to complement the lecture-related course credit acquired elsewhere. Those wishing to take the equivalent of one of these introductory courses at another institution should receive prior approval from the director of undergraduate studies.

PHYS 200 Art, Archaeology, and Analysis (also Engineering 185, MS&E 285, Archaeology 285, English 285, and Art 372)

For description, see MS&E 285.

PHYS 201 Why the Sky Is Blue: Aspects of the Physical World

Fall. 3 credits. Lec. T R 2:55-4:10, rec. W 2:30-3:20 or W 3:35-4:25. A. Sadoff.

This is a descriptive physics course aimed specifically at the non-science student. There is an emphasis on the ideas of modern physics where the approach is both historical and thematic. The methodology of science and the nature of evidence is emphasized. An overriding theme is the character of physical laws as shown through the great principles of symmetry and conservation. While there are a few computational problems assigned, the purpose is to help students to understand the concepts rather than to master problem-solving techniques.

PHYS 202 The World According to Physics—The Way Things Work

Summer-3 week session. 3 credits. Prerequisite: three years of high school mathematics, including some trigonometry. M-F 10:00-12:00; laboratories 2 afternoons per week to be arranged. R. Lieberman.

Intended to provide students majoring in fields outside the sciences with an appreciation for the familiar physical world surrounding them. Which falls faster, a pound of gold or a pound of feathers? What trajectory does a launched rocket follow? Why are the curves on highways banked? What actually keeps a satellite circling the earth—why doesn't it just fall down or fly away? Can you build a ship that runs off the heat found in the ocean? With an emphasis on problem solving, the course helps the student to develop skills transferable to other areas. Topics include Newton's basic laws of motion, trajectories, satellites, space travel, and the concepts of energy.

Typical Physics Course Sequences

Semester	No AP math or physics	1 year AP calculus and good HS physics	Outside concentrators	Outside concentrators (alternate)
1st - Fall	112	116	112	
2nd - Spring	213	217	213	112
3rd - Fall	214	218	214	213
4th - Spring	316, 310 or 360	316, 318	310 or 360	214
5th - Fall	317, 327	317, 327	316	330, 316
6th - Spring	318, 443	360, 443	314	314
7th - Fall	341, 410	330, 341, 410	317, 323	317, 323
8th - Spring	Elective(s)	Elective(s)		

•For majors with concentrations outside physics, there will be wide variation in individual programs, arranged to best match the field of concentration.

•Crossovers between the two sequences 112-113-214 and 116-217-218 are possible, although the combination 112-213-218, is difficult. Physics 207 may be substituted for Physics 112. Students taking 217 after 112 must coregister for 216.

•Exceptionally well-prepared students may be able to begin work at Cornell with Physics 217. Such students should come to the department office for advice in planning a course program.

•Physics electives include 360, 444, 454, 455, 525, 553, 561, 572, the senior seminars 481-483, Astronomy 332 or 431-432, and A&EP 434, 436.

PHYS 204 Physics of Musical Sound

Spring. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high school algebra. E. Cassel.

Many features of the production, propagation, and perception of musical sound may be understood in terms of important concepts in physics. Topics covered will include the mechanism of tone production in musical instruments, distinctions in tone quality, musical scales and tuning, some basic principles of room acoustics and reproduction of sound, and aspects of the mechanism of hearing. There will be some lab activities using computers to sample the frequency spectrum of various sounds and wave forms. At the level of *The Science of Sound*, by T. D. Rossing.

PHYS 205 Reasoning about Luck

Fall. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high school algebra. Lec. M W F 2:30–3:20; five one-hour labs to be arranged, rec. T 2:30–3:20. L. N. Hand.

An attempt to explain how and when natural scientists can cope rationally with chance. The first part of the course deals in a constructive way with the basic ideas of probability theory and explains why it is that in large systems likely events can become overwhelmingly likely. An introduction to mechanics and to heat as probabilistic mechanics follows. In this way, interested students are given a nontrivial understanding of the second law of thermodynamics, that putative bridge between C. P. Snow's two cultures. Another physical theory, quantum mechanics, in which chance occurs—though in a somewhat mysterious way—is touched on. Approximately five self-paced laboratory experiments will be included.

PHYS 206 War and Peace in the Nuclear Age (also Government 384)

Spring. 4 credits. Intended for nonscientists; does not serve as a prerequisite to further science courses. Assumes no scientific background but will use high school mathematics. Lec. T R 10:10–11:25. P. Stein.

This course is intended for any student who wishes to understand the following: the history and evolution of military strategy; the developments in 20th-century physics that culminated in the development of the "atomic" bomb; the principles, types, and effects of nuclear weapons; existing and proposed arsenals and delivery systems; the evolution of the nuclear military strategy of the nuclear powers; and the history of nuclear arms-control negotiations. The course will also examine important concepts involved in military strategy and arms control. Much attention will be given to the problem and mechanisms of control of proliferation and weapons of mass destruction. Assignments emphasize quantitative reasoning skills as well as the technical subject matter.

PHYS 207–208 Fundamentals of Physics

207, fall; 208, spring. 4 credits each term. Prerequisites for Physics 207: high school physics plus Mathematics 111 or 191, or substantial previous contact with introductory calculus, combined with coregistration in a math course approved by instructor.

Prerequisites for Physics 208: Physics 207 or 112 or 101 and at least coregistration in Mathematics 112 or 192. Physics 207–208 is a two-semester introduction to physics with emphasis on tools generally applicable in the sciences, intended for students majoring in a physical science, mathematics, or an analytically oriented biological science. Lec. M W F 9:05–9:55 or 11:15–12:05; two rec. and one lab each week. Evening exams. Fall, R. Littauer; spring, D. Fitchen.

207: Mechanics, conservation laws, waves, and topics from thermal physics, fluids, acoustics and properties of matter. 208: Electricity and magnetism, and topics from physical and geometrical optics, quantum and nuclear physics. At the level of *Fundamentals of Physics*, extended by Halliday, Resnick, and Walker.

PHYS 209 Relativity and Chaos

Fall. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high school algebra. Lec. M W F 2:30–3:20; rec. T 2:30–3:20 or T 3:35–4:25. N. D. Mermin.

We will examine two revolutionary fields of classical physics, one venerable and one relatively recent: the special theory of relativity will be developed, with a view to understanding how certain simple but apparently contradictory facts about light lead to extraordinary insights into the nature of time; and the newer subject of "chaos" will be explored, with a view to seeing how extremely simple rules can lead to behavior of breathtaking complexity.

PHYS 210 Randomness in Classical and Quantum Physics

Spring. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high school algebra. Lec. M W F 2:30–3:20; rec. T 2:30–3:20 or T 3:35–4:25. N. D. Mermin.

We will examine two areas of physics where randomness plays a central role: the classical probability theory of gamblers, and its relation to subjects from the nature of coincidence to the direction of the flow of time; and the quantum theory, which promotes randomness from a consequence of human ignorance to a fundamental aspect of the physical world, leading to Einstein's celebrated rejection of a dice-throwing God and his more disturbing complaint about "spooky actions at a distance."

PHYS 213 Physics II: Electricity and Magnetism

Fall, spring, (summer 6-week session). 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisites: Physics 112 and coregistration in the continuation of the mathematics sequence required for Physics 112. Lec. T R 9:05–9:55 or 11:15–12:05, two rec. each week and one 3-hour lab alternate weeks. Evening exams. Fall, R. Pohl; spring, R. Galik.

Electrostatics, behavior of matter in electric fields, DC and AC circuits, magnetic fields, Faraday's law, Maxwell's equations, electromagnetic oscillations and waves. At the level of *Physics for Scientists and Engineers*, Vol. 2, by Tipler. Laboratory covers electrical measurements, DC and AC circuits.

PHYS 214 Physics III: Optics, Waves, and Particles

Fall, spring, (summer, 6 week session). 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisites: Physics 213 and coregistration in the continuation of the mathematics sequence. Lec. T R 9:05–9:55 or 11:15–12:05. Two rec. each week and one 3-hour lab alternate weeks. Evening exams. Fall, J. Rogers; spring, P. Drell.

Physics of wave phenomena, electromagnetic waves, interference and diffraction effects, wave properties of particles and introduction to quantum physics. Course includes computer use in solving problems and labs. At the level of *Physics for Scientists and Engineers*, by Tipler.

PHYS 216 Introduction to Special Relativity

Fall, spring, based upon preregistration. 1 credit. S-U only. Enrollment may be limited. Course will be completed within first four to six weeks of term. Coregistration in this course is a requirement for registration in Physics 217, unless the student has taken a relativity course at the level of Physics 116 or Astronomy 106. Prerequisites: Physics 112 or Physics 207 or permission of instructor. Lec. T R 8:00–8:50. Fall, P. Drell; spring, staff.

Introduction to Einstein's Theory of Special Relativity: Galilean and Lorentz transformations, the concept of simultaneity, time dilation and Lorentz contraction, the relativistic transformations of velocity, momentum and energy, and relativistic invariance in the laws of physics. At the level of *An Introduction to Mechanics* by Kleppner and Kolenkow or *Space and Time in Special Relativity* by Mermin.

PHYS 217 Physics II: Electricity and Magnetism

Fall, spring. 4 credits. Enrollment may be limited. Intended for students who have done very well in Physics 112 or 116 and in mathematics and who desire a more analytic treatment than that of Physics 213. Prospective physics majors are encouraged to select Physics 217. Prerequisites: approval of student's adviser and permission from the instructor. A placement quiz may be given early in the semester, permitting those students who find Physics 217 too abstract or analytical to transfer into Physics 213, which they can do without difficulty at that time. Vector calculus will be taught in this course, but previous contact, especially with the operations *grad*, *div*, and *curl*, is helpful. It is assumed the student has seen Special Relativity at the level of Physics 116 or is currently enrolled in Physics 216. It is also assumed that the student has covered the material of Mathematics 192 and is coregistered in Mathematics 293 or the equivalent. Lec. M W F 10:10–11:00. Fall, B. Gittelman; spring, K. Berkelman. At the level of *Electricity and Magnetism*, by Purcell (Vol. 2, Berkeley Physics Series).

PHYS 218 Physics III: Waves and Thermodynamics

Fall, spring. 4 credits. Enrollment may be limited. A special section of Physics 214. Conditions governing enrollment are similar to those of Physics 217. Lec. M W F 11:15–12:05. Fall, J. Brock; spring, D. Cassell.

Topics covered in recent years have included oscillators, mechanical waves, waves at interfaces, standing waves, electromagnetic waves, guided waves, scattering, interference and diffraction, geometric optics, the doppler effect, and an introduction to matter waves. Evening exams may be scheduled. A more rigorous version of Physics 214.

PHYS 310 Intermediate Experimental Physics

Spring. 3 credits. Enrollment may be limited. Prerequisite: Physics 208 or 213. Labs T W 1:25-4:25.

Students select from a variety of experiments. An individual, independent approach is encouraged. Facilities of the Physics 410 lab are available for some experiments.

PHYS 314 Intermediate Mechanics

Spring. 4 credits. Prerequisites: Physics 208 or 214 (or equivalent) and Math 294 (or equivalent); Applied and Engineering Physics 322 or coregistration in Mathematics 420/421 recommended. Intended for physics majors with concentration outside of physics or astronomy; Physics 318 covers similar material at a more analytical level. Lec. M W F 10:10-11:00, rec. F 1:25-2:15.

Includes Newtonian mechanics, Lagrange and Hamilton formulations, central forces, rigid body motion, and small oscillations. At the level of *Classical Dynamics* by Marion and Thornton.

PHYS 316-317 Modern Physics I and II

3 credits each term. Physics 316, fall, spring; Physics 317, fall. The two courses comprise a two-term sequence and it is assumed that a student registering in Physics 316 will continue with Physics 317. Prerequisites: Physics 316: Physics 214 or 218, and coregistration in at least Mathematics 294 or equivalent; Physics 317: Physics 316. Lec. M W F 9:05-9:55, rec. T 2:30-3:20. Fall, 316 R. Patterson, 317 N. W. Ashcroft; spring, staff.

Introduction to the physics of microscopic phenomena, emphasizing the use of elementary quantum and statistical mechanics. At the level of *Physics of Atoms, Molecules, Solids, Nuclei, and Particles* by Eisberg and Resnick. Physics 316: Breakdown of classical concepts in microphysics; light quanta and matter waves; Schrödinger equation and solutions in 1 and 3 dimensions; hydrogen atom, exclusion principle, the periodic table. Physics 317: Classical and quantum statistical mechanics; molecules; solid state physics; nuclear physics and radioactivity; elementary particle physics.

PHYS 318 Analytical Mechanics

Spring. 4 credits. Prerequisites: Physics 116 and permission of instructor; Applied and Engineering Physics 321 or Mathematics 420/421. Intended for junior physics majors concentrating in physics or astronomy. Sophomores should have permission of the instructor before registering. Physics 314 covers similar material at a less demanding level. Lec. M W 10:10-11:00; Labs W or R 1:25-3:20; rec. F 2:30-3:20. L. Hand.

Newtonian mechanics of particles and systems of particles, including rigid bodies; oscillating systems; gravitation and planetary motion; moving coordinate systems; Euler's equations; Lagrange and Hamilton formulations; normal modes and small vibrations; introduction to chaos. At the level of *Mechanics* by Landau and *Physics 318 Lecture Notes* by Hand and

Finch. Supplementary reading will be assigned.

PHYS 323 Intermediate Electricity and Magnetism

Fall. 4 credits. Prerequisites: Physics 208 or 214 (or equivalent) and Math 294 (or equivalent); coregistration in Applied and Engineering Physics 321 or Math 420/421 recommended. Intended for physics majors with concentration outside of physics or astronomy; Physics 327 covers similar material at a more analytical level. Lec. M W F 11:15-12:05, rec. F 2:30-3:20. G. F. Dugan.

Includes electro/magnetostatics, boundary value problems, dielectric and magnetic media, Maxwell's Equations, and electromagnetic waves, and an introduction to special relativity. At the level of *Introduction to Electrodynamics*, by Griffiths.

PHYS 327 Advanced Electricity and Magnetism

Fall. 4 credits. Prerequisites: Physics 217/218 or permission of instructor; coregistration in Applied and Engineering Physics 321 or Mathematics 420/421. Intended for physics majors concentrating in physics or astronomy. Physics 323 covers similar material at a less demanding level. N.B.: Physics 327 assumes knowledge of the material at the level of Physics 217. Lec. M W F 11:15-12:05, rec. F 2:30-3:20. P. Lepage.

Electro/magneto-statics-vector and scalar potentials, Laplace's Equation and boundary value problems, multipoles; radiation-solutions to Maxwell's Equations, energy-momentum of radiation; electrodynamics in media; special relativity-transformations, four vectors, particle kinematics and dynamics, relativistic electrodynamics. At the level of *Introduction to Electro-dynamics*, by Griffiths.

PHYS 330 Modern Experimental Optics (also A&EP 330)

Fall. 4 credits. Enrollment limited. Prerequisite: Physics 214 or equivalent. Lec. M 2:30-3:20; Lab. T W 1:25-4:25. E. Bodenschatz.

A practical laboratory course in basic and modern optics. The seven projects cover a wide range of topics from geometrical optics to classical wave properties such as interference, diffraction and polarization. Each experimental setup is equipped with standard, off-the-shelf optics and opto-mechanical components to provide the students with hands-on experience in practical laboratory techniques currently employed in physics, chemistry, biology, and engineering. The students will also be introduced to digital imaging and image processing techniques.

PHYS 341 Thermodynamics and Statistical Physics

Fall. 4 credits. Prerequisites: Physics 214 and Mathematics 294. Lec. M W F 10:10-11:00, rec. R 2:30-3:20. V. Ambegaokar.

Statistical physics, developing both thermodynamics and statistical mechanics simultaneously. Concepts of temperature, laws of thermodynamics, entropy, thermodynamic relations, free energy. Applications to phase equilibrium, multicomponent systems, chemical reactions, and thermodynamic cycles. Application of statistical mechanics to physical systems; introduction to treatment of Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics with applications. Elementary transport theory. At the level of *Fundamen-*

tals of Statistical and Thermal Physics, by Reif, or *Thermal Physics*, by Morse.

PHYS 360 Electronic Circuits (also A&EP 363)

Fall, spring. 4 credits. Prerequisites: Physics 208 or 213 or permission of the instructor. No previous experience with electronics assumed, however, the course moves quickly through some introductory topics such as basic DC circuits. Fall term is usually less crowded. Lec. M 2:30-4:25; labs, T R or W F 1:25-4:25 (also evening labs M W 7:30-10:30 spring). Fall, E. Kirkland; spring, J. Alexander.

Analyze, design, build and experimentally test circuits used in scientific and engineering instrumentation (with discrete components and integrated circuits). Analog circuits: resistors, capacitors, operational amplifiers (linear amplifiers with feedback, oscillators, comparators), filters, diodes and transistors. Digital circuits: combinatorial (gates) and sequential (flip-flops, counters, shift registers) logic. Computer interfacing introduced and used to investigate digital to analog (DAC) and analog to digital conversion (ADC) and signal averaging.

PHYS 400 Informal Advanced Laboratory

Fall, spring; (summer, 6 week session). Variable to 3 credits. Prerequisites: two years of physics or permission of instructor. Lab T W 1:25-4:25. Fall, W. Ho; spring, D. Hartill.

Experiments of widely varying difficulty in one or more areas, as listed under Physics 410, may be done to fill the student's special requirements.

PHYS 410 Advanced Experimental Physics

Fall, spring. 4 credits. Limited to seniors except by special permission. Prerequisites: Physics 214 (or 310 or 360) plus 318 and 327, or permission of instructor. Lec. M 2:30-4:25, lab T W 1:25-4:25. Fall, W. Ho; spring, D. Hartill.

Selected topics in experimental concepts and techniques. About seventy different experiments are available in acoustics, optics, spectroscopy, electrical circuits, electronics and ionic, magnetic resonance, X-rays, low temperature, solid state, cosmic rays, nuclear physics. The student performs three to six diverse experiments, depending on difficulty, selected to meet individual needs and interests. Independent work is stressed.

PHYS 443 Introductory Quantum Mechanics

Spring. 4 credits. Prerequisites: Physics 318 and 327, or 314 and 323; Physics 316 and Applied and Engineering Physics 321 or Mathematics 420/421; or permission of instructor. Lec. M W F 9:05-9:55, rec. R 3:35-4:25. T-M. Yan.

Introduction to concepts and techniques of quantum mechanics, at the level of *Introduction to Quantum Mechanics*, by Dicke and Wittke.

PHYS 444 Nuclear and High-Energy Particle Physics

Spring. 4 credits. Prerequisite: Physics 443 or permission of instructor. Lec. M W F 9:05-9:55, rec. F 2:30-3:20. H. Tye.

Behavior of high-energy particles and radiation; elementary particles; basic properties of accelerators and detectors; general symmetries and conservation laws. At the level of *Concepts of Particle Physics*, by Gottfried and Weisskopf.

PHYS 454 Introductory Solid-State Physics

Fall. 4 credits. Prerequisite: Physics 443, A&EP 361, Chemistry 793, or permission of instructor. Lec. M W F 11:15–12:05. Computer lab W or R 2:30–4:25. R. Silsbee.

An introduction to modern solid-state physics, including crystal structure, lattice vibrations, electron theory of metals and semiconductors, and selected topics from magnetic properties, optical properties, superconductivity, and defects. At the level of *Introduction to Solid State Physics*, by Kittel, and *Solid State Physics*, by Ashcroft and Mermin.

PHYS 455 Geometrical Concepts in Physics

Spring. 3 credits. Prerequisite: Physics 327 and at least coregistration in Physics 318 or permission of instructor. Offered spring 1996. Usually offered every other spring. Lec. T R 10:10–11:25. B. Greene.

Geometrical methods are an essential tool in modern theoretical physics and also provide deep insights into classical physics—electrodynamics, thermodynamics, mechanics, special and general relativity. This course will introduce basic concepts from topology and differential geometry, emphasize calculational methods and illustrate their utility by drawing examples from these areas of physics. In particular, we shall cover manifolds, differential forms, vector bundles, homotopy, homology and lie groups. At the level of *Geometrical Methods of Mathematical Physics* by Schutz.

PHYS 480 Computational Physics (also Phys 680 and Astro 690)

Spring. 3 credits. S-U grades only. Prerequisites: The course assumes a good background in the standard “mathematical methods for physics,” and the ability to write programs in Fortran or C. No previous knowledge of numerical analysis is assumed. Lec. T R 10:10–11:25. S. Teukolsky.

A course designed to familiarize students with numerical techniques for solving diverse problems in physics and related fields. The problems will be drawn from many different branches of physics, but the emphasis will be on common techniques of solution. Numerical techniques discussed in the course will include ordinary and partial differential equations, linear algebra and eigenvalue problems, Monte Carlo techniques, solving nonlinear equations, fast Fourier transforms, etc. In contrast to traditional numerical analysis courses, the flavor of the course will be “how-to,” rather than theoretical. No theorems will be proved. Students will be expected to solve, both individually and in small teams, assigned numerical exercises. Text: *Numerical Recipes: The Art of Scientific Computing*, by Press, Teukolsky, Flannery, and Vetterling.

PHYS 481–489 Special Topics Seminar

Offerings are announced each term. 2 and 3 credits. Limited to senior physics majors and those who receive permission of instructor. S-U grades only.

PHYS 490 Independent Study in Physics

Fall or spring. Variable to 4 credits. Ordinarily limited to seniors. Prerequisite: permission required of professor who will direct proposed work. A copy of Request for Independent Study form must be filed with physics department course coordina-

tor, 121 Clark Hall. Individual project work (reading or laboratory) in any branch of physics.

PHYS 500 Informal Graduate Laboratory

Fall, spring; summer. Variable to 2 credits. By permission of instructor.

PHYS 510 Advanced Experimental Physics

Fall, spring, summer. 3 credits. Lab. T W 1:25–4:25. Fall, W. Ho; spring, D. Hartill.

About seventy different experiments are available in acoustics, optics, spectroscopy, electrical circuits, electronics and ionics, magnetic resonance, X-rays, low temperature, solid state, cosmic rays, nuclear physics. Students perform four to eight experiments selected to meet individual needs. Independent work is stressed. An optional lecture associated with Physics 410, M 2:30–4:25 is available. It includes lectures on techniques used in experiments in the advanced laboratory and on current research topics.

PHYS 520 Projects in Experimental Physics

Fall, spring, summer. Variable to 3 credits. To be supervised by faculty member.

Students must advise department course coordinator of faculty member responsible for their project. Prerequisite: Physics 510.

Projects of modern topical interest that involve some independent development work by student. Opportunity for more initiative in experimental work than is possible in Physics 510.

PHYS 525 Physics of Black Holes, White Dwarfs, and Neutron Stars (also Astronomy 511)

Spring. 4 credits. Lec. T R 1:25–2:40. S. L. Shapiro.

The formation of compact objects: neutrino and gravitational radiation from supernova collapse and neutron stars. Equilibrium configurations, equations of state, stability criteria, and mass limits. The influence of rotation and magnetic fields. Pulsar phenomena. Mass flow in binary systems; spherical and disk accretion; high-temperature radiation processes. Compact X-ray sources and X-ray bursts. Emphasis will be on the application of fundamental physical principles to compact objects. Topics in diverse areas of physics will be discussed: solid-state physics, nuclear physics, relativity, fluid dynamics, high-energy physics, etc. No astronomy or general relativity prerequisites. Text: *Physics of Black Holes, White Dwarfs, and Neutron Stars*, by Shapiro and Teukolsky.

PHYS 551 Classical Mechanics

Spring. 3 credits. Prerequisite: an undergraduate course in classical mechanics at the level of books by K. Symon or J. B. Marion. Lec. T R 10:10–11:00, rec. R 2:30–3:20.

Lagrangian and Hamiltonian formulation of classical mechanics, with modern applications in nonlinear dynamics. Foundations will be taught at the level of *Mechanics*, by Scheck.

[PHYS 553–554 General Relativity (also Astronomy 509–510)]

553, fall; 554, spring. 4 credits. Prerequisite: knowledge of special relativity at the level of Classical Mechanics, by Goldstein. Not offered 1995–96. Next offered 1996–97. Lec. T R 1:25–2:40.

Physics 553 is a systematic introduction to Einstein's theory, with emphasis on modern coordinate-free methods of computation. Topics include review of special relativity, modern differential geometry, foundations of general relativity, laws of physics in the presence of a gravitational field, experimental tests of gravitation theories. At the level of *Gravitation*, by Misner. Physics 554 is a continuation of 553 that emphasizes applications to astrophysics and cosmology. Topics include relativistic stars, gravitational collapse and black holes, gravitational waves, cosmology.]

PHYS 561 Classical Electrodynamics

Fall. 3 credits. Lec. T R 8:30–9:55, rec. R 3:35–4:25. V. Elser.

Maxwell's equations, electromagnetic potentials, electrodynamics of continuous media (selected topics), special relativity, radiation theory. At the level of *Classical Electrodynamics*, by Jackson.

PHYS 562 Statistical Physics

Spring. 4 credits. Primarily for graduate students. Prerequisites: a good knowledge of quantum mechanics (at the level of Merzbacher), classical mechanics (at the level of Marion), and statistical mechanics (at the level of Reif). Lec. M W F 9:05–9:55. N. Ashcroft.

Macroscopic or thermodynamic concepts including the laws of thermodynamics, thermodynamic functions, thermodynamic stability, and the thermodynamics of phase equilibria. Microscopic concepts including 1-, 2-, and N- particle quantum states; the micro-canonical, canonical and grand-canonical distributions; Bose-Einstein, Fermi-Dirac and Boltzmann statistics; the density-matrix. The microscopic-macroscopic connection. Applications include spin systems—the Ising and related models; strongly correlated fluids, and lattice-gases, including distribution and correlation functions, thermodynamic perturbation theory and introduction to critical phenomena; dense Fermi- and Bose- systems; linear response of quantum and classical systems; transport properties and the Boltzmann equation. At the level of *Statistical Mechanics* by Pathria or *Statistical Mechanics* by Huang, 2d edition.

PHYS 572 Quantum Mechanics I

Fall. 4 credits. Lec. M W F 11:15–12:05. K. Gottfried.

General principles of quantum mechanics, formulated in the language of Dirac. Systems with few degrees of freedom: hydrogen, including fine and hyperfine structure; the deuteron and neutron-proton scattering; helium. Theory of symmetries, perturbations and collisions will be developed as needed to analyze phenomena displayed by these systems. At the level of *Quantum Mechanics* by Landau and Lifshitz. A knowledge of the subject at the level of Phys 443 will be assumed, but the course will be self-contained.

PHYS 574 Quantum Mechanics II

Spring. 4 credits. Lec. M W F 11:15–12:05. Systems with many degrees of freedom. Quantization of the electromagnetic field; interaction of light with matter. Many electron atoms. Second quantization for fermions. Quantum liquids. Scattering of complex systems. Introduction to the Dirac equation. A knowledge of the concepts and techniques covered in Phys 561 and 572 will be assumed.

PHYS 635 Solid-State Physics I

Fall. 3 credits. Prerequisites: A good undergraduate solid-state physics course, such as Physics 454. A. Sievers.
A survey of the basics of the physics of solids. Metals, crystal structures, electron and phonon states, semiconductors, some advanced topics. At the level of *Solid State Physics*, by Ashcroft and Mermin.

PHYS 636 Solid-State Physics II

Spring. 3 credits. Prerequisite: Physics 635.
A continuation of Physics 635; magnetism, superconductivity, broken symmetries, elementary excitations, and other topics in quantum condensed matter physics not covered in *Solid State Physics* by Ashcroft and Mermin, such as topological defects, superfluids, the quantum Hall effect, mesoscopic quantum transport theory, disordered systems, Anderson localization and other metal insulator transitions.

PHYS 645 High-Energy Particle Physics

Fall. 3 credits. D. G. Cassel.
Introduction to the physics of baryons, mesons, and leptons. Strong, electromagnetic, and weak interactions. Relevance of symmetry laws to particle physics. Introduction to the quark model. At the level of *Introduction to High Energy Physics*, by Perkins.

PHYS 646 High-Energy Particle Physics

Spring. 3 credits.
Topics of current interest, such as high-energy electron and neutrino interactions, electron positron annihilation, and high-energy hadronic reactions, are surveyed. Lectures and reading material are at the level of *Introduction to High Energy Physics*, by Perkins.

Note: Only S-U grades will be given in courses numbered 650 or above.

PHYS 651 Relativistic Quantum Field Theory I

Fall. 3 credits. S-U grades only.
T-M. Yan.
Topics to be covered include consequences of causality and Lorentz invariance, field quantization, perturbation theory, calculation of cross sections and decay rates, and an introduction to radiative corrections and renormalization with applications to electromagnetic and weak interactions.

PHYS 652 Relativistic Quantum Field Theory II

Spring. 3 credits. S-U grades only.
A. LeClair.
This course is a continuation of Physics 651 and introduces more advanced methods and concepts in quantum field theory. Topics include functional integral methods, quantization of non-abelian gauge theories, the renormalization group, dispersion relations, and spontaneous symmetry breaking. Applications to the electroweak theory and quantum chromodynamics are emphasized.

PHYS 653 Statistical Physics

Fall. 3 credits. Normally taken by graduate students in their second or later years. Prerequisites: Competence in the basic principles of quantum mechanics, statistical physics at the level of Physics 562, and thermodynamics. S-U grades only. C. Henley.
Survey of topics in modern statistical physics: Dynamical statistical physics (kinetic theory,

Boltzmann equation, hydrodynamics); theory of simple fluids; scaling theories and the renormalization group; phase transitions in disordered systems; pattern formation in nonlinear systems, percolation theory.

PHYS 654 Theory of Many-Particle Systems

Spring. 3 credits. Prerequisites: Physics 562, 574, 635, 636, and 653. S-U grades only.
Equilibrium and transport properties of microscopic systems of many particles studied at zero and finite temperatures. Formalisms such as thermodynamic Green's functions are introduced and applied to such topics as normal and superconducting Fermi systems, superfluidity, magnetism, insulating crystals.

[PHYS 661 Advanced Topics in High Energy Particle Theory

Fall. 3 credits. Prerequisites: Physics 652. S-U grades only. Not offered 1995-96. Next offered 1996-97.

This course will present advanced topics of current research interest. Subject matter will vary from year to year. Some likely topics are two-dimensional conformal field theory with applications to string theory and condensed matter physics, applications of the electroweak theory, lattice gauge theory, mathematical methods (e.g. group theory), perturbative quantum chromodynamics, anomalies and geometry, current algebra, heavy quark physics, heavy quark symmetry and phenomenological issues beyond the standard model.]

PHYS 665 Topics in Theoretical Astrophysics

For description, see ASTRO 699.

PHYS 670 Instrumentation Seminar

Spring. 2 credits. S-U grades only.
Conception, design, and performance of innovative instrumentation in condensed matter and elementary particle physics.

PHYS 680 Computational Physics (also Astronomy 690)

For description, see PHYS 480.

PHYS 681-689 Special Topics

Offerings are announced each term. Typical topics are group theory, analyticity in particle physics, weak interactions, superfluids, stellar evolution, surface physics, Monte Carlo methods, low-temperature physics, magnetic resonance, phase transitions, and the renormalization group.

PHYS 690 Independent Study in Physics

Fall or spring. Variable to 4 credits.
Students must advise department course coordinator, 121 Clark Hall, of faculty member responsible for grading their project. S-U grades only. Special graduate study in some branch of physics, either theoretical or experimental, under the direction of any professorial member of the staff.

PORTUGUESE

See Modern Languages and Linguistics.

PSYCHOLOGY

D. J. Bem, S. L. Bem, E. M. Blass, U. Bronfenbrenner, J. E. Cutting, R. B. Darlington, T. J. DeVoogd, D. A. Dunning, H. M. Feinstein, D. J. Field, B. L. Finlay, E. J. Gibson, T. D. Gilovich, D. F. Gudermuth, B. P. Halpern, A. M. Isen, R. E. Johnston, F. C. Keil, B. Khurana, C. L. Krumhansl, W. W. Lambert, D. A. Levitsky, K. L. Lockhart, J. B. Maas, H. S. Porte, D. T. Regan, E. A. Regan, T. A. Ryan, J. A. Sereno, E. S. Spelke, B. J. Strupp

The major areas of psychology represented in the department are human experimental psychology, biopsychology, and personality and social psychology. These areas are very broadly defined, and the courses are quite diverse. Biopsychology includes such things as animal learning, neuropsychology, interactions between hormones, other biochemical processes, and behavior. Human experimental psychology includes such courses as cognition, perception, memory, and psycholinguistics. Personality and social psychology is represented by courses in social psychology and personality (such as Psychology and Law, Judgment and Decision Making, and Social Construction of Gender), as well as courses in fieldwork and psychopathology. In addition to the three major areas mentioned above, the department also emphasizes the statistical and logical analysis of psychological data and problems.

The Major

Admission to the major is usually granted to any student in good standing in the college who has passed three or more psychology courses with grades of C+ or better. Provisional admission requires two such courses. To apply to the major and receive an adviser, a major application form may be obtained from the department office (211 Uris Hall).

Requirements for the major are:

- 1) a total of 40 credits in psychology (including prerequisites), from which students majoring in psychology are expected to choose, in consultation with their advisers, a range of courses that covers the basic processes in psychology (laboratory and/or field experience is recommended); and
- 2) demonstration of proficiency in statistics before the beginning of the senior year. (See the section below on the statistics requirement.)

Normally it is expected that all undergraduate psychology majors will take at least one course in each of the following three areas of psychology:

- 1) **Human experimental psychology**
- 2) **Biopsychology**
- 3) **Social, personality, and abnormal psychology**

The following classification of Department of Psychology offerings is intended to help students and their advisers choose courses that will ensure that such breadth is achieved.

- 1) **Human experimental psychology:** Psychology 205, 209, 214, 215, 305, 309, 311, 316, 342, 412, 414, 415, 417, 418, 419, 436, 492.

- 2) **Biopsychology:** Psychology 123, 276, 307, 322, 324, 326, 332, 361, 375, 396, 420, 422, 424, 425, 429, 431, 492.
- 3) **Social, personality, and abnormal psychology:** Psychology 128, 265, 275, 277, 280, 325, 327, 328, 380, 402, 404, 450, 481, 489, 491.
- 4) **Other courses:** Psychology 101, 199, 347, 350, 410, 440, 441, 470, 471, 472, 473, 475, 478, 479. The major adviser determines to which group, if any, these courses may be applied.

With the permission of the adviser, courses in other departments may be accepted toward the major requirements.

Fieldwork, independent study, and teaching. The department requires students to observe the following limits on fieldwork, independent study, and teaching.

- 1) Undergraduates may not serve as teaching assistants for psychology courses if they are serving as teaching assistants for any other course during the same semester.
- 2) An undergraduate psychology major cannot apply more than 12 of the credits earned in independent study (including honors work) and fieldwork toward the 40 credits required by the major.

Statistics requirement. Proficiency in statistics can be demonstrated in any one of the several ways listed below.

- 1) Passing Psychology 350.
- 2) Passing an approved course or course sequence in statistics in some other department at Cornell. The approved list of courses and sequences may change. It has usually included Sociology 301, and the sequences Education 352 and 353, and Industrial and Labor Relations 210 and 211. Requests that a particular course be added to this list may be made to Professor Gilovich.
- 3) Passing a course or course sequence in statistics at some other college, university, or college-level summer school. The course or sequence must be equivalent to at least 6 semester credits. The description of the course from the college catalog and the title and author of the textbook used must be submitted to Professor Gilovich for approval.
- 4) Passing an exemption examination. This examination can be given at virtually any time during the academic year if the student gives notice at least one week before. Students who have completed a theoretical statistics course in a department of mathematics or engineering and who wish to demonstrate competence in applied statistics usually find this option the easiest. Students planning this option should discuss it in advance with Professor Gilovich.

Concentration in biopsychology. Psychology majors interested in psychology as a biological science can elect to specialize in biopsychology. Students in this concentration must meet all of the general requirements for the major in psychology and must also demonstrate a solid background in biology; the physical sciences, including at least introductory chemistry; and mathematics. Students will design with their advisers an integrated program in biopsychology built around courses on physiological, chemical,

anatomical, and ecological determinants of human and nonhuman behavior offered by the Department of Psychology. Additional courses in physiology, anatomy, biochemistry, neurochemistry, neurobiology, and behavioral biology may be designated as part of the psychology major after consultation between the student and his or her biopsychology adviser.

Concentration in personality and social psychology. This concentration is offered in cooperation with the Department of Sociology. Psychology majors who wish to specialize in social psychology are expected to meet the general requirements set by their department, including statistics. To ensure a solid interdisciplinary grounding, students in the concentration will be permitted to include some major courses in sociology and related fields. Advisers will assist students in the selection of a coherent set of courses from social organization, cultural anthropology, experimental psychology, social methodology, and several aspects of personality and social psychology. Seniors in the concentration may elect advanced and graduate seminars, with the permission of the instructor.

Undergraduate honors program. The honors program is designed for those exceptionally able students who wish to pursue an intensive and independent program of research in psychology. Successful participation in this program serves as evidence of the student's facility in the two most important skills of an academic psychologist: the capacity to acquire and integrate a substantial body of theoretical and factual material and the ability to engage in creative research activity. All qualified students planning on a graduate education in psychology or other academic fields should consider the honors program seriously. The program offers most students the closest contact and consultation with faculty that they will receive during their time at Cornell.

The core of the honors program is a research project that the student carries out in close collaboration with a faculty member in the field of psychology. It is assumed that most students will do so while enrolled in Psychology 470 (Undergraduate Research in Psychology). A written report of the research is to be given to the chair of the honors committee (currently Professor Field) toward the end of the last semester of the student's senior year. An oral defense of the thesis is then given before a committee of three faculty members, and the student presents his or her work in a public forum. Final honors standing (*summa cum laude*, *magna cum laude*, *cum laude*) is indicated on the student's diploma. The T. A. Ryan Award, accompanied by a cash prize, is awarded to the student who conducts the best honors project in a given year.

A student may formally apply to the honors program at any time during the senior year provided that she or he is actively engaged in independent research. However, students must do so by the second week of November. Applications should be given to Professor Field and should be made directly by the student.

Distribution Requirement

The distribution requirement in the social sciences is satisfied by any two courses in psychology with the exception of Psychology

123, 276, 307, 322, 324, 326, 332, 350, 361, 375, 396, 410, 420, 422, 424, 425, 429, 431, 470, 471, 472, 473, 475, 478, 479, 491, 492.

Note: The Department of Psychology has listed all days and times for each course that we offer. If there should be changes in the days, times, or semester that a course is offered, we will post the necessary changes throughout the department and in the supplements of the Course and Time and Course and Room Rosters.

Courses

PSYCH 101 Introduction to Psychology: The Frontiers of Psychological Inquiry

Fall. 3 credits. Students who would like to take a discussion seminar should also enroll in Psychology 103. M W F 10:10. J. B. Maas.

The study of human behavior. Topics include brain functioning and mind control, psychophysiology of sleep and dreaming, psychological testing, perception, learning, cognition, memory, language, motivation, personality, abnormal behavior, psychotherapy, social psychology, and other aspects of applied psychology. Emphasis is on developing skills to critically evaluate claims made about human behavior.

PSYCH 103 Introductory Psychology Seminars

Fall. 1 credit. Limited to 300 students. Prerequisite: concurrent enrollment in Psychology 101. Hours to be arranged. 32 different time options. J. B. Maas and staff.

A weekly seminar that may be taken in addition to Psychology 101 to provide an in-depth exploration of selected areas in the field of psychology. Involves extensive discussion and a term paper related to the seminar topic. Choice of seminar topics and meeting times will be available at the second lecture of Psychology 101.

[PSYCH 111 Freshman Writing Seminar: Perspectives in Psychology

Fall and spring. 3 credits. Limited to 17 students. Not offered 1995-96. Hours to be arranged. Staff.

Psychological theories do not develop in a vacuum. The lives of 'great people' in any field are just as chaotic and unpredictable as are our own individual lives. By looking at specific figures in the history of psychology, their backgrounds and cultural settings, we will attempt to develop a deeper understanding of the dynamic social contexts in which our views are formed. In readings and discussion this seminar will focus on social figures and events that have shaped our conceptions of our world(s) and lives. Beginning with early theoretical perspectives (e.g., Freud, Jung), we will work our way into more contemporary perspectives, such as sexuality, prejudice, sub-culture, drug use, etc.]

PSYCH 112 Freshman Writing Seminar: Psychology and the Arts

Fall. 3 credits. Limited to 17 students. M W F 12:20-1:25. C. Lunney.

In this course, we will consider psychology (personality, cognitive and perceptual) as it relates to the creative arts. We will address the questions of how and why an artist creates by focusing on the development of artistry and the creative process itself. We will also

discuss the aesthetic experience, in terms of both objective characteristics of artworks and subjective characteristics of the audience. Through readings (theoretical, autobiographical and empirical), class discussions and a series of short writing assignments, we will attempt to solve the "puzzle of art." Although our focus will be mainly on the visual arts and music, students will be able to incorporate their interests in other art forms in their final research papers.

[PSYCH 113 Freshman Writing Seminar: Reproductive Decision Making in the 90s]

Spring. 3 credits. Limited to 17 students. Not offered 1995-96. Hours to be arranged. Staff.

The art and science of human reproduction is more complex in the 1990s than ever before. Modern technology and changing family and social systems afford nontraditional options for the bearing and rearing of children, and Americans are struggling with practical as well as ethical repercussions. In this seminar we will explore baby-making at the turn of the millennium. Some specific topics will be historical changes in the composition of the family, the decision-making processes involved in becoming a parent, the effects of parenthood on marriage, nontraditional families, and ethical issues in modern technology. We will gain understanding of these topics through class discussions, essays, and research papers.]

PSYCH 114 Freshman Writing Seminar: Psychology and the Holocaust

Spring. 3 credits. Limited to 17 students. T R 2:55-4:10. C. Silberstein.

This course will seek to gain understanding of some of the phenomena of the Holocaust through the lenses of psychology, as well as using the Holocaust as a window to understand humanity and ourselves. Four major themes will be examined: 1) We will look at survivor syndrome—how victims deal with trauma, and the possible long-term effects of trauma on survivors and their families. 2) We will examine altruism and what motivates some people to risk their own lives to save others. 3) We will examine conformity and what circumstances create a society where people will perform atrocities or stand by while others perform them. 4) Finally, we will examine the issues of medical experimentation and relate it to current experimental ethics: what rationale was used to justify it, how did it go wrong, and do similar excesses take place in American scientific experimentation. The course will consider how we can apply some of the lessons of the Holocaust to form a kinder society, and how we can design (ethical) experiments to further explore these or similar issues.

PSYCH 115 Freshman Writing Seminar: What Do Animals Tell us about Ourselves?

Fall. 3 credits. Limited to 17 students. T R 1:25-2:40. D. F. Gudermuth.

The course will involve reading (and occasionally viewing films) about various aspects of research conducted with nonhuman animals that seem to relate rather directly to human behavior. We will discuss this relationship in class—is it valid? in what way?—and students will choose specific positions and write essays that clearly outline their arguments and opinions on the covered topics. Examples of planned topics include comparing learned helplessness in animals to

human depression, ape language learning and tool use to that of humans, and various social interactions such as parenting, competition, and altruism.

PSYCH 116 Freshman Writing Seminar: Health-Care Decisions: Ethical Issues and Dilemmas

Spring. 3 credits. Limited to 17 students. T R 11:40-12:55. A. Charlton.

Modern medicine has progressed at a rapid pace. Today we are able to vaccinate against disease, change our physical appearance, and transplant organs. Along with the many advances in modern medicine, ethical issues regarding health-care have been raised. In this seminar we will examine issues such as who should receive necessary organ transplants when there is a tremendous lack of resources, the rising costs of health-care, and the possibility of a universal health-care system. Other topics will include ethical dilemmas surrounding medical decisions such as alternative medicine, organ donation, and euthanasia. Students will examine these as well as other issues through readings, class discussions, and essays.

PSYCH 117 Freshman Writing Seminar: Applying Psychological Principles: Making Psychology Work for You

Fall and spring. 3 credits. Limited to 17 students. M W F 1:25-2:15. J. Barrett and D. Simons.

How can psychology help you with romance? How can it improve your ability to persuade others? Can memory research help you study more effectively? This course will initially consider how research meant to be applied to a particular area can be integrated into your daily life. As the term progresses, we will consider attempts to generalize psychological principles from laboratory research to situations more distant from their original claims. Throughout we will be careful to evaluate the validity of our applications. Writing assignments will focus on applying the principles we discuss to specific personal experiences. We may also have the opportunity to conduct brief experiments to demonstrate the principles we will be discussing, and some writing assignments will involve drawing conclusions from these experiments.

PSYCH 123 Introduction to Biopsychology

Fall. 3 credits. No prerequisites. Can be used to satisfy the psychology major breadth requirement and as an alternative prerequisite for upper-level biopsychology courses. Students who would like to take a discussion/demonstration seminar should also enroll in Psych 125; a one hour per week one-credit section. M W F 10:10. E. A. Regan.

An introduction to psychology from a biological perspective, including both evolutionary and physiological approaches to behavior. Topics include the structure, function, and development of the nervous system, genetic and biochemical bases of behavior, hormones and behavior, biological bases of learning, cognition, communication, and language, and the ecology and evolution of social organization and social development.

PSYCH 125 Introduction to Biopsychology Seminars

Fall. 1 credit. 2 sections with a maximum of 16 students in each. Prerequisite: concurrent enrollment in Psychology 123. Sec. 01: T 11:40-12:55; Sec. 02: T 2:55-4:10. D. F. Gudermuth.

A weekly seminar that may be taken in addition to Psychology 123 to allow and encourage "hands-on" involvement with some of the course material, including use of interactive computer programs and models to get a clearer picture of basic neuroanatomy, visits to the laboratories of biopsychology faculty, films, reading, writing, and discussion of course material. Involves several small assignments equivalent to a 10-page paper.

PSYCH 128 Introduction to Psychology: Personality and Social Behavior

Summer only. 3 credits. M-F 10:10-11:15. Staff.

Personality: the behavioral similarities and differences among people and how they develop; Freudian, learning, and humanistic theories of personality; research in personality; and personality assessment through testing. Social behavior: how people behave in interactions with others; attitudes, persuasion, attraction, aggression, and conformity. How personality and social behavior influence each other and cause many interesting social and psychological phenomena.

[PSYCH 199 Sports Psychology]

Summer only. 3 credits. Not offered summer 1995. M-F 11:30-12:45. Staff.

Research and theory in sports psychology. Combines clinical psychology, social psychology, exercise physiology, and biochemistry. Aggression, stress, drug abuse, injury and injury rehabilitation, youth sports, and the importance of winning. Fieldwork experiences in exercise physiology and exercise testing, biofeedback, and current intervention strategies.]

Introductory courses in cognitive psychology.

Each of the following four courses (205, 209, 214, 215) provides an introduction to a major area of study within cognitive psychology. These courses are independent of one another, and none has any prerequisites. Students may take any one of the courses or any combination of them (including all four). Courses may be taken in any order or simultaneously.

PSYCH 205 Perception

Spring. 3 credits. Open to first-year students. Graduate students, see Psychology 605. T R 11:40-12:55. J. E. Cutting.

One of four introductory courses in cognitive psychology. Basic perceptual concepts and phenomena are discussed with emphasis on stimulus variables and sensory mechanisms. All sensory modalities are considered. Visual and auditory perception are discussed in detail.

PSYCH 209 Developmental Psychology

Spring. 4 credits. Graduate students, see Psychology 709. T R 11:40-12:55. F. C. Keil.

One of four introductory courses in cognition and perception. A comprehensive introduction to current thinking and research in developmental psychology that approaches problems primarily from a cognitive perspective. The course focuses on the development of perception, action, cognition, emotion, personality, social understanding, language, and moral reasoning.

PSYCH 214 Issues in Cognitive Psychology

Fall. 3 credits. Sophomore standing required. Limited to 125 students. Graduate students, see Psychology 614. M W F 10:10. B. Khurana.

Various approaches to the study of cognition will be discussed. Basic concepts in how humans process different kinds of information such as visual, auditory, and symbolic will be introduced. These concepts will then be used to explore topics such as attention and consciousness, concept formation and representation, memory processes and systems, imagery and cognitive maps, problem solving and reasoning, judgment and choice, language acquisition and comprehension, intelligence and creativity, and social cognition.

[PSYCH 215 Psycholinguistics

Fall. 3 or 4 credits (4-credit option involves term paper). Graduate students, see Psychology 715. Not offered 1995-96. M W F 11:15. Staff.

One of four introductory courses in cognitive psychology. Introduction to the psychological study of language. Covers basic linguistic theory and contemporary research into language comprehension, production, and acquisition.]

PSYCH 265 Psychology and Law

Fall. 3 credits. Prerequisite: an introductory psychology course. M W F 1:25. D. A. Dunning.

This course examines the implications of psychological theory and methods for law and the criminal justice system. We concentrate on psychological research on legal topics (e.g., confession, eyewitness testimony, jury decision making, homicide, aggression, the prison system), social issues (e.g., death penalty, affirmative action), as well as on psychologists as participants in the legal system (e.g., assessing insanity and dangerousness and for expert testimony).

PSYCH 275 Introduction to Personality Psychology

Fall. 3 credits. Prerequisite: an introductory psychology course. T R 10:10-11:25. D. J. Bem.

An introduction to research and theory in personality psychology, emphasizing contemporary approaches. Topics include the dynamics, structure, and assessment of personality as well as personality development and change. Biological and sociocultural influences on personality are also considered.

PSYCH 276 Motivation (also Nutritional Science 276)

Spring. 3 credits. Graduate students, see Psychology 676. T R 10:10-11:25. E. M. Blass.

The course surveys traditional and contemporary approaches to motivational behavior from Aristotle to Freud to Skinner to Lorenz. It also draws upon field studies, laboratory analyses, clinical cases and developmental stages to establish a scientific basis for motivation analysis. Normal and pathological feedings will serve as a target behavior.

PSYCH 277 Social Construction of Gender (also Women's Studies 277)

Fall. 3 credits. Limited to 400 students. T R 2:55-4:10. S. L. Bem.

This course addresses the very broad question of how an individual's gender and sexuality are constructed. Although some attention is given to biological perspectives, the course

emphasizes the social-psychological processes by which the culture transforms male and female newborns into "masculine" and "feminine" adults. In addition to being quite interdisciplinary, the course is also oriented to questioning the "naturalness" of not only masculinity and femininity, but exclusive heterosexuality as well. Among some of the specialized topics discussed are psychological androgyny, equalitarian relationships, gender-liberated child-rearing, the male-centeredness of the workworld, female sexuality, sexual harassment, and homophobia.

PSYCH 280 Introduction to Social Psychology

Spring. 3 or 4 credits; the optional (or fourth) credit requires a research project. Prerequisite: an introductory psychology course. T R 10:10-11:25. T. D. Gilovich and D. T. Regan.

An introduction to research and theory in social psychology. Topics include processing of social information; social influence, persuasion, and attitude change; social interaction and group phenomena. The application of social psychological knowledge to current events will also be discussed.

PSYCH 305 Visual Perception

Fall. 4 credits. Limited to 20 students. Prerequisite: Psychology 205 or permission of instructor. M W F 10:10. J. E. Cutting.

A detailed examination of theories and processes in visual perception. Topics may include the perception of color, form, and motion; perceptual constancies; adaptation; pattern perception; and photography, television, and film.

[PSYCH 307 Chemosensory Perception

Fall. 3 or 4 credits; the optional (or fourth) credit is for an independent laboratory project. Registration for the 4-credit option requires permission of the instructor; students will read, analyze, and discuss difficult original literature in the areas covered. Graduate students, see Psychology 607. Not offered 1995-96 or 1996-97. T R 9:05. B. P. Halpern.

An examination of basic theory, data, and processes for perception of the chemosensory environment. After a very brief (about two weeks) lecture survey of the anatomy and physiology of human taste and olfaction, the remainder of the course uses the Socratic method, in which the instructor asks questions of the students, to cover topics such as chemosensory psychophysics, saliva, chemosensory bases for the tastes of foods, taste-smell interactions, chemosensory function in neonates and in the aged, temporal aspects of tasting, sweetness, effects of pollution of the chemosensory environment, and interactions between body state and chemosensory stimuli. At the level of *Smell and Taste in Health and Disease*, edited by T. V. Getchell et al., *Sensory Science Theory and Applications in Foods*, edited by H. T. Lawless and B. Klein; *Sensory Analysis of Foods*, 2nd edition, edited by J. R. Piggott.]

[PSYCH 309 Development of Perception and Representation

Fall. 3 credits. Prerequisite: Psychology 205, 209, 214, or 305, or permission of instructor. Graduate students, see Psychology 609. Not offered 1995-96. T R 2:55-4:10. E. S. Spelke.

An introduction to theories and research on the origins and development of knowledge of

the immediately surrounding world. The course focuses on knowledge of the world as an arrangement in space and time, knowledge of the world as a space that can be encountered through multiple sensory modes, knowledge of the world as a place that can be acted upon, and organization of the world into meaningful objects and events.]

PSYCH 311 Human Learning and Memory

Fall. 3 credits. Limited to 40 students. Some familiarity with statistical methods and experimental design and with the study of cognition is desirable. Graduate students, see Psychology 611. T R 11:40-12:55. E. S. Spelke.

This course offers an overview of experimental findings and theoretical issues in the study of human learning and memory. Coverage includes topics such as the nature of memory, various memory systems, coding and retrieval processes, practice and habit acquisition, organization for learning and memory, interference and forgetting, models of learning and memory, memory dysfunction and its relation to normal memory.

PSYCH 316 Auditory Perception

Fall. 3 or 4 credits; the 4-credit option involves a laboratory project or paper. Prerequisite: Psychology 205, 209, 214, or 215 (other psychology, linguistics, or biology courses could serve as prerequisite with permission of the instructor). Limited to 30 students. Graduate students, see Psychology 716. T R 10:10-11:25. C. L. Krumhansl.

Basic approaches to the perception of auditory information, with special consideration of complex patterns such as speech, music, and environmental sounds.

PSYCH 322 Hormones and Behavior (also BIONB 322)

Spring. 3 or 4 credits; the 4-credit option involves a one-hour section once a week in which students will be expected to read original papers in the field and participate in discussion. Limited to juniors and seniors; open to sophomores only by permission. Prerequisites: BIONB 221 or 222 or one year of introductory biology plus a course in psychology. S-U grades optional. Graduate students, see Psychology 722. M W F 1:25-2:15. D. Gudermuth.

Following a review of the neural and endocrine systems, this course connects endocrine physiology to specific behaviors observed in various species, including humans. Although the relationship between sexual physiology and behavior is strongly emphasized, the lectures also describe hormonal contributions to parental behavior, aggression, stress, learning and memory, homeostasis and biological rhythms. Topics for the discussion sections are chosen by the students within the context of hormonal influences on behavior.

PSYCH 324 Biopsychology Laboratory (also BIONB 324)

Fall. 4 credits. Limited to 20 juniors and seniors. Prerequisites: Psychology 123 or BIONB 221 or 222, and permission of instructor. T R 1:25-4:25. T. J. DeVoogd.

Experiments designed to provide experience in animal behavior (including learning) and its neural and hormonal mechanisms. A variety of techniques, species, and behavior patterns are included.

PSYCH 325 Psychopathology

Fall. 4 credits. Prerequisite: 2 courses in psychology. M W F 11:15. K. L. Lockhart. This course examines the nature and symptoms of the major forms of psychopathology. Etiological factors are studied from a variety of different perspectives, e.g., psychological, biological and socio-cultural. Treatment approaches to psychopathology are covered in weekly discussion sections.

PSYCH 326 Evolution of Human Behavior

Fall. 4 credits. Prerequisite: Psychology 123, or an introductory biology course, or an introductory anthropology course. Graduate students, see Psychology 626. T R 2:55-4:10. R. E. Johnston.

A broad comparative approach to the behavior of animals and humans with special emphasis on the evolution of human behavior. Topics covered will vary but will include some of the following: human evolution, evolutionary and sociobiological theory, animal communication, nonverbal communication, language, cognitive capacities, social behavior and organization, cooperation and altruism, sexual behavior, mating and marriage systems, aggression, warfare.

PSYCH 327 Fieldwork in Psychopathology and the Helping Relationship

Fall, spring. 4 credits. Prerequisites: Psychology 325, HDFS 370 or concurrent registration in 325 or HDFS 370 and permission of instructor. S-U grades only. Students do not enroll in advance for this course. Field placement assignments are made during the first two weeks of the semester. Students who have already taken Psychology 325 or HDFS 370 must contact the instructor during the first week of the semester. Enrollment is limited by the fieldwork placements available. Fee, \$25 each semester. T R 12:20-1:10. K. L. Lockhart and staff.

This is a year-long lecture and discussion course. The year-long commitment is mandatory. Psychology 328 will be for students taking the course a second time. An "R" grade will be assigned in the fall semester, and a S-U grade will only be assigned in the spring semester. An introductory fieldwork course for students currently enrolled in or who have taken Psychology 325 or HDFS 370. Fieldwork placements include the school system, psychiatric institutions, halfway houses, and other mental health oriented facilities. In addition to fieldwork, weekly supervisory/seminar meetings are held to discuss fieldwork issues and assigned readings.

PSYCH 328 Continuing Fieldwork in Psychopathology and the Helping Relationship

Fall, spring. 4 credits. Prerequisites: Psychology 325, 327, or HDFS 370 and permission of instructor. S-U grades only. May not be taken more than twice. Students do not enroll in advance for this course. Fee, \$25 each semester. T R 12:20-1:10. K. L. Lockhart and staff.

Designed to allow students who have done fieldwork as part of Psychology 327 to continue their field placements or begin new field placements under supervision for academic credit. An "R" grade will be assigned in the fall semester, and a S-U grade will only be assigned in the spring semester.

PSYCH 332 Biopsychology of Learning and Memory (also BIONB 328)

Spring. 3 credits. Prerequisites: one year of biology and either a biopsychology class or BIONB 222. Limited to 60 students. Graduate students, see Psychology 632. M W F 11:15. T. J. DeVoogd.

This course will survey the approaches that have been or are currently being used in order to understand the biological bases for learning and memory. Topics will include invertebrate, "simple system" approaches, imprinting, avian song learning, hippocampal and cerebellar function, and human pathology. Many of the readings will be from primary literature.

PSYCH 342 Human Perception: Applications to Computer Graphics, Art and Visual Display

Fall. 3 or 4 credits. The 4-credit option involves a term paper. Prerequisite: Psychology 101 or permission of instructor. Psychology 205 strongly recommended. Graduate students, see Psychology 642. T R 11:40-12:55. D. J. Field.

Our present technology allows us to transmit and display information over a variety of media. To make the most of these media, it is important to consider the limitations and abilities of the human observer. The course will consider a number of applied aspects of human perception with an emphasis on the display of visual information. Topics to be covered include: "Three-dimensional" display systems, color theory, spatial and temporal limitations of the visual systems, attempts at subliminal communication, and "visual" effects in film and television.

PSYCH 347 Psychology of Visual Communications

Spring. 3 credits. Limited to 12 students. Prerequisites: Psychology 101 and permission of instructor. R 10:10-12:05. J. B. Maas.

An exploration of theories of education, communication, perception, attitude, and behavior change as they relate to the effectiveness of visually based communication systems. Emphasis is on the use of photography and computer graphics to deliver educational messages.

PSYCH 350 Statistics and Research Design

Fall. 4 credits. Limited to 110 students. M W F 2:30-3:20. T. D. Gilovich.

Acquaints the student with the elements of statistical description (measures of average, variation, correlation, etc.) and more important, develops an understanding of statistical inference. Emphasis is placed on those statistical methods of principal relevance to psychology and related behavioral sciences.

PSYCH 361 Biopsychology of Normal and Abnormal Behavior (also Nutritional Sciences 361)

Fall. 3 credits. Prerequisites: an introductory neurobiology and behavior course, and an introductory psychology course, or permission of instructor. S-U grades optional. Juniors and seniors only. M W F 9:05-9:55. B. J. Strupp.

A critical evaluation of factors thought to underlie normal and abnormal behavior and/or cognitive functioning. Psychological, biological, and societal influences will be integrated. Topics include: (1) psychiatric disorders (e.g., depression, schizophrenia, eating disorders); (2) the psychobiology of

learning, memory, and intelligence; (3) nutritional influences on behavior (sugar, food additives, malnutrition, dieting); (4) cognitive dysfunction (e.g., amnesia, Alzheimer's disease); (5) psychoactive drugs (e.g., hallucinogens, stimulants), and (6) developmental exposure to environmental toxins and drugs of abuse.

[PSYCH 375 Developmental Psychobiology: Motivational Processes (also Nutritional Sciences 375)]

Spring. 3 credits. Prerequisite: Psychology 276 or Nutritional Sciences 276. Graduate students, see Psychology 675. Not offered 1995-96. T R 10:10-11:25. E. M. Blass.

This course focuses on maturational and experiential influences on motivational processes in animals and humans. Emphasis is placed on the mechanisms underlying mother-infant interactions, and the development of feeding, drinking, and reproduction behaviors.]

PSYCH 380 Community Mental Health (also Human Service Studies 380)

Summer only. 3 or 4 credits (4-credit option involves term paper). M-F 10:00-11:15. Staff.

Basic concepts in the field of community mental health. Social models of mental illness, epidemiology, the role of culture and social class in mental illness, public attitudes, and civil liberties.

PSYCH 396 Introduction to Sensory Systems (also BIONB 396)

Spring. 3 or 4 credits (4 credits with term paper). Registration for the 4-credit option requires permission of instructor. Prerequisites: an introductory course in biology or biopsychology, plus a second course in neurobiology or behavior or perception or cognition or biopsychology. Students will be expected to have elementary knowledge of perception, neurophysiology, behavior, and chemistry. No auditors. Offered alternate years. Graduate students, see Psychology 696. Not offered 1996-97. M W F 10:10. B. P. Halpern.

The course will be taught using the Socratic method, in which the instructor asks questions of the students. Students read, analyze, and discuss in class difficult original literature dealing with both those characteristics of sensory systems that are common across living organisms and those sensory properties which represent adaptations of animals to particular habitats or environments. Classroom discussion can increase, but not decrease, a student's final grade. There are two preliminary exams and a final exam. The principles and limitations of major methods used to examine sensory systems will be considered. General principles of sensory systems, and auditory, visual, and somesthetic systems are covered. One aspect of each system (e.g., localization of objects in space by sound, color vision, thermoreception) will be selected for special attention. Two or more textbooks and a course packet of reproduced articles will be used. *An Introduction to the Physiology of Hearing*. 2nd edition by J. O. Pickles; *Hearing: Physiological Acoustics, Neural Coding, and Psychoacoustics*, by W. L. Gulick, G. A. Gescheider, and R. D. Frisina; *The Retina: An Approachable Part of the Brain*, by J. E. Dowling; *Handbook of Physiology—The*

Nervous System. III. Sensory Processes, edited by J. M. Brookhard and V. B. Mountcastle.

PSYCH 402 Current Research on Psychopathology: Depression

Spring. 4 credits. Limited to 20 students. Prerequisite: Psychology 325 or HDFS 370 and permission of the instructor. M 1:25–4:25. K. Lockhart.

Current research and theory on the nature and etiology of depression. Approaches from various perspectives (biological, psychological, socio-cultural) are considered. Minimal attention to psychotherapy and symptomatology.

[PSYCH 404 Psychopathology and the Family

Spring. 4 credits. Limited to 20 students. Prerequisite: Psychology 325 or HDFS 370 and permission of the instructor. Not offered 1995–96. M 1:25–4:25. K. Lockhart.

This course will explore familial influences on the development of abnormal behavior. It will examine how psychological, biological, and cultural factors in a family might contribute to such disorders as anorexia nervosa, depression, sexual abuse, psychopathy, and psychosomatic illnesses. Emphasis will be placed on early childhood experiences in the family and their impact on the development of later psychopathology. The course will also discuss how the evolution of family structures in more recent times (e.g., the rise in day care and divorce) influences the individual. Family therapy approaches and techniques will also be examined.]

PSYCH 410 Undergraduate Seminar in Psychology

Fall or spring. 2 credits. Nonmajors may be admitted, but psychology majors are given priority. Hours to be arranged. Staff.

Information on specific sections for each term, including instructor, prerequisites, and time and place, may be obtained from the Department of Psychology office, 211 Uris Hall.

PSYCH 412 Laboratory in Cognition and Perception

Spring. 4 credits. Limited to 15 students. Prerequisite: statistics and one course in cognition or perception is recommended. Graduate students, see Psychology 612. M W 2:55–4:10. D. J. Field.

A laboratory course is designed to introduce students to experimental methods in perception and cognitive psychology. Students will take part in a number of classic experiments and develop at least one independent project. Computers will be available and used in many of the experiments although computer literacy is not required. Projects will be selected from the areas of visual perception, pattern recognition, memory, and concept learning.

PSYCH 414 Comparative Cognition

Spring. 3 credits. Prerequisites: Psychology 205, 209, 214, or permission of instructor. Graduate students, see Psychology 714. T R 11:40–12:55. E. S. Spelke.

Studies of animal behavior, human development, and human pathology may shed light on the nature of knowledge and reasoning. This seminar will focus on knowledge and reasoning about space, time, number, physical

objects, and persons. Questions will include: (1) How do cognitive abilities vary across species: Are there ways of reasoning that are distinctly human? (2) Do humans and/or other animals reason in the same way about entities in different domains (e.g., numbers, physical objects, and persons)? (3) How do knowledge and reasoning change throughout human development: Is knowledge enriched, or more radically restructured, as children grow and gain experience?

PSYCH 415 Concepts, Categories, and Word Meanings

Fall. 4 credits. Prerequisites: Psychology 205, 209, 214, or 215, or permission of instructor. Graduate students, see Psychology 615. T 1:25–4:25. F. C. Keil.

A consideration of what types of categories are psychologically important, of how they are represented and used through concepts, and of how concept structure and semantic structure are interrelated. Different models of concept structure and categorization processes are evaluated, as are models of conceptual change and concept acquisition. Other topics include: relations between concepts and broader knowledge representation systems such as scripts, mental models, and intuitive theories; relative roles of associative information and beliefs in concept structure; categorization in other species; neuropsychological studies of categorization; comparisons of categorization systems across cultures; and comparisons of concept structures across different types of categories.

[PSYCH 417 The Origins of Thought and Knowledge

Fall. 4 credits. Prerequisites: Psychology 205, 209, 214, or 215, or permission of instructor. Graduate students, see Psychology 717. Not offered 1995–96. T 1:25–4:25. F. C. Keil.

An in-depth analysis of current theories concerning the growth of thought and knowledge in childhood. Several controversies will be discussed in detail, including: Are mental abilities organized in local domains or modules that have their own patterns of development, or is cognitive development a more general process? Do comparative studies with other species and evolutionary models provide any useful insights into cognitive development in humans? Are there qualitative restructurings of thought and knowledge with development, or is the process more continuous in nature? What restrictions should these developmental considerations place on models of thought and knowledge in adults?]

PSYCH 418 Psychology of Music

Spring. 3 or 4 credits, depending on whether student elects to do an independent project. Prerequisites: junior or senior standing with major in psychology or music and some background in both, or permission of instructor. Graduate students, see Psychology 618. M W 2:55–4:10. C. L. Krumhansl.

Detailed analysis of topics in the psychology of music, including theories of consonance, perception of tonal-harmonic structure, memory for music, and effects of musical training. Emphasis given to experimental methodologies.

[PSYCH 419 Neural Networks Laboratory

Spring. 4 credits. Prerequisites: at least one course in biology or biological psychology, one year of calculus, and permission of instructor. Limited to 15 students. Graduate students, see Psychology 619. Not offered 1995–96. T R 2:55–4:10. D. J. Field.

The course will take a hands-on approach to understanding the limitations and successful applications of neural networks to problems in cognitive and biological psychology. A variety of neural network architectures will be discussed and explored using computer simulations. Applications of networks to perceptual recognition and representation will be emphasized. We will consider the class of problems that different networks can solve and consider the accuracy with which they model real nervous systems. Students will complete weekly lab reports and develop one independent project demonstrating the application of a neural network to a problem discussed in the course.]

PSYCH 420 Laboratory in Neuroethology (also BIONB 420-03)

Spring. 1 credit. Prerequisite: BIONB 424 or Psychology 424 or equivalent. Permission of instructor required. Lab: M 12:20–5:00. C. D. Hopkins.

Designed as a laboratory component for BIONB 424/Psychology 424, this course will illustrate principles of neuroethology: sensory processing, neuroanatomy, and behavioral analysis. Students will participate in six laboratory exercises scheduled throughout the semester. The laboratory will be open from 12:20 until 5:00 p.m. on Mondays and Wednesdays. Labs will be done in groups of two. Students in this course will learn the fundamentals of electrophysiology, neuroanatomy, and behavior through a series of six laboratory exercises using electric fish, *Drosophila*, crayfish and *Limulus*, bats and moths.

[PSYCH 422 Developmental Biopsychology

Fall. 4 credits. Prerequisites: a course in introductory biology and a course in biopsychology or neurobiology (such as Psychology 123 or BIONB 221). Graduate students, see Psychology 622. Not offered 1995–96. M W F 9:05–9:55. B. L. Finlay.

We will discuss the relationship of the development and evolution of the brain to the development of behavior. Topics include how neurons are generated, find targets, and establish connections; the emergence of reflexive and complex behavior; how experience affects the developing brain; evolutionary perspectives on the development of perception, memory, and communication systems; and abnormal development.]

PSYCH 424 Neuroethology (also BIONB 424)

Spring. 3 credits. Prerequisites: BIONB 221 and 222. S-U grades optional for graduate students only. T 9:05–11:00, R 9:05–9:55. Classes will be held on T R at 9:05–11:00. Thursday's class will run for one hour. Recitations will be scheduled in class. C. D. Hopkins.

In the 1950's–1970's ethologists attempted to understand the mechanisms of animal behavior through the use of comparative methods, evolutionary analysis, careful observations of animals in their native habitats, and clever experimentation. Now, with the explosion of knowledge and

techniques in the neurosciences, many of the ethologist's mechanisms are being explained in terms of neural systems. This course will review the current status of research in neuroethology, including: mechanisms of acoustic communication in insects and in vertebrates; echolocation in bats and sound localization in owls; electroreception and electrolocation; chemical communication; and visual processing. In addition, it will review studies of the neural systems involved in decision making, in initiating action, and in coordinating fixed acts. Assigned readings will include original articles from the scientific literature. A term paper/poster on neuroethology will be required.

[PSYCH 425 Brain and Behavior

Fall. 3 or 4 credits (4-credit option includes a discussion section and requires an additional paper). Prerequisites: a course in introductory biology and a course in biopsychology or neurobiology (such as Psychology 123 or BIONB 221). Graduate students, see Psychology 625. Not offered 1995-96. M W F 9:05-9:55. B. L. Finlay.

We will study the relation between structure and function in the central nervous system. The importance of evolutionary and mechanistic approaches for understanding the human behavior and cognition will be stressed. The course will focus on issues in cognitive neuroscience: mechanisms of perception, particularly vision, and the neuropsychology of everyday acts involving complex cognitive skills such as recognition of individuals, navigation in the world, language, memory, and social interaction.]

[PSYCH 429 Olfaction and Taste: Structure and Function (also BIONB 429)]

Fall. 3 or 4 credits (4-credit option requires a term paper or research project. The research project can, but does not need to, study nonhuman vertebrates). Preference given to junior and senior psychology and biology majors and graduate students. Prerequisite: one 300-level course in biopsychology or equivalent. Graduate students, see Psychology 629. Not offered 1995-96 or 1996-97. T R 9:05. B. P. Halpern.

The structural and functional characteristics of olfaction and taste will be explored by reading and discussing current literature in these areas. Structure will be examined at the light levels of electron microscopes as well as at the molecular level. Function will be primarily neurophysiological and biochemical aspects. The emphasis will be on vertebrates, especially air-breathing vertebrates in the case of olfaction, but there will be some coverage of invertebrate forms. A textbook and a course packet of reproduced articles will be used. At the level of *Smell and Taste in Health and Disease*, edited by T. V. Getchell, R. L. Doty, L. M. Bartoshuk, and J. B. Snow; *The Neurobiology of Taste and Smell*, edited by T. E. Finger and W. L. Silver.]

[PSYCH 431 Effects of Aging on Sensory and Perceptual Systems (also BIONB 421)]

Fall. 3 or 4 credits; the optional (or fourth) credit involves a term paper. Prerequisites: an introductory course in biology or psychology, plus a second course in perception or neurobiology or cognition or psychology. No auditors. Limited to 25

students. Graduate students, see Psychology 631. T R 10:10-11:25. B. P. Halpern. A literature-based examination of post-maturation changes in the perceptual, structural, and physiological characteristics of somesthetic, chemosensory, visual, and auditory systems. Emphasis will be on human data, with non-human information included when especially relevant. Current developments in human sensory prosthetic devices, and in regeneration of receptor structures, will be examined. Brief written statements (by electronic mail) of questions and problems related to each set of assigned readings will be required at least one day in advance of each class meeting. This course will be taught using the Socratic Method, in which the instructor asks questions of the students. Students read, analyze, and discuss in class difficult original literature dealing with the subject matter of the course. Students are expected to come to each class having already done, and thought about, the assigned readings.

[PSYCH 436 Language Development (also Human Development and Family Studies 436 and Linguistics 436)]

Spring. 4 credits. Prerequisite: at least one course in developmental psychology, cognitive psychology, cognitive development, or linguistics. Open to undergraduates and graduate students. S-U grades optional. Graduate students will also meet for additional advanced discussion of course content. Graduate students should also enroll under HDFES 700/Linguistics 700 (2 credits). T R 3:10-4:25. B. Lust.

This course is a survey of basic issues, methods, and research in the study of first language acquisition. Major theoretical positions in the field are considered in the light of experimental studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The fundamental linguistic issues of "universal grammar" and the biological foundations for acquisition are discussed, as are the issues of relations between language and thought. The acquisition of communication systems in nonhuman species such as chimpanzees is addressed, but major emphasis is on the child.

[PSYCH 440 Sleep and Dreaming

Fall. 4 credits. Prerequisites: junior or senior standing and at least Psychology 123 or BIONB 221-222. A second course in biopsychology or neurobiology is recommended. S-U grades optional. Graduate students, see Psychology 640. Not offered 1995-96. T R 11:40-12:55. H. S. Porte.

The first part of this course emphasizes the neurobiology of sleep. Topics include neural mechanisms of behavioral state change; the anatomy and physiology of the states and rhythms of sleep; theories of the evolution and plausible functions of sleep. Students will keep and analyze records of their own sleep patterns. The second part of the course emphasizes psychological experience in sleep. Topics include night terror and other experiences originating in non-REM sleep, and dreams originating in REM sleep. Students will examine the data of dreams—including their own—in light of what they have learned about the neurobiology of dreaming sleep. They will evaluate dream theories from Freud's to Francis Crick's, and will consider whether dreaming is meaningful or meaning-

less, encrypted or transparent, better remembered or better forgotten.]

[PSYCH 441 Laboratory in Sleep and Dreaming

Spring. 4 credits. Prerequisites: Psychology 440 or comparable preparation, and permission of the instructor during preregistration. Laboratory fee: \$35. W 7:30-10:30 p.m. H. S. Porte.

Emphasizing the neurobiology of sleep state, the course introduces the laboratory study of human sleep and dreaming. Serving as both experimenter and subject, each student will learn the rationale and techniques of electroencephalography and other bioelectric measures of behavioral state. Using computerized data analysis, students will complete weekly laboratory reports and a collaborative term project. Sleep recordings will be done during the day or evening when possible. Occasional overnight recording sessions will follow the regular class meeting.

[PSYCH 450 The Lenses of Gender (also Women's Studies 450, Psychology 650, and Women's Studies 650)]

Fall. 4 credits. Permission of instructor. Limited to 12 seniors and graduate students. No preregistration; interested students should attend the first class session. Graduate students, see Psychology/Women's Studies 650. Not offered 1995-96. W 2:30-4:30. S. L. Bem.

This seminar analyzes the ideological, institutional, and psychological mechanisms that are responsible for the social reproduction of male power in Western—and especially American—culture. It is very interdisciplinary, covering material from biology, history, anthropology, law, sociology, psychology, psychiatry, philosophy, and feminist theory. Part 1 analyzes three important organizing principles or "cultural lenses" that have come to be embedded in the social institutions and the cultural discourses of Western culture: (1) biological essentialism; (b) androcentrism; and (c) gender polarization (including the stigmatizing of homosexuality). Part 2 analyzes how the individuals living within the context of these lenses are transformed from being male or female newborns to being "masculine" and "feminine" adults—how, in other words, the culture's gender lenses are subtly transferred from the practices of the culture to the psyche of the individual. Part 3 considers possibilities for social and personal change.]

[PSYCH 470 Undergraduate Research in Psychology

Fall or spring. 1-4 credits. S-U grades optional. Written permission from the staff member who will supervise the work and assign the grade must be included with the course enrollment material. Students should enroll in the section listed for that staff member. A section list is available from the Department of Psychology. Hours to be arranged. Staff. Practice in planning, conducting, and reporting independent laboratory, field, and/or library research.

[PSYCH 471 Advanced Undergraduate Research in Psychology

Fall or spring. 1-4 credits. S-U grades optional. Written permission of the staff member who will supervise the work and assign the grade must be included with the course enrollment material. Students should enroll in the section listed for that

staff member. A section list is available from the Department of Psychology.

Hours to be arranged. Staff.

Advanced experience in planning, conducting, and reporting independent laboratory, field, and/or library research. One, and preferably two, semesters of Psychology 470 is required. The research should be more independent and/or involve more demanding technical skills than that carried out in Psychology 470.

PSYCH 472 Multiple Regression

Spring, weeks 1-7. 2 credits. Prerequisite: one solid semester of introductory statistics. Analysis of variance is helpful but not required. M W F 10:10.

R. B. Darlington.

Uses and pitfalls of multiple regression in causal analysis, path analysis, and prediction. Emphasis on analyzing data collected under uncontrolled conditions. Includes collinearity, indicator variables, sets, adjusted and shrunken R^2 , suppressors, hierarchical analysis, overcontrol, experimental design. Very little hand computation; uses MYSTAT computer program.

PSYCH 473 General Linear Model

Spring, weeks 8-14. 2 credits. Prerequisite: Psychology 472 or equivalent. M W F 10:10. R. B. Darlington.

Includes multicategorical variables, corrections for multiple tests, diagnostic methods, nonlinear relationships, interaction, main and simple effects, and basic power analysis. Emphasizes MYSTAT and SYSTAT, briefly discusses SAS PROC REG and SAS PROC GLM.

PSYCH 475 Multivariate Analysis of Psychological Data

Fall. 2 credits. Prerequisite: Psychology 473 or permission of instructor. R 10:10-12:05. R. B. Darlington.

Students vote on topics to cover, choosing among nonparametric methods, time series, cluster analysis, multidimensional scaling, component analysis, factor analysis, MANOVA, canonical correlation, repeated measures, logistic regression, log-linear models, corrections for unreliability in regression, nesting, power analysis, influence analysis, and other topics. First class sketches all these topics before vote.

[PSYCH 478 Psychometric Theory

Fall. 2 credits. Prerequisite: Psychology 472 or permission of instructor. Not offered 1995-96. T R 10:10-12:05. R. B. Darlington.

Statistical methods relevant to the use, construction, and evaluation of psychological tests.]

[PSYCH 479 Multisample Secondary Analysis

Fall, weeks 11-14. 1 credit. Prerequisite: Psychology 350 or equivalent. Not offered 1995-96. T R 10:10-12:05.

R. B. Darlington.

Statistical methods for analyzing and integrating the results of many independent studies on related topics.]

PSYCH 481 Advanced Social Psychology

Fall. 4 credits. Limited to 25 students, by application. Senior psychology majors have priority. Graduate students, see Psychology 681. T R 10:10-11:25.

D. T. Regan.

Selected topics in social psychology are examined in depth with an emphasis on the relationship between experimental research and the development of theory. Readings will

be mostly primary sources. Among the theoretical approaches to social behavior we may discuss are social comparison theory, cognitive dissonance, attribution processes and social judgment, social exchange theory, dramaturgy and impression management, and biological perspectives.

PSYCH 489 Seminar: Beliefs, Attitudes, and Ideologies

Spring. 4 credits. Prerequisites: one course in psychology or one course in sociology and permission of instructor during preregistration. W 2:30-4:30.

D. J. Bem.

First, we will examine some fundamental properties of beliefs and attitudes: how they are formed and changed, what psychological functions they serve for the individual, and how they coalesce into belief systems or ideologies. Second, we will examine a number of ideologies in detail: for example, the political ideologies of the American public, gender, sexual orientation, the ideological factors that promote anorexia in a society, the contrasting world-views of "pro-choice" and "pro-life" activists, the ideologies of psychology and science, and more. Participants will also be encouraged (via brief writing assignments and a term paper) to examine one or more of their own ideologies.

PSYCH 491 Research Methods in Psychology

Spring. 4 credits. Enrollment limited to 25 students. Recommended: permission of instructor, Psychology 350, experience in upper-division psychology courses, or graduate standing. Graduate students, see Psychology 691. T R 10:10-11:25.

D. A. Dunning.

An intensive examination of the basic research methods used in social, personality, cognitive, and developmental psychology. The course will focus on designing and conducting experiments, i.e., how to turn vague theories into concrete and testable notions, evaluate studies, avoid common pitfalls, and, finally, remain ethical. Beyond learning methods of "correct" and rigorous experimentation, we will also discuss what makes a research study actually interesting. The course in addition, will cover test construction, survey methods, and "quasi experiments." Students will concentrate on completing a small research project in which they conduct an experiment, interpret its data, and write up the results.

[PSYCH 492 Sensory Function (also BIONB 492)

Spring. 3 or 4 credits. The 4-credit option involves a one-hour section once a week, in which students are expected to participate in discussion. The 4-credit option is not always offered. Prerequisite: a 300-level course in biopsychology, or BIONB 222 or BIOAP 311, or permission of the instructors. Students are expected to have a knowledge of elementary physics, chemistry, and behavior. S-U grades optional. Offered alternate years. Graduate students, see Psychology 692. Not offered 1995-96 or 1996-97. M W F 10:10. B. P. Halpern and H. C. Howland.

This course covers classical topics in sensory function such as vision, hearing, touch and balance, as well as some more modern topics like sensory coding, location of stimulus sources in space, the development of sensory systems, and non-classical topics such as electroreception and internal chemoreceptors. Both human and nonhuman systems are

discussed. In all cases the chemical, physical, and neurophysiological bases of sensory information are treated, and the processing of this information is followed into the central nervous system. At the level of *The Senses*, edited by Barlow and Mollon, and *An Introduction to the Physiology of Hearing*, 2nd edition, by Pickles.]

Advanced Courses and Seminars

Advanced seminars are primarily for graduate students, but with the permission of the instructor they may be taken by qualified undergraduates. The selection of seminars to be offered each term is determined by the needs of the students.

A supplement describing these advanced seminars is available at the beginning of each semester and can be obtained from the department office (211 Uris Hall). The following courses may be offered either term and carry 4 credits unless otherwise indicated.

PSYCH 510-511 Perception

PSYCH 512-514 Visual Perception

PSYCH 513 Learning

PSYCH 515 Motivation

PSYCH 518 Topics in Psycholinguistics

PSYCH 519-520 Cognition

PSYCH 521 Psychobiology

PSYCH 522 Topics in Perception and Cognition

PSYCH 523 Hormones and Behavior

[PSYCH 524 Sex Differences in Brain and Behavior (also BIONB 626)

Spring. 2 credits. Limited to 12 seniors and graduate students. Not offered 1995-96. Hours to be arranged. T. J. DeVogel.

A survey of the newly discovered animal models for sex differences in the brain. Topics include the role of steroids in brain development, whether hormones can modify the structure of the adult brain, and the consequences of such sex differences in anatomy for behavior.]

PSYCH 525 Mathematical Psychology

PSYCH 526 Cognitive Neuroscience

PSYCH 527 Topics in Biopsychology

PSYCH 535 Animal Behavior

PSYCH 541 Statistics in Current Psychological Research

PSYCH 543 Psychological Tests

PSYCH 544 Topics in Psychopathology and Personality

PSYCH 551 Distinguished Speakers

PSYCH 580 Experimental Social Psychology (also Sociology 580)

PSYCH 600 General Research Seminar

Fall or spring. No credit.

PSYCH 605 Perception (also Psychology 205)

Spring. 4 credits. T R 11:40-12:55. J. E. Cutting.

[PSYCH 607 Chemosensory Perception (also Psychology 307)]

Fall. 4 credits. Not offered 1995-96 or 1996-97. T R 9:05. B. P. Halpern.]

[PSYCH 609 Development of Perception (also Psychology 309)]

Fall. 4 credits. Not offered 1995-96. T R 2:55-4:10. E. S. Spelke.]

PSYCH 611 Human Learning and Memory (also Psychology 311)

Fall. 4 credits. T R 11:40-12:55. E. S. Spelke.

PSYCH 612 Laboratory in Cognition and Perception (also Psychology 412)

Spring. 4 credits. M W 2:55-4:10. D. J. Field.

PSYCH 613 Obesity and the Regulation of Body Weight (also Nutritional Sciences 315)

Spring. 3 credits. Limited to 30 students. Prerequisites: one course in psychology and one course in nutrition. Undergraduate students may register with permission of instructor. S-U grades optional. Offered alternate years. T 1:30-3:30. D. A. Levitsky.

This course is a multidisciplinary discussion of the causes, effects, and treatments of human obesity. Topics include the biopsychology of eating behavior, the genetics of obesity, the role of activity and energy metabolism, psychosocial determinants of obesity, anorexia nervosa, therapy and its effectiveness, and social discrimination.

PSYCH 614 Issues in Cognitive Psychology (also Psychology 214)

Fall. 4 credits. M W F 10:10. B. Khurana.

PSYCH 615 Concepts, Categories, and Word Meaning (also Psychology 415)

Fall. 4 credits. T 1:25-4:25. F. C. Keil.

PSYCH 618 Psychology of Music (also Psychology 418)

Spring. 4 credits. M W 2:55-4:10. C. Krumhansl.

[PSYCH 619 Neural Networks Laboratory (also Psychology 419)]

Spring. 4 credits. Not offered 1995-96. T R 2:55-4:10. D. J. Field.]

[PSYCH 622 Developmental Biopsychology (also Psychology 422)]

Fall. 4 credits. Not offered 1995-96. M W F 9:05-9:55. B. L. Finlay.]

[PSYCH 625 Brain and Behavior (also Psychology 425)]

Fall. 4 credits. Not offered 1995-96. M W F 9:05-9:55. B. L. Finlay.]

PSYCH 626 Evolution of Human Behavior (also Psychology 326)

Fall. 4 credits. T R 2:55-4:10. R. E. Johnston.

[PSYCH 629 Olfaction and Taste: Structure and Function (also Psychology 429 and BIONB 429)]

Fall. 4 credits. Not offered 1995-96 or 1996-97. T R 9:05. B. P. Halpern.]

PSYCH 631 Effects of Aging on Sensory and Perceptual Systems (also Psychology 431 and BIONB 421)

Fall. 4 credits. T R 10:10-11:25. B. P. Halpern.

PSYCH 632 Biopsychology of Learning and Memory (also Psychology 332 and BIONB 328)

Spring. 4 credits. M W F 11:15. T. J. DeVoogd.

[PSYCH 640 Sleep and Dreaming (also Psychology 440)]

Fall. 4 credits. Not offered 1995-96. T R 11:40-12:55. H. S. Porte.]

PSYCH 642 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also Psychology 342)

T R 11:40-12:55. D. J. Field.

[PSYCH 650 The Lenses of Gender (also Psychology 450 and Women's Studies 450 and Women's Studies 650)]

Fall. 4 credits. Not offered 1995-96. W 2:30-4:30. S. L. Bem.]

[PSYCH 675 Developmental Psychobiology: Motivational Processes (also Psychology 375)]

Spring. 4 credits. Not offered 1995-96. T 10:10-11:25. E. M. Blass.]

PSYCH 676 Motivation (also Psychology 276 and Nutritional Sciences 276)

Spring. 4 credits. T R 10:10-11:25. E. M. Blass.

PSYCH 681 Advanced Social Psychology (also Psychology 481)

Fall. 4 credits. T R 10:10-11:25. D. T. Regan.

PSYCH 689 Seminar: Beliefs, Attitudes and Ideologies (also Psychology 489)

Spring. 4 credits. W 2:30-4:30. D. J. Bem.

PSYCH 691 Research Methods in Psychology (also Psychology 491)**[PSYCH 692 Sensory Function (also Psychology 492 and BIONB 492)]**

Spring. 4 credits. Not offered 1995-96. M W F 10:10. B. P. Halpern and H. C. Howland.]

PSYCH 696 Introduction to Sensory Systems (also Psychology 396 and BIONB 396)

Spring. 4 credits. M W F 10:10. B. P. Halpern.

PSYCH 700 Research in Biopsychology**PSYCH 709 Developmental Psychology (also Psychology 209)**

Spring. 4 credits. T R 11:40-12:55. F. C. Keil.

PSYCH 710 Research in Human Experimental Psychology**PSYCH 714 Comparative Cognition (also Psychology 414)**

Spring. 4 credits. T R 11:40-12:55. E. S. Spelke.

[PSYCH 715 Psycholinguistics (also Psychology 215)]

Fall. 4 credits. M W F 11:15. Not offered 1995-96. Staff.]

PSYCH 716 Auditory Perception (also Psychology 316)

Fall. 4 credits. T R 10:10-11:25. C. L. Krumhansl.

[PSYCH 717 The Origins of Thought and Knowledge (also Psychology 417)]

Fall. 4 credits. Not offered 1995-96. T 1:25-4:25. F. C. Keil.]

PSYCH 720 Research in Social Psychology and Personality**PSYCH 722 Hormones and Behavior (also Psychology 322 and BIONB 322)**

Spring. 4 credits. M W F 1:25. D. F. Gudermuth.

PSYCH 773-774 Proseminar in Cognitive Studies I and II (also Cognitive Studies 773/774, Philosophy 773/774, Linguistics 773/774, and Computer Science 773/774)

Fall: R. grade. Spring: S-U only. 4 credits.

The Cognitive Studies Proseminar consists of two semesters of meetings with the graduate faculty in the field of Cognitive Studies. The proseminar will consist of a general introduction to the field of Cognitive Studies including an introduction to each of the major disciplines that make up the minor: i.e., computer science, linguistics, philosophy, and psychology. In each of these disciplines, faculty members from the field will introduce the theoretical and methodological issues that underlie the field and its relation to Cognitive Studies; in addition, they will introduce various labs in which active research is being conducted in their field at Cornell.

The proseminar will include suggestions from faculty in each field for further advanced interdisciplinary research that can be pursued at Cornell during a Cognitive Studies minor. It will conclude (end of second term) with individual student presentations in which students initiate a critique of some interdisciplinary research, after consultation with a faculty member of their choice.

Although suitable to entering graduate students, the proseminar is also open to graduate students beyond their first year. Advanced undergraduates with a Cognitive Studies concentration may also be admitted. This is a year-long lecture and discussion course. The year-long commitment is mandatory. An "R" grade will be assigned in the fall semester, and a S-U grade only will be assigned in the spring semester.

PSYCH 775 Proseminar in Social Psychology I

Fall. 2 credits. Limited to 10 graduate students in social psychology. Hours to be arranged. D. A. Dunning, T. D. Gilovich and D. T. Regan.

This is the first term of a year-long discussion-seminar course intended to give graduate students an in-depth understanding of current research and theory in social psychology. The course will emphasize social cognition, but other topics, such as group dynamics, social influence, the social psychology of language, emotional experience, etc., will be covered.

PSYCH 776 Proseminar in Social Psychology II

Spring. 2 credits. Limited to 10 graduate students in social psychology. Hours to be arranged. D. A. Dunning, T. D. Gilovich, and D. T. Regan.

This is the second half of a year-long discussion-seminar course intended to give graduate students an in-depth understanding of current research and theory in social psychology. The course will emphasize social

cognition, but other topics, such as group dynamics, social influence, the social psychology of language, emotional experience, etc., will be covered.

PSYCH 900 Doctoral Thesis Research in Biopsychology

PSYCH 910 Doctoral Thesis Research in Human Experimental Psychology

PSYCH 920 Doctoral Thesis Research in Social Psychology and Personality

Summer Session Courses

The following courses are also frequently offered in the summer session, though not necessarily by the same instructor as during the academic year. Not all of these courses will be offered in a particular summer. Information regarding these courses and additional summer session offerings in psychology is available from the department before the end of the fall semester.

PSYCH 101 Introduction to Psychology: The Frontiers of Psychological Inquiry

PSYCH 123 Introduction to Biopsychology

PSYCH 128 Introduction to Psychology: Personality and Social Behavior

PSYCH 199 Sports Psychology

PSYCH 280 Introduction to Social Psychology

PSYCH 350 Statistics and Research Design

PSYCH 380 Community Mental Health (also Human Service Studies 380)

RELIGIOUS STUDIES MAJOR

See "Special Programs and Interdisciplinary Studies."

ROMANCE STUDIES

The Department of Romance Studies (Alice Colby-Hall, chair) offers courses in French literature, Italian literature, and Spanish literature. In addition, the department's program includes courses in the French and Spanish languages, French linguistics, semiotics, and in French, Italian, and Hispanic culture. Through its course offerings and opportunities for independent study, the department seeks to encourage study of the interactions of the Romance literatures among themselves, with other literatures, and with other fields of inquiry.

French

J. Béreaud (director of undergraduate studies), A. Berger, A. M. Colby-Hall, N. Furman, D. I. Grossvogel, R. Klein, P. Lewis, K. Long, J. Ngate, A. Seznec, S. Tarrow, L. R. Waugh.

The Major

The major in French is divided into three options: French area studies, French linguistics, and French literature. For a description of the linguistics option, see Modern Languages and Linguistics, French. The area studies and literature options are described below.

While prospective majors should try to plan their programs as far ahead as possible,

especially if they intend to study abroad, no student will be refused admission merely because of a late start. Students wishing to major in French area studies or French literature should consult the director of undergraduate studies of the Department of Romance Studies, Professor Jacques Béreaud.

The Literature Option

The major in French, literature option, is designed to give students proficiency in the oral and written language, to acquaint them with French literature and culture, and to develop skills in literary analysis.

Admission

To be admitted to the major, students should have completed French Literature 201, 220, or 221 plus 222 and French Language 213 or its equivalent by the end of their sophomore year.

For completion of the major, a student must:

- (1) acquire a sound degree of competence in French language. This competence is demonstrated by the successful completion of French 301–312 or their equivalents, such as properly accredited study abroad or the passing of a special language test (the CASE examination) or the permission of the adviser (this option applies only to 312).
- (2) take six courses in French literature or civilization at the 300 level or above. These courses, selected in consultation with the student's major adviser, will include at least two pre-19th-century courses and at least one 400-level course.
- (3) take two connected courses in one of the following related areas: literature, linguistics, comparative literature, history, history of art, music, government or another relevant discipline with a significant French component. Students who are double majors are exempted from this last requirement.

The French Area Studies Option

Admission

To be admitted to the major, students should have completed French Literature 201, 220, 221 or 224 plus French Language 213 or its equivalent by the end of their sophomore year.

For completion of the major, a student must:

- (1) acquire a sound degree of competence in the French language. This competence is demonstrated by the successful completion of French 301–312 or their equivalents, such as properly accredited study abroad or the passing of a special language test (the CASE examination) or the permission of the adviser (this option applies only to 312).
- (2) take two courses in Romance Studies (literature or civilization) at the 300 level or above.
- (3) take six courses in no more than three areas of interest such as—but not limited to—Africana Studies, anthropology, comparative literature, French literature, economics, government, history, history of art, linguistics, music, theater arts, women's studies at the 300 level or above. Each area must be represented by at least two courses, and each course

must have a French component. At least one of these six courses should be at the 400 level.

Administration of French Area Studies

Students are admitted to the major by the director of undergraduate studies of the Department of Romance Studies, but will be guided by their individual advisers. A copy of each student's program will be given to the director of undergraduate studies for approval and safekeeping.

Study Abroad in France

French majors or other interested students may study in France for one or two semesters during their junior year. Opting for one of several study-abroad plans recognized by the departments of Romance Studies and Modern Languages and Linguistics facilitates the transfer of credit. Information about these plans is available from the director of undergraduate studies.

Students must be Cornell undergraduates with a strong academic record. The minimum French preparation is the completion of French 213 or its equivalent in advanced credit or placement by the Cornell CASE examination. The taking of French 301 and/or 312 is, however, strongly recommended.

Students interested in studying in France are encouraged to consider the special benefits offered by EDUCO, the program in Paris cosponsored by Cornell and by Duke University. EDUCO offers advanced students a challenging course of study and the experience of total immersion in French life and culture in Paris. Participants in this program spend the year or the semester as fully matriculated students at the University of Paris and other institutions of higher learning in Paris, including the Institut d'Etudes Politiques (Sciences Po), selecting courses in many fields from the regular university course offerings. Students begin the academic year with an intensive three-week orientation into French history, society, and daily life. While it is possible to enroll in the EDUCO Program for one semester, admission will be given first to students planning to study abroad for the full academic year.

EDUCO maintains a center in Paris with appropriate support staff. The resident director, chosen annually from the Cornell and Duke faculties, teaches a special seminar each semester, provides academic advice, and helps ensure the quality of the courses. The center, which includes a small library and word-processing facilities, is regularly used by students for special tutorials, seminars, and lectures, as well as informal gatherings.

Study Abroad in Geneva

French majors or other students with a commitment to international experience may study abroad in Geneva, Switzerland. Geneva is an especially appropriate location for students with an interest in international affairs, as many international organizations maintain offices there, among them the United Nations, the Red Cross, the headquarters of the World Health Organization, the International Labor Organization, the International Telecommunications Union, the World Intellectual Property Organization, the European Nuclear Research Center, and the Ecumenical Center at Grand-Saconnex. Cornell students enroll full-time in the

University of Geneva, where they take year-long courses in conjunction with Swiss students. They can choose classes in many subjects, including literature, economics and other social sciences, law, theology, psychology, education, architecture, physical education, and French language, civilization, and history.

Interested students can participate in internships at international organizations, and qualified participants may be able to work under the direction of officials on research studies that are of mutual interest. Beginning in mid-July, the University of Geneva offers four consecutive three-week language and civilization summer courses which prepare students for the mandatory French exam given in early October. Cornell students must attend the last of these sessions, from mid-September to early October, but earlier sessions are recommended for students who need additional language preparation.

Students must be Cornell undergraduates with a strong academic record. The minimum French preparation is the completion of French 213 or its equivalent in advanced credit or placement by the Cornell CASE examination. The taking of French 301 and/or 312 is, however, strongly recommended. Students should plan to study abroad for the entire academic year. Students interested in the study abroad program in Geneva should contact the Cornell Abroad office for further information.

Honors. The honors program encourages well-qualified students majoring in French literature or culture to do independent work in French outside the structure of courses. The preparation of the senior honors essay, generally spread over two terms, provides a unique learning opportunity, since it allows for wide reading, and extensive rewriting to a degree not possible in the case of course papers.

No special seminars or courses are required of honors students, but they will have regular meetings with the faculty advisers who have agreed to supervise their work. They may receive course credit by enrolling in French 429-430, but these independent study courses must be taken in addition to the courses that meet the minimum requirements for the major. At the end of the senior year, each honors student is examined orally on the honors essay by a jury consisting of his or her faculty adviser and two other faculty members. The awarding of honors is determined by the student's grades in the major and the quality of the honors essay.

Fees. Depending on the course, a small fee may be charged for copies of texts used in course work.

Language and Linguistics

Most language courses and French linguistics courses are offered by Modern Languages and Linguistics. Further language courses (conversation and advanced level), French linguistics courses, and all literature courses are listed below.

Note: Students placed in the 200-level courses have the option of taking language and/or literature courses; see listings under "Literature" for descriptions of the literature courses, any of which may be taken concurrently with French Language 200, 203, 205, or 213 (offered by Modern Languages and Linguistics) or Hotel Administration 266.

FFROM 210 Intermediate French Conversation

Fall or spring. 2 credits. Limited to 15 students. Prerequisite: French 200, 203, 205 or equivalence (Q+) on the Cornell Advanced Standing Examination (CASE). J. Bereaud and staff.

The course is based on audiovisual materials used in class; slides, video strips, and recordings will accompany extensive discussions. A modest amount of reading each week will aim at increasing students' active vocabulary.

FFROM 301 Advanced French Composition and Conversation I

Fall or spring. 4 credits. Limited to 15 students. Prerequisite: French 213 or placement by the Cornell Advanced Standing Examination (CASE). Fall:

J. Bereaud and staff; spring: S. Tarrow.

Class discussions based on reading of selected contemporary texts: half will be short stories by 20th-century writers, half will be articles on current events taken from French magazines or newspapers. All texts are chosen for thematic or cultural interest and linguistic quality. Special attention will be given to correctness and accuracy in French through grammar review and weekly papers (essays or translations). Two films will be shown to illustrate today's idiomatic language. Course required of French majors. Students who desire to enrich their linguistic and cultural knowledge at this level may take either FRDML 303: French through Current Events or FRDML 305: French through Film before, after, or concurrently with FFROM 301; but no more than two of these three courses may be taken for credit.

FFROM 310 Advanced French Conversation

Fall or spring. 2 credits. Limited to 15 students. Priority given to seniors.

Prerequisite: French 213 or Cornell Advanced Standing Examination (CASE) placement of Q++.

J. Bereaud and staff. This course is based on discussion of articles published in the French press. A few audio and video recordings and films will also be used.

FFROM 311 Advanced French I

This course has been renumbered as FFROM 301.

FFROM 312 Advanced French Composition and Conversation II

Spring. 4 credits. Limited to 15 students. Prerequisite: French 301 or placement by the Cornell Advanced Standing Examination (CASE). J. Bereaud and staff.

Continuation of work done in French 301. The objective of French 301 is to teach students to speak and write correct French; in French 312 students will be expected to have a richer, more idiomatic and hopefully elegant command of the language.

Formal study of grammar will be discontinued, more attention will be devoted to the examination of texts and to oral presentations by students. Weekly papers as in French 301.

Literature

FRLIT 201 Introduction to French Literature

Fall or spring. 3 credits. Prerequisite: qualification in French (CPT or FPT score of 560, or French 123). J. Bereaud.

French 201, like all other 200-level French literature courses, satisfies the language requirement by giving proficiency in French; but French 201 and 221 are mutually exclusive. Students with a CPT score of 600 or more should take French 221.

French 201 is divided into small sections and is conducted in French. Papers can be written in French or in English.

French 201 is designed for students interested in improving their written and oral skills in French and also their literary proficiency. Texts have been chosen both for their literary merit and their manageable linguistic difficulty. Close scrutiny of the works and active class discussions will sharpen students' critical and analytical abilities. Different genres are covered (poetry, drama, and narrative prose); and the reading list will include authors such as Baudelaire, Beckett, Ionesco, Camus, and Duras.

FRLIT 220 French and Francophone Culture

Fall or spring. 3 credits. Prerequisite: CPT score of 600 or French 200, 203 or 205. Conducted in French. Fall: S. Tarrow; spring: J. Ngate.

This course serves as an introduction to French Area Studies. It provides an overview of Francophone culture and society from 1945 to the present. Readings will include a selection of articles dealing with issues of current concern in France; works by French and Maghrebine or African writers; poetry or drama; two films will also be discussed.

FRLIT 221 Modern French Literature

Fall, spring, or summer. 3 credits. Prerequisites: a CPT score of 600 or French 200, 203, or 205. Conducted in French. J. Ngate and staff.

This course, divided into small sections, is intended as a first introduction to French literature, the Modern Period. Texts have been chosen both as a function of their centrality to the traditional literary canon and with an eye to its current transformation. The course focuses on different theoretical approaches to reading literature, without neglecting to situate works in their historical, philosophical, and cultural context. The course considers literary genres (poetry, drama, and the novel) as solicitations to read texts differently, at different speeds, with diverse claims on our attention. It is designed to satisfy a general interest in modern French literature as well as to prepare students to pursue a French major in literature. Readings will include works of authors such as Baudelaire, Césaire, Sartre, Proust, Duras.

FRLIT 222 Early Modern French Literature

Fall or spring. 3 credits. Prerequisite: French 201, 220, 221 or permission of the instructor. Required of all literature majors, but not limited to them. Conducted in French. P. Lewis and staff.

Study of the classic literature of seventeenth-century France (Corneille, Racine, Molière, Mme de Lafayette, La Fontaine) and of eighteenth-century Enlightenment literature (Voltaire, Rousseau, Diderot, Beaumarchais). Special attention is paid to the ways in which these various works represent or deal with the shift from an aristocratic cultural code of values to modern bourgeois ideology and aesthetics. The course will also invite reflection on the status and centrality of

female characters in classical and neo-classical French literature; it will attempt to trace the evolution from the classical tragic heroine, to more modern (but no less problematic) representations of women.

FRLIT 224 The French Experience: An Introduction (also History 220)

Spring. 3 credits. R. Klein and N. Karwan-Cutting.

An examination of French society, culture, and institutions. What has made French culture so distinctive? Its literature and its revolutions, its gastronomy and fashion, its painting, cathedrals, and cinema. Looking attentively at texts, images, and contexts from selected moments in the eighteenth, nineteenth, and twentieth centuries, we will attempt to unravel some of the defining enigmas of the French experience. Two lectures a week in English and one section (one section conducted in English, one in French). Readings available both in French and in English translation.

FRLIT 320 French Civilization

Fall. 4 credits. Prerequisite: French 213 or its equivalent. J. Béréaud.

Detailed, analytical study of contemporary France. A short historical review will prepare the background for the synchronic exploration of the structure, culture, and attitudes of contemporary French society. In the second part of the course, students will select a topic for in-depth personal research leading to the writing of a term paper. Short oral presentations will be encouraged. Audio-visual materials will be used (current magazines and television excerpts). Three or four films will be shown to illustrate some aspects of French life. Class conducted in French; papers can be in French or in English.

Note: Prerequisite for all 300-Level courses in French literature: French 201, 220, or 221.

FRLIT 329 Francophone Caribbean Literature @

Spring. 4 credits. J. Ngate.

A general introduction to the literature through the reading of representative poems, plays, short stories, and novels by writers such as Jacques Roumain, Aimé Césaire, René Depestre, Maryse Condé, Léon Damas, Myriam Warner-Vieyra, and Bertène Juminer. The course will be taught in French and with student participation in discussion of the assigned texts.

FRLIT 330 Francophone African Literature @

Fall. 4 credits. J. Ngate.

Introduction to the works of representative poets, dramatists, novelists, and short story writers from sub-Saharan Africa and Madagascar. L. S. Senghor, C. Laye, F. Oyono, J.-J. Rabéarivelo, S. Labou Tansi, and the Afro-Caribbean Aimé Césaire will be among the writers whose works will be read. The focus will be on the twentieth century and the nature of these writers' relationships both with the West and with Africa.

FRLIT 334 The Novel as Masterwork (also French Literature 684) #

Spring. 4 credits. Conducted in French. N. Furman.

This course traces the evolution of the nineteenth-century French novel. Readings include novels by Stendhal, Balzac, Flaubert, and Zola.

FRLIT 365 Contemporary Fiction (also Comparative Literature 365) @

Fall. 4 credits. Lectures in English, discussion section in French. D. Grossvogel.

For description, see COM L 365.

FRLIT 369 Comic Theater in the Seventeenth Century #

Spring. 4 credits. P. Lewis.

The principal focus of this course will be the comedies of Corneille and Molière. In addition, there will be an attempt to follow the evolution of a half-century of comic theater (1625 to 1675), with attention to some interesting, if relatively minor, works by Racan, Mairet, Scarron, and Racine. Conducted in French.

FRLIT 383 Lieux de mémoire: les révolutions du 19^e siècle

Fall. 4 credits. Conducted in French. N. Furman.

The historical traumas of the French revolutions of 1789, 1830, 1848, and 1870 and their traces in French literature. Readings will include works by Hugo, Desbordes-Valmore, Balzac, Flaubert, Maupassant, Vallès, and Zola.

FRLIT 406 Alchemy and Abjection in Early Modern Europe (also Society for the Humanities 420)

Spring. 4 credits. K. Long.

For description, see S HUM 420.

FRLIT 407 The Construction and Critique of the Enlightenment Subject (also Society for the Humanities 407, Comparative Literature 407, and History 407)

H. Mah.

For description, see S HUM 407.

FRLIT 414 Ethic, Evil, Sexual Difference (also Society for the Humanities 414)

Spring. 3 credits. Limited to 17 students. J. Copjec.

For description, see S HUM 414.

FRLIT 419-420 Special Topics in French Literature

419, fall; 420, spring. 2-4 credits each term. Prerequisite: permission of instructor. Staff.

Guided independent study of special topics.

FRLIT 421 Crimes of the Nation and Cinematic Memories (also Society for the Humanities 422)

Spring. 3 credits. N. Wood.

For description, see S HUM 422.

FRLIT 428 Oulipo: forms of potential literature (also French 698)

Spring. 4 credits. R. Klein.

"Oulipo (Ouvroir de littérature potentielle)" is a relatively small circle of writers and mathematicians that has been conducting radical experiments in literary form since its beginnings in 1960. Its members are largely but not exclusively French and its meetings are held in Paris. Its aim is to identify and analyze older, even ancient experiments in literary form and to elaborate new forms or textual principles based on novel combinatorics or permutations, including computer algorithms. Its founding and continuing members include some of the most prominent contemporary French writers, poets, and novelists, including Raymond Queneau, Jacques Roubaud, Georges Perec, as well as the Italian writer Italo Calvino and the American Harry Mathews. The course

aims principally to examine the theoretical claims of Oulipo, its hostility to surrealism, its voluntarism, its preference for formal constraints, its exemplification of rhetorical and literary procedures (lipograms, palindromes, rhopalic verse, holohymes, Boolean haikus, etc.) At the same time, close readings of selected texts will be encouraged.

FRLIT 429-430 Honors Work in French

429, fall; 430, spring. 8 credits year-long course, R grade fall semester, letter grade spring semester, with permission of the adviser. Open to juniors and seniors. Consult the director of the honors program. J. Ngate and staff.

FRLIT 447 Medieval Literature #

Fall. 4 credits. Prerequisite: French 221 or permission of instructor. Conducted in English. A. Colby-Hall.

This course is designed to give students facility in reading Old French and an appreciation of two major genres of medieval French literature: the epic and the theater.

FRLIT 475 Exoticism and Eroticism: Figures of the Other in the French Enlightenment

Fall. 4 credits. A. Berger.

"To study man, it is necessary to learn how to see into the distance; it is necessary to observe differences in order to discover common properties" (Rousseau, *Essai sur l'Origine des Langues*). Imagined or theorized, the exotic experiment helped shape modern and contemporary discourses on the cultural and political community, on universalism and particularism, on diversity and identity. Good savages or bad giants, oriental women or despots, Indians, Zoroastrians, Tahitians, Americans (etc.), through these figures of otherness, thinkers and writers of the Enlightenment grasped at the foreign in the familiar, the same in the different and the desirable in the estranged. For exoticism is always eroticized (thus feminized) as the erotic is orientalized. The other may be less far or further than one thinks. How can one be a Persian (wo)man? (Works studied include Montesquieu, Rousseau, Diderot, and de Saint-Pierre). Conducted in French.

FRLIT 491 Georges Bataille

Spring. 4 credits. Conducted in French. N. Furman.

A major figure of contemporary French thought, Georges Bataille (1897-1962) has written influential works on literature, critical theory, political science, sociology, and philosophy. Readings for this course will include a selection of his essays and several of his novels.

FRLIT 492 Experimentation in Twentieth-Century French Drama

Fall. 4 credits. Prerequisite: French Literature 221. Conducted in French. D. Grossvogel.

A systematic attempt to analyze the way in which French experimenters changed the traditional forms of theater during this century. These experiments will be examined with reference to a semiotics of the stage and of drama, including typologies of the sign, codes of communication, and performance, dramatic and paradramatic action, etc.

FRLIT 600 Facing the Other (also Women's Studies 600)

Fall. 4 credits. N. Furman and A. Berger.

For description, see WOMNS 600.

FRLIT 639-640 Special Topics in French Literature

639, fall; 640, spring. 4 credits each term. Staff.

Guided independent study for graduate students.

FRLIT 648 Medieval Seminar: *Le Roman de la Rose* #

Spring. 4 credits. A. Colby-Hall.

FRLIT 684 The Novel as Masterwork (also French 334) #

Spring. 4 credits. Conducted in French. N. Furman.

For description, see FRLIT 334.

FRLIT 695 Theorizing Films (also English 703)

Fall. 4 credits. T. Murray.

For description, see ENG 703.

FRLIT 698 Oulipo: Forms of Potential Literature (also French 428)

Spring. 4 credits. R. Klein.

For description, see FRLIT 428.

Italian

B. Ballaro, director of undergraduate studies, fall; M. Migiel, director of undergraduate studies, spring.

The Major

Students who wish to major in Italian should choose a faculty member to serve as a major adviser; the general plan and the details of the student's course of study will be worked out in consultation with the adviser. Italian majors are encouraged to take courses in related subjects such as history, art history, music, philosophy, anthropology, classics, linguistics, and other modern languages and literatures. While a major often occupies only the junior and senior years, it is wise for students to seek faculty advice about the major as early as possible.

Students who elect to major in Italian ordinarily should have completed Italian 201 by the end of their sophomore year. Exemptions can be made on the basis of an examination. Students majoring in Italian are expected to become conversant with a fair portion of the masterworks of Italian literature, to acquaint themselves with the outlines of Italian literary history, and to develop some skill in literary analysis. To this end, students will be expected to complete successfully 32 credits of Italian literature courses at the 300 level or higher, with papers to be written in Italian or English. Required courses for the major are Italian 303, 304, and 427. Italian 402, History of the Italian Language, and 403, Linguistic Structure of Italian, may be counted toward the 32 credits required for the major (an introductory linguistics course is a prerequisite of Italian 402 and 403).

Students majoring in Italian will also be expected to acquire competence in the handling of the language. That competence may be demonstrated by passing an oral and written examination to be arranged with the adviser.

Italian majors will also be required to complete successfully two courses in related fields (for example, Italian history, Italian art history, literary theory).

Italian majors may study in Italy, generally during their junior year, under any of those study-abroad plans organized by American universities that allow the transfer of grades

and credit, such as the Cornell program in Rome.

The College of Architecture, Art, and Planning maintains a program open to all qualified students attending Cornell. The program is housed in the sixteenth-century Palazzo Massimo, designed by the architect Baldassare Peruzzi, on the Corso Vittorio Emanuele, in the heart of Rome. Students may enroll for a semester in the fall or spring. Courses regularly taught at the Palazzo Massimo include Italian language (beginning and intermediate); Architecture 300, 401, 402, 500, 502, Design Studio; Architecture 338 and 399, Special Topics in Architectural History; Architecture 458, Special Projects in Design Communications; Architecture 367, Contemporary Italian Culture; Architecture 510, Thesis Introduction; Art 251, 311, 322, and 371; and History of Art 371, Renaissance and Baroque Art in Rome.

To be eligible, students must have completed the first two years of their curriculum requirements and be in good academic standing.

Literature

Most language courses and Italian linguistics courses are offered by Modern Languages and Linguistics. Advanced language courses and all literature courses are listed below.

ITALL 201-202 Introduction to Italian Literature

Fall, Italian 201; spring, Italian 202.

3 credits. Prerequisite: permission of instructor. Conducted in Italian. Staff.

In this course, students will develop their language skills in Italian by reading, discussing, and writing about short works of fiction (twentieth-century short stories in ITALL 201; twentieth-century novels in ITALL 202). ITALL 201 is not a prerequisite to ITALL 202.

ITALL 389 Modern Italian Novel (also Italian 689)

Spring. 4 credits. B. Ballaro.

A study of the modern Italian novel from Manzoni to Moravia. Conducted in English.

ITALL 419-420 Special Topics in Italian Literature

419, fall; 420, spring. 2-4 credits each

term. Prerequisite: permission of instructor. Staff.

Guided independent study of specific topics.

ITALL 429-430 Honors in Italian Literature

429 fall; 430, spring. 8 credits. Year-long course, R for fall semester; letter grade for spring semester. Limited to seniors.

Prerequisite: permission of instructor. M. Migiel.

ITALL 445 Boccaccio (also Italian 645) #

Spring. 4 credits. M. Migiel.

A study of the *Decameron* in Italian or in English translation. Conducted in English.

ITALL 490 Modern Italian Women Writers (also Italian 690)

Fall. 4 credits. B. Ballaro.

In this course, we will examine selected novels of twentieth-century Italian women writers. The course will focus on the following questions: what are the possibilities and problems that arise from the attempt to construct a "women's canon" of modern Italian literature? What, if anything, constitutes "scrittura femminile"? How may we compare

Italian women's writings to their Anglo-American and French counterparts? In what ways do the texts in question display (or not display) connections with feminist discourses? What is the relation between the personal and the political, between history and (auto)biography in these texts? How do they represent problems of difference in terms of gender, race/religion (*Lessico familiare, La storia*), and sexuality (*Lettere a Marina*)? How do they represent problems of violence such as rape or war (*Una donna, Artemisia, La storia*), maternity, family ties? What are the differences between elite, "highbrow" texts like Banti's and Manzini's and "popular" novels like those of de Cespedes and Cialente? How do these texts evolve over time (stylistically, thematically, linguistically, politically)? Conducted in English.

ITALL 639-640 Special Topics in Italian Literature

639, fall; 640, spring. 4 credits each term. Staff.

ITALL 645 Boccaccio (also Italian 445) #

Spring. 4 credits. M. Migiel.

For description, see ITALL 455.

ITALL 689 Modern Italian Novel (also Italian 389)

Spring. 4 credits. B. Ballaro.

For description, see ITAL 389.

ITALL 690 Modern Italian Women Writers (also Italian 490)

Fall. 4 credits. B. Ballaro.

For description, see ITALL 490.

Romance Studies**Literature****ROMS 459 Being, God, Mind: Key Terms of Western Thought from Plato to Vico (also Comparative Literature 359) #**

Fall. 4 credits. C. Arroyo.

For description, see COM L 359.

[ROMS 497 Heidegger on Language, Art, and Literature (also Comparative Literature 497)

4 credits. Not offered 1995-96.]

Spanish

M. A. Garcés, director of undergraduate studies, C. Moron-Arroyo, L. Carrillo, D. Castillo, U. J. DeWinter, J. W. Kronik, A. Monegal, J. Piedra, M. Stycos, J. Tittler

The Major

The major is designed to give students proficiency in the oral and written language, to acquaint them with Hispanic culture, and to develop their skill in literary and linguistic analysis. Satisfactory completion of the major should enable students to meet language and literature requirements for teaching, to continue with graduate work in Spanish or other appropriate disciplines, or to satisfy standards for acceptance into the training programs of the government, social agencies, and business concerns. A Spanish major combined with another discipline may also allow a student to undertake preprofessional training for graduate study in law or medicine. Students interested in a Spanish major are encouraged to seek faculty advice as early as possible. For acceptance into the major, students should consult the director of

undergraduate studies in Spanish—Professor Garcés—who will admit them to the major and choose an adviser from the Spanish faculty. Spanish majors will then work out a plan of study in consultation with their advisers. Previous training and interests as well as vocational goals will be taken into account when the student's program of courses is determined.

Spanish 201 and 204 (or equivalent) are prerequisite to entering the major in Spanish. All majors will normally include the following core courses in their programs:

- 1) Spanish 315–316–318
- 2) Spanish 311 and 312 (or equivalent)

Spanish majors have great flexibility in devising their programs of study and areas of concentration. Some typical options of the major are:

- 1) Spanish literature, for which the program of study normally includes at least 20 credits of Spanish literature beyond the core courses. Literature majors are strongly urged to include in their programs courses in all the major periods of Hispanic literature.
- 2) A combination of literature and linguistics.
- 3) Either of the above options with certain courses in other disciplines counted toward the major. Whichever option a student chooses, he or she is encouraged to enrich the major program by including a variety of courses from related fields or by combining Spanish with related fields such as history, philosophy, sociology, anthropology, art, music, Classics, English, comparative literature, and other foreign languages and literatures. The interdepartmental programs in Latin American Studies and Hispanic American Studies sponsor relevant courses in a variety of areas.

The J. G. White Prize and Scholarships are available annually to students who achieve excellence in Spanish.

For the major in Spanish linguistics, see Modern Languages and Linguistics—Spanish.

Study abroad in Spain. Cornell and the University of Michigan cosponsor an academic year in Spain program. Students enrolled in this program spend the first three weeks before the fall semester begins in a residential college located on the campus of the University of Madrid, where they take a course in Spanish language and contemporary society and take advantage of special lectures and field trips in Madrid and Castile. This course carries three credits. In early October the program moves to Seville, where students enroll in as many regular classes at the University of Seville as their language competency and general education permit. Their academic work is supplemented by courses designed explicitly for the program by Seville faculty, as well as a seminar regularly offered by the resident director, who is chosen from the faculty of either Cornell or Michigan. The special courses normally include history of art and architecture, Spanish composition and syntax, and modern Spanish history. In Seville students live with selected families or in a few cases in "colegios mayores." Cornell-Michigan also maintains a center in Seville, which is used by students for special seminars, tutorials, lectures, and informal gatherings.

Applicants are expected to have attained at least proficiency in Spanish prior to departure. Students are strongly encouraged to study abroad for the entire year rather than for one semester. Students interested in the study abroad program should consult with the Cornell Abroad office for further information.

Honors. Honors in Spanish may be achieved by superior students who want to undertake guided independent reading and research in an area of their choice. Students in the senior year select a member of the Spanish faculty to supervise their work and direct the writing of their honors essays (see Spanish 429–430).

Fees. Depending on the course, a small fee may be charged for film use or for copies of texts for course work.

Language

Most language courses and Spanish linguistic courses are offered by Modern Languages and Linguistics. Advanced language courses and all literature courses are listed below.

Note: Students placed in the 200-level courses have the option of taking language and/or literature courses; see listing under Spanish 201 for description of the literature course that may be taken concurrently with the 203–204 (offered by Modern Languages and Linguistics).

SPANR 311 Advanced Composition and Conversation

Fall. 4 credits. Prerequisite: Spanish 204 or 212 or equivalent. M. Stycos and staff. Advanced language skills, developed through reading, grammar review, and intensive practice in speaking, writing, and translation. Analysis of present-day Spanish usage in a wide variety of oral and written texts.

SPANR 312 Advanced Composition and Conversation

Spring. 4 credits. M. Stycos and staff. Readings and class discussion will focus on the stylistic analysis of modern texts. Increased emphasis, through weekly essays, on students' development of an effective Spanish prose style.

Literature

SPANL 201 Introduction to Hispanic Literature @

Fall or spring. 3 credits. Prerequisite: qualification in Spanish or permission of instructor. The course is divided into small sections and is conducted mainly in Spanish. (Fulfills both the language proficiency requirement and, followed by a 300-level Spanish literature course, the humanities distribution requirement. The literature course that normally follows Spanish 201 is either 316 or 318.) M. Stycos and staff.

An intermediate reading course designed to improve reading, writing, speaking, and comprehension skills in Spanish through the reading and discussion of contemporary literary works of various genres (narrative prose, drama, poetry) from Spain and Spanish America. Emphasis is placed on the development of fluency in reading and of critical and analytical abilities. The cultural, sociological, and aesthetic implications of texts by authors such as Borges, Cortázar, Fuentes, García Márquez, García Lorca, and Cela are considered.

SPANL 210 Introduction to Hispanic American Studies (also LSP 210)

Fall. 3–4 credits. L. Carrillo.

This course offers a survey of topics and issues relevant to the historical, social, cultural and educational development of Hispanic groups in the United States. Topics to be examined may include: Latinos and the environment; culture, language and multiculturalism; gender and society. Readings may include selections from historical travel journals, contemporary literature and relevant social science documents. Guest speakers from Cornell's staff as well as visiting writers and lecturers will broaden the scope of the course.

SPANL 242 Introduction to U.S. Latino Literature (also LSP 240 and English Literature 240)

Fall. 3 credits. B. V. Olguín.

For description, see ENGL 240.

SPANL 243 Poetry and Politics in the Americas (also English Literature 243 and LSP 243)

Spring. 3 credits. B. V. Olguín.

For description, see ENGL 243.

SPANL 244 Chicanos and Film: Representations of La Raza (also English Literature 242 and LSP 242)

Fall. 4 credits. B. V. Olguín.

For description, see ENGL 242.

SPANL 315 Readings in Sixteenth- and Seventeenth-Century Hispanic Literature

Fall or spring. 4 credits. Prerequisite: Spanish 201, four years of high school Spanish, or permission of instructor.

Taught in Spanish. Students are urged to take Spanish Literature 316 or 318 prior to enrollment in this course. M. A. Garcés. Readings and discussion of representative texts of the period from both Spain and her colonies in the New World: Garcilaso de la Vega, Lazarillo de Tormes, San Juan de la Cruz, Cervantes, Lope de Vega, Calderón, and others.

SPANL 316 Readings in Modern Spanish Literature

Fall or spring. 4 credits. Prerequisite:

Spanish 201 or 4 years of high school Spanish or permission of instructor.

Taught in Spanish. Fall: A. Monegal and J. Kronik; spring: M. Stycos.

Readings and discussion of representative texts from Spain from the romantic period to the present. Bécquer, Galdós, Unamuno, García Lorca, Cela, and others.

SPANL 317 Readings in Colonial Spanish-American Literature @

Fall. 4 credits. J. Piedra.

Early masterpieces of Spanish American literature from the "chronicles of discovery" to the first novels. The paradoxical relationship between the historical and literary forms, as well as the serious and the humorous contents, that characterizes writing from the journals of Columbus to those of the pícaros.

SPANL 318 Readings in Spanish-American Literature @

Fall or spring. 4 credits. Fall: J. Tittler; spring: J. Kronik and J. Piedra.

Readings and discussion of representative texts of the nineteenth and twentieth centuries from Spanish America: Darío, Borges, Vallejo, Paz, Cortázar, García Márquez, and others.

Note: The prerequisite for the following courses, unless otherwise indicated, is Spanish 315, 316, or 318, or permission of instructor.]

SPANL 339 Muslims, Christians, and Jews in Islamic Spain: Literature and Society (also Spanish Literature 699, Near Eastern Studies 339, Jewish Studies 339, Comparative Literature 334, and Religious Studies 334) #

For description, see NES 339.

SPANL 345 Contemporary Spanish-American Novel @

Fall. 4 credits. Prerequisite: Spanish 318 or equivalent. J. Tittler.

Reading and discussion of selected works of narrative fiction by today's leading authors: Castellanos, Cortázar, Donoso, Fuentes, García Márquez, Puig, Vargas Llosa, and others. Two abiding concerns will be the way in which history interacts with aesthetic form and the role of the bicultural reader in actualizing the text's potential.

SPANL 348 Cuban Literature @

Spring. 4 credits. J. Piedra.

A panoramic view of Cuban literature and culture from its "national origins" in the seventeenth century to the present. One fourth of the course will be devoted to reading texts from before the twentieth century, particularly anti-slavery and travel literature of the nineteenth century. Beside early and middle twentieth-century masterpieces we will read contemporary texts written within and outside of the Cuban Revolution. The course ends with Cuban-American literature written in English, Spanish, and Spanglish.

SPANL 350 Literature of Conquest (also Spanish Literature 450) # @

Spring. 4 credits. M. A. Garcés.

This course examines the cultural and psychological impact of the Encounter on the literatures of sixteenth-century Europe. We will study the response of sixteenth-century European humanists, such as Peter Martyr, Francisco López de Gómara, and Michel de Montaigne to the challenges represented by the New World. At the same time, we will identify nuclear points in the formation of an American discourse through a detailed reading of both European and Amerindian texts. Selections include: Christopher Columbus's *Diary* and letters, and works by Hernán Cortés, Bartolomé de las Casas, Alvar Núñez Cabeza de Vaca, Martín Fernández de Enciso, Tito Cusi Yupangui, Inca Garcilaso de la Vega, Felipe Guaman Poma de Ayala, and Juan Rodríguez Freyle, among others.

Particular attention will be paid to the conversion of European, Nahuatl, or Andean world views into an American imagery, one that turns into an increasingly challenging body of discourse in the hands of the native American writers. The course will focus on ideological, rhetorical, and gender questions in sixteenth- and early seventeenth-century texts on America, as well as on the creative transformations between historical and fictional discourses.

SPANL 363 European Novel (also Comparative Literature 363)

Spring. 4 credits. C. Arroyo.

For description, see COM L 363.

SPANL 374 Literature and Culture @

Spring. 4 credits. U. J. DeWinter.

Analysis of Spanish and Latin American fiction as an expression of cultural values, themes, and problems. Novelists, poets, and short story writers include: Azorín, Unamuno, Lorca, Yañez, Fuentes, Asturias, Carpentier, and others. Related essays on cultural topics.

SPANL 388 The Novel in Early 20th-Century Spain

Fall. 4 credits. J. Kronik.

Representative prose fiction works by Unamuno, Baroja, Azorín, and Valle-Inclán will be studied in detail as examples of the Spanish manifestation of the artistic revolution at the beginning of the 20th century. Discussion and papers will include issues such as the revolt against realism, the struggle against traditional genre limitations, the search for new narrative forms, the tensions between art and ideology, etc.

SPANL 399 Spanish Film

Fall. 4 credits. Conducted in Spanish.

Screenings to be announced. A. Monegal. Examines the evolution of Spanish cinema since Franco's death in 1975, both from a historical and a cinematic perspective. The focus will be on documentary, fictional, and allegorical reconstructions of the past, and on the images of the new democratic society which illustrate a postmodern aesthetics. Selected films include works by directors who started their careers under the dictatorship (Saura, Erice, Borau), and by members of the younger generation, such as Almodóvar.

SPANL 419-420 Special Topics in Hispanic Literature

419, fall; 420, spring. 2-4 credits each term. Prerequisite: permission of instructor.

Guided independent study of specific topics. For undergraduates interested in special problems not covered in courses.

SPANL 429-430 Honors Work in Hispanic Literature

429, fall; 430, spring. 8 credits. Year-long course, R grade fall semester, letter grade spring semester. Limited to seniors.

Prerequisite: permission of instructor.

J. Kronik.

SPANL 440 Medieval Spanish Literature #

Fall. 4 credits. Prerequisite: Spanish 315 or equivalent. Taught in Spanish.

C. Arroyo.

Reading from *Mio Cid* to *Celestina*. Emphasis on concepts (learned vs. popular, topos vs. personalism, pro-anti-feminism, courtly love) in European perspective. Cultural distance and "assimilation" through reading.

SPANL 450 Literature of Conquest (also Spanish Literature 350) # @

Spring. 4 credits. M. A. Garcés.

For description, see SPANL 350.

SPANL 466 Golden Age Spanish Short Fiction #

Fall. 4 credits. M. A. Garcés.

The sixteenth and seventeenth centuries in Spain are marked by superb artistic productions—both in literature and in the arts—which gave rise to the term "Golden Age." Among these creations stands the novella, a novelty which attained such perfection in the hands of Cervantes that the writer claims, submitting his *Novelas ejemplares* to an adoring public: "It is true that I am the first to

have written novellas in the Castilian language . . . These novels are my own . . . my wit engendered them, my pen gave birth to them, and they are growing up in the arms of the printing press."

Exploring the way in which Cervantes's *Novelas* challenge the reigning ideology of truth and fiction, this course will also study other short fictions by, for example, Lope de Vega, Tirso de Molina, and María de Zayas. Particular attention will be paid to questions of love and gender in these narratives. Above all, we will concentrate on the quest that puts each hero, male or female, on the road to self-discovery.

SPANL 468 Spanish Poetry of the Golden Age #

Spring. 4 credits. Taught in Spanish.

C. M. Arroyo.

Readings from Garcilaso to Quevedo. Reflection on Petrarchism, Neo-Platonism, *Culto*, Conceptism, classic stereotypes and originality. Poetry and poetic theory; the emergence of the professional writer in Europe.

SPANL 485 The Nineteenth-Century Spanish Novel #

Spring. 4 credits. J. Kronik.

A study of prose fiction written in Spain during the last third of the nineteenth century, often referred to as the period of "realism." Major novels by Galdós, Clarín, Valera, and Pardo Bazán will be discussed in the light of their narrative techniques and in the context of their social circumstances. The tensions between the artistic imagination and the representation of reality will be considered.

SPANL 639-640 Special Topics in Hispanic Literature

639, fall; 640, spring. 2-4 credits each term.

SPANL 692 Borderwork (also Comparative Literature 691)

Spring. 4 credits. D. Castillo.

This course looks at literary works that thematize geographical, cultural, and linguistic borders between a Spanish-speaking and a non-Hispanic culture. Emphasis in the class will be on works written from the Spanish side of the divide: writers like René Marqués, Ana Lydia Vega, José Emilio Pacheco, and Mario Vargas Llosa may be included. We will, however, also look at books written in English, and may include works by writers such as Ruth Behar, Esmeralda Santiago, D. H. Lawrence, or José Antonio Burciaga who reflect upon a border experience from different racial, geographical, social class, and linguistic backgrounds.

SPANL 693 Freud in Latin America @

Fall. 4 credits. J. Piedra.

A selection of basic and less basic Freud for readers applied to Spanish American prose. The main theme will be the implications of the Oedipal complex in the nation-formation mechanism, as exemplified by Spanish Americans' problematic relationship to Spanish as a Step-Mother Tongue, as well as to European intellectual paternalism and Uncle Sam's critical nepotism as theoretical Big Brothers. Besides the selective readings from Freud's opus and Freudian-trained Latin American theorists, we will study Spanish-American fiction with an Oedipal theme.

SPANL 699 Muslims, Christians and Jews in Islamic Spain (also Spanish Literature 339, Comparative Literature 334/639 and Near Eastern Studies 339/639 #

Spring. 4 credits. R. Brann.
For description, see NES 339.

RUMANIAN

See Department of Modern Languages and Linguistics—Romanian.

RUSSIAN

E. W. Browne, P. Carden (director of undergraduate studies [literature]), 235 Goldwin Smith Hall, 255-8350), G. Gibian, N. Pollak, S. Senderovich, G. Shapiro

The Russian Major

Russian majors study Russian language, literature, and linguistics, emphasizing their specific interests. It is desirable, although not necessary, for prospective majors to complete Russian 121–122, 201–202, and 203–204 as freshmen and sophomores, since these courses are prerequisites to most of the junior and senior courses that count toward the major. Students may be admitted to the major upon satisfactory completion of Russian 122 or the equivalent. Students who elect to major in Russian should consult Professor Carden as soon as possible. For a major in Russian, students will be required to complete (1) Russian 301–302 or 303–304 or the equivalent, and (2) 18 credits from 300- and 400-level literature and linguistics courses, of which 12 credits must be in literature in the original Russian.

Certain courses may, with the permission of the instructor, be taken for one additional hour's credit. Such courses will involve a one-hour section each week with work in the Russian language. These courses count one hour each of credit toward the 12 courses of Russian literature in the original language required for the major.

Study Abroad

Cornell is an affiliated institution in the Council on International Educational Exchange program for Russian language study at St. Petersburg State University. Cornell students also frequently go on the American Council of Teachers of Russian program in Moscow and other Russian language programs. Opportunities are available for study during the summer, a single semester, or the full year. Further information is available from Professor Wayles Browne.

Honors. Students taking honors in Russian undertake individual reading and research and write an honors essay.

Fees. Depending on the course, a small fee may be charged for photocopied texts for course work.

Freshman writing seminar requirement. The following courses will satisfy the freshman writing seminar requirement: Russian 103, 104, 105, and 110.

Russian and Soviet Studies Major

See "Special Programs and Interdisciplinary Studies," which follows the department listings.

Russian Literature

P. Carden (director of undergraduate studies, 235 Goldwin Smith Hall, 255-8350), G. Gibian, N. Pollak, S. Senderovich, G. Shapiro.

The Department of Russian Literature offers a variety of courses: some with readings in English translation, others in the original Russian, or both. The connection between Russian history, society, and literature is particularly close, so instruction and discussion in class often include a variety of topics, such as culture and intellectual history, as well as literature. Several courses are interdisciplinary, cosponsored with the departments of History, Economics, Government, Comparative Literature, etc. Students interested in majoring in Russian are strongly urged to take Russian 121–122 as soon as possible, preferably in their first year, or by their second at the latest. Russian 203–204, offered by the Department of Modern Languages and Linguistics, and Russian 201–202, offered by the Department of Russian Literature, complete basic language instruction and introduce students to literature. A further sequence of literature courses in Russian follows Russian 202.

For further information about courses and majors, see Modern Languages and Linguistics.

RUSSL 103 Freshman Writing Seminar: Classics of Russian Thought and Literature

Fall or spring. 3 credits. Staff.
Russian society has always seen its literature as having a mission important to the development of the nation. In this course we will examine Russian literature as it participates in the debate, whither Russia? We will look in particular at the conflict between the Slavophiles, those who thought Russia had its own unique destiny, and the Westernizers, those who thought Russia should look to the West for a model in its development. We will be reading such Russian authors as Turgenev, Dostoevsky, Herzen, and Solzhenitsyn in English translation. The course will examine the rhetorical means each author uses to make his argument. All reading is in English translation.

RUSSL 104 Freshman Writing Seminar: Nineteenth-Century Russian Literary Masterpieces

Fall or spring. 3 credits. Staff.
This course will introduce students to a broad selection of the major works of the Russian literary tradition. Our emphasis will be on what makes each work interesting as writing, what themes have been particularly interesting to Russians, and how we recognize the distinctive voice of each of the writers we are studying. Among the authors read are Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov. All reading is in English translation.

RUSSL 105 Freshman Writing Seminar: Twentieth-Century Russian Literary Masterpieces

Fall or spring. 3 credits. Staff.
Russian literature in the twentieth century has endured many ups and downs. At times it has produced great masterpieces of modern art. At times it has been forced into the dry mode of "socialist realism," in which it had to voice

the ideas forced upon it by a totalitarian government. Russian authors have been glorified as the voice of the nation, and they have also perished in concentration camps in the far north of Siberia. In this course we will read a representative selection of these authors, including those who took the path of art, those who bent to the "social command," and those who assumed a politically dissident stance. Among the authors read will be Babel, Pasternak, Olesha, and Solzhenitsyn. All reading is in English translation.

RUSSL 110 Freshman Writing Seminar: Soviet and Russian Women's Literature

Spring. 3 credits. N. Blinkova.
This course will deal with women prose writers and poets of the Soviet and post-Soviet periods. We will discuss issues of social, historical, and cultural context from which these women's voices emerged. We will also explore some more theoretical issues concerning gender construction and sexual attitudes. Since there has not been much feminist writing in the former Soviet Union, we will also consider whether and how Western European and American feminist agendas are applicable to the Soviet and post-Soviet context. Among the authors read will be Akhmatova, Tsvetaeva, Akhmadulina, Ginzburg, Tolstaia, and Voznesenskaia. Readings in English translation.

RUSSL 201–202 Readings in Russian Literature

201, fall; 202, spring. 3 credits each term.
Prerequisites: qualification in Russian; 201 is prerequisite to 202. Open to freshmen.
Fall: N. Pollak; spring: G. Shapiro.

These courses are designed as the initial courses students take after qualification in Russian and are conducted mainly in Russian. Considerable guidance is provided, however, and there is no presumption of fluency. The goals of the courses are to introduce students to Russian literature in the original, to sample differing literary styles, and to accomplish both with minimal recourse to English in class. Several short papers in Russian and English will be assigned. Readings from nineteenth- and twentieth-century masters of prose and verse such as Pushkin, Lermontov, Tjutchev, Tolstoy, Chekhov, Babel, and Zoshchenko.

[RUSSL 207 Themes from Russian Culture

Spring. 3 credits. G. Shapiro. Not offered 1995–96.
This course is based on lectures, discussions, and audio-visual presentations (slides, tapes, films). It includes within its scope various aspects of Russian culture such as literature, art, music, religion, philosophy, and social thought from its very beginnings through the eighteenth century. The course is designed to give undergraduates a broad familiarity with the cultural traditions of the country which plays a major role in the world today. Russian culture will be presented as part of Western civilization with attention given to its distinctive character. The basic texts are literary works of moderate length in English translation.]

RUSSL 208 Themes from Russian Culture II

Spring. 3 credits. G. Shapiro.
This course is based on lectures, discussions, and audiovisual presentations (slides, tapes, films). It includes various aspects of Russian culture such as literature, art, music, religion,

philosophy, and social thought over the last two hundred years. The course is designed to give undergraduates a broad familiarity with the cultural traditions of the country that plays a major role in the world today. Russian culture will be presented as part of Western civilization with attention given to its distinctive character. The basic texts are literary works of moderate length in English translation.

[RUSSL 331 Introduction to Russian Poetry #

Fall. 4 credits. Prerequisites: Russian 202 or equivalent and permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Also open to graduate students. N. Pollak.

A survey of Russian poetry with primary emphasis on the analysis of individual poems by major poets.

[RUSSL 332 Russian Drama and Theatre

Fall. 4 credits. Not offered 1995-96. S. Senderovich.

Selected topics. Discussion of a number of the most representative Russian plays of the nineteenth and twentieth centuries in chronological order. Introductions to the historical period, cultural atmosphere, literary trends, and crucial moments in the history of the Russian theater will be especially emphasized. Among the works we will be studying will be Gogol's *Inspector General*, Ostrovsky's *The Storm*, and Chekhov's *The Cherry Orchard*. All readings will be in English translation. Additional assignments in critical literature will be made for graduate students.]

[RUSSL 333 Twentieth-Century Russian Poetry

Spring. 4 credits. Not offered 1995-96. N. Pollak.

Close readings of lyrics by major twentieth-century poets. All reading is in Russian. Geared towards undergraduates.]

[RUSSL 334 The Russian Short Story #

Fall. 4 credits. Prerequisites: Russian 202 or equivalent and permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Also open to graduate students. Not offered 1995-96. G. Gibian.

A survey of two centuries of Russian story telling. Emphasis on the analysis of individual stories by major writers, on narrative structure, and on related landmarks of Russian literary criticism.]

[RUSSL 350 Education and the Philosophical Fantasies

Spring. 4 credits. P. Carden.

A major philosophical tradition has conceived of education as encompassing the whole of our lives. What we should do or be is seen as the result of every choice we make. The whole of our human contacts is understood as a school in which we form ourselves. This all-encompassing vision of education has been embodied in the works of the great philosopher-fantastists who use the forms of fiction to explore fundamental issues of education. In this course we will examine several key philosophical fantasies, among them Plato's *Republic*, Rousseau's *Emile*, and Tolstoy's *War and Peace*. Our aim will be to understand how the discourse on education became a central part of our Western tradition.

[RUSSL 367 The Russian Novel (also Comparative Literature 367) #

Fall. 4 credits. Also open to graduate students. Special discussion section for students who read Russian. G. Gibian. Sentimentalism, Romanticism, Realism, Modernism. Novels and short stories by Gogol, Turgenev, Tolstoy, Dostoevsky, Chekhov, and others. Readings in English translation.

[RUSSL 368 Soviet Literature from Revolutionary Times to "Glasnost"

Spring. 4 credits. Also open to graduate students. There will be a special section for students who read Russian. P. Carden. A survey of Russian literature from the 1920s to the present day focusing on the most important writers and developments. Among the themes to be explored will be Russian Futurism, literature of the Second World War, the "thaw," the rise of the dissident movement and the introduction of "glasnost." Writers include Mayakovsky, Babel, Zamyatin, Platonov, Pasternak, Solzhenitsyn and others.

[RUSSL 369 Dostoevsky #

Fall. 4 credits. Not offered 1995-96.]

[RUSSL 373 Chekhov in the Context of Contemporary European Literature and Art #

Spring. 4 credits. Not offered 1995-96. S. Senderovich.

Reading and discussion of Anton Chekhov's short stories in the context of the European art of the short story and painting of that era. The course is designed for nonspecialists as well as literature majors. All reading is in English translation.]

[RUSSL 377 Baltic Literature (also German Studies 377)

Fall. 4 credits. Not offered 1995-96. I. Ezerailis.

Estonia, Latvia, and Lithuania have created a rich literary tradition since the beginning of a written indigenous culture in the nineteenth century. We will read texts from each of these literatures, selected for their quality, importance, and the availability of acceptable translations, representing, as much as possible, writers from the pre-Soviet independence period, those writing under Soviet rule, and emigres.]

[RUSSL 379 The Russian Connection (also Comparative Literature 379) #

Spring. 4 credits. Not offered 1995-96. P. Carden.

Our topic will be the development of a poetics of introspection in European prose in the course of the 19th century, culminating in two major Russian novels: Tolstoy's *War and Peace* and Dostoevsky's *The Idiot*. Among other works we will read: Constant's *Adolphe*, Stendhal's *Charterhouse of Parma*, and several short works relevant to the theme.]

[RUSSL 384 Dialogue in/as Text (also Comparative Literature 384)

Spring. 4 credits. Not offered 1995-96. P. Carden.

An examination of the principle of dialogue and dialogism as it appears in fictional discourse. Using the theories of Mikhail Bakhtin as a point of departure, we will examine the use of dialogue as a form of discourse beginning with Plato's *Phaedrus*. Dostoevsky's novels *Notes from Underground*, *The Possessed*, and *Brothers Karamazov* will be discussed as dialogic, or polyphonic forms of discourse. Finally, we will discuss selected

works of Gide, Sartre and Camus, who acknowledged their debt to Dostoevsky, to see if they are indeed polyphonic in structure.]

[RUSSL 385 Reading Nabokov (also Comparative Literature 385 and English 379)

Fall. 4 credits. Not offered 1995-96. G. Shapiro.

This course offers an exciting trip to the intricate world of Nabokovian fiction. After establishing himself in Europe as a distinguished Russian writer, Nabokov, at the outbreak of WWII, came to the United States where he reestablished himself, this time as an American writer of world renown. In our analysis of the Nabokovian artistic universe, we shall focus on his two splendid achievements as a Russian writer, *The Defense* (1930) and *Despair* (1934) (both in their English form), and then examine the two widely read novels that he wrote in Ithaca while teaching literature at Cornell—*Lolita* (1955) and *Invitation to a Beheading* (1957).]

[RUSSL 389 Contemporary Literature in Central and East Europe (also Comparative Literature 389)

Fall. 4 credits. Not offered 1995-96. G. Gibian.

The course will study developments in literature (and to some extent in other areas of culture) in Hungary, Poland, Slovakia, the Czech Republic, Croatia, and Serbia in the most recent periods. We shall focus on novels and short stories, but some consideration will also be given to drama and poetry. No knowledge of Eastern European languages is required. The reading will be done in English translation.]

[RUSSL 393 Honors Essay Tutorial

Fall and spring. 8 credits. Must be taken in two consecutive semesters in senior year. Credit for the first semester will be awarded upon completion of second semester. For information, please see Director of Undergraduate Studies.

[RUSSL 404 History and Nationality in Russia and Eastern Europe (also S Hum 404) #

Fall. 3 credits. Not offered 1995-96. G. Gibian.

Ethnicity and nationality appear as the main forces behind the recent dramatic changes in Eastern Europe. The seminar addresses these issues in Russia, Czech Republic, and elsewhere, mainly from a literary perspective and also in the context of rising ethnic and national consciousness throughout the world.]

[RUSSL 409 Russian Stylistics

Fall. 4 credits. Also open to graduate students. Prerequisite: three years of Russian. Not offered 1995-96.

A few steps beyond normative grammar. Introduction to the subtleties of idiomatic Russian on the levels of morphology, syntax, vocabulary, and phraseology. Introduction to the genres of live colloquial and written language. Development of writing skills through short assignments and their analyses. First notions of literary stylistics and their practical application.]

[RUSSL 427 Russian Formalism (also Comparative Literature 427)

Fall. 4 credits. N. Pollak.

This is a course on Russian Formalism, a trend in literary interpretation that flourished in the 1910s and the first part of the 1920s. We will read the writings of such scholars as

Tynianov, Eikhenbaum, Shklovsky, and Jakobson, as well as the works they studied. The course provides a historical examination of a school that gave rise to some of the most important movements in twentieth-century Western criticism—and in other disciplines, such as linguistics and anthropology. The course also provides both a look at classics of Russian prose and an approach to literature that has something to offer readers today. No knowledge of Russian is required.

[RUSSL 431 Contemporary Russian Prose

Spring. 4 credits. Prerequisites: Russian 301–302 or 303–304, and permission of instructor. This course may be counted towards the 12 credits of Russian literature in the original language for the Russian major. Graduate students may audit the course. Not offered 1995–96. Staff.

This course is designed to acquaint students with the way Russian prose has developed during the past forty years. Although the emphasis will be on comprehension of the text, we will also discuss literary structure, modern literary history, social and political problems, and the ways in which life in the Soviet Union is reflected in its literature. Authors to be read include Viktor Nekrasov, Yuri Kazakov, Alexander Solzhenitsyn, Varlam Shalamov, Abram Tertz (Andrei Sinyavsky), Vasili Axyonov, and Tatyana Tolstaya. This course is specifically intended for third- and fourth-year Russian majors.]

RUSSL 432 Pushkin #

Spring. 4 credits. Prerequisites: Russian 202 or equivalent, and permission of instructor. This course may be counted towards the 12 credits of Russian literature in the original language for the Russian major. Also open to graduate students. S. Senderovich.

Reading in the original language and discussion of selected works by Pushkin: lyrics, narrative poems, and *Eugene Onegin*.

RUSSL 491 Reading Course: Russian Literature in the Original Language

Fall or spring. 1 credit each term. Prerequisite: permission of instructor. Staff.

This course is to be taken in conjunction with any Russian literature course in English translation. Students will receive one credit for reading and discussing works in Russian in addition to their normal course work.

RUSSL 492 Supervised Reading in Russian Literature

Fall or spring. 1–4 credits each term. Prerequisite: permission of instructor. Staff.

[RUSSL 499 The Avant-Garde in Russian Literature and the Arts

Spring. 4 credits. Open to any student who has completed RussL 202. May be used in satisfaction of the twelve hours of reading in Russian required for the Russian major. Not offered 1995–96.

In this course we will examine closely representative short texts in Russian by such leading figures of the Russian avant-garde as Blok, Belyi, Remizov, Mayakovsky, Khlebnikov, Kruchenykh, and Babel. We will also examine related developments in theater, film, and the visual arts.]

Graduate Seminars

[RUSSL 603 Graduate Seminar: Neglected Masterpieces of Short Russian Prose

Spring. 4 credits. Not offered 1995–96. G. Gibian.

Nineteenth- and twentieth-century works chosen according to the needs of the students enrolled. Stress on skills useful in teaching Russian literature.]

RUSSL 611 Supervised Reading and Research

Fall or spring. 2–4 credits. Prerequisite: permission of the department. Staff.

[RUSSL 617–618 Russian Stylistics I and II

Not offered 1995–96.]

[RUSSL 619 Seventeenth-Century Russian Literature

Fall. 4 credits. Not offered 1995–96. G. Shapiro.

Seventeenth-century Russian literature is often studied together with Medieval literature. Is such an arrangement justified, or does seventeenth-century literature have its own problematic that makes it worth studying separately? In scholarship the seventeenth century is referred to as the Age of Baroque. Did Muscovite Russia experience its own Baroque, and, if so, what are its unique features? These and other important issues will be addressed in the seminar. In the course of the seminar a variety of concepts, genres, and themes characteristic for the epoch will be discussed. We will read the works of such authors as Simeon Polotsky, Silvester Medvedev, Karion Istomin, and the archpriest Avvakum.]

[RUSSL 620 Twentieth-Century Russian Poetry

Spring. 4 credits. Open to advanced undergraduates with permission of instructor. Not offered 1995–96.

An in-depth study of the writings of selected twentieth-century poets. Authors may include Blok, Mandelstam, Pasternak, Tsvetayeva, and Khlebnikov.]

[RUSSL 621 Old Russian Literature

Fall. 4 credits. Not offered 1995–96. A survey.]

RUSSL 622 Eighteenth-Century Literature

Spring. 4 credits. S. Senderovich. Introduction to the first century of modern Russian literature. Cultural identity of the age: Baroque, Neo-Classicism, Enlightenment, Sentimentalism. Reading of representative texts of the major writers of the century: Trediakovsky, Lomonosov, Sumarokov, Novikov, Karamzin, etc. Main connections with nineteenth-century literature: roots, evolution, intertextuality.

[RUSSL 624 Russian Romanticism

Spring. 4 credits. Taught in Russian. Not offered 1995–96. S. Senderovich.

A survey of concepts, themes, genres, and main individual contributions in Russian literature of the Age of Romanticism. The Age of Romanticism encompasses the first four decades of the nineteenth century. Zhukovsky, Batiushkov, Pushkin, Baratynsky, Gogol, and Lermontov are the major representatives of this style and the most important period of Russian literature. The emphasis is on poetry, its historical and theoretical problems. It was, above all, the

golden age of Russian poetry, which prepared and deeply influenced the following age of great Russian prose. Turgenev, Tolstoy, Dostoevsky, and Chekhov are full of allusions to the texts of the golden age and cannot be properly understood without it.]

[RUSSL 625 Russian Realism

Fall. 4 credits. Also open to advanced undergraduates with permission of instructor. Not offered 1995–96. P. Carden.

A study of the development of psychological realism in Russian prose of the nineteenth century, with some attention to the poetic tradition. In addition to reading representative works, we will pay attention to the historical background of the period. We will approach the works through the critical writings of several important theorists, in particular those of Lydia Ginzburg.]

RUSSL 627 Russian Formalism (also Comparative Literature 627)

Spring. 4 credits. N. Pollak. See RussL 427 for course description.

RUSSL 630 Gogol

Fall. 4 credits. Taught in Russian. G. Shapiro.

Gogol's artistic career from his "Ukrainian" cycles to *Dead Souls*. We will examine representative works from each of the major divisions of Gogol's early work, in particular from his cycles *Evenings on a Farm near Dikanka* and *Mirgorod*, and will trace the writer's development toward his magnum opus, *Dead Souls*. Although some of the readings will be done in English to enable the class to cover a significant amount of material, the class work will be focused on close analysis of the Russian text.

[RUSSL 650 Russian Intellectual History

Spring. 4 credits. Not offered 1995–96. S. Senderovich.

Nineteenth- and twentieth-century selected topics. Taught mostly in English.]

[RUSSL 671 Seminar in Nineteenth-Century Russian Literature

Fall. 4 credits. Not offered 1995–96.]

[RUSSL 672 Seminar in Twentieth-Century Russian Literature

Fall. 4 credits. Open to advanced undergraduates. Not offered 1995–96.]

[RUSSL 673 The Russian Nabokov

Fall. 4 credits. Also open to advanced undergraduates. Not offered 1995–96. G. Shapiro.

Vladimir Nabokov wrote much verse, several plays, numerous short stories, and nine novels in Russian before switching to English. He is a major Russian writer of the twentieth century. This seminar will examine his work in the context of modern Russian literature, concentrating in particular on the novels. Knowledge of Russian is highly desirable, but all the works discussed also exist in English translation.]

[RUSSL 675 Russian Literature, 1917–1945

Fall. 4 credits. Not offered 1995–96.

This semester will focus on the achievements of Russian prose between the two World Wars. Among the authors whose works will be closely read and discussed, there are Babel, Olesha, Zoshchenko, Ilf and Petrov, Bulgakov, and Nabokov.]

[RUSSL 676 Russian Literature, 1945-Present]
Spring. 4 credits. Not offered 1995-96.]

RUSSL 698 Russian Symbolism
Fall. 4 credits. Also open to qualified undergraduates with permission of instructor. P. Carden.
Around 1886 the trends in French culture represented by Baudelaire and Mallarmé crystallized into a new cultural movement, called in some of its aspects the Decadence and in others Symbolism. The new sentiments about the nature of art spread throughout Europe, drawing in England, the Scandinavian countries, Germany, and Russia. The first stirrings of Symbolism were in the ascendant in Russian cultural life and it remained the dominant force until 1910. Our task will be to study the phenomenon of Symbolism as it touched the arts in Russia, including not only literature, but dance, theater, and the visual arts. Because Symbolism was a movement that cut across national boundaries, we will study the seminal works of European art that created the climate in which Russian Symbolism was conceived and came to maturity.

[RUSSL 699 Russian Modernism]
Spring. 4 credits. Also open to qualified undergraduates with permission of instructor. Not offered 1995-96. P. Carden.
We will be investigating the rich and innovative period of the avant-garde in Russia from 1910 to 1925. In addition to examining outstanding works in a variety of forms, we will look at the movements, social context, and ties to the European avant-garde. Among the writers whose works we will examine are Blok, Bely, Mayakovsky, Khlebnikov, Pilnyak and Babel. We will examine theater through the Futurist performance piece, "Victory Over the Sun," through Meyerhold's productions of Mayakovsky's plays and other experimental pieces, and through mass spectacles. We will discuss the film theories of Eisenstein and Dziga Vertov and see several of their films. In the visual arts we will be examining the experiments of Larionov and Goncharova, Malevich, Kandinsky, and Tatlin. We will also look at the photomontage of Rodchenko.]

RUSSIAN AND EAST EUROPEAN STUDIES MAJOR

See "Special Programs and Interdisciplinary Studies."

SANSKRIT

See Department of Modern Languages and Linguistics.

SERBO-CROATIAN

See Department of Modern Languages and Linguistics.

SCIENCE AND TECHNOLOGY STUDIES

(History, Philosophy, Sociology, and Politics of Science and Technology)

S. Jasanoff, chair, R. N. Boyd, S. M. Brown Jr., emeritus, P. R. Dear, M. Dennis, S. Hilgartner, R. Kline, B. V. Lewenstein, W. R. Lynn, R. W. Miller, T. J. Pinch, A. G. Power, M. W. Rossiter, P. J. Taylor, L. P. Williams, emeritus. Adjunct faculty: S. R. Barley, J. J. Brumberg, J. F. MacDonald, W. B. Provine, J. V. Reppy, Z. Warhaft

Science and technology profoundly affect our lives, often in ways we scarcely understand or perceive. The study of their historical formation, their conceptual structure and social organization, and their political and policy implications can yield important insights into the nature of the modern world.

Whether one looks at the history of quantum mechanics, the philosophy of evolution, the sociology of laboratory experiments, or the policy options for environmental protection, one learns about science and society by engaging in the study of both. None of the different dimensions of science and technology makes sense on its own; their integration is increasingly necessary in the worlds of research as well as teaching. The Department of Science and Technology Studies provides a focus for such work at Cornell.

The department administers two majors. The major in Science and Technology Studies aims to further students' understanding of the social and cultural meaning of science and technology and their ability to participate meaningfully in policy debates. Students may focus on the historical, philosophical, sociological, or political aspects of science and technology, within an overall plan aimed at providing a full appreciation of the place of science and technology in society. Students in the sciences or engineering also have the option of taking Science and Technology Studies as a minor or double major. Information may be obtained from the undergraduate records office, 275 Clark Hall, (255-6047).

The Biology and Society major is designed for students who desire strong training in biology and who also wish to acquire a background in the social, political, and ethical dimensions of the biological sciences. The undergraduate curriculum in biology and society is a major in the College of Arts and Sciences and in the College of Human Ecology. It is also offered as an optional curriculum for undergraduates entering the General Studies Program of the New York State College of Agriculture and Life Sciences. A full description of the Biology and Society major may be found in the section on Special Programs and Interdisciplinary Studies. Information and application materials may be obtained from the Biology and Society undergraduate records office, 275 Clark Hall (255-6047).

The Science and Technology Studies Major

1. Prerequisites: Students intending to major in Science and Technology Studies will be required to complete the following courses before declaration of the major: a) two courses in history, philosophy, sociology, or government. (In choosing these courses students should be attentive

to the prerequisites specified for S&TS courses they may wish to take later.) These courses cannot be used to fulfill the core or other course requirements for the major; b) the science requirement of the College of Arts and Sciences; c) mathematics or computer science courses in fulfillment of the Group Four distribution requirement.

2. Core Courses: Science and Technology Studies majors will be required to take:
 - (a) either Science and Technology Studies 250 (Technology in Western Society) or Science and Technology Studies 282 (Science in Western Civilization); and
 - (b) either Science and Technology Studies 381 (Philosophy of Science: Knowledge and Objectivity) or Science and Technology 389 (Philosophy of Science: Evidence and Explanation); and
 - (c) either Science and Technology Studies 390 (also Government 308) or Science and Technology Studies 442 (Sociology of Science).
3. Additional Science and Technology Studies Courses: Science and Technology Studies majors will be required to complete at least 21 credit hours of additional courses in Science and Technology Studies, subject to the following restrictions:
 - (a) Breadth requirement: At least one course beyond the core courses in each of the three areas of concentration (history, philosophy, and social studies of science and technology);
 - (b) Depth requirement: At least two courses in one area beyond the core courses and intended for advanced undergraduates or graduate students.
4. Science Requirement: In addition to the science requirement of the College of Arts and Sciences, Science and Technology Studies majors are required to take an additional two semesters of a natural science or engineering (including computer science). Mathematics sufficient to follow the additional science requirement should be completed before undertaking that requirement. Choice of these courses should be made in consultation with the students' major advisers.

Course Offerings

History
Philosophy
Social Studies of Science
Independent Study

History

S&TS 233 Agriculture, History, and Society: From Squanto to Biotechnology

Fall. 3 credits. M. W. Rossiter.
This course will survey the major themes in the development of agriculture and agribusiness in the United States in the nineteenth and twentieth centuries. These include particular individuals (such as Liberty Hyde Bailey, Luther Burbank, G. W. Carver, Henry A. Wallace, and Norman Borlaug), the rise of government support and institutions (including U.S.D.A. and Cornell), noteworthy

events (the Dust Bowl, World War II, and the environmental movement), and the achievements of the recent Green and "Gene" Revolutions.

S&TS 250 Technology in Western Society (also Electrical Engineering 250)

For description, see ENGRG 250.

S&TS 281 Science in Western Civilization #

For description, see HIST 281.

S&TS 282 Science in Western Civilization #

For description, see HIST 282.

S&TS 287 Evolution (also History 287)

For description, see BIO G 207.

S&TS 292 The Electrical and Electronic Revolutions (also Electrical Engineering 292 and Engineering 292)

For description, see Engineering 292.

[S&TS 433 Comparative History of Science

Spring. 4 credits. Not offered 1995-96. M. W. Rossiter.

A survey of the major scientific institutions in foreign nations, including developing countries. The course covers the period 1660 to the present and gives some attention to who in each country becomes a scientist, who rises to the top, and who emigrates. Weekly readings and a research paper.]

[S&TS 444 Historical Issues of Gender and Science (also Women's Studies 444)

Spring. 4 credits. Open to sophomores. Not offered 1995-96. M. W. Rossiter.

One-semester survey of women's role in science and engineering from antiquity to the 1980s, with special emphasis on the United States in the twentieth century. Readings will include biographies and autobiographies of prominent women scientists, educational writings and other primary sources, and recent historical and sociological studies. By the end of the semester, we shall have attained a broad view of the problems that have faced women entering science and those that still remain.]

S&TS 447 Seminar in the History of Biology (also Biology and Society 447, History 415, and Biological Sciences 467)

For description see Biology Sci (BIO G) 467.

[S&TS 465 Scientific Rhetoric in Historical Perspective (also History 465 and meets with Communication 465)

For description, see History 465.]

S&TS 525 Seminar in the History of Technology

Fall. 4 credits. R. Kline.

Exploration of the history of technology in Europe and the United States from the eighteenth century to the present. Typical topics include the industrial revolution in Britain, the emergence of engineering as a profession, military support of technological change, labor and technology, the "incorporation" of science and engineering, technological utopias, cultural myths of engineers and inventors, social aspects of urbanization in the city and on the farm, post-war consumerism, and gender and technology. The interests of students and recent literature in the field will

be considered in selecting the topics for the seminar.

S&TS 644 Topics in the History of Women in Science

Fall. 4 credits. Offered odd fall semesters. M. W. Rossiter.

This is a one-semester graduate seminar on selected topics in the history of women and gender in science and technology, covering mostly the U.S. in the 20th century but broadly defined to include earlier periods and other countries. It seeks to acquaint advanced students with some of the best recent literature on this topic and to identify and explore possible new topics. Weekly readings and a research paper.

[S&TS 680 Seminar in Historiographical Approaches to Sciences (also History 680)

Not offered 1995-96.

For description, see History 680.]

S&TS 682 Topics in the Scientific Revolution (also History 682)

For description, see HIST 682.

[S&TS 687 Seminar in the History of Agricultural Sciences

Fall. 4 credits. Permission of instructor required. Not offered 1995-96.

Weekly readings and a research paper.]

Philosophy

S&TS 205 Ethical Issues in Health and Medicine

For description, see B&SOC 205.

S&TS 206 Ethics and the Environment

For description, see B&SOC 206.

[S&TS 286 Science and Human Nature

For description, see PHIL 286.]

S&TS 381 Philosophy of Science: Knowledge and Objectivity

For description, see PHIL 381.

[S&TS 384 Philosophy of Physics

For description, see PHIL 384.]

[S&TS 481 Problems in the Philosophy of Science (also Philosophy 481)

Not offered 1995-96.

For description, see PHIL 481.]

S&TS 661 Reason, Truth, and Science

For description, see PHIL 661.

Social Studies of Science

[S&TS 114 FWS: Ecology and Social Change (also Biology and Society 114)

Spring. 3 credits. Offered alternate years. Next offered Spring 1997. P. J. Taylor.]

S&TS 119 FWS: The History and Politics of Scientific Method

Fall. 3 credits. W. Lynch.

Is there a single "scientific method," discovered in the seventeenth century, which guarantees the progress of science? Or does talk of scientific method serve as a political weapon to brand one's enemies with the charge of irrationality? Early disagreements about the role of experiment and mathematics were often connected with disagreements about politics and religion. An example is the dispute between Thomas Hobbes, who thought politics should look like geometry, and Robert Boyle, who believed that cooperative experimentation was a better model for political life. We will analyze how

seventeenth-century writers discussed scientific method in their own language. We will also see how modern historians and philosophers continue to disagree about those writings and their scientific political functions even today.

S&TS 120 FWS: Political Protest and Scientific Practice

Spring. 3 credits. S. Halfon.

Political protest has been increasingly directed toward scientific ideas and practices. In a wide variety of cases involving scientific or technical issues, we have seen citizens challenging the ability of scientists to make the best decisions. Given this trend, how do we understand either scientific expertise or public rationality? Is scientific knowledge flawed or incomplete? Are citizens and activists irrational? Neither of these explanations is wholly satisfying. In this course we will use several case studies to explore how and why citizens challenge the expertise of scientists in particular issues. We will use these studies to raise questions about the nature of science, the purpose of protest, and the outcome of such interactions. The case studies may include, among other, AIDS, Nuclear Power, Bovine Growth Hormone, The Pill, and "The Gay Gene." The emphasis in this course will be on developing skills in critical thought. We will use numerous writing assignments as both a vehicle for discussion and as a way of exploring and developing ideas. We will explore the role of writing as a creative and constructive process that is crucial to developing critical thinking skills.

S&TS 125 FWS: Science on Stage: Dramatic Representations of Science, Technology and Medicine

Spring. 3 credits. A. Daemmrlich.

This course examines how science and scientists have been portrayed in twentieth-century drama. In looking at representations of science, the class will address distinctions frequently made between "pure" and "applied" research and the impacts of changing structures for funding science, technology, and medicine. We will ask how non-scientists perceive the integration of science and medicine into the cold-war state. Other major themes include the moral and ethical responsibility of scientists for the short-term and long-term products of their research and the educational and critical role of theater in the twentieth century. Initial writing assignments will focus on close readings of individual texts, while papers later in the term will require students to adopt a more comparative framework in looking at two or more of the texts assigned for class discussion.

S&TS 127 FWS: Habeas Corpus: Presenting the Body

Fall. 3 credits. M. Paton.

It would seem that anyone owning a body—everyone—should be qualified to write on it and about it. Historically, this has not been the case: as a culture we have granted special privilege to certain groups of people—doctors, scientists, philosophers, even tattoo artists—to describe the human body for us. This course looks at the construction of the body in relation to writing by following two lines of inquiry. First, we will explore various ways that the body has been constructed in historical and contemporary genres of writing to ask questions about how it has been defined by different writers; how these different versions of "the body" have been

made to seem the same across time; why the body is a crucial, interesting topic for so many writers; and what is at stake in creating a written account of the human body. Second, we will ask how this special authority to write about the body is constructed, challenged, and resisted by various authors. Readings include work from the history of science, cultural history, and feminist theory as well as fiction, legal, scientific, and medical texts from the seventeenth century to today.

S&TS 350 Atomic Consequences: The Incorporation of Nuclear Weapons in Postwar America (also Government 305)

Spring. 4 credits. M. Dennis.
In addition to class meetings, there is also a required screening session on W 7-10 p.m. in Uris media room b. Films will generally last less than two hours, but some are longer. Viewing the movies is an essential part of the course. This course will explicate the development of atomic weapons from early twentieth-century ruminations about super bombs in science fiction through the Manhattan Project, the postwar development of thermonuclear weapons and civil defense, and more recent plans for strategic defense. Our focus will expand to cover the lives of researchers at such institutions as Los Alamos during and after World War II as well as discussions of national politics. Other topics include the Nazi effort to develop an atomic bomb, the role of technical espionage during and after World War II, and the problems posed by the classification of technical knowledge. We will seek to understand how the bomb became part of American culture through the use of literature and film, as well as readings in primary historical documents and secondary analyses.

S&TS 352 Science Writing for the Mass Media

For description, see COMM 352.

S&TS 360 Ethical Issues in Engineering

For description, see ENGR 360.

S&TS 390 Science in the American Polity, 1800-1960 (also Government 308)

Fall. 4 credits. M. Dennis.
How did America become a leading nation in scientific and technical research? This course charts the development of American science from its origins in gentlemanly societies in the early nineteenth century through the development of large-scale federally funded research or Big Science. Particular attention will be paid to the importance of government patronage in creating new social and intellectual spaces for research; the importance of medicine and the biomedical disciplines for the development of university-based research; the origins and expansion of research in corporations; and the role of war in the political economy of American science.

S&TS 391 Science in the American Polity, 1960-Now (also Government 309)

Spring. 4 credits. M. Dennis.
This course reviews the changing political relations between science, technology and the state in America from 1960 to the present. It focuses on the politics of choices involving science and technology in a variety of institutional settings, from Congress to courts and regulatory agencies. The tensions and contradictions between the concepts of science as an autonomous republic and as just

another special interest provide the central theme for the course. Topics addressed will include research funding, technological controversies, scientific advice, citizen participation in science policy, and the use of experts in courts.

[S&TS 400 Components and Systems: Engineering in a Social Context

Not offered 1995-96.
For description, see M&AE 400.]

S&TS 401 Biology and Society: The Social Construction of Life (also Biological Sciences 301)

For description, see B&SOC 301.

S&TS 402 Investigative Research on the Social Impact of Science (also Biology and Society 300, Textiles and Apparel 301)

Spring. 4 credits. Prerequisite: one year of science and permission of the instructor. Offered alternate years. Limited to 12.
P. J. Taylor.

Students choose a current issue in the social impact of biological or physical sciences and work through the steps of investigation from issue definition to spoken presentations and proposals for action. In a workshop setting, students comment on and learn from each other's projects and discuss case studies and articles, with occasional guest speakers and films.

[S&TS 406 Biotechnology and Law (also Biology and Society 406)

Fall. 4 credits. Limited to 16 students. Recommended: a course in genetics or rDNA, a course in American government or law, or permission of instructor. Fee for course reading material. Not offered 1995-96. S. Jasanoff.

Biotechnology, with myriad applications in areas such as medicine and agriculture, is developing more rapidly than the social institutions that are capable of controlling it. This course explores the use and potential abuse of biotechnology in areas such as genetic screening and counseling, reproductive technologies, intentional release of genetically engineered organisms, patents, and ownership of human tissue. Particular attention will be given to evolving legal and management strategies for regulating the applications of biotechnology. Readings are from science, medicine, law, and public policy. A research paper is required.]

[S&TS 407 Law, Science and Public Values (also Government 407 and Biology and Society 407)

Fall. 4 credits. Not offered 1995-96.
S. Jasanoff.

This course explores the varied interactions between science and the legal process that have developed in recent years as a result of attempts to bring greater public accountability to the use of science and technology. It examines the activities of both legislatures and courts in controlling science and analyzes the values underlying these initiatives. Three major types of science-law interactions form the focus of the course: expert testimony in the courtroom, regulation of hazardous technologies, and legal control of professional standards in science and medicine. Specific topics include the regulation of toxic chemicals and nuclear power, controversies about biotechnology, reproductive technologies and biomedical research, and scientific misconduct.]

[S&TS 412 The Politics of the Human Body

Spring. 3 credits. Not offered 1995-96.
Staff.

This course discusses the political character of scientific and technological interventions in the human body. We will examine the history of the control of sexuality and reproduction and then focus on the following intersections between politics, body, gender and technology: contraception, AIDS, in vitro fertilization, abortion, embryo research, prenatal screening, gene therapy, and birth technologies. Students will be encouraged to do small fieldwork projects based on interviews and written sources.]

[S&TS 425 Global and Domestic Dimensions of Science and Technology Policy (also Government 468)

Fall. 4 credits. Not offered 1995-96.
Staff.]

[S&TS 427 Politics of Environmental Protection in America (also Government 427)

Fall. 4 credits. Not offered 1995-96.
S. Jasanoff.

An introduction to the distinctive feature of environmental protection in America, focusing particularly on the role of law, science, and citizen activism in public policymaking. Readings from law, political science, and policy analysis will examine the changing role of expert agencies, courts, public interest groups, Congress, and the states in environmental politics since the late 1960s. Case studies of specific environmental controversies (nuclear power, siting, pesticides, endangered species) will be used to explore dominant public conceptions of risk and safety, regulatory costs and benefits, and the goals and instruments of environmental policy.]

[S&TS 431 Introduction to Science and Technology Policy (also Government 401)

Fall. 4 credits. Not offered 1995-96.
Staff.]

S&TS 442 The Sociology of Science (also City and Regional Planning 442 and Biology and Society 342)

Spring. 4 credits. T. J. Pinch.

A view of science less as an autonomous activity than as a social institution. We will discuss such issues as controversies in science, analysis of scientific text, gender and the social shaping of scientific knowledge.

[S&TS 465 Scientific Rhetoric in Historical Perspective (also History 465 and Communication 465)

Not offered 1995-96.
For description, see HIST 465.]

[S&TS 466 Public Communication of Science and Technology

Not offered 1995-96.
For description, see COMM 466.]

S&TS 467 Innovation: Theory and Policy

Fall. 4 credits. Open to upper-level undergraduates and interested graduate students. Prerequisite: Economics 102 or permission of the instructor. J. Reppy.
In this course we will study the innovation process (that is, the introduction of new technology into practice) through the critical analysis of selected theories of innovation and supporting empirical evidence. Economic theories will be contrasted to the insights to be found in science and technology studies.

The focus will be on the context of interests and ideology in which the various theories have been framed and their differing implications for technology policy. Authors to be covered include Schumpeter, Solow, Scherer, Nelson and Winters and Bijker and Pinch.

S&TS 469 Food, Agriculture, and Society (also Biology and Society 469)

For description, see BIO G 469.

S&TS 483 The Military and New Technology

Not offered 1995–96.

For description, see GOVT 483.]

S&TS 490 The Integrity of Scientific Practice

Fall. 4 credits. S. Hilgartner.

Recent scandals over scientific fraud, debates about financial conflicts of interest, disputes about the use of human and animal subjects, and tensions over ownership of data have raised concern about integrity in science. In addition, changes in the American research system—from the emergence of new university-industry relationships to the growth of electronic communication—pose new questions about who owns and controls research. The course addresses practices that present problems of integrity in research (e.g., fraud, secrecy, commercialization). It also examines how scientific practices affect the structural integrity of science as an institution. Through these complementary concepts of integrity, the course explores the connections between the conduct of science and its cultural authority.

S&TS 503 Professional Practice in Engineering

Not offered 1995–96.

For description, see CEE 503.]

S&TS 532 Inside Technology: The Social Construction of Technology

Spring. 4 credits. T. J. Pinch.

Rather than analyze the social impact of technology upon society, in this course we will investigate how society gets inside technology. In other words, is it possible that the very design of technologies embody assumptions about the nature of society? And, if so, are alternative technologies possible which embody different assumptions about society? Do engineers have implicit theories about society? Is technology gendered? How can we understand the interaction of society and technology? Throughout the course the arguments will be illustrated by detailed examinations of particular technologies, such as the ballistic missile, the bicycle, the electric car, and the refrigerator.

S&TS 626 Workshop on Law, Science, and Technology (also Government 626)

Spring. 4 credits. Prerequisite: Gov 407/S&TS 407/B&Soc 407 or S&TS 442/CRP 442/B&Soc 342. Not offered 1995–96. S. Jasanoff.

Legal proceedings provide a powerful mechanism for deconstructing, and to some extent reconstructing, a society's understanding about the nature and social role of expertise, the boundaries of science and technology, and the meaning or validity of scientific "facts." Using a combination of primary legal materials and theoretical studies in science and technology, this course will explore how varying scientific realities are constructed in legal forums and what impact

these constructions have on the social relations of science and technology. The course will also consider the policy implications of conflicting legal and scientific approaches to the discovery and verification of scientific facts.]

S&TS 627 Comparative Methods in Policy Analysis (also Government 627)

Fall. 4 credits. Not offered 1995–96. S. Jasanoff.

Comparisons, at levels of analysis ranging from individual biographies to national decisionmaking, have emerged as an important methodological approach in policy analysis. Focusing primarily on historical and social studies of science and technology, this course seeks to enhance the student's ability to carry out effective comparative analyses at a variety of research sites including laboratories, regulatory agencies, and new social movements. Work in structuralist as well as post-structuralist idioms will be examined in order to sharpen and refine notions such as national styles and political culture that have loomed large in the comparative literature on the politics of science and technology. Topical areas will include military research, biotechnology, and environmental controversies.]

S&TS 631 Qualitative Research Methods for Studying Science

Spring. 4 credits. T. J. Pinch.

Much has been learned about the nature of science by sociologists and anthropologists donning lab coats and studying scientists in action. In this course we will look at the methods used in this new wave of science studies. We will examine what can be learned by interviewing scientists, from videos and from detailed examinations of scientific texts. Students will gain hands-on experience by conducting a mini-project in which they investigate some aspect of scientific culture.

S&TS 645 Genetic Engineering: Politics and Society in Comparative Perspective (also Government 634)

Spring. 4 credits. Instructor permission for upper-level undergraduates. S. Hilgartner.

Since its development, genetic engineering has been a passionately debated technology, creating high hopes for some and deep anxieties for others. This course will trace the conflicts and power struggles over genetic engineering from its origins to the present. We will use genetic engineering as a case to discuss some crucial issues in the relationships among science, technology, and politics: the political shaping of modern biology; the relationship between eugenics and molecular biology; the regulation of risks; the state and modern biotechnology; university-industry relationships; agriculture medicine; and biotechnology; the rise of bioethics; social movements, Green parties and technology; the socioeconomic impacts of genetic engineering; the Third World and biotechnology; and the politics of the Human Genome Project. We discuss how society deals with high-impact technologies and explore the question of the adequacy of the political-legal framework of contemporary "risk-society."

S&TS 660 Social Analysis of Ecological Change (also Biology and Society 460 and Rural Sociology 660)

Fall. 4 credits. Prerequisite: one year of science. Limited to 20 graduate students and seniors with permission of instructor. Offered alternate years. P. J. Taylor.

Scientific studies of ecological and social processes, together with interpretation of those studies by historians, sociologists, and anthropologists. Topics include ideas of nature, colonial conservation science, systems ecology, the tragedy of the commons, neo-Malthusianism, human ecology, local knowledge, nomadic pastoralism, political ecology, women and eco-development, and global environmental discourse.

S&TS 662 Science and Social Theory

Spring. 4 credits. Prerequisite: S&TS 442 or permission of the instructor. Limited to 15 students. P. J. Taylor.

Issues in social theory, or more broadly, social thought, raised by historical and contemporary studies of science and technology. Focal theme for Spring 1996: Agency and Structure—connecting individual action to social structure/dness and the related problem of connecting micro and macro levels of analysis.

S&TS 688 International Environmental Policy (also Government 687)

Spring. 4 credits. Not offered 1995–96. S. Jasanoff.

This course examines the emergence of the environment as an important item on the political agendas of nations and the evolution of national and international policy responses to environmental issues. Analytically, the course attempts to define the distinctive characteristics of environmental policy and politics in our time and to identify the factors that promote convergences and divergences among different national approaches to the same environmental problems. The scope of the course is therefore both cross-national and international, embracing developing as well as industrialized countries. Particular attention is given to the role of legal and scientific institutions, processes, and instruments in the resolution of environmental controversies. Among the specific issues to be considered are chemical control, risk communication, export of hazards, stratospheric ozone depletion, and global climate change.]

S&TS 711 Introductory Seminar in Science and Technology Studies

Fall. 2 credits. S–U grades only. Incoming S&TS graduate students must take this course.

This introductory course is designed for incoming graduate students and will run as a weekly seminar. It will serve as a forum for discussion of the main perspectives and approaches in S&TS as represented by current departmental faculty. Every week a different S&TS faculty member will introduce a discussion of one of their own pieces of writing. It is expected that all members of the seminar will have read the piece beforehand. One faculty member will be appointed to coordinate the seminar. Other interested faculty and graduate students are encouraged to attend. The seminar will be pass/fail only for two credits. A pass will be awarded to students who satisfactorily attend and participate in the seminar.

S&TS 751 Ethical Issues and Professional Responsibilities (also Toxicology 751)

For description, see BIOBM 751.

Independent Study

S&TS 399 Undergraduate Independent Study

Fall or spring. 1-4 credits.
Please apply in 275 Clark Hall.

S&TS 699 Graduate Independent Study

Fall or spring. 2-4 credits.
Please apply in 275 Clark Hall.

S&TS 700 Special Topics

Spring. 4 credits.

Biology and Society Major

The biology and society major is ideally suited for students who wish to combine training in biology with exposure to perspectives from the social sciences and humanities on the social, political, and ethical aspects of modern biology. In addition to providing foundational training in basic biology, biology and society students obtain background in the social dimensions of modern biology and in the biological dimensions of contemporary social issues.

The biology and society major is offered to students enrolled in the College of Arts and Sciences and the College of Human Ecology. Undergraduates in the College of Agriculture and Life Sciences can develop an approved sequence of courses from the biology and society curriculum under general studies. The major is coordinated for students in all colleges through the biology and society office. Students can get information, specific course requirements, and application procedures for the major from the office in 275 Clark Hall, 255-6042.

A detailed listing of Biology and Society course offerings can be found in the *Courses of Study* section entitled Special Programs and Interdisciplinary Studies.

Concentration in Science and Technology Studies

S. Jasanoff, chair; R. Boyd, Philosophy; P. Dear, History; M. A. Dennis, Science and Technology Studies; R. Kline, Electrical Engineering; B. Lewenstein, Communications; W. R. Lynn, Civil and Environmental Engineering; R. Miller, Philosophy; T. Pinch, Science and Technology Studies; A. G. Power, Ecology and Systematics; M. Rossiter, Science and Technology Studies; P. Taylor, Science and Technology Studies; and L. P. Williams, emeritus, Science and Technology Studies.

The undergraduate concentration in Science and Technology Studies (S&TS) is designed for students who wish to engage in a systematic, interdisciplinary exploration of the role of science and technology in modern societies. The concentration is intended for students with varied academic interests and career goals. It offers majors in the natural sciences and engineering an opportunity to explore the social, political, and ethical implications of their selected fields of specialization. At the same time it offers students majoring in the humanities and social sciences a chance to study the processes, products, and impacts of science and technology from varied disciplinary perspectives. Drawing on course offerings in several departments, programs, and colleges, the S&TS concentration permits students to develop an individualized program of study

closely related to their major field. S&TS courses are organized into three areas: history, philosophy, and social studies of science and technology.

To satisfy the requirements for the S&TS concentration, students must complete with letter grades a minimum of four courses selected from the course offerings listed for the major. At least one course should be chosen from the list of core courses. The remaining three courses should be chosen in consultation with an S&TS faculty adviser and must be drawn from at least two of the three areas.

Interested students may obtain further information about courses by contacting Walter Lynn, faculty adviser, 255-1177 or the S&TS undergraduate office, 275 Clark Hall, 255-6047.

SOCIOLOGY

P. Becker, E. Bell, R. L. Breiger, S. Caldwell, S. Han, D. P. Hayes, S. Kanazawa, R. McGinnis, P. Moen, V. Nee, B. C. Rosen, D. Stark, D. Strang, J. M. Stycos, H. A. Walker, R. M. Williams, Jr.

The subject matter of sociology is human social organization and institutions. The Department of Sociology offers courses in social organization that include (among other issues) examination of inequality on the basis of race, ethnicity, income, and occupation; political behavior and public policy; social psychology and group processes; and contemporary social movements for change. Courses that analyze institutions include the family, politics and issues of public policy, the analysis of voluntary organizations, and the study of networks of political and organizational action.

The Department of Sociology offers the opportunity to develop fundamental theoretical insight and advanced research skills appropriate for the study of social behavior and institutions. Graduates of the department take up careers in university, government, and business settings and in law, management, architecture, and other professions seeking men and women who demonstrate a disciplined understanding of society and social issues.

Sociology Courses for Nonmajors

Sociology provides students with particularly effective ways to understand the complexities of modern life. For many students, the undergraduate years are a last opportunity to gain the insights these fields have to offer. The Department of Sociology is continuing to design an array of beginning and advanced courses that convey a broad understanding of the methods and insights of sociological analysis—courses that will be of particular interest to undergraduates who may not major in sociology. First- and second-year students should note that the introductory courses (101, 103, 110, 115) provide substantial focus on the sociological analysis of major issues of public life. A wide selection of general education courses is available at the 200 level. Advanced undergraduates who are majors in other fields should also see, in particular, the descriptions of Sociology 303, 340, 354, for which there are no prerequisites other than junior or senior status.

Related Courses in Other Departments

Students interested in sociology should consult the course lists of the other social science departments in the College of Arts and Sciences (including Anthropology, Economics, Government, and Psychology) and of these other departments: Organizational Behavior (College of Industrial and Labor Relations), Human Development and Family Studies (College of Human Ecology), and Rural Sociology (College of Agriculture and Life Sciences).

The Major

Requirements for general sociology: (1) 101 and any other 100-level or 200-level course (excluding Freshman Writing Seminar) with a 2.5 minimum grade-point average; (2) no later than the junior year, the 301 and 303 methods courses; (3) one course in the department at the 400 level or higher (491 is recommended); and (4) 20 additional credits in sociology, of which 5 may be taken in related departments if approved by the student's adviser.

Requirements for honors: Potential honor students are encouraged to begin taking the methods and statistics courses during their sophomore year and to take at least 2 credits of Sociology 491, Independent Study, during their junior year. Honors students take Sociology 495-496 during their senior year. Graduation with honors requires a cumulative average of at least B+ in all sociology courses and the successful completion of an oral defense of the honors thesis. Interested students should consult the director of undergraduate studies no later than the second semester of their junior year.

Cornell-in-Washington program. Qualified sociology majors may include a semester in the Cornell-in-Washington program, in which students take courses and undertake a closely supervised internship. For further information, see p. 19.

Supervised research. Qualified sociology majors are invited to participate with faculty members in conducting research. Such projects are usually initiated in one of two ways: the student may offer to assist the faculty member in an ongoing project, or the student may request that the faculty member supervise the execution of a project conceived by the student. In either case the student should enroll in Sociology 491. Interested students may direct inquiries to any faculty member.

Society and Economy Concentration

Sociology majors or students in other disciplines who wish to prepare for graduate study in any of the social sciences or in a profession (business, management, or law) may elect to acquire a concentration in society and economy (including international dimensions). This program is designed to provide training in economic sociology, formal organizations, and social science methods. The requirements for the concentration in society and economy include courses in economic sociology, formal organizations, and methods. For further information, consult Professor Victor Nee, 330 Uris Hall.

Introductory Courses

SOC 101 Introduction to Sociology

Fall and spring. 3 credits. Fall, S. B. Caldwell; spring, V. G. Nee. This course provides an introduction to theory and research in sociology. It demonstrates how the insights, theories, and methods of sociological analysis can be brought to bear on major issues of social life. A primary goal is to convey a sense of the manner in which sociologists formulate theories and how the collection and analysis of data are used to evaluate those theories. The course will provide "hands-on" experience in analyzing sociological issues. Students undertake guided research exercises that involve using computers to analyze actual data. No prior background is presumed; necessary skills are covered in class and section meetings.

SOC 103 Introduction to Sociology: Microsociology

Fall. 3 credits. D. P. Hayes. An introduction to microsociology, focusing on social processes within small groups, including the family. Emphasis is on leadership, conformity, social influence, cooperation and competition, distributive justice, and micro analyses of interaction.

[SOC 110 Introduction to Economy and Society

3 credits. Not offered 1995–96. V. G. Nee. Modern social thought arose out of attempts to explain the relationship between economic development and the social transformations that gave rise to the contemporary world. Classical theorists from Karl Marx and Max Weber to Karl Polanyi focused their writings on emergent capitalist economies and societies. Contemporary social theorists likewise have sought to understand the interaction between capitalism and the social forces reacting against and emerging from modern economic development. From exchange and rational choice theories to network analysis and institutional theory, a central theme in contemporary social thought has been the relationship between the economy and society, economic action and social structure, rationality and fundamental social processes. This course provides an introduction to social thought and research seeking to understand and explain the relationship between economy and society in the modern era.]

[SOC 115 Utopia in Theory and Practice

3 credits. Not offered 1995–96. D. Strang. This course examines imaginings of the "ideal society" and efforts to realize them. We discuss the classic literary utopias, from Plato's *Republic* to More's *Utopia* to Bellamy's *Looking Backward*, and also the dystopias of Huxley and Orwell. We also examine social experiments like the nineteenth-century American intentional communities, various socialisms, and the design of contemporary political constitutions. Throughout, the emphasis is on two sociological questions. What leads people to conceive of particular social arrangements as ideal? How can we tell social structures that can work from those that cannot?]

[SOC 204 Race and Ethnic Relations

4 credits. Prerequisite SOC 101, SOC 103, or R SOC 101. Not offered 1995–96. H. A. Walker. This course focuses on race and ethnic relations in contemporary perspective. It examines the social and behavioral implica-

tions of attributions of race and ethnicity in small group interaction, the world of work, and the larger society. Topics: inequalities in income and employment, affirmative action, ethnic political mobilization, patterns of marriage and family formation.]

General Education Courses

SOC 215 Organizations: An Introduction

Fall. 3 credits. S. Han. This is an introductory course in the study of organizations. We will start by taking a look at various examples of organizing, including a street gang in a Boston neighborhood, General von Moltke's Prussian army, a government agency, and an industrial corporation. These brief glimpses serve as exercises in looking behind and beyond diverse rhetoric for common patterns in organizational phenomena. We will consider these both from the inside and outside perspectives. The focus of the course is upon research scholarship, not the training of managers. Nonetheless, the analytical skills you will acquire are applicable to work in firms, government agencies, and nonprofit organizations.

[SOC 222 Social Policy and Organization in Health, Education, and Welfare

Fall. 3 credits. Not offered 1995–96. D. Strang. Introduces the development of three central kinds of social policy: those concerned with delivering medical care, schooling the young, and providing resources for the economically vulnerable. The course treats the historical development of large-scale public programs, regulatory systems, or attempts to stimulate provide action; political struggles over social rights and the allocation of resources; and the organizations that are constructed to carry out policy. The focus is on American policy, but with considerable comparative attention to the health, education, and welfare programs of other nations.]

[SOC 230 Knowledge and Power

3 credits. Offered 1997–98. D. Stark. Modernity will be studied in this course by examining dual aspects of the rationalization of power 1) as attempts to bring ever-larger spheres of social action under rationalized control, and 2) as the production of rationalized justifications by which power is represented and legitimated. These processes will be examined in three historical settings: Frederick Winslow Taylor's schemes of "scientific management" at the turn of the century in the United States; the Leninist project of "scientific socialism" in Eastern Europe; and the International Monetary Fund's current project of "scientific capitalism" in contemporary post-socialist societies. Our century begins and ends with blueprints for making capitalism by design—but whereas Taylor's project was attempted in the microsphere at the level of the firm, current recipes attempt to shape entire national economies by making capitalism according to a plan.]

SOC 235 Paradoxes of Cooperation and Collective Action

Fall. 4 credits. S. Kanazawa. All theories of rational behavior predict that individuals will not voluntarily contribute to collective goods when they can receive the benefit without doing so; individuals will be freeriders unless they are somehow forced to contribute. Yet many examples of successful and seemingly voluntary collective action

abound in natural settings. The same theories of rational behavior also largely overlook issues of self-image, identity, and commitment, yet most of us know how important these things are in our own behavior. How can we reconcile the theory with evidence? We will focus on the paradoxes of cooperation and self-interest, rationality and commitment, self-image and self-enhancement.

[SOC 245 Social Inequality

4 credits. Offered 1996–97. E. Bell. Why do some people have a great deal of money and influence while others have barely enough to eat? Some degree of inequality among individuals exists in all modern industrial societies, inequality that is related to class, race, gender, and other social characteristics. This course focuses on the social systems that generate this inequality. We will learn how to analyze and interpret the processes that generate social stratification, drawing on alternative theoretical viewpoints to aid in our understanding. Specific topics include class consciousness, class hierarchies, social mobility, income and poverty. Course structure will be a mixture of lectures and class discussion. Homework includes hands-on data analysis using computers. No prerequisites or experience necessary.]

SOC 250 Religion and Public Life

Fall. 3 credits. P. Becker. This course explores how religion provides a basis for moral critique, political mobilization, and social identity in a modern society. The first part introduces basic issues—definitions of religion, the sociological approach to the study of religion, religion and modernity. In the main body of the course, we will read studies of specific religious groups and organizations in the contemporary United States—examining such questions as: "How does religion provide a basis for gender identity and gender norms?" "What do religious groups and discourses contribute to public debate on issues ranging from economic justice to abortion?" "How do religious leaders mobilize citizens for social action in their communities?"

SOC 265 Hispanic Americans (also HASP 265)

Spring. 3 credits (4-credit option available). Exploration and analysis of the Hispanic experience in the United States. An examination of sociohistorical background and economic, psychological, and political factors that converge to shape a Hispanic group identity in the United States. Perspectives are suggested and developed for understanding Hispanic migrations, the plight of Hispanics in urban and rural areas, and the unique problems faced by the diverse Hispanic groups. Groups studied include Mexican Americans, Dominicans, Cubans, and Puerto Ricans.

[SOC 275 Women at Work (also Women's Studies 275)

3 credits. Not offered 1995–96. E. Bell. Women have always contributed their labor to production and reproduction. With industrial development and the movement of market production out of the home and into the public sphere, however, women's work was relegated to the private sphere of the family. Recently this has changed as women seek employment outside the home. We will examine women's position and the role women play in the labor force, looking at data

from both developed and developing societies. Specific topics will include sex differences in pay and sex segregation in the labor force, theoretical explanations from rational choice to Marxist feminism, the relationship between women's paid and unpaid labor, and the role of the state and government policy.]

SOC 283 Groups and Relationships (also Psychology 283)

Spring. 4 credits. S. Kanazawa.
We will tackle the mysteries of human behavior and pursue a single question throughout this course: Why do human beings behave the way they do? We will first discuss several celebrated examples of seemingly unusual and bizarre behavior and then try to explain these with the help of selected social psychological theories: behaviorism, attribution theory, exchange theory and game theory. The emphasis will be on the application of the theories to explain empirical examples of human behavior.

[SOC 290 Social Psychology of Interpersonal Relations]

3 credits. Not offered 1995-96.
H. A. Walker.

The focus of this course is on the relationship between the individual and the social group. It will examine the way in which the individual shapes "society," and in turn, how society influences individual behavior. Topics include formation of self, influence and conformity, and the emergence of racial and gender differences in status and power.]

Methods and Statistics Courses

SOC 301 Evaluating Statistical Evidence

Fall. 3 credits. R. L. Breiger.
A first course in statistical evidence in the social sciences, with emphasis on statistical inference and multiple regression models. Theory is supplemented with numerous applications.

SOC 303 Design and Measurement

Spring. 4 credits. Prerequisite: a course in sociology. D. P. Hayes.
Foundations of sociological analysis; issues arising from using humans as data sources; the quality of our primary data; methods of its collection; research designs in wide use and their limitations; pragmatic considerations in doing research on humans, organizations, communities, and nations.

Intermediate Courses

SOC 315 Business Organization for the 1990s

Spring. 4 credits. D. Strang.
In the last two decades, American business organizations have undergone a revolution in form and process. Corporate downsizing has changed the face of American management, and altered white-collar career paths. Large bureaucratic organizations are giving way to smaller firms that develop complex relations with each other rather than building from within. Japanese organizational styles and organizational reform strategies like Total Quality Management have become the buzzwords of the 1980s and 1990s. This course discusses the new forms of business organization (and their manifestation in other domains, such as education and healthcare) that mark a crucial shift in the world of work and the way it shapes people's lives.

SOC 340 Health, Behavior, and Health Policy

Spring. 3 credits. S. B. Caldwell.
This course examines the social contexts of physical and mental health, illness and medical care; its purpose is to explore the contributions of social science to health promotion and health policy. Topic areas include: social context of health, disease and illness; social organization of health services; use of health services; effectiveness of health service use; health promotion and disease prevention; and national health care policies.

[SOC 345 Gender Inequality]

3 credits. Not offered 1995-96. E. Bell.
Gender inequality in contemporary perspective; emphasis on social origins of gender categories and implications of gender status for collective and individual behavior. Topics include inequalities in interpersonal relations, the family and work organizations, and implications of gender inequality for family violence, sexual harassment, and rape.]

SOC 350 Comparative Revolutions

For description, see GOVT 350.

SOC 354 Law and the Social Order

Spring. 3 credits. R. L. Breiger.
In what ways, if any, do laws and legal institutions make a difference to people who have disputes? How did lawyering come to be a modern profession? How do business organizations deal with legal ambiguity in constructing symbols of compliance with laws? How do networks of interpretive communities structure the authority of law? By exploring selected topics such as these, we seek to understand the distinctive contributions of sociology to the study of law and the social order.

SOC 370 Different Walks of Life: Sociology of Careers

Spring. 4 credits. S. Han.
By examining various career paths, we will consider the implications of career as a continuous process or as a sequence of positions. We will explore the differences and similarities among different career paths and lay out the patterns and structures of the career formation from a sociological point of view. We will also discuss the settings in which the career development takes place, giving some comparative attention to the ways of organizing careers in other societies.

SOC 380 Gender, Ideology, and Culture

Spring. 4 credits. P. Becker.
This course will explore representations of women in popular culture, including images, narratives, and religious practices. We will examine the relationship between popular culture and ideology, and look at how women "read" popular culture. The aim of the course is to enable students to think critically and analyze the effects of ideological representations of difference on personal identity construction, status, and power relationships. Readings are drawn mostly from sociology of culture and cultural studies; most texts deal with popular culture and gender in the 19th- and 20th-century United States.

SOC 384 Identity and Conflict

Spring. 4 credits. E. Bell.
Group identities can be strong enough to hold people together or to drive violent conflicts. Yet not all people create and maintain a group identity that is meaningful to them-

selves. This course will explore the creation of group identity through the study of cases of group conflict. The goal is to better understand why group identities are created, how boundaries are defined and maintained, and sources of group conflict. Readings will be primarily case studies of particular group conflicts that cover a range of identity types from different parts of the world: race, ethnicity, religion, and sexuality.

SOC 393 Introduction to Peace Studies

For description, see GOVT 393.

Advanced Courses

The following courses are intended for advanced undergraduates with substantial preparation as well as for graduate students in sociology and related disciplines. The normal prerequisite for all 400-level courses is one introductory course plus 301 (or an equivalent statistics course). Students who are not sure whether their background is sufficient for a particular course should consult the professor in charge.

[SOC 426 Social Policy (also SOC 526)]

4 credits. Not offered 1995-96.
S. B. Caldwell.

The dramatic growth of the policy research sector as an institutional and intellectual force signals a changing relationship of social science to social policy in the United States. With an eye on that relationship, this course examines the development of social policy in selected areas, among them welfare, poverty, housing, crime, and health. The policy research sector itself—people, values, and institutions—is also surveyed.]

[SOC 434 The Sociology of Reproduction (also Women's Studies 435)]

4 credits. Not offered 1995-96. E. Bell.
Women's biological potential to bear children and their childbearing experiences are socially constructed. The social context of women's reproductive capacity is one area in which women themselves are socially defined, and therefore within this realm exists the potential to control women through the control of reproduction and childbirth. We will examine the social construction and control of reproduction using both empirical findings and theoretical arguments. Specific topics include: historical trends in fertility; the medicalization and medical control of conception and childbirth; biological versus social definitions of women as mothers; the role of state policy; and theoretical explanations of reproduction and gender stratification.]

SOC 438 Immigration and Ethnic Identity

Spring. 4 credits. V. G. Nee.
Immigration has been a central process in the peopling of American society. The early immigration to the United States involved primarily the migration and settlement of European national groups. Since 1965, the mix of immigration has shifted to include increasing diversity of ethnic groups, especially from Latin America and Asia. As American society moves into an era of increasing ethnic diversity, the issue of ethnic boundaries and identity become increasingly complex and problematic. This course seeks to examine the causes of international migration, the dynamics of immigrant incorporation into American society, and the making of new ethnic groups and identities.

[SOC 444 Contemporary Research in Social Stratification]

Fall. 4 credits. Not offered 1995-96.
R. L. Breiger.

Stratification and mobility as paired concepts, requiring mutual articulation. The interplay of structure (occupational groups, labor markets, organizational demographics, social classes) and process (tracking, career trajectories, socioeconomic attainment). Recently formulated log-linear models of mobility and structure provide a central focus of the course.]

[SOC 491 Independent Study]

Fall or spring. 1-4 credits. For undergraduates who wish to obtain research experience or to do extensive reading on a special topic. Permission to enroll for independent study will be granted only to students who present an acceptable prospectus and secure agreement of a faculty member to serve as supervisor for the project throughout the term. Graduate students should enroll in 891-892.

[SOC 495 Honors Research]

Fall or spring. 4 credits. Limited to sociology majors in their senior year.
Prerequisite: permission of instructor.

[SOC 496 Honors Thesis: Senior Year]

Fall or spring. 4 credits. Prerequisite: Sociology 495.

[SOC 497 Social Relations Seminar (also Anthropology 495)]

Spring. 4 credits. Limited to seniors majoring in social relations.

Graduate Core Courses

These courses are primarily for graduate students in sociology but may be taken by other graduate students with permission of the instructor. Graduate students in sociology will normally take each of the five courses listed below, but with the concurrence of their special committees other arrangements may be made.

[SOC 501 Basic Problems in Sociology I]

Fall. 4 credits. V. G. Nee.

Analysis of theory shaping current sociological research. Examination of several central problems in sociological inquiry provides an occasion for understanding tensions and continuities between classical and contemporary approaches, for indicating the prospects for unifying microsociological and macrosociological orientations, and for developing a critical appreciation of efforts to integrate theory and research.

[SOC 502 Basic Problems in Sociology II]

Spring. 4 credits. R. L. Breiger.

Continuation of Sociology 501. Emphasis is on the logical analysis of theoretical perspectives, theories, and theoretical research programs shaping current sociological research. The course includes an introduction to basic concepts used in the logical analysis of theories and examines their application to specific theories and theoretical research programs. Strategies include functionalism, social exchange, and interactionism.

[SOC 505 Research Methods I: Logic of Social Inference]

Fall. 4 credits. Prerequisite: a first course in statistics and probability. S. B. Caldwell.

This course is an introduction to techniques of social inference. We will cover research methods, sources of evidence, model design, and questions of empirical validity.

[SOC 506 Research Methods in Sociology II]

Spring. 4 credits. Prerequisite: Sociology 420 or 505 or equivalent. Offered Spring 1997.

A survey of methods for analyzing sociological data, including measurement error models, confirmatory factor analysis, panel models, and general structural equation methods. Readings from the sociological research literature will illustrate various methods. Periodic assignments on micro and mainframe computers will integrate theory, method, and data.]

[SOC 507 Research Methods in Sociology III]

Fall. 4 credits. Prerequisite: Sociology 506. D. Strang.

Models and methods for the analysis of social dynamics. The course presents discrete-time methods for the analysis of time series and longitudinal data.

Graduate Seminars

These seminars are primarily for graduate students but may be taken by qualified advanced undergraduates who have permission of the instructor. Which seminars are to be offered any term is determined in part by the interests of the students, but it is unlikely that any seminar will be offered more frequently than every other year. The list below indicates seminars that are likely to be offered in 1991-92, but others may be added and some may be deleted. Students should check with the department before each term.

[SOC 508 Qualitative Methods]

Spring. 4 credits. P. Becker.

This introductory graduate course will cover a range of qualitative methods, from fieldwork to cultural/interpretative methods. The course is designed to give students an introduction to a range of methods and techniques. Students will be required to engage in an ongoing research project on which they will report periodically throughout the course of the semester, in class discussions and in short papers that concentrate on solving concrete research problems.

[SOC 510 Comparative Societal Analysis]

Fall. 4 credits. Offered 1996-97.

D. Stark.

This course examines contending analytic strategies for comparing institutions (and institutional configurations) across societies and social systems. How, for example, does the institutional analysis of the socialist economy contribute to our understanding of the specificities of modern capitalism? Special emphasis will be given to comparing transitions from state socialism (in Eastern Europe and elsewhere) with transitions from authoritarianism in Latin America and Southern Europe.]

[SOC 513 Social Networks and Social Structure]

4 credits. Not offered 1995-96.
R. L. Breiger.

A critical survey of theories and techniques of structural analysis in sociology, centering on the usefulness of social network analysis in providing integration of studies at different levels of generality. Applications in the areas of the sociology of organizations, community studies, social stratification, and dependence relations among nations. Emphasis on the mutual relevance of theories and operational research procedures.]

[SOC 524 Rational Choice Theory]

4 credits. Not offered 1995-96.
S. Kanazawa.

Rational choice perspective has gained popularity in all social sciences. The main focus in this course will be sociological rational choice, although we will discuss the work of economists, political scientists, psychologists, and others where relevant. We will first discuss the foundations of rational choice as a macro-sociological perspective, and emphasize the deductive derivation of various rational choice theories from this perspective. We will discuss the pioneering work of Coleman Hechter and Willer as well as the more recent work by Heckathorn, Macy, Jasso, and others. We may have some guest speakers to talk about their current research.]

[SOC 526 Social Policy (also SOC 426)]

4 credits. Not offered 1995-96.]

[SOC 530 Social Organization of Economic Action]

Fall. 4 credits. S. Han.

The issue of organizational boundary has been a central concern for both organizational sociology and economic sociology. The seminar approaches the issue, although it covers many other relevant literatures, mainly by playing two lines of argument against each other: transaction cost economics and transfer pricing problem. Meta-analytic techniques are also introduced, which are to be used for the final team project reviewing the empirical research on vertical integration.

[SOC 565 Experimental Method in Social Sciences]

Spring. 4 credits. S. Kanazawa.

We will discuss laboratory experiments, not as a mere psychological research method to study human behavior, but as a means of testing scientific theories of micro (individuals), meso (groups and organizations), and macro (societal phenomena). The emphasis will be on the philosophical foundations and justifications for laboratory experiments (including the issues of internal and external validity, and artificiality and realism) rather than the detailed how-to instructions or statistical techniques of data analysis. We will read actual experimental studies, representing various designs, and discuss some ethical and other concerns in conducting laboratory experiments with human subjects.

[SOC 583 Transitions to Market Economies in Eastern Europe (also Management NRE 583)]

4 credits. Offered 1996-97. D. Stark.

This course examines the problems and prospects of transitions to markets in Eastern Europe. It introduces concepts for understanding the state socialist economy that is being transformed and analyzes important political developments since 1988. Topics

include privatization, joint ventures, new capital markets, entrepreneurship, and labor relations in these changing economies.]

SOC 591 Special Seminars in Sociology
Fall and spring. 2-4 credits.

These graduate seminars will be offered irregularly. Topics, credit, and instructors will vary from semester to semester. Students should look at the sociology department bulletin board at the beginning of each semester for possible offerings.

SOC 606-607 Sociology Colloquium
Fall and spring. No credit. Required of all sociology graduate students.

A series of talks representative of current research interests in sociology, given by distinguished visitors and faculty members.

SOC 608 Proseminar in Sociology
Fall. One credit. Enrollment restricted to first-semester sociology graduate students.

Discussions on the current state of sociology and on the research interests of the members of the field, given by members of the field.

SOC 660 Social Movements
For description, see GOVT 660.

SOC 683 Social Interaction (also Psychology 683)

Spring. 4 credits. D. P. Hayes.
Seminar: topic to be announced.

SOC 891-892 Graduate Research
891, fall; 892, spring. Up to 4 credits each term, to be arranged. Prerequisite: graduate status and permission of a faculty member willing to supervise the project.

SOC 895-896 Thesis Research
895, fall; 896, spring. Up to 6 credits each term, to be arranged. Prerequisite: permission of thesis director.

Related Courses

HDFS 655 Age and the Life Course P. Moen.

SPANISH LANGUAGE

See Department of Modern Languages and Linguistics.

SPANISH LITERATURE

See Department of Romance Studies.

SWAHILI

See Africana Studies and Research Center.

SWEDISH

See Department of Modern Languages and Linguistics.

TAGALOG

See Department of Modern Languages and Linguistics.

TAMIL

See Department of Modern Languages and Linguistics.

THAI

See Department of Modern Languages and Linguistics.

THEATRE ARTS

Theatre, Film, and Dance

D. Bathrick, chairman; R. Archer, S. Brookhouse, J. Chu, J. Devenyi, M. Dewey, D. Feldshuh, A. Fogelsanger, D. Frederickson, J. E. Gainor, K. Goetz, K. Grant, D. Hall, C. Hatcher, E. Intemann, J. Johnson, J. Kovar, B. Levitt, P. Lillard, J. Morgenroth, C. Orr Brookhouse, M. Rivchin, J. Self, B. Suber, A. Van Dyke and R. Wilson

Through its courses and production laboratories, the department provides students with a wide range of opportunities in theatre, dance, and film. It offers a theatre arts major with concentration in theatre or film and a major in dance. These majors educate students in accordance with the general liberal arts ethic of the college. The programs in dance and film and the advanced undergraduate theatre program give some measure of professional preparation in those arts as well. The department encourages academic and studio participation by students from all disciplines and also provides the Cornell community with an opportunity to take part in its productions on an extracurricular basis.

Theatre Arts Major

Theatre Concentration

The theatre concentration offers studies in the history of theatre, dramatic theory and criticism, playwriting, acting, directing, design/technology, and stage management.

Course requirements for theatre concentration:

	Credits
1) THEATR 240 and THEATR 241 (two-semester introduction to theatre)	8
THEATR 250 Introduction to Theatre Design and Technology	4
THEATR 280 Introduction to Acting	3
2) Four laboratory courses distributed as follows:	Credits
THEATR 151 Production Lab I	1-3
THEATR 153 , THEATR 253 , or THEATR 353 Stage Management Lab I, II, or III	1-3
THEATR 155 Rehearsal and Performance or THEATR 151 in a different area	1-3
THEATR 251 or THEATR 351 Production Lab II or III	1-4
3) Four courses in the area of Theatre Studies (see Theatre Studies section of theatre courses) chosen in the following manner:	
one course must be at 300 level	
one course must be at 400 level	

two additional courses at the 300 or above level

one of the four courses must be pre-twentieth century.

- 4) Three courses (at least 9 credits) in other Theatre Arts courses chosen in consultation with the faculty advisor. Course taken to qualify for admission to the Advanced Undergraduate Theatre Program (described below) may also be used to fulfill this requirement.
- 5) Courses in which a student receives a grade below "C" cannot be used to fulfill the requirements for a Theatre Arts major.

The Advanced Undergraduate Theatre Program

The department offers advanced study in acting, directing, playwriting, design/technology, and stage management to students who qualify on the basis of outstanding achievement in course work. Criteria for admission to the AUDP is by the completion of the appropriate "track" of courses or equivalent experience and invitation of the faculty. Approval process will include a portfolio review and/or interview. The program provides students with intensive study in theatre as well as the opportunity to collaborate with professional faculty and guest artists. Department productions will be chosen to offer a unique experience to the individual student selected for the program. (For specific requirements please see listing of courses at end of department listings.)

Film

The study of film began in this department in the 1930s and continues to be based here. In the interim years, however, it has also spread into a significant number of other departments in the college: Africana studies, anthropology, Asian studies, comparative literature, English, German studies, history, psychology, and romance studies. This proliferation of courses has been accompanied by a comparable proliferation of perspectives and faculty concerns, e.g., the relationship of national cinemas to national literatures and specific cultures, film's relationships to myth and ideology, the use of film as historical evidence, film's efficacy as a rhetorical medium, and film's contribution to perennial issues in aesthetics, the history of the arts, and studies in cognition.

This richness of courses and perspectives is matched by the ways in which students may make film the focus of their undergraduate studies. The four ways currently being used are as follows: 1) concentrating on film within a Theatre Arts major; 2) constructing an individually tailored Independent Major in film (including the possibility of placing film in tandem with another medium or discipline); 3) focusing on film as a College Scholar; and 4) concentrating in Visual Studies. Students interested in option 4 should consult Marilyn Rivchin (Theatre Arts) and/or Robert Ascher (Anthropology). Students interested in options 2 or 3 should consult Don Frederickson (Theatre Arts) and Lynne Abel (director, College Scholar and Independent Major programs). Students interested in the first option should first consult Alison Van Dyke (director, Undergraduate Studies, Theatre Arts) and then one of the department's film faculty.

Film Concentration Requirements

The department's film concentration requires a total of 50 credits in film and related courses. Students should note that a number of film courses—including two required "core" courses: Theatre Arts 375 and 376—are offered in alternating years. This means that *students cannot fulfill the requirements for the major in less than two years*, and that they should plan accordingly, in consultation with their major adviser. Within the "core" required courses, Theatre Arts 274, Introduction to Film Analysis, should be taken during the sophomore year.

Majors wishing to utilize the production courses in a substantial manner must plan carefully and work within certain limits. These courses are: Theatre Arts 277, 377, 383, 413, 477, 493 and 653. Enrollment in each of these courses is limited by the nature of the work and by facilities. Enrollment in Theatre Arts 477 and 493 depends upon the quality of previous work in Theatre Arts 277, 377, 383 and/or 413; enrollment is not guaranteed. Majors *without* a strong interest in production can complete the production requirement with one course: Theatre Arts 277. Majors *with* a strong interest in production should begin instead with Theatre Arts 377, after they have taken Theatre Arts 274 in their sophomore year. The total credits in production courses cannot exceed twenty hours; this limit is strictly enforced.

1. A core of *four* film courses:

THETR 274 Introduction to Film Analysis 4

THETR 375 History and Theory of Commercial Narrative Film (offered alternate years) 4

THETR 376 History and Theory of Documentary and Experimental Film (offered alternate years) 4

THETR 277 Video Production I (offered alternate years, and summers) 3

OR

THETR 377 Fundamentals of 16mm Filmmaking 4

2. *One* of the following theatre courses:

THETR 250 Fundamentals of Theatre Design/Technology 4

THETR 280 Introduction to Acting 3

THETR 398 Directing I (prerequisite THETR 280) 3

3. *Four* courses (15–16 credits) in film offered by Theatre Arts as below, or by other departments (with consent of adviser):

THETR 290 Filming Other Cultures 3

THETR 313 Japanese and Asian Film 4

THETR 378 Soviet Film of 20s and French Film of 60s (offered alternate years) 4

THETR 379 Documentary Film from 1945 to present (offered alternate years) 4

THETR 383 Screenwriting 4

THETR 395 Video: Art, Theory, Politics 4

THETR 396 German Film (offered occasionally) 4

SPANL 399 Spanish Film (requires fluency in Spanish) 4

THETR 413 Film and Performance 4

AS&RC 435 African Cinema 4

THETR 475 Seminar in the Cinema I (offered alternate years) 4

THETR 476 Seminar in the Cinema II (offered alternate years) 4

THETR 477 Intermediate Film and Video Projects 4

THETR 493 Advanced Film and Video Projects 4

THETR 653 Myth onto Film 4

- 4) 15 credits of related coursework inside or outside of Theatre Arts (as approved by adviser). The courses chosen to fulfill this requirement should reinforce the student's particular interest in film, and will not necessarily be film courses per se. For example, a student interested in the psychology of film, or in ethnographic film, or in film vis-a-vis intellectual or social history, will be encouraged to choose "related course work" accordingly.
- 5) With a grade of less than C, a course cannot be used toward the concentration.
- 6) Course work in production cannot exceed twenty credit hours.

Film Study Abroad

The College of Arts and Sciences, through this department and in consort with a number of other colleges and universities, offers up to a full year of study at the Inter-University Center for Film and Critical Studies in Paris, France. The center's program is theoretical, critical, and historical. It is most useful to students pursuing a major in film studies and serves as an intensive supplement to their Cornell film courses. Fluency in French is required, and Theatre Arts 274 and 375 are prerequisites. Inquiries should be addressed to Professor Fredericksen, Cornell's liaison with the center.

The Dance Program

The dance program offers courses in dance technique, improvisation, composition, performance, anatomical analysis of movement, and the history, theory, and criticism of dance. Technique courses include modern dance at four levels and ballet at three levels. Other dance forms, such as tap, historical dances, Japanese Noh, Indian, Javanese, and African dance are offered on a rotating basis. Courses in jazz and ballroom dance, taken through the Physical Education program, supplement these offerings. Technique classes develop strength, flexibility, coordination, and the ability to perceive and reproduce phrases of dance movement with clarity of rhythm, body design, and expression. The more advanced courses require the ability to perform complex phrases in various styles. Students may earn up to eight academic credits (one each semester) in technique classes. Students may also satisfy the physical education requirement by taking dance technique classes in the dance program. The schedule for all dance technique classes is available in the main office of the Center for Theatre Arts. Registration for technique classes takes place in Teagle Hall. Students taking technique for academic credit must also register through their own colleges.

The faculty offer rehearsal and performance workshops in which they choreograph and rehearse original dances, performed in public

concert. Admission to rehearsal and performance classes is by audition. Students may receive one academic credit (S-U grades only) when performing in student-faculty concerts by registering for THETR 155.

The Dance Major

To be admitted to the major, students must have completed two technique courses in modern dance or ballet at level II or above, Theatre Arts 233 or 305 (Explorations in Movement and Performance) and Theatre Arts 210 (Beginning Dance Composition and Music Resources). It is also recommended that Theatre Arts 201 (Dance Improvisation), Theatre Arts 250 (Fundamentals of Theatre Design and Technology) and Music 105 (Introduction to Music Theory) be taken before the junior year. The following requirements are expected of the major.

Prerequisites for the Major:

THETR 210 Beginning Dance Composition and Music Resources

THETR 233 or 305 Explorations in Movement and Performance

Two technique courses in modern dance or ballet at level II or above

Requirements for the Major: Credits

Music 105 Introduction to Music Theory (or substitute at the appropriate level) 3

ONE course in historical dance, tap, jazz, a non-western form, folk dance, or ballroom dance 0–3

TWO semesters each of ballet and modern dance (in addition to the prerequisite) 4

THETR 155 Rehearsal and Performance 1

THETR 201 Dance Improvisation 3

THETR 250 Fundamentals of Design and Technology 4

THETR 310–311 Intermediate Dance Composition 8

THETR 312 Physical Analysis of Movement 3

THETR 314–315 Western Dance History 8

THETR 410 Advanced Dance Composition 4

THETR 418 Seminar in History of Dance (or other 400-level academic dance course) 4

THETR 491 Senior Project 4

Total 46–49

Students will be expected to perform in at least two concerts and to present at least two of their own dances, in addition to the senior project.

Department Courses:

See individual sections for: Freshman Writing Seminars; General Survey Courses; Theatre Studies; Acting; Directing; Playwriting; Design; Technology; Stage Management; Independent Study, Internships and Honors; Film; Dance.

FRESHMAN WRITING SEMINARS**THETR 110 Topics in the Cinema**

Fall and spring. 3 credits. V. Begley.
Topic for 1995-96: From the *Big Sleep* to *Blade Runner*: An Introduction to Film Noir. This course is an introduction to the seamy world of the hardboiled detective, the cynical anti-hero, and the amoral femme fatale. We will trace the history of pessimism and existential despair in Hollywood from the '40s to the present day and explore the limits of the genre film noir. Readings will include the novels of Raymond Chandler and James M. Cain. Films will include Hawks' *The Big Sleep*, Curtiz' *Mildred Pierce*, Wilder's *Double Indemnity*, Dmytryk's *Murder My Sweet*, Polanski's *Chinatown*, and Scott's *Blade Runner*. Screenings will be Wednesdays 5-7 p.m.

THETR 120 The Wild Ones: Rebellious Youth on Stage

Fall and spring. 3 credits. R. Bechtel.
Throughout history, in many of the world's most controversial dramatic texts, playwrights have thrust young heroes and antiheroes center stage. The scenes of rebellion and rebirth enacted in the theatre have often reflected similar upheavals in the society and culture of the time. This course will approach such plays and films as *Natural Born Killers*, *Oleanna*, *Spring Awakening*, and *Hamlet* as fractious cultural critiques, narratives of both rebellious youth and rebellious dramatists. Some of the contemporary cultural issues the course will explore through the plays are political correctness, violence in the media, and multiculturalism. Writing assignments will include play analyses, film reviews, and a short dramatic scene.

THETR 130 Schwarzenegger and Shakespeare

Fall and spring. 3 credits. L. Shafer.
The performances of Arnold Schwarzenegger's almost un-real body and the "body" of work we know as Shakespeare create an exciting intersection of British Renaissance and American mass cultures. In this course we will explore theories of representation and cultural politics through investigations of action films, body-building culture, the theatre and film industries, as well as through more formal questions of theatrical and literary form as they are played out in Shakespeare's plays and the history of their reception in both theatrical and academic circles. Can we separate these men and their work from their roles as characters in popular and academic cultures, or do the distinctions between playwright, character, actor, text, and performance collapse in the (easily recognizable) face of these two super-bodies? Close readings of various Shakespeare plays and Schwarzenegger films will raise vital social and cultural questions while offering us access to a greater scholarly understanding of dramatic forms.

THETR 150 Disney's America

Fall and spring. 3 credits. M. Leon.
This course will explore the history and practices of American's best-loved, least-avoidable cultural giant: Disney. Through films and readings (sorry, no field trips), we will navigate the complex discipline of cultural studies by examining the "Disney Version" of classic literature, the structure and meanings of its theme parks, the multiple interpretations of Disney's corporate history, and the impact of their worldwide ventures. We will also

take a look at the current controversies surrounding their proposed historical theme park, "Disney's America."

GENERAL SURVEY COURSES**[THETR 230 Creating Theatre**

Spring. 3 credits. Not offered 1995-96.
Next offered 1996-97. K. Goetz and faculty.

An introduction to the collaborative art of theatrical production. Students will examine the creation of theatre onstage and backstage through lectures, demonstrations, discussions with various faculty and staff at the Center for Theatre Arts, and by attending department productions. Exposure to the various elements of theatre production will help students gain a new critical perspective of the performing arts. Some writing is required.]

THETR 301 Mind and Memory: Explorations of Creativity in the Arts and Sciences (also English 301)

Spring. 4 credits. Limited to 40 students.
For description, see English 301.

THETR 417 Digital Culture (also Society for the Humanities 417)

Spring. 3 credits. Limited to 17 students.
D. Rodowick.
For description, see Society for the Humanities 417.

[THETR 430 Introduction to Theatre Management

Spring. 4 credits. Limited to 15 students.
Not offered 1995-96. Next offered 1996-97. J. E. Gainor.

This class is designed to introduce students to the profession of theatre management. The class will be a project-oriented study of components of the field, such as marketing, fundraising, contracts, organizational structures, personnel management, accounting, and box office. The class will use the work of the Center for Theatre Arts as a case study, and faculty and staff of the Department of Theatre Arts will lead sessions on the various topic areas.]

THEATRE STUDIES COURSES**THETR 223 The Comic Theater (also Comparative Literature 223 and Classics 223) #**

Spring and summer. 3 credits. J. Rusten.
For description, see Classics 223.

THETR 240 Introduction to Western Theatre I #

Fall. 4 credits. K. Tancheva.
A survey of the major developments in the theatre—playwriting, acting, staging, architecture, and dramaturgy—in classical Greece and Rome, medieval and Renaissance Europe. Representative plays will be read and discussed in their theatrical context.

THETR 241 Introduction to Western Theatre II #

Spring. 4 credits. K. Tancheva.
A survey of the major developments in the theatre—playwriting, acting, staging, architecture, and dramaturgy—since 1642. Among the areas considered will be French Neoclassicism, the English Restoration, the eighteenth and nineteenth centuries in England, France, and Germany and the modern international stage. Representative plays will be read and discussed in their theatrical context.

[THETR 331 The Classical Theatre (also Comparative Literature 331) #

4 credits. Prerequisite: THETR 240 or permission of instructor. Not offered 1995-96. Next offered 1997-98. Staff.
This course will look at the major developments in Classical Greek and Roman theatre as well as possible assessments in the light of contemporary theory. Topics may include one or more of the following: the relation of the dramatic festivals to questions of democracy, the links between the *Poetics* and subsequent criticism, and more recent critical approaches to the dramatic texts.]

[THETR 332 Medieval and Renaissance Theatre (also Comparative Literature 332) #

4 credits. Prerequisites: THETR 240 or permission of instructor. Not offered 1995-96. Next offered 1997-98. Staff.
Besides the discussion of representative plays from these periods, this class may focus on questions such as the staging of medieval drama, the relation between the church and the community, and the ways in which historians and critics have interpreted the Renaissance, especially in light of Shakespeare's work. Representations of class, race, and gender on stage as well as in the audience will also be examined.]

THETR 333 European Drama from the Neo-Classical to the Bourgeois (also Comparative Literature 333) #

Spring. 4 credits. Prerequisite: THETR 240 or 241. J. Devenyi.
The course will examine the explosion of dramatic forms and theories in pre- and post-revolutionary Europe. The class will also discuss the ways in which changes in theatre architecture and dramatic structure participate in the dynamics of change in European society that operates between the early seventeenth and the mid-nineteenth centuries.

THETR 335 The Modern and Contemporary Theatre (also Comparative Literature 337)

Spring. 4 credits. Prerequisites: THETR 240 or permission of instructor.
J. E. Gainor.
A study of the drama and its cultural contexts from the late nineteenth century to the present. This course will raise questions about modern as well as postmodern theories of performance and the role of theatre in society. It may also examine western style theatre in non-western settings.

[THETR 336 American Drama and Theatre (also English 336)

4 credits. Limited to 25 students.
Prerequisite: permission of instructor. Not offered 1995-96. Next offered 1996-97.
J. E. Gainor.
A survey of twentieth-century American theatre and representative American plays.]

[THETR 337 Contemporary American Theatre (also English 337)

4 credits. Limited to 20 students. Not offered 1995-96. Next offered 1996-97.
J. E. Gainor.
A survey of American drama and theatre post-1960. Particular emphasis will be placed on plays by women and dramatists of color to explore questions of identity and theatrical responses to contemporary American culture.]

THETR 338 Introduction to Performance Studies (also Society for the Humanities 410)

Fall. 4 credits. D. Wilcox.

An introductory survey of the development of the discipline. Performance Studies embraces a range of theatrical and para-theatrical activity explored through a range of methodologies, including anthropology, history, and cultural studies.

THETR 372 English Drama to 1700 (also English 372) #

Fall. 4 credits. S. McMillin.

See English 372 for description.]

[THETR 373 English Drama from 1700 to the Present (also English 373)

Spring. 4 credits. Not offered 1995-96.

Next offered spring 1997.

See English 373 for description.]

[THETR 431 Theory of the Theatre and Drama (also Comparative Literature 433) #

4 credits. Prerequisite: some theatre history and dramatic literature work at the 300 level or permission of instructor. Not offered 1995-96. Next offered 1996-97.

A survey of dramatic theory and theories of theatrical representation from Aristotle to the present.]

[THETR 433 Dramaturgy: Play and Period (also Comparative Literature 443)

4 credits. Not offered 1995-96. Next offered 1997-98.

Inventing the Modern Drama. European theatre between 1870 and 1900.]

THETR 435 Special Topics: Theories of Contemporary Performance (also Comparative Literature 436)

Spring. 4 credits. Limited to 15 students.

Prerequisite: permission of instructor.

J. Devenyi.

A survey of the dramatic literature and the current performance traditions of contemporary France.

THETR 436 The Female Dramatic Tradition (also Women's Studies 433)

Spring. 4 credits. J. E. Gainor.

Is there a "female dramaturgy"? What is the female tradition in the theatre? The course will explore these questions through an investigation of texts by women dramatists, including Hrotsvitha, Aphra Behn, and Caryl Churchill, as well as theory by such critics as Sue Ellen Case and Jill Dolan.

[THETR 437 Seminar in Dramatic Criticism (also Theatre Arts 636)

4 credits. Prerequisite: open to qualified junior and senior departmental majors with permission of the instructor. Not offered 1995-96. Next offered 1997-98. Staff.]

[THETR 438 East and West German Drama

Fall. 4 credits. Not offered 1995-96. Next offered 1997-98. D. Bathrick.

This course will cover the major historical and textual developments in German theatre from the end of World War II to the present. Leading dramatists from West and East Germany, Switzerland, and Austria (Brecht, Frisch, Durrenmatt, Weiss, Hochhuth, Muller, Braun, Kroetz, Handke, and others) will be treated in the light of the political events and aesthetic-dramaturgical traditions from which they emerge and with which they are taking issue.]

THETR 440 Visual Perception in the Art of the Theatre (also Theatre 640 and Society for the Humanities 423)

Spring. 4 credits. Prerequisite: permission of the instructor. D. Wilcox.

Using a broad range of material including semiotics, philosophy, cognitive psychology, art criticism, and phenomenology this course is designed to examine the process of *seeing* theatre as it relates to language, images, memory and perception.

THETR 470 The Japanese Noh Theater and Modern Dramatists (also Asian Studies 470 and Comparative Literature 470) @

Fall. 4 credits. Alternates with THETR 471. K. Brazell.

For description, see Asian Studies 470.

[THETR 471 Japanese Theatre (also Asian Studies 471) @ #

Fall. 4 credits. Not offered 1995-96. Next offered 1996-97. K. Brazell.

For description, see Asian Studies 471.]

THETR 600 Proseminar in Theatre Studies

Spring. 4 credits. Limited to Theatre Arts graduate students.

An introduction to the theory and methods involved in the study of the theatre as cultural and aesthetic practice.

[THETR 630 Special Topics (also Comparative Literature 632)

4 credits. Not offered 1995-96. Next offered 1997-98. Staff.]

[THETR 633 Seminar in Theatre History (also Comparative Literature 634)

4 credits. Not offered 1995-96. Next offered 1996-97. Staff.]

[THETR 636 Seminar in Dramatic Criticism (also Theatre Arts 437)

4 credits. Prerequisite: Permission of instructor. Not offered 1995-96. Next offered 1996-97. Staff.]

[THETR 637 Seminar in Dramatic Theory (also Comparative Literature 638)

4 credits. Prerequisite: Permission of instructor. Not offered 1995-96. Next offered 1996-97. Staff.]

THETR 640 Visual Perception in the Art of the Theatre (also Theatre 440 and Society for the Humanities 423)

Spring. 4 credits. Prerequisite: permission of the instructor. D. Wilcox.

For description, see THETR 440.

[THETR 648 East and West German Drama: Post-1945 (also German Studies 438)

Fall. 3 credits. Not offered 1995-96. Next offered 1997-98. D. Bathrick.

This course will cover the major historical and textual developments in German theatre from the end of World War II to the present. Leading dramatists from West and East Germany, Switzerland, and Austria (Brecht, Frisch, Durrenmatt, Weiss, Hochhuth, Muller, Braun, Kroetz, Handke, and others) will be treated in the light of the political events and aesthetic-dramaturgical traditions from which they emerge and with which they are taking issue.]

THETR 660 Visual Ideology (also Comparative Literature 660 and German Studies 660)

Spring. 4 credits. G. Waite.

For description, see German Studies 660.

[THETR 678 Post-Structuralist Dramatic Theory (also Comparative Literature 678)

Fall. 4 credits. Not offered 1995-96. Next offered 1997-98. J. Devenyi.

This course will investigate trends in dramatic theory since structuralism and discuss their application to dramatic texts and performance from various periods.]

[THETR 679 Bertolt Brecht in Context (also German Studies 679 and Comparative Literature 679)

Spring. 4 credits. Requirements: seminar paper that will form the basis for an oral presentation for class discussion. Not offered 1995-96. Next offered 1996-97. D. Bathrick.

Brecht's theory and dramatic praxis will be examined in the light of a two-fold contexts: (1) the relation of selected plays and writings to the historical contingencies of the Weimar and exile periods in which they emerged; (2) in later periods: an analysis of the reception and various readings (postmodern, feminism, post-structuralism) of these same works by later writers and critical publics in Germany and the United States as a way of understanding the changing nature of aesthetic values in the postwar period. Special attention will be given to the importance of Marxism for Brecht's art, as well as to the author's role as a representative of the cultural avant-garde.]

[THETR 692 The Politics of Criticism (also Comparative Literature 692 and German Studies 692)

Fall. 4 credits. Not offered 1995-96. Next offered 1997-98. D. Bathrick.

See German Studies for description.]

ACTING**THETR 155 Rehearsal and Performance**

Fall or spring. 1-2 credits. 1 credit per production experience per term up to 2 credits per term. Students must register for the course in the term in which credit is earned; requests for retroactive credit will not be honored. Limited to students who are assigned roles after tryouts at the department's scheduled auditions. Students should add this course only after they have been assigned roles. S-U grades only.

The study, development, and performance of roles in departmental theatre or dance productions or the study and practice of directing as experienced in assisting faculty and guest directors.

THETR 205 Rehearsal Workshop

Fall or spring. 2 credits. Limited to 30 students. Prerequisites: participation in a particular department production; and by permission. D. Feldshuh.

This course will enable students participating in a particular production to gain expertise and/or knowledge to contribute to that production. The focus of the class will depend on the needs of a particular production (history, choreography, textwork, dramaturgy, etc). The class allows students in a production to focus intensely on a particular aspect of that production in a non-pressurized learning environment.

THETR 280 Introduction to Acting

Fall or spring, 3 credits. Each section is limited to 16 students. Registration only through roster in the department office, Center for Theatre Arts. A. VanDyke and staff.

An introduction to the actor's technique and performance skills, exploring the elements necessary to begin training as an actor, i.e., observation, concentration, and imagination. Focus will be on physical and vocal exercises, improvisation, and text and character. There is required play reading, play attendance, and some scene study.

THETR 281 Acting I

Fall or spring, 3 credits. Each section limited to 14 students. Prerequisites: THETR 280 and audition. Registration only through roster in department office, the Center for Theatre Arts. 281 is restricted to sophomores and above. A. VanDyke and staff.

Practical exploration of the actor's craft through improvisation and exercises in physical and psychological action. Scene study utilizing the plays of Williams, Inge, and Miller.

[THETR 283 Voice and Speech for Performance

Spring, 2 credits. Limited to 12 students. Primarily for department majors. Prerequisites: THETR 282. Not offered 1995-96. Next offered 1997-98. A. VanDyke.

Registration only through department roster in the main office of the Center for Theatre Arts. Development of the speaking voice with additional emphasis on dramatic interpretation.]

[THETR 284 Speech and Dialects for Performance

Spring, 3 credits. Limited to 12 students. Primarily for department majors or advance undergraduate training program candidates. Prerequisites: THETR 280, 281, and permission of instructor. Registration only through department roster in the main office of the Center for Theatre Arts. Not offered 1995-96. Next offered 1996-97. A. VanDyke.

Development of speech and dialects in dramatic text.]

THETR 285 Creativity and the Actor

Summer, 3 credits. Limited to 16 students. D. Feldshuh.

Using mime, physical and vocal exercises, karate, Gestalt therapy, theatre games, and Zen meditation, this course will attempt to make the student more aware of how he/she participates in and can influence the creative process of acting and to assist the student toward a greater capacity for stage presence. The course will deal with hindrances to the creative response (stage fright, self-consciousness, mannerisms, physical and vocal tension, emotional blocks), introduce the concepts of energy, stillness, and release, and explore the relationship between emotion, mind and body structure. It will attempt to give the individual tools with which the student may continue to expand his/her capacity for spontaneous, flexible, and believable acting.

THETR 287 Summer Acting Workshop

Summer, 3 credits. Limited to 16 students in a section. Staff.

An introduction to the processes of acting. Practice in training techniques, rehearsal procedures, and methodology.

THETR 380 Acting II

Fall, 3 credits. Prerequisite: THETR 281 and audition. Limited to 12 students. R. Wilson.

A continuation of Acting I. Special consideration will be given to a physical approach to characterization utilizing the plays of Chekhov and Ibsen.

THETR 381 Acting III: Advanced Scene Study

Spring, 3 credits. Prerequisite: THETR 280, 281, 380, and audition. Limited to 10 students. K. Grant.

This course focuses on advanced problems in language and period style (movement, bows, curtsies, and period dances). Monologues and scenes will be drawn from these playwrights: Shakespeare and Moliere.

THETR 385 Musical Theatre

Spring, 3 credits. Prerequisites: THETR 281 and permission of instructor. Limited to 10 students. K. Grant.

Preparation, performance and critique of scenes from the repertoire of post-1960 musical theatre pieces. The course will also explore basic musical theatre dance styles, e.g., tap and jazz.

[THETR 386 Movement for the Actor

Fall, 3 credits. Prerequisites: THETR 281 and permission of instructor. Limited to 10 students. Not offered 1995-96. Next offered 1996-97. R. Wilson.

Physical skills for the actor will be developed through work with LeCoq-based Neutral Mask technique, Commedia Dell-Arte Half-mask technique, and basic unarmed stage combat technique.]

[THETR 400 Modern Performance Problems

Fall, 4 credits. Prerequisites: THETR 240, 280, 281 and permission of instructor. Limited to 14 students. Not offered 1995-96. Next offered 1997-98. J. E. Gainor and R. Wilson.

This class is a combination of play analysis and performance focused on the special problems of gender issues in modern dramatic material. Playwrights to be studied are Caryl Churchill, Sam Shepard, and Marsha Norman. The class will not only deal with some of the plays by these authors, but also critical writing based on their work. Requirements will include the performance of monologues and scenes and the writing of three papers.]

DIRECTING**THETR 155 Rehearsal and Performance**

Fall or spring, 1-2 credits. 1 credit per production experience per term up to 2 credits per term. Students must register for the course in the term in which credit is earned; requests for retroactive credit will not be honored. Limited to students who are assigned assistant director positions after obtaining director's approval. Students should add this course only after they have been given approval. S-U grades only.

The study, development, and performance of roles in departmental theatre or dance productions or the study and practice of directing as experienced in assisting faculty and guest directors.

THETR 398 Fundamentals of Directing I

Fall, 3 credits. Limited to 10 students. Prerequisite: THETR 280 and permission of instructor. D. Feldshuh.

Focused, practical exercises to teach the student fundamental staging techniques that bring a written text to theatrical life. A core objective of the course is to increase the student's awareness of why and how certain stage events communicate effectively to an audience. Each student will direct a number of exercises as well as a short scene.

THETR 498 Fundamentals of Directing II

Spring, 4 credits. Enrollment strictly limited. Prerequisite: THETR 280 and 398, and permission of instructor. Recommended: THETR 250 and 281.

D. Feldshuh.

This course builds on the staging techniques learned in Fundamentals of Directing I. In this course each student will direct a series of projects and public presentations focusing on specific directorial challenges. The student will develop an increased ability to articulate and defend directorial choices and learn to work with actors on a diverse range of material. Directors will cast from a company of actors to be auditioned early in the semester. Each actor in the company will earn one or two credits as part of Theatre Arts 155.02.

THETR 499 Seminar in Directing

Fall or spring, 1-4 credits. Prerequisites: THETR 240, 250, 280, 398, 498, and permission of instructor. D. Feldshuh.

This seminar will give the student the opportunity to direct a full evening of theatre. It may also involve an internship with a prominent director on campus and a final paper focusing on a specific aspect of directing.

PLAYWRITING**THETR 348 Playwriting**

Fall, 4 credits. Limited to 12 students. Prerequisite: permission of instructor. R. Wilson.

A laboratory for the discussion of student plays. Following exercises in dramatic structure and technique, students will be expected to complete a one-act play.

[THETR 349 Advanced Playwriting

Fall, 4 credits. Prerequisite: THETR 348 and permission of instructor. Not offered 1995-96. Next offered 1996-97. R. Wilson.

A continuation of Theatre Arts 348, emphasizing advanced techniques and culminating in the composition of a full-length play.]

THETR 497 Seminar in Playwriting

Fall, 1-4 credits. Prerequisite: THETR 348 and 349 and permission of instructor. R. Wilson.

DESIGN, TECHNOLOGY, AND STAGE MANAGEMENT**Design****THETR 250 Fundamentals of Theatre Design and Technology**

Fall and spring, 4 credits. Not open to first term freshman. Limited to 12 students. Registration only through department roster in CTA 225. A minimum of one credit of Production Lab (THETR 151 or 251) is strongly recommended concurrently. K. Goetz, R. Archer, J. Johnson, C. Hatcher, and C. Orr Brookhouse.

An introduction to design and technology in the theatre. Lectures, discussion, and project

work introduce the principles of designing scenery, costumes, lighting and sound, and the technical process of realizing designs on stage. Students are required to purchase materials, which the instructors will specify (approximate cost, \$35).

THETR 343 Costume History: From Fig Leaf to Vanity

Fall. 3 credits. Limited to 20 students. C. Orr Brookhouse.

Costume History will offer an overview of the history of clothing from the first signs of clothing to the early 20th century. It will investigate personal, social, religious, political, and regional reasons for why and how clothing evolved.

THETR 362 Lighting Design Studio I: Lighting in the Performing Arts

Fall and summer. 4 credits. Students are required to purchase lighting software and materials which the instructor will specify (approximate cost \$175.00). Prerequisite: THETR 252 and 340 or permission of instructor. Limited to 6 students. E. Intemann.

An exploration of the process of seeing, basic theories of color, and the psychological and physical characteristics of light. Through discussion, design projects based on current Cornell productions, a series of projects in the light lab, and an actual dance-lighting design as a final project, this course considers the role of light as a flexible, expressive art medium, its visual elements and dramatic impact, and the intuitive nature of a successful approach to stage lighting.

THETR 364 Scenic Design Studio

Fall. 3 credits. Students are required to purchase materials which the instructor will specify (approximate cost: \$50.00). Limited to 10 students. Prerequisite: THETR 250 and 340 or permission of instructor. K. Goetz.

An exploration of the process of designing scenery for the live theatre. Emphasis on the analysis of the dramatic text, research, and the use of imagery to support dramatic intent of the playwright. Class projects will engage students in using a variety of mediums to explore how architecture, the arrangement of space, and elements of interior design are used dramatically. Class activities and projects are designed to encourage the development of student's innate expressive abilities. Experience in theatre production and graphic skills is helpful but not essential. May be repeated for credit.

THETR 366 Costume Design Studio

Spring. 3 credits. Students are required to purchase materials which the instructor will specify (approximate cost: \$50.00). Prerequisite: Permission of instructor. Limited to 10 students. J. Johnson.

Design of costumes for the theatre, concentrating on script and character analysis, period research, design elements, figure drawing and rendering skills, and understanding production style. May be repeated for credit.

THETR 368 Sound Design Studio

Spring. 4 credits. Limited enrollment to 6 students. Prerequisite: THETR 250 or 252 or permission of instructor. Students are required to purchase supplies (approximate cost \$30.00). C. Hatcher.

The use of sound as a medium of design for the theatre; research and creation of sound score, recording and engineering techniques,

live effects and projects in live and studio sound production.

THETR 462 Lighting Design Studio II: Lighting in the Environment

Spring. 4 credits. Prerequisite: THETR 362 or permission of instructor. Limited to 6 students. E. Intemann.

This course concentrates on the individual development of the lighting designer as a versatile artist. Discussion and guest artist lectures are combined with individual tutorial sessions and various environmental lighting design competition entries tailored to each student. This structure provides students with an opportunity to originate an independent contemporary style of lighting design.

Technology

THETR 252 Technical Production Studio I

Fall. 3 credits. Limited to 6 students. C. Hatcher.

Stage Lighting and Sound Technology: The practical aspects of lighting and sound technology including equipment setup, engineering, electrics, organization, recording techniques, and production paperwork will be explored through projects, lectures, and class discussions. In addition to twice-weekly class meetings the course requires a laboratory commitment of fifty hours for the semester.

[THETR 254 Theatrical Make-up Studio

Fall. 3 credits. Students are required to purchase make-up kits which the instructor will provide (approximate cost \$40.00). Prerequisite: permission of instructor. Limited to 12 students. Not offered 1995-96. Next offered 1996-97. J. Johnson.

Basic techniques of make-up for the stage including corrective, old age, and fantasy; use of prosthetics, wigs, hair and hairpieces.]

THETR 340 Theatrical Drafting and Technical Drawing Studio

Fall. 3 credits. Limited to 6 students. Prerequisite: THETR 250 or permission of instructor. S. Brookhouse.

Implementation of the fundamentals of drafting and technical drawing. Introduction of the concept of an individual style in the approach to drafting for the theatre. A series of projects to familiarize students with the convention and process of visualization and drafting.

THETR 352 Themed Entertainment: The Technical Perspective

Fall. 3 credits. Limited to 12 students. R. Archer.

A broad-based inquiry into the integration of art and science in today's theme parks and interactive entertainment attractions. Papers, projects, and discussions will deal with planning and development aspects of large-scale entertainment projects including architecture, engineering, construction, and attraction installation. Focus will be on the specialized entertainment technologies that make these attractions work: audio and lighting design, ride and show control systems, and special effects.

THETR 354 Stagecraft Studio

Fall. 3 credits. A minimum of one credit of production laboratory (THETR 151 or 251) is strongly recommended concurrently. Prerequisite: THETR 250 or permission of instructor. R. Archer.

An exploration of the techniques and practice of theatre operation, scenic construction, stage mechanics, rigging, painting, and model building.

THETR 356 Costume Construction Studio

Spring. 3 credits. A minimum of one credit of production laboratory (THETR 151 or 251) is strongly recommended concurrently. Prerequisite: THETR 250 or permission of instructor. Lab fee of \$25 to be paid in class. C. Orr Brookhouse.

A project/lecture/discussion class in costume research, patterning, cutting, construction, and fitting.

Stage Management

THETR 153 Stage Management Production Laboratory I

Fall and spring. 1-2 credits. May be repeated for credit. Before registering, students must attend orientation meeting in the Proscenium theatre at the Center for Theatre Arts at 7:30 p.m. on the first Tuesday of classes. Prerequisite: permission of instructor. P. Lillard.

Practical experience in theatrical production as Assistant Stage Manager for a Dance Theatre Concert or as a Stage Manager for readings or S.L.T.C. under the supervision of the faculty Production Manager. THETR 370 complements this course.

THETR 253 Stage Management Laboratory II

Fall and spring. 1-4 credits. May be repeated for credit. Before registering, students must attend orientation meeting in the Proscenium theatre at the Center for Theatre Arts at 7:30 p.m. on the first Tuesday of classes. Prerequisite: permission of instructor. P. Lillard.

Practical experience in theatrical production as Assistant Stage Manager for a season production under the supervision of the faculty Production Manager. THETR 370 complements this course.

THETR 353 Stage Management Laboratory III

Fall and spring. 1-4 credits. May be repeated for credit. Before registering, students must attend orientation meeting in the Proscenium theatre at the Center for Theatre Arts at 7:30 p.m. on the first Tuesday of classes. Prerequisite: permission of the instructor. P. Lillard.

Practical experience in theatrical production as Stage Manager for a Dance Theatre Concert, for an AUTP production or as Production Stage Manager for the Black Box lab season under the supervision of the faculty Production Manager. THETR 370 complements this course.

[THETR 370 Stage Management Studio

Fall. 2 credits. Prerequisite: THETR 250 or 280. Not offered 1995-96. Next offered 1996-97. P. Lillard.

Introduction to the concepts and techniques of stage management as they relate to specific areas of production. Development of relevant communication skills and an understanding of the production process as experienced by a working stage manager or assistant stage manager. THETR 153, 253, and 353 complement this course.]

THETR 453 Stage Management Laboratory IV

Fall and spring. 1-5 credits. May be repeated for credit. Before registering, students must attend orientation meeting in the Proscenium theatre at the Center for Theatre Arts at 7:30 p.m. on the first Tuesday of classes. Prerequisite: admission to Advanced Undergraduate Theatre Program. P. Lillard.

Practical experience in theatrical production as Stage Manager for a season production under the supervision of the faculty Production Manager.

Production Laboratories

THETR 151 Production Laboratory I

Fall and spring. 1-3 credits. May be repeated for credit. Orientation meeting on the first Tuesday of classes each semester at 7:30 p.m. in the Proscenium Theatre. P. Lillard, S. Brookhouse, N. Cross, C. Hatcher, C. Orr Brookhouse.

Students register for sections by areas of interest. 01 Scenery, 02 Costumes, 03 Properties, 04 Lighting, 05 Sound, 06 Stage crew. No prerequisites or experience required. This course provides practical experiences in theatrical production, as a member of the production crew.

THETR 251 Production Laboratory II

Fall and spring. 1-3 credits. Prerequisite: THETR 151 or permission of instructor. May be repeated for credit. Orientation meeting on the first Tuesday of classes each semester at 7:30 p.m. in the CTA Proscenium theatre. P. Lillard, S. Brookhouse, N. Cross, C. Hatcher, C. Orr Brookhouse.

Practical experience in theatrical production, in a position of major responsibility on the production staff. Students register for sections by areas of interest: 01 Scenery, 02 Costumes, 03 Properties, 04 Lighting, 05 Sound.

THETR 351 Production Laboratory III

Fall and spring. 1-3 credits. May be repeated for credit. Orientation meeting on the first Tuesday of classes each semester at 7:30 p.m. in the CTA Proscenium Theatre. Prerequisite: THETR 251 or permission of instructor. P. Lillard, C. Hatcher, J. Johnson, C. Orr Brookhouse.

This course provides practical experience in theatrical production, in a position of major responsibility on the production staff or as assistant to a faculty or guest designer.

THETR 451 Production Laboratory IV

Fall and spring. 1-4 credits. May be repeated for credit. Prerequisite: admission to Advanced Undergraduate Theatre Program. P. Lillard, K. Goetz, C. Hatcher, J. Johnson, C. Orr Brookhouse.

Practical experience in theatrical production, in the position of designer or in another position of major responsibility on the production staff.

INDEPENDENT STUDY, INTERNSHIPS AND HONORS**THETR 300 Independent Study**

Summer, fall, or spring. 1-4 credits.

Independent Study in the Theatre allows students the opportunity to pursue special interests not treated in regularly scheduled courses. A faculty member, who becomes the student's instructor for the course, must approve the student's program of study and

agree to provide continuing supervision of the work. Students must prepare a proposal for independent study.

THETR 485 Undergraduate Internship

Fall, spring, or summer. 1-6 credits. To be eligible to enroll and receive credit for an internship, Theatre Arts students must either be majors or be admitted to the Advanced Undergraduate Theatre Program (AUTP). Students are responsible for arranging their own internships in consultation with the AUTP faculty in their area of choice prior to preregistration of the semester in which the internship is planned to take place. To receive credit for this course, it must be an unpaid internship; if it is a paid internship, it is possible to receive independent study (see TA 300) credit for it.

THETR 495 Honors Research Tutorial

Fall or spring. 2-8 credits. Limited to Theatre Arts seniors only.

This course is the first of a two-semester sequence (the second is THETR 496). Up to eight credit hours and one grade will be given upon completion of second semester. The Theatre Arts honors program is for majors who have demonstrated exceptional ability in the major and who seek an opportunity to explore branches of their subject not represented in the regular curriculum or to gain experience in original research. To be a part of the honors program the student must maintain an average of 3.5 in departmental courses and an average of 3.0 in all courses. Students should consult with their advisers in their junior year if deciding to do honors. Admissions to honors is at the discretion of the departmental committee.

THETR 496 Honors Thesis Project

Fall or spring. 2-8 credits. Limited to Theatre seniors only.

This course is the second of a two-semester sequence (the first is THETR 495). Up to eight credit hours and one grade will be given upon completion of second semester. See THETR 495 for further information.

FILM**THETR 274 Introduction to Film Analysis: Meaning and Value**

Fall. 4 credits. Limited to thirty-five students. D. Frederickson.

An intensive consideration of the ways films generate meaning and of the ways we attribute meaning and value to films. Discussion ranges over commercial narrative, documentary, and personal film modes. Prospective film majors should enroll in their sophomore year.

[THETR 277 Video Production I

Spring, alternate years and occasionally in summer. 3 credits. Limited to 12 students.

Permission of instructor. Open to sophomores, juniors, and seniors. Not offered 1995-96. Next offered spring 1997. M. Rivchin.

A hands-on video production course using Super-VHS cameras and editing equipment. Students will learn camera, lighting, sound recording, and editing techniques through a series of exercises. Directing for both single-camera and multiple-camera shoots will be practiced. Strategies and ideas for documentary, dramatic and experimental work, music videos, etc., will be discussed before students plan, write, shoot, and edit one short, individual project and one project of their

choice. A \$100 equipment maintenance fee per student will be collected in class. Students will spend approximately \$50-100 for S-VHS and regular VHS videotapes, which they will own.]

THETR 290 Filming Other Cultures (also Anthropology 290) @

Spring. 3 credits. Limited to 20 students, with preference given to those who have taken either Anthropology 102 or Theatre Arts 274. R. Archer.

For description, see Anthropology 290.

THETR 313 Japanese and Asian Film (also Comparative Literature 313) @

B. DeBary.

For description, see ASIAN 313.

[THETR 375 History and Theory of the Commercial Narrative Film

Fall. 4 credits. Fee for screening expenses, \$10 (paid in class). Offered alternate years. Not offered 1995-96. Next offered fall 1996. D. Frederickson.

Consideration of the broad patterns of narration in the history of the commercial narrative film, viewed as an artistic medium and as a system requiring the massive consumption of artifacts. Emphases placed upon the early articulation of a cinematic means of narration, realism as an artistic style, the nature and functions of popular film, and the modes of modernist and post-modernist "art cinema" narration. Major figures discussed include Griffith, Eisenstein, Murnau, Von Stroheim, Dreyer, Chaplin, Renoir, Ford, Hitchcock, Welles, Antonioni, Fellini, Bergman, Bunuel, Resnais, Godard, Jansco and Herzog. Students majoring in film should have previously taken Theatre Arts 274.]

THETR 376 History and Theory of Documentary and Experimental Film

Fall. 4 credits. Fee for screening expenses, \$10 (paid in class). Prerequisite: THETR 274 is strongly recommended, but not required. D. Frederickson.

First, the history and theory of documentary film up to the end of World War II. Major figures covered include Vertov, Flaherty, Ivens, Grierson, Lorentz, Riefenstahl, Capra, Hurwitz, and Jennings. Second, within the history and theory of the experimental and personal film forms, emphases are: the avant-garde film of the twenties in Germany, France, U.S.S.R., and the U.S., the movement toward documentary practice in the thirties, and American experimental and personal film from the forties to the present. Major figures covered in this latter period include Deren, Brakhage, Baillie, Belson, the Whitneys, Hill, Snow, Pitt, L. Jordan, H. Smith, G. Nelson and Mekas.

THETR 377 Fundamentals of 16mm Filmmaking

Fall and spring. 4 credits. Limited to 12 students. Intended for juniors and seniors (who may need to sign up a year or more in advance). Prerequisite: THETR 274 (or higher-level film studies course) and permission of instructor. Fee for maintenance costs, \$100 (paid in class). The average cost to each student for materials and processing is \$400. M. Rivchin.

A hands-on course in the basics of 16mm filmmaking techniques, requiring no prior production experience, emphasizing the creative development of filmic ideas through critical discussion. Each student will complete a number of short film projects to explore

narrative, experimental, documentary, animation, and abstract genres. A final sound film project (8–12 minutes) will be screened publicly.

[THETR 378 Soviet Film of the 1920s and French Film of the 1960s]

Spring. 4 credits. Fee for screening expenses, \$10 (paid in class). Prerequisite: THETR 375 is strongly recommended, but not required. Offered alternate years. Not offered 1995–96. Next offered spring 1997. D. Fredericksen.

An intensive treatment of two distinct periods of innovation in film theory and history. Emphasis on the vital relationship between theory and practice in these two periods. Major figures include Eisenstein, Pudovkin, Vertov, Dovzhenko, Room, Godard, Truffaut, Resnais, Rohmer, Tati, Rouch and Bresson.]

THETR 379 Documentary Film from 1945 to present

Spring. 4 credits. Prerequisite: THETR 376 or permission of the instructor. Fee for screening expenses, \$10 (this fee is paid in class). D. Fredericksen.

Emphases on the contemporary documentary film as a sociopolitical force, as an ethnographic tool within and without a filmmaker's own culture, and as an artistic form with a distinct history and set of theoretical questions. Major figures, structures, and movements covered include Jennings, Rouquier, Leacock, Malle, Rouch, Solanas, national film boards, Challenge for Change, direct cinema, cinema verite, revolutionary documentary of the Third World and feminist documentary. The scope is international.

THETR 383 Screenwriting

Spring. 3 credits. Prerequisites: THETR 274 and 377, and permission of instructor. Limited to 12 students. R. Wilson.

Exercises in various genres of screenwriting will be explored: the commercial narrative, documentary, experimental, and abstract. This class will culminate in the writing of a finished script for a ten to fifteen-minute film. Note: This class is an intensive writing experience that will demand a great deal of outside work.

THETR 395 Video: Art, Theory, Politics (also English 395)

Fall. 4 credits. T. Murray. For description, see English 395.

THETR 396 German Film (also Comparative Literature 396 and German Studies 396)

Spring. 4 credits. Requirements: participation in class discussion, one paper, midterm, and final. D. Bathrick.

The goal of the course is to explore the form and context of German film in relation to the cultural and sociopolitical context of which it is a part. Accordingly, the material discussed will be divided into three major periods: Weimar film, 1918–1933; Nazi film, 1933–45; postwar film, 1945–present. Readings and lectures will be devoted to formal and cultural developments in the history of German film as well as interpretive analysis of selected individual films. In both lectures and discussions, particular emphasis will be placed on helping students develop an appropriate method of viewing and analyzing films.

THETR 413 Film and Performance

Spring. 4 credits. Prerequisite: At least one production course in 16mm film or video, and/or at least one 300-level course in acting or directing. Permission of the instructors. Limited to 12 students. \$50 maintenance fee to be collected in class. M. Rivchin and R. Wilson.

Special Topic for 1996: Acting and Directing for the Camera. This course is a collaborative production workshop designed to bring acting, directing, and filmmaking students together to work on several short projects. Students will work first on script/scene analysis and questions of staging actors and blocking for the camera. Using primarily video cameras and video editing, they will practice alternative strategies for directing and examine the particular techniques of acting for the camera. Final group projects will be original scripts produced in video and presented in a public screening at the end of the semester.

THETR 422 Crimes of the Nation and Cinematic Memories (also Society for the Humanities 422)

Spring. 3 credits. Limited to 17 students. N. Wood.

For description, see Society for the Humanities 422.

THETR 475 Seminar in the Cinema I (also College Scholar Seminar)

Spring. 4 credits. Limited to 20 students. D. Fredericksen.

Topic for 1996: Jung, film, and the process of self-knowledge. "Know thyself": this has been called our culture's most enduring psychological need, and it has been frequently offered as the *raison d'être* for liberal studies. C. G. Jung's answer to how one might "know oneself" is based on his claim that "image is psyche"; his informing metaphor is depth. The seminar will trace the elaborations of this position in Jung, James Hillman, Russell Lockhart, Murray Stein, and Sylvia Perera. It will also test the critical capacities of this position with respect to film images given us by Bergman, Fellini, Stan Brakhage, Gunvor Nelson, Suzan Pitt, Larry Jordan, Bruce Baillie, and others. The manner in which Jung's claim might provide an archetypal and imaginal alternative to current approaches to liberal studies will be asked throughout the seminar; the nature of education will thereby become a central theme of the semester's work.

[THETR 476 Seminar in the Cinema II]

Spring. 4 credits. Prerequisite: THETR 274 or 375 or comparable experience in film analysis. Limited to twenty students. Offered alternate years. Next offered spring 1997.

The spring 1997 topic will be announced in the 1996–97 catalog.]

THETR 477 Intermediate Film and Video Projects

Fall. 4 credits. Limited to 8 students. Prerequisites: THETR 377 or 277 as minimum; preference given to those who have taken THETR 383 or 413, and permission of instructor. Fee: \$100 cinema maintenance fee to be collected in class. Film projects costs: \$500–1000; video \$50–150. M. Rivchin.

This is a second-level 16mm filmmaking and video course designed to increase the student's knowledge and practice of: cinematography, lighting sync-sound filming

and editing techniques; familiarity with negative films, and working with labs and sound houses; S-VHS video camera and editing methods, digital effects and mixing through a series of individual and group exercises. Each student will direct, shoot, and edit one, originally scripted, sync-sound scene, but will **not** produce a fully scripted film (see THETR 493).

THETR 493 Advanced Film and Video Projects

Spring. 4 credits. Limited to 6 students. Prerequisite: THETR 377, 383, and 477; recommended 398 (Directing 1). M. Rivchin.

This is a third-level film production course for those students who have already written and proposed a scripted dramatic narrative, a documentary treatment, or a storyboarded experimental or animated film project. (Sync-sound film proposals must be kept to a minimum of ten minutes.) The class will form two production crews, rotating as directors, cinematographers, and sound recordists for each others' projects. Students may also opt for shooting in film, transferring to and editing on videotape, or working entirely on videotape. Students will edit the films they write and direct, and will be individually responsible for all film flatbed editing, sound track mixing, A&B rolling options, and lab work; or for video editing and mixing. A public screening for finished projects will be held at the end of the semester.

THETR 653 Myth onto Film

Fall. 4 credits. R. Ascher. For description, see ANTHR 653.

[THETR 699 German Film Theory (also German Studies 699 and Comparative Literature 699)]

Spring. 4 credits. Not offered 1995–96. Next offered 1997–98. D. Bathrick.

This course will examine critically the writings of major German film theories from the Weimar period to the present. Works by Bela Balazs, Rudolf Arnheim, Siegfried Kracauer, Walter Benjamin, Theodor Adorno, Max Horkheimer, Alexander Kluge, H. J. Syberberg, Gertrud Koch, Thomas Elsaesser, and others will be read and discussed in light of the following considerations: What are the cultural and political contexts out of which these ideas emerge and how are these theories addressing these contexts? How do these theories relate to the work coming out of other national traditions at the same time or to current debates in feminist, formalist, postmodern, or poststructuralist film theory. There will be film showings.]

DANCE

THETR 123 Ballet I (also Physical Education 423)

Fall and spring. 0 or 1 credit. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Theatre Arts and Physical Education registration at Teagle Hall only. B. Suber.

The fundamentals of classical ballet technique. Material covered includes all of the exercises at the barre, and elementary work in the areas of port de bras, adage and petite and grande allegro. The acceleration of the class is determined by the ability of the majority of the class.

THETR 124 Modern Dance I (also Physical Education 424)

Fall and spring. 0 or 1 credit. Theatre Arts and Physical Education registration at Teagle Hall only. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Fall. Sec 01: J. Self, Sec 02: J. Chu; spring: Sec 01: J. Self, Sec 02: J. Kovar.

The fundamentals of modern dance technique. Elementary dance movement phrases, with attention to rhythm, placement, and vitality of performance.

THETR 125 Tap Dance I (also Physical Education 425)

Fall. 0 credit. Theatre Arts and Physical Education registration at Teagle Hall only. Satisfies the PE requirement if taken as PE. Staff.

Understanding of rhythm, coordination, sound emphasis, through basic tap steps.

THETR 155 Rehearsal and Performance

Fall and/or spring. 1-2 credits. 1 credit per production experience per term up to 2 credits per term. Students must register for the course in the term in which credit is earned; requests for retroactive credit will not be honored. Limited to students who are assigned roles after tryouts at the dance program's auditions. Students should add this course only after they have been assigned roles. S-U grades only.

The study, development, and performance of roles in departmental theatre or dance productions or the study and practice of directing as experienced in assisting faculty and guest directors.

[THETR 200 Introduction to Dance

Fall. 3 credits. Attendance at dance concerts is required. Not offered 1995-96. Next offered 1997-98.]

THETR 201 Dance Improvisation

Fall. 3 credits. Limited to 12 students. Concurrent enrollment in a dance technique class at the appropriate level is required. Registration only through department roster in the main office of the Center for Theatre Arts. Attendance at dance concerts is required. J. Self.

When the body knows when, where, and how to move without prior direction, we call that improvisation. This course offers the possibility of "training" one's movement instincts to respond with lightness, humor, grace, and spontaneity. Solo and group forms are covered. Includes some dance history.

[THETR 209 Introduction to African Dance (also AS&RC 209) ©

Fall. 3 credits. Not offered 1995-96. Next offered 1996-97.

An introduction to ancient African dance forms, origins, socio-economic and political significance; the state of the dances, changes and continuing relevance in contemporary times. This course will look at the evolution and significance of contemporary dance forms.]

THETR 210 Beginning Dance Composition and Music Resources

Spring. 3 credits. Concurrent enrollment in a dance technique class at the appropriate level is required. Registration only through the department roster in the main office of the Center for Theatre Arts. Attendance at dance concerts is required. B. Suber.

Weekly assignments are designed to introduce students to basic elements of dance traditionally and currently used in the choreographic process. Problems are defined and explored through class improvisation as a way to encourage fresh, individual solutions. Students compose and present a series of short studies that are discussed and reworked before being performed at informal studio showings. The music resource faculty will introduce the class to contemporary music for modern dance and orient the class regarding problems and possibilities with sound collaborations. Students are required to attend campus dance activities for class discussion.

THETR 211 Dance Movement Workshop

Summer. 3 credits. Limited to 15 students. For students with varied levels of training, including those with no experience. J. Kovar.

Students explore new ways of moving and creating dances and prepare short studies each week based on material covered in class. Modern dance technique, improvisation, and composition are covered. Students observe and discuss the main concerns of contemporary performance from the artist's/performer's perspective. Viewings of films, videotapes, and live performances.

[THETR 225 Tap Dance II (also Physical Education 425)

Fall. 0 credit. Theatre Arts and Physical Education registration at Teagle Hall. Satisfies PE requirement if taken as PE. Prerequisite: permission of instructor. Attendance at dance concerts required. Not offered 1995-96. Next offered 1996-97. Staff.

Applying tap steps to a more intricate expression of technique, while developing musicality and improvisational skills.]

THETR 231 Ballet II (also Physical Education 431)

Fall and spring. 0 or 1 credit. Theatre Arts and Physical Education registration at Teagle Hall only. Prerequisite: permission of instructor. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. B. Suber.

An intermediate ballet class that is a continuation of Ballet I with intermediate work in the areas of port de bras, adage and petite and grande allegro. There is an emphasis on placement through muscular harmony.

THETR 232 Modern Dance II (also Physical Education 432)

Fall and spring. 0 or 1 credit. Theatre Arts and Physical Education registration at Teagle Hall only. Prerequisite: Modern Dance I or permission of instructor. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Fall: J. Kovar, Spring: J. Chu.

A continuation of Modern Dance I, for students with at least a year of dance training. Practice of longer dance phrases, with attention to clarity of design, rhythm, and expression.

THETR 233 Explorations in Movement and Performance A (also Physical Education 440)

Fall. 0 or 1 credit. Limited to 16 students. Theatre Arts and physical education registration at Teagle Hall only. Satisfies PE requirement if taken as PE. Attendance at dance concerts is required. J. Self.

This course is a physically demanding exploration into a wide range of movement

realms. Specific subjects covered are genderized movement, erotic power, spiritual power, music and movement, and ritual and performance. Techniques include extensive use of breath, animal movement, improvisation, and group games. This course requires an eagerness to investigate the nature of performance and explore unfamiliar territory in movement.

[THETR 304 Ballet III (also Physical Education 434)

Fall and spring. 0 or 1 credit. May be repeated for credit. Prerequisite: permission of instructor. Theatre Arts and physical education registration at Teagle Hall only. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Not offered 1995-96. Next offered 1996-97. B. Suber.

Study and practice of classical ballet at an advanced level. Work is done on strengthening the body through harmonic muscular control combining Russian, Danish and American techniques.]

THETR 305 Explorations in Movement and Performance B (also Physical Education 440)

Spring. 0 or 1 credit. Explorations A, dance improvisation or permission. May be repeated for credit. Limited to 16 students. Theatre Arts and physical education registration at Teagle Hall only. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. J. Self.

This course continues the investigations of Explorations A with special emphasis on performance and ritual. The class will create performance opportunities throughout the semester.

THETR 306 Modern Dance III (also Physical Education 436)

Fall and spring. 0 or 1 credit. May be repeated for credit. Prerequisite: Modern Dance II or permission of instructor. Theatre Arts and physical education registration at Teagle Hall only. Satisfies PE requirement if taken as PE. Attendance at dance concerts is required. Fall: J. Morgenroth; Spring: Sec. 01, J. Self; Sec. 02, J. Morgenroth.

Advanced work with rhythm, placement, and phrasing for students who are prepared to refine technical skills of dancing. Students will be physically and mentally challenged by lengthy, complex phrases and will be expected to bring the instructor's material to life.

THETR 307 Asian Dance and Dance Drama (also Asian Studies 307) ©

Sec 01. Indian Dance. Fall. 0, 1 or 3 credits. May be repeated for credit. Theatre Arts and physical education registration at Teagle Hall only. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. D. Bor.

This course is designed to give the student a practical working knowledge of Indian classical dance, specifically in the indigenous style of Orissa known as Odissi, the fundamentals of which can be applied to other forms of Indian or Eastern dance. The high systematized technique is used to open and strengthen the body through specific exercises and movements and to develop grace and dexterity that can benefit all forms of dance. Emphasis will also be placed on rhythmic expression.

Sec 02. Japanese Noh Theatre. Not offered 1995-96.

Sec 03. Indonesian Dance Theatre. Spring. 0 or 3 credits. May be repeated for credit. Theatre Arts and physical education registration at Teagle Hall only. Satisfies the PE requirement if taken as PE. Attendance to dance concerts is required. M. Hatch.

Readings, lectures, and practice sessions. On Fridays there will be lectures, demonstrations, and discussions. Videotapes and films will be shown. The Monday and Wednesday classes will consist of learning basic movement vocabulary and dances. No previous experience in dance is necessary.

THETR 308 Modern Dance IV (also Physical Education 438)

Fall and spring. 0 or 1 credit. May be repeated for credit. Prerequisite: Modern Dance III or permission of instructor. Theatre Arts and physical education registration at Teagle Hall only. Satisfies PE requirement if taken as PE. Attendance at dance concerts is required. J. Chu.

A continuation of, and supplement to, Theatre Arts 306/Physical Education 436.

THETR 310 Intermediate Dance Composition and Music Resources

Fall and spring. 3-4 credits. Prerequisite: THETR 210. Attendance at dance concerts is required. J. Chu and A. Fogelsanger.

The scheduled weekly meetings will be devoted to expanding the music vocabulary and skills of students through a survey of contemporary music for modern dance, discussion of the needs of musicians and choreographers in collaborations, and rhythmic studies. Students working on intermediate choreographic studies and projects to be presented in various performance situations. Work in progress will be critiqued by faculty and peers. Design problems in costuming and lighting will be approached, and students with particular interests in collaboration will have a forum in which to develop their ideas.

THETR 311 Intermediate Projects in Dance Composition

Fall and spring. 3-4 credits. Prerequisite: THETR 310. Attendance at dance concerts is required. J. Morgenroth.

A continuation of THETR 310.

THETR 312 Physical Analysis of Movement

Fall. 3 credits. J. Morgenroth.

This course is an examination of human movement with particular attention to dance movement. Readings in texts on human anatomy, physiology, and kinesiology and in Sweigard's *Human Movement Potential*. Guest lectures by experts in anatomy and health areas. Practical and laboratory work. Demonstration of dissection.

THETR 314 Western Dance History I: Classical Ballet History as a Reflection of Western Ideology #

Fall. 4 credits. Attendance at dance concerts is required. B. Suber.

A critical survey of the history of classical ballet defining elements of classicism and determining why ballet is defined as classical. Consulting ballet texts as well as other less traditional sources and videotapes, the class will explore how ballet has perpetuated or confronted social issues of race, class, gender, sexuality, the body, and abuse. Included in this survey are the origins of classical ballet in

the Renaissance court spectacles, the French Romantic and Russian Imperial periods, the revolution of the ballet stage fomented by Diaghilev's Ballets Russes at the turn of the century, and the "cross-over" post-modern choreographers Twyla Tharp and Mark Morris.

THETR 315 Western Dance History II: History of Modern Dance

Spring. 4 credits. Attendance at dance concerts is required. J. Chu.

This class will study the course of modern dance in the twentieth-century United States. We will examine each generation of dancers, starting with Isadora Duncan and ending with performers emerging today. Issues of gender, cultural identity, elitism, and democracy will be discussed.

THETR 317 Asian Dance II

Spring. 0 or 1 credit. Prerequisite: THETR 307 or previous training in Odissi Classical Dance. Theatre Arts and Physical Education Registration at Teagle Hall only. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. D. Bor.

This course is a continuation of THETR 307, Odissi Classical Dance. Emphasis will be mainly on choreography as well as continuing to refine and perfect the basic movements learned in the preliminary course. We will meet twice weekly for movement classes, and an extra class will be arranged to learn the art of makeup.

THETR 410 Advanced Dance Composition I

Fall and spring. 3-4 credits. Prerequisite: THETR 310 and 311. Attendance at dance concerts is required. Fall: J. Chu and A. Fogelsanger; Spring: J. Morgenroth and A. Fogelsanger.

Students work on advanced choreographic problems, to be presented in performance. Work in progress will be critiqued by faculty on a regular basis.

THETR 411 Advanced Dance Composition II

Fall and spring. 3-4 credits. Attendance at dance concerts is required. Fall: J. Chu and A. Fogelsanger; Spring: J. Morgenroth and A. Fogelsanger.

A continuation of THETR 410.

[THETR 418 Seminar in History of Dance

Fall. 4 credits. Prerequisite: General knowledge of dance history recommended. Attendance at dance performances required. Not offered 1995-96. Next offered 1996-97.]

THETR 490 Senior Paper in Dance

Spring. 4 credits. Prerequisite: THETR 418, senior standing. Attendance at dance concerts is required.

Under faculty direction, the student will write a senior paper in dance history, criticism, or theory.

THETR 491 Senior Project in Dance

Fall or spring. 4 credits. Prerequisite: THETR 410 or permission. This course is limited to senior dance majors only.

Students who take this course will create a project in choreography and performance, dance film or video, dance pedagogy, or other appropriate area agreed upon with a member of the dance faculty. Senior projects that are to be performed, must be presented within one of the three regularly scheduled department concerts.

Tracks toward admission into the advanced undergraduate theatre program

Design, Technology, and Stage Management

Required for individuals interested in a **Design, Technology, or Stage Management** track:

THETR 250 Fundamentals of Theatre Design and Technology
THETR 151 and 251 Production Lab I and II (at least one credit of each)

Required for Scenic Design emphasis:
THETR 340 Theatrical Drafting and Technical Drawing Studio

THETR 351 Production Lab III (as Design Assistant)

THETR 354 Stagecraft Studio

THETR 364 Scene Design Studio

Upon admission to the program: **THETR 451** Production Lab IV (at least 1 credit)

Required for Costume Design emphasis:

THETR 254 Theatrical Make-up Studio
THETR 351 Production Lab III (as Design Assistant)

THETR 356 Costume Construction Studio

THETR 366 Costume Design Studio I

Upon admission to the program: **THETR 451** Production Lab IV (at least 1 credit)

Required for Lighting Design emphasis:

THETR 252 Technical Production Studio I
THETR 263 Computer-Aided Design for the Theatre

THETR 351 Production Lab III (as Student Electrician)

THETR 351 Production Lab III (as Design Assistant)

THETR 362 Lighting Design Studio I
Upon admission to the program: **THETR 451** Production Lab IV (at least 1 credit)

Required for Sound Design emphasis:

THETR 252 Technical Production Studio I
THETR 351 Production Lab III (as Student Sound Technician)

THETR 351 Production Lab III (as Design Assistant)

THETR 368 Sound Design Studio

Upon admission to the program: **THETR 451** Production Lab IV (at least 1 credit)

Required for Technical Direction emphasis:

THETR 252 Technical Production Studio I
THETR 256 Technical Production Studio II
THETR 340 Theatrical Drafting and Technical Drawing Studio

THETR 351 Production Lab III (as Assistant Technical Director)

THETR 354 Stagecraft Studio

Upon admission to the program: **THETR 451** Production Lab IV (at least 1 credit)

Required for Stage Management emphasis:

THETR 253 or **THETR 353** Stage Management Lab II or III

THETR 280 Introduction to Acting

THETR 370 Stage Management Studio

THETR 398 Fundamentals of Directing I

Upon admission to the program: **THETR 453** Stage Management Lab IV (at least 1 credit)

Acting

Required for ALL individuals interested in an acting track:

THETR 151 and **THETR 251** Production Lab I and II (at least 2 combined credits)

THETR 240/241 Introduction to Western Theatre (1 Semester ONLY)

THETR 250 Fundamentals of Design and Technology

THETR 280 Introduction to Acting

Required for Acting emphasis:

THETR 281 Acting I

THETR 282 Introduction to Voice and Speech for Performance

or

THETR 284 Speech and Dialects for Performance

THETR 380 Acting II

Be accepted into THETR 381 Acting III

Directing

Required for ALL individuals interested in a directing track:

THETR 151 and **THETR 251** Production Lab I and II (at least 2 combined credits)

THETR 240/THETR 241 Introduction to Western Theatre (1 Semester ONLY)

THETR 250 Fundamentals of Design and Technology

THETR 280 Introduction to Acting

THETR 398 Directing I

THETR 498 Directing II

Playwriting

Required for ALL individuals interested in a playwriting track:

THETR 240/THETR 241 Introduction to Western Theatre (1 Semester ONLY)

THETR 250 Fundamentals of Design and Technology

THETR 280 Introduction to Acting

Required for Playwriting emphasis:

THETR 348 Playwriting

THETR 349 Advanced Playwriting

Students in the advanced undergraduate theatre program may also elect to take THETR 485 (Undergraduate Internship) in addition to or in place of one production assignment.

TURKISH

See Department of Near Eastern Studies.

UKRAINIAN

See Department of Modern Languages and Linguistics.

URDU

See Department of Modern Languages and Linguistics, under "Hindi."

VIETNAMESE

See Department of Modern Languages and Linguistics.

WOMEN'S STUDIES MAJOR

See "Special Programs and Interdisciplinary Studies."

WRITING PROGRAM

See John S. Knight Writing Program in the section, "Special Programs and Interdisciplinary Studies."

YIDDISH

See Department of Near Eastern Studies.

YORUBA

See Department of Modern Languages and Linguistics.

SPECIAL PROGRAMS AND INTERDISCIPLINARY STUDIES

Africana Studies and Research Center

L. Edmondson, director (255-5218); A. Adams, N. Assiè-Lumumba, B. Blacksher, V. Carstens, W. Cross (on leave, fall 1994-spring 1996), S. Greene, R. Harris, S. Hassan, P. Kaurouma, A. Mazrui, M. Muhammad, A. Nanji, D. Ohadike, J. Turner. Offices: 310 Triphammer Road, 255-4625 or 255-4626.

The Africana Studies and Research Center is concerned with the examination of the history, culture, intellectual development, and social organization of Black people and cultures in the Americas, Africa, and the Caribbean. Its program is structured from an interdisciplinary and comparative perspective and presents a variety of subjects in focal areas of history, literature, social sciences, and African languages including Mandinka, Swahili, and Yoruba.

The center offers a unique and specialized program of study that leads to an undergraduate degree through the College of Arts and Sciences and a graduate degree, the Master of Professional Studies (African and African-American), through the university's Graduate School.

A student may major in Africana studies; however, another attractive alternative is the center's joint major program. This program enables the student to complete a major in any of the other disciplines represented in the college while at the same time fulfilling requirements for a major in Africana Studies. This requires only a few more credits than is usually the case when one completes a single major course of study. Courses offered by the center are open to both majors and nonmajors and may be used to meet a number of college distribution requirements, including historical/temporal breadth (#) and geographical breadth (@) requirements, such as freshman writing seminars, language (Mandinka, Swahili, Yoruba), expressive arts, humanities, social sciences, and history.

The center also brings distinguished visitors to the campus, sponsors a colloquium series, and houses its own library.

The Africana Major

The undergraduate major offers interdisciplinary study of the fundamental dimensions of the African-American and African experiences. Because of the comprehensive nature of the

program, it is to the students' advantage to declare themselves Africana majors as early as possible. The following are prerequisites for admission to the major.

Students should submit:

- 1) a statement of why they want to be an Africana studies major;
- 2) a tentative outline of the area of study they are considering (African or African-American) for the undergraduate concentration; and
- 3) a full transcript of courses taken and grades received.

The center's undergraduate faculty representative will review the applications and notify students within two weeks of the status of their request.

After acceptance as a major in the Africana Center, a student must maintain a C+ cumulative average in the center's courses while completing the major program. The Africana major must complete 36 credits in courses offered by the center, to include the following four core courses: AS&RC 205, 231, 290, and 422. Beyond the core courses, the student must take 8 credits of center courses numbered 200 or above and 15 credits numbered 300 or above. The program of an undergraduate major may have a specifically Afro-American focus or a specifically African focus.

Joint Majors

The center encourages joint majors in the College of Arts and Sciences and in other colleges. Joint majors are individualized programs that must be worked out between the departments concerned. The center's undergraduate faculty representative, Professor Adams, will assist students in the design and coordination of joint major programs. However, in any joint major program, the center will require at least 16 credits be taken in Africana studies courses, including AS&RC 290.

Double Majors

In the case of double majors (as distinct from joint majors) students undertake to carry the full load of stipulated requirements for a major in each of the two departments they have selected.

Certificate in African Studies

In conjunction with the Institute for African Development, the Africana Studies and Research Center administers an undergraduate Certificate in African Studies program. The certificate is offered as a minor concentration available to students in all of the undergraduate colleges at Cornell. Many of the courses in the program might be used to fulfill other course distribution requirements. By pursuing this certificate, students acquire an interdisciplinary understanding of Africa. After developing a foundation of knowledge on the culture, society, and development of Africa in the core course "Africa: The Continent and Its People," students pursue 15 credit hours in a humanities or development studies track or a combination of the two, including an additional core course, either "African Civilizations and Cultures" or "Contemporary African Development Issues." The requirements for the certificate are a minimum of 18 credit hours, including the core courses. Students interested in the certificate program

must contact Professor Adams (the center's undergraduate faculty representative) who will register them in the program and assign them a faculty adviser from their own college. The faculty adviser will be responsible for determining completion of the certificate requirements.

Honors. The honors program offers students the opportunity to complete a library research thesis, a field project in conjunction with a report on the field experience, or a project or experiment designed by the student. The requirements for admission to the honors program for all students—regular majors, joint majors, and double majors—are a B- cumulative average in all courses and a B+ cumulative average in the center's courses. Each student accepted into the honors program will have an honors faculty committee consisting of the student's adviser and one additional faculty member, which is responsible for final evaluation of the student's work. The honors committee must approve the thesis or project before May 1 of the student's junior year. The completed thesis or project should be filed with the student's faculty committee by May 10 of the senior year.

Distribution Requirement

Two Africana Studies and Research Center courses from the appropriate group may be used in fulfillment of the following distribution requirements:

Social sciences: AS&RC 171, 172, 190, 191, 208, 231, 280, 290, 301, 302, 344, 345, 346, 351, 352, 400, 410, 420, 451, 460, 481, 484, 485, 495, 550, 551, 571.

History: AS&RC 203, 204, 205, 283, 344, 350, 360, 361, 370, 380, 381, 405, 460, 471, 475, 482, 483, 490, 510.

Humanities: AS&RC 202, 211, 219, 422, 425, 431, 432, 450, 455, 525.

Expressive arts: AS&RC 209, 285, 303, 425, 430.

Freshman writing seminars: AS&RC 100.

Language Requirement

Courses in Mandinka, Swahili, and Yoruba may be used to satisfy the College of Arts and Sciences language requirement. Successful completion of the Mandinka or Yoruba series AS&RC/DMLL 121, 122, 123 provides qualification, and study through 203 in either language provides proficiency. In Swahili, successful completion of AS&RC 131, 132, 133, and 134 provides qualification, and the addition of 204 provides proficiency. AS&RC majors are not required to take an African language, but the center recommends the study of one to complete the language requirement.

Courses

AS&RC 121 Sec 01 Elementary Yoruba
— V. Carstens and staff.
For description, see YORUB 121.

[AS&RC 121 Sec 02 Elementary Mandinka]
Not offered 1995–96; next offered fall 1996. V. Carstens and staff.
For description, see MANDI 121.]

AS&RC 122 Sec 01 Elementary Yoruba (also YORUB 122)

Spring. 4 credits. Prerequisite: AS&RC 121, Sec. 01. V. Carstens and staff.
Foundation provided in all basic language skills, with an emphasis on speech and aural comprehension. Classes provide speaking and listening practice.

[AS&RC 122 Sec 02 Elementary Mandinka]

Not offered 1995–96; next offered spring 1997.
For description, see MANDI 122.]

AS&RC 123 Sec 01 Continuing Yoruba

Fall. V. Carstens and staff.
For description, see YORUB 123.

[AS&RC 123 Sec 02 Continuing Mandinka]

Not offered 1995–96; next offered fall 1996.
For description, see MANDI 123.]

AS&RC 131 Swahili

Fall. 4 credits. A. Nanji.
Beginner's Swahili. Part 1—Grammar. Requires no knowledge of language.

AS&RC 132 Swahili

Spring. 4 credits. Prerequisite: Swahili 131. A. Nanji.
Continued study of the basic grammatical formation of the language and the introduction of reading material ranging from songs to short stories. A great many drills help develop the student's comprehension. Swahili tapes are highly used.

AS&RC 133 Swahili

Fall. 4 credits. Prerequisites: Swahili 131 and 132. A. Nanji.
Advanced study in reading and composition.

AS&RC 134 Swahili

Spring. 4 credits. Prerequisite: Swahili 133. A. Nanji.
In this course of the sequence more emphasis is placed on the development of reading ability and the acquisition of writing skills. Students are expected to read and comprehend selected Swahili stories and write compositions on chosen topics. Ample consideration is given to oral practice in the classroom.

AS&RC 171 Black Families and the Socialization of Black Children

Fall. 3 credits. P. Kaurouma.
Survey of key psychological dimensions of the Black experience, covering such issues as (1) Myths and Realities of Black family and culture; (2) socialization of Black children; (3) Impact of class and gender; (4) Racism and the Black family.

AS&RC 172 The Education of Black Americans: Historical and Contemporary Issues

Spring. 3 credits. P. Kaurouma.
This is a course will be devoted to the history of Black education along with contemporary issues in Black education, such as the struggle for Black Studies, the development of independent Black schools, and problems of public schools in Black communities.

AS&RC 191 Africa: The Continent and Its People @

Fall. 3 credits. L. Edmondson.
An introductory interdisciplinary course focusing on Africa's geographical, ecological, and demographic characteristics; indigenous institutions and values; the triple cultural

heritage of Africanity, Islam, and Western civilization; main historical developments and transitions; contemporary political, economic, social, and cultural change. Africa's ties with the United States (from trans-Atlantic slavery to the present), its impact on the emerging world order, and its contribution to world civilization will also be explored.

AS&RC 202 Swahili Literature @

Fall. 4 credits. Prerequisite: Swahili 134. A. Nanji.
Students gain mastery over spoken Swahili and are introduced to the predominant Swahili literary forms.

AS&RC 203 Sec 01 Intermediate Yoruba (also YORUB 203) @

Spring. 3 credits. Prerequisite: AS&RC 123, Sec. 01. V. Carstens and staff.
Intermediate conversation, grammar and composition.

[AS&RC 203 Sec 02 Intermediate Mandinka (also MANDI 203) @]

Spring. 3 credits. Prerequisite: AS&RC 123, Sec. 01. Not offered 1995–96; next offered spring 1997.
Intermediate conversation, grammar and composition.]

[AS&RC 204 History and Politics of Racism and Segregation]

Fall. 4 credits. Not offered 1995–96; next offered fall 1996. S. Greene.
The course will deal with historical and/or contemporary patterns of racism and segregation using South Africa and the United States as case studies. The study will be undertaken within a theoretical framework that broadly defines racism and segregation and their implication.]

AS&RC 205 African Civilizations and Culture # @

Spring. 3 credits. D. Ohadike.
May be used for history requirement. This course is concerned with the development of African civilizations and cultures from the earliest times to the present day, together with their contributions to world history. The aim is to promote the understanding of Africa and the appreciation of its cultural forms through the study of the continent's social, political, and economic structures. The approach is multidisciplinary. The course deals with the civilizations of North Africa, the Nile Basin, Ethiopia, (examples: Carthage, Egypt, Kush, and Meroe); and the kingdoms and empires of Sub-Saharan Africa (examples: Ancient Ghana, Mali, Songhai, Oyo, Benin, Kongo, and Nwene Mutapa); African kinship systems; religions; healing systems, music, dance, political philosophy, and mechanisms of social control. The course also looks at the impact of Islam and Christianity on the development of African cultures.

[AS&RC 211 West Indian Literature from Abroad @]

Spring. 3 credits. Not offered 1995–96; future semester offering TBA. A. Adams.
"Writing home": writing by West Indians who have emigrated to North America, Europe, or Africa, but whose cultural, social, psychological, spiritual center of gravity remains the Caribbean (or its transplanted manifestation in the new domicile). Whether experienced as "exile," as with Lamming, "loneliness," as with Selvon, or as a search for the diasporic connection with the continent of ancestry, as with Conde, the West Indian literary artist abroad is, in some form, "writing home."]

[AS&RC 220 Women of Africa and of the Diaspora in Liberation Movements (also Women's Studies 220) @

3 credits. Not offered 1995-96; future semester offering TBA.

N. Assie-Lumumba.

This course deals with women of Africa and of the African diaspora in liberation movements. The themes will include anti-slavery struggles in the Americas and the Caribbean, anti-colonization and decolonization movements, and anti-apartheid struggles in Africa. These movements, the women who participated in them, and especially the women who led them will be discussed within the broader historical, socio-economic, political, and cultural contexts. The women leaders to be studied include: Sojourner Truth, Harriet Tubman, Ida B. Wells-Barnett, and Angela Davis, Nzinga, Dona Beatrice, Yaa Asantewa, Nehanda, Nanny, Albertina Sisulu, and Winnie Mandela.]

AS&RC 231 African American Social and Political Thought

Spring. 3 credits. J. Turner.

This is an introductory course that will review and analyze the major theoretical and ideological formulations developed and espoused by African-Americans in the struggle for liberation. This semester we will focus specifically on the political philosophy and historical significance of Malcolm X, and the work and movement of Marcus Garvey, as the prime movers of nationalism and pan-Africanism among Black people in this century. Such themes as slave resistance, nationalism, Pan-Africanism, emigration, anti-imperialism, socialism and internal colonialism, and the political and social views of Black women will be discussed. Black political thought will be viewed in its development as responses to concrete conditions of oppression and expression.

AS&RC 271 Introduction to African Development (also CRP and Government 271) @

For description, see CRP 271.

AS&RC 280 Racism in American Society

Fall. 3 credits. D. Barr and J. Turner.

This course will be a topical treatment of the history and theory of racism in the United States. The course will begin with an examination of basic concepts and theories of racism. From there we will examine the history of racial groups in America, African-Americans, Native Americans, Asian Americans, and the Hispanic groups. Particular attention will be paid to the political economy of racism and the sociological and the psychological aspects of race relations in America, with specific reference to the differences and intersections of race, class, gender, and ethnicity.

AS&RC 285 Black Theater and Dramatic Literature

Fall. 3 credits. TBA.

This course is an introduction to the history and literature of African American Drama at times incorporating drama from other parts of the African diaspora. It also provides an opportunity for students to cultivate an interest in individual and group presentation of Black dramatic materials. Students who successfully complete this course will be granted preference for the limited enrollment in AS&RC 425 (Advanced Seminar in Black Theatre and Dramatic Literature), which produces a public performance in the spring.

AS&RC 290 The Sociology of the African-American Experience

Fall. 3 credits. J. Turner.

This is an introductory course to the field of Africana Studies. It assumes a historical/sociological approach to the examination of the African-American experience. The course surveys the African beginnings of human kind and the classical role of Black people in world civilization and the making of early culture. The course treats issues in the humanities, social sciences, and history. This course is required for all undergraduate students majoring at the Africana Center.

[AS&RC 301 Psychological Aspects of the Black Experience

Spring. 4 credits. Not offered 1995-96; future semester offering TBA.

This advanced undergraduate course highlights different aspects of the black experience. In recent years, it has centered on oppression and the psychology of Black social movements; however in the future the course theme may change from time to time.]

[AS&RC 303 Blacks in Communication Media

Spring. 3 credits. Not offered 1995-96. Instructor: TBA.

The focus is on the general theory of communications, the function of media in an industrialized society, and the social, racial, and class values implied in the communication process. There is a term paper, and the screening of significant American and Third World films.]

AS&RC 304 African American Art

Spring. 3 credits. S. Hassan.

This course investigates the different forms of African American visual artistic traditions in relation to their historical origins and socio-cultural context from the early days of slavery to the present time. The course will start with an overview of African art and the experiences of the Middle Passage and slavery in relation to African American traditions in the decorative arts including: pottery, architecture, ironwork, quilting, basketry. This is followed by a fine art survey starting with the eighteenth and nineteenth centuries, continuing through the early twentieth-century Harlem Renaissance up to the present. Certain issues related to African American arts and creativity such as "improvisation," "Black Aesthetic," and "Pan Africanism" will also be explored. Slides, films, film strips will be used extensively to illustrate topics discussed. Visits to museums and relevant current exhibitions may be arranged.

AS&RC 310 Art in African Culture and Society @

Fall. 3 credits. S. Hassan.

This course is a survey of the visual art and material cultural traditions of sub-Saharan Africa. It aims at investigating the different forms of visual artistic traditions in relation to their historical and sociocultural context. The symbolism and complexity of traditional African art will be explored through the analysis of myth, ritual, and cosmology. In-depth analysis of particular African societies will be used to examine the relationship of the arts to indigenous concepts of time, space, color, form, and sociopolitical order. New and contemporary art forms associated with major socioeconomic changes and processes of assimilation and acculturation will also be explored. These include tourist art, popular art, and elite art.

[AS&RC 311 Government and Politics in Africa @

Fall. 3 credits. Not offered 1995-96.

A. Mazrui.

Power and political participation in Africa. The colonial background and its political consequences. The pre-colonial continuities in the post-colonial politics. Ethnicity and allegiance in the African polity. The monarchical tendency in African political culture. From the warrior tradition to the military coup in the post-colonial era. From the elder tradition to presidential gerontocracy. From the sage tradition to intellectual meritocracy. Class *versus* ethnicity in African politics. The one-party *versus* the multiparty state. Socio-cultural *versus* socio-economic ideologies. The gender question in African politics. The soldier and the state. The African political experience in a global context.]

[AS&RC 361 Introduction to African American History (from African Background to the Twentieth Century) #

3 credits. Not offered 1995-96; future semester offering TBA.

Surveys the transition of Africans to America through the process of enslavement and their transformation into African Americans. Explores the transition from slavery to freedom through the process of emancipation and the transformation of African Americans from chattel slaves into rural peasants. Its purpose is to understand the internal dynamics of the Black experience from African origins to the age of segregation.]

AS&RC 370 African American History: The Twentieth Century

Spring. 3 credits. R. Harris.

Examines the transition of African Americans from countryside to city through the process of migration and urbanization and their transformation into industrial laborers. Probes the transition from segregation to civil rights through the process of protest and the transformation of African Americans from second-class into first-class citizens. The purpose is to understand historical antecedents for the current socioeconomic, political, and cultural status of African Americans.

AS&RC 380 African History: Earliest Times to 1800 # @

Fall. 3 credits. S. Greene.

This course covers the history of Africa from the origins of humankind, through the emergence of small-scale societies and state systems, such as Egypt, Meroe, Mali, Bunyoro, the Swahili city-states and the Luba-Lunda complex, that had regional and international significance. Emphasis is placed on understanding the way in which historic ecological conditions, political developments, and religious change affected gender, class, and ethnic relations within these societies and their relations with other societies. The course also examines Africa's interaction with Islamic and European cultures up to 1800.

AS&RC 381 African History, 1800-Present @

Spring. 3 credits. D. Ohadike.

This is a survey of African history in the nineteenth and twentieth centuries. Important topics include the European scramble and partition of Africa, resistance to European colonial conquest, African societies in the colonial period, independence and liberation movements, the rise of military regimes, gender relations and food security, the IMF and the debt Crisis.

[AS&RC 410 African American Politics

Spring. 4 credits. Not offered 1995-96; next offered spring 1997. J. Turner.

The central thesis of African American politics has been its movements for political change and democratic access and human rights. This development since the seventeenth century is a complex political legacy. This course will conduct a close study of African American political practice and theoretical analysis of the American political system. Implications of the political systems for prospects and limitations to participation by Black people will be analyzed. Critical historical stages in the process of Black politics will be examined. The development of electoral offices in federal and statewide politics, and the significant urban political power bases giving rise to African American mayoralty politics in critical industrial centers, as well as rural hamlets will center the course. Presidential politics—the Jesse Jackson campaigns—and new political formations including Black Republicans/conservatives will constitute the emphasis on contemporary events. The course will review the development of the literature in African American politics.]

AS&RC 420 Public Policy and the African American Urban Community

4 credits. J. Turner.

The socioeconomic conditions of the African American urban community will be the central focus of the course. Community development models will be explored in relationship to the social needs of the African American population. The changing configuration of internal organization of the African American community nationally will be examined.

AS&RC 422 African Literature @

Spring. 4 credits. A. Adams.

May be used for Humanities Requirement. With such great focus, both inside and outside Africa, on issues of Africa's "development," what place does "literature" take? Is African literature influencing or influenced by the mundane realities of daily living faced by African people? Or does African literature concern itself with philosophical ideas and ideals that transcend those realities to embrace the general human condition? Or, does it do both? The texts that we will be reading this course will be approached in terms of these issues of "African development" and "the universal human experience."

AS&RC 425 Advanced Seminar in Black Theater and Dramatic Literature

Spring. 4 credits. Enrollment limited.

This course will be devoted to the study, rehearsal, production, and public performance of a play or plays drawn from the annals of Black American dramatic literature. Students will participate in all the various phases and categories of theatrical production, from acting to production crews to theater group management. A field trip to a Black Theater attraction in New York City will also be arranged if possible. Students who have successfully completed AS&RC 285 (Black Theater and Dramatic Literature) will be granted preference for the limited enrollment in this course.

[AS&RC 431 History of Afro-American Literature

4 credits. Not offered 1995-96.]

[AS&RC 432 Modern Afro-American Literature

4 credits. Not offered 1995-96.

A study of fiction by Black writers, focusing on the political and sociological component that influenced the development and growth of Black writing in relationship to literary themes and attitudes current in specific periods and movements from post-World War I to the present.]

AS&RC 435 African Cinema (also Society for the Humanities 435) @

Spring. 4 credits. S. Hassan.

This course offers an overview of African cinema and filmmaking. It surveys historically the evolution of African cinema from its early days to the present. Through screening of selected African films, different trends within African cinema will be explored, such as "Return to the Sources" and the rediscovery of the pre-colonial past; the "Social Realist" narrative and critique of post-independence Africa; reconstructing the story of colonialism from the perspective of the colonized; and the entertainment genre. Techniques, style, and aesthetics of African cinema will also be discussed. The course offers a unique opportunity of looking at African culture and society, and at issues of social change, gender, class, tradition, and modernization through African eyes.

AS&RC 451 Politics and Social Change in the Caribbean @

Spring. 4 credits. L. Edmondson.

A study of the historical, geostrategic, political, economic, and social (including racial and cultural) forces bearing on the domestic and international experiences of Caribbean societies. Special attention will be given to conflicting definitions and perceptions of the Caribbean; contending theories of Caribbean social structure and models of development; the continuing salience of struggles for change and transformation; prospects of regional integration; and Caribbean challenges to the global system, especially with regard to the region's relations with the United States and the region's position in the Third World in the context of the North-South cleavage.

AS&RC 455 Modern Caribbean Literature @

Fall. 4 credits. A. Adams.

This course will examine the prose literature of the Caribbean islands. Through the reading of several novels and short stories from the various languages and cultural strains that comprise the Caribbean societies, students will study the points of commonality and the diversity within this body of literature. The recurrence of certain historical, social, and cultural issues that have formed the multi-ethnic Caribbean peoples will be analyzed in their varying manifestations across the linguistic and other boundaries to uncover the underlying shared experience.

AS&RC 459 Educational Innovations in Africa and the African Diaspora (also Social Sciences 459 and Women's Studies 459) @

Fall. 4 credits. N. Assie-Lumumba.

This course deals with theories and concepts of planned change for social development and their application to educational innovations geared to promoting equal opportunity based on gender, race, and class in Africa and the African diaspora. The first part of the course will be concerned with the stage of innovations from their inception to their implementation, resistance, diffusion and impact on

different social categories. The second part of the course will deal with concrete cases of educational innovations such as the creation of educational institutions and change in curriculum development and medium of instruction. Historical and contemporary cases of educational innovations will be presented and analyzed. The case studies include the development of African Studies as a discipline, the creation and expansion of historically black institutions such as Lincoln University in Pennsylvania, Tuskegee Institute in Alabama, Spelman College in Georgia, and the Westside Preparatory School of Chicago. The African cases to be studied include education for self-reliance in Tanzania, African languages as a medium of instruction in Nigeria and Mali, and television as a medium of instruction in Cote d'Ivoire. Gender will be a main focus in the analysis of the agents and beneficiaries of the innovations.

AS&RC 475 Black Leaders and Movements in African-American History

Fall. 4 credits. R. Harris.

Analyzes the personalities, ideas, and activities central to the struggle for African-American liberation from the eighteenth-century to the present. Examines theories of leadership and the structure of protest movements with the goal of understanding current leadership needs and trends among African-Americans.

AS&RC 478 Family and Society in Africa (also Women's Studies 478) @

Fall. 4 credits. N. Assie-Lumumba.

The family as a social institution is structured according to socio-economic, historical, political, and cultural specificities. The topics to be discussed include the concepts of nuclear and extended family, the place and role of different age-groups and generations in the family, marriage and related issues, such as dowry, divorce, parenthood, childrearing, gender roles, class differences, "family planning." The course also deals with the impact of westernization, urbanization, and modern economy on the structure of the family in Africa. Finally, the course addresses the legacy of African family values in the African diaspora. Examples will be drawn from urban and rural communities.

AS&RC 479 Women & Gender Issues in Africa (also Women's Studies 479) @

Spring. 3 credits. N. Assie-Lumumba.

There are two contrasting views of the status and role of women in Africa. One view portrays African women as dominated and exploited by men. According to another view women have a favorable social position in Africa: indigenous ideologies consider women to be the foundation of society, economically active and independent, possessing an identity independent of men. In this seminar we will discuss the status and role of women in Africa historically as well as in the contemporary period. Among the topics to be covered are: women in non-westernized/precolonial societies, the impact of colonial policies on the status and position of women, gender and access to schooling, women's participation in the economy and politics, the attitudes of African women toward feminism, and the 1985 NGO and the United Nations Nairobi Conferences on women.

AS&RC 483 Themes in African History @ #

TBA. 4 credits.

Designed to expose students to particular aspects of African history and historiography using, when necessary, work done in auxiliary disciplines. The course explores through case studies the precolonial interactions in ideas, peoples, and cultures; societal factors influencing the acceptance or rejection of new cultural forms; the extent to which the acceptance of new cultural forms affected relations of power, prestige, and gender, institutionally and materially.

AS&RC 498-499 Independent Study

Hours to be arranged. 498-fall; 499-spring. Africana Center faculty.

For students working on special topics, with selected reading, research projects, etc., under the supervision of a member of the Africana Studies and Research Center faculty.

[AS&RC 501 Global Africa: Comparative Black Experience @

Spring. 4 credits. Not offered 1995-96; next offered spring 1997. A. Mazrui.

This seminar will address two diasporas in the Black experience. The *diaspora of enslavement* concerns slaves and descendants of slaves in both the Western and Eastern Diaspora. The *diaspora of colonization* concerns demographic dispersal as a result of colonialism. African-Americans are in their majority part of the Diaspora of Enslavement. Recent Algerian immigrants into France are part of the Diaspora of Colonization. Jamaicans and Trinidadians in Britain are part of a *double diaspora*—products of both enslavement and colonialism. The course will address these areas of Black comparison: Comparative Slavery—A Triple Heritage; Race and Race Mixture in Four Traditions; Comparative Emancipation from Slavery; Comparative Liberation from Colonialism; Comparative Struggle for Civil Rights; The Gender Question in Global Africa; Comparative Quest for Global Equality.]

AS&RC 502 Education and Development in Africa @

Spring. 4 credits. N. Assie-Lumumba.

In the 1950s and 1960s, the human capital theory that emphasizes the importance of formal education for achievement of full productive potential of individuals and countries enjoyed a renewed popularity. African countries promoted educational expansion with the expectation that it would lead to socio-economic development. The initial euphoria, however was followed by skepticism and then disillusion. Education began to be perceived even as a hindrance to development. This course examines the relationship between formal education and individual and national development. In this seminar, different paradigms of development including modernization and dependency theories and Third World Forum are presented with an emphasis on the perceived and actual roles of education in individual and national development.

AS&RC 503 African Aesthetics @

Fall. 4 credits. S. Hassan.

The goal of this course is to investigate in depth the principles of aesthetics and philosophy of African visual arts. The course will offer a critical survey of the different writings and the growing body of research on this relatively new area of inquiry. The objectives of the course are to review how

African aesthetics has been studied to date, to provide a critical analysis of the different approaches to the subject and related issues, and to suggest future directions of research. In-depth analysis of particular African societies will be used to examine the relationship of arts and aesthetics to indigenous concept of time, space, color, form, and sociopolitical order. In addition, issues related to African aesthetics and arts such as style, gender, class, and social change will also be explored.

AS&RC 510 Historiography and Sources: The Development of African-American History

Spring. 4 credits. Prerequisite: upperclass or graduate standing or permission of instructor. R. Harris.

Studies the way Black historians in particular have explained the African-American past. Examines the development of writing on African-American history from the earliest writers to the present. Seeks to determine the principles for interpreting African-American history. Acquaints participants with the methodologies and sources central to understanding the African-American experience.

[AS&RC 530 Womanist Writing in Africa and the Caribbean @

Fall. 4 credits. Not offered 1995-96; future semester offering TBA. A. Adams.

Theoretical essays on the nature, relevance, and articulation of feminist thought from African and Caribbean writers will complement literary texts. Gender issues, as manifested both at home and in emigrant situations abroad will be examined in texts by such writers as Sistren, Conde, Dangarembga, Aidoo, Warner-Vieyra, Ba, Emeheta, Kincaid, W. Mandela. (Francophone works may be read in the original by individuals who so desire.)]

[AS&RC 571 Graduate Seminar in Black Psychology

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1995-96; future semester offering TBA.

This is an upper-level undergraduate and graduate seminar devoted to psychological issues in the Afro-American experience. This seminar will examine the theoretical and empirical literature of Black family-kinship systems and Black self-concept.]

AS&RC 598-599 Independent Study

598-fall; 599-spring. Variable credit. For all graduate students.

AS&RC 698-699 Thesis

698, fall; 699, spring. Limited to Africana Studies and Research Center graduate students.

Agriculture, Food, and Society Concentration

A. G. Power, coordinator; G. Altschuler, M. M. Devine, emeritus; M. J. Esman, J. Fessenden MacDonald, C. C. Geisler, A. Gillespie, B. Ginsberg, D. J. Greenwood, S. L. Kaplan, D. R. Lee, T. J. Lowi, T. A. Lyson, P. L. Marcus, P. McMichael, V. Nee, D. I. Owen, D. Pimentel, N. T. Uphoff, D. Usner. Office: 275 Clark Hall, 255-6042.

Agriculture, Food, and Society is an interdisciplinary concentration that is designed to introduce students to the study of agricultural and food issues from diverse perspectives within the liberal arts. The Agriculture, Food,

and Society concentration seeks to make available to students a coherent program of study in which the role of agriculture in modern or prehistorical-historical and developed or developing societies can be understood in biological, social, scientific, and humanistic perspective. The concentration draws upon courses in several colleges—in particular, the Colleges of Arts and Sciences, Agriculture and Life Sciences, and Human Ecology.

The concentration is administered by a committee, the members of which are drawn from the faculty associated with the concentration. The members of this committee include faculty from each of the major colleges from which courses in the concentration are drawn. The work of the committee is supported administratively through the Biology and Society Major. The office of the Biology and Society Major (275 Clark Hall) also provides a central location for students to receive information about relevant course offerings, upcoming seminars and presentations, faculty interests, and so on.

Basic Requirements

The requirements for the Agriculture, Food, and Society concentration are designed to ensure a broad background in the biological, socioeconomic, and humanistic dimensions of agricultural and food issues. These requirements include foundation courses in biology; the Senior Seminar BioS/B&Soc/S&TS 469, Agriculture, Food, and Society; plus a minimum of five electives totaling 15 credits drawn from the courses offerings.

Students enrolling in the Agriculture, Food, and Society concentration should take the following foundation courses in biology to prepare themselves for course work in agricultural science: a two-semester introductory biology sequence selected from Biological Sciences 109/110, 105/106, or 101-104. (Advanced placement in biology with a score of 4 or 5, or Biological Sciences 107/108, offered during the eight-week Cornell summer session, also satisfies the biological sciences requirement). These courses may be used to meet group 1 (physical or biological sciences) distribution sequence requirements in the College of Arts and Sciences.

It is recommended (but not required) that students in the Agriculture, Food, and Society concentration elect one or more freshman writing seminars with agriculturally related content to meet basic college requirements for graduation. The electives for the concentration, from which a minimum of five courses and 15 credits must be taken, are organized into three groups: agricultural and nutritional science, humanities, and social science/history. Students must select one agricultural and nutritional science course, one humanities course, and three social science or history courses. A maximum of six of the 15 credits may be earned in 100-level courses.

In addition, students are required to take the senior seminar, B&Soc/BioSci/S&TS 469, Food, Agriculture and Society. Adjustments to these and other requirement of the concentration may be made with the approval of the student's Agriculture, Food, and Society faculty adviser.

American Indian Program

Jane Mt. Pleasant, Director
(300 Caldwell Hall, 255-6587)

The American Indian Program (AIP) is a multidisciplinary, intercollege program consisting of academic, research, extension, publications and student support components.

Academic component. The AIP includes a range of courses that enhance students' understanding of the unique heritage of North American Indians and of their relationship to other peoples in the United States and Canada. Students are challenged by such topics as the sovereign rights of Indian nations and the contemporary relevance of Indian attitudes toward the environment. The program's instructional core consists of courses focusing on American Indian life from pre-contact times to the present and from the perspectives of native people as much as is possible. Core courses are supplemented by a variety of offerings in several different departments.

Concentration. The AIP offers a concentration in American Indian Studies to undergraduate students in conjunction with their majors defined elsewhere in the university. The concentration will be earned upon completion of five courses—Rural Sociology 100 (Introduction to American Indian Studies) and Rural Sociology 175 (Issues in Contemporary American Indian Societies) plus three other courses selected from the AIP course listing below—for a total of at least 15 credits.

Students choosing a concentration in American Indian Studies should consult with the AIP's Director of Undergraduate Studies: D. H. Usner, Department of History, 322 McGraw, 255-6753.

Student support. The student support staff assist Native American students in completing an enriched Cornell education by coordinating academic tutoring, financial aid, personal counseling, and other student services. Akwe:kon, the American Indian Program residence house, is one option available for students interested in a living environment that promotes intercultural exchange.

Research. Research priorities include Indian education, social and economic development, agriculture, environmental issues, literature and the arts, and cultural preservation. This research, which has serious implications in Indian communities, will be of interest to non-Indian and Indian graduate students.

Outreach. The AIP's Outreach unit seeks to develop solutions to problems identified by Indian communities. In this way the AIP can facilitate the application of institutional expertise and resources to community needs.

Publications and public relations. AIP publishes its own multidisciplinary journal, *Native Americas*, and sponsors conferences, guest lectures, and forums on important local, national, and international Indian issues. AIP also contributes articles and information to the national Indian press.

COURSE OFFERINGS

Course offerings vary from year to year. For full descriptions and schedules of courses, consult the individual departmental listings and the American Indian Program. The

following courses are offered, or have been offered in the past.

- ANTHR 230 Cultures of Native North America @ #
- ANTHR 354 The Peopling of America @ #
- ANTHR 665 Native American Contributions to Anthropological Thought
- ARCH 398/CRP 495 American Indian Landscape, Architecture, and Planning
- CRP 360/666 Pre-industrial Cities and Towns of North America #
- CRP 363/547 American Indians, Planners, and Public Policy
- ENGL 260 Introduction to American Indian Literature
- ENGL 269 Topics in American Indian Literature
- ENGL 278 Native American Indian Poetry
- ENGL 663 Trickster in American Indian Literature and Culture
- ENGL 668 Culture Studies: Native American Literature
- ENGL 669 Critical Approaches to American Indian Autobiography
- ENGL 687 American Indian Literature: Issues of Transition, Collaboration, and Alternate Discourse
- HIST 209 Political History of American Indians in the United States #
- HIST 276 American Indian History, 1500–1850 #
- HIST 277 American Indian History since 1850
- HIST 370 Resistance and Adaptation: Native American Responses to the Conquest #
- HIST 429 American Indians in the Eastern United States #
- HIST 624 Graduate Seminar in American Indian History
- NR 309 Land and Culture: Systems of Native American Resource Management
- R SOC 100 Introduction to American Indian Studies
- R SOC 175 Issues in Contemporary American Indian Societies
- R SOC 318 Ethnohistory of the Iroquois #
- R SOC 440 Social Impact of Rapid Resource Development
- R SOC 442 American Indian Philosophies: Selected Topics

Independent Study

Independent study courses can be arranged with American Indian Studies faculty in their respective departments.

American Studies

J. Porte, chair and director of undergraduate studies; G. Altschuler, S. Blumin, L. Brown, J. Brumberg, M. Kammen, I. Kramnick, T. Lowi, B. Maxwell, D. McCall, R. L. Moore, R. Polenberg, S. Samuels, M. E. Sanders, J. Silbey, S. Wong. Emeritus: F. Somkin, S. C. Strout

The Major

The major in American Studies, appropriate for a wide variety of future professions, is basically a program of coordinated study in the history, literature, and politics of the United States. The prerequisites are two courses from the following: American Studies 101, American Studies 102, English 275, English 268, Government 111. Students who contemplate becoming American Studies majors are encouraged to speak with the chair as early as possible to arrange for a major adviser.

In consultation with their advisers, American Studies majors elect, in addition to the prerequisites, 36 credits (or nine courses) of work in American history, American literature, and American government. Their work must include courses in all of the three large periods into which the nation's development can be divided (defined for the purposes of the program as colonial, nineteenth century, and twentieth century). To gain both breadth and depth, they select as an area of concentration either a single period (or the connections between two of the periods) and take 1) at least 16 credits in one period and at least 8 credits in each of the other two, or 2) at least 12 credits in each of the two periods whose connections constitute the focus of the study and at least 8 credits in the third. Each student must take one of the adviser-approved seminars at the 400 or 600 level. When the subject matter is appropriate, such a seminar may count toward the satisfaction of the period requirements. Students divide their work among history, literature, and politics in whatever proportion serves their interests, so long as their advisers consider their programs to be well-balanced. No more than 18 credits may be in any one department.

Beyond the basic core requirements for the major, 8 credits of work in the history or literature or both of another culture are required; students are also encouraged to take at least 4 credits in American thought, society, or culture studies from the perspective of another discipline such as anthropology, economics, history of art, or sociology. (This last 4-credit supplement may be satisfied outside the college.)

Courses in American history that will satisfy the 36-credit requirement are offered by the Department of History; those in American literature are offered by the Department of English, the Department of Theatre Arts, and the Africana Studies and Research Center; those in American government are offered in the Department of Government. Occasionally a course that fits an individual student's program may be offered elsewhere. Substitution will depend on the adviser's approval. Advisers determine what courses count for the interdisciplinary seminar.

Honors. Candidates for honors must maintain an average of B+ in courses pertinent to the major. To be eligible for a degree with honors in American Studies, a student must in the senior year write an honors essay for American Studies 493, Honors Essay Tutorial, and take an oral examination in the declared area of special interest.

Cornell-in-Washington Program. American Studies majors may apply to the Cornell-in-Washington program to take courses and participate in a closely supervised externship during a fall or spring semester. For further

information, see Interdisciplinary Centers, Programs, and Studies or inquire at 131 Sage Hall, 255-4090.

[AM ST 101 Introduction to American History (also History 101)]
Fall. 3 credits. Not offered 1995-96.]

[AM ST 102 Introduction to American History (also History 102)]
Spring. 3 credits. Not offered 1995-96.]

AM ST 201 Popular Culture in the United States 1900-1945
Fall. 4 credits. M W F 11:15-12:05.
G. Altschuler.

American Studies 201 will deal with American popular culture in the period between 1900 and the end of World War II. As we examine best-sellers, films, sports and television, radio, ads, newspapers, magazines and music, we will try to better understand the ways in which popular culture shapes and/or reflects American values. The course will also depict popular culture as "contested terrain," the place where social classes, racial and ethnic groups, women and men, the powerful and the less powerful, seek to "control" images and themes. Topics for 201 include: the Western; Cultural Heroes and the Cult of Individualism in the 1920s; The Hays Code and the Black Sox Scandal; Mae West and the "New Women"; Advertising in an Age of Consumption; Gangsters and G-Men; Jackie Robinson and the American Dilemma.

AM ST 202 Popular Culture in the United States 1945 to Present

Spring. 4 credits. TBA. G. Altschuler.
American Studies 202 will treat the period from 1945 to the present. As we examine best-sellers, films, sports and television, radio, ads, newspapers, magazines and music, we will try to better understand the ways in which popular culture shapes and/or reflects American values. The course will also depict popular culture as "contested terrain," the place where social classes, racial and ethnic groups, women and men, the powerful and the less powerful, seek to "control" images and themes. Topics for 202 include: The "Honeymooners" and 1950's Television; soap operas; "Gross-out" movies; Elvis, The Beatles, and Guns 'n Roses; Gothic Romances; People Magazine and USA Today.

[AM ST 258 Historical Development of Women as Professionals, 1800 to the Present (also Human Development and Family Studies 258, History 238, and Women Studies 238)]
3 credits. Not offered 1995-96.]

AM ST 262 Asian American Literature (also English 262 and Asian American Studies 262)
Fall. 3 credits. 10:10-11:25. S. Wong

AM ST 275 The American Literary Tradition (also English 275)
For description, see ENGL 275.

[AM ST 276 Literature in Cold War Culture, 1945-1960 (also English 276)]
3 credits. Not offered 1995-96.]

AM ST 291 American 1920s: Literature and Culture (also English 291)
Spring. 3 credits. TBA. B. Maxwell.

AM ST 302 Social Movements in American Politics (also Government 302)
Fall. 4 credits. T R 10:10-11:25.
E. Sanders.

AM ST 304 American Culture in Historical Perspective (also History 304)
Fall. 4 credits. M W F 1:25-2:15.
M. Kammen.

[AM ST 311 Structure of American Political History (also History 311) #]
4 credits. Not offered 1995-96.]

[AM ST 312 Structure of American Political History (also History 312)]
4 credits. Not offered 1995-96.]

AM ST 316 The American Presidency (also Government 316)
Spring. 4 credits. TBA. E. Sanders.

[AM ST 330 The Age of Jackson, 1815-1850 (also History 330) #]
4 credits. Not offered 1995-96.]

[AM ST 331 American Civil War and Reconstruction, 1850-1877 (also History 331) #]
4 credits. Not offered 1995-96.]

[AM ST 332 The Urbanization of American Society: 1600 to 1860 (also History 332) #]
4 credits. Not offered 1995-96.]

[AM ST 333 The Urbanization of American Society: 1860 to 2000 (also History 333)]
4 credits. Not offered 1995-96.]

[AM ST 336 The American Ethos of Entrepreneurialism: Capitalism and Society in Developing America, 1607-1877 (also History 336) #]
4 credits. Not offered 1995-96.]

AM ST 337 Entrepreneurialism and Organization in the Age of the Corporation: Capitalism and Society in Modern America, 1840-2000 (also History 337)
Spring. 4 credits. TBA. S. Blumin.

AM ST 345 Intellectual/Cultural Life of Nineteenth-Century Americans (also History 345 and Religious Studies 345) #]
Fall. 4 credits. M W F 12:20-1:10.
R. L. Moore.

AM ST 346 Modernization of the American Mind (also History 346)
Spring. 4 credits. TBA. R. L. Moore.

[AM ST 359 American Families in Historical Perspective (also Human Development and Family Studies 359, Women Studies 357, and History 359)]
3 credits. Not offered 1995-96.]

AM ST 361 Early American Literature (also English 361) #]
Spring. 4 credits. TBA. S. Samuels.

[AM ST 362 The American Renaissance (also English 362)]
4 credits. Not offered 1995-96.]

[AM ST 365 American Literature Since 1945 (also English 365)]
4 credits. Not offered 1995-96.]

AM ST 366 The Nineteenth-Century American Novel (also English 366)
Fall. 4 credits. T R 10:10-11:25.
S. Samuels.

[AM ST 367 The Modern American Novel (also English 367)]
4 credits. Not offered 1995-96.]

AM ST 374 19th Century American Women Writers (also English 374 and Women's Studies 374)
Fall. 4 credits. T R 8:40-9:55. L. Brown.

AM ST 376 American Political Thought from Madison to Malcolm X (also Government 366)
Spring. 4 credits. TBA. I. Kramnick.

AM ST 398 Independent Research
Fall and spring. 1-4 credits. By permission only. J. Porte.

AM ST 399 Readings in American Studies
Fall and spring. 1-4 credits. By permission only. J. Porte.

[AM ST 411 Seminar: American Political History (also History 411)]
4 credits. Not offered 1995-96.]

AM ST 417 History of Female Adolescence (also Human Development and Family Studies 417, Women Studies 438 and History 458)
Spring. 3 credits. TBA. J. Brumberg.

[AM ST 419 Seminar in American Social History (also History 419)]
4 credits. Not offered 1995-96.]

AM ST 442 Religion and Politics in American History from J. Winthrop to R. Reed (also History 442 and Religious Studies 442)
Fall. 4 credits. T 2:30-4:25. R. L. Moore.

[AM ST 465 Proseminar in American Studies (also English 465)]
4 credits. Not offered 1995-96.]

AM ST 470 Studies in the Novel (also English 470)
Fall. 4 credits. T R 2:55-4:10. D. McCall.

[AM ST 479 Jewish-American Writing (also English 479 and Jewish Studies 478)]
4 credits. Not offered 1995-96.]

[AM ST 485 American Modernist Writing (also English 485)]
4 credits. Not offered 1995-96.]

AM ST 493-494 Honors Essay Tutorial
493, Fall; 494, Spring. Up to 4 credits each semester. See J. Porte for appropriate advisers.

AM ST 500 Research Seminar in American Studies (also History 500)
For description, see HIST 500.

AM ST 521 Seminar in American Cultural Studies (also History 521)
Fall. 4 credits. T 2:30-4:25. M. Kammen.

AM ST 665 American Political Thought (also Government 665)
Spring. 4 credits. TBA. I. Kramnick.

Center for Applied Mathematics

The Center for Applied Mathematics administers a broadly based interdepartmental graduate program that provides opportunities for study and research over a wide range of

the mathematical sciences. This program is based on a solid foundation in analysis, algebra, and methods of applied mathematics. The remainder of the graduate student's program is designed by the student and his or her Special Committee. For detailed information on opportunities for graduate study in applied mathematics, students should contact the director of the Center for Applied Mathematics, 657 Engineering and Theory Center.

There is no special undergraduate degree program in applied mathematics. Undergraduate students interested in an application-oriented program in mathematics may select an appropriate program in the Department of Mathematics, the Department of Computer Science, or some department of the College of Engineering.

A listing of selected graduate courses in applied mathematics can be found in the description of the center in "Interdisciplinary Centers, Programs, and Studies."

Asian American Studies Program

The Asian American Studies Program is a university-wide academic program housed administratively within the College of Arts and Sciences. Its aim is to promote teaching, research, and educational activities related to Asian Americans and to serve as a resource to the campus and regional communities. The program's undergraduate courses, offered within the program and cross-listed with departments in various colleges, meet distribution requirements and count toward a concentration in Asian American Studies. The program does not offer a graduate course of study, but students can undertake graduate work in Asian American Studies within selected disciplines of the university.

Undergraduate Concentration

The program's undergraduate concentration affords students an opportunity to develop a multidisciplinary approach to the study of Asians in America. The course of study stresses developments within the United States, but also underscores the transnational and comparative contexts of Asian America and the field's connections with African American, American Indian, Latino, and Women's Studies. Students must work with a faculty adviser from among the program's affiliated faculty and must complete at least fifteen (15) units of credits as follows: (a) AAS 110 and two (2) additional courses in Asian American Studies; (b) one (1) course in Africana, American Indian, Hispanic American, or Women's Studies*; and (c) one (1) course in East Asian, South Asian, or Southeast Asian Studies.* (*These courses must be approved by the student's faculty adviser, and they should address issues of race, gender, or the histories and cultures of Asian peoples.) Students must file an application for the concentration with the Asian American Studies Program.

Resource Center

The program's Asian American Studies Resource Center provides meeting space for the more than twenty-five undergraduate student organizations of the Cornell Asian Pacific Student Union and the graduate student Asian Pacific American Graduate Association. It also holds a modest print collection of books, periodicals, and newspa-

pers; a current news clip file; a comprehensive data base of publications on Asian Americans since 1977; and a sizable collection of videotapes on the Asian American experience.

Research

The program encourages faculty and student research on Asian Americans by sponsoring guest lectures, conferences, film festivals, readings, and exhibits. It also funds research projects and student travel to conferences and research sites. The Asian American Studies Workshop is the program's principal research initiative, engaging Cornell's faculty and students with invited faculty from other universities in a year-long intensive study of selected themes.

Affiliated Faculty

Gary Y. Okihiro, director; T. Chaloemtiarana (Southeast Asia Program), P. Chi (Consumer Economics and Housing), B. de Bary (Asian Studies), J. V. Koschmann (History), L. C. Lee (Human Development and Family Studies), D. R. McCann (Asian Studies), H. Mullen (English), V. Munasinghe (Anthropology), V. Nee (Sociology) G. Okihiro, (History), R. E. Ripple (Education), N. Sakai (Asian Studies), P. S. Sangren (Anthropology), K. W. Taylor (Asian Studies), S. Wong (English)

Courses

AAS 110 Introduction to Asian American Studies

Spring. 3 credits.
Interdisciplinary, cross-cultural introduction to Asian American Studies focusing on contemporary issues. Major themes include: identity and stereotypes, gender, family, community, education, migration and labor, and anti-Asianism. Coverage will be given to both Hawaii and the U.S. mainland, and to Asian Indians, Chinese, Filipinos, Hawaiians, Japanese, Koreans, and Southeast Asians.

AAS 213 Asian American History

For description, see HIST 213.

AAS 262 Asian American History

For description, see ENGL 262.

AAS 303 Asians in the Americas: A Comparative Perspective (also Anthropology 303)

Fall. 4 credits.
The common perception of ethnicity is that it is a "natural" and an inevitable consequence of cultural difference. "Asians" overseas, in particular, have won reputation as a people who cling tenaciously to their culture and refuse to assimilate into their host societies and cultures. But, who are the "Asians"? On what basis can we label Asians an ethnic group? Although there is a significant Asian presence in the Caribbean, the category "Asian" itself does not exist in the Caribbean. What does this say about the nature of categories that label and demarcate groups of people on the basis of alleged cultural and phenotypical characteristics? This course will examine the dynamics behind group identity, namely ethnicity, by comparing and contrasting the multicultural experience of Asian populations in the Caribbean and the United States. Ethnographic case studies will focus on the East Indian and Chinese experiences in the Caribbean and the Chinese, Korean, Japanese, Filipino, and Indian experiences in the United States.

[AAS 350 The Art and Politics of Defining the Self in Media Images (also Theatre Arts 350)

Spring. 3 credits. Not offered 1995-96.
The focus of this course is an exploration of the way films deal with the representation of people of poor within the American experience. Through the analysis of selected films and class discussions we will explore filmic representations of history, culture, class, gender, and identity.]

AAS 412 Undergraduate Seminar in Asian American History (also History 412)

Spring. 4 credits.
A reading and research seminar that will cover various topics in Asian American history. The topic will be the idea of the "yellow peril" in European and American thought.

[AAS 435 Asian American Images in Film

3 credits. Prerequisite: AAS 110 or permission of instructor. Not offered 1995-96.

Examination of images of Asians in American film and television productions within their historical and socio-cultural contexts. Use of film and media theory to assess the impact of those images on both Asian and non-Asian American viewers. Students will be challenged to create, in video or on paper, images that avoid stereotypes and depict more realistically the Asian American experience.]

AAS 465 Identity and Personality (also HDFS 465)

Spring. 3 credits.
The seminar will review psychological theory and research dealing with Asian Americans. Topics such as family and kinship patterns, personality and identity issues, academic performance and achievement, immigration and adjustment, etc., will be examined within the context of the various Asian ethnic cultures and American society.

[AAS 478 Self and Nation in Asian-American Literature (also English 478)

Not offered 1995-96.
A study of the ways in which Asian American writers have constructed discourses of self and nation. Topics will include nationalism, feminism, identity politics, and theories of minority discourse. In our reading of selected works of prose, poetry and drama by Chinese American, Filipino American, Japanese American and Korean American writers, we will be asking questions about the relation of these works to the moment of their production and reception, and the manner in which these textual representations engage with shifting cultural and political struggles. Writers under discussion may include: Carlos Bulosan, Theresa Hak Kyung Cha, Frank Chin, Jessica Hagedorn, David Henry Hwang, Maxine Hong Kingston, Joy Kogawa, David Mura.]

AAS 495 Independent Study

Fall or spring. 1-4 credits.
Topic and credit hours to be mutually arranged between faculty and student. Independent Study Forms must be approved by Asian American Studies Program Office.

Biology and Society Major

S. Jasanoff, chair; S. Hilgartner, director of undergraduate studies, colleges of Arts and Sciences and Agriculture and Life Sciences; S. K. Obendorf, advising coordinator, College

of Human Ecology; D. Bates, B. Bedford, C. Bisogni, R. Boyd, U. Bronfenbrenner, emeritus, R. Canfield, S. Ceci, B. Chabot, C. C. Chu, T. Dawson, P. Dear, C. Eberhard, G. W. Evans, G. W. Feigenson, J. Ford, J. Fortune, C. Geisler, K. Grazier, C. Greene, D. Gurak, J. Haas, A. Hedge, S. Hilgartner, R. Howarth, H. C. Howland, K. A. R. Kennedy, B. Knuth, A. Lemley, D. Levitsky, B. Lewenstein, B. A. Lewis, J. Fessenden MacDonald, A. Marshall, J. Mueller, N. Noy, L. Palmer, A. Parrot, D. Pimentel, T. Pinch, A. G. Power, W. Provine, S. Robertson, M. Rossiter, P. Schwartz, J. Shanahan, M. Small, N. Sturgeon, J. M. Stycos, P. Taylor, V. Utermohlen

The biology and society major is ideally suited for students who wish to combine training in biology with exposure to perspectives from the social sciences and humanities on the social, political, and ethical aspects of modern biology. In addition to providing foundational training in basic biology, biology and society students obtain background in the social dimensions of modern biology and in the biological dimensions of contemporary social issues.

The biology and society major is offered to students enrolled in the College of Arts and Sciences and the College of Human Ecology. Undergraduates in the College of Agriculture and Life Sciences can develop an approved sequence of courses from the biology and society curriculum under general studies. The major is coordinated for students in all colleges through the biology and society office. Students can get information, specific course requirements, and application procedures for the major from the undergraduate records office in 275 Clark Hall, 255-6047.

Because the major is multidisciplinary, students must attain a basic understanding of the several disciplines it comprises. The curriculum includes courses in ethics; mathematics; statistics; history, philosophy, and social studies of science and biology; and basic biology (e.g., genetics and development; biochemistry and molecular-cell biology; ecology; evolutionary biology) as well as integrative courses offered through Biology and Society. In addition, majors are required to take a core course and must develop a theme: a coherent and meaningful grouping of courses representative of their special interest in biology and society. Students should develop the theme and select the courses in consultation with a member of the Biology and Society faculty. Courses must be above the 100 level, at least 3 credits, and taken for a letter grade if used to fulfill a major requirement.

There are student advisers and faculty available (according to posted office hours or by appointment) in the Biology and Society offices, 275 Clark Hall or 278 Clark Hall, to answer questions and to provide assistance.

Admission to the Major

All students should have completed a year of college-level biology and submit an application during their sophomore year. Juniors are considered on a case-by-case basis. Upper-division applicants should realize the difficulties of completing the major requirements in fewer than two years. The application includes (1) a one-page statement explaining the student's intellectual interests in

the biology and society major and why the major is consistent with the student's academic goals and interests; (2) the theme the student wishes to pursue in the major; (3) a tentative plan of courses fulfilling biology and society requirements, including courses taken and those the student plans to take; and (4) a transcript of work taken at Cornell University and elsewhere if applicable, current as of the date of application.

Acceptance into the major requires completion of the course sequence in introductory biology. Sophomores in the process of completing this prerequisite may be admitted to the major on a *provisional* basis. It is the student's responsibility to assure that final acceptance is granted on satisfactory completion of the introductory biology sequence. Although only introductory biological science is a prerequisite for acceptance, students will find it useful to have completed some of the other requirements (listed below) by the end of their sophomore year, preferably in the first semester. Human Ecology students should also consult the current Human Ecology Guide and meet with the college advising coordinator, Kay Obendorf, 202 Martha Van Rensselaer Hall, 255-3151.

Major Requirements

1) Basic courses

- Biological sciences 101-104 or 105-106 or 107-108 (prerequisite for admission to Biology and Society)
- College calculus (one course):* Math 106, 111, 112 or any higher level calculus
Recommended but not required: General chemistry (one year sequence) (prerequisite to biochemistry and other chemistry courses): Chemistry 103-104, 207-208, or 215-216

2) Foundation Courses (should be completed by end of junior year)

- Ethics: One course; B&SOC 205 (also S&TS 205) or B&SOC 206 (also S&TS 206)
- Social sciences/humanities foundation: Two courses; one from any two of the following subject areas: History of Science; Philosophy of Science; Sociology of Science; Politics of Science; and Science Communication**
- Biology foundation (Breadth requirement): Three courses; one from three of the following subject areas: Ecology (BIO ES 261); Evolutionary Biology (BIO ES 278); Biochemistry, Molecular and Cell Biology (BIO BM 231 or 330 or 331 or 333); Microbiology (BIO MI 290); Genetics and Development (BIO GD 281 or 282 or Plant Breeding 225); Neurobiology and Behavior (BIO NB 221 or 222); Botany (BIO PL 241); and Anatomy and Physiology (BIO AP 311 or NS 341 but **NOT** BIO AP 212)
- Biology foundation (Depth requirement): One biology course for which one of the above (2.C.) is a prerequisite

E. Statistics: One course selected from BTRY 200, ILR 210, BTRY 215, AG EC 310, EDUC 353, Soc 301, Psych 350, Math 372, Econ 319, OR&IE 370, BTRY 601, CRP 320

3) Core Course: (one course). Should be completed by end of junior year.

B&Soc 301 Biology and Society: The Social Construction of Life (also S&TS 401); or Phil 286: Science and Human Nature (also S&TS 286)

4) Theme (five courses that correspond to the theme selected by the student). These courses must be above the 100-level, at least 3 credit hours and taken for a letter grade)

- Natural Science Issues/Biology Elective (two courses). Select from the list of B&SOC approved Natural Science Issues courses or choose course(s) with *significant biological content* from: ALS, AN SC, BIOSCI, ENTOM, FOOD, HDFS, NS, NTRES, PL BR, PL PA, PSYCH, VTMED)
- Humanities/social sciences electives** (Two courses. Courses from the list of Senior Seminars may be used as theme electives if not used to meet another requirement).
- Senior Seminar** (One course taken senior year). Courses change yearly.

* Students may petition to take a second statistics course (an advanced course, in sequence with the statistics course taken in the foundation) in place of the calculus requirement.

** Among the courses taken to meet the social sciences and humanities requirements (2.A, 2.B, 3, and 4.C), a minimum of two social science courses and two humanities courses must be chosen. History of biology/history of science and philosophy of science courses may be counted toward the humanities requirement for the major.

Themes in the Major

Biology and society students must elect a particular specialization within the major and select their courses accordingly. There are currently six recommended themes in the biology and society major: biology, behavior, and society; biology and human population; biology and public policy; environment and society; food, agriculture, and society; and health and society. Students may also develop their own themes (which in recent years have included topics such as biotechnology and society, and agriculture, environment, and society) in consultation with their faculty adviser. Students are expected to select courses taken to meet the foundation, core, and theme requirements so as to build a coherent theme. Sample curricula for the recommended themes and for several student-developed themes are available in the Biology and Society office.

Independent Study

Projects under the direction of a biology and society faculty member are encouraged as part of the program of study in the student's theme area. Applications for research projects are accepted by individual faculty members. Students may enroll for 1-4 credits in Biology and Society 375 (Independent Study) with

written permission of the faculty supervisor and may elect either the letter grade or the S-U option. Biology and Society majors from the colleges of Arts and Sciences and Agriculture and Life Sciences may elect to do an independent study project as an alternative to, or in advance of, an honors project. Applications and information on faculty research, scholarly activities, and undergraduate opportunities are available in the Biology and Society office, 275 Clark Hall. Independent study credits may not be used in completion of the major requirements.

Honors Program

The honors program is available to Biology and Society majors from the colleges of Arts and Sciences and Agriculture and Life Sciences and is designed to challenge the academically-talented undergraduate student. Students who enroll in the honors program are given the opportunity to do independent study and to develop the ability to evaluate research dealing with issues in biology and society. Students participating in the program should find the experience intellectually stimulating and rewarding.

Selection of Students: During the first three weeks of the fall semester, senior Biology and Society majors are considered for entry into the honors program by the Honors Program Committee. Applications for the honors program are available at the Biology and Society office, 275 Clark Hall. To qualify for the honors program, students must explain how the honors work will fit into their overall program, must have an overall Cornell cumulative grade-point average of at least 3.00, and must have at least a 3.30 cumulative grade-point average in all courses used to meet the major requirements. Students in the College of Agriculture and Life Sciences must also meet the requirements of that college and be selected by one of the existing college honors committees.

If, after admission to the honors program, a student fails to maintain a high scholastic average, or if for any other reason(s) he or she is considered unsuited for honors work, the student reverts to candidacy for the regular bachelor's degree. The student who does not continue in the honors program receives credit for any work passed in the program but is not eligible for a degree with honors.

Project Requirements: The satisfactory completion of a special project and the writing and oral defense of an honors thesis are required. The project must include substantial research, and the completed work should be of wider scope and higher quality than the work normally required for an advanced course.

Initiative for formulation of ideas, developing the proposal, carrying out the study, and preparation of a suitable thesis lies with the student. Honors projects will be under the direction of two advisers. Candidates must first find a Biology and Society faculty member willing to serve as the adviser and, together with the adviser, find a second adviser among the faculty at large. The purpose of the second adviser is to guarantee expertise in the subject matter covered by the thesis. Students in the College of Agriculture and Life Sciences must select this adviser from the area in which their thesis will be reviewed.

Students must enroll in Biology and Society 499 for one or both terms of their senior year after consultation with the biology and society thesis adviser. They take from 3 to 5 credits per term with up to a maximum of 8 credits in Biology and Society 499. Students are encouraged to enroll for both terms to give them time to develop a project properly for the thesis. If registering for a two-semester honors project, students must register for the total credits desired for the whole project each term (e.g., 8 credits for the fall term and 8 credits for the spring term). Students should note, however, that Biology and Society 499, because it is a special honors course, is to be taken in addition to those courses that meet the regular major requirements. Honors projects cannot be used to fulfill the senior seminar requirement.

Honors Thesis: Students and their advisers should meet regularly during the period of research and writing for the honors thesis. The responsibility for scheduling these meetings, and for carrying out the research agreed on, rests with the student. Advisers are expected to make themselves available for discussion at the scheduled times and to offer advice on the plan of research, as well as provide critical and constructive comments on the written work as it is completed. They are not expected, however, to have to pursue students either to arrange meetings or to ensure that the research and writing are being done on schedule.

There is no prescribed length for a thesis, as different topics may require longer or shorter treatment, but normally it should be no longer than seventy double-spaced, typed pages. The thesis must be completed in a form satisfactory for purposes of evaluation and submitted to the two thesis advisers and one member of the Biology and Society faculty appointed by the Biology and Society chair by April 15. The candidate must meet with the three reviewers to formally defend the thesis by April 29.

Evaluation and Recommendation: Two copies of the completed and defended thesis (suitably bound in a plastic or hard-backed cover), together with the advisers' recommendations, must be submitted to the Honors Program Committee by May 10.

Following the formal defense of the thesis, the thesis advisers will each submit to the Honors Program Committee a recommendation that includes (1) an evaluation of the honors work and the thesis, (2) an evaluation of the student's academic record in the biology and society major, and (3) a recommendation for or against awarding honors. (For College of Arts and Sciences students, a recommendation for the level of honors must be included.)

Copies of the thesis and recommendations will be circulated to the Honors Program Committee. As the committee may have little knowledge of the subject area of the thesis, letters of recommendation should be carefully prepared to help the committee ensure consistency in the honors program. Unless there is serious disagreement, the recommendation of the advisers should stand. If there is disagreement, the Honors Program Committee will make the decision after consultation with the interested parties.

I. Freshman Writing Seminars

B&SOC 104 Ecosystems and Ego Systems
Spring. 3 credits.

B&SOC 114 Ecology and Social Change
For description, see S&TS 114.

II. Foundation Courses

A. *Ethics* (select one)

B&SOC 205 Ethical Issues in Health and Medicine (also Science and Technology Studies 205)

Spring. 4 credits. Limited to 100 students. Open to sophomores, juniors, and seniors. Prerequisites: none. S. Hilgartner.

In today's rapidly changing world of health and medicine, complex ethical issues arise in many contexts—from the private, interpersonal interactions between doctor and patient to the broad, mass-mediated controversies that make medicine into headline news. This course examines ethical problems and policy issues that arise in contemporary medicine, health care, and biomedical research. Tools for ethical analysis are applied to a variety of cases and fundamental questions in bioethics. Perspectives from social science, history, and law also inform the course. We will explore ethical questions that arise in a number of substantive contexts, including the doctor-patient relationship, medical decision making near the end of life, human experimentation, genetics and reproductive technology, public health, and the allocation of scarce resources.

B&SOC 206 Ethics and the Environment (also Science and Technology Studies 206)

Fall. 4 credits. Limited to 50 students. Open to all undergraduates; permission of instructor required for freshmen. S. Hilgartner.

We address how ethical analysis helps shape our responses to environmental problems. Case studies will help guide our assessments. You will be challenged to develop ethical solutions or approaches on your own and in groups. Major aims include: articulating the relationships between knowledge and values; exploring the ethical implications of different conceptions of "nature"; and distinguishing between ethics and economics, ecology, ideology, politics, and prudence or wisdom. A background in basic ecology OR environmental issues OR ethics is helpful.

B. Social Sciences/Humanities Foundation (2 courses, 1 from any 2 areas)

1. History of Science

[B&SOC 322 Medicine and Civilization (also German Studies 322) #

Fall. 3 credits. Not offered 1995–96. For description, see GERST 322.]

HIST 282 Science in Western Civilization (also Science and Technology Studies 282) #

Spring. 4 credits. P. Dear.

[HIST 465 Scientific Rhetoric in Historical Perspective (also S&TS 465 and co-meeting with COMM 465)

Spring. 4 credits. Not offered 1995–96.]

BIOG 207 Evolution (also Science and Technology Studies 287 and History 287)

Fall. 3 credits. (May not be taken for credit after BIOES 378, Evolutionary Biology.) W. Provine.

S&TS 233 Agriculture, History, and Society: From Squanto to Biotechnology

Fall. 4 credits. M. Rossiter.

S&TS 390 Science in the American Polity: 1800-1960 (also GOVT 308)

Fall. 4 credits. M. Dennis.

[S&TS 433 Comparative History of Science

Spring. 4 credits. Not offered 1995-96.]

[S&TS 444 Historical Issues of Gender and Science (also Women's Studies 444)

Spring. 4 credits. Not offered 1995-96.]

2. Philosophy of Science**[PHIL 286 Science and Human Nature (also Science and Technology Studies 286)**

Spring. 4 credits. May be used to meet the philosophy of science requirement if not used to meet the core course requirement. Not offered 1995-96.]

PHIL 381 Philosophy of Science: Knowledge and Objectivity (also Science and Technology Studies 381)

Fall. 4 credits. Limited to 30 students. R. Boyd.

3. Sociology of Science**B&SOC 301 Biology and Society: The Social Construction of Life (also Science and Technology Studies 401)**

Fall. 4 credits. Prerequisite: one year of introductory biology. Limited to 75 students. May be used to meet the sociology of science requirement if not used to meet the core course requirement. P. J. Taylor.

B&SOC 342 Sociology of Science (also City and Regional Planning 442)

For description, see S&TS 442.

HSS 246 Major Determinants of Human Behavior

Fall. 3 credits.

R SOC 208 Technology and Society

Fall. 3 credits.

[SOC 434 The Sociology of Reproduction (also WOMNS 435)

Spring. 4 credits. Not offered 1995-96.]

4. Politics of Science**[B&SOC 406 Biotechnology and Law (also Science and Technology Studies 406)**

Fall. 4 credits. Limited to 16 students. Recommended: a course in genetics or rDNA, a course in American government or law, or permission of instructor. Fee for course reading materials. Not offered 1995-96. S. Jasanoff.

Biotechnology, with its myriad applications in areas such as medicine and agriculture, is developing more rapidly than the social institutions that are capable of controlling it. This course explores the use and potential abuse of biotechnology in areas such as genetic screening and counseling, reproductive technologies, intentional release of genetically engineered organisms, patents, and ownership of human tissue. Particular attention will be given to evolving legal and management strategies for regulating the applications of biotechnology. Readings are

from science, medicine, law, and public policy. A research paper is required.]

[B&SOC 407 Law, Science, and Public Values (also Government 407 and Science and Technology Studies 407)

Fall. 4 credits. Not offered 1995-96. S. Jasanoff.

This course explores the varied interactions between science and the legal process that have developed in recent years as a result of attempts to bring greater public accountability to the use of science and technology. It examines the activities of both legislatures and courts in controlling science and analyzes the values underlying these initiatives. Three major types of science-law interactions form the focus of the course: expert testimony in the courtroom, regulation of hazardous technologies, and legal control of professional standards in science and medicine. Specific topics include the regulation of toxic chemicals and nuclear power, controversies about biotechnology, reproductive technologies and biomedical research, and scientific misconduct.]

S&TS 391 Science in the American Polity: 1960-Now (also GOVT 309)

Spring. 4 credits. M. Dennis.

[S&TS 425 Global and Domestic Dimensions of Science and Technology Studies Policy (also Government 468)

Fall. 4 credits. Not offered 1995-96.]

[S&TS 427 Politics of Environmental Protection in America (also GOVT 427)

Fall. 4 credits. Not offered 1995-96.]

[S&TS 431 Introduction to Science and Technology Policy (also Government 401)

Fall. 4 credits. Not offered 1995-96.]

5. Science Communication**B&SOC 300 Investigative Research on the Social Impact of Science (also Textiles and Apparel 301 and Science and Technology Studies 402)**

Spring. 4 credits. Prerequisite: one year of science and permission of the instructor. Offered alternate years. Limited to 12. P. J. Taylor.

Students choose a current issue in the social impact of biological or physical sciences and work through the steps of investigation from issue definition to spoken presentations and proposals for action. In a workshop setting, students comment on and learn from other's projects and discuss case studies and articles, with occasional guest speakers and films.

COMM 352 Science Writing for the Mass Media (also Science and Technology Studies 352)

Fall. 3 credits. Not open to freshmen. Limited to 25 students. Prerequisite: one college writing course. B. Lewenstein.

COMM 360 Scientific Writing for Public Information

Fall or spring. 3 credits. Limited to 25 nonfreshman or graduate students per section. Prerequisite: any college-level writing course.

[COMM 466 Public Communication of Science and Technology (also S&TS 466)

Spring. 3 credits. Not offered 1995-96. B. Lewenstein.]

[HIST 465 Scientific Rhetoric in Historical Perspective (also S&TS 465 and co-meeting with COMM 465)

Spring. 4 credits. Not offered 1995-96. P. Dear and B. Lewenstein.]

C. Biology foundation (Breadth Requirement): Three courses: one from three of the following subject areas:

1. Biochemistry, Molecular and Cell Biology**BIOB 231 General Biochemistry**

Fall. 3 credits.

BIOB 330 Principles of Biochemistry, Individual Instruction

Fall or spring. 4 credits.

BIOB 331 Principles of Biochemistry, Lectures

Fall. 4 credits. (2 credits if taken after Biological Sciences 231.)

NS 262 The Cell and the External World

Spring. 3 credits.

2. Ecology**BIOES 261 Ecology and the Environment**

Fall. 4 credits.

3. Genetics and Development**BIOGD 281 Genetics**

Fall, spring, or summer. 5 credits.

BIOGD 282 Human Genetics

Spring. 3 credits. (2 credits if taken after Biological Sciences 281)

PL BR 225 Plant Genetics

Spring. 4 credits. Offered alternate years.

4. Evolutionary Biology**BIOES 278 Evolutionary Biology**

Spring. 4 credits.

5. Microbiology**BIOB 290 General Microbiology Lectures**

Fall, spring, or summer. 3 credits. Prerequisites: BIOMI 101-102 and 103-104 and CHEM 104 or 208, or equivalent. Recommended: concurrent registration in BIOMI 291.

6. Neurobiology and Behavior**BIONB 221 Neurobiology and Behavior I: Introduction to Behavior**

Fall. 3 or 4 credits (4 credits with discussion and written projects). Not open to freshmen.

BIONB 222 Neurobiology and Behavior II: Introduction to Neurobiology

Spring. 3 or 4 credits. (4 credits with discussion and written projects). Not open to freshmen. Limited to 20 students.

7. Botany**BIOPL 241 Introductory Botany**

Fall. 3 credits. Prerequisite: one year of introductory biology or permission of instructor.

8. Physiology and Anatomy

BIOAP 311 Introductory Animal Physiology, Lectures (also Veterinary Medicine 346)

Fall. 3 credits. Prerequisite: one year of college biology, chemistry, and mathematics. Recommended: previous or concurrent course in physics.

NS 341 Human Anatomy and Physiology
Spring. 4 credits.

D. Biology foundation (depth requirement): One course for which one of the above breadth requirement courses (2C) is a prerequisite.

E. Statistics (select one)**ARME 310 Introductory Statistics**
Fall and spring. 4 credits.**CRP 320 Introduction to Statistical Reasoning for Urban and Regional Analysis**
Fall. 3 credits.**ECON 319 Introduction to Statistics and Probability**
Fall or summer. 4 credits. Prerequisites: Economics 101-102 and Mathematics 111-112.**EDUC 353 Introduction to Educational Statistics**
Spring. 3 credits. Prerequisite: Education 352 (1 credit) or concurrent registration.**ILR 210 Statistics: Statistical Reasoning**
Fall and spring. 4 credits.**[MATH 372 Elementary Statistics**
Fall. 4 credits. Not offered 1995-96.]**[OR&IE 370**
Fall. 4 credits. Not offered 1995-96.]**PSYCH 350 Statistics and Research Design**
Fall. 4 credits.**SOC 301 Evaluating Statistical Evidence**
Fall. 4 credits.**BTRY 200 Statistics and the World We Live In**
Fall. 3 credits.**BTRY 215 Introduction to Statistical Methods**
Fall. 3 credits.**BTRY 601 Statistical Methods I**
Fall. 4 credits.

III. Core Courses

B&SOC 301 Biology and Society: The Social Construction of Life (also Biological Sciences 301 and Science and Technology Studies 401)

Fall. 4 credits. Prerequisite: one year of introductory biology or permission of instructor. Limited to 75 students. P. J. Taylor.

Critical thinking about the diverse influences shaping the life sciences. Topics include evolution and natural selection, heredity and genetic determinism, biotechnology and reproductive interventions, ecology and environmental change. We interpret episodes, past and present, in biology in light of scientists' historical location, economic and political interests, use of language, and ideas about causality and responsibility. Readings,

class activities, and written assignments are designed so that students develop interpretive skills and explore their own intellectual and practical responses to controversies in biology and society.

[PHIL 286 Science and Human Nature (also Science and Technology Studies 286)

Spring. 4 credits. Not offered 1995-96. For description, see PHIL 286.]

IV. Themes

A. Natural Science Issues/Biology Elective (two courses). Select from the list of B&SOC approved Natural Science Issues courses or choose course(s) with *significant biological content* from: ALS, AN SC, BIOSCI, ENTOM, FOOD, HDFS, NS, NTRES, PL BR, PL PA, PSYCH, VTMED).

[B&SOC 201 Biotechnology: The 'New' Biology (also Biological Sciences General, BIO G 201)

Spring. 3 credits. Prerequisite: one year of introductory biology or equivalent. This course is for students not majoring in biological sciences. Not for students who have taken or are currently enrolled in BIOGD 281, BIOBM 330, or 331. Letter grades only. Not offered 1995-96.

Designed for nonmajors, a general introduction to the application and issues of modern molecular biology in medicine and agriculture. Information on recombinant DNA technology, monoclonal antibodies, plant cell culture techniques, and embryo manipulation methods is presented. Topics include medical diagnostics and treatments; environment, agriculture, and food; and economic, social-policy, regulatory, ethical, and legal issues that surround biotechnology. The course is taught in three modules and the topics vary from year to year. Topics for 1995 are human gene mapping and genetic screening; crop plant biotechnology, and immunodiagnostics and therapy (AIDS and cancer.) Recommended for those students who want to understand some new research discoveries, their applications, and social, legal, ethical, and policy issues stemming from them.]

[B&SOC 214 Biological Basis of Sex Differences (also Women's Studies 214)

Not offered 1995-96. For description, see BIOAP 214.]

B&SOC 232 Recombinant DNA Technology and Its Applications
For description, see BIOBM 232.**B&SOC 347 Human Growth and Development: Biological and Social Psychological Considerations (also Human Development and Family Studies 347)**

Spring. 3 credits. Prerequisites: Biological Sciences 101 or 109 or equivalent, and Human Development and Family Studies 115 or Psychology 101. Offered alternate years.

A review of major patterns of physical growth from the fetal period through adolescence, with consideration of biological and socio-environmental determinants of growth as well as physical and psychological consequences of variations in growth patterns. An examination of normal patterns of growth is followed by an analysis of major sources of variations in growth (normal and atypical).

ASTRO 202 Our Home in the Solar System
Spring. 3 credits.**BIOPL 246 Plants and Civilization**
Spring. 3 credits.**BIOES 275 Human Biology and Evolution (also Anthropology 275 and Nutritional Sciences 275)**
Fall. 3 credits. Offered alternate years.**NTRES 201 Environmental Conservation**
Spring. 3 credits.**NS 222 Maternal and Child Nutrition**
Spring. 3 credits.**NS 361 Biology of Normal and Abnormal Behavior (also Psychology 361)**
Fall. 3 credits.**NS 650 Public Health Nutrition**
Spring. 3 credits.**HDFS 370 Abnormal Development and Psychopathology**
Spring. 3 credits.

Examples of biology electives

AN SCI 300 Animal Reproduction and Development
Spring. 3 credits.**HDFS 466 Neurobiology of Personality and Psychopathy**
Fall. 3 credits.**NS 331 Physiological and Biochemical Bases of Human Nutrition**
Spring. 3 credits.**B. Humanities/Social Science elective** (two courses)

Courses listed earlier as social science/humanities foundation courses (2.B.) are particularly appropriate as social science/humanities electives. However, a single course cannot be used to meet both requirements. Additional courses that are recommended as social science or humanities electives are:

Examples of social science electives

ARME 464 Economics of Agricultural Development
Spring. 3 credits.**ANTHRO 211 Nature and Culture @**
Spring. 3 credits.**[BIOES 673 Human Evolution: Concepts, History, and Theory (also Anthropology 673)**
Fall. 3 credits. Offered alternate years. Not offered 1995-96.]**CRP 480 Environmental Politics**
Spring. 4 credits.**CRP 451/551 Environmental Law**
Fall. 4 credits.**[HDFS 241 History of Childhood in the United States**
Spring. 3 credits. Not offered 1995-96.]**[HDFS 258 The Historical Development of Women as Professionals, 1800 to the Present (also Women's Studies 238 and History 238)**
Fall. 3 credits. Limited to 120 students. Not offered 1995-96.]**HSS 315 Human Sexuality**
Spring. 3 credits.

[HSS 325 Health Care Services and the Consumer

Fall. 3 credits. Offered alternate years. Not offered 1995-96.]

HSS 330 Ecology and Epidemiology of Health

Spring. 3 credits.

HSS 491 Contemporary Issues in Women's Health

Fall. 3 credits.

HSS 634 Health Care Organization—Providers and Reimbursement

Fall. 3 credits.

HSS 688 Long-Term Care and the Aged: Alternative Health and Social Services Delivery Systems

Spring. 3 credits.

NTRES 300 International Environmental Issues

Fall. 4 credits.

NS 245 Social Science Perspectives on Human Nutrition

Fall. 3 credits.

NS 457 National and International Food Economics (also Economics 374)

Spring. 3 credits.

PSYCH 326 Evolution of Human Behavior

Fall. 4 credits. Offered alternate years.

R SOC 201 Population Dynamics (also Sociology 205)

Spring. 3 credits.

R SOC 205 Rural Sociology and International Development

Spring. 3 credits.

R SOC 324 Environment and Society

Fall. 3 credits.

R SOC 490 Society and Survival

Fall. 3 credits.

Examples of humanities electives**[GERST 347 Reading Freud: Race, Gender, and Psychoanalysis (also Psychology 389, English 347 and Comp. Lit. 347)**

Spring. 3 credits. Offered alternate years. Optional: 1-credit clinical discussion section. Not offered 1995-1996.]

NTRES 407 Religion, Ethics, and the Environment

Spring. 4 credits.

PHIL 241 Ethics (by petition for breadth requirement)

Spring. 4 credits.

[PHIL 368 Global Climate and Global Justice (also Government 468)

Fall. 4 credits. Not offered 1995-96.]

[PHIL 681 Classification, Reality, and Knowledge: Realism, Social Construction, and Objectivity (also Science & Technology Studies 681)

Spring. 4 credits. Not offered 1995-96.]

[S&TS 626 Workshop on Law, Science, and Technology (also GOVT 626)

Spring. 4 credits. Enrollment limited. Permission of the instructor required. Not offered 1995-96.]

C. Senior Seminars**B&SOC 447 The History of Biology (also History 415 and Science and Technology Studies 447 and BIO G 467)**

Fall. 4 credits. Limited to 18 students. A Common Learning course.

[B&SOC 404 Human Fertility in Developing Nations (also Rural Sociology 408)

Spring. 3 credits. Prerequisite: a population course or permission of instructor. Offered alternate years. Not offered 1995-96.

A review of the major literature dealing with the social causation of variation in human fertility. Emphasis will be on international comparisons and on the methodology of field research.]

[B&SOC 406 Biotechnology and Law (also Science and Technology Studies 406)

Fall. 4 credits. Limited to 16 students. Recommended: a course in genetics or DNA, a course in American government or law, or permission of instructor. Fee for course reading materials. Not offered 1995-96. S. Jasanoff.]

B&SOC 414 Population Policies (also Rural Sociology 418)

Spring. 3 credits. Prerequisite: a population course or permission of instructor. Offered alternate years.

The ways in which societies try to affect demographic trends. Special focus is on government policies and programs to influence fertility.

[B&SOC 451 AIDS and Society

Fall. 3 credits. Limited to students who have been approved by course coordinators. A Common Learning course. Not offered 1995-96.

Discussions of the effect of HIV infection and AIDS on society will consist of seminars on the biology of the virus, medical treatment, transmission and prevention, and personal, social, and political impact of HIV/AIDS. Students will have the opportunity to initiate and carry out AIDS education projects on campus.]

B&SOC 460 Social Analysis of Ecological Change (also Rural Sociology 660 and Science and Technology Studies 660)

Fall. 4 credits. Prerequisite: one year of science. Limited to 20 graduate students and seniors with permission of instructor. Offered alternate years. P. J. Taylor.

Scientific studies of ecological and social processes, together with interpretation of those studies by historians, sociologists, and anthropologists. Topics include ideas of nature, colonial conservation science, systems ecology, the tragedy of the commons, neo-Malthusianism, human ecology, local knowledge, nomadic pastoralism, political ecology, women and eco-development, and global environmental discourse.

B&SOC 461 Environmental Policy (also Agriculture and Life Sciences 661)

For description, see BIOES 661.

B&SOC 469 Food, Agriculture, and Society (also Science and Technology Studies 469)

For description, see BIO G 469.

[HDFS 610 Processes in Human Development

Spring. 3 credits. Limited to 20 students. Open to graduate students and juniors and seniors in HDFS and related fields with recommendation from a faculty member and instructor's permission. Prerequisite: a minimum of one course in statistics. Not offered 1995-96.]

HSS 613 Seminar on Mental Health and Related Services

Fall. 3 credits.

HSS 625 Health Care Services: Ethical and Legal Perspectives

Fall. 3-4 credits. If using this course as a senior seminar, B&Soc majors must take it for 4 credits by writing a major paper. Permission of instructor required for registration. Enrollment limited to 10 undergraduates—preference given to HSS students.

HSS 631 Managed Health Delivery Systems: Primary-Ambulatory Care

Spring. 3 credits.

PHIL 661 Theory of Knowledge (also Science and Technology 661)

Spring. 4 credits.

[S&TS 412 Politics of the Human Body

Spring. 4 credits. Not offered 1995-96.]

[S&TS 427 The Politics of Environmental Protection in America (also Government 427)

Fall. 4 credits. Not offered 1995-96.]

[S&TS 626 Workshop on Law, Science and Technology (also Government 626)

Spring. 4 credits. Not offered 1995-96.]

S&TS 645 Genetic Engineering: Politics and Society in Comparative Perspective (also Government 634)

Spring. 4 credits.

[S&TS 688 International Environmental Policy (also Government 687)

Spring. 4 credits. Not offered 1995-96.]

V. Other Courses**B&SOC 375 Independent Study**

Fall or spring. 1-4 credits. Prerequisite: must have written permission of faculty supervisor and Biology and Society major. Projects under the direction of a Biology and Society faculty member are encouraged as part of the program of study within the student's concentration area. Applications for research projects are accepted by individual faculty members. Students may enroll for 1-4 credits in Biology and Society 375 (Independent Study) with written permission of the faculty supervisor and may elect either the letter grade or the S-U option. Students may elect to do an independent study project as an alternative to, or in advance of, an honors project. Applications and information on faculty research, scholarly activities, and undergraduate opportunities are available in the Biology and Society office, 275 Clark Hall. Independent study credits may not be used in completion of the major requirements.

B&SOC 400 Undergraduate Seminar

Fall or spring. Variable credit. May be repeated for credit.

From time to time different seminars on topics of interest to undergraduates are offered. Topics and instructors are listed in the biology

and society supplement issued at the beginning of each semester.

B&SOC 499 Honors Project

Fall or spring; two-semester projects are acceptable. 3–5 credits each term with a maximum of 8 credits for the entire project. Open only to biology and society students in their senior year.

Students enrolled in Biology and Society 499 will receive a letter grade at the end of their final term, whether or not they complete a thesis and whether or not they are recommended for honors. Students enrolled for the whole year in 499 may receive either a letter grade for both terms or a grade of "R" for the first term with a letter grade for both terms submitted at the end of the second term. When a student is enrolled for two terms, the student and the thesis adviser must reach a clear agreement at the outset as to which grade will be assigned for the first term and on the basis of what sort of work. Minimally an honors thesis outline and bibliography should be completed during the first term. Applications and information are available in the Biology and Society office, 275 Clark Hall.

Cognitive Studies Program

F. Keil (psychology), B. Lust (human development and family studies, modern languages and linguistics), codirectors. B. Bloom, C. Cardie, R. Constable, B. Donald, T. Henzinger, D. Huttenlocher, R. Rubinfeld, G. Salton, D. Subramanian, R. Zabih (computer science); J. Dunn, J. Novak, R. Ripple, D. Schrader (education); R. Canfield, S. Ceci, B. Koslowski, B. Lust, M. Potts, S. Robertson, G. Suci (human development and family studies); J. Russo, A. Isen (Johnson Graduate School of Management); J. Bowers, A. Cohn, M. Diesing, J. Gair, W. Harbert, S. Hertz, A. Jongman, J. Lantolf, S. McConnell-Ginet, C. Rosen, M. Suñer, L. Waugh, J. Whitman, D. Zec (modern languages and linguistics); A. Nerode, R. Shore (mathematics); T. Seeley, (neurobiology and behavior); R. Boyd, C. Ginet, H. Hodes, S. Shoemaker (philosophy); J. Cutting, R. Darlington, D. Field, B. Finlay, B. Halpern, F. Keil, B. Khurana, C. Krumhansl, J. Sereno, E. Spelke (psychology)

Cognitive studies is comprised of a number of disciplines that are linked by a major concern with fundamental capacities of the mind, such as perception, memory, reasoning, language, and the organization of motor action. In the College of Arts and Sciences these disciplines are represented in the departments of Computer Science, Linguistics, Mathematics, Philosophy, and Psychology. Elsewhere in the university they are represented in the Department of Human Development and Family Studies (College of Human Ecology), the Section of Neurobiology and Behavior (Division of Biological Sciences), and the Department of Education (College of Agriculture and Life Sciences).

The issues addressed in cognitive studies arise at several levels. At the broadest level are problems of characterizing such basic notions as "mind," "knowledge," "information," and "meaning." At a more specific level are questions regarding the abstract operating principles of individual components of the mind, such as those underlying visual perception, language ability, and understanding of concepts. These principles concern the organization and behavior of the components

and also how they develop and change. At the most specific level are questions about the properties of the elementary computational structures and processes that constitute these components.

Important insights into issues of these kinds have been achieved in recent years as a result of the various cognitive studies disciplines converging in their theoretical and methodological approaches. It is this convergence, in fact, that warrants grouping the disciplines together under the single term "cognitive studies." Even greater progress can be expected in the future as a consequence of increasing cooperation among the disciplines.

Undergraduate Concentration

The committee for undergraduate concentration in cognitive studies consists of: Claire Cardie, computer science, 5–9206, 4124 Upson Hall, cardie@cs.cornell.edu; James Gair, linguistics, 5–5110, 407 Morrill Hall, jwg2@cornell.edu; Carl Ginet, philosophy, 5–6818, 224 Goldwin Smith, cag2@cornell.edu; David Field, psychology, 5–6393, 250 Uris Hall, djf3@cornell.edu. Initial inquiries concerning the undergraduate concentration should be made with the Cognitive Studies coordinator, Sue Wurster, 255–6431, who will provide application materials and set up a meeting with a relevant member of the committee. If, after meeting with the committee member, a concentration seems appropriate, the applicant will be assigned an adviser selected from all faculty members who are in the field of Cognitive Studies.

The undergraduate concentration in cognitive studies provides a framework for the design of structured, individualized programs of study in this growing interdisciplinary field. Such programs of study are intended to serve as complements to intensive course work in a single discipline as represented by an individual department. It is considered crucial that students gain a strong background in an individual department, independent of their work in the concentration. This background provides both a foundation and a focus for the concentration work.

In light of the importance of a strong background in an individual department, it is required that a student seeking admission to the concentration have completed or plan to complete any three courses in one department from among the list of courses below. (Such a student will typically be a major in the department, but being a major is not necessary. The Section of Neurobiology and Behavior counts as a department here.) To enter the concentration formally, the student should apply at the Cognitive Studies office, 273A Uris Hall. The student will then be referred to a member of the concentration committee, who will assign the student a concentration adviser who has expertise in the student's main areas of interest and is outside of the student's major department.

The concentration requires that the student take several courses (usually a minimum of three) from departments other than the one from which the student takes the three courses needed for admission to the concentration. The student must gain approval for this selection of courses from the concentration adviser. The courses will generally be chosen from among the list below, but other courses are permissible in individual cases.

The courses selected should form a coherent cluster that makes sense to both the adviser and the student; an unstructured selection of three courses from the approved set might well be inadequate.

In addition, the concentration encourages each student to be involved in at least one independent research study that bears on research issues in cognitive studies, if possible. It is recommended that students report on their research activities in an annual undergraduate forum sponsored by the program. The Undergraduate Committee is committed to helping students find an appropriate research placement when needed.

Students who successfully complete these requirements will have their concentration in Cognitive Studies officially represented on their diploma. Students in good standing in the concentration will be eligible to compete for a limited number of summer research fellowships and travel awards to relevant conferences in the cognitive sciences. In addition, students who have completed all requirements for the concentration will be eligible for enrollment in the graduate proseminar in Cognitive Studies (Cognitive Studies 773–774).

In addition to assisting in and approving the student's selection of courses, the concentration adviser serves as a general source of information about the field of cognitive studies, relevant resources around the university, and job and graduate school opportunities. For further information, consult the Cognitive Studies office, 273A Uris Hall or the undergraduate concentration committee listed above.

Graduate Minor

For information, consult the program office (273A Uris Hall, 255–6431, cogst@cornell.edu or the graduate field representative, Barbara Lust 255–0829, bcl4@cornell.edu).

Courses

Cognitive Studies

COGST 470 Undergraduate Research in Cognitive Studies

Fall or spring. 1–4 credits. S-U grades optional. Prerequisite: permission of major adviser; written permission of Cognitive Studies faculty member who will supervise the research and assign the grade. Hours to be arranged. Cognitive Studies faculty.

Experience in planning, conducting, and reporting independent laboratory, field, and/or library research in an interdisciplinary area relevant to cognitive studies.

Computer Science

COM S 211 Computers and Programming

Fall or spring. 3 credits.

COM S 212 Structure and Interpretation of Computer Programs

Fall or spring. 4 credits.

COM S 280 Discrete Structures

Fall or spring. 4 credits.

COM S 381 (or 481) Introduction to Theory of Computing

Fall. 3 or 4 credits.

COM S 410 Data Structures

Fall or spring. 4 credits.

COM S 411 Programming Languages and Logics

Fall 1996 and 1998. 4 credits.

COM S 462 Robotics and Machine Vision

Spring 1997. 3 credits.

COM S 463 Robotics and Machine Vision Lab

Spring 1997. 2 credits.

COM S 472 Foundations of Artificial Intelligence

Fall. 3 credits.

COM S 473 Practicum in Artificial Intelligence

Fall. 2 credits.

COM S 482 Introduction to Analysis of Algorithms

Spring. 4 credits.

COM S 486 Applied Logic (also Mathematics 486)

Fall or spring. 4 credits.

Education (College of Agriculture and Life Sciences)**[EDUC 210 Psychology of Learning and Memory**

Fall. 3 credits. Not offered 1996.]

EDUC 312 Learning to Learn

Spring. 3 credits.

Human Development and Family Studies (College of Human Ecology)**HDFS 331 Learning in Children**

Fall. 3 credits.

HDFS 333 Cognitive Processes in Development

Spring. 3 credits.

[HDFS 334 The Growth of the Mind

Spring. 4 credits. Not offered 1995-96.]

[HDFS 432 Cognitive Development and Education

Spring. 3 credits. Not offered 1995-96.]

HDFS 436 Language Development (also Psychology 436 and Linguistics 436)

Spring. 4 credits.

HDFS 438 Thinking and Reasoning

Spring. 3 credits.

HDFS 439 Cognitive Development: Infancy through Adolescence

Fall. 3 credits.

HDFS 472 Typical and Atypical Intellectual Development

Spring. 3 credits.

Modern Languages and Linguistics**LING 101 Theory and Practice of Linguistics**

Fall, spring or summer. 4 credits.

LING 201 Introduction to Phonetics and Phonology

Spring. 4 credits.

LING 203 Introduction to Syntax and Semantics

Fall. 4 credits.

[LING 264 Language, Mind, and Brain

Fall. 4 credits. Not offered 1995-96.]

LING 301-302 Phonology I, II

Fall and spring. 4 credits each term.

LING 303-304 Syntax I, II

Fall and spring. 4 credits each term.

LING 309-310 Morphology I, II

Fall and spring. 4 credits each term.

[LING 319-[320] Phonetics I, II

Fall. 4 credits each term. Not offered 1995-96.]

LING 325 Pragmatics

Fall. 4 credits.

[LING 334 Non-Linear Syntax

Fall. 4 credits. Not offered 1995-96.]

[LING 350 Representing Language: Knowledge Taught and Untaught (also COGST 350)

Spring. 4 credits. Not offered 1995-96.]

[LING 370 Language and Cognition (also Psychology 370)

Spring. 4 credits. Not offered 1995-96.]

LING 400 Semiotics and Language (also Comparative Literature 410)

Spring. 4 credits.

LING 401 Language Typology

Fall. 4 credits.

LING 421-422 Semantics I, II

Fall and spring. 4 credits each term.

LING 436 Language Development (also Psychology 436 and HDFS 436)

Spring. 4 credits.

[LING 450 Mathematical Methods for Linguistics

Fall. 4 credits. Not offered 1995-96.]

Mathematics**MATH 481 Mathematical Logic (also Philosophy 431)**

Spring. 4 credits.

[MATH 483 Intensional Logics and Alternatives to Classical Logics (also Philosophy 436)

Spring. 4 credits. Not offered 1995-96.]

MATH 486 Applied Logic (also Computer Science 486)

Spring. 4 credits.

[MATH 487 Applied Logic II

Spring. 4 credits. Not offered 1995-96.]

Neurobiology and Behavior (Division of Biological Sciences)**BIONB 221 Neurobiology and Behavior I: Introduction to Behavior**

Fall. 3 or 4 credits.

BIONB 222 Neurobiology and Behavior II: Introduction to Neurobiology

Spring. 3 or 4 credits.

BIONB 326 The Visual System

Spring. 4 credits.

BIONB 328 Biopsychology of Learning and Memory (also Psychology 332)

Spring. 3 credits.

BIONB 396 Introduction to Sensory Systems (also Psychology 396)

Spring. 3 or 4 credits.

BIONB 424 Neuroethology

Spring. 3 credits.

[BIONB 492 Sensory Function (also Psychology 492)

Spring. 3 or 4 credits. Not offered 1995-96.]

[BIONB 496 Bioacoustic Signals in Animals and Man

Spring. 3 credits. Not offered 1995-96.]

Philosophy**PHIL 231 Introduction to Formal Logic**

Fall and spring. 4 credits.

[PHIL 261 Knowledge and Reality

Spring. 4 credits. Not offered 1995-96.]

[PHIL 262 Philosophy of Mind

4 credits. Not offered 1995-96.]

[PHIL 286 Science and Human Nature (also Science and Technology Studies 286)

4 credits. Not offered 1995-96.]

PHIL 318 Twentieth-Century Philosophy

Spring. 4 credits.

PHIL 331 Formal Logic

Spring. 4 credits.

PHIL 332 Philosophy of Language

Fall. 4 credits.

PHIL 361 Metaphysics and Epistemology

Fall. 4 credits.

PHIL 381 Philosophy of Science: Knowledge and Objectivity (also Science and Technology Studies 381)

Fall. 4 credits.

[PHIL 382 Philosophy and Psychology

4 credits. Not offered 1995-96.]

[PHIL 389 Philosophy of Science: Evidence and Explanation

4 credits. Not offered 1995-96.]

[PHIL 431 Deductive Logic (also Mathematics 481)

4 credits. Not offered 1995-96.]

[PHIL 433 Philosophy of Logic

4 credits. Not offered 1995-96.]

[PHIL 436 Intensional Logic (also Mathematics 483)

4 credits. Not offered 1995-96.]

[PHIL 437 Problems in the Philosophy of Language

Spring. 4 credits. Not offered 1995-96.]

[PHIL 461 Metaphysics

Spring. 4 credits. Not offered 1995-96.]

Psychology**PSYCH 205 Perception**

Spring. 3 credits.

PSYCH 209 Development

Spring. 4 credits.

PSYCH 214 Issues in Cognitive Psychology

Fall. 3 credits.

[PSYCH 215 Psycholinguistics

Fall. 3 or 4 credits. Not offered 1995-96.]

PSYCH 305 Visual Perception

Fall. 4 credits.

[PSYCH 309 Development of Perception and Representation

Fall. 3 credits. Not offered 1995-96.]

PSYCH 311 Human Learning and Memory
Fall. 3 credits.

PSYCH 316 Auditory Perception
Fall. 3 or 4 credits.

PSYCH 332 Biopsychology of Learning and Memory (BIONB 328)
Spring. 3 credits.

PSYCH 342 Human Perception: Applications to Computer Graphics, Art, and Visual Display
Fall. 3 credits.

PSYCH 361 Biopsychology of Normal and Abnormal Behavior (also Nutritional Sciences 361)
Fall. 3 credits.

PSYCH 396 Introduction to Sensory Systems (also BIONB 396)
Spring. 3 or 4 credits. Not offered 1996-97.

PSYCH 412 Laboratory in Cognition and Perception
Spring. 4 credits.

PSYCH 414 Comparative Cognition
Spring. 3 credits.

PSYCH 415 Concepts, Categories, and Word Meanings
Fall. 4 credits.

[PSYCH 417 The Origins of Thought and Knowledge]
Fall. 4 credits. Not offered 1995-96.]

PSYCH 418 Psychology of Music
Spring. 3 or 4 credits.

[PSYCH 425 Brain and Behavior]
Fall. 3 or 4 credits. Not offered 1995-96.]

PSYCH 436 Language Development (also Linguistics 436 and HDFS 436)
Spring. 4 credits.

[PSYCH 492 Sensory Function (also BIONB 492)]
Spring. 3 or 4 credits. Not offered 1995-96 or 1996-97.]

Graduate Courses and Seminars

The following courses and seminars are generally for graduate students only. However, some may be appropriate for advanced undergraduates. The director of the concentration must approve an undergraduate's use of any of these for satisfying the concentration requirements.

COGST 773-774 Proseminar in Cognitive Studies I and II (also Com S 773/774; Ling 773/774; Phil 773/774; Psych 773/774)

Fall: R grade; spring: S-U only. 4 credits.
T 1:25-2:40. Staff.

The Cognitive Studies Proseminar consists of two semesters of meetings with the graduate faculty in the field of Cognitive Studies. The proseminar will consist of a general introduction to the field of Cognitive Studies including an introduction to each of the major disciplines that comprise the minor: i.e., computer science, linguistics, philosophy, and psychology. In each of these disciplines, faculty from the field will introduce the theoretical and methodological issues that underlie the field and its relation to Cognitive Studies; in addition, they will introduce various labs in which active research is being conducted in their field at Cornell.

The proseminar will include suggestions from faculty in each field for further advanced interdisciplinary research that can be pursued at Cornell during a Cognitive Studies minor. It will conclude (end of second term) with individual student presentations in which students initiate a critique of some interdisciplinary research, after consultation with a faculty member of their choice.

Although suitable to entering graduate students, the proseminar is also open to graduate students beyond their first year. Advanced undergraduates with a Cognitive Studies concentration may also be admitted. This is a year-long lecture and discussion course. The year-long commitment is mandatory. An "R" grade will be assigned in the fall semester, and an S-U grade will only be assigned in the spring semester.

COGST 600/700 Graduate Seminars

HDFS 600/700 Graduate Seminars

LING 600/700 Graduate Seminars

LING 637 Experimental Research for Language Sciences

Fall. 4 credits. A. Jongman, J. Lantolf.

MATH 581 Logic

MATH 655 Mathematical Foundations of Computer Modeling and Simulation

MATH 684 Recursion Theory

MATH 688 Automated Theorem Proving

PHIL 700 Graduate Seminars

PSYCH 500-700 Graduate Seminars

College Scholar Program

Dean Lynne Abel, director, 55 Goldwin Smith Hall, 255-3386.

The College Scholar program is described in the introductory section of Arts and Sciences.

COLLS 397 Independent Study

Fall or spring. 1-4 credits. Prerequisite: permission of program office.

COLLS 499 Honors Research

Fall or spring. 1-8 credits; a maximum of 8 credits may be earned for honors research. Prerequisite: permission of program director. Each participant must submit a brief proposal approved by the honors committee.

East Asia Program

140 Uris Hall

J. V. Koschman, director; E. M. Gunn, associate director, R. Barker, T. Bestor, K. W. Brazell, R. Bullock, P. Chi, T. Christensen, S. G. Cochran, J. Cody, B. de Bary, C. d'Orban, P. J. Katzenstein, J. M. Law, L. C. Lee, T. P. Lyons, D. R. McCann, J. R. McRae, T. L. Mei, V. Nee, C. A. Peterson, J. R. Piggott, V. Pucik, N. Sakai, P. S. Sangren, T. Shiraishi, V. B. Shue, R. J. Smith, R. J. Sukle, H. Wan, J. K. Wheatley, J. Whitman, M. W. Young

East Asian studies at Cornell is led by thirty-four faculty members from five colleges, who participate in a program of research and teaching on the civilizations and cultures of East Asia. Courses are offered through various departments in most of the humanities and social science disciplines, as well as in the fields of business, city and regional planning,

international and comparative labor relations and rural sociology. Language courses in Mandarin, Cantonese, Korean, and Japanese are offered, in addition to the Full-year Asian Language Concentration (FALCON) in Japanese and Mandarin. Undergraduates major in the Department of Asian Studies and concentrate on the language and culture of one East Asian country, while graduate students may work toward an M.A. in East Asian studies, a dual M.B.A./M.A. degree, or an M.A./Ph.D. degree in a discipline such as agricultural economics, anthropology, city and regional planning, government, history, history of art, linguistics, literature, rural sociology, or sociology. A variety of fellowships, travel grants, awards, and assistantships are available for graduate students concentrating on East Asia.

The formal program of study is enriched by a variety of extracurricular activities, including a Japanese and Chinese language house, film series, career workshops, art exhibits, and numerous lectures, symposia and performances related to East Asia. The Wason Collection in Olin Library is a comprehensive collection of books on East Asia in Western languages, Japanese, Chinese, and Korean. The Mary Rockwell Galleries of the Herbert F. Johnson Museum of Art have an excellent collection of East Asian art.

Freshman Writing Seminars

For information about the requirements for freshman writing seminars and descriptions of seminar offerings, see the John S. Knight Writing Program section, and consult the John S. Knight Writing Program brochure, available from college registrars in August for the fall term and in late October for the spring term.

Human Biology Program

J. Haas (nutritional sciences), director, 211 Savage Hall, 255-8001, B. Finlay (psychology), J. Fortune (physiology/women's studies), E. Frongillo (nutritional sciences), R. Johnston (psychology), K.A.R. Kennedy (ecology and systematics/anthropology), D. Levitsky (nutritional sciences), D. McClearn (ecology and systematics), P. W. Nathanielsz (physiology), D. L. Pelletier (nutritional sciences), W. Provine (ecology and systematics/history), R. Robertshaw (physiology), S. Robertson (human development and family studies), R. Savin-Williams (human development and family studies), M. Small (anthropology)

Human biology integrates the methods and theories of many disciplines, such as biological anthropology, nutrition, neurobiology, physiology, psychology, demography, ecology, genetics, and paleontology, into a comprehensive study of biological diversity in *Homo sapiens*. A central focus of this interdisciplinary approach to the study of the human organism is an understanding of evolutionary processes that explain our biological variation through space and time. The program of study seeks to educate future biological scientists to address the concerns of a society that is becoming more demanding of the scientific community to place its specialized biological knowledge in a broad context. The human biology curriculum is of particular relevance to undergraduate students in premedical and predentistry programs, biological anthropology, nutrition, human development, ecology and systematics, psychology, physiology, genetics, and the health-related sciences. It serves to bring

together students with a common interest in humankind as defined from these diverse fields and to provide a forum for student-faculty interaction on various topics relating to human evolution and biological diversity. Human biology is not a major but a curriculum of study that provides majors in various departments with a program for selecting elective courses that deal with the biology of the human species. Students in their junior year may develop a program of study in human biology while majoring in a number of different departmental fields.

Basic Requirements

The requirements for a program of study in human biology are designed to ensure sufficient background in physical sciences and mathematics to enable the student to pursue a wide range of interests in the fields of modern biological sciences, anthropology, and fields related to the evolution and physical diversity of the human species. Adjustments may be made in these requirements, depending upon the student's academic background and affiliation with colleges and schools within the university.

The basic requirements are one year of introductory biology (Biological Sciences 101-103 plus 102-104 or 105-106 or Biological Sciences 107-108 offered during the eight-week Cornell Summer Session); one year of general chemistry (Chemistry 103-104 or 207-208 or 215-216); one year of college mathematics (Mathematics 111-112 or 105-106 or 111-105); one course in genetics (Biological Sciences 281 or 282); one course in biochemistry (Biological Sciences 231, 330 or 331). It is recommended that students planning graduate study in biological anthropology, psychology, and related fields in the medical and nutritional sciences take a course in statistics. Students should consult their faculty adviser in human biology for help in selecting appropriate courses.

Elective courses should be taken that will enable the student to acquire breadth in the subject matter of human biology outside of their departmental major. Therefore only 6 of the 15 human biology elective credits may also fulfill requirements for the major. Courses should be selected that also provide sufficient exposure to the integration of basic anatomical and physiological sciences with the behavior of individuals and groups within the context of evolutionary theory and ecology. The courses listed below are representative of the offerings in human biology and are included to assist the student in organizing a curriculum of study. They are organized into three groups that reflect the three levels of integration noted above: (1) human anatomy and physiology, (2) human behavior, and (3) human evolution and ecology. Students should choose at least one course from each of these areas of integration. It is anticipated that the student will include in a program of study at least one of the laboratory courses offered. It is expected that a student will take a minimum of 15 credits from among these courses.

There is no foreign language requirement for human biology beyond what is dictated by specific departments and colleges. The requirements for the human biology curriculum are set alongside requirements of the undergraduate majors as these are defined by different departments. Students with

independent majors may design their own programs of study under the guidelines provided by their college. Although a student may indicate an interest in human biology in the freshman year and be able to obtain early guidance from a faculty adviser representing the curriculum of study, it is more usual for students to establish their course programs in the first semester of the junior year. The student may request one of the faculty advisers in his or her department who is listed as faculty in human biology to be their principal adviser, or he or she may have an adviser in the department of the major and seek the advice of a human biology faculty adviser in matters pertaining to satisfaction of the requirements. In certain cases a faculty adviser may represent both the major and the curriculum of study in human biology.

Courses

Human Anatomy and Physiology

BIO AP 214 The Biological Basis of Sex Differences (also Women's Studies 214)

Fall. 3 credits.

BIO ES 274 Functional and Comparative Morphology of Vertebrates

Spring. 4 credits.

BIO AP 311 Introductory Animal Physiology, Lectures (also Veterinary Medicine 346)

Fall. 3 credits.

BIO AP 319 Animal Physiology Experimentation (also Veterinary Medicine 378)

Fall. 3 credits.

BIO AP 458 Mammalian Physiology

Spring. 3 credits.

BIO ES 474 Laboratory and Field Methods in Human Biology (also Anthropology 474)

Spring. 5 credits.

NS 115 Nutrition and Health: Concepts and Controversies

Fall. 3 credits.

NS 222 Maternal and Child Nutrition

Spring. 3 credits.

NS 331 Physiological and Biochemical Bases of Human Nutrition

Spring. 3 credits.

NS 341 Human Anatomy and Physiology

Spring. 4 credits.

NS 361 Biology of Normal and Abnormal Behavior (also Psychology 361)

Fall. 3 credits.

NS 441 Nutrition and Disease

Fall. 4 credits.

PSYCH 322 Hormones and Behavior (also Biological Sciences 322)

Spring. 3 or 4 credits.

PSYCH 425 Brain and Behavior

Fall. 3 or 4 credits.

VET MI 331 Medical Parasitology

Fall. 2 credits.

Human Behavior

ANTHR 390 Primate Behavior and Ecology

Spring. 4 credits.

ANTHR 490 Primates and Evolution

Spring. 4 credits.

BIO S 301 Biology and Society I: The Social Construction of Life (also Biology and Society 301)

Fall. 4 credits.

BIO NB 427 Animal Social Behavior

Fall. 4 credits.

HDFS 344 Infant Behavior and Development

Fall. 3 credits.

HDFS 645 Seminar in Infancy: Newborn Behavioral Organization

Spring. 3 credits.

HSS 315 Human Sexuality: A Biosocial Perspective

Spring. 3 credits.

NS 245 Social Science Perspectives of Human Nutrition

Fall. 3 credits.

NS 347 Human Growth and Development: Biological and Behavioral Interactions (also Human Development and Family Studies 347 and Biology and Society 347)

Spring. 3 credits.

PSYCH 326 Evolution of Human Behavior

Fall. 4 credits.

PSYCH 425 Brain and Behavior

Fall. 3 or 4 credits.

R SOC 408 Human Fertility in Developing Nations (also B Soc 404)

Spring. 3 credits.

R SOC 438 Social Demography

Fall. 3 credits.

Human Evolution and Ecology

ANTHR 101 Introduction to Anthropology: Biological Perspectives on the Evolution of Human Kind

Fall. 3 credits.

ANTHR 203 Early People: The Archaeological and Fossil Record (also Archaeology 203)

Spring. 3 credits.

ANTHR 390 Primate Behavior and Ecology

Spring. 4 credits.

ANTHR 391 The Evolution of the Human Life Cycle

Spring. 3 credits.

ANTHR 490 Primates and Evolution

Spring. 4 credits.

BIO G 207 Evolution

Fall or summer. 3 credits.

BIO ES 261 Ecology and the Environment

Fall. 4 credits.

BIO ES 272 Functional Ecology: How Animals Work

Spring. 4 credits.

BIO ES 275 Human Biology and Evolution (also Anthropology 275 and Nutritional Sciences 275)

Fall. 3 credits.

BIO ES 371 Human Paleontology (also Anthropology 371)

Fall. 4 credits.

BIO ES 378 Evolutionary Biology
Spring. 4 credits.

BIO ES 461 Population and Evolutionary Ecology
Spring. 4 credits.

BIO ES 464 Microevolution and Macroevolution
Spring. 4 credits.

BIO ES 470 Ecological Genetics (also Entomology 470)
Spring. 4 credits.

BIO ES 471 Mammology
Fall. 4 credits.

BIO QD 481 Population Genetics
Fall. 4 credits.

BIO QD 482 Human Genetics and Society
Fall. 3 credits.

BIO QD 484 Molecular Evolution
Spring. 3 credits.

BIO ES 673 Human Evolution: Concepts, History and Theory (also Anthropology 673)
Fall. 3 credits.

B&SOC 447 History of Biology-Evolution (also History 447)
Fall. 4 credits.

HSS 330 Ecology and Epidemiology of Health
Spring. 3 credits.

NS 306 Nutritional Problems of Developing Nations
Fall. 3 credits.

PSYCH 326 Evolution of Human Behavior
Fall. 4 credits.

R SOC 201 Population Dynamics
Spring. 3 credits.

VET MI 331 Medical Parasitology
Fall. 2 credits.

VET CS 664 Introduction to Epidemiology
Fall. 3 credits.

Independent Major Program

Dean Lynne Abel, director, 55 Goldwin Smith Hall, 255-3386.

The Independent Major Program is described in the introductory section of Arts and Sciences.

IM 351 Independent Study
Fall or spring. 1-4 credits. Prerequisite: permission of the program office.

IM 499 Honors Research
Fall or spring. 1-8 credits; a maximum of 8 credits may be earned for honors research. Prerequisite: permission of program director. Each participant must submit a brief proposal approved by the honors committee.

Intensive English Program

E. J. Beukenkamp, director

This full-time, noncredit, nondegree program is designed to meet the requirements of foreign students who need to acquire proficiency in English to pursue university-level studies in the United States, as well as for visitors, personnel in business, hospitality

industry, legal work, medicine, and others seeking competence in the language.

The intensive nature of the program leads to a command of the language in all its aspects—listening, speaking, reading, and writing—in the shortest possible time.

Integrated courses are offered both fall and spring semesters at three levels: beginning (Test of English as a Foreign Language [TOEFL] score below 370), intermediate (TOEFL score below 450), and advanced.

Students who have gained full admission to, or who already are registered in, degree-granting programs at Cornell should consult the section, Modern Languages and Linguistics, for information regarding courses in English as a second language (series ENGLF).

The Intensive English Program is administered by the Department of Modern Languages and Linguistics, Cornell University, Morrill Hall, Ithaca, New York 14853-4701, U.S.A. Application materials and information are available directly from the program by calling 607/255-4863, or by faxing 607/255-7491. Internet e-mail is ejb7@cornell.edu.

International Relations Concentration

Barbara Lantz, assistant dean for International Programs, administrative coordinator

Cornell University offers a unique setting for undergraduates with an interest in international relations. Cornell's several undergraduate colleges and many departments include course offerings that provide a strong grounding in the field as well as an opportunity to study more than sixty languages.

The purpose of the Concentration in International Relations is to provide a structure for undergraduate students with interest in international law, economics, agriculture, foreign trade, international banking, government service, international organizations, cross-cultural affairs, or education. Students can major in one of the existing departments, such as history, government, anthropology, or economics, or design an independent major. Integral to the curriculum in international relations is both a focus on global issues and processes and an understanding of their impact on particular countries or geographic regions.

Course requirements for students entering Cornell in fall 1994 and after:

These requirements are designed to expose students to a broad range of perspectives in international relations while allowing them to tailor their course selections to specific interests. Courses throughout the university are grouped into four subject areas:

- 1) International Economics and Development;
- 2) World Politics and Foreign Policy;
- 3) Transnational Processes and Policies; and
- 4) Cultural Studies. Within these four subject areas, courses are also identified as "core" or "elective." Students must complete seven courses selected from the four groups according to one of two strategies. Option A emphasizes the politics and economics of international relations. Option B puts greater stress on culture. In choosing either option, students should ensure that they acquire familiarity with more than one geographic region or country.

Option A:

- One core course from Groups 1, 2, and 4
- One elective from Groups 1, 2, 3, and 4

Option B:

- One core course from Groups 1, 2, and 4
- One elective from either Group 1 or Group 2
- One elective from Group 3, and two additional electives from Group 3 or Group 4

Students should take note that many of the core courses have prerequisites. **The list of electives here is representative but not complete.** Many other courses throughout the university can qualify as electives for the IR Concentration.

Group 1: International Economics and Development

Core:	Econ 363	International Economics (prereq. Econ 101-102)
	Econ 361	International Trade Theory (prereq. 101-102, 313)
	Econ 371	Economic Development (prereq. 101-102, 313)
Electives:	Econ 367	Comparative Economic System: East & West
	Econ 369	The Economy of China
	Econ 370	Socialist Economies in Transition
	Econ 375	Economic Problems of India
	ILRIC 333	Western Europe, US, and Japan in a Changing World Economy
	ILRIC 339	The Political Economy of Mexico

Group 2: World Politics and Foreign Policy

Core:	Govt 181	Introduction to International Relations
	Hist 314	History of American Foreign Policy, 1912-present
Electives:	Govt 391	Chinese Foreign Policy
	Govt 393	Intro to Peace Studies
	Govt 400	US Political Economy in Global Perspective
	Govt 433	Politics of Economic Liberation in the Developing World
	Hist 218	The Russian Military Effort and Foreign Policy
	Hist 313	US Foreign Relations, 1750-1912
	Hist 414	Motivations of American Foreign Policy

Group 3: Transnational Processes and Policies

[NO CORE]

Electives:	Phil 294	Global Thinking
	Govt 393	Intro to Peace Studies
	B&Soc 460	Social Analysis of Ecological Change (seniors & grads)
	B&Soc 461	Environmental Policy (seniors & grads)
	R Soc 430	Migration and Population Redistribution
	R Soc 438	Social Demography
	INTAG 300	Perspectives in International Agriculture and Rural Development

Group 4: Cultural Studies

Core:	Anthr 200	Cultural Diversity and Contemporary Issues
	Anthr 321	Sex and Gender in Cross-Cultural Perspective
	Anthr 380	State, Nation and Everyday Life
	Anthr 460	Culture and International Order
Electives:	Anthr 344	Male/Female in Chinese Cult/Soc
	Anthr 345	Japanese Society
	Anthr 352	The Anthropologies of Spain
	Com L 455	Caribbean Literature
	Asian 355	Japanese Religions
	Asian 363	Contemporary Mass Culture in Japan and the US
	Asian 373	20th C Chinese Literature
	Asian 385	Cultural History of Vietnam
	Asian 483	Internat'lism, Nat'lism, & Japanese Discursive Space
	NES 234	Arabs & Jews: Cultures in Confluence and Conflict
	AS&RC 311	Govt & Politics in Africa
	AS&RC 478	Family and Society in Africa
	English 451	Violence, Nation, Myth
	Frlit 330	Francophone African Literature
	Govt 325	Eastern Europe
	Govt 332	Modern European Politics
	Govt 344	Govt & Politics of SE Asia
	Govt 346	Modern Japanese Politics
	Govt 347	Govt & Politics of China

Govt 358	Modern History of Near East
Hist 343	Gandhi and Nonviolence
Hist 354	20th C European Intellectual History
Hist 382	Empire and Imperiled States: South Asia
Hist 384	Europe in the 20th Century, 1945-1968
Hist 449	Race & Class in Latin America
Hist 491	History of South Asia
Hist 493	Problems in Modern Chinese History

Language Requirement

IR Concentrators entering Cornell in fall 1994 and after are expected to complete additional language study beyond the College of Arts and Sciences degree requirement. This study can be accomplished in one of two ways:

- 1) Two years of one foreign language (proficiency plus one course)
- 2) Two languages at proficiency

Requirements for students entering Cornell prior to fall 1994:

- 1) Two courses in government:
 - a) Government 181 or 281: Introduction to International Relations (spring).
 - b) One appropriate 300-level government course, either in international relations or in the foreign policy of a particular country.
- 2) Two courses in economics:
 - a) One from the following offerings: Economics 361: International Trade Theory and Policy (fall); Economics 362: International Monetary Theory and Policy (spring); Economics 363: International Economics (fall); Economics 371: Economic Development (fall).
 - b) One from the following offerings: Economics 366: The Economies of Central Europe and the Former USSR (spring); Economics 367: Comparative Economic Systems (spring); Economics 370: Socialist Economies in Transition (fall); Economics 374: National and International Food Economics (spring). (**Students can take Economics 361 and 362 to fulfill the economics requirement.*)
- 3) Two courses in history:
 - a) History 314: History of American Foreign Policy, 1912 to the Present (spring).
 - b) Any history course dealing with a modern nation or region other than the United States.

Typical choices among the sequences listed above would be to study European history and government and Economics 361, 362, or 367, or Third World history and government and Economics 371 and other listed economics courses. Under certain conditions, it may be possible to substitute other courses for those listed above. In addition, students are strongly encouraged to acquire full proficiency in a modern foreign language.

Study Abroad

IR Concentrators are strongly encouraged to study abroad to bring a practical dimension to their expertise in international issues. Those who choose this option will find the requirements for the concentration highly compatible with study abroad.

All courses used to fulfill the concentration requirements must be taken for a letter grade. Transcripts will reflect successful completion of the requirements for the concentration. In addition, students will receive a special certificate signed by the faculty coordinator of the international relations concentration. Students interested in pursuing the concentration should discuss it with their faculty adviser. To enroll and for further information, contact Barbara Lantz, Assistant Dean for International Programs, 55 Goldwin Smith Hall, tel. 255-5004, e-mail to BL13@cornell.edu.

Center for International Studies

See Interdisciplinary Centers, Programs, and Studies.

Program of Jewish Studies

D. I. Owen, director (Ancient Near Eastern and Biblical History and Archaeology), H. Abramson (Jewish History), R. Brann (Judeo-Arabic Studies), P. Hyams (Medieval Jewish History), L. Kant (Early Judaism and Christianity), R. Lesses (History of Judaism), J. Porte (American-Jewish Writers), D. S. Powers (Arabic and Islamic Studies), G. Rendsburg (Biblical and Semitic Studies), N. Scharf (Hebrew language), D. Schwarz (Anglo-Jewish Literature), S. Shoer (Hebrew and Yiddish Languages), Y. Szekeley (Judaica Bibliography), I. Tucker (Mellon Fellow, Modern Hebrew Literature)

The Program of Jewish Studies was founded as an extension of the Department of Semitic Languages and Literatures (now the Department of Near Eastern Studies) in 1973 and attained status as an intercollegiate program in 1976.

The program has grown out of the conviction that Judaic civilization merits its own comprehensive and thorough treatment and that proper understanding of any culture is inconceivable without adequate knowledge of the language, literature, and history of the people that created it. Accordingly, the offerings in the areas of Hebrew language and literature have been considerably expanded, and courses in ancient, medieval, and modern Jewish history have been added to the program.

It is a broadly based, interdisciplinary program, bringing together faculty from the various Cornell colleges.

The Program of Jewish Studies supports teaching and research in the overall area of Judaic Studies. It is a secular, academic program, the interests of which are diverse and cross-cultural. The program recognizes its special relationship to teaching and research in classical Judaica and Hebraica which are pursued by the members of the Department of Near Eastern Studies.

It presently enables students to obtain basic instruction and specialization in the fields of Semitic languages; the Hebrew Bible; medieval and modern Hebrew literature; ancient, medieval, and modern Jewish history;

and Holocaust studies. In some of these fields students may take courses both on graduate and undergraduate levels. Faculty throughout the university provide breadth to the program by offering courses in related areas of study.

Courses Offered

JWST 105-106 Elementary Modern Hebrew I and II (also NES 101-102)
105 fall; 106 spring. 6 credits. S. Shoer.
For description, see NES 101-102.

JWST 201-202 Intermediate Modern Hebrew I and II (also NES 201-202)
201 fall; 202 spring. 4 credits. N. Scharf.
For description, see NES 201-202.

JWST 223 Introduction to the Bible (also RELST 223 and NES 223)
Fall. 3 credits. G. Rendsburg.
For description, see NES 223.

JWST 234 Arabs and Jews in Confluence and Conflict (also NES 234, RELST 234, and COM L 234) @ #
Fall. 3 credits. R. Brann.
For description, see NES 234.

JWST 242 Jewish Literature and Thought in the Rabbinic Period (also NES 242, RELST 242, and CLASS 243) @ #

Spring. 3 credits. L. Kant.
In this course, we will explore the literature and thought of Judaism in the rabbinic period. Topics to be covered include biblical interpretation, wisdom, law, mysticism, festival celebration, prayers and liturgy, as well as magic. We will be paying close attention to all genres of rabbinic literature: targum, midrash, mishnah/talmud, and merkabah (chariot) mysticism. By way of comparison, as well as to help us understand who the rabbis were and what they were trying to do, we will also highlight a variety of Graeco-Jewish literature: Philo, Egyptian poets, Sybiline Oracles, Greek Bible (Septuagint), Jewish-Christian texts, inscriptions, etc.

JWST 245 Introduction to Modern Jewish History (also NES 249) #
Spring. 3 credits. R. Lesses.
For description, see NES 249.

JWST 247 Introduction to Jewish Art and Archaeology from the Hellenistic to the Rabbinic Period (also CLASS 249, NES 247, RELST 247, and ARKEO 247) @ #
Fall. 3 credits. L. Kant.

In this course, we will examine material evidence of Judaism from the fourth century B.C.E. to the fifth century C. E. Equal attention will be given to Palestine and the Diaspora. We will look at various kinds of structures, including tombs and cemeteries, prayer buildings and synagogues, houses, fortresses, palaces, and the Jerusalem Temple. All types of objects will come under consideration, such as paintings, mosaics, sarcophagi, jewelry and gemstones, coins, inscriptions, and papyri. In general, we will attempt to understand this material both in terms of its Near Eastern heritage and the powerful influence of the Graeco-Roman environment. Attention will also be paid to relations to early Christian art and archaeology.

JWST 248 Introduction to Classical Jewish History (also RELST 248 and NES 248) @ #
Fall. 3 credits. R. Lesses.
For description, see NES 248.

JWST 251 The Holocaust: The Destruction of European Jewry
Fall. 3 credits. Enrollment limited to 100 students. H. Abramson.

This course will survey the social and political evolution and implementation of the Nazi program to destroy European Jewry. The emphasis will be placed on an historical overview of the political and physical machinery of the destruction process and its impact on both the practitioners and victims. Topics relevant to the post-Holocaust era, including revisionism and the hunt for prosecution of war criminals, will also be introduced. The role of the perpetrators, victims, and bystanders will be highlighted.

JWST 294 Modern History of the Near East: Changing Politics, Society, and Ideas (also GOVT 358 and NES 294) @

Fall. 4 credits. Fulfills the college distribution requirement in history or the social sciences. E. Zisser.
For description, see NES 294.

JWST 301-302 Advanced Modern Hebrew I and II (also NES 301-302) @

301 fall; 302 spring. 4 credits. N. Scharf.
For description, see NES 301-302.

JWST 339 Muslims, Christians and Jews in Islamic Spain: Literature and Society (also NES 339, COMP LIT 334, RELST 334, SPAN LIT 339) @ #

Spring. 4 credits. Enrollment limited to 20 students. R. Brann.
For description, see NES 339.

JWST 342 Jewish Mysticism (also RELST 344 and NES 344) #

Spring. 4 credits. Enrollment limited to 25 students. R. Lesses.
For description, see NES 344.

JWST 345 Letter, Novel, Dictionary: The Making of National Language (also NES 345) #

Fall. 4 credits. Enrollment limited to 25 students. I. Tucker.
For description, see NES 343.

JWST 347 Gender and Judaism (RELST 343 and NES 345)

Fall. 4 credits. Enrollment limited to 25 students. R. Lesses.
For description, see NES 345.

JWST 350 The Jews of the Territory of the Soviet Union from 1881 to the Present

Spring. 4 credits. H. Abramson.
This course will survey the transformation of the Jewish minority in the territory of the former Soviet Union from late Czarist times through the fall of Communism in Eastern Europe. The social and economic makeup of pre-revolutionary Jews will be studied as a prelude to the sweeping changes brought about by the Bolshevik Revolution of 1917. Topics to be discussed include the pogroms of 1919, Soviet-Jewish culture, the purges, Zionism and religious dissidence, and the Holocaust. Emphasis will be placed on the understanding of the Jewish experience in the context of other nationalities (Russians, Ukrainians, Poles, etc.). The course will conclude with a brief survey of the post-Soviet Jewish situation in the various successor states.

JWST 420 Readings in Biblical Hebrew Prose (also NES 420 and RELST 420) @ #

Fall. 4 credits. G. Rendsburg.
For description, see NES 420.

JWST 421 Readings in Biblical Hebrew Poetry (also NES 421 and RELST 423) @ #

Spring. 4 credits. G. Rendsburg.
For description, see NES 421.

JWST 440 The Form of the Jews (also NES 440) #

Spring. 4 credits. Enrollment limited to 25 students. I. Tucker.
For description, see NES 440.

JWST 491-492 Independent Study-Undergraduate

Fall and spring. Variable credit. Staff.

JWST 499 Independent Study-Honors

Fall and spring. Variable credit. Staff.

JWST 610 Paul Celan and the Shoah (also German Studies 640)

Spring. 4 credits. Open to qualified undergraduates with permission of instructor. L. M. Olschner.
For description, see German Studies 640.

JWST 620 Readings in Medieval Hebrew Poetry and Prose (also NES 620)

Fall and spring. 4 credits. R. Brann.
For description, see NES 620.

Courses Not offered 1995-96.

JWST 197-198 Introduction to Near Eastern Civilization (also NES 197-198 and RELST 197-198) @ #

JWST 220 Aramaic (also Near Eastern Studies 238)

JWST 227 Introduction to the Prophets (also NES 227 and RELST 227) @ #

JWST 228/628 Genesis (also Near Eastern Studies 228 and 628 and Religious Studies 228) @ #

JWST 243 Classics of Hebrew Literature, a Survey: The Hebrew Literary Tradition (also Comparative Literature 231 and NES 231)

JWST 244 Introduction to Ancient Judaism (also NES 244 and RELST 244) @ #

JWST 250 Response to the Holocaust

JWST 251 The Holocaust: The Destruction of European Jewry, 1933-1945

JWST 261 Ancient Seafaring (also ARKEO 275 and NES 261) @ #

JWST 263 Introduction to Biblical History and Archaeology (also Archeology 263, Near Eastern Studies 263 and Religious Studies 264) @ #

JWST 264 Agriculture and Society in the Ancient Near East (also Near Eastern Studies 264) @ #

JWST 274 Jewish Civilization in Eastern Europe 1814-1939 (also RUSSEL 274)

JWST 283 The Lyrics of Love and Death: Medieval Hebrew Poetry in Translation (also Comparative Literature 333 and NES 233) @ #

JWST 293 Judaism, Christianity and Islam in Comparative Perspective (also NES 293)

JWST 322 Undergraduate Seminar in Biblical Literature: Prophecy in Ancient Israel (also Near Eastern Studies 322)

- JWST 340 Topics in Religion: Religious Symbols in Near Eastern Late Antiquity (also NES 320 and RELST 340) #
- JWST 344 The History of Early Christianity (also NES 324 and RELST 325) #
- JWST 348 Varieties of Judaism in the Graeco-Roman World (also Near Eastern Studies 348 and Religious Studies 348) @ #
- JWST 361 Interconnections in the Eastern Mediterranean World in Antiquity (also Near Eastern Studies 361) @ #
- JWST 362 The History and Archaeology of Ancient Syria (also ARKEO 362/662 and NES 362/662) @ #
- JWST 366 The History and Archaeology of the Ancient Near East (also Archaeology 310 and Near Eastern Studies 366) @ #
- JWST 400 Seminar in Advanced Hebrew (also NES 400) @
- JWST 402 Seminar in Hebrew Literature and Poetics (also Near Eastern Studies 402)
- JWST 428 Medieval Hebrew Biblical Exegesis (also NES 428, NES 624, and RELST 428)
- JWST 450 Undergraduate Seminar in Recent American History (also HIST 440)
- JWST 478 Jewish-American Writing (also English 479)
- JWST 482 Readings in Judeo-Arabic: Medieval Judeo-Arabic and Hebrew Poetics (also Near Eastern Studies 432) @ #
- JWST 627 The Song of Songs (also Near Eastern Studies 627 and Religious Studies 627)

John S. Knight Writing Program

The director of the John S. Knight Writing Program is Jonathan Monroe, associate professor in the Department of Comparative Literature and George Elliott Reed Professor of Writing and Rhetoric. Katherine Gottschalk, senior lecturer in the Department of English, is the Walter C. Teagle Director of Freshman Writing Seminars. The program's offices are in 159 Goldwin Smith Hall, 255-4061.

M. Gilliland (Writing Workshop), L. Greene (Writing Workshop), K. Hjortshoj (Writing Workshop), B. LeGenre (Writing Workshop), J. Martin (Writing Workshop), G. Matassarini (Writing Workshop), J. Pierpont (Writing Workshop).

The John S. Knight Writing Program helps to coordinate the teaching of writing for undergraduates in six of the university's schools and colleges (the School of Industrial and Labor Relations and the colleges of Agriculture and Life Sciences; Architecture, Art, and Planning; Arts and Sciences; Engineering; and Human Ecology). The program administers writing seminars for freshmen and upperclass students, tutorial writing classes, and seminars in the teaching of writing. More than thirty academic departments and programs participate in the program.

Advanced Writing Seminars

For upperclass students, the program collaborates with the Department of English in offering English 288-89, "Expository Writing." This course helps students write with more confidence and skill in all disciplines, while provoking inquiry into particular areas of study, forms or uses of writing, or topics intimately related to the written medium. Students may choose among a variety of sections focusing on such themes as "Writing

about the Social World," "Writing in the Humanities," "Issues and Audiences," "Understanding the News," and "The Languages of Science."

Freshman Writing Seminars

For freshmen the program offers the freshman writing seminars—more than 125 different courses in the humanities, social sciences, expressive arts, and sciences. Freshman writing seminars help students write good English expository prose—prose that, at its best, is characterized by clarity, coherence, intellectual force, and stylistic control. These seminars teach writing within a field while offering freshmen the opportunity to participate in a small seminar. Although they differ widely in content, all seminars adhere to the following requirements:

- 1) At least six—and at most, about fourteen—formal written assignments on new topics. Assignments should form a logical sequence.
- 2) At least two assignments asking for a seriously rewritten (not merely edited) essay. Assignments for guidelines 1 and 2 should total a minimum of thirty pages.
- 3) Ample, regular classroom time spent on work directly related to writing.
- 4) Reading assignments in the course subject small enough—maximum 75 pages per week—to permit regular, concentrated work on writing.
- 5) At least two individual conferences.

Offerings change from semester to semester. Each term's freshman writing seminars are described in a brochure available from college registrars.

To ensure that students will enjoy the benefits of small writing classes, freshman writing seminars are limited to no more than seventeen students. Instead of pre-enrolling in their writing courses, students request placement in one of five writing seminars by filling out ballots available from their college registrars. Over ninety percent receive one of their top three choices. In the fall, students may change their writing seminars at the Freshman Writing Seminar Exchange; and in the spring, students may change their writing seminars at the University Course Exchange. Changes can also be made at special Freshman Writing Seminar add/drop sessions held during the first two weeks of each semester.

The colleges and the school served by the program accept freshman writing seminars in fulfillment of their individual graduation requirements in categories referred to variously as "freshman writing," "oral and written expression," and the like. The program does not decide whether students may graduate: it makes courses available. Individual colleges and schools administer their own graduation requirements.

Currently, most undergraduate students are required to take two freshman writing seminars. Architecture students, however, need only one. Hotel students fulfill their requirement through Hotel Administration 165, which should be taken with Hotel Administration 265 during the first two semesters at Cornell. Agriculture and Life Sciences students can take freshman writing seminars or choose from among a variety of other courses to fulfill their requirement.

All students who score "4" or "5" on the Princeton Advanced Placement Examination in English receive three credits. Such credits are awarded automatically; no application to the John S. Knight Writing Program or the Department of English is necessary. How these credits may be applied to freshman writing or other distribution requirements depends on the student's college and score. All students who score "5," except Architecture and Fine Arts students, may apply their three credits towards the writing requirements of their college. Of students who score "4," only Agriculture and Life Sciences students and Industrial and Labor Relations students may apply their three credits toward the writing requirements of their college. Students should always consult their college registrars to be certain that they understand their writing requirements.

Students who have already taken a freshman writing seminar, or who score "4" or "5" on the Princeton AP exam, or "700" or better on the English Composition or CEEB tests, may enroll, space permitting, in the following upper-level freshman writing seminars: English 270, 271, and 272.

Although there are no exemptions from college writing requirements, some students may fulfill all or part of their college's writing requirement through transfer credits or writing-course substitutions.

For work done at other institutions to be accepted as equivalent to freshman writing seminars, students should demonstrate that they have done a reasonably equivalent amount of writing in a formal course. (It is not sufficient to write, for example, one thirty-page term paper.) Students in the College of Engineering and the College of Arts and Sciences must file an "application for transfer evaluation" to request writing credit for such courses; students in other colleges should consult their college registrars.

In unusual circumstances, upper-level students may petition to use a Cornell writing course other than a freshman writing seminar to satisfy part of their writing requirement. The John S. Knight Writing Program must approve all such petitions in advance.

For information about the requirements for freshman writing seminars and descriptions of seminar offerings, consult the John S. Knight Writing Program brochure, available from college registrars in August for the fall term and in late October for the spring term.

Teaching Writing

Each summer and fall, the program offers instruction in the teaching of writing to new staff members in the freshman writing seminars and other interested instructors. Teaching Writing I, offered in the summer, is primarily a course for graduate students; the same course is offered in the fall as Teaching Writing II. The program also sponsors a summer apprenticeship program for a limited number of graduate students, and a summer seminar for faculty members interested in the teaching of writing.

Writing Workshop

The John S. Knight Writing Program offers Workshops in English Composition for freshmen (or transfer students needing writing credit) through the Writing Workshop. These tutorials in English composition are designed

for students who have had little training in composition or who have serious difficulty with writing assignments.

Writing 137 and 138 are graded S-U only, and students receiving a grade of S are normally granted credit toward their college writing requirements. Students who think this course might be appropriate, including non-native speakers of English scoring less than 600 on the Test of English as a Foreign Language (TOEFL), should attend the assessment sessions offered by the Writing Workshop during orientation week each fall. The workshop also offers a walk-in service (see below) to help students with problems in essay writing. The director is Joe Martin, senior lecturer in the Writing Workshop. The workshop offices are in 174 Rockefeller Hall, 255-6349.

The Walk-In Service

Through the Walk-In Service, the Writing Workshop offers tutoring assistance in writing to any student who needs help with a writing project. The Walk-In Service has tutors available during the academic year in 174 Rockefeller and north- and west-campus residential areas. The director is Mary Gilliland. For information contact the Writing Workshop, 174 Rockefeller Hall, 255-6349.

WRIT 137-138 Workshops in English Composition

137, fall; 138, spring. 3 credits each term. Each section limited to 12 students. S-U grades only.

An intensive writing experience, this course is designed for those whose composition skills need extra attention. In class discussion, students respond to each other's work and analyze brief additional readings. The average weekly syllabus includes small classes, a tutorial with the instructor, and a paper plus revision. Each section of this course is individually shaped to respond to the needs of students in that particular class.

Latin American Studies

Lourdes Benería, Robert Blake, David Block, Debra Castillo, Carlos Castillo-Chavez, Maria Cook, David Cruz de Jesus, Tom Davis, Eleanor Dozier, Gary Fields, William Goldsmith, Jerø Haas, Jean-Pierre Habicht, John Henderson, Thomas Holloway, Zulma Iguina, Billie Jean Isbell, Steven Jackson, Teresa Jordan, John Kronik, Steven Kyle, David R. Lee, Antonio Monegal, Luis Morató, Craig Morris, Jura Oliveira, José Piedra, Thomas Poleman, Alison Power, Mary Roldan, Jeannine Routier-Pucci, Diva Sanjur, Roberto Sierra, Joseph M. Stycos, J. Margarita Suñer, David H. Thurston, Jonathan Tittler, Armand VanWambeke, Hector Vélez, Lawrence Williams, Frank Young

The Latin American Studies Program encourages and coordinates faculty and student interests in Latin America. A variety of special lectures, films, and seminars supplement the regular course offerings. Undergraduate students may arrange an independent major in Latin American studies, and graduate students may pursue a minor in Latin American studies while majoring in the graduate field of their choice. The College of Arts and Sciences offers Latin American studies courses in anthropology, economics, government, history, and sociology. In addition, there is a varied language, literature, and linguistics curriculum in Spanish, Portuguese, and

Quechua. The student may also pursue Latin American studies in the College of Agriculture and Life Sciences; the College of Architecture, Art, and Planning; the College of Human Ecology; and the School of Industrial and Labor Relations.

For further information and a current course listing, students should contact the program office at 255-3345 or 190 Uris Hall.

Law and Society

P. R. Hyams, director, 307 McGraw Hall, 255-2076, prh3@cornell.edu, C. Carmichael (comparative literature), D. A. Dunning (psychology), G. Hay (economics), P. Hyams (history), S. Jasanoff (science and technology studies), M. Katzenstein (government), R. Miller (philosophy), M. B. Norton (history), R. Polenberg (history), D. Powers (Near Eastern studies), J. Rabkin (government), L. Scheinman (government)

The Law and Society Program offers an interdisciplinary concentration for undergraduates who are interested in the law from the perspectives of the social sciences and the humanities: anthropology, comparative literature, economics, government, history, philosophy, psychology, science and technology studies, and sociology. In addition, undergraduates in the College of Arts and Sciences can major in law and society through the Independent Major Program. Students who wish to graduate with a concentration in law and society should consult the director of the program or one of the advisers listed above to plan a coherent program of study. Such a program should ordinarily include at least four courses from the following list. Particular attention is drawn to GOVT 313 and PSYCH 265, which past students have often taken. Other courses may be substituted with the approval of the adviser. Inquiries can be directed to: Mary Newhart, Administrative Assistant, 119 Stimson Hall, 255-8515, mjn3@cornell.edu.

AS&RC 280 Racism in American Society

ANTHR 385 Sex, Morality, and the Law (also WOMNS 385) @

B&SOC 406 Biotechnology, Society, and Law (also S&TS 406)

B&SOC 407 Law, Science, and Public Values (also GOVT 407 and S&TS 407)

COM L 326 Christianity and Judaism (also RELS 326) #

COM L 328 Literature of the Old Testament (also RELS 328) @ #

ECON 304 Economics and the Law

ECON 335 Public Finance and Resource Allocation

ECON 336 Public Finance: Resource Allocation and Fiscal Policy

ECON 354 Economics of Regulation

GOVT 111 The Government of the United States

GOVT 260 Social and Political Theory (also PHIL 242)

GOVT 294 Global Thinking (also PHIL 294)

GOVT 313 The Nature, Functions, and Limits of Law

GOVT 324 Legal Reasoning and Legal Adaptation: A Comparison of American and Talmudic Law

GOVT 327 Civil Liberties in the United States

GOVT 328 Constitutional Politics: The United States Supreme Court

GOVT 364 The Selfish Individual and the Modern World

GOVT 389 International Law

GOVT 407 Law, Science, and Public Values (also B&SOC 407 and S&TS 407)

GOVT 412 Voting and Political Participation

GOVT 428-429 Government and Public Policy: An Introduction to Analysis and Criticism

GOVT 462 Modern Political Philosophy (also PHIL 346)

GOVT 466 Feminism and Gender Discrimination

GOVT 469 Limiting War: The Morality of Modern State Violence (also PHIL 369)

GOVT 489 International Law and Regime Development

HIST 210 Supreme Court and Civil Liberties

HIST 319 American Constitutional Development

HIST 336 The American Ethos of Entrepreneurialism: Capitalism and Society in Developing America

HIST 368 Marriage and Sexuality in Medieval Europe (also WOMNS 368) #

HIST 436 Conflict Resolution in Medieval Europe

HIST 437-657 Sexuality, Society, and the State in the Near East (also NES 456-657 and WOMNS 455-655) @

NES 357 Islamic Law and Society

NES 456-657 Sexuality, Society and the State in the Near East (also HIST 437-657 and WOMNS 455-655) @ #

PHIL 242 Social and Political Theory (by petition for breadth requirement) (also GOVT 260)

PHIL 294 Global Thinking (also GOVT 294)

PHIL 319 Philosophy of Marx #

PHIL 342 Law, Society, and Morality (also Law 666)

PHIL 343 Political Obligation and Civil Disobedience (also Law 676)

PHIL 346 Modern Political Philosophy (also GOVT 462)

PHIL 369 Limiting War: The Morality of Modern State Violence (also GOVT 469)

PHIL 444 Contemporary Legal Thought (also Law 710)

PHIL 446 Topics in Social and Political Philosophy**PSYCH 265 Psychology and Law****S&TS 406 Biotechnology, Society, and Law (also B&SOC 406)****S&TS 407 Law, Science, and Public Values (also GOVT 407 and B&SOC 407)****SOC 310 Sociology of War and Peace****WOMNS 368 Marriage and Sexuality in Medieval Europe (also HIST 368)****WOMNS 455/655 Sexuality, Society, and the State in the Near East (also NES 456/657 and HIST 437/657)****WOMNS 466 Feminism and Gender Discrimination (also GOVT 466)****AGEC 320 Business Law I****CRP 451-551 Environmental Law****CRP 480 Environmental Politics****CRP 656 Land Resources Protection Law****CE&H 365 Economics of Consumer Law****ILRCB 607 Values in Law, Economics, and Industrial Relations****NTRES 401 Environmental and Natural Resources Policies****RELS 326 Christianity and Judaism (also COM L 324)****RELS 328 Literature of the Old Testament (also COM L 328)****Medieval Studies**

Danuta Shanzer, director; B. B. Adams, F. M. Ahl, C. M. Arroyo, R. Brann, K. W. Brazell, E. W. Browne, R. G. Calkins, A. M. Colby-Hall, R. T. Farrell, A. S. Galloway, A. B. Groos, W. E. Harbert, T. D. Hill, P. R. Hyams, J. H. Jasanoff, J. J. John, C. V. Kaske, W. J. Kennedy, S. MacDonald, M. Migjel, J. M. Najemy, C. A. Peterson, J. R. Piggott, D. S. Powers, D. M. Randel, S. Senderovich, W. Wetherbee

Undergraduates interested in Medieval Studies have an opportunity to take courses in the following areas of instruction: medieval Hebrew, Arabic, and Latin; Old English, Middle English, and Old Irish; Old Provençal and medieval French; medieval Spanish and Italian; Old Saxon, Old High German, Middle High German, Gothic, and Old Norse; Old Russian and Old Church Slavonic; comparative literature; medieval archaeology, art, and architecture; medieval history; Latin paleography; medieval philosophy; musicology; comparative Slavic linguistics, comparative Romance linguistics, and comparative Germanic linguistics.

Undergraduates who want to undertake an independent major or a concentration in Medieval Studies should consult the director of the program, 259 Goldwin Smith Hall.

Information for prospective graduate students is contained in the catalog of the Graduate School and in a brochure on Medieval Studies, which can be obtained from the director.

Graduate Seminars

Courses in various aspects of medieval studies are offered each year in numerous cooperating departments, including Classics, Comparative Literature, English, History, History of Art, Modern Languages and Linguistics, German Studies, Romance Studies, Russian Literature, Music, Asian Studies, Near Eastern Studies, and Philosophy, and by the Society for the Humanities. An up-to-date listing of courses and their descriptions is available at the Medieval Studies office.

Modern European Studies Concentration

Susan Tarrow, coordinator

Students from any college may choose an undergraduate concentration in Modern European Studies to complement any major in any college. The purpose of the concentration is to provide a coherent structure for students with an interest in interdisciplinary study in the field of European studies.

The concentration has three tracks: European politics, economics and society; modern European history; and European culture. The requirements for the concentration are:

- 1) Competence in at least one modern European language, Romance, Germanic or Slavic (i.e., completion of a 300-level course or equivalent with a grade of at least B-, or demonstration of an advanced level of competence in an oral proficiency interview test where available).
- 2) Completion of at least one course in each of the three areas listed below:
 - a) *European Politics, Society and Economics*
 - Anthr 350 Anthropology of Europe
 - Econ 367 Comparative Economic Systems: Soviet Union and Europe
 - Econ 370 Socialist Economies in Transition
 - Govt 325 Eastern European Politics
 - Govt 332 Western European Politics
 - Govt 338 European Political Development
 - Govt 342 The New Europe
 - Govt 350 Comparative Revolutions
 - Soc 366 Transitions from State Socialism
 - b) *Modern European History*
 - Hist 242 Europe since 1789 #
 - Hist 353 Nineteenth-Century European Intellectual History #
 - Hist 354 Twentieth-Century European Intellectual History
 - Hist 362 European Cultural History 1815-1870 #
 - Hist 363 European Cultural History 1870-1945
 - Hist 383 Europe 1900-1945
 - Hist 384 Europe 1945-68
 - Hist 385 Europe 1968-1990

c) Humanities

Any general course dealing with modern Europe (19th and 20th centuries) in one of the following departments: Comparative Literature, English, German Studies, History of Art, Music, Philosophy, Romance Studies, Theatre Arts. Examples of such courses include:

Arth 260	Introduction to Art History: The Modern Era
Arth 361	Nineteenth-Century European Art #
COML 202	Great Books
COML 364	The European Novel
Music 108	Bach to Debussy #
Music 274	Opera #
Music 383	Music of the Nineteenth Century #
Phil 212	Modern Philosophy #
Theatr 241	Introduction to Western Theatre II #

Under certain conditions, it may be possible to substitute other courses for those listed above.

- 3) Three additional courses in any of the three areas.
 - a) Courses in European and comparative politics, anthropology, sociology, women's studies, and related courses in the School of Hotel Administration, the College of Agriculture and Life Sciences, and the School of Industrial and Labor Relations.
 - b) Courses in modern European history (post-1789).
 - c) Courses in (post-1789) English and European literatures, comparative literature, semiotics, fine arts, architecture, music, philosophy, film and theatre arts, and women's studies. All concentrators are encouraged to participate in the Language House Program, and to spend a semester or more in a program of study in Europe. Courses taken abroad may be applied to the concentration if they are approved for Cornell credit.

Undergraduates in the College of Arts and Sciences can major in European Studies through the Independent Major or College Scholar programs.

For a list of relevant courses and seminars, departmental advisers, and any further information, contact Susan Tarrow, coordinator of the Modern European Studies Concentration, at the Institute for European Studies, 120 Uris Hall (telephone 255-7592).

Religious Studies

J. R. McRae, director; R. Brann, acting director; C. M. Arroyo, R. A. Baer Jr., K-e. Barzman, J. P. Bishop, R. Brann, R. G. Calkins, C. M. Carmichael, K. Clinton, J. Fajans, J. W. Gair, D. Gold, S. Greene, J. S. Henderson, T. D. Hill, D. Holmberg, P. R. Hyams, J. J. John, L. H. Kant, C. V. Kaske, S. T. Katz, A. T. Kirsch, N. Kretzmann, J. M. Law, D. Mankin, K. S. March, J. R. McRae, C. Minkowski, R. L. Moore, P. Morewedge, D. I. Owen, L. Peirce, J. R. Piggott, D. S. Powers, D. M. Randel, G. Rendsburg, J. S. Rusten, P. S. Sangren, S. Saraydar, D. R. Shanzer, J. T. Siegel, T. A. Sokol, M. Washington, A. Wood

The program in Religious Studies is designed to meet the needs of three classes of students: those seeking interesting courses on religious topics as free electives or to fulfill distribution requirements; those desiring a more systematic exposure to the study of religion as a major component of their liberal arts experience; and those planning to pursue advanced academic work in religious studies or allied disciplines or subdisciplines (e.g., history of religions, anthropology, religion and literature, religion and psychology, ethics, or theology, as well as certain geographical area studies). To all these students the program offers an opportunity to acquire a fuller understanding and appreciation of one of the most fundamental aspects of human thought and behavior.

The Major in Religious Studies

To graduate as a major in Religious Studies a student must (1) complete with letter grades the program's two core courses, Religious Studies 101 (Understanding the Religions of the World) and Religious Studies 449 (History and Methods of the Academic Study of Religion); and (2) complete with letter grades eight additional courses approved for the major, at least four of them at the 300 level or above. The following specifications of this second requirement are designed to promote breadth (2a) and depth (2b) of study.

(2a) At least four of a major's eight additional courses are to be selected to ensure some familiarity with two or more different religions, religious traditions, or religious phenomena. These courses may be at the introductory or advanced levels. For example, "Introduction to Asian Religions" (Asian Studies 250) might lead a student to take "The Religious Traditions of India" (Asian Studies 351), and then to combine these with the two "Medieval Culture" courses (History 365 and 366). Or a student might take four unrelated courses such as "Introduction to the Bible" (Near Eastern Studies/Jewish Studies 223), "Religion and Reason" (Philosophy 263), "Myth, Ritual, and Symbol" (Anthropology 320), and "Islamic History: 1258-1914" (Near Eastern Studies 258) to gain a sense of the range of intellectual activity associated with the academic study of religious traditions and religious practices.

(2b) At least two of these eight additional courses are to be selected to ensure depth of coverage in one religion or one group of closely related religions, religious traditions, or religious phenomena. In the first illustrative case described above, the student might combine "The Religious Traditions of India" with "Indian Meditation Texts" (Asian Studies

460) or "Classical Indian Philosophical Systems" (Asian Studies/Classics 395) to acquire a measure of specialist strength in the religions of India. Alternatively, that student might combine "Introduction to Asian Religions" with one or more courses dealing with Buddhism, such as "Chinese Buddhism" (Asian Studies 358) or "Japanese Buddhism" (Asian Studies 359), to develop an appropriate depth along a different dimension.

No more than one of the courses chosen to meet requirement 2a may be used to satisfy requirement 2b.

To engage in the kind of focused study envisioned under 2b, a student will be expected to attain proficiency in a language other than English to gain access to relevant sources, primary or secondary. For example, a knowledge of Greek or Latin might be required for the study of Christianity (as well as Greek or Roman religions); of Hebrew or Aramaic for Judaism; of Arabic for Islam; of Sanskrit or Hindi for Hinduism; of Pali or Chinese or Japanese for Buddhism. Religious phenomena like shamanism or totemism, though less firmly rooted in literary traditions, have generated substantial bodies of important scholarship in French and German, and an undergraduate major concentrating in this area of Religious Studies should be equipped to make independent use of such material. Courses used to satisfy this foreign-language proficiency requirement may not be applied to the course requirements described under 2a and 2b.

Most courses approved for the major are offered by cooperating departments within the College of Arts and Sciences; a comprehensive up-to-date list of these courses is maintained at the office of the Religious Studies Program, 330 Rockefeller Hall.

Given the multidisciplinary character of the program in Religious Studies, it is especially important for a prospective major to select a faculty adviser early on. A current list of advisers is available from the program director. Once an adviser has been selected, a student is expected to prepare a brief statement outlining his or her intended course of major study (including study of an appropriate foreign language) and to file it with the program director for review by the faculty committee responsible for overseeing the program.

The Major with Honors in Religious Studies

To be eligible for honors in Religious Studies, a student must maintain a GPA of 3.0 overall and 3.3 in courses other than language courses used to satisfy requirements for the major. In addition, he or she must enroll in Religious Studies 490 or 491 (Directed Study) and Religious Studies 495 (Honors Thesis), usually in the fall and spring of the senior year, respectively. Each course carries four credits but only the first may be counted as one of the eight additional courses required for the major. Religious Studies 490, 491, and 495 are supervised by cooperating faculty members assigned to individual honors students or small groups of honors students to help them complete substantial independent projects. These projects will be evaluated by the Religious Studies Honors Committee, which is responsible for awarding honors and determining the degree of honors awarded.

Courses Approved for the Major Sponsored by Religious Studies

RELST 101 Understanding the Religions of the World @#

Spring. 3 credits. D. Gold.

A team-taught introduction to the contemporary study of religion and the religious traditions of the world. Topics covered include personal piety, mysticism, myth, development of religious institutions, and growth of scriptural canon. Required for majors in Religious Studies.

RELST 130 The Search for the Historical Jesus (also NES 130) @#

Summer. 3 credits. S. Saraydar.

Who was Jesus? What did he really say and do? In this course we are concerned with the ways in which scholars approach these questions and the often startling answers they obtain. We examine the social, political, economic and religious environments in which Jesus operated to provide a context for critical readings of the Gospels of Mark, Matthew, Luke, John and Thomas and other early Christian texts. We then reconstruct the essential features of the original Jesus movement, which we compare and contrast with Cynic philosophy, the Greco-Roman gender system, the beliefs and practices of the early Church, and the social patterns and religious philosophies of small-scale societies.

[RELST 202 The Greek New Testament

Spring. 3 credits. L. Kant.]

RELST 223 Introduction to the Bible

Fall. 3 credits. G. Rensburg.

RELST 234 Arabs and Jews: Cult in Confluence

Fall. 3 credits. R. Brann.

RELST 247 Introduction to Jewish Art and Archaeology

Fall. 3 credits. L. Kant.

RELST 248 Introduction to Class Jewish History

Fall. 3 credits. R. Lesses.

RELST 250 Introduction to Asian Religions

Fall. 3 credits. J. M. Law.

[RELST 252 Introduction to Islam Religion, Politics, and Society

Spring. 3 credits. Staff.]

RELST 257 Islamic History 600-1258

Fall. 3 credits. D. Powers.

[RELST 260 Knowledge and the Sacred in Small-Scale Societies @

Summer. 3 credits. Not offered 1995-96; next offered 1997. S. Saraydar.]

RELST 263 The Earlier Middle Ages

Fall. 4 credits. J. J. John.

RELST 322 Magic, Myth, Science and Religion

Fall. 4 credits. T. Kirsch.

RELST 327 Missions of Paul and His Successor

Fall. 4 credits. L. Kant.

RELST 328 Literature of the Old Testament

Fall. 4 credits. C. Carmichael.

RELST 337 The Medieval Illuminated Book

Fall. 4 credits. R. G. Calkins.

- RELST 343 Gender and Judaism**
Fall. 4 credits. R. Lesses.
- [RELST 344 Jewish Mysticism**
Spring. 4 credits. Not offered 1995-96.
R. Lesses.]
- RELST 345 Intellect/Cultural Life 19 Century**
Fall. 4 credits. R. L. Moore.
- RELST 349 Tantic Traditions**
Fall. 4 credits. D. Gold.
- RELST 355 Japanese Religions**
Fall. 4 credits. J. M. Law.
- RELST 420 Read in Biblical Hebrew Prose**
Fall. 4 credits. G. Rendsburg.
- [RELST 421 Religious Reflections on the Human Body**
Spring. 4 credits. Not offered 1995-96.
J. M. Law.]
- [RELST 422 Old Testament Seminar**
Fall. 4 credits. Not offered 1995-96.
C. Carmichael.]
- [RELST 428 Medieval Hebrew Biblical Exege**
Fall. 4 credits. Not offered 1995-96.
R. Brann.]
- RELST 429 Readings in the New Testament**
Fall. 4 credits. J. Bishop.
- RELST 442 Religion and Politics in American History**
Fall. 4 credits. R. L. Moore.
- [RELST 449 History and Methods of the Academic Study of Religion**
Fall. 4 credits. Prerequisite: completion of or concurrent enrollment in a course (other than a language course) approved for the major in Religious Studies. Permission of instructor required. Not offered 1995-96.

Designed to provide a working familiarity with major methodological issues in the academic study of religion. The first half explores nineteenth-century *Religionswissenschaft* as a nonsectarian, academic approach to religious phenomena and texts. The second half surveys approaches currently in use, with illustrative readings associated with anthropology, hermeneutics, history, history of religions, literary studies, phenomenology, philosophy, sociology, and theology. Required for majors in Religious Studies.]

- [RELST 451 Seminar in Islamic History**
Spring. 4 credits. Enrollment limited to 25 students. D. Powers.]
- RELST 490-491 Directed Study**
490, fall; 491, spring. 2-4 credits each term. Staff.
- RELST 495 Honors Essay**
Fall or spring. 4 credits. Staff.
- RELST 531 Problems in Medieval Art and Architecture**
Fall. 4 credits. R. Calkins.

Courses Approved for the Major Sponsored by Other Units

The following courses offered by cooperating departments are all approved for the major in Religious Studies. For descriptions see the appropriate department listings. It is possible to register for some of these courses under a

Religious Studies designation; for details see the acting program director, Professor Ross Brann, Department of Near Eastern Studies, 383 Rockefeller Hall.

- [ANTHR 320 Myth, Ritual, and Symbol @**
Spring. 3 or 4 credits. To receive 4 credits, a student must take a section (to be arranged). Not offered 1995-96.
J. Fajans.]
- ANTHR 322 Magic, Myth, Science, and Religion @**
Fall. 4 credits. A. T. Kirsch.
- [ANTHR 428 Spirit Possession, Shamanism, Curing, and Witchcraft @**
Spring. 4 credits. Not offered 1995-96.
D. H. Holmberg.]
- [ANTHR 443 Religion and Ritual in Chinese Society @**
Fall. 4 credits. Not offered 1995-96.
P. S. Sangren.]
- [ART H 230 Monuments of Medieval Art #**
Spring. 3 credits. Not offered 1995-96.
R. G. Calkins.]
- [ART H 332 Architecture in the Middle Ages #**
Fall. 4 credits. Not offered 1995-96.
R. G. Calkins.]
- [ART H 335 Gothic Art and Architecture #**
Spring. 4 credits. Not offered 1995-96.
R. G. Calkins.]
- [ART H 336 Prelude to the Italian Renaissance #**
Fall. 4 credits. Not offered 1995-96.
R. G. Calkins.]
- ART H 337 The Medieval Illuminated Book #**
Fall. 4 credits. R. G. Calkins.
- ART H 531 Problems in Medieval Art and Architecture #**
Fall. 4 credits.
Topic for 1995-96: The Archaeology of the Book. R. G. Calkins.
- ASIAN 250 Introduction to Asian Religions @ #**
Fall. 3 credits. J. M. Law.
- ASIAN 347 Tantric Traditions**
Fall. 4 credits. D. Gold.
- [ASIAN 351 The Religious Traditions of India @ #**
Spring. 4 credits. Not offered 1995-96.
D. Gold.]
- [ASIAN 354 Indian Buddhism @ #**
Spring. 4 credits. Not offered 1995-96.
C. Minkowski.]
- ASIAN 355 Japanese Religions @**
Fall. 4 credits. J. M. Law.
- [ASIAN 357 Chinese Religions @ #**
Fall. 4 credits. Not offered 1995-96.
J. R. McRae.]
- [ASIAN 358 Chinese Buddhism @ #**
Fall. 4 credits. Not offered 1995-96.
J. R. McRae.]
- [ASIAN 359 Japanese Buddhism @ #**
Spring. 4 credits. Not offered 1995-96.]

- [ASIAN 395 Classical Indian Philosophical Systems @ #**
Fall. 4 credits. Not offered 1995-96.
C. Minkowski.]
- [ASIAN 421 Religious Reflections on the Human Body @**
Spring. 4 credits. Not offered 1995-96.
J. M. Law.]
- [ASIAN 440 Meditation Schools of East Asian Buddhism @ #**
Spring. 4 credits. Not offered 1995-96.
J. R. McRae.]
- [ASIAN 460 Indian Meditation Texts @ #**
Spring. 4 credits. Not offered 1995-96.
D. Gold.]
- [CLASS 202 The Greek New Testament #**
Spring. 3 credits. Not offered 1995-96.]
- [CLASS 237 Greek Religion and Mystery Cults #**
Spring. 3 credits. Not offered 1995-96.
K. Clinton.]
- [CLASS 333 Greek and Roman Mystery Cults and Early Christianity #**
Spring. 4 credits. Not offered 1995-96; next offered 1997-98. K. Clinton.]
- [CLASS 357 Greek Sanctuaries and Pausanias #**
Fall. 3 credits. Not offered 1995-96; next offered 1996-97. K. Clinton and J. Coleman.]
- [CLASS 433 Greek Mystery Cults #**
Spring. 4 credits. Prerequisite: one term of 300-level Greek or permission of instructor. K. Clinton.]
- [CLASS 468 Augustine's Confessions #**
Fall. 4 credits. Not offered 1995-96.
D. R. Shanzer.]
- [COM L 324 Law and Religion in the Bible #**
Fall. 4 credits. Not offered 1995-96.
C. M. Carmichael.]
- [COM L 326 Christianity and Judaism #**
Spring. 4 credits. Not offered 1995-96.
C. M. Carmichael.]
- COM L 328 Literature of the Old Testament @ #**
Fall. 4 credits. C. M. Carmichael.
- [COM L 358 Literature and Religion: The Nature of the Mystic Text #**
Fall. 4 credits. Not offered 1995-96.
C. M. Arroyo.]
- COM L 421 Old Testament Seminar @ #**
Fall. 4 credits. Limited to 20 students.
C. M. Carmichael.
- [COM L 426 New Testament Seminar #**
Spring. 4 credits. Limited to 20 students.
Not offered 1995-96. C. M. Carmichael.]
- COM L 429 Readings in the New Testament #**
Fall. 4 credits. Limited to 20 students.
J. P. Bishop.
- HIST 263 The Earlier Middle Ages #**
Fall. 4 credits. J. J. John.
- HIST 345 Intellectual and Cultural Life of Nineteenth-Century Americans #**
Fall. 4 credits. R. L. Moore.

[HIST 365 Medieval Culture, 400-1150 #
Spring. 4 credits. Prerequisite: History 263 or instructor's permission. Not offered 1995-96. J. J. John.]

[HIST 461/671 Seminar in Islamic History
Spring. 4 credits. Enrollment limited to 25 students. Not offered 1995-96. D. Powers.]

[HIST 366 Medieval Culture, 1100-1300 #
Spring. 4 credits. Prerequisite: History 264 or instructor's permission. Not offered 1995-96. J. J. John.]

[NTRES 407 Religion, Ethics, and the Environment
Spring. 4 credits. Not offered 1995-96. R. A. Baer, Jr.]

NTRES 411 Seminar in Environmental Ethics
Fall. 3 credits. Open to graduate students, juniors and seniors. R. A. Baer, Jr.
Topic for 1995-96: Animal Welfare/Rights.

[NES 152 Introduction to Islam: Religion, Society and Politics #
Spring. 3 credits. Not offered 1995-96. D. Powers.]

[NES 197 Introduction to Near Eastern Civilization @ #
Fall. 3 credits. Not offered 1995-96. R. Brann.]

NES 198 Introduction to Near Eastern Civilization @ #
Spring. 3 credits. R. Brann.

[NES 220 The Greek New Testament
Spring. 3 credits. Not offered 1995-96. L. Kant.]

NES 223 Introduction to the Bible @ #
Fall. 3 credits. G. Rendsburg.

[NES 227 Introduction to the Prophets @ #
Spring. 3 credits. Not offered 1995-96. G. Rendsburg.]

[NES 228 Genesis @ #
Spring. 3 credits. Not offered 1995-96. G. Rendsburg.]

[NES 246 Seminar in Jewish Mysticism #
Spring. 3 credits. Not offered 1995-96. S. T. Katz.]

NES 247 Introduction to Jewish Art and Archeology @ #
Fall. 3 credits. L. H. Kant.

NES 248 Introduction to Classical Jewish History @ #
Fall. 3 credits. Limited to 50 students. Staff.

[NES 251 Introduction to Islam: Religion, Politics and Society #
Spring. 3 credits. Not offered 1995-96. Staff.]

NES 257 Islamic History: 600-1258 @ #
Fall. 3 credits. D. Powers.

[NES 258 Islamic History: 1258-1914 @ #
Spring. 3 credits. Not offered 1995-96. L. Pierce.]

[NES 263 Introduction to Biblical History and Archeology @ #
Spring. 3 credits. Not offered 1995-96. D. I. Owen.]

[NES 281 Gender and Society in the Muslim Middle East @ #
Spring. 3 credits. Not offered 1995-96. L. Pierce.]

[NES 324 History of Early Christianity: Jesus to Augustine #
Fall. 4 credits. Not offered 1995-96. L. H. Kant.]

[NES 339 Muslims, Christians, and Jews in Islamic Spain: Literature and Society @ #
Spring. 3 credits. Not offered 1995-96. R. Brann.]

[NES 340 Judaism and Christianity: A Historical and Theological Encounter #
Spring. 4 credits. Limited to 20 students. Not offered 1995-96. S. T. Katz.]

[NES 344 Jewish Mysticism
Spring. 4 credits. Not offered 1995-96. R. Lesses.]

NES 345 Gender and Judaism
Fall. 4 credits. R. Lesses.

[NES 351 Introduction to Islamic Law @ #
Spring. 4 credits. Limited to 20 students. Not offered 1995-96. D. Powers.]

[NES 393 Religion and Politics in the Middle East @
Fall. 4 credits. Limited to 25 students. Not offered 1995-96. M. Litvak.]

[NES 418/618 Seminar in Islamic History: Muhammed and the Rise of Islam @ #
Fall. 4 credits. Limited to 20 students. Not offered 1995-96. D. Powers.]

NES 420 Readings in Biblical Hebrew Prose @ #
Fall. 4 credits. G. Rendsburg.

[NES 421 Readings in Biblical Hebrew Poetry @ #
Spring. 4 credits. Not offered 1995-96. G. Rendsburg.]

[NES 428 Medieval Hebrew: Biblical Exegesis @ #
Fall. 4 credits. Not offered 1995-96. R. Brann.]

NES 451 Seminar in Islamic History
Spring. 4 credits. Enrollment limited to 25 students. D. Powers.

[NES 627 The Song of Songs
Fall. 4 credits. Graduate level or permission of instructor. Not offered 1995-96.]

PALI 131-132 Introduction to Pali: The Word of the Buddha
131 fall; 132 spring. 3 credits each term.

PHIL 213 Existentialism
Fall. 4 credits. A. Wood.

[PHIL 214 Philosophical Issues in Christian Thought #
Spring. 4 credits. Not offered 1995-96. N. Kretzmann.]

[PHIL 263 Religion and Reason
Spring. 4 credits. Not offered 1995-96. S. MacDonald.]

Russian and East European Studies Major

Janet Mitchell, G. J. Staller (Economics); S. Beck (Field and International Studies Program); I. Ezergailis, D. Bathrick (German Studies); V. Bunce, M. Rush, S. Tarrow (Government); W. M. Pintner (History); B. B. Walker (History); U. Bronfenbrenner (emeritus, Human Development and Family Studies); P. Carden, G. Gibian, N. Pollak, S. Senderovich, G. Shapiro (Russian Literature); W. Browne, R. L. Leed, S. Paperno (Slavic linguistics); D. Stark (Sociology); J. Devenyi (Theatre Arts).

The major in Russian and East European studies has the following requirements:

- 1) Proficiency in Russian or an East European language with one additional advanced (300-level) language or literature course, **OR** qualification in an East European language **and** qualification in another language useful for research in the area.*

*These requirements, in the case of some languages, may require study abroad or coursework completed at another institution.

- 2) At least one course relating to Russia or Eastern Europe, at the 200 level or above, in four of the following five departments: Government, Economics, History, Russian Literature and Sociology. Appropriate courses offered in other departments may be substituted for one of the above courses with the consent of the major adviser.
- 3) At least three additional courses at the 300 level or above, all from one of the following three departments: Government, History (within the History Department courses may be at the 250 level or above), or Russian Literature. One of the three courses must be at the 400 level or above. The three courses must be approved by the major adviser in the department of concentration.

To apply for the major, students are directed to the Institute for European Studies (Slavic and East European Studies Program), 120 Uris Hall. Students should designate an adviser in the department where his or her work will be concentrated. Students are encouraged to study abroad and should discuss their plans with their advisers. For questions concerning the major or the Honors Program, students should consult with their major adviser or inquire at the Institute for European Studies.

Honors Program in Russian and East European Studies

- I. Students entering the Russian and East European Studies Major Honors Program must have a cumulative average of at least 3.0, no grade below a B in courses connected with the major, and a cumulative average inside the major of at least 3.5. Students will form a special honors committee consisting of their major adviser and two other faculty members not necessarily from the Russian and East European area.
- II. Honors candidates must complete an honors thesis project during the senior year. The topic should be developed and approved in consultation with their major adviser. Part of the research should

include sources in Russian or an Eastern European language.

- III. Students may earn a total of eight credits for the courses in the honors program and should register for the appropriate number in the department of their major adviser.
- IV. Ordinarily, in the first term of the senior year, students who meet the prerequisites will do independent research and reading in a particular area under supervision of their major adviser.
- V. In the second term of the senior year students will complete the honors project by a date set by the Slavic and East European Studies Program. Students should keep their committee members informed as their work progresses. Students will meet together with their whole honors committee to discuss the draft of the thesis or project and make recommendations for revision. When the project is completed, the committee will decide whether the project deserves honors, and, if so, after reviewing their academic record, will recommend students for a Bachelor of Arts *cum laude*, *magna cum laude*, or *summa cum laude*. The committee will also assign a grade for the honors research course.

Courses

- [COM L 337 Modern and Contemporary Theatre (also Theatre Arts 335)]**
Spring. 4 credits. Not offered 1995-96.]
- [COM L 367 The Russian Novel (also Russian Literature 367) #]**
Fall. 4 credits.
- [COM L 381 Marxist Cultural Theory (also German Literature 381 and Government 372)]**
4 credits. Not offered 1995-96.]
- [COM L 385 Reading Nabokov (also Russian Literature 385 and English 379)]**
Fall. 4 credits. Limited to 25.
- [COM L 389 Modern Literature in Poland, Czechoslovakia, Hungary, and Yugoslavia (also Russian Literature 389)]**
Fall. 4 credits. Not offered 1995-96.]
- [COM L 425 The Jew's Body (also Comparative Literature 625, German Studies 422/622 and Jewish Studies 422/622)]**
Spring. 4 credits. Readings will be primarily in English, though knowledge of another language (such as Hebrew and Yiddish or languages of the European Diaspora, such as German, Italian, French, Russian, Polish, etc.) could be helpful in certain contexts.
- [COM L 690 Marxism and Contemporary Theory]**
4 credits. Not offered 1995-96.]
- CZECH 131-132 Elementary Czech**
131, fall; 132, spring. 3 credits.
- CZECH 133-134 Continuing Czech**
133, fall; 134, spring. 3 credits.
- [ECON 329 Eastern Europe Today: Economics, Government, Culture (also Government 326 and Russian Literature 329)]**
Fall. 4 credits. Not offered 1995-96.]
- [ECON 366 The Economies of Central Europe and of the Former Soviet Union: from Central Planning to Markets]**
Fall or spring. 4 credits.
- [ECON 367 Comparative Economic Systems: East and West]**
Fall or spring. 4 credits.
- [ECON 370 Socialist Economies in Transition]**
Fall or spring.
- [ECON 381 Economics of Participation and Workers' Management]**
Fall or spring. 4 credits.
- [ECON 382 The Practice and Implementation of Self-Management]**
Fall or spring. 4 credits.
- [ECON 681 Economics of Participation and Self-Management]**
Fall or spring. 4 credits.
- [ECON 682 Seminar on Economics of Participation and Labor-Managed Systems]**
Fall or spring. 4 credits.
- [GERST 376 Contemporary Soviet Latvian Literature]**
Fall. 4 credits. Taught in Latvian. Not offered 1995-96.]
- [GERST 377 Baltic Literature]**
Fall. 4 credits. Not offered 1995-96.]
- [GERST 381 Marxist Cultural Theory (also Comparative Literature 381 and Government 372)]**
4 credits. Not offered 1995-96.]
- [GOVT 100.8 Power and Politics: The New Eastern Europe]**
4 credits. Not offered 1995-96.]
- [GOVT 231 Introduction to Comparative Government and Politics]**
Spring. 4 credits.
- [GOVT 325 Government and Politics of Eastern Europe]**
4 credits. Not offered 1995-96.]
- [GOVT 326 Eastern Europe Today: Economics, Government, Culture]**
4 credits. Not offered 1995-96.]
- [GOVT 330 The Soviet Union: Politics, Economics, and Culture]**
Not offered 1995-96.]
- [GOVT 333 Government and Politics of the Former Soviet Union]**
4 credits. Not offered 1995-96.]
- [GOVT 337 Marxism, Communism and Revolution]**
4 credits. Not offered 1995-96.]
- [GOVT 342 The New Europe]**
Spring. 4 credits.
- [GOVT 350 Comparative Revolutions]**
Spring. 4 credits.
- [GOVT 359 Soviet Foreign Policy]**
4 credits. Not offered 1995-96.]
- [GOVT 376 Rethinking Marx]**
4 credits. Not offered 1995-96.]
- [GOVT 397 The United States and Russia]**
4 credits. Not offered 1995-96.]
- [GOVT 399 International Relations in the Former Soviet Union]**
Fall. 4 credits. Not offered 1995-96.]
- [GOVT 446 Comparative Communism]**
4 credits. Not offered 1995-96.]
- [GOVT 481 Foreign Policy of the U.S.S.R.]**
4 credits. Not offered 1995-96.]
- [GOVT 486 International Security: Soviet Security Policy]**
4 credits. Not offered 1995-96.]
- [GOVT 491 Superpower Security and Third World Conflicts]**
4 credits. Not offered 1995-96.]
- [GOVT 637 Peasantry, State, and Revolutionary Socialism]**
4 credits. Not offered 1995-96.]
- [GOVT 639 Politics of the Soviet Union]**
Fall. 4 credits. Not offered 1995-96.]
- [GOVT 642 The Future of European Security]**
4 credits. Not offered 1995-96.]
- [GOVT 646 Issues in State Socialism]**
Not offered 1995-96.]
- [GOVT 657 Comparative Democratization]**
4 credits. Not offered 1995-96.]
- [GOVT 660 Social Movements, Collective Action, and Reform]**
Fall. 4 credits.
- [GOVT 669 Modern Social Theory I]**
4 credits. Not offered 1995-96.]
- [GOVT 670 Modern Social Theory II]**
Spring. 4 credits.
- [HIST 218 The Russian Military Effort and Foreign Policy #]**
Fall. 3 credits.
- [HIST 242 Europe Since 1789 #]**
4 credits. Not offered 1995-96.]
- [HIST 252 Russian History to 1800 #]**
Fall. 4 credits.
- [HIST 253 Russian History Since 1800 #]**
Spring. 4 credits.
- [HIST 290 Twentieth-Century Russia and the Soviet Union]**
Spring. 4 credits.
- [HIST 352 The End of the Austro-Hungarian Monarchy, 1848-1919]**
4 credits. Not offered 1995-96.]
- [HIST 383 Europe 1900-1945]**
Fall. 4 credits.
- [HIST 384 Europe, 1945-1968]**
Fall. 4 credits. Not offered 1995-96.]
- [HIST 385 Europe in the 20th Century: 1968-1990]**
Spring. 4 credits.
- [HIST 415 The United States and Russia, 1780-1914 #]**
4 credits. Not offered 1995-96.]
- [HIST 464 Russian Social History #]**
Spring. 4 credits. Not offered 1995-96.]
- [HIST 485 The Historical Origin of the Post-Soviet Successor States]**
Spring. 4 credits. Not offered 1995-96.]

- HIST 490 Social and Cultural History of the Russian Intelligentsia**
Spring. 4 credits.
- HIST 677 Seminar in Russian History**
Fall. 4 credits.
- HIST 678 Seminar in European Political History**
Spring. 4 credits.
- [HUNGR 131-132 Elementary Hungarian]**
3 credits. Not offered 1995-96.]
- [ILRIC 331 Comparative Industrial Relations Systems: Non-Western Countries]**
3 credits. Not offered 1995-96.]
- [ILRCB 606 Theories of Industrial Relations Systems]**
3 credits. Not offered 1995-96.]
- NBA 583 Market Transitions in Eastern Europe**
Fall. 3 credits.
- POLSH 131-132 Elementary Polish**
131, fall; 132, spring. 3 credits each term.
- [POLSH 133-134 Continuing Polish]**
133, fall; 134, spring. 3 credits each term. Not offered 1995-96.]
- [ROMAN 131-132 Elementary Romanian]**
131, fall; 134, spring. 3 credits. Not offered 1995-96.]
- [ROMAN 133-134 Continuing Romanian]**
133, fall; 134, spring. 3 credits. Not offered 1995-96.]
- RUSSA 103-104 Conversation Practice**
103, fall; 104, spring. 2 credits each term.
- RUSSL 103 Freshman Writing Seminar: Classics of Russian Thought and Literature**
Fall or spring. 3 credits.
- RUSSL 104 Freshman Writing Seminar: Nineteenth-Century Russian Literary Masterpieces**
Fall or spring. 3 credits.
- RUSSL 105 Freshman Writing Seminar: Twentieth-Century Russian Literary Masterpieces**
Fall or spring. 3 credits.
- [RUSSL 108 Freshman Writing Seminar]**
Fall or spring. 3 credits. Not offered 1995-96.]
- RUSSL 109 Russian Science Fiction**
Spring. 3 credits.
- RUSSA 121-122 Elementary Russian**
121, fall or summer; 122, spring or summer. 4 credits each term.
- RUSSA 123 Continuing Russian**
Fall. 4 credits.
- RUSSL 201-202 Readings in Russian Literature #**
201, fall; 202, spring. G. Shapiro. 3 credits each term.
- RUSSA 203-204 Intermediate Composition and Conversation**
203, fall, spring, or summer; 204, spring. 3 credits each term.
- RUSSA 205-206 Reading Russian Press**
205, fall; 206, spring. 2 credits each term.
- RUSSA 207-208 Russian Phonetics for Beginners**
207, fall; 208, spring. 2 credits.
- RUSSL 207 Themes from Russian Culture I #**
Spring. 3 credits.
- [RUSSL 208 Themes from Russian Culture II]**
Spring. 3 credits. Not offered 1995-96.]
- [RUSSA 301-302 Advanced Russian Grammar and Reading]**
- RUSSA 303-304 Advanced Composition and Conversation**
303, fall; 304, spring. 4 credits each term.
- RUSSA 305-306 Directed Individual Study**
305, fall; 306, spring. 2 credits each term.
- RUSSA 309-310 Advanced Reading**
309, fall; 310, spring. 4 credits.
- [RUSSL 331 Introduction to Russian Poetry #]**
Fall. 4 credits. Not offered 1995-96.]
- [RUSSL 332 Russian Drama and Theatre (also Theatre Arts 332)]**
Fall. 4 credits. Not offered 1995-96.]
- [RUSSL 333 Twentieth-Century Poetry]**
Spring. 4 credits. Not offered 1995-96.]
- RUSSL 334 The Russian Short Story #**
Fall. 4 credits.
- [RUSSL 335 Gogol #]**
Spring. 4 credits. Not offered 1995-96.]
- [RUSSL 350 Education and the Western Literary Tradition (also Comparative Literature 350 and College Scholar 350) #]**
Spring. 4 credits. Not offered 1995-96.]
- RUSSL 367 The Russian Novel #**
Fall. 4 credits.
- RUSSL 368 Soviet Literature from Revolutionary Times to "Glasnost"**
Spring. 4 credits.
- [RUSSL 369 Dostoevsky #]**
4 credits. Not offered 1995-96.]
- [RUSSL 371 Literature of the Third Wave]**
Spring. 4 credits. Not offered 1995-96.]
- [RUSSL 373 Chekhov in the Context of Contemporary European Literature and Art (also Compl 395) #]**
Fall. 4 credits. Not offered 1995-96.]
- [RUSSL 375 Literature of the Soviet Period 1917-1945]**
Fall. 4 credits. Not offered 1995-96.]
- [RUSSL 376 Literature of the Soviet Period 1945-1985]**
Spring. 4 credits. Not offered 1995-96.]
- [RUSSL 379 The Russian Connection #]**
4 credits. Not offered 1995-96.]
- [RUSSL 380 Soviet Dissident Literature]**
Fall. 4 credits. Not offered 1995-96.]
- RUSSL 385 Reading Nabokov (also Compl 385 and English 379)**
Spring. 4 credits.
- [RUSSL 388 Ideas and Form in Novels of Social Inquiry (also Comparative Literature 388)]**
4 credits. Not offered 1995-96.]
- [RUSSL 389 Contemporary Literature in Central and East Europe (also Comparative Literature 389)]**
Fall. 4 credits. Not offered 1995-96.]
- [RUSSL 390 The Power of Nationalism: Expressions of National Feelings in Politics, Literature, History, and the Arts (also Comparative Literature 390)]**
Fall. 4 credits. Not offered 1995-96.]
- RUSSL 393 Honors Essay Tutorial**
Fall and spring. 8 credits.
Must be taken in two consecutive semesters in the senior year. Credit for the first semester will be awarded upon completion of the second semester. For information, please see the Director of Undergraduate Studies.
- [RUSSL 400 Reading the Great Tradition #]**
Fall. 4 credits. Not offered 1995-96.]
- [RUSSA 401-402 History of the Russian Language]**
401, fall; 402, spring. 4 credits each term. Not offered 1995-96.]
- RUSSA 403-[404] Linguistic Structure of Russian**
403, fall; [404, spring]. 4 credits. 404 Not offered 1995-96.]
- [RUSSA 407-408 Russian Phonetics]**
407, fall; 408, spring. Not offered 1995-96.]
- RUSSA 409 Teaching Russian as a Foreign Language**
Fall or spring. 1 credit.
- [RUSSL 409 Russian Stylistics]**
Fall. 4 credits. Not offered 1995-96.]
- RUSSA 413-414 Advanced Conversation and Stylistics**
413, fall; 414, spring. 2 credits each term.
- [RUSSL 415 Postsymbolist Russian Poetry]**
4 credits. Not offered 1995-96.]
- RUSSL 431 Contemporary Russian Prose**
Spring. 4 credits.
- [RUSSL 432 Pushkin #]**
Spring. 4 credits. Not offered 1995-96.]
- RUSSL 491 Reading Course: Russian Literature in the Original Language**
Fall or spring. 1 credit.
- RUSSL 492 Supervised Reading in Russian Literature**
Fall or spring. 1-4 credits each term.
- [RUSSL 498 Russian Symbolism]**
4 credits. Not offered 1995-96.]
- [RUSSL 499 Research Modernism]**
4 credits. Not offered 1995-96.]
- [RUSSL 600 Proseminar: Research Methodology in Russian Literature]**
Fall. 4 credits. Not offered 1995-96.]
- [RUSSA 601 Old Church Slavonic]**
Fall. 4 credits. Not offered 1995-96.]
- [RUSSA 602 Old Russian Texts]**
Spring. 4 credits. Not offered 1995-96.]
- [RUSSA 603 Graduate Seminar: Neglected Masterpieces of Short Russian Prose]**
Spring. 4 credits. Not offered 1995-96.]

- RUSSL 611 Supervised Reading and Research**
Fall or spring. 2-4 credits.
- [RUSSL 617 Russian Stylistics I]**
Not offered 1995-96.]
- [RUSSL 618 Russian Stylistics II]**
Not offered 1995-96.]
- [RUSSL 619 Seventeenth-Century Russian Literature]**
Fall. 4 credits. Not offered 1995-96.]
- [RUSSL 620 Twentieth-Century Russian Poetry]**
Spring. 4 credits. Not offered 1995-96.]
- [RUSSL 621 Old Russian Literature]**
Spring. 4 credits. Not offered 1995-96.]
- [RUSSL 622 Eighteenth-Century Russian Literature]**
Spring. 4 credits. Not offered 1995-96.]
- [RUSSL 623 Early Nineteenth-Century Literature]**
Not offered 1995-96.]
- RUSSL 624 Russian Romanticism**
Spring. 4 credits.
- [RUSSL 625 Russian Realism]**
Fall. 4 credits. Also open to advanced undergraduates with permission of instructor. Not offered 1995-96.]
- [RUSSL 626 The Tradition of Russian Poetry]**
Spring. 4 credits. Not offered 1995-96.]
- RUSSL 630 Gogol**
4 credits. Taught in Russian.
- [RUSSL 632 Russian Drama and Literature (also Theatre Arts 622)]**
Fall. 4 credits. Not offered 1995-96.]
- RUSSA 633-634 Russian for Russian Specialists**
633, fall; 634, spring. 4 credits each term.
- [RUSSL 635 Modern Russian Literary Criticism]**
Spring. 4 credits. Not offered 1995-96.]
- [RUSSL 650 Russian Intellectual History]**
4 credits. Not offered 1995-96.]
- RUSSA 651-652 Comparative Slavic Linguistics**
651, fall; 652, spring. 4 credits each term.
- [RUSSL 669 Seminar: Dostoevsky]**
Fall. 4 credits. Not offered 1995-96.]
- RUSSL 671 Seminar in Nineteenth-Century Russian Literature**
Spring. 4 credits.
- [RUSSL 672 Seminar in Twentieth-Century Russian Literature]**
Fall. 4 credits. Not offered 1995-96.]
- [RUSSL 673 The Russian Nabokov]**
Fall. 4 credits. Not offered 1995-96. Also open to advanced undergraduates.]
- [RUSSL 674 Solzhenitsyn and Literature of the Gulag]**
Fall. 4 credits. Not offered 1995-96.]
- RUSSL 675 Russian Literature, 1917-1945**
Fall. 4 credits.
- [RUSSL 676 Russian Literature, 1945-Present]**
Spring. 4 credits. Not offered 1995-96.]

- [RUSSL 698 Russian Symbolism]**
4 credits. Not offered 1995-96.]
- [RUSSL 699 Russian Modernism]**
4 credits. Not offered 1995-96.]
- [SEBCR 131-132 Elementary Serbo-Croatian]**
131, fall; 132, spring. 3 credits each term. Not offered 1995-96.]
- SEBCR 133-134 Continuing Serbo-Croatian**
133, fall; 134, spring. 3 credits each term.
- [SOC 360 State and Society in Comparative Perspective]**
3 credits. Not offered 1995-96.]
- [SOC 365 Comparative Perspectives on Socialist Societies and Economics]**
4 credits. Not offered 1995-96.]
- [SOC 366 Transitions From State Socialism]**
Spring. 4 credits. Not offered 1995-96.]
- SOC 510 Comparative Societal Analysis**
Fall. 4 credits.
- SOC 583 Transitions to Market Economies in Eastern Europe (also Management NBA 583)**
Spring. 4 credits.
- [THETR 322 Russian Drama and Theatre (also Russian Literature 332)]**
4 credits. Not offered 1995-96.]
- [THETR 335 Modern and Contemporary Theatre (also Comparative Literature 337)]**
Spring. 4 credits. Not offered 1995-96.]
- THETR 378 Russian Films of the 1920s and French Films of the 1960s**
Spring. 4 credits.
- [THETR 682 Russian Drama and Theatre (also Russian Literature 632)]**
4 credits. Not offered 1995-96.]
- [UKRAN 131-132 Elementary Ukrainian]**
131, fall; 132, spring. 3 credits each term. Not offered 1995-96.]

Society for the Humanities

Dominick LaCapra, Director

Fellows for 1995/96

Alain Boureau (EHESS)

Joan Karen Copjec (SUNY Buffalo)

Jane Fajans (Cornell University)

Karen Jones (Cornell University)

Thomas Lamarre (McGill University)

Kathleen Perry Long (Cornell University)

Harold E. Mah (Queen's University)

Christopher Pye (Williams College)

Laura E. Quinney (Princeton)

David Norman Rodowick (University of Rochester)

Nell Saccamano (Cornell University)

Sandra Siegel (Cornell University)

Anna Marie Smith (Cornell University)

Jennifer E. Whiting (University of Pittsburgh)

Nancy Wood (University of Sussex)

The Society annually awards fellowships for research in the humanities. The Fellows offer, in line with their research, informal seminars intended to be exploratory or interdisciplinary. These seminars are open to graduate students, suitably qualified undergraduates, and interested auditors. Students who want credit for a seminar should formally register in their own college. Persons other than those officially enrolled may attend as visitors with permission of the Fellow. The theme for 1995/96 is Self, Subject, Agent

S Hum 402 Medieval Political Individualism (also History 422)

Fall. 3 credits. Limited to 17 students.
A. Boureau.

The seminar deals with the religious genealogy of political individualism during the Late Middle Ages. After questioning the notions of individual, self, agent within history, the seminar will explore the rise of the notion of person, the debates about equality and privileges (as expressed through the discussions about the Immaculate Conception of Mary) and the first elaborations of the social covenant in Franciscan circles.

S Hum 403 The Cultural Production of the Person (also Anthropology 616)

Fall. 4 credits. Limited to 17 students.
J. Fajans.

The nature of the subject, self, or person in relation to culture or society is a concern that links the humanities and the social sciences. In recent years the notion that subjectivity is a "cultural construction," even an ideological delusion, has commanded the attention of literary critics, political theorists, and philosophers. The course addresses interdisciplinary debates and discussions in this regard from the comparative perspective of cultural anthropology. The aim of the seminar is to develop a conceptual apparatus adequate to the task of defining the actual processes and activities by means of which both cultural subjects and culture/society are produced.

S Hum 404 Topics in Moral Psychology (also Philosophy 442)

Fall. 4 credits. Limited to 17 students.
K. Jones.

"Reasons" explanations are explanations of a special sort: they explain why an agent did something by showing how, given her beliefs and desires at the time, it would have been a reasonable thing for her to do. The first part of this course sets out to understand just what sort of explanation a "reasons" explanation is. Next we examine the problem of incontinence, or weakness of will. Standard discussions of incontinence locate it as a problem that occurs in the space between decision and action. An agent decides where the all-things-considered best reasons lie, but then acts contrary to her decision. We will explore this and other forms of incontinence. Finally, we will examine accounts of autonomy and how well or badly they accommodate the fact that moral knowledge, like all knowledge, is social.

S Hum 405 Perception and Cognition: Japanese Poetics, Painting, and Writing

Fall. 3 credits. Limited to 17 students.
T. Lamarre.

This seminar will examine contemporary theoretical approaches to vision, speech, knowledge and representation, drawing on calligraphy, poetry, narrative scrolls, and iconography, primarily from traditional Japanese sources. The goal will be to develop

a format for discussing the organization of perception and cognition, with an account of the phenomenological legacy of interpretation, and with an emphasis on subjectivity and productivity in different contexts.

S Hum 406 The Politics of Demonization and Erasure (also Government 465)
Fall. 4 credits. Limited to 17 students.

A. M. Smith.

If, following Nietzsche, Deleuze, and Foucault, we accept the basic argument that power can both reduce difference and multiply difference, what are the implications of their approach to power as a productive force for contemporary research on racial and sexual positionings? How are various hegemonized subject-positions "massified," such that they lose their individuality, "demonized," such that they become excessive monster figures, or "erased," such that their discourses are rendered invisible or incoherent? What are the linkages between this complex operation of authoritarian forces and the emergence of what has been called the "new racism," and what could be called the "new homophobia"? To what extent does the analysis of these new authoritarian formations shed light on contemporary resistance strategies? The seminar reading list will combine theoretical readings (Nietzsche, Deleuze, Foucault) with empirical material dealing with hegemonic representations of race and sexuality (Fanon, Said, Baldwin, Spillers, (Angela) Davis, Jordan, hooks, Crenshaw, Williams, Higginbotham, Weeks, Robson, and Sedgwick).

S Hum 408 The Subject Possessed (also English 406 and 606)

Fall. 3 credits. Limited to 17 students.
C. Pye.

Aside from its own thoroughly lurid appeal, demonic possession is compelling for the specificity with which it crystallizes the problem of subject-formation: few phenomena so vividly suggest the performative dimensions of the subject, few so directly expose the mechanics of symbolic "interpellation," the process by which a subject is inscribed within a cultural field, and few phenomena so resonantly engage the relationship between the unconscious and history. The course will range between particular instances of possession (from Shakespeare to Eve and her three faces) and the largest speculative questions about the very enterprise of articulating a "history of the subject."

S Hum 409 Disillusion and Disappointment (also Comparative Literature 409 and English 409 and 609)

Fall. 3 credits. Limited to 17 students.
L. Quinney.

This course will study the representation of frustrated ideals, balked hopes and bitter disenchantment. It will explore the ways in which various kinds of literature represent disappointment with ideals in love, work, and self-conception, considering especially how the experience of disappointment is evaluated—whether as an impetus to psychological growth and intellectual development, or as a source of paralysis and despair. Both literary descriptions and analytical studies of disappointment will be covered, as well as efforts to criticize or repudiate the power of disillusion. Readings may include: poems by Blake, Shelley, Ashbery, and Bishop; Johnson, *Rasselas*; Flaubert, *Sentimental Education*; Proust, *Swann in Love*; Fitzgerald, *Tender Is*

the Night; McCarthy, *Birds of America*; essays by Emerson, Kierkegaard, and Nietzsche; psychoanalytic literature of melancholia (Freud, Abraham, Klein, Kristeva).

S Hum 470 The Marcham Seminar: Violence, Nation, Myth: The Americas (1770-1940) (also History 470 and English 464)

Fall. 4 credit. Limited to 15 students.
Samuels and Roldan.

This course considers the concept of violence in two different cultural contexts (the United States and Latin America) and from a range of perspectives: historical, literary, theoretical, and political. A central assumption is that violence has played a critical role in shaping discourses about the nation, everyday life, individual identity, and citizenship in the Americas. To explore how violence has been deployed as a cultural, political, and literary strategy we will focus on a variety of historical moments and dramas. For instance, we will examine the intersection of domestic and national violence, the relationship between violence and myth, and the significance of frontiers, borders, and marginality as these are contested in struggles over such issues as slavery, family violence, transnational migration, and sexual, racial, or ethnic identity. The course's temporal focus encompasses the period between the Wars of Independence and the early twentieth century. Readings may include Sarmiento, Jose Eustasio Rivera, James Fenimore Cooper, Lippard.

S HUM 410 Introduction to Performance Studies (also Theatre Arts 338)

Fall. 4 credits. D. Wilcox.

An introductory survey of the development of the discipline. Performance Studies embraces a range of theatrical and para-theatrical activity explored through a range of methodologies, including anthropology, history, and cultural studies.

S Hum 407 The Construction and Critique of the Enlightenment Subject (also Comparative Literature 407, History 407 and French Literature 407)

Spring. 3 credits. Limited to 17 students.
H. Mah.

This seminar examines the construction and criticism of Enlightenment subjectivity in both the eighteenth century and recent social theory and philosophy. We first consider how Enlightenment writers sought to fashion a self defined by a transparent and socially unsituated rationality. We then examine how that identity proved to be problematical for both Enlightenment writers and more recent theorists. Readings include Enlightenment texts, secondary historical literature, and critical analyses by Horkheimer and Adorno, Alasdair, MacIntyre, Derrida, Foucault, and Habermas.

S Hum 414 Ethics, Evil, Sexual Difference (also French Literature 434 and Comparative Literature 414)

Spring. 3 credits. Limited to 17 students
J. Copjec.

The symbolic mutation that began in the 19th century to topple old regimes of power brought with it a mutation of the ethical field. The Good, which had formerly guided ethical action, dropped from our practical horizons; henceforth no deed could be sanctioned in advance, externally, by any guarantee of its goodness. Many theorists have been cowed

by this state of affairs into adopting a relativist stance on ethical questions. We will try to show why this position is not only insufficient, but unethical, how it remains blind to the real issue of evil whose insinuating rise over the last two centuries has been evidenced by modern racism. Focusing on a reading of Jacques Lacan's *The Ethics of Psychoanalysis* supplemented by philosophical and political texts (by Kant, Lefort, Laclau, Zizek, and others), we will attempt to show not simply what psychoanalysis might add to ethical thought but why modern ethics is unthinkable outside psychoanalysis. We will also try to determine why Lacan makes a woman, Antigone, the exemplar of ethical action and to suggest what might constitute an ethical feminism. Several films, screened outside seminar hours, will serve as reference points for some of our discussions.

S HUM 415 Praxis and Culture

Spring. 4 credits. Limited to 17 students.
J. Fajans.

This seminar will explore the relations between social and cultural systems and the actors in those systems considered as cultural subjects. The focus will be on the activities and practices that produce both the actor and the context for action. Starting from Marx's concept of praxis, which he defines as material processes of action, the readings will consider both micro level constructs of cultural forms (such as linguistic forms, schemas, forms of activity, and habitus) and macro constructs (such as myth, cosmology, ritual, and social structures, etc.). The course will move between theoretical approaches in anthropology, psychology, sociology, and philosophy.

S HUM 416 Emotion and the Self (also Philosophy 441)

Spring. 4 credits. Limited to 17 students.
K. Jones.

Emotions tell us how the world seems to agents and reveal what matters to them. Emotional responses can thus inform us both about agents' values and about their self-conceptions. In order to address the connection between the self and emotion, we must first understand what emotions are. Equipped with a suitable theory of the emotions, we next explore whether emotions are socially constructed. If they are socially constructed to any significant degree, then they can be used as a window onto possible cross-cultural variation in conceptions of the self. Several theorists (e.g., Charles Taylor and Naomi Scheman) have thought that, even within a single social context, emotions have a role to play in self-constitution, so we turn next to their thesis. The final section of the course will be a detailed examination of those emotions that most centrally touch on agency, including shame, pride, agent-regret, guilt, and remorse. Most of our readings will be by analytic philosophers, but these will be supplemented with readings from anthropology and psychology.

S Hum 417 Digital Culture (also Theatre Arts 417)

Spring. 3 credits. Limited to 17 students.
D. Rodowick.

This seminar will examine how digital technologies are transforming contemporary life. Topics for reading and discussion will include the transformation of discourse by hypermedia, simulation and virtual worlds, transformations of identity in on-line communities, the political economy of

information and telecommunications, ethical issues of surveillance and data security, and new forms of political organization and cultural resistance. There will be weekly on-line discussions in addition to the regular seminar meetings. Our emphasis will be cultural analysis and criticism from a humanities perspective; extensive computer literacy is not a prerequisite.

S HUM 418 Print and 18th-Century Literary Culture (also English 414 and 616)

Spring. 4 credits. Limited to 17 students. N. Saccamano.

This course will investigate the relationship between literature and the historical conditions of its production by examining the effects of print technology and a commercial reading public on literary theory and practice in 18th-century England. Topics will include: copyright, genius, and the modern author as legal subject; authenticity, anonymity, forgery, and the self in print; the novel and narrative authority; consumption and aesthetic value. Works by Dryden, Swift, Pope, Defoe, Johnson, and some recent history and theory.

S HUM 419 Suppressing Laughter in London and Dublin, c. 1680-1900 (also English 419 and 617)

Spring. 4 credits. Limited to 17 students. S. Siegel.

This seminar seeks to explain the intermittent efforts in London and in Dublin, c. 1680-1900, to forbid the performance of Comedy; to threaten "punsters" with catastrophe; to denigrate Farce; and, to restore to the popular imagination the forgotten apothegm: "Jesus never laughed."

S HUM 420 Alchemy and Abjection in Early Modern Europe (also Comparative Literature 401 and Romance Studies 406)

Spring. 4 credits. Limited to 17 students. K. P. Long.

Using the psychoanalytic works of Jung (*The Psychology of Alchemy*) and Kristeva's *Powers of Horror* as guides, this course will focus on the development of a divided subject in early modern alchemical treatises such as *Concerning the Nature of Things* of Paracelsus, the *Aureum vellus (The Golden Fleece)* of Salomon Trismosin, the *Atlanta fugiens (Fleeing Atalanta)* of Michael Maier, *The Chymical Wedding* of Christian Rosencreutz, among others. This course will provide an introduction to hermetic (alchemical) thought and explore the problem of gender distinction and its relationship to the gnostic divisions of spiritual/material, active/passive, and mind/body. We shall explore how these dualisms are played out and played with in the alchemical texts and how they carry over into modern notions of subjectivity, based as they are on the subject/object distinction, which privileges the subject as agent. We shall also see how the alchemical emblem books in particular problematize these dualisms by "marrying" visual elements to their texts, in an attempt to embody abstract concepts. These works thus destabilize easy divisions between material and spiritual realms, and between subject and object as well. They persist as a subversive undercurrent in early modern culture, offering an alternative to the institutionalized divisions between gender and class. All texts will be in English translation.

S HUM 421 Morality, Self, and Psychopathology (also Philosophy 446)

Spring. 3 credits. Limited to 17 students. J. Whiting.

Self-conceptions play important (perhaps "self-fulfilling") roles in self-constitution, so that selves may differ (in ways that abstract philosophical theories tend to ignore) not only from one socio-historical context to another but even within particular socio-historical contexts (given the roles played in self-constitution by variables like gender, psychopathology, and even one's philosophical views). We will examine self-constitution, paying special attention not only to moral ideals (e.g., the Buddhist dissolution of self) but also to psychopathology (e.g., autism, multiple-personality, and eating disorders). Philosophical readings from ancient and modern sources (including Charles Taylor, Iris Murdoch, Ian Hacking, and Susan Bordo) will be supplemented by readings from other fields, including anthropology and psychology (e.g., from Clifford Geertz, Richard Shweder, Daniel Stern, and Louis Sass).

S HUM 422 Crimes of the Nation and Cinematic Memories (also French Literature 421 and Theatre Arts 422)

Spring. 3 credits. Limited to 17 students. N. Wood.

This seminar will consider a range of films about Vichy and France's colonial past in the larger context of theoretical work which addresses memories of crimes committed in the name of the French Nation. Drawing upon recent historiography and theories of film spectatorship and of the performative dimension of commemorative practices, the seminar will analyze how such films enact the current crisis of national republican identity.

S HUM 423 Visual Perception in the Art of the Theatre (also Theatre 440 and 640)

Spring. 4 credits. Prerequisite: Permission of the instructor. D. Wilcox.

Using a broad range of material including semiotics, philosophy, cognitive psychology, art criticism, and phenomenology this course is designed to examine the process of *seeing* theatre as it relates to language, images, memory, and perception.

South Asia Program

S. Feldman, director; K. Basu, R. Barker, D. Bor, R. Colle, E. Erickson, C. Fairbanks, S. Feldman, J. Gair, D. Gold, D. Henderson, R. Herring, D. Holmberg, J. Jasanoff, S. Jasanoff, M. Katzenstein, V. Kayastha, K. A. R. Kennedy, S. Kuruvilla, B. Lust, B. G. MacDougall, M. Majumdar, K. March, J. McRae, C. Minkowski, S. Mohanty, A. Nussbaum, S. O'Connor, S. Oja, P. Olpadwala, V. Prashad, B. Perlus, T. Poleman, M. Rodrigo, S. Subramanian, D. Sudan, N. Uphoff, M. Walter, S. White

The South Asia Program coordinates research, teaching, and special campus events relating to Bangladesh, India, Pakistan, Nepal, and Sri Lanka. The program faculty includes members from a variety of disciplines, including agricultural economics, agricultural engineering, anthropology, architecture, art, city and regional planning, communication, comparative religion, ecology and systematics, economics, English, government, history, history of art, human ecology, industrial and labor relations, international agriculture, linguistics, literature, rural sociology, and

science, technology, and society. Undergraduates with a special interest in the region may major in Asian studies with a South Asia concentration, or complete a South Asia concentration with any other major. Graduate students may pursue the M.A. degree in Asian Studies with a concentration in South Asia. Languages offered are Bengali, Hindi, Nepali, Sinhala, Tamil, Urdu, Sanskrit, and Pali. Cornell is a class A member of the American Institute of Indian Studies (AIIS), and undergraduates as well as graduate students are eligible for AIIS intensive language program fellowships in India. For courses available in South Asian studies and details on the major, see the Department of Asian Studies listing in this volume.

Students who want further information on courses and research opportunities should direct questions to the program office, 170 Uris Hall.

Southeast Asia Program

J. U. Wolff, director; B. R. Anderson, W. B. Bailey, R. Barker, T. Chaloeintarana, A. C. Cohn, G. Diffloth, M. F. Hatch, N. Jagacinski, A. T. Kirsch, S. J. O'Connor, T. Shiraishi, J. T. Siegel, K. W. Taylor, E. Thorbecke, J. K. Wheatley, D. K. Wyatt

Southeast Asia studies at Cornell is included within the framework of the Department of Asian Studies. Seventeen full-time core faculty members in the colleges of Arts and Sciences, Business and Public Administration, and Agriculture and Life Sciences participate in an interdisciplinary program of teaching and research on the history, culture, and societies of the region stretching from Burma through the Philippines. An additional 18 lecturers and other faculty provide language and area instruction on Southeast Asia. Courses are offered in such fields as agricultural economics, anthropology, Asian studies, economics, finance, government, history, history of art, linguistics, music, and rural sociology. Instruction is also offered in a wide variety of Southeast Asian languages: Burmese, Cambodian, Cebuano (Bisayan), Indonesian, Javanese, Tagalog, Thai, and Vietnamese, for which Foreign Language Area Studies Fellowships are available to U.S. citizens. Intensive instruction in Indonesian is offered in the Full-Year Asian Language Concentration (FALCON) which covers the beginning and intermediate levels. An intensive advanced Indonesian language program is held from June through August in Indonesia each summer. The formal program of study at Cornell is enriched by a diverse range of extracurricular activities, including an informal weekly brown bag seminar, the concerts of the Gamelan Ensemble, and a weekly Southeast Asia film series. The George McT. Kahin Center for Advanced Research on Southeast Asia is also the site for public lectures and other activities related to this area. The John M. Echols Collection on Southeast Asia, in Kroch Library, is the most comprehensive collection on this subject in America.

Undergraduates may major in Asian studies with a focus on Southeast Asia and its languages, or they may elect to take a concentration in Southeast Asia studies by completing 15 credits of course work. Students interested in exploring these opportunities should consult the director, Southeast Asia Program, 180 Uris Hall.

Statistics Center

The Cornell Statistics Center coordinates a university-wide program in statistics and probability. Students interested in graduate study in probability and statistics should apply to the Field of Statistics or to one of the other graduate fields of study that offer related course work. A list of courses in probability and statistics recommended for graduate students in the Field of Statistics can be found in the description of the Cornell Center for Statistics in the section "Interdisciplinary Centers, Programs, and Studies." Further information can be obtained from the director of the Statistics Center in Caldwell Hall.

Women's Studies Program

S. McConnell-Ginet, director; L. Abel, K. Abrams, A. Adams, J. Allen, N. Assiè-Lumumba, K-e. Barzman, D. Bathrick, S. Bem, L. Beneria, A. Berger, J. Bernstock, L. Bogel, L. Brown, J. Brumberg, D. Castillo, B. Correll, I. DeVault, J. Farley, C. Farnum, S. Feldman, F. Firebaugh, J. Fortune, D. Fried, N. Furman, J. E. Gainor, J. Ginsburg, S. Greene, N. Hirschmann, D. Holmberg, I. Hull, B. J. Isbell, M. Jacobus, J. Jennings, K. Jones, M. Katzenstein, J. Locey, K. March, C. A. Martin, H. Mullen, M. B. Norton, L. Peirce, C. Raver, S. Samuels, A. M. Smith, R. Weil, S. Wong

Introduction to the Program

Women's Studies is an interdisciplinary program that seeks to inscribe women's lives, culture, and history, in all their complex multiplicities. Transformative as well as additive, women's studies challenges us to re-examine much of what we think we already know by providing an intellectual—and critical—feminist framework through which to view the many interconnections between gender, knowledge, and power. Thus, central to the curriculum in women's studies are such overarching notions as these:

- that definitions of gender—including those that privilege exclusive heterosexuality—are not natural or universal but are instead social constructions that vary across time and place, serve political ends, and have ideological underpinnings;
- that systems of gender inequality interact with other social inequalities, including those of class, race, ethnicity, sexual preference, and Western vs. non-Western cultures; and
- that even the most current knowledge derived from the humanities, social sciences, and natural sciences is not as impartial, objective, or neutral as has traditionally been thought but instead emerges out of particular historical and political contexts.

Program Offerings

The Women's Studies Program offers an undergraduate major, an undergraduate concentration, and a graduate minor. Undergraduate students in the College of Arts and Sciences who want to major in women's studies can apply directly to the program. Undergraduate students in other colleges at Cornell will need to work out special arrangements and should speak to the Director of Undergraduate Studies (DUS) in Women's Studies.

The Undergraduate Major

The questions posed by feminist inquiry cannot be answered from within any single discipline or even from a simple combination of two or more disciplines. For that reason, the women's studies major provides students with a basic groundwork in the interdisciplinary field of women's studies and then requires each student to construct an advanced and individually tailored program of study on a topic, in a discipline, or in a combination of disciplines of special interest to the student alone.

Rather than specifying a particular sequence of required courses for each and every student, the women's studies major gives students a starting point in women's studies, an active advisory structure to help them shape a curriculum, and an ongoing impetus to reflection about their entire program of undergraduate study.

In designing their major, students should keep in mind that there are not many graduate programs offering a degree in women's studies itself. Accordingly, undergraduates wishing to major in women's studies should talk at length with a faculty member about how to design a program of study that will best qualify them for entry into either a job or a postgraduate degree program when they leave Cornell. To give one example of what needs to be considered in designing a major: Undergraduates who might want to do graduate study within a discipline will need to develop a certain level of disciplinary specialization at the undergraduate level. This can be done either by supplementing the women's studies major with a carefully selected cluster of courses in that discipline or by pursuing a double major.

Requirements for a Women's Studies Major

- Prerequisite courses: Before applying to the major, the student must complete any two Women's Studies courses with a grade of B- or better. Some suggested entry-level courses include Women's Studies 210, 218, 244, 251, 269, 273, and 277. These courses would count both as prerequisites and as part of the women's studies major. Freshman writing seminars, in contrast, would count as prerequisite courses but not as part of the major.
- Required course work:
 - A minimum of 36 credits in women's studies is required for the major. No course in which the student has earned less than a C- can count toward these 36 credits. Although there is no single women's studies course that is required of all students, every major must complete a program of study that is both graduated in difficulty and interdisciplinary in scope—a program, in other words, that reflects both the breadth and the depth of women's studies scholarship. This program of study must be developed in consultation with the student's adviser in women's studies and must include advanced seminars at the 300 level or above.
 - Students may count up to three courses outside women's studies toward the major **if** those courses are approved by the student's women's studies adviser as constituting a meaningful compo-

nent of the student's women's studies curriculum. To facilitate the coordination of a women's studies major with other majors in the college, students may also count toward the major up to three women's studies courses that are simultaneously being counted toward a second major.

- The Honors Program: To graduate with honors, the major in women's studies must complete a senior thesis under the supervision of a women's studies faculty member and defend that thesis orally before an honors committee. To be eligible for honors, students must have at least a cumulative grade point average of 3.0 in all coursework and a 3.3 average in all courses applying to their women's studies major. Students interested in the Honors Program should consult the Director of Undergraduate Studies (DUS) late in the spring semester of their junior year or very early in the fall semester of their senior year. For more information about the Honors Program, see WOMNS 400 and the "Guidelines For a Senior Honors Thesis" available in the Women's Studies Program office.

The Concentration

Undergraduate students in any college at Cornell can concentrate in Women's Studies in conjunction with a major defined elsewhere in the university. The concentration consists of four courses in Women's Studies, no more than two of which can come from a single discipline. Freshman writing seminars cannot be included within the four required courses. Students wishing to concentrate in Women's Studies should see the DUS.

I. Freshman Writing Seminars

WOMNS 105 Feminine and Masculine Ideals in Japanese Culture (also Asian Studies 105)

Spring. 3 credits.

In its long history, Japanese culture has developed a large number of role models—the aristocrat, poet-priest, warrior, entertainer, "salary man," and "education mama"—and idealized them in its literature and art. Using these ideals as its subject matter, the seminar will give students practice in reading texts closely, analyzing ideas, and writing various types of papers. Through studying Japanese concepts of femininity and masculinity, the students will not only explore a new culture but will also gain new perspectives on their own cultures.

WOMNS 106 FWS: Women and Writing (also English 105)

Fall and spring. 3 credits.

What is a woman? How does she confront her personal experience? Does she play a special role in history, in our definition of society, or in our understanding of language and literature? This course will explore the relationship between women and writing. We will discuss writings by and about women, debate our attitudes toward feminism, and analyze the relevance of these questions to our own written work. Individual sections will emphasize different aspects of the relation between women and writing. Which section to choose would depend on your own interest in exploring how women appear in private or autobiographical writings, historical contexts, and/or literary works. Further information on specific sections is available in the freshman

writing seminar office. Textual overlap is kept to a minimum so that students can take more than one Women and Writing seminar during their time at Cornell.

WOMNS 113 Nudity/Nakedness: The Sexed Body in Western Art (also History of Art 112.03)

Spring. 3 credits.

While the story of the fall frames "nakedness" with notions of guilt and shame, "nudity" is a term that lends legitimacy to the display of naked bodies in Western culture. Yet competing forces object to such display on grounds from obscenity to the exploitation of women. Today "the nude" is virtually synonymous with the female form signaling availability—a body fetishized, fragmented, commodified, consumed. How is the nude instated in the semiotic order in the West? Are there representations of naked women that categorically resist dominant associations of female nudity? What of the bodies of men? Is "pomography" in "the eye of the beholder" or are there representational practices that clearly divide "the pomographic" from "legitimate art"? Participants will base discussions and writing assignments on visual materials and critical texts.

[WOMNS 121 Language and Gender (also Linguistics 121)

3 credits. Not offered 1995-96.

What does it mean to speak "like a woman" or "like a man," or "like a girl," or "like a boy?" Even ten-year-olds in our culture approach similar communicative tasks in gender-differentiated ways: girls often get others to do things by saying things like "let's get some coat-hangers" whereas their male peers are more likely to say something like "get me a coat hanger." How do race, social class, age, setting, and aims interact with gender in affecting communicative style? How do our ways of writing and talking reflect and perpetuate gender stereotypes or biases? What is the role of sex and gender in language change? Readings, discussion, and writing assignments will explore connections between our uses of language and the cultural construction of femaleness, maleness, and sexuality.]

WOMNS 145 FWS: Witchcrafts (also Anthropology 145)

Fall. 3 credits.

This seminar will examine witchcraft with special attention to gender. Among other questions, we will ask why women were accused more often than men of witchcraft in America and in many European societies. We will also contrast cases drawn from the history of America and Europe with detailed analysis of witchcraft practices in contemporary non-western societies where both similar and very different patterns of "witchcraft" accusations take place. Further, we will investigate contemporary resurgences of "wicca" as a positive form of ritual practice especially by some women. Finally, we will compare more contemporary panics about communism, devil worship cults, and the like to witchcraft. Overall, the seminar addresses the relation of belief to social practice.

[WOMNS 168.01 Black Women Writers: The Uses of Madness and Silence (also English 168)

3 credits. Disc/sem. Not offered 1995-96.

How are silence and madness used in texts by black women writers to explore their relationship to language, writing, and power?

Why is madness a compelling metaphor for the complexities of race, class, gender, and cultural conflict? How does one interpret the silences in a text? How is silence itself foregrounded in a literary text? This seminar will focus on these and other questions raised by the novels, short stories, poetry, and drama of black women writers from Africa, the United States, and the Caribbean including Bessie Head, Toni Morrison, Adrienne Kennedy, Opal Palmer Adisa, Tsitsi Dangarembga, Marlene Philip, and Jamaica Kincaid.]

II. Courses

WOMNS 206 Gender and Society (also Rural Sociology 206)

Spring. 3 credits.

This course analyzes the evolution and diversity of socially constructed gender hierarchies, in the United States and Internationally. The maintenance of gender inequalities in societal institutions, such as the family, the economy, politics, and religion, will be explored. A range of sociological theories and disciplinary perspectives are considered, including biological, psychological and psychoanalytic perspectives. Course objectives will be achieved through lectures, readings, films, class discussions, and personal experiences.

[WOMNS 210 Introduction to Feminist Theory

4 credits. Not offered 1995-96.

This course introduces students to critical approaches in feminist scholarship to the cultural, socioeconomic, and political situation(s) of women. Particular attention will be paid to the conceptual challenges and dangers posed by attempts to study women without taking account of relations between race, class, and gender in ideological and social formations. Readings will draw on work in various disciplines and will include literary texts and visual images.]

[WOMNS 214 Biological Basis of Sex Differences (also Biological Sciences 214 and Biology and Society 214)

3 credits. Prerequisite: One year introductory biology. Limited to non-biology majors and freshman & sophomore biology majors. Offered alternate years. Next offered Fall 1996.

The structural and functional differences between the sexes are examined. Emphasis is placed on mechanisms of mammalian reproduction; where possible, special attention is given to studies of humans. Current evidence on the effects of gender on non-reproductive aspects of life (behavior, physical, and mental capabilities) is discussed. The course is intended to provide students with a basic knowledge of reproductive endocrinology and with a basis for objective evaluation of sex differences in relation to contemporary life.]

[WOMNS 218 The Economics of Gender (also City and Regional Planning 218)

Spring. 3 credits. Not offered 1995-96.

The emphasis in this course will be on the economic aspects of women and work: What are the consequences of women's concentration in reproductive work? What economic role does domestic work play within the larger economy? What are the consequences of occupational segregation by gender? Why

is the wage gap between men and women not disappearing? What is the role of discrimination? What is the condition of women in other countries? Throughout the course we will examine different analytical frameworks and distinguish between different feminist perspectives dealing with those questions.]

WOMNS 220 Women of Africa and of the Diaspora in Liberation Movements (also Africana 220)

Spring. 3 credits.

This seminar deals with women of Africa and of the African Diaspora in liberation movements. Our studies will include the anti-slavery struggles in the Americas and the Caribbean, anticolonization and decolonization and decolonization movements, as well as the anti-apartheid struggles in Africa. These movements, and the women who led them, will be discussed in terms of the broader historical, socioeconomic, political, and cultural contexts.

WOMNS 227 Modern American Sex Roles in Historical Perspective (also History 227)

Fall. 4 credits. Limited to 20 students.

Permission required. Intended primarily for sophomores.

A reading and discussion course. The class will begin by examining sex roles in the United States in the 1990s, looking at a variety of sources like popular magazines and contemporary commentaries. We will then move backwards in time in an attempt to uncover the roots of current attitudes. The students will help to determine which topics the class will investigate in detail.

[WOMNS 238 The Historical Development of Women as Professionals, 1800-Present (also Human Development and Family Studies 258, American Studies 258, and History 238)

3 credits. Limited to 180 students. Not offered 1995-96.

The historical evolution of the female professions in America (midwifery, nursing, teaching, librarianship, home economics, and social work) as well as women's struggles to gain access to medicine, law, the clergy, and the academy. Lectures, reading, films, and discussion are geared to identifying the cultural patterns that fostered the conception of gender-specific work and the particular historical circumstances that created these different work opportunities. The evolution of professionalism and the consequences of professionalism for women, family structure, and American society are also discussed.]

WOMNS 244 Language Use and Gender Relations (also Linguistics 244)

Spring. 4 credits.

This course explores connections between language (use) and gender/sex systems, addressing such questions as the following. How do sex and gender affect the ways we speak, the ways we interpret and evaluate speech? How do sociocultural differences in women's and men's roles affect their language use, their relation to language change? What is meant by sexist language? How does conversation structure the social worlds of women and men? Readings draw from work in linguistics, anthropology, philosophy, psychology, literature, and general women's studies and feminist theory.

[WOMNS 251 Twentieth-Century Women Novelists (also English 251)

4 credits. Not offered 1995-96.

This course will be particularly concerned with how women write fiction and with some of the questions about women's experience, perspective, and language raised by recent feminist criticism. We will read works by Virginia Woolf, Edith Wharton, Toni Morrison, Louise Erdrich, Maxine Hong Kingston, and others.]

[WOMNS 262 Politics of Sexuality (also Government 362)

4 credits. Not offered 1995-96.

This course will serve as an introduction to lesbian, bisexual, and gay studies from a political theory perspective. In the first part of the course, we will examine Michel Foucault's conception of sexuality as a social construction that emerges as a sociopolitical problem only within specific historical conditions. We will turn to the historical research on sexual sub-cultures and the official regulation of sexuality which Foucault's work has inspired in the United States and Britain. In the final part of the course, we will discuss the current debates around activism and identity politics, with a specific emphasis on the links between sexuality and race.]

WOMNS 263 Interpreting Melodrama and the Woman's Film (also English 263)

Spring. 4 credits. Students must be free to attend regular screenings of films and videos. Lab fee \$25.00. Enrollment reserved for Women's Studies and English majors. Limited to 20 students.

With some attention to melodrama's roots in nineteenth-century fiction and theatre and in twentieth-century women's fiction and popular Freudianism, we will work to define Hollywood's melodrama as both a genre and a way of viewing the world. Psychoanalytic and feminist analyses of melodrama will help us pose larger questions about gender and culture, about gendered spectatorship, about the relation of these films to American culture, about Hollywood's changing constructions of "woman," the "maternal," and the "feminine," and questions about desire, pleasure, fantasy, and ideology in relation to the melodramatic heroine. Required weekly, evening screenings of such films as *Stella Dallas*, *Now, Voyager*, *Rebecca*, *Mildred Pierce*, *The Women*, *Imitation of Life*, *Secret Beyond the Door*, *All This and Heaven, Too*, *So Big*, and *Gaslight*. Regular critical readings, frequent viewing questions, two longer essays, no exam.

[WOMNS 264 Ethnic Literature: Bridges and Boundaries (also English 264)

3 credits. Not offered 1995-96.

The American language that came, as William Carlos Williams noted, "from the mouths of Polish mothers," has also been shaped by the oral and written traditions of Native Americans, African Americans, Hispanic Americans, and Asian Americans whose literary production will be examined in this course. Works by writers in these traditions will be studied as sites marking the emergence of a contemporary American language and literature capable of representing the diverse and particular realities of a multicultural nation. This course will focus especially on how each ethnic tradition uses the contested territories of geography, language, gender and sexuality in texts that both refer to and imaginatively construct communities and traditions based on collective experience. Discussion will focus on how each text makes connections and

distinctions between individuals as well as within and among communities bound together by shared linguistic, geographical, spiritual, and cultural traditions, and the territorialization of bodies, especially women's bodies, as boundaries or bridges between races/ethnicities, in discursive constructions of ethnicity.]

[WOMNS 269 Introduction to Feminist Political Thought (also Government 269)

4 credits. Not offered 1995-96.

This course will provide a general introduction to feminist political thought, surveying various current issues and methodologies. The course will combine analysis of women in western political thought and the relationship of feminism to the discipline of political science; readings by contemporary feminist theorists; and consideration of what theory can contribute to practical issues such as battering, pornography, prostitution, racism, sexuality, and sexual harassment.]

[WOMNS 273 Women in American Society, Past and Present (also History 273) #

4 credits. Next offered spring 1997.

A survey of women's experiences in America from the seventeenth-century to the present. Among the topics to be discussed are women's familial roles, the changing nature of household work, the women's rights movement, employment of women outside the home, racial and ethnic differences in women's experiences, and contemporary feminism.]

[WOMNS 275 Women in the Work Force (also Sociology 275)

3 credits. Not offered 1995-96.

Women have always contributed their labor to production and reproduction. However, with industrial development and the movement of market production out of the home and into the public sphere, women's work was relegated to the private sphere of the family. Recently this has changed as women seek employment outside the home. In this course we will examine women's positions and the role women play in the labor force, with a focus on more developed societies. Specific topics will include sex differences in pay and sex segregation in the labor force, theoretical explanations from rational choice to Marxist feminism, the relationship between women's paid and unpaid labor, and the role of the state and government policy.]

WOMNS 277 Social Construction of Gender (also Psychology 277)

Fall, 1995. 3 credits. Limited to 400 students.

This course addresses the very broad question of how an individual's gender and sexuality are constructed. Although some attention is given to biological perspectives, the course emphasizes the social-psychological processes by which the culture transforms male and female newborns into "masculine" and "feminine" adults. In addition to being quite interdisciplinary, the course is also oriented to questioning the "naturalness" of not only masculinity and femininity themselves, but exclusive heterosexuality as well. Among some of the specialized topics discussed are psychological androgyny, egalitarian relationships, gender-liberated child-rearing, the male-centeredness of the work world, female sexuality, sexual harassment, and homophobia.

WOMNS 279 Lesbian Personae (also English 279)

Fall. 3 credits.

This course will offer a survey of literature and films by or about lesbians. We will examine how lesbian desire and identity are historically constructed through narrative. What does it mean to read as a lesbian? What are the various tropes and personae through which lesbian desire has been articulated? What has been the relationship of lesbianism to feminism? How is lesbian identity inflected by homophobia, sexism and racism? We will begin with a look at early paradigms for lesbian desire such as romantic friendship and sexual inversion, then move on to an extensive examination of lesbian feminism, and close with a discussion of desire and performativity. We will read fiction by Gertrude Stein, Radclyffe Hall, Havelock Ellis, Sigmund Freud, Nella Larsen, Adrienne Rich, Monique Wittig, Alice Walker, Cherrie Moraga, Jeanette Winterson, and Jewelle Gomez, as well as films by Leontine Sagan, Sheila McLaughlin, Monica Truet, Ingmar Bergman, and Rainer Werner Fassbinder. Students will be expected to attend a weekly film screening in addition to seminars.

WOMNS 281 Gender and Society in the Muslim Middle East (also Near Eastern Studies 281 and Religious Studies 281) @#

Spring. 3 credits. Limited to 20 students.

This course examines conceptions of gender in traditional Muslim society and the ways in which they have affected the experiences of Muslim women and men. Topics to be covered include the position of women in the religious law of Islam, female seclusion and the harem, sexuality, social hierarchies and family structure. Although attention will be given to gender issues in the contemporary Middle East, the course focuses on the historical roots of present-day social configurations.

WOMNS 284 Gender and Communication (also Communications 284)

Spring. 3 credits. Not open to freshmen.

This course explores the construction of gender and personal, social, and economic implications of gender categories. Topics considered include history, social structures, personal relationships, nonverbal and mass communication. Distinctions among ways that the arts, mass media, social and historical forces, and intra- and interpersonal relationships communicate gender will be considered.

[WOMNS 294 Feminist Literary Criticism (also English 294)

3 credits. Not offered 1995-96.

In this course we will explore the history and contemporary inflections of feminist literary criticism and theory, with an emphasis on close readings of major or classic articles, essays, books, and controversies. We will start by reading Virginia Woolf's *A Room of One's Own* and look at feminist re-readings of Woolf. We will explore notions of a female literary tradition and questions of canonicity, along with tensions between feminist materialist and psychoanalytic readings. We will look at theories about the role of the body and desire in women's writing drawn from French feminist theory, and psychoanalytic feminist criticism. We will also consider questions involving ethnicity, including recent African-American feminist criticism, and recent gay and lesbian feminist criticism. Texts will include (among others) essays by Judith

Butler, Donna Haraway, Julia Kristeva, Shoshana Felman, and Alice Walker, and novels by Maxine Hong Kingston (*Woman Warrior*), Radcliffe Hall (*The Well of Loneliness*), Nella Larsen (*Quicksand*), and Virginia Woolf (*Mrs. Dalloway*). The emphasis will be on relating the insights of feminist criticism and theory to literary texts so that students can develop their own feminist critical practice. Oral reports, short essays, two longer papers.]

WOMNS 305 Emotion, Gender, and Culture (also Anthropology 305) @
Fall. 4 credits.

This course introduces students to the current anthropological perspective on the following topics: (1) cultural shaping of emotion and (2) acquisition and production of gender and sexuality. It is appropriate for students majoring in anthropology, psychology, cognitive studies, human development and family studies, and women's studies.

[WOMNS 307 African-American Women in Slavery and Freedom (also History 303 and Africana Studies 307)

4 credits. Next offered spring 1997.

This course thematically explores the history of African-American women from a sociopolitical perspective. Topics include the images and depictions of Black women, how Black women have engaged in political struggle, race progress vs. feminism, the relationship between racism and sexism, and Black women in family life.]

WOMNS 321 Sex and Gender in Cross-Cultural Perspective (also Anthropology 321) @

Fall. 4 credits.

An introduction to the study of sex roles cross-culturally and to anthropological theories of sex and gender. The course examines the relative positioning of the sexes in social, political, economic, ideological, cultural, and biological aspects of culture; we emphasize the diversity in gender and prospects for change around the world. In addition to lectures and films or videos, participants will work in small discussion sections (maximum enrollment of eight) to prepare several practical field exercises, short papers and critical assessments of other course materials.

[WOMNS 341 Ethical Theory (also Philosophy 341)

4 credits. Next offered spring 1997.

Like much of contemporary feminist theory, feminist ethics began with the assumption that ethical theory was fully adequate to address feminist concerns. All that needed to be done was to take the resources of ethical theory and apply them to hitherto overlooked questions, such as abortion, affirmative action, justice in the family, and pornography. This project assumes, however, that the theories themselves are not gender biased. This claim has been challenged. In particular, it has been argued that traditional ethical theory overlooks the situatedness of agents and devalues emotions and relations to particular others. We will critically examine these claims and their challenge to ethical theories that take the principal moral concept to be the concept of "duty". In addition, we will examine the view, argued for by Carol Gilligan, that women speak with a distinctive ethical voice—a voice of care, rather than justice. Gilligan's work raises the problem of what feminist ethics is: any move from

"feminine" to "feminist" must be treated with great suspicion. It turns out that a wide variety of projects are currently being pursued under the general heading of feminist ethics and we will attempt to enlarge our understanding of what feminist ethics is and might become.]

[WOMNS 345 Gender Inequality (also Sociology 345)

4 credits. Next offered 1998.

This course is an introduction to the systematic study of gender inequality in contemporary society. While the issues we will examine are specific to the study of gender inequality, they are representative of more general concerns in the field of sociology, e.g., stratification, power, and conflict.]

WOMNS 348 The Female Literary Tradition: Wollstonecraft to Woolf (also English 348) #

Fall. 4 credits.

A course designed to survey and investigate the notion of a "female literary tradition" in Britain and America from the late eighteenth century to the twentieth century. Among other things, we will ask what it means to consider women's writing—in other words, we will question the premises of the course as we work out ways of reading and interpreting works written by women out of very different historical and political circumstances. Authors may include Mary Wollstonecraft, Hanna Foster, Aphra Behn, Jane Austen, Mary Shelley, Charlotte Brontë, Harriet Beecher Stowe, George Eliot, Willa Cather, Edith Wharton, Virginia Woolf, Jean Rhys, Louise Erdrich, and Toni Morrison.

WOMNS 353 Feminism: State and Public Policy (also Government 353)

Spring. 4 credits.

The course examines the aims and strategies of the feminist movement in the United States and the response of both society and the state to feminist claims. It is, thus, a course about political protest and the capacity of American political institutions to promote and shape, as well as to counter social change. In examining the law and public policy on such issues as job discrimination, wife battery, rape, abortion, etc., the course explores the contradictions between, and the congruence of, the dual ideals of individual choice and group equality.

WOMNS 355 Decadence (also English 355)

Spring. 4 credits.

"My existence is a scandal," Oscar Wilde once wrote, summing up in an epigram the effect of his carefully cultivated style of perversity and paradox. Through their valorization of aestheticism and all that was considered artificial, unnatural, or morbid, the so-called "decadent" writers of the late-nineteenth century sought to free the pleasures of beauty and sexual desire from their more conventional ethical moorings. Although we will focus on Oscar Wilde, we will also read works by Charles Baudelaire, Paul Verlaine, J.-K. Huysmans, Renée Vivien, Leopold von Sacher-Masoch, Walter Pater, A.C. Swinburne, and Lionel Johnson, as well as a few later writers such as Ronald Firbank and Djuna Barnes. We will also consider historical, theoretical, and early medical texts on sexuality. Because this is a course in lesbian and gay studies, we will focus primarily on the various ways that decadence became a powerful trope for the articulation

of homosexuality and other proscribed sexual pleasures. Topics for discussion will include homophobia and sexual encoding, androgyny and sexual inversion, sodomy and Satanism, lesbianism and vampirism, cultural and linguistic degeneration, hysteria and paranoia, masochism and mysticism, chastity and sublimation, Catholicism and Hellenism, and dandyism and camp.

[WOMNS 357 American Families in Historical Perspective (also History 359, American Studies 359 and Human Development and Family Studies 359)

3 credits. Prerequisite: Human Development and Family Studies 150 or one 200-level social science or history course. Students in endowed units must register for Women's Studies 357 or History 359 or American Studies 359. Not offered 1995-96.

An introduction to, and overview of, problems and issues in the historical literature on American families and the family life cycle. Reading and lectures will demonstrate the pattern of American family experience in past time, focusing on class, ethnicity, sex, and region as important variables. Analysis of the private world of the family in past time will deal with changing cultural conceptions of sexuality, sex roles, generational relationships, stages of life, and life events. Students will be required to do a major research paper on the history of their family, covering at least two generations and demonstrating their ability to integrate life-course development theory, data drawn from the social sciences, and historical circumstances.]

[WOMNS 358 20th-Century Experimental Fiction by Women (also English 358)

4 credits. Not offered 1995-96.

With only a few exceptions, the works of fiction that we associate with the two great avant-garde movements of the twentieth-century, modernism and postmodernism, were written by men. Does this mean that women writers prefer traditional modes of narration or are uneasy with innovation or have some sort of innate or acculturated affinity with realism or naturalism? This seminar will examine the cultural contexts that may bias readers against seeing what is genuinely new and exciting in works by female authors, as well as ways that the works themselves may or may not resemble works by acknowledged experimental writers who are men—the difference that sexual differences may make. Writers include Virginia Woolf, H.D. (Hilda Doolittle), Djuna Barnes, Doris Lessing, Alice Walker, and Margaret Atwood.]

[WOMNS 362 Global Perspectives on Gender

4 credits. Not offered 1995-96.

The course will examine how forms of gender inequality have been shaped by international forces and structured by differences in national histories. The class will be taught by a rotating set of two faculty members from different departments. Contingent on the particular faculty directing the course, the class will consider such issues as cross-cultural perspectives on gender; the history of work and family life in different societies; the gendered division of labor in local, national, and international economies; the impact of colonialism; the organized efforts of women to define gender relations; the role of the state in constructing an engendered economy and polity.]

WOMNS 363 Representations of Women in Ancient Greece and Rome (also Classics 363 and History 367) #
Spring. 4 credits.

The task of this course is to analyze ancient Greek and Roman representations of women—some famous, some infamous, some nameless—within their historical and cultural contexts and the assumptions that underlie these representations. Using literary, historical, legal, and artistic sources (in translation) and examining the historiographical and methodological problems the use of such evidence poses, the class will assess the changing social conditions that relate to the roles, status, and images of women in antiquity. Among the topics considered are: myth and ideology; women's role in the family and society, views of the female body and female sexuality, the place of women in creative art.

WOMNS 365 Directions in Feminist Theory (also Government 362)
Spring. 4 credits.

This course is designed to explore critical debates in contemporary feminist theory with particular attention to the status of gender as an analytic and political category. We will investigate how different theoretical traditions and perspectives relate gender to structures of race, sexuality, and class.

WOMNS 368 Marriage and Sexuality in the Middle Ages (also History 368) #

Spring. 4 credits.

Few topics generate heat so readily as gender relations and sexuality. Behind the current controversies lie decisions made in the first Christian centuries, and firmed up in the course of the Middle Ages; these still affect all of us, believers and unbelievers alike. This course studies Western attempts to deal with the problem of sexuality up to about 1500. The class will first clarify the church's normative rules of law and theology. Armed with this framework, it will then turn to more specific topics, including homosexuality, prostitution, rape/abduction and sexuality in medieval literature. The goal is to be able to compare the ideal model with the reality, and thus to assess the product the medieval church passed on to Western culture and ourselves. No formal prerequisite, though some prior knowledge of medieval European history is desirable.

WOMNS 374 Nineteenth-Century American Women Writers (also English 374 and American Studies 374) #

Fall. 4 credits.

In this cross-cultural examination of nineteenth-century American women writers, we will contrast a variety of nineteenth-century works of fiction, political/feminist manifestos and slave narratives. We will investigate the ways in which these writers used their texts to construct culturally valuable and authentic selves. We will also consider tensions between "sentimental" idealism and political pragmatism, passionless femininity, and autonomy. Readings will include Louisa May Alcott's *Behind a Mask*, Anna Julia Cooper's *A Voice from the South*, Frances Harper's *Iola LeRoy*, Harriet Beecher Stowe's *The Minister's Wooing*, and Harriet Wilson's *Our Nig*.

[WOMNS 377 Gender in Early Modern Europe (also History 377) #

4 credits. Enrollment is limited to 30. Not offered 1995-96.

An inquiry into how masculinity and femininity were defined in early modern Europe. Questions to be explored include: What purpose did gender distinctions serve in the particular society? To what extent were men and women able to shape and redefine the meaning of their gender? How was their ability to do so affected by such events as the Reformation and the French Revolution? Readings include both primary and secondary sources.]

WOMNS 380 Gender, Ideology, and Culture (also Sociology 380)

Spring. 4 credits.

This course will explore representations of women in popular culture, including images, narratives, and religious practices. We will examine the relationship between popular culture and ideology, and look at how women "read" popular culture. The aim of the course is to enable students to think critically and analyze the effects of ideological representations of difference on personal identity construction, status, and power relationships. Readings are drawn mostly from sociology of culture and cultural studies; most texts deal with popular culture and gender in the 19th and 20th century United States.

[WOMNS 381 19th Century French Women Writers (also French Literature 381) #

4 credits. Course conducted in French. Not offered 1995-96.

While situating the works read within their specific historical and literary context, this course will attempt to address two sets of questions: 1) How does the inscription of literature as a Public Institution within a phallogocentric cultural order affect women authors' status and writing strategies? 2) To what extent and at what levels does being a woman inform or shape the text produced? In what ways is literary writing concerned with sexual difference? Writers will include Mme de Staël, George Sand, M. Desbordes-Valmore, Flora Tristan, and Rachilde.]

WOMNS 384 Women and Unions (also Industrial & Labor Relations 384)

Spring. 4 credits.

This course will explore women's participation in the U.S. labor movement in the nineteenth and twentieth centuries. The class will cover issues such as women workers' relations with male-dominated union movements, the role of cross-class alliances of women in organizing women workers, interactions with radical parties and organizations, problems faced by women union leaders and activists, racial and ethnic differences in organizing, and the impact of societal stereotypes and expectations.

WOMNS 400 Senior Honors Thesis

Fall and spring. 2-4 credits. For Women's Studies seniors only. Permission of Women's Studies faculty member required. Student must carry a GPA of 3.0 in all subjects and a 3.3 in Women's Studies. Both the form of theses, and the nature and extent of contact between student and adviser, will depend on mutual agreement between the two. In one common scenario, the student will write an essay of approximately 50 pages in length, drafted and revised in a series of carefully planned stages over the

course of two semesters, with an outline expected on approximately Sept. 15th and a draft of the first chapter on approximately November 15th. An "R" grade will be assigned at the end of the fall semester and a letter grade on completion of the project at the end of the spring semester.

[WOMNS 404 Women Artists (also History of Art 466)

4 credits. Prerequisite: Permission of instructor. Auditing not permitted. Next offered fall 1996.

This seminar will be devoted to a study of the work of women artists from antiquity to the present. The works of the most important women artists from each period will be studied in relation to the changing roles of women in society.]

WOMNS 406 The Culture of Lives (also Anthropology 406) @

Spring. 4 credits.

This seminar examines the insights provided by diverse personal narratives into both the particularities of individual lives and into the wider social and cultural forms within which those lives unfold. We look at the place of life histories in the historical development of anthropology as a discipline, in terms of both the theoretical and methodological concerns they raise. We focus upon the contemporary resurgence of interest in personal narratives as windows onto both the social or cultural construction of the person as well as heavily upon women's lives and their representations to contrast men's and women's accounts and to underscore the special significance of women's narratives in anthropology.

[WOMNS 408 Gender Symbolism (also Anthropology 408) @

4 credits. Not offered 1995-96.

This seminar looks at how cultural meaning is constructed about biological sex differences. We begin from the presumption that sex difference and gender are culturally defined as a system of categories and meanings interacting with people's cognitive, intellectual, and affective experience of their worlds. The seminar has two primary conceptual objectives: (1) to analyze the relations among gender symbols and (2) to explore the relations between these symbols and the social worlds of the people who believe in them.]

[WOMNS 413 Women Around Freud (also German Studies 413 and Comp Lit 412)

Spring. 4 credits. Not offered 1995-96.

This course is designed: 1) to expose students to the lives and work of women intellectuals in turn-of-the-century and early twentieth-century Austria and Germany who influenced and were influenced by Freud and psychoanalysis; 2) to consider the work of women intellectuals whose interests converged with theories diverged from psychoanalytic thinking; 3) to explore definitions of "intellectuals" and the status of women as intellectuals both at the beginning of Lou Andreas-Salomé, Anna Freud, Helene Deutsch, Karen Horney, Sabina Spielrein, Joan Riviere, Melanie Klein, Rosa Mayreder, Grete Meisel-Hess, Hedwig Dohm, and Ellen Key.]

[WOMNS 416 Person, Gender, and Song (also Anthropology 417) @

4 credits. Not offered 1995-96.

At stake in the anthropological endeavor to represent others' worlds cannot be our capacity for communion, but rather an

epistemological puzzle: how do we come to (systemize) knowledge of other realities? On the premises that we come not to know persons (directly), but among other things (through) their words, that words are contextually produced, that some contexts are more highly stylized into recognized cultural genres than others, and that a common and powerful genre is song, this seminar will look at several cases of traditional song and its relation to personal realities, with specific attention to the imaging, communicating, evaluating, and remembering of gender identities.]

[WOMNS 425 Gender Relations, Gender Ideologies, and Social Change (also Rural Sociology 425)]

3 credits Not offered 1995-96.

This course offers a comparative analysis of rural women's work in agriculture, domestic and household production, and forms of wage work and self-employment in both Third World and industrialized countries. Drawing on feminist and sociological theory and methods, the course examines gender ideologies, work-family linkages, responses to technological innovation, the transformation of the labor process, and the international division of labor as processes that restructure gender relations and challenge existing proscriptions of women's behavior.]

[WOMNS 426 Undergraduate Seminar in Early American History (also History 426) #]

Spring. 4 credits. Permission of instructor required. Preference given to history and women's studies majors.

Topic for 1996: Witchcraft in Early America.

[WOMNS 431 Scenes of Female Enlightenment (also English 431)]

4 credits. Not offered 1995-96.

In this course we will explore the ways in which Enlightenment thinking about women and women's own concern with their rights and education during the late 18th Century intersects with an inquiry into femininity itself. How did the focus on sentimentality limit, shape, or enable, emancipatory feminist discourse? Starting with Rousseau's *Nouvelle Eloise* and *Emile*, we will trace the influence of Rousseau on a variety of 18th century sentimental and educational writers, including Saint-Pierre (Paul and Virginia), Edgeworth (Belinda), and Wollstonecraft (*Vindication of the Rights of Women*). If available, we will also read selections from women educationists of the period, such as Mrs. Macaulay and Hannah More. Alongside novels of feminist protest by Wollstonecraft (*The Wrongs of Woman*) and Mary Hays (*Memoirs of Emma Courtenay*), we will explore other mother-daughter novels of the 1790's by Inchbald (*A Simple Story*) and Opie (*Adeline Mowbray*). As well as reading Diderot's *The Nun* and de Sade's *Justine*—works of the French Enlightenment and libertine Revolution, respectively—we will read Radcliffe's *Romance of the Forest and Mysteries of Udolpho* as the site of the gothic construction of female "enlightenment." Selected novels by Austen (*Persuasion* and *Mansfield Park*), and Burney (*The Wanderer*) will extend the course into the early 19th century novel for a retrospective view of the feminist "Enlightenment" of the Revolutionary period.]

[WOMNS 433 The Female Dramatic Tradition (also Theatre Arts 433)]

Spring. 4 credits.

Is there a "female dramaturgy?" What is the female tradition in the theatre? The course will explore these questions through an investigation of texts by women dramatists, including Hrotsvitha, Aphra Behn, and Caryl Churchill, as well as theory by such critics as Sue Ellen Case and Jill Dolan.

[WOMNS 435 The Sociology of Reproduction (also Sociology 434)]

4 credits. Next offered 1997.

Women's biological potential to bear children and their childbearing experiences are socially constructed. The social context of women's reproductive capacity is one area in which women themselves are socially defined, and therefore within this realm exists the potential to control women through the control of reproduction and childbirth. We will examine the social construction and control of reproduction using both empirical findings and theoretical arguments. Specific topics include: historical trends in fertility; the medicalization and medical control of conception and childbirth; biological versus social definitions of women as mothers; the role of state policy; and theoretical explanations of reproduction and gender stratification.]

[WOMNS 438 Female Adolescence in Historical Perspective, 1815-1960 (also Human Development and Family Studies 417 and History 458) #]

Spring. 3 credits. Limited to 50 students. Permission of instructor required.

The changing nature of female adolescence in the United States is explored using nineteenth-century primary sources available in the Department of Manuscripts and University Archives. Olin Library multidisciplinary readings and discussions are designed to uncover the nature of women's childhood, patterns of authority within the family, cultural attitudes toward sexuality, female friendships, courtship patterns, and rites of passage into adulthood.

[WOMNS 444 Historical Issues of Gender and Science (also Science and Technology Studies 444)]

4 credits. Next offered 1997.

This course is a one-semester survey of women's role in science and engineering from antiquity to the 1990's with special emphasis on the United States in the 20th century. Readings will include biographies and autobiographies of prominent women scientists, educational writings, and other primary sources as well as recent historical and sociological studies. By the end of the semester we should have attained a broad view of the problems that have faced women entering science and engineering in the past and those that still remain. There are no formal prerequisites for the course, although some knowledge of women's history and the history of science would be helpful. The course welcomes the participation of students from scientific and non-scientific backgrounds alike.]

[WOMNS 445 Nineteenth-Century Women Novelists (also English 445) #]

Fall. 4 credits.

Works by Jane Austen, Elizabeth Gaskell, and Charlotte Brontë will be studied with particular attention to the development of a

women's tradition in fiction, women writers' conceptions of themselves and their work, and their social and cultural situation. We will look at letters, diaries, and biographies (including Gaskell's *Life of Charlotte Brontë*) as well as several novels.

[WOMNS 450/650 The Lenses of Gender (also Psychology 450/650)]

4 credits. Permission of instructor required. Limited to 18 seniors and graduate students. No preregistration; interested students should attend the first class. Graduate students sign up for Women's Studies/Psychology 650. Not offered 1995-96.

This seminar analyzes the ideological, institutional, and psychological mechanisms that are responsible for the social reproduction of male power in Western—and especially American—culture. It is interdisciplinary, covering material from biology, history, anthropology, law, sociology, psychology, psychiatry, philosophy, and feminist theory. Part one analyzes three important organizing principles or "cultural lenses" that have come to be embedded in the social institutions and the cultural discourses of Western culture: (a) biological essentialism; (b) androcentrism; (c) gender polarization (including the stigmatizing of homosexuality). Part two analyzes how the individuals living within the context of these lenses are transformed from being male of female newborns to being "masculine" and "feminine" adults—how, in other words, the culture's gender lenses are subtly transferred from the practices of the culture to the psyche of the individual. Part three considers possibilities for social and personal change.]

[WOMNS 451 Women in Italian Renaissance Art (also Art History 450) #]

4 credits. Prerequisite: permission of instructor. Not offered 1995-96.

This seminar examines representations of the Madonna and Child from the fourteenth and fifteenth centuries, the narrative scenes painted on marriage chests and other domestic furniture, biblical and historical heroines such as Judith and Lucretia, portraits of patrician women and courtesans, and violence to women in a political context. It will investigate the contemporary ideas about motherhood, beauty, sexuality, social presentation, and gender roles in society that inform these representations. We will discuss the existing critical frameworks for interpreting them in feminist art history and theory (particularly in Renaissance studies). We will be concerned especially with how visual images are encoded with meaning, what kind of relationship can be established with their historical context, and how they convey social constructs and ideology.]

[WOMNS 455/655 Sexuality, Society, and the State in the Near East (also History 437/657 and Near Eastern Studies 456/657) @]

4 credits. Permission of instructor required. Limited to 15 students. Not offered 1995-96.

A seminar focusing on the ways in which social practice and the needs of the state have interacted to shape norms of sexual behavior and categories of gender and sexual identity. Topics we will examine include sexuality and gender as components in Islamic monarchy; the ways in which society has resisted the state's attempts to define and control sexuality;

and the role of sexuality and gender roles in current political and social debates in the Near East. Special attention will be paid to the role of the legal process in mediating the contending forces of the state and society.]

WOMNS 459 Education in Africa and the Diaspora (also Africana 459) @
Fall. 4 credits.

This course deals with theories and concepts of planned change for social development and their application to educational innovations geared to promoting equal opportunity based on gender, race, and class in Africa and the African Diaspora. The first part of the course will be concerned with the stages of innovations from their inception to their implementation, resistance, diffusion and impact of different social categories. The second part of the course will deal with concrete cases of educational innovations such as the creation of educational institutions and change in curriculum development and medium of instruction. Historical and contemporary cases of educational innovations will be presented and analyzed. The case studies include the development of Africana Studies as a discipline, the creation and expansion of historically black institutions such as Lincoln University in Pennsylvania, Tuskegee Institute in Alabama, Spelman College in Georgia, and the Westside Preparatory School in Chicago. The African Cases to be studied include education for self-reliance in Tanzania, African languages as a medium of instruction in Nigeria and Mali, and television as a medium of instruction in Côte d'Ivoire. Gender will be a main focus in the analysis of the agents and beneficiaries of the innovations.

[WOMNS 463 The Politics of Contemporary Feminist Theory (also Government 463)]

4 credits. Prerequisite: GOVT 369/WOMNS 269 or permission of instructor. Next offered spring 1997.

For years the women's movement based its claim to equality on the assertion that men and women are the same. Recently, however, feminist theorists have argued that there are deep, fundamental differences between the sexes: for instances, do women and men view morality differently? What effect does reproduction have on female consciousness? Does women's work produce a particular epistemology, or "way of knowing"? How do gender, race, class, sexual orientation, etc., influence each other? Drawing on works from political science, psychology, sociology, literary criticism, and philosophy, we will examine a variety of contemporary methods and approaches to feminism, paying particular attention to the issue of "difference" and how claims of difference affect women's claims to equality. In the process, we will examine the "politics" of feminist theory, and what feminism has to offer political science as a discipline.]

[WOMNS 464 Gender and Politics in the Roman World (also Classics 463 and History 463) #

4 credits. Not offered 1995-96.

An undergraduate seminar examining the relationship between gender and politics in the late Roman Republic and early Empire. Among the questions this course will address are: was politics the exclusive domain of men in Roman society (as is generally assumed) or does a broader definition of politics and an understanding of the various forms that political activity in ancient Rome might take

allow a place for women in Roman political life? what role does gender have in Roman political discourse and ideology? why do issues such as family, marriage and sexuality become subjects of political debate and legislation?]

[WOMNS 466 Feminism and Gender Discrimination (also Government 466 and Law 648)]

4 credits. Next offered in fall '96 or spring '97.

This course will introduce students to the major schools of feminist legal theory, including equality theory, difference theory, dominance theory, and anti-essentialism. It will then use these theories as a framework for examining several areas in which the law has attempted to address gender-specific injuries. These will include the workplace (sexual harassment, regulation of fertility, work/family conflict), the family (abortion, surrogacy), and violence against women (rape, spousal abuse, pornography). The course will emphasize analysis and critique of present political and legal responses and formulation of alternative responses. Some previous exposure to legal materials (case law, statutes) is useful but not required.]

[WOMNS 470 Studies in the Novel: Virginia Woolf (also English 470)]

Spring. 4 credits. Limited to 15 students, juniors and seniors only. Not offered 1995-96.

This seminar will consider six major novels—Mrs. Dalloway, *To the Lighthouse*, *Orlando*, *The Waves*, *The Years* (along with Woolf's unfinished novel/essay *The Pargiters*), and *Between the Acts*,—as well as *A Room of One's Own*, *Three Guineas*, and a selection of the shorter essays. We will also look at relevant materials from the diaries and occasionally from the letters. Class members will give at least two presentations over the course of the semester and will be expected to participate regularly in discussions. Regular short writing assignments, two major papers (10-15 pages).]

[WOMNS 471 American Indian Women's Literature (also English 471)]

Spring. 4 credits. Not offered 1995-96.

From *Pocahontas* to *Shakes a Fist in Dances With Wolves*, depictions of American Indian women rarely present their points of view. Through a variety of genres—short fiction, autobiographies, poetry, and oral histories—we will listen to the voices of American Indian women; we will listen for their aesthetic and cultural values, as those values reflect Indian history in general, tribal histories and values, and their life stories. We will begin with works from or about nineteenth century life and proceed to an examination of works by such well-known Indian women writers as Beth Brant, Louise Erdrich, Leslie Silko, and Joy Harjo. We will explore questions such as: How does the image of *Pocahontas* affect the representation of other Indian women? Who are American Indian women activists, and have they written of their lives? What is the relationship between the woman in myths and legends and women in the real world? The student's grade will be based on two formal papers and a number of informal writing assignments and reports.]

[WOMNS 474 Black Women Writers: Theory in the Flesh (also English 464)]

4 credits. Not offered 1995-96.

Black women, while challenging feminism to acknowledge and explore difference among women, have also created a literature in which differences among black women, particularly differences of color and class, are meticulously observed and critically articulated. As collaborators in the creation of Afro-American culture, black women have also written perceptively about the precise inflections of gender that make differences in the experience of black women and black men. This course will focus on textual representations of color, class, and cultural differences within Afro-American communities, especially as these differences influence constructions of female identity in the texts of black women writers, including Nella Larsen, Gwendolyn Brooks, Toni Morrison, Alice Walker, Toni Cade Bambara, Paule Marshall, Adrienne Kennedy, Gayl Jones, Terry McMillan, and Andrea Lee.]

WOMNS 475 Studies in the Twentieth Century (also English 475)

Fall. 4 credits. Topic for Fall 1995:

Gender and War in the Twentieth Century

In the twentieth century, justifications of or oppositions to war are often represented in highly gendered language, with whole nations coded as masculine or feminine (or some indeterminate region between the two poles) depending on their attitude toward aggression. In addition, the situation of war can sharpen or fuzz existing gender boundaries applied to individuals, for instance requiring revised definitions of femininity when women enter the workplace in large numbers or creating new distinctions between "real" and "effeminate" men based on willingness to fight.

This seminar will examine diplomatic, journalistic, theoretical and imaginative writing, as well as political cartoons and films, dealing with three major wars in the twentieth century: World War I, World War II and the Vietnam War—the last in its encircling Cold War context. Students will lead one class discussion and write two 10-12 page papers.

[WOMNS 477 Gender in the Social History of Africa: Theory and Praxis (also Africana 477)]

4 credits. Not offered 1995-96.

This course will examine both the theoretical literatures and case studies on the history of gender relations in Africa during the precolonial and early colonial period. The course will be divided into two parts. In the first section, we will explore gender relations before the advent of colonialism; in the second we will focus on the early colonial period. In both sections students will read and analyze a number of theoretical perspectives and case studies in order to participate in the debates that are of current concern to historians. Among the questions to be explored are: what was the nature of gender relations in precolonial Africa, what structural features affected the way in which gender relations were constructed within particular societies; how were these relations affected by the entrance of Islam, the slave trade and the changes that took place before the late 19th century in the political, religious and social structures of particular societies, how did colonialism affect gender relations in particular African societies; what factors influenced the nature and extent of that impact.]

WOMNS 478 Family and Society in Africa (also Africana 478)

Fall. 4 credits.

The family as a social institution is structured according to socioeconomic, historical, political, and cultural specificities. In this course, the topics to be discussed will include the concepts of nuclear and extended family, the place and role of different age-groups and generations in the family, marriage and related issues, such as dowry, divorce, parenthood, childrearing, sex roles, and class differences. The course will also deal with the impact of industrialization and of westernization on the structure of the family in Third World countries. Examples will be drawn from urban and rural communities in industrial/western and agrarian/non-western societies.

WOMNS 479 Women and Gender Issues in Africa (also Africana 479)

Spring. 4 credits. Limited to 20 students.

There are two contrasting views of the status and role of women in Africa. One view portrays African women as dominated and exploited by men. According to another view, women have a favorable social position in Africa: indigenous ideologies consider women to be the foundation of society, they are economically active and independent and they have an identity independent of men. In this seminar, we will discuss the status and role of women in Africa historically as well as in the contemporary period. Among the topics to be covered are: women in non-westernized/precolonial societies; the impact of colonial policies on the status of women; gender and access to schooling; women's participation in the economy and politics; the attitudes of African women towards feminism; and the NGO and United Nations Nairobi Conferences on women.

[WOMNS 481 Latin American Women Writers (also Spanish 492 and Comparative Literature 482) @

4 credits. Taught in English. Next offered fall 1996.

This course will provide a sampler of novels and short stories by and about Latin American women. We will look at the question of self-construction and issues such as the social and political concerns involved in a specifically Latin American feminine identity. All works will be read in translation (Romance Studies students should read originals of the two works from the Spanish). Authors may include writers like Luisa Valenzuela (Argentina) and Rigoberta Menchú (Guatemala), Helena Parente Cunha and Clarice Lispector (Brazil), Helena Maria Viramontes and Gloria Anzaldúa (U.S.A.), and Simone Schwarz-Bart (Guadalupe).]

[WOMNS 490 English Honors Seminar: Mary Wollstonecraft and Mary Shelly (also English 491)

4 credits. Prerequisite: Permission of instructor. This is an English Honors Seminar for English and Women's Studies Majors. Not offered 1995-96.

In this seminar we will focus on the writings and the autobiographical constructions of two famous women who were mother and daughter. We will read Mary Wollstonecraft's major writings of the 1780 and 1790s, beginning with her novel, *Mary, and Thoughts on the Education of Daughters*, before taking on her first *Vindication* (of the Rights of Men) and the feminist *Vindication* of the Rights of Woman. We will also read her political writings about the French Revolution,

her travel book, *Letters* written during a short residence in Sweden, Norway, and Denmark, and her unfinished novel, *The Wrongs of Woman*, as well as selections from her letters and Godwin's *Memoir of the Author of the Rights of Woman*. In the second part of the course, we will read Mary Shelley's writings, starting with her early *History of a Six Weeks' Tour and Frankenstein*; or the *Modern Prometheus*. We will also read some of her later novels, including *Valperga*, *The Last Man*, and *Perkin Warbeck*, as well as her incest novel, *Mathilda*, along with selections from her letters and *Journals*. Alongside the primary texts, the seminar will include readings that situate both Mary Wollstonecraft and Mary Shelley in relation to feminist theory and criticism as well as the Romantic movement. You will be expected to contribute an oral report, short papers, and final longer paper.]

WOMNS 491 Women's Studies Seminar (also English 491)

Fall. 4 credits. Seminar limited to 17 people. Topic for 1995: Wharton, Jewett, and Cather

An examination of the major novels and storied of Edith Wharton, Sarah Orne Jewett, and Willa Cather. Focus will be on close analysis of works such as *The House of Mirth*, *The Custom of the Country*, and *The Age of Innocence* (Wharton), *Deephaven* and *The Country of the Pointed Firs* (Jewett), and *The Song of the Lark*, *My Antonia*, *A Lost Lady*, and *The Professor's House* (Cather). Topics may include: "regionalism" and realism; women and literary professionalism in America 1870-1930; representations of speech communities; gender and sexuality; styles of *taletelling*; ghost stories and the haunting of a vanished past; the changing reputation of these writers and the reasons for their current high standing; literary interpretation and film adaptation. Some attention will be given to a range of critical approaches (including feminist, deconstructive, linguistic, and biographical), and to methods of research, uses of evidence, and preparation for the writing of an honors essay.

[WOMNS 492 George Eliot (also English 491)

Fall. 4 credits. Not offered 1995-96.

We will read several of Eliot's major novels, from *Adam Bede* to *Daniel Deronda*, along with essays and letters, and try to gain as full a sense as possible of the works, the career, and the literary, intellectual, social, and cultural situation of the foremost Victorian woman novelist.]

[WOMNS 493 French Feminisms (also French 493)

Fall. 4 credits. Not offered 1995-96.

This course will examine the political, theoretical, and literary concerns of contemporary French writers who have addressed "la question de la femme/la question du féminin." Readings will include representative texts by Simone de Beauvoir, Monique Wittig, Julia Kristeva, Jacques Lacan, Luce Irigaray, Jacques Derrida, and Hélène Cixous. Taught in English.]

WOMNS 499 Directed Study

Fall or spring. Variable credit. Prerequisites: one course in women's studies and permission of a faculty member of the Women's Studies Program Board.

[WOMNS 530 Womanist Writing in Africa and the Caribbean (also Africana 530)

Fall. 4 credits. Not offered 1995-96.

Theoretical essays on the nature, relevance, and articulation of feminist thought from African and Caribbean writers will complement literary texts. Gender issues, as manifested both at home and in emigrant situations abroad, will be examined in texts by such writers as Sistren, Conde, Dangarembga, Aidoo, Warner-Vieyra, Ba, Emecheta, Kincaid, and W. Mandela. (Francophone works may be read in the original by individuals who so desire.)]

WOMNS 594 Feminist Theory and the History of Art (also History of Art 594)

Spring. 4 credits. Permission of instructor required.

Seminar participants will examine the impact of feminist theory on art historical practice. Based on critical analysis of texts from the early 1970s to the present, we will consider the range of methods employed by feminists in the field; the political practices and discursive traditions to which the methods belong (liberal feminist, radical feminist, Marxist, semiotic, psychoanalytic, traditional art histories); and the interpretive problems they present in light of social theory and the politics of gender in the mid '90s.

WOMNS 600 Special Topics in Feminist Theory: An Interdisciplinary Graduate Course in Women's Studies (also French Literature 600)

Fall. 4 credits. This course is open to graduate students and undergraduate seniors who have obtained permission of instructor.

The purpose of this course is to expose graduate students to interdisciplinary approaches in Women's Studies and feminist theory to a variety of topics or questions. While many of our graduate courses train students in highly specialized areas of feminist theory, this course aims to teach students how to find common intellectual ground around a single topic from interdisciplinary perspectives without sacrificing the complexity of any disciplinary approach. The course is designed for graduate minors in Women's Studies and students with a specialized interest in feminist theory. Although it is not required, the course is strongly recommended for students obtaining a graduate minor in Women's Studies.

[WOMNS 608 African-American Women (also History 608)

4 credits. Not offered 1995-96.

This seminar focuses on nineteenth-century African-American women in the United States and the Caribbean. Emphasis will be on interpretive examination of black women within a gender network, in the black community, and in the larger society. The course format is topical and includes abolition, women's rights, slavery, sexuality, education, and race uplift. Course requirements are (1) attendance and active participation and (2) completion of a 25-30 page paper based on primary research on some aspect of the history of nineteenth-century African-American women.]

[WOMNS 613 The Political Economy of Gender and Work (also City and Regional Planning 613)]

3 credits. Not offered 1995-96.

This course focuses on different approaches to the analysis of gender and work combining economic and feminist theory. Topics include: the significance of economic rationality and the rhetoric of economics from a feminist perspective, household theory, gender and the labor market, wage differentials, discrimination, labor market policies, gender and technology, economic restructuring and women's work, family and reproductive policies. The empirical material in the course concentrates mostly, but not exclusively, on the United States.]

[WOMNS 614 Gender and International Development (also City and Regional Planning 614)]

Fall. 3 credits.

This course has four main objectives. First, to provide an analysis of the location of women in processes of development and to understand the centrality of gender in each case. Second, to examine theoretical and conceptual frameworks for the analysis, including an understanding of gender divisions and their interaction with other forms of inequality such as class, race, and ethnicity. Third, to reflect upon the linkages between the global economy and the gendered macro and micro processes of development. Fourth, to provide a basis for research, practical action, and policy formulation and for evaluating directions and strategies for social change.

[WOMNS 618 Feminist Jurisprudence (also Government 618 and Law 618)]

Spring. 4 credits.

This course will look at feminist (legal)theory through the lens of a current controversy: that between dominance feminists and feminist critics who believe that dominance theory disserves women by misrepresenting their sexuality or their agency. After a close reading of works by Mc-Kinnon and Dworkin, we will study the "sex radical" critique from the sex wars period of the early eighties. We will then look at several strands of an emerging agency critique, including those influenced by post structuralism, Black feminism, and the study of women's narratives. We will conclude by asking what those critiques mean for legal initiatives in areas such as rape, surrogacy, spousal abuse, sexual harassment, and pornography.

[WOMNS 621 Lesbian, Gay, and Bi-sexual Studies]

Fall. 4 credits. Not offered 1995-96.

The purpose of this seminar is twofold: (1) to explore recent work in the field of lesbian and gay studies with particular emphasis on cultural theory; and (2) to provide graduate students with the opportunity to pursue their individual research projects in a collaborative setting. The first part of the semester will be devoted to the discussion of critical debates and texts in this emerging field, and the second half to students' presentations of their work.]

[WOMNS 626 Graduate Seminar in the History of American Women (also History 626)]

4 credits. Limited to graduate students. Not offered 1995-96.

A reading and research seminar intended for graduate students. Major works in American women's history will be carefully scrutinized, and each student will prepare a lengthy research paper.]

[WOMNS 631 Gender and Culture (also Anthropology 621)]

Fall. 4 credits. Open to graduate students only.

Extended consideration of the anthropological issues surrounding sex and gender introduced in ANTHRO/WOMNS 321. The discussion seminar portion of this course will emphasize contemporary theories of gender within anthropology and build specifically toward the formulation of important research problems in the field.

[WOMNS 633 Women Writers in the Middle Ages (also English 633)]

4 credits. Next offered fall 1997.

This course will study women writers of the Middle Ages, while examining some of the methodologies—medieval and modern—for assessing these women's works and lives. The first weeks will be spent reading Marie de France, a selection of poems "praising" and "blaming" women and marriage, surveying medieval "theories about femininity"—including misogyny of the more obvious and perennial varieties—and putting beside these selected modern essays. The balance of the course will concentrate on the works and contexts of women writers in the later Middle Ages, especially Margery Kempe, Julian of Norwich, Catherine of Siena, and Christine of Pisan, interlacing study of these with some excerpts from male writers in the same general traditions. Study of the later writers will include emphasizing the ways that the women writers interacted with their male intellectual peers and with their literary, religious, and philosophical traditions; we will seek to define within these living and intellectual contexts the kinds of authority and vision these women developed. Time permitting, some women writers of the sixteenth century may be included.]

[WOMNS 636 Comparative History of Women and Work (also Industrial and Labor Relations 636)]

Fall. 4 credits. Disc/sem.

This seminar will explore the similarities and differences among different cultures' assumptions about the work of women as well as women's experiences in varying work circumstances throughout history. Comparative examples will be taken from the United States, Europe, and the Third World.

[WOMNS 639 The Feminine Symbolic (also Anthropology 639)]

Spring. 4 credits.

A number of French and British feminists have constructed challenges to Lacan's reading of Freud in regard to the Feminine Symbolic as the 'symbolism of lacking a Phallus.' This seminar will address this literature from an anthropological perspective by comparing the Feminine Symbolic in diverse cultural constructions of sexual difference, desire, the body, identity, power and the subject.

[WOMNS 654 Queer Theory (also English 654)]

Spring. 4 credits.

The only thing better than having sex is theorizing about it. In an effort to provide us with a more sophisticated language with which to examine lesbian and gay issues in literature and culture, this course will offer an introduction to the most influential trends in queer theory. The first few weeks of the course will focus on the psychoanalytic discourse of homosexuality, as it was conceived by Freud and revised and

redeployed by lesbian and gay theorists. The second part of the course will concentrate on Foucault and various applications of social constructionism to lesbian and gay theory and feminism. In the final few weeks, we will discuss recent debates about sexuality and identity politics. We will discuss books and essays by Bersani, Butler, Crimp, de Lauretis, Deleuze, Freud, Foucault, Fuss, Halperin, Hocquenghem, Kincaid, Moraga, Rubin, Sedgwick, Watney, and Wittig, among others.

[WOMNS 660 Gender in Nineteenth-Century America (also English 661)]

4 credits. Not offered 1995-96.

A study of the relation between historical experience and literary texts. We will examine from the perspectives of both historical and literary analysis the rise of women writers, the novel's preoccupation with conflicts between men and women, the cultural uses of feminism and antifeminism, and the impact of the new woman. Bringing traditional literary texts—novels and poetry—into dialogue with "nonliterary" writings like journalism, political treatise, social reform manifestos, and etiquette books, we will draw on the methods and theories of cultural history and literary criticism to ask how gender relations and the history of women bear on the plots, discourses, and images of literary texts. A tentative reading list would include Susannah Rowson's *Charlotte Temple*, Lydia Maria Child's *The Mother's Book*, Catherine Beecher's *A Treatise on Domesticity*, Nathaniel Hawthorne's *The Blithedale Romance*, Harriet Beecher Stowe's *Uncle Tom's Cabin*, Herman Melville's *Pierre*, poems by Emily Dickinson and Walt Whitman.]

[WOMNS 670 Feminist Political Theory (Graduate Seminar) (also Government 671)]

Spring. 4 credits. Open to undergraduates who have taken GOV/WS 463 or other courses in feminist theory and who have the permission of the instructor. Next offered Fall 1996.

This graduate seminar will examine contemporary feminist theory from the perspective of political theory. We will study the work of feminist theorists who work specifically within the discipline of political science, as well as the specifically political dimensions of work not generally considered political theory. Though particular readings and topics will change from year to year in response to the most recent literature, in general the course will focus on questions of epistemology and methodology as a way to explore a variety of issues of relevance to feminism as an academic, intellectual, and political enterprise.]

[WOMNS 671 Feminist Methods (also Rural Sociology 771)]

Spring. 4 credits. Not offered 1995-96.

Employing a sociology of knowledge perspective and comparative approach within the social science, this course will review and analyze contemporary themes in the feminist epistemological critique of sociological methods. The course will begin by identifying what constitutes mainstream explanations within the social sciences, introduce early feminist challenges to androcentric paradigms, move to examine the philosophical and postmodern challenge, and then outline issues critical to "doing fieldwork." In the latter section, we will examine studies that address issues of class, race, ethnicity, and constructions of otherness.]

[WOMNS 672 The Theory and Policy of Feminist Issues (also Government 672)]

4 credits. Limited to 20 students. Not offered 1995-96.

This course will explore the intersections of theory and policy in feminist scholarship through the lenses of several issues of key importance in contemporary feminist politics. The course takes as its foundation the premise that most feminist issues need to be approached from a multidisciplinary perspective in order to be understood fully, and that feminist theory and policy are integrally related to one another. In 1994, focusing on such issues as domestic violence, pornography, welfare, and the military, we will approach each of these issues from a variety of theoretical and empirical perspectives in order to understand both the political and theoretical underpinnings of existing policy as well as the political and theoretical implications of various feminist prescriptions suggestions for policy change.]

[WOMNS 680 Twentieth-Century Women's Poetry (also English 680)]

Spring. 4 credits. Not offered 1995-96.

This will be a reading and discussion seminar on poets of the twentieth century who are women, in order to explore not only the poetry but the stance of the poet in regard to gender. For example: Elizabeth Bishop did not wish to be regarded as a "Woman Poet." What are some of the particular problems encountered by women poets of this century? We will consider, by means of essays, biographic, and critical works, the processes—mental, emotional, social, and intellectual—by which these women attempted to shape a poetic esthetic. Students will be required to select two texts from the syllabus and to lead seminar discussions of these works; in addition, they will write a final paper in which at least one of the readings is related either to aspects of technique or esthetic philosophy. Suggested readings for the course include selections from the writings of such poets as Millay, H.D., Bogan, Brooks, Moore, Rich, Plath, Levertov, or others to be decided on among seminar participants.]

[WOMNS 690 Feminist Criticism (also German Studies 690)]

4 credits. Open to qualified undergraduates with permission of instructor. Reading knowledge of German recommended but not required. Not offered 1995-96.

This course is designed to explore developments in feminist literary theory with particular attention to the field of German literature. We will consider competing critical strategies and their political implications by working through different readings of specific literary texts and by raising questions about the implications for feminism of competing critical strategies in the general field of literary theory; the relations between feminism and established critical schools; the tension in feminist Germanistik between critical attention to the "male canon" and the construction of a female literary tradition; the impact on German feminism(s) of their translations of French and American work; the impact and treatment of the Nazi period; the effects of the East-West divide on development in Germany; the impact on feminist literature and criticism of Third World women in Germany; and approaches in Germany to imperialism and racism.]

[WOMNS 692 Hispanic Feminisms (also Romance Studies 690)]

4 credits. Taught in Spanish. Not offered 1995-96.

This seminar is designed to explore the interrelationship of feminist literary theory and the narrative production of the Hispanic world. In this inquiry, we will be developing feminist critical methodologies (based on readings of essays by thinkers such as Castellanos, and Glantz) and defining strategies or possibilities for feminist criticism(s). Finally, we will study the ways in which feminist analyses of literature alter our readings of texts by men (Isaacs, Cortázar, Onetti, García Lorca) as well as by women (Pardo Bazán, Tusquets, Valenzuela, Garro), and how they change our conception of criticism and the task of the critic.]

[WOMNS 699 Topics in Women's Studies]

Fall or spring. Variable credits.

Independent reading course for graduate students on topics not covered in regularly scheduled courses. Students develop a course of readings in consultation with a faculty member in the field of Women's Studies who has agreed to supervise the course work.

[WOMNS 705 Feminist Literary Theory (also English 705)]

4 credits. Not offered 1995-96.]

[WOMNS 733 Literary Anti-Feminism (also English 733)]

4 credits. Not offered 1995-96.]

Writing Program

See "John S. Knight Writing Program."

FACULTY ROSTER

Abrams, Kathryn, J. D., Yale Law. Assoc. Prof., Ethics and Public Life
 Abrams, Meyer H., Ph.D., Harvard U. Class of 1916 Professor of English Emeritus, English
 Abuña, Hector D., Ph.D., U. of North Carolina at Chapel Hill. Emile M. Chamot Professor of Chemistry, Chemistry
 Adams, Anne, Ph.D., U. of Michigan. Assoc. Prof., Africana Studies and Research Center
 Adams, Barry B., Ph.D., U. of North Carolina. Prof., English
 Ahl, Frederick M., Ph.D., U. of Texas at Austin. Prof., Classics
 Albrecht, Andreas C., Ph.D., U. of Washington. Prof., Chemistry
 Alexander, James P., Ph.D., U. of Chicago. Assoc. Prof., Physics/LNSQ
 Allmendinger, Richard W., Ph.D., Stanford U. Assoc. Prof., Geological Sciences/INSTOC#
 Altschuler, Glenn C., Ph.D., Cornell U. Prof., American Studies
 Ambegaokar, Vinay, Ph.D., Carnegie Inst. of Technology. Prof., Physics/LASSP*
 Ammons, Archie R., B.S., Wake Forest Coll. Goldwin Smith Professor of Poetry, English
 Anderson, Benedict R., Ph.D., Cornell U. Aaron L. Binenkorb Professor of International Studies, Government
 Archer, Richard J., M.A., U. of Missouri at Kansas City. Asst. Prof., Theatre Arts
 Arroyo, Ciriaco M., Ph.D., U. of Munich (Germany). Emerson Hinchliff Professor of Spanish Literature, Romance Studies/Comparative Literature
 Ascher, Robert, Ph.D., U. of California at Los Angeles. Prof., Anthropology

Ashcroft, Neil W., Ph.D., Cambridge U. (England). Horace White Professor of Physics, Physics/LASSP*
 Assie-Lumumba, N'dri, Ph.D., U. of Chicago. Asst. Prof., Africana Studies/Women's Studies
 Attoh, Kodjopa, Ph.D., Northwestern U. Assoc. Prof., Geological Sciences
 Austin, William W., Ph.D., Harvard U. Given Foundation Professor of Musicology Emeritus, Music
 Bacharach, Samuel B., Ph.D., U. of Wisconsin. Assoc. Prof. Industrial and Labor Relations/Sociology
 Baird, Barbara, Ph.D., Cornell U. Prof., Chemistry
 Ballaro, Beverly, Ph.D., Yale U. Asst. Prof., Romance Studies
 Barazangi, Muawia, Ph.D., Columbia U. Senior Scientist, Geological Sciences/INSTOC#
 Barbasch, Dan, Ph.D., U. of Illinois. Prof., Mathematics
 Barzman, Karen-Edis, Ph.D., Johns Hopkins U. Asst. Prof., History of Art
 Bassett, William A., Ph.D., Columbia U. Prof., Geological Sciences
 Basu, Kaushik, Ph.D., London School of Economics (England). Prof., Economics
 Bathrick, David, Ph.D., U. of Chicago. Prof., German Literature and Theatre Arts
 Bauer, Simon H., Ph.D., U. of Chicago. Prof. Emeritus, Chemistry
 Baugh, Daniel A., Ph.D., Cambridge U. (England). Prof., History
 Becker, Penny E., Ph.D., U. of Chicago. Asst. Prof., Sociology
 Begley, Tadhg P., Ph.D., California Inst. of Technology. Assoc. Prof., Chemistry
 Bell, Eleanor O., Ph.D., U. of California at Berkeley. Asst. Prof., Sociology
 Bem, Daryl J., Ph.D., U. of Michigan. Prof., Psychology
 Bem, Sandra L., Ph.D., U. of Michigan. Prof., Psychology/Women's Studies
 Beneria, Lourdes, Ph.D., Columbia U. Prof., City and Regional Planning/Women's Studies
 Bense, Richard, Ph.D., Cornell U. Prof., Government
 Beraud, Jacques, Doctorat d'Univ., U. of Lille (France). Prof., Romance Studies
 Berger, Anne, Ph.D., Paris VII (France). Assoc. Prof., Romance Studies
 Berkelman, Karl, Ph.D., Cornell U. Prof., Physics/LNSQ
 Bernal, Martin G., Ph.D., Cambridge U. (England). Prof., Government/Near Eastern Studies
 Bernstock, Judith, Ph.D., Columbia U. Assoc. Prof., History of Art
 Bestor, Theodore C., Ph.D., Stanford U. Assoc. Prof., Anthropology
 Bethe, Hans, Ph.D., U. of Munich (Germany). John Wendell Anderson Professor of Physics Emeritus, Physics
 Biggerstaff, Knight, Ph.D., Harvard U. Prof. Emeritus, History
 Billera Louis J., Ph.D., City U. of New York. Prof., Mathematics/Operations Research and Industrial Engineering
 Bilson, Malcolm, D.M.A., U. of Illinois. Frederic J. Whiton Professor of Music, Music
 Bird, John M., Ph.D., Rensselaer Polytechnic Inst. Prof., Geological Sciences
 Birman, Kenneth P., Ph.D., U. of California at Berkeley. Prof., Computer Science
 Bishop, Jonathan P., Ph.D., Harvard U. Prof., English

- Blackall, Jean F., Ph.D., Harvard U. Prof. Emerita, English
- Blass, Elliott M., Ph.D., U. of Virginia. Prof., Psychology/Nutritional Sciences
- Bloom, Arthur L., Ph.D., Yale U. Prof., Geological Sciences/INSTOC#
- Bloom, Bard, Ph.D., Massachusetts Inst. of Technology. Asst. Prof., Computer Science
- Blume, Lawrence E., Ph.D., U. of California at Berkeley. Prof., Economics
- Blumin, Stuart M., Ph.D., U. of Pennsylvania. Prof., History
- Bodenschatz, Eberhard, Ph.D., U. of Bayreuth (Germany). Asst. Prof., Physics/LASSP*
- Bodman, Nicholas C., Ph.D., Yale U. Prof. Emeritus, Modern Languages and Linguistics
- Bogel, Fredric V., Ph.D., Yale U. Prof., English
- Borneman, John W., Ph.D., Harvard U. Asst. Prof., Anthropology
- Borstelmann, Thomas, Ph.D., Duke U. Asst. Prof., History
- Bowers, John S., Ph.D., Massachusetts Inst. of Technology. Prof., Modern Languages and Linguistics
- Boyd, Richard N., Ph.D., Massachusetts Inst. of Technology. Prof., Philosophy/Science and Technology Studies
- Bramble, James H., Ph.D., U. of Maryland. Prof. Emeritus, Mathematics
- Brann, Ross, Ph.D., New York U. Prof., Judeo-Arabic Studies, Near Eastern Studies
- Brazell, Karen W., Ph.D., Columbia U. Prof., Japanese Literature (Asian Studies)
- Breiger, Ronald L., Ph.D., Harvard U. Prof., Sociology
- Bronfenbrenner, Urie, Ph.D., U. of Michigan, Jacob Gould Schurman Professor Emeritus, Human Ecology/Psychology
- Brown, Kenneth S., Ph.D., Massachusetts Inst. of Technology. Prof., Mathematics
- Brown, Larry D., Ph.D., Cornell U. Prof., Geological Sciences/INSTOC#
- Brown, Laura, Ph.D., U. of California at Berkeley. Prof., English
- Brown, Lawrence D., Ph.D., Cornell U. Prof., Mathematics
- Brown, Lois, Ph.D., Boston College. Asst. Prof., English
- Brown, Stuart M., Jr., Ph.D., Cornell U. Prof. Emeritus, Philosophy/Science and Technology Studies
- Brown, Theodore M., Ph.D., U. of Utrecht (Netherlands). Prof. Emeritus, History of Art
- Browne, E. Wayles III, Ph.D., U. of Zagreb (Yugoslavia). Assoc. Prof., Modern Languages and Linguistics
- Brumberg, Joan Jacobs, Ph.D., U. of Virginia. Assoc. Prof., Human Development and Family Studies/Women's Studies
- Buck-Morss, Susan F., Ph.D., Georgetown U. Prof., Government
- Bullock, Robert, Ph.D., U. of California at Berkeley. Asst. Prof., Government
- Bunce, Valerie, Ph.D., U. of Michigan. Prof., Government
- Burlitch, James M., Ph.D., Massachusetts Inst. of Technology. Prof., Chemistry
- Burns, Joseph A., Ph.D., Cornell U. Irving Porter Church Professor of Engineering, Astronomy/Theoretical and Applied Mechanics/CRSR
- Caldwell, Steven B., Ph.D., Cornell U. Assoc. Prof., Sociology
- Calkins, Robert G., Ph.D., Harvard U. Prof., History of Art
- Campbell, Donald B., Ph.D., Cornell U. Prof., Astronomy/NAIC‡
- Cao, Jianguo, Ph.D., U. of Pennsylvania. Asst. Prof., Mathematics
- Caputi, Anthony F., Ph.D., Cornell U. Prof., Emeritus, English/Comparative Literature
- Carden, Patricia J., Ph.D., Columbia U. Prof., Russian Literature
- Cardie, Clare, Ph.D., U. Mass. Asst. Prof., Computer Science
- Carmichael, Calum M., B. Litt, Oxford U. (England). Prof., Comparative Literature/Biblical Studies
- Carpenter, Barry K., Ph.D., U. College, London (England). Prof., Chemistry
- Carroll, Noel, Ph.D. U. of Illinois. Assoc. Prof., Theatre Arts/Philosophy
- Carstens, Vicki, Ph.D., U. of California at Los Angeles. Asst. Prof., Modern Languages and Linguistics/Adjunct Asst. Prof., African Studies
- Cassel, David G., Ph.D., Princeton U. Prof., Physics/LNS‡
- Castillo, Debra, Ph.D., U. of Wisconsin at Milwaukee. Prof., Romance Studies/Comparative Literature
- Cathles, Lawrence M. III, Ph.D., Princeton U. Prof., Geological Sciences
- Chase, Cynthia, Ph.D., Yale U. Prof., English
- Chase, Stephen U., Ph.D., U. of Chicago. Prof., Mathematics
- Chen, Zhen-Qing, Ph.D., Washington U. Asst. Prof., Mathematics
- Chernoff, David F., Ph.D., U. of California at Berkeley. Assoc. Prof., Astronomy/CRSR
- Chester Geoffrey V., Ph.D. King's Coll. London (England). Prof. Emeritus, Physics/LASSP*
- Christensen, Thomas, Ph.D., Columbia U. Asst. Prof., Government
- Cisne, John L., Ph.D., U. of Chicago. Prof., Geological Sciences/INSTOC#
- Clardy, Jon C., Ph.D., Harvard U. Horace White Professor of Chemistry, Chemistry
- Clark, M. Gardner, Ph.D., Harvard U. Prof., Industrial and Labor Relations/Economics
- Clinton Kevin M., Ph.D., Johns Hopkins U. Prof., Classics
- Cochran, Sherman G., Ph.D., Yale U. Prof., History
- Cohen, Marshall M., Ph.D., U. of Michigan. Prof., Mathematics
- Cohen, Walter I., Ph.D., U. of California at Berkeley. Prof., Comparative Literature
- Cohn, Abigail, Ph.D., U. of California at Los Angeles. Asst. Prof., Modern Languages and Linguistics
- Colby-Hall, Alice M., Ph.D., Columbia U. Prof., Romance Studies
- Coleman, John E., Ph.D., U. of Cincinnati. Prof., Classics
- Coleman, Thomas F., Ph.D., U. of Waterloo. Prof., Computer Science
- Collins, Christopher T., Ph.D., Massachusetts Inst. of Technology. Asst. Prof., Modern Languages and Linguistics
- Collum, David B., Ph.D., Columbia U. Prof., Chemistry
- Conlin, Mike, Ph.D., U. of Wisconsin. Asst. Prof., Economics
- Connelly, Robert, Ph.D., U. of Michigan. Prof., Mathematics
- Constable, Robert L., Ph.D., U. of Wisconsin. Prof., Computer Science
- Cooke, W. Donald, Ph.D., U. of Pennsylvania. Prof. Emeritus, Chemistry
- Cooper, Barbara H., Ph.D., California Inst. of Technology. Assoc. Prof., Physics/LASSP*
- Cordes, James M., Ph.D., U. of California at San Diego. Prof., Astronomy/NAIC‡
- Correll, Barbara, Ph.D., U. of Wisconsin. Asst. Prof., English
- Corson, Dale R., Ph.D., U. of California at Berkeley. Prof. Emeritus, Physics
- Cotts, Robert M., Ph.D., U. of California at Berkeley. Prof., Physics/LASSP*
- Cowden, Jonathan, Ph.D., Yale U. Asst. Prof., Government
- Cross, William E., Ph.D., Princeton U. Assoc. Prof., Africana Studies and Research Center
- Culler, Jonathan D., D. of Phil., Oxford U. (England). Class of 1916 Professor, English/Comparative Literature
- Cutting, James E., Ph.D., Yale U. Prof., Psychology
- Dannhauser, Werner J., Ph.D., U. of Chicago. Prof. Emeritus, Government
- Darlington, Richard B., Ph.D., U. of Minnesota. Prof., Psychology
- Davis, H. Floyd, Ph.D., U. of California at Berkeley. Asst. Prof., Chemistry
- Davis, Michael M., Ph.D., Leiden U. (Netherlands). Adj. Prof., Astronomy/NAIC‡
- Davis, Tom E., Ph.D., Johns Hopkins U. Prof., Economics
- Dear, Peter, Ph.D., Princeton U. Assoc. Prof., History/Science and Technology Studies
- de Bary, Brett, Ph.D., Harvard U. Prof., Asian Studies/Comparative Literature
- Deinert, Herbert, Ph.D., Yale U. Prof., German Literature
- Dennis, Michael A., Ph.D., Johns Hopkins U. Asst. Prof., Science and Technology Studies
- Dennis, R. Keith, Ph.D., Rice U. Prof., Mathematics
- Devenyi, Jutka, Ph.D., U. of California at Santa Barbara. Asst. Prof., Theatre Arts
- DeVoogd, Timothy J., Ph.D., U. of Illinois. Assoc. Prof., Psychology
- Diesing, Molly, Ph.D., U. of Massachusetts at Amherst. Asst. Prof., Modern Languages and Linguistics
- Diffloth, Gérard, Ph.D., U. of California at Los Angeles. Prof., Modern Languages and Linguistics
- DiSalvo, Francis J. Jr., Ph.D., Stanford U. Prof., Chemistry
- Donald, Bruce, Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Computer Science
- Dotson, Arch T., Ph.D., Harvard U. Prof., Government
- Dotson, Esther G., Ph.D., New York U. Prof. Emeritus, History of Art
- Drell, Persis, Ph.D., U. of California at Berkeley. Assoc. Prof., Physics/LNS‡
- Dugan, Gerald F., Ph.D., Columbia U. Prof., Physics/LNS‡
- Dunning, David, Ph.D., Stanford U. Assoc. Prof., Psychology
- Durrett, Richard T., Ph.D., Stanford U. Prof., Mathematics
- Dynkin, Eugene B., Dr. of Sci., Moscow U. (USSR). Abram R. Bullis Professor of Mathematics, Mathematics
- Earle, Clifford J., Ph.D., Harvard U. Prof., Mathematics
- Easley, David, Ph.D., Northwestern U. Prof., Economics
- Eddy, Donald D., Ph.D., U. of Chicago. Prof., English
- Edmondson, Locksley G., Ph.D., Queens U. (Canada). Prof., Africana Studies and Research Center
- Ehrenberg, Ronald, Ph.D., Northwestern U. Prof. Industrial and Labor Relations/Economics
- Elias, Robert, Ph.D., U. of Pennsylvania. Goldwin Smith Professor of English Literature and American Studies, Emeritus, English

- Elledge, Scott B., Ph.D., Cornell U. Goldwin Smith Professor of English Literature Emeritus, English
- Elser, Veit, Ph.D., U. of California at Berkeley. Assoc. Prof., Physics/LASSP*
- Escobar, José F., Ph.D., U. of California at Berkeley. Prof., Mathematics
- Esman, Milton J., Ph.D., Princeton U. John S. Knight Professor of International Studies, Emeritus, Government
- Ezergailis, Inta M., Ph.D., Cornell U. Prof., German Literature
- Ezra, Gregory S., Ph.D., Oxford U. (England). Prof., Chemistry
- Fajans, Jane, Ph.D., Stanford U. Asst. Prof., Anthropology
- Farrell, Robert T., Ph.D., Fordham U. Prof., English/Medieval Studies/ Archaeology
- Farrell, Roger H., Ph.D., U. of Illinois. Prof., Mathematics
- Fay, Robert C., Ph.D., U. of Illinois. Prof., Chemistry
- Feldshuh, David, Ph.D., U. of Minnesota. Prof., Theatre Arts
- Field, David J., Ph.D., U. of Pennsylvania. Asst. Prof., Psychology
- Fine, Gail J., Ph.D., Harvard U. Prof., Philosophy
- Finlay, Barbara L., Ph.D., Massachusetts Inst. of Technology. Prof., Psychology
- Fitchen, Douglas B., Ph.D., U. of Illinois. Prof., Physics/LASSP*
- Fortune, Joanne E., Ph.D., Cornell U. Assoc. Prof., Physiology/Women's Studies
- Foster, Harold F., Ph.D., CUNY Graduate Center. Prof., History of Art/Comparative Literature
- Fox, Edward W., Ph.D., Harvard U. Prof. Emeritus, History
- Franck, Carl P., Ph.D., Princeton U. Assoc. Prof., Physics/LASSP*
- Frank, Robert H., Ph.D., U. of California at Berkeley. Goldwin Smith Professor of Economics, Economics/Ethics and Public Policy
- Fréchet, Jean M. J., Ph.D., SUNY Syracuse and Syracuse U. Prof., Chemistry
- Fredericksen, Donald L., Ph.D., U. of Iowa. Assoc. Prof., Theatre Arts
- Freed, Jack H., Ph.D., Columbia U. Prof., Chemistry
- Freeman, John, Ph.D., U. of North Carolina at Chapel Hill. Prof., Organizational Behavior/Sociology
- Fried, Debra, Ph.D., Yale U. Assoc. Prof., English
- Fuchs, Wolfgang H., Ph.D., Cambridge U. (England). Prof. Emeritus, Mathematics
- Furman, Nelly, Ph.D., Columbia U. Prof., Romance Studies
- Gainor, Ellen J., Ph.D., Princeton U. Asst. Prof., Theatre Arts
- Gair, James W., Ph.D., Cornell U. Prof., Modern Languages and Linguistics
- Galik, Richard S., Ph.D., Cornell U. Prof., Physics/LNSQ
- Galloway, Andrew, Ph.D., U. of California at Berkeley. Asst. Prof., English
- Ganem, Bruce, Ph.D., Columbia U. Franz and Elisabeth Roessler Professor of Chemistry, Chemistry
- Garcés, María Antonia, Ph.D., Johns Hopkins U. Asst. Prof., Romance Studies
- Gates, Paul W., Ph.D., Harvard U. John Stambaugh Professor of History Emeritus, History
- Gibian, George, Ph.D., Harvard U. Goldwin Smith Professor of Russian Literature, Russian Literature/Comparative Literature
- Gibson, Eleanor J., Ph.D., Yale U. Susan Linn Sage Professor of Psychology Emeritus, Psychology
- Gierasch, Peter J., Ph.D., Harvard U. Prof., Astronomy/CRSR†
- Gilbert, Roger S., Ph.D., Yale U. Assoc. Prof., English
- Gilman, Sander L., Ph.D., Tulane U. Goldwin Smith Professor, German Literature and Humane Studies (German Studies)/ Psychiatry (History), Cornell Medical College/Comparative Literature
- Gilovich, Thomas, Ph.D., Stanford U. Prof., Psychology
- Ginet, Carl A., Ph.D., Cornell U. Prof., Philosophy
- Ginsburg, Judith R., Ph.D., U. of California at Berkeley. Assoc. Prof., Classics
- Giovannelli, Riccardo, Ph.D., Indiana U. Prof., Astronomy/NAIC‡
- Gittelman, Bernard, Ph.D., Massachusetts Inst. of Technology. Prof., Physics/LNSQ
- Goetz, Kent, M.F.A., U. of Wisconsin at Madison. Asst. Prof., Theatre Arts
- Gold, Daniel, Ph.D., U. of Chicago Divinity School. Assoc. Prof., Asian Studies
- Gold, Thomas, Ph.D., Cambridge U. (England). John L. Wetherill Professor of Astronomy Emeritus, Astronomy/CRSR†
- Goldsmith, Paul F., Ph.D., U. of California at Berkeley. Prof., Astronomy/NAIC‡
- Gottfried, Kurt, Ph.D., Massachusetts Inst. of Technology. Prof., Physics/LNSQ
- Grant, Keith, M.F.A., Yale U. Asst. Prof., Theatre Arts
- Greene, Brian R., Ph.D., Oxford U. Assoc. Prof., Physics/LNSQ
- Greene, Sandra E., Ph.D., Northwestern U. Assoc. Prof., Africana Studies and Research Center
- Greenwood, Davydd J., Ph.D., U. of Pittsburgh. John S. Knight Professor of International Studies, Anthropology
- Greisen, Kenneth I., Ph.D., Cornell U. Prof. Emeritus, Physics
- Gries, David J., Ph.D., Technische Hoch., München (Germany). William L. Lewis Professor of Engineering, Computer Science
- Grimes, Joseph E., Ph.D., Cornell U. Prof. Emeritus, Modern Languages and Linguistics
- Groos, Arthur, Ph.D., Cornell U. Prof., German Literature/Medieval Studies
- Gross, Leonard, Ph.D., U. of Chicago. Prof., Mathematics
- Gross, Mark, Ph.D., U. of California at Berkeley. Asst. Prof., Mathematics
- Grossvogel, Anita V., Ph.D., Cornell U. Assoc. Prof., Romance Studies
- Grossvogel, David I., Ph.D., Columbia U. Goldwin Smith Professor of Comparative Literature and Romance Studies, Romance Studies/Comparative Literature
- Guckenheimer, John, Ph.D., U. of California at Berkeley. Prof., Mathematics
- Gunn, Edward M., Jr., Ph.D., Columbia U. Prof., Asian Studies
- Hagfors, Tor, Ph.D., U. of Oslo (Norway). Prof. Emeritus, Astronomy/Engineering/NAIC‡
- Hall, Robert A. Jr., Litt. D., U. of Rome (Italy). Prof. Emeritus, Modern Languages and Linguistics
- Halpern, Bruce P., Ph.D., Brown U. Prof., Psychology/Biological Sciences
- Hammes, Gordon G., Ph.D., U. of Wisconsin. Horace White Prof. Emeritus, Chemistry and Biochemistry
- Han, Shin-Kap, Ph.D., Columbia U. Asst. Prof., Sociology
- Hand, Louis N., Ph.D., Stanford U. Prof., Physics/LNSQ
- Hanson, Ellis, Ph.D., Princeton U. Asst. Prof., English
- Harbert, Wayne E., Ph.D., U. of Illinois. Prof., Modern Languages and Linguistics
- Harris, Robert L., Ph.D., Northwestern U. Assoc. Prof., Africana Studies and Research Center
- Harris-Warrick, Rebecca, D.M.A., Stanford U. Asst. Prof., Music
- Hartill, Donald L., Ph.D., California Inst. of Technology. Prof., Physics/LNSQ
- Hartman, Paul L., Ph.D., Cornell U. Prof. Emeritus, Physics/Applied and Engineering Physics/LASSP*
- Hartmanis, Juris, Ph.D., California Inst. of Technology. Walter R. Read Professor of Engineering, Computer Science
- Harwit, Martin O., Ph.D., Massachusetts Inst. of Technology. Prof. Emeritus, Astronomy/CRSR†
- Hassan, Salah, Ph.D., U. of Pennsylvania. Asst. Prof., Africana Studies and Research Center
- Hatch, Martin, Ph.D., Cornell U. Assoc. Prof., Music
- Hatcher, Allen, Ph.D., Stanford U. Prof., Mathematics
- Hay, George A., Ph.D., Northwestern U. Prof., Economics/Law
- Hayes, Donald P., Ph.D., U. of Washington. Prof., Sociology
- Haynes, Martha P., Ph.D., Indiana U. Prof., Astronomy/NAIC‡
- Henderson, David W., Ph.D., U. of Wisconsin. Prof., Mathematics
- Henderson, John S., Ph.D., Yale U. Prof., Anthropology
- Henley, Christopher L., Ph.D., Harvard U. Assoc. Prof., Physics/LASSP*
- Henzinger, Monika R., Ph.D., Princeton U. Asst. Prof., Computer Science
- Henzinger, Thomas A., Ph.D., Stanford U. Asst. Prof., Computer Science
- Herrin, W. Lamar, Ph.D., U. of Cincinnati. Prof., English
- Herring, Ronald, Ph.D., U. of Wisconsin at Madison. Prof., Government
- Herter, Terry L., Ph.D., U. of Rochester. Assoc. Prof., Astronomy/CRSR†
- Hester, Karlton, Ph.D., City U. of New York. Asst. Prof., Music
- Hildebrand, George H., Ph.D., Cornell U. Maxwell M. Upson Professor of Economics and Industrial Relations Emeritus, Economics/Industrial and Labor Relations
- Hilgartner, Stephen, Ph.D., Cornell U. Asst. Prof., Science and Technology Studies
- Hill, Thomas D., Ph.D., Cornell U. Prof., English/Medieval Studies
- Hines, Melissa A., Ph.D., Stanford U. Asst. Prof., Chemistry
- Hirschmann, Nancy, Ph.D., Johns Hopkins U. Asst. Prof., Government
- Hite, Molly, Ph.D., U. of Washington. Prof., English
- Ho, Wilson, Ph.D., U. of Pennsylvania. Prof., Physics/LASSP*
- Hockett, Charles F., Ph.D., Yale U. Prof. Emeritus, Modern Languages and Linguistics/Anthropology
- Hodes, Harold, Ph.D., Harvard U. Assoc. Prof., Philosophy
- Hoffmann, Roald, Ph.D., Harvard U. John A. Newman Professor of Physical Science, Chemistry
- Hohendahl, Peter U., Ph.D., Hamburg U. (Germany). Jacob Gould Schurman Professor of German Literature, German Literature/Comparative Literature

- Holcomb, Donald F., Ph.D., U. of Illinois. Prof. Emeritus, Physics/LASSP*
- Holdheim, W. Wolfgang, Ph.D., Yale U. Frederic J. Whiton Professor of Liberal Studies, Emeritus, Comparative Literature/Romance Studies
- Holloway, Thomas H., Ph.D., U. of Wisconsin. Prof., History
- Holmberg, David H., Ph.D., Cornell U. Assoc. Prof., Anthropology/Women's Studies
- Holmes, Philip J., Ph.D., Southampton U. (England). Prof., Theoretical and Applied Mechanics/Mathematics
- Hong, Yongmiao, Ph.D., U. of California at San Diego. Asst. Prof. Economics
- Hopcroft, John E., Ph.D., Stanford U. Joseph C. Ford Professor of Computer Science, Computer Science
- Houck, James R., Ph.D., Cornell U. Prof., Astronomy/CRSR†
- Houston, Paul L., Ph.D., Massachusetts Inst. of Technology. Prof., Chemistry
- Hsu, John T. H., D. Music, New England Conservatory of Music. Old Dominion Foundation Professor of Humanities and Music, Music
- Hubbard, John H., Doctorat d'Etat, U. de Paris (France). Prof., Mathematics
- Hughes, Robert E., Ph.D., Cornell U. Prof. Emeritus, Chemistry
- Hull, Isabel V., Ph.D., Yale U. Prof., History
- Husa, Karel, Diploma, Paris Conservatory (France). Kappa Alpha Professor of Music, Emeritus, Music
- Huttenlocher, Daniel P., Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Computer Science
- Hwang, J. T. Gene, Ph.D., Purdue U. Prof., Mathematics
- Hyams, Paul R., D. Phil., Oxford U. (England). Assoc. Prof., History
- Irwin, Terence H., Ph.D., Princeton U. Susan Linn Sage Professor of Philosophy, Philosophy
- Isacks, Bryan L., Ph.D., Columbia U. William and Katherine Snee Professor of Geological Sciences, Geological Sciences/INSTOC #
- Isard, Walter, Ph.D., Harvard U. Prof. Emeritus, Economics
- Isbell, Billie J., Ph.D., U. of Illinois. Assoc. Prof., Anthropology
- Isen, Alice M., Ph.D., Stanford U. Prof., Johnson Graduate School of Management/Psychology
- Jacobus, Mary L., D. Phil., Oxford U. (England). John Wendell Anderson Professor of English, English/Women's Studies
- Janowitz, Phyllis, M.F.A., U. of Massachusetts. Prof., English
- Jasanoff, Jay H., Ph.D., Harvard U. Jacob Gould Schurman Professor of Linguistics, Modern Languages and Linguistics
- Jasanoff, Sheila, Ph.D., J.D., Harvard U. Prof., Science and Technology Studies
- Jeyifo, Biodun, Ph.D., New York U. Prof., English
- John, James J., Ph.D., U. of Notre Dame. Professor of Paleography and Medieval History, History
- Johnston, Robert E., Ph.D., Rockefeller U. Prof., Psychology
- Jones, Karen, Ph.D., Cornell U. Asst. Prof., Philosophy
- Jones, Robert B. Jr., Ph.D., U. of California at Berkeley. Prof. Emeritus, Modern Languages and Linguistics
- Jongman, Allard, Ph.D., Brown U. Asst. Prof., Modern Languages and Linguistics
- Jordan, Teresa E., Ph.D., Stanford U. Assoc. Prof., Geological Sciences/INSTOC#
- Jorden, Eleanor H., Ph.D., Yale U. Mary Donlon Alger Professor of Linguistics Emerita, Modern Languages and Linguistics
- Kahin, George McT., Ph.D., Johns Hopkins U. Aaron L. Binenkorb Professor of International Studies Emeritus, Government
- Kahl, Joseph A., Ph.D., Harvard U. Prof. Emeritus, Sociology
- Kahn, Alfred E., Ph.D., Yale U. Robert Julius Thorne Professor of Political Economy Emeritus, Economics
- Kahn, H. Peter, M. A., New York U. Prof. Emeritus, History of Art
- Kahn, Peter J., Ph.D., Princeton U. Prof., Mathematics
- Kalos, Malvin H., Ph.D., U. of Illinois. Prof., Physics/LASSP*
- Kammen, Michael G., Ph.D., Harvard U. Newton C. Farr Professor of American History and Culture, History
- Kanazawa, Satoshi, Ph.D., U. of Arizona. Asst. Prof., Sociology
- Kaplan, Steven L., Ph.D., Yale U. Goldwin Smith Professor of History, History
- Karig, Daniel E., Ph.D., U. of California at San Diego. Prof., Geological Sciences
- Kaske, Carol V., Ph.D., Johns Hopkins U. Prof., English
- Katz, Steven T., Ph.D., Cambridge U. (England). Prof., Jewish History and Religion, Near Eastern Studies
- Katzenstein, Mary F., Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Government
- Katzenstein, Peter J., Ph.D., Harvard U. Walter S. Carpenter, Jr., Professor of International Studies, Government
- Kay, Robert W., Ph.D., Columbia U. Prof., Geological Sciences/INSTOC#
- Kay, Suzanne M., Ph.D., Brown U. Assoc. Prof., Geological Sciences/INSTOC#
- Keil, Frank C., Ph.D., U. of Pennsylvania. William R. Kenan, Jr., Professor of Psychology, Psychology
- Kelley, E. Wood, Ph.D., Indiana U. Assoc. Prof., Government
- Kellock, Judith, M. M., Boston U. Asst. Prof., Music
- Kennedy, William J., Ph.D., Yale U. Prof., Comparative Literature
- Kesten, Harry, Ph.D., Cornell U. Prof., Mathematics
- Keyser, Paul T., Ph.D., U. of Colorado. Asst. Prof., Classics
- Khurana, Beena, Ph.D., U. of California at Berkeley. Asst. Prof., Psychology
- Kiefer, Nicholas M., Ph.D., Princeton U. Henry Scarborough Professor of Social Science, Economics
- Kinoshita, Toichiro, Ph.D., Tokyo U. (Japan). Goldwin Smith Professor of Physics Emeritus, Physics/LNS‡
- Kirkwood, Gordon M., Ph.D., Johns Hopkins U. Frederick J. Whiton Professor of Classics Emeritus, Classics
- Kirsch, A. Thomas, Ph.D., Harvard U. Prof., Anthropology
- Kirshner, Jonathan, Ph.D., Princeton U. Asst. Prof., Government
- Klein, Richard J., Ph.D., Yale U. Prof., Romance Studies
- Koschmann, J. Victor, Ph.D., U. of Chicago. Prof., History
- Kozen, Dexter, Ph.D., Cornell U. Joseph N. Pew Professor of Engineering/Computer Science
- Kramnick, Isaac, Ph.D., Harvard U. Richard J. Schwarz Professor of Government, Government
- Kretzmann, Norman, Ph.D., Johns Hopkins U. Susan Linn Sage Professor of Philosophy Emeritus, Philosophy
- Krier, Jennifer M., Ph.D., Harvard U. Asst. Prof., Anthropology/Southeast Asian Studies
- Kronik, John W., Ph.D., U. of Wisconsin. Prof., Romance Studies
- Krumhansl, Carol L., Ph.D., Stanford U. Prof., Psychology
- Krumhansl, James A., Ph.D., Cornell U. Horace White Professor of Physics Emeritus, Physics/LASSP*
- Kufner, Herbert L., Ph.D., Cornell U. Prof. Emeritus, Modern Languages and Linguistics
- Kuniholm, Peter I., Ph.D., U. of Pennsylvania. Prof., History of Art
- LaCapra, Dominick C., Ph.D., Harvard U. Bryce and Edith M. Bowman Professor in Humanistic Studies, History
- LaFeber, Walter F., Ph.D., U. of Wisconsin. Marie Underhill Noll Professor of American History, History
- Lambert, Bernd, Ph.D., U. of California at Berkeley. Prof., Anthropology
- Lambert, William W., Ph.D., Harvard U. Prof. Emeritus, Psychology/Sociology/Anthropology
- Landman, Alfred, Ph.D., U. of Amsterdam (Netherlands). Assoc. Prof., Modern Languages and Linguistics
- Lantolf, James P., Ph.D., Pennsylvania State U. Prof., Modern Languages and Linguistics
- Law, Jane Marie, Ph.D., U. of Chicago. Asst. Prof., Asian Studies
- Lawler, Margaret, M. A., San Jose State Coll. Assoc. Prof. Emerita, Theatre Arts
- Lazzaro, Claudia, Ph.D., Princeton U. Prof., History of Art
- Leavitt, Thomas W., Ph.D., Harvard U. Prof. Emeritus, History of Art
- LeClair, André R., Ph.D., Harvard U. Assoc. Prof., Physics/LNS‡
- Lee, David M., Ph.D., Yale U. Prof., Physics/LASSP*
- Lee, Lee C., Ph.D., Ohio State U. Assoc. Prof. Human Development and Family Studies/Asian American Studies Program
- Leed, Richard L., Ph.D., Cornell U. Prof. Emeritus, Modern Languages and Linguistics
- Legros, Patrick A., Ph.D., California Inst. of Technology. Asst. Prof., Economics
- Lepage, G. Peter, Ph.D., Stanford U. Prof., Physics/LNS‡
- Levitsky, David A., Ph.D., Rutgers U. Prof., Nutritional Sciences/Psychology
- Levitt, Bruce, Ph.D., U. of Michigan. Prof., Theatre Arts
- Levy, Charles S., Ph.D., Cornell U. Prof., English
- Lewis, Philip E., Ph.D., Yale U. Prof., Romance Studies
- Littauer, Raphael M., Ph.D., Cambridge U. (England). Prof., Physics/LNS‡
- Liu, Richard C., Ph.D., U. of California at Berkeley. Asst. Prof., Mathematics
- Livesay, George R., Ph.D., U. of Illinois. Prof., Mathematics
- Long, Franklin A., Ph.D., U. of California at Berkeley. Henry R. Luce Professor of Science and Society Emeritus, Chemistry/Science, Technology, and Society
- Long, Kathleen P., Ph.D., Yale U. Asst. Prof., Romance Studies
- Loring, Roger F., Ph.D., Stanford U. Assoc. Prof., Chemistry
- Lowi, Theodore J., Ph.D., Yale U. John L. Senior Professor of American Institutions, Government
- Lurie, Alison, A. B., Radcliffe Coll. Frederic J. Whiton Professor of American Literature, English

- Lust, Barbara, Ph.D., CUNY. Prof., HDFS/Modern Languages and Linguistics
- Lyons, Thomas, Ph.D., Cornell U. Assoc. Prof., Economics
- Maas, James B., Ph.D., Cornell U. Prof., Psychology
- McCall, Dan E., Ph.D., Columbia U. Prof., English
- McCann, David R., Ph.D., Harvard U. Prof., Asian Studies
- McClane, Kenneth A., M.F.A., Cornell U. W.E.B. DuBois Professor of Literature, English
- McClelland, Peter D., Ph.D., Harvard U. Prof., Economics
- McConkey, James R., Ph.D., State U. of Iowa. Prof. Emeritus, English
- McConnell-Ginet, Sally, Ph.D., U. of Rochester. Prof., Modern Languages and Linguistics/Women's Studies
- McCoy, William John Jr., Ph.D., Cornell U. Prof. Emeritus, Modern Languages and Linguistics
- McCoy, Maureen, M.F.A., U. of Iowa. Asst. Prof., English
- McDaniel, Boyce D., Ph.D., Cornell U. Floyd R. Newman Professor of Nuclear Studies Emeritus, Physics/LNSQ
- MacDonald, June Fessenden, Ph.D., Tufts U. Assoc. Prof., Science and Technology Studies/Biochemistry
- MacDonald, Scott, Ph.D., Cornell U. Prof., Philosophy
- McGinnis, Robert, Ph.D., Northwestern U. Prof. Emeritus, Sociology
- McLafferty, Fred W., Ph.D., Cornell U. Prof. Emeritus, Chemistry
- McMillin, H. Scott, Ph.D., Stanford U. Prof., English
- McMurry, John E., Ph.D., Columbia U. Prof., Chemistry
- McRae, John R., Ph.D., Yale U. Assoc. Prof., Asian Studies
- McWhorter, John, Ph.D., Stanford U. Asst. Prof., Modern Languages and Linguistics
- Majumdar, Mukul K., Ph.D., U. of California at Berkeley. H. T. Warshaw and Robert Irving Warshaw Professor of Economics, Economics
- Mankin, David P., Ph.D., U. of Virginia. Assoc. Prof., Classics
- March, Kathryn S., Ph.D., Cornell U. Assoc. Prof., Anthropology/Women's Studies
- Marcus, Phillip L., Ph.D., Harvard U. Prof., English
- Martin, Biddy, Ph.D., University of Wisconsin at Madison. Assoc. Prof., German Literature/Women's Studies
- Masson, Robert T., Ph.D., U. of California at Berkeley. Prof., Economics
- Mazrui, Ali A., Ph.D., Oxford U. (England). Senior Scholar, Africana Research and Studies Center and A. D. White Professor-at-Large Emeritus
- Mebane, Walter, Ph.D., Yale U. Assoc. Prof., Government
- Mei, Tsu-Lin, Ph.D., Yale U. Hu Shih Prof. of Chinese Literature and Philosophy, Asian Studies
- Meinwald, Jerrold, Ph.D., Harvard U. Goldwin Smith Professor of Chemistry, Chemistry
- Meixner, Laura L., Ph.D., Ohio State U. Assoc. Prof., History of Art
- Melas, Natalie A., Ph.D., U. of California at Berkeley. Asst. Prof., Comparative Literature
- Mermin, Dorothy M., Ph.D., Harvard U. Prof., English
- Mermin, N. David, Ph.D., Harvard U. Horace White Professor of Physics, Physics/LASSP*
- Messing, Gordon M., Ph.D., Harvard U. Prof. Emeritus, Classics/Modern Languages and Linguistics
- Migiel, Marilyn, Ph.D., Yale U. Assoc. Prof., Romance Studies
- Miller, Richard W., Ph.D., Harvard U. Prof., Philosophy/Science and Technology Studies
- Miller, William T., Ph.D., Duke U. Prof. Emeritus, Chemistry
- Minkowski, Christopher, Ph.D., Harvard U. Asst. Prof., Asian Studies/Classics
- Mitchell, Janet, Ph.D., Northwestern U. Asst. Prof., Economics
- Mitra, Tapan, Ph.D., U. of Rochester. Prof., Economics
- Moen, Phyllis, Ph.D., U. of Minnesota. Assoc. Prof., Human Ecology and Sociology
- Mohanty, S. P., Ph.D., U. of Illinois. Assoc. Prof., English
- Monegal, Antonio, Ph.D., Harvard U. Assoc. Prof., Romance Studies
- Monosoff-Pancaldo, Sonya, Artists Diploma, Julliard School of Music. Prof., Music
- Monroe, Jonathan B., Ph.D., U. of Oregon. Assoc. Prof., Comparative Literature
- Moore, R. Laurence, Ph.D., Yale U. Prof., History
- Morgan, Robert R., M.F.A., U. of North Carolina. Kappa Alpha Prof. of English, English
- Morgenroth, Joyce, M.A., Johns Hopkins U. Assoc. Prof., Theatre Arts
- Morley, Michael D., Ph.D., U. of Chicago. Prof., Mathematics
- Morrison, George H., Ph.D., Princeton U. Prof. Emeritus, Chemistry
- Mullen, Harryette, Ph.D., U. of California at Santa Cruz. Asst. Prof., English
- Munasinghe, Viranjini P., Ph.D., Johns Hopkins U. Asst. Prof., Anthropology/Asian American Studies
- Murray, Edward, Ph.D., Yale Univ. Assoc. Prof., Music
- Murray, Timothy, Ph.D., Johns Hopkins U. Prof., English
- Najemy, John M., Ph.D., Harvard U. Prof., History
- Nee, Victor, Ph.D., Harvard U. Goldwin Smith Professor of Sociology, Sociology
- Nelson, Frederick E., Ph.D., U. of Michigan. Assoc. Prof., Geological Sciences
- Nerode, Anil, Ph.D., U. of Chicago. Goldwin Smith Professor of Mathematics, Mathematics
- Ngate, Jonathan, Ph.D., U. of Washington. Assoc. Prof., Romance Studies
- Nicholson, Philip, Ph.D., California Inst. of Technology. Assoc. Prof., Astronomy/CRSR†
- Norton, Mary Beth, Ph.D., Harvard U. Mary Donlon Alger Professor of American History, History
- Nussbaum, Alan, Ph.D., Harvard U. Assoc. Prof., Classics/Modern Languages and Linguistics
- O'Connor, Stanley J., Ph.D., Cornell U. Prof., History of Art
- Ohadike, Don, Ph.D., U. of Jos (Nigeria). Asst. Prof., Africana Studies and Research Center
- Okiihiro, Gary, Ph.D., U. of California at Los Angeles. Prof., History/Asian American Studies Program
- Olguín, Ben V., Ph.D., Stanford U. Asst. Prof., English
- Oliver, Jack E., Ph.D., Columbia U. Irving Porter Church Professor Emeritus of Engineering/Geological Sciences/INSTOC#
- Olschner, Leonard M., Dr. Phil, Albert-Ludwigs-Universität, Freiburg i. Br. (Germany). Assoc. Prof., German Literature
- Orear, Jay, Ph.D., U. of Chicago. Prof. Emeritus, Physics/LNSQ
- Owen, David I., Ph.D., Brandeis U. Prof., Ancient Near Eastern and Biblical History and Archaeology, Near Eastern Studies
- Palmer, Robert M., M.M., Eastman School of Music. Given Foundation Professor of Music Composition Emeritus, Music
- Parker, A. Reeve, Ph.D., Harvard U. Prof., English
- Parpia, Jeevak M., Ph.D., Cornell U. Prof., Physics/LASSP*
- Parratt, Lyman G., Ph.D., U. of Chicago. Prof. Emeritus, Physics
- Parrish, Stephen M., Ph.D., Harvard U. Goldwin Smith Professor of English Emeritus, English
- Patterson, J. Ritchie, Ph.D., U. of Chicago. Asst. Prof., Physics/LNSQ
- Payne, Lawrence E., Ph.D., Iowa State U. Prof. Emeritus, Mathematics
- Peirce, Leslie, Ph.D., Princeton U. Assoc. Prof., Ottoman and Islamic History, Near Eastern Studies
- Pelliccia, Hayden, Ph.D., Yale U. Assoc. Prof., Classics
- Pempel, T. John, Ph.D., Columbia U. Prof., Government
- Peterson, Charles A., Ph.D., U. of Washington. Prof., History
- Piedra, Jose, Ph.D., Yale U. Assoc. Prof., Romance Studies
- Piggott, Joan R., Ph.D., Stanford University. Assoc. Prof., History
- Pinch, Trevor J., Ph.D., U. of Bath (England). Assoc. Prof., Science and Technology Studies
- Pingali, Keshav K., Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Computer Science
- Pintner, Walter M., Ph.D., Harvard U. Prof., History
- Plane, Robert A., Ph.D., U. of Chicago. Prof. Emeritus, Chemistry
- Platek, Richard, Ph.D., Stanford U. Assoc. Prof., Mathematics
- Pohl, Robert O., Doktor, U. Erlangen (Germany). Prof., Physics/LASSP*
- Polenberg, Richard, Ph.D., Columbia U. Goldwin Smith Professor of American History, History
- Pollak, Nancy, Ph.D., Yale U. Assoc. Prof., Russian Literature
- Pontusson, Jonas, Ph.D., U. of California at Berkeley. Assoc. Prof., Government
- Porte, Joel, Ph.D., Harvard U. Ernest I. White Professor of American Studies and Humane Letters, English/Comparative Literature
- Possen, Uri M., Ph.D., Yale U. Prof., Economics
- Power, Alison G., Ph.D., U. of Washington. Assoc. Prof., Science and Technology Studies/Ecology and Systematics
- Powers, David S., Ph.D., Princeton U. Prof., Arabic and Islamic Studies, Near Eastern Studies
- Provine, William B., Ph.D., U. of Chicago. Prof., History/Biological Sciences
- Pucci, Pietro, Ph.D., U. of Pisa (Italy). Goldwin Smith Professor of Classics, Classics
- Rabkin, Jeremy A., Ph.D., Harvard U. Assoc. Prof., Government
- Radzinowicz, Mary A., Ph.D., Columbia U. Jacob Gould Schuman Professor of English Emerita, English

- Ramage, Andrew, Ph.D., Harvard U. Prof., History of Art
- Randel, Don M., Ph.D., Princeton U. Given Foundation Professor of Musicology, Music
- Rawlings III, Hunter R., Ph.D., Princeton U. Prof., Classics
- Regan, Dennis T., Ph.D., Stanford U. Assoc. Prof., Psychology
- Regan, Elizabeth Adkins, Ph.D., U. of Pennsylvania. Prof., Psychology/Biological Sciences
- Rendsburg, Gary, Ph.D., New York U. Prof., Biblical and Semitic Studies, Near Eastern Studies
- Reppy, John D., Ph.D., Yale U. John L. Wetherill Professor of Physics, Physics/LASSP*
- Rhodes, Frank H. T., Ph.D., U. of Birmingham (England). Prof., Geological Sciences
- Richardson, Robert C., Ph.D., Duke U. F. R. Newman Professor of Physics, Physics/LASSP*
- Rogers, Joseph T., Ph.D., U. of Rochester. Asst. Prof., Physics/LNSQ
- Roldán, Mary J., Ph.D., Harvard U. Asst. Prof., History
- Rosen, Bernard C., Ph.D., Cornell U. Prof. Emeritus, Sociology
- Rosen, Carol G., Ph.D., Harvard U. Assoc. Prof., Modern Languages and Linguistics
- Rosen, David, Ph.D., U. of California at Berkeley. Prof., Music
- Rosenberg, Alex, Ph.D., U. of Chicago. Prof. Emeritus, Mathematics
- Rosenberg, Edgar, Ph.D., Stanford U. Prof., English/Comparative Literature
- Rothaus, Oscar S., Ph.D., Princeton U. Prof., Mathematics
- Rossiter, Margaret, Ph.D., Yale U. Marie Underhill Noll Professor of the History of Science, Science and Technology Studies
- Rubin, David L., Ph.D., U. of Michigan. Assoc. Prof., Physics/LNSQ
- Rubinfeld, Ronitt A., Ph.D., U. of California at Berkeley. Asst. Prof., Computer Science
- Rusten, Jeffrey S., Ph.D., Harvard U. Prof., Classics
- Rutten, Andrew, Ph.D., Washington U. Asst. Prof., Government
- Ryan, Thomas A., Ph.D., Cornell U. Prof., Emeritus, Psychology
- Saccamano, Neil, Ph.D., Johns Hopkins U. Assoc. Prof., English
- Sagan, Carl E., Ph.D., U. of Chicago. David C. Duncan Professor in the Physical Sciences, Astronomy/CRSR†
- Sakai, Naoki, Ph.D., U. of Chicago. Assoc. Prof., Asian Studies
- Salpeter, Edwin E., Ph.D., Birmingham U. (England). James Gilbert White Distinguished Professor in the Physical Sciences, Physics/LNSQ/Astronomy/CRSR†
- Salton, Gerard, Ph.D., Harvard U. Prof., Computer Science
- Samuels, Shirley, Ph.D., U. of California at Berkeley. Assoc. Prof., English
- Sanders, Elizabeth, Ph.D., Cornell U. Prof., Government
- Sangren, P. Steven, Ph.D., Stanford U. Assoc. Prof., Anthropology
- Santiago-Irizarry, Vilma, Ph.D., New York U. Asst. Prof., Anthropology and Hispanic American Studies
- Sawyer, Paul L., Ph.D., Columbia U. Prof., English
- Scatterday, Mark D., D.M.A., Eastman Schl. of Music. Assoc. Prof., Music
- Schamis, Hector, Ph.D., Columbia U. Asst. Prof., Government
- Schatz, Alfred H., Ph.D., New York U. Prof., Mathematics
- Scheinman, Lawrence, Ph.D., U. of Michigan. Prof., Government
- Scheraga, Harold A., Ph.D., Duke U. George W. and Grace L. Todd Professor of Chemistry Emeritus, Chemistry
- Schneider, Fred B., Ph.D., SUNY at Stony Brook. Prof., Computer Science
- Schuler, Richard E., Ph.D., Brown U. Prof., Economics/Engineering
- Schwarz, Daniel R., Ph.D., Brown U. Prof., English
- Seltzer, Mark, Ph.D., U. of California at Berkeley. Prof., English
- Sen, Shankar, Ph.D., Harvard U. Prof., Mathematics
- Senderovich, Savely, Ph.D., New York U. Prof., Russian Literature
- Sethna, James P., Ph.D., Princeton U. Assoc. Prof., Physics/LASSP*
- Seznec, Alain, D.E.S., U. of Paris-Sorbonne (France). Prof., Romance Studies
- Shanley, Kathryn, Ph.D., U. of Michigan. Asst. Prof., English
- Shanzer, Danuta, D.Phil., Oxford U. (England). Prof., Classics
- Shapiro, Gavriel, Ph.D., U. of Illinois at Urbana. Assoc. Prof., Russian Literature
- Shapiro, Stuart L., Ph.D., Princeton U. Prof., Astronomy/Physics/CRSR†
- Shaw, Harry E., Ph.D., U. of California at Berkeley. Prof., English
- Shefter, Martin A., Ph.D., Harvard U. Prof., Government
- Shell, Karl, Ph.D. Stanford U. Robert Julius Thome Professor of Economics, Economics
- Shiraishi, Takashi, Ph.D., Cornell U. Assoc. Prof., History
- Shoemaker, Sydney S., Ph.D., Cornell U. Susan Linn Sage Professor of Philosophy, Philosophy
- Shore, Richard A., Ph.D., Massachusetts Inst. of Technology. Prof., Mathematics
- Shue, Henry, Ph.D., Princeton U. Wyn and William Y. Hutchinson Prof. of Ethics and Public Life
- Shue, Vivienne B., Ph.D., Harvard U. Prof., Government
- Siegel, James T., Ph.D., U. of California at Berkeley. Prof., Anthropology
- Siegel, Sandra F., Ph.D., U. of Chicago. Prof., English
- Sierra, Roberto, M. M., London U. (England). Asst. Prof., Music
- Sievers, Albert J. III, Ph.D., U. of California at Berkeley. Prof., Physics/LASSP*
- Siggia, Eric D., Ph.D., Harvard U. Prof., Physics/LASSP*
- Silbey, Joel H., Ph.D., U. of Iowa. President White Professor of History, History
- Silsbee, Robert H., Ph.D., Harvard U. Prof., Physics/LASSP*
- Silverman, Albert, Ph.D., U. of California at Berkeley. Prof. Emeritus, Physics/LNSQ
- Sjamaar, Reyer, Ph.D., Rijksuniversiteit te Utrecht (The Netherlands). Asst. Prof., Mathematics
- Small, Meredith F., Ph.D., U. of California at Davis. Asst. Prof., Anthropology
- Smillie, John, Ph.D., U. of Chicago. Prof., Mathematics
- Smith, Anne Marie, Ph.D., U. of Essex (England). Asst. Prof., Government
- Smith, Brian, Ph.D., U. of California at Berkeley. Asst. Prof., Computer Science
- Smith, Bruce, Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Economics
- Smith, Robert J., Ph.D., Cornell U. Goldwin Smith Professor of Anthropology, Anthropology
- Sogah, Dotsevi Y., Ph.D., U. of California at Los Angeles. Prof., Chemistry
- Sokol, Thomas A., M.A., George Peabody Coll. Prof. Emeritus, Music
- Solá, Donald F., Ph.D., Cornell U. Prof. Emeritus, Modern Languages and Linguistics
- Somkin, Fred, Ph.D., Cornell U. Prof. Emeritus, History
- Speh, Birgit, Ph.D., Massachusetts Inst. of Technology. Prof., Mathematics
- Spelke, E., Ph.D., Cornell U. Prof., Psychology
- Spillers, Hortense, Ph.D., Brandeis U. Prof., English
- Sqyres, Steven W., Ph.D., Cornell U. Assoc. Prof., Astronomy/CRSR†
- Sreenivasan, Govind P., Ph.D., Harvard U. Asst. Prof., History
- Stacey, Gordon J., Ph.D., Cornell U. Asst. Prof., Astronomy/CRSR†
- Staller, George J., Ph.D., Cornell U. Prof., Economics
- Stanley, Jason, Ph.D., Massachusetts Inst. of Technology. Asst. Prof., Philosophy
- Stark, David, Ph.D., Harvard U. Assoc. Prof., Sociology
- Stein, Peter C., Ph.D., Massachusetts Inst. of Technology. Prof., Physics/LNSQ
- Steinberg, Michael P., Ph.D., U. of Chicago. Assoc. Prof., History
- Stillman, Michael E., Ph.D., Harvard U. Assoc. Prof., Mathematics
- Stith, Marice W., M.A., Ohio State U. Prof., Emeritus, Music
- Strang, David, Ph.D., Stanford U. Assoc. Prof., Sociology
- Strauss, Barry S., Ph.D., Yale U. Prof., History
- Strichartz, Robert S., Ph.D., Princeton U. Prof., Mathematics
- Strout, S. Cushing, Jr., Ph.D., Harvard U. Ernest I. White Professor of American Studies and Humane Letters, Emeritus, English
- Stucky, Steven, D.M.A., Cornell U. Prof., Music
- Sturgeon, Nicholas L., Ph.D., Princeton U. Prof., Philosophy
- Sturmfels, Bernd, Ph.D., Technische Hochschule Darmstadt (Germany). Assoc. Prof., Mathematics
- Stycos, Joseph M., Ph.D., Columbia U. Prof., Rural Sociology/Sociology
- Subramanian, Devika, Ph.D., Stanford U. Asst. Prof., Computer Science
- Subramanian, Shankar, Ph.D., U. of California at Berkeley. Asst. Prof., Economics
- Suñer, Margarita A., Ph.D., Indiana U. Prof., Modern Languages and Linguistics
- Sweedler, Moss E., Ph.D., Massachusetts Inst. of Technology. Prof., Mathematics
- Szabó, Zoltán, Ph.D., Massachusetts Inst. of Technology. Asst. Prof., Philosophy
- Talman, Richard M., Ph.D., California Inst. of Technology. Prof., Physics/LNSQ
- Tarrow, Sidney G., Ph.D., U. of California at Berkeley. Maxwell M. Upson Professor of Government, Government
- Taylor, Keith W., Ph.D., U. of Michigan. Assoc. Prof., Asian Studies
- Taylor, Peter J., Ph.D., Harvard U. Asst. Prof., Science and Technology Studies
- Teitelbaum, Tim, Ph.D., Carnegie-Mellon U. Assoc. Prof., Computer Science
- Telhami, Shibley, Ph.D., U. of California at Berkeley. Assoc. Prof., Government/Near Eastern Studies

- Terzian, Yervant, Ph.D., Indiana U.
James A. Weeks Professor of Physical Sciences, Astronomy/NAIC‡
- Teskey, Gordon L., Ph.D., U. of Toronto, Canada. Prof., English
- Teukolsky, Saul A., Ph.D., California Inst. of Technology. Prof., Physics/LNS¶/Astronomy
- Thorbecke, Erik, Ph.D., U. of California at Berkeley. H. Edward Babcock Professor of Economics and Food Economics, Nutritional Sciences/Economics
- Thorne, Robert E., Ph.D., U. of Illinois. Assoc. Prof., Physics/LASSP*
- Tierney, Brian, Ph.D., Pembroke College of Cambridge U. (England). Bryce and Edith M. Bowman Professor in Humanistic Studies Emeritus, History
- Tigner, Maury, Ph.D., Cornell U. Hans Bethe Prof. of Physics, Emeritus, Physics/LNS¶
- Tittler, Jonathan P., Ph.D., Cornell U. Prof., Romance Studies
- Toueg, Sam, Ph.D., Princeton. Prof., Computer Science
- Travers, William B., Ph.D., Princeton U. Prof., Geological Sciences
- Trefethen, Lloyd N., Ph.D., Stanford U. Prof., Computer Science
- Tucker, Scott M.M., New England Conservatory. Asst. Prof., Music
- Turcotte, Donald L., Ph.D., California Inst. of Technology. Maxwell M. Upson Professor of Engineering, Geological Sciences/INSTOC#
- Turner, James E., Ph.D., Union Graduate School at Antioch College. Assoc. Prof., African Studies and Research Center
- Tye, Sze-hoi Henry, Ph.D., Massachusetts Inst. of Technology. Prof., Physics/LNS¶
- Uphoff, Norman T., Ph.D., U. of California at Berkeley. Prof., Government
- Usher, David A., Ph.D., Cambridge U. (England). Assoc. Prof., Chemistry
- Usner, Daniel H., Jr., Ph.D., Duke U. Assoc. Prof., History
- Vanek, Jaroslav, Ph.D., Massachusetts Inst. of Technology. Carl Marks Professor of International Studies, Economics
- Van Coetsem, Frans, Ph.D. U. of Leuven (Belgium). Prof. Emeritus, Modern Languages and Linguistics
- Van Loan, Charles F., Ph.D., U. of Michigan. Prof., Computer Science
- Van Steen, Gonda, M.A., Princeton U. Asst. Prof., Classics
- Vaughn, Stephanie, M.F.A., U. of Iowa. Assoc. Prof., English
- Vavasis, Stephen, Ph.D., Stanford U. Asst. Prof., Computer Science
- Veracierto, Marcelo, Ph.D., U. of Minnesota. Asst. Prof., Economics
- Veverka, Joseph F., Ph.D., Harvard U. Prof., Astronomy/CRSR†
- Viramontes, Helena M., M.F.A., U. of California at Irvine. Asst. Prof., English
- Vogelsang, Tim, Ph.D., Princeton U. Asst. Prof. Economics
- Vogtmann, Karen L., Ph.D., University of California at Berkeley. Prof., Mathematics
- Volman, Thomas P., Ph.D., U. of Chicago. Assoc. Prof., Archaeology
- vonEicken, Thorsten, Ph.D., U. of California at Berkeley. Asst. Prof., Computer Science
- Wahlbin, Lars B., Ph.D., U. of Göteborg (Sweden). Prof., Mathematics
- Waite, Geoffrey C. W., Ph.D., Princeton U. Assoc. Prof., German Literature
- Waldron, Jeremy J., P.D.Phil., Oxford U. (England). Assoc. Prof., Government
- Walker, Henry A., Ph.D., Stanford U. Prof., Sociology
- Wan, Henry Y., Jr., Ph.D., Massachusetts Inst. of Technology. Prof., Economics
- Washington, Margaret, Ph.D., U. of California at Davis. Assoc. Prof., History
- Wasserman, Ira M., Ph.D., Harvard U. Prof., Astronomy/CRSR†
- Waugh, Linda R., Ph.D., Indiana U. Prof., Modern Languages and Linguistics/Comparative Literature/Romance Studies
- Webster, James, Ph.D., Princeton U. Prof., Music
- Weil, Rachel, Ph.D., Princeton U. Asst. Prof., History
- Weiss, John H., Ph.D., Harvard U. Assoc. Prof., History
- West, James E., Ph.D., Louisiana State U. Prof., Mathematics
- Wetherbee, Winthrop, Ph.D., U. of California at Berkeley. Avalon Professor of English and Medieval Studies, English/Medieval Studies/Comparative Literature
- White, William M., Ph.D., U. of Rhode Island. Prof., Geological Sciences
- Whitman, John B., Ph.D., Harvard U. Assoc. Prof., Modern Languages and Linguistics
- Widom, Benjamin, Ph.D., Cornell U. Goldwin Smith Professor of Chemistry, Chemistry
- Wiesenfeld, John R., Ph.D., Case Inst. of Technology. Prof., Chemistry
- Wilcox, Charles F., Jr., Ph.D., U. of California at Los Angeles. Prof., Chemistry
- Williams, L. Pearce, Ph.D., Cornell U. John Stambaugh Professor of the History of Science Emeritus, Science and Technology Studies
- Williams, Robin M., Jr., Ph.D., Harvard U. Henry Scarborough Professor of Social Sciences Emeritus, Sociology
- Wilson, Robert R., Ph.D., U. of California at Berkeley. Prof. Emeritus, Physics
- Wilson, Ron, B.G.S., Wichita State U. Asst. Prof., Theatre Arts
- Wolczanski, Peter T., Ph.D., California Inst. of Technology. George W. and Grace L. Todd Professor of Chemistry, Chemistry
- Wolff, John U., Ph.D., Yale U. Prof., Modern Languages and Linguistics
- Wolters, Oliver W., Ph.D., U. of London (England). Goldwin Smith Professor of Southeast Asian History Emeritus, History
- Wong, Shelley, Ph.D., U. of California at Berkeley. Asst. Prof., English
- Wood, Allen W., Ph.D., Yale U. Prof., Philosophy
- Wyatt, David K., Ph.D., Cornell U. John Stambaugh Professor of History, History
- Yan, Tung-Mow, Ph.D., Harvard U. Prof., Physics/LNS¶
- Young, Martie W., Ph.D., Harvard U. Prof., History of Art
- Zabih, Raman, Ph.D., Stanford U. Asst. Prof., Computer Science
- Zaslav, Neal A., Ph.D., Columbia U. Prof., Music
- Zax, David B., Ph.D., U. of California at Berkeley. Asst. Prof., Chemistry
- Zec, Draga, Ph.D., Stanford U. Asst. Prof., Modern Languages and Linguistics

*Laboratory of Atomic and Solid State Physics.

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INDEX

- Absence, leave of, 10, 330 (arts and sciences).
See also individual schools and colleges
- Absences from class, 11, 330
- Academic Advising Center (arts and sciences), 330
- Academic calendar, *inside cover*
 arts and sciences supplement, 332
- Academic honors. *See Honors under individual schools and colleges, departments, and special programs*
- Academic integrity, 14, 30
- Accident and sickness insurance, 11
- Accounting, 49, 50, 221
- Accreditation, 5
- Acting, 485
- Add/drop/change period and fee, 9
- Adding courses. *See individual schools and colleges*
- Administration. *See also individual schools and colleges*
 hotel, 217
 university, 2
- Adult education, 38, 66, 67, 68, 69, 70
- Advanced placement, 5. *See also individual schools and colleges*
- Advertising, 60
- Advising. *See individual schools and colleges*
- Aerospace engineering, 169, 202
- Aerospace studies (ROTC), 306
- African American history, 493, 494, 495, 496
- African American literature, 375, 380, 381, 494, 495
- Africana Studies and Research Center, 492
- African Development, Institute for, 492
- African history, 493, 494, 495, 496
- African languages, 428, 493
- African literature, 493, 494, 495, 496
- Agricultural and biological engineering, 36, 45
- Agricultural economics, 37, 49
- Agricultural education, 38, 66, 67, 68, 69, 70
- Agricultural Experiment Station, 27
- Agriculture
 international, 44, 49, 52, 53, 79–80
 teaching, 38, 66, 67, 68, 69, 70
- Agriculture, Food, and Society concentration, 496
- Agriculture and Life Sciences, College of, 27
- Academic Achievement and Petitions, Committee on, 31
- academic deficiency, 31
- academic integrity policy, 30
- academic policies and procedures, 31
- Academic Programs, Office of, 30
- academic standing, 31
- admission, 29
- advising, 30
- Albany Programs, 34
- Career Development, Office of, 30
- Cornell-in-Washington, 19, 35
- course changes (add/drop/change), 31
- course enrollment, 31
- courses, 45–98
- degree programs, 27
- degree requirements, 28–29
- distribution requirement, 28
- exemption from requirements, 31
- facilities, 27
- faculty, 98
- financial aid, 30
- grade-point average, 28
- honors program, 31
- in absentia study, 34
- intercollege programs, 34
- internships, 35
- major fields of study, 36
- nondepartmental courses, 45
- off-campus study, 29, 34
- overseas academic programs, 35
- part-time study, 29
- petitioning procedures, 31
- registration, 31
- requirements for graduation, 28
- SEA Semester, 35, 151
- Shoals Marine Laboratory, 35, 150
- special programs, 44
- special students, 29
- Student Services, Office of, 30
- transfer, 29
- withdrawal, 30
- Agronomy, 44
- Air Force ROTC, 306
- Akkadian, 443, 447
- Akwe:kon, 497
- Albany Programs, 34
- Algebra, 414
- American history. *See History, American*
- American Indian Program, 34, 497
- American Indian studies, 90, 91, 118, 123, 375, 497
- American literature. *See Literature, American*
- American studies, 497
- Andrew D. White Professors-at-Large, 14
- Animal science, 36, 54
- Anthropology, 333
- Apparel design, 234, 260
- Application fee, 11
- Applied and engineering physics, 163, 177
- Applied economics and business management, 37
- Applied exercise science concentration, 295
- Applied Mathematics, Center for, 14, 165
- Aquaculture, 46
- Aquatic ecology, 71, 72
- Arabic, 442, 443
- Archaeology
 Classical, 359
 department of, 338
 concentration, 338
 fieldwork, 338
 major, 338
 Near Eastern and biblical, 444
- Architectural design, 105
- Architectural history, 109
- Architectural preservation, 109, 110, 120, 121
- Architecture, 103
 alternative programs, 104
 curriculum, 103
 dual degree options, 105
 Overlap Program, 103
 professional degree program, 103
 summer term in, 105
 transfer students, 104
 Rome program, 103
- Architecture, Art, and Planning, College of, 102
 academic policies, 103
 advisers, 102
 architecture, 103
 art, 111
 city and regional planning, 116
 degree programs, 102
 landscape architecture, 123
 facilities, 102
 faculty, 124
- libraries, 102
- museums and galleries, 102
- Rome Program, 102
- scholastic standards, 103
- student work, 103
- Army ROTC program, 302
- Art, 111
 courses
 drawing, 115
 painting, 113
 photography, 114
 printmaking, 114
 sculpture, 114
 theory and criticism, 113
 curriculum 111
 fees, 113
 graduate programs, 113
 Rome Program, 112, 113
 undergraduate program, 111
- Art history, 408
- Arts and Sciences, College of, 323
 academic actions, 331
 Academic Advising Center, 330
 academic options, 327
 academic standing, 331
 acceleration, 326
 adding and dropping courses, 330
 administration, 332
 advanced placement, 324
 advising, 329
 attendance, 330
 auditing, 327
 breadth requirements, 325
 calendar, 332
 College Scholar Program, 327, 507
 Cornell-in-Washington, 19, 35, 329
 course(s)
 noncredit, 327
 repeating of, 327
 dean's list, 331
 distinction (honors), 331
 distribution requirements, 324
 double majors, 326
 double registration, 328
 dual degree programs, 327
 electives, 326
 enrollment, 330
 faculty, 532
 faculty advisers, 329
 FALCON, 328, 341
 fieldwork, 329. *See also individual departments and special programs*
 foreign language requirement, 323
 forgery on forms, 330
 grades, 332
 graduation requirements, 323
 honors, 331. *See also individual departments and special programs*
 incomplete, grade of, 332
 Independent Major Program, 327, 509
 independent study, 328
 internal transfer, 331
 language
 course placement and credit, 323
 requirement, 323
 study, 328
 Language House Program, 328
 leaves of absence, 330, 332
 limits on courses and credits, 330
 off-campus programs, 328
 part-time study, 326
 physical education requirement, 327

- prelaw study, 23, 328
 premedical study, 23, 328
 program of study, 323
 registration, 330
 requirements, 323
 residence, 326
 R grades, 332
 special-interest options, 328
 special programs, 328, 492
 student advisers, 329
 study abroad, 328
 S-U grades, 332
 summer residential programs in
 archaeology, 329
 summer session credit, 327
 transferring credit, 327
 transfer within Cornell, 331
 Undergraduate Research Program, 328
 warning, 331
 withdrawal, 331, 332
- Asian studies
 concentrations, 340
 department of, 340
 general education courses, 341
 languages. *See* specific language
 literature and religion, 341
 related courses, 344
 study abroad, 341
- Asian American Studies Program, 499
- Astronomy, 347
- Athletics, 309
- Atmospheric science, 44, 94
- Attendance, class, 11. *See also individual schools and colleges*
- Auditing classes, 10. *See also individual schools and colleges*
- Beekeeping, 71
- Behavior, organizational, 273, 282
- Bengali, 419
- Billing and payment information, 10
- Biochemistry, 133
 program in, 126
 nutritional, 295
- Biological engineering, 36, 45
- Biological Sciences, Division of, 6, 32, 125
 advising, 128
 course index, 128
 curriculum committee, 128
 distribution requirement, 125
 faculty, 125, 152
 general courses, 129
 honors program, 32, 127
 independent research, 127
 major, 126
 requirements, 126
 sections
 animal physiology, 131
 biochemistry, molecular and cell biology, 133
 ecology and evolutionary biology, 136
 general courses, 129
 genetics and development, 140
 marine biology, 134, 135
 microbiology, 141
 neurobiology and behavior, 143
 plant biology, 146
 Shoals Marine Laboratory, 150
See also Animal science; Natural resources; Plant breeding; Plant pathology; Veterinary medicine
- Biology, field, 82
- Biology and Society Major, 499
- Biometry and statistics, 37, 57
- Biotechnology, 130
- Bird conservation, 83
- Bisayan (Cebuano), 419
- Botany. *See* Plant biology
- Burmese, 419
- Bursar information, 10
- Business. *See also* Management
 law, 49, 227
 preprofessional study in, 23
 writing, 226, 283
- Calendar
 arts and sciences, 332
 Cornell academic, *inside cover*
- Cambodian (Khmer), 426
- Campus Code of Conduct, 5
- Cattle production, 54, 55
- Cebuano (Bisayan), 419
- Cell biology, biochemistry and, 133
- Center for Applied Mathematics (CAM), 14, 165, 498
- Center for the Environment, 15
- Center for International Studies, the Mario Einaudi, 16
- Certification, teacher, 38, 233, 237
- Chemical engineering, 165, 179
- Chemistry
 department of, 350
 laboratory regulations, 351
 program for science teachers, 351
- Chinese
 language, 419
 literature, 344
- City and regional planning
 courses, 118
 degree requirements, 116
 degree options, 117
 department of, 116
 graduate program, 117
 off-campus opportunities, 117
 Program in Urban and Regional Studies, 116
- Civil and environmental engineering, 165, 181
- Class schedules, 11
- Classics
 department of, 355
- CLEARs (Cornell Laboratory of Environmental Applications of Remote Sensing), 34
- Code of Academic Integrity, 14
- Cognitive studies, 17, 505
- Collective bargaining, 266
- College Entrance Examination Board (CEEB), 6
- College Placement Test (CPT), 7
- College Scholar Program, 507
- Combined degree programs, 24
- Communication
 department of, 37, 59
 electronic, 61, 62, 63, 64
 interpersonal, 59, 60, 61, 62, 63, 64, 65
 journalistic, 59, 60, 61, 62
 law, 62
 mass, 59, 60, 62
 oral, 59, 60, 61, 62
 television, 60, 64
 video, 61, 63
 visual, 60, 61, 63, 64
- Comparative and Environmental Toxicology, Institute for (ICET), 22
- Comparative and Environmental Toxicology, Program in, 22, 34
- Comparative Economic Development, Program on, 17
- Comparative literature, 360
- Computer graphics, 115, 155, 187, 190
- Computer science, 166, 186, 364
- Concentrations. *See individual schools and colleges, departments, and programs*
- Conservation, environmental, 82-86
- Consumer economics and housing, 232, 244
- Continuing education, 314
- Continuing Education Information Center, 314
- Cooperative Extension, 38
- Cornell Abroad, 17, 328
- Cornell Adult University (CAU), 314
- Cornell Advanced Standing Examination (CASE), 7, 323
- Cornellcard, 5
- Cornell Dining, 5
- Cornell Institute for Public Affairs, 19
- Cornell-in-Washington, 19, 35, 117, 329
- Cornell Laboratory of Environmental Applications of Remote Sensing (CLEARs), 34
- Cornell Medical College, 237
- Cornell Plantations, 20
- Costume design, 487
- Counseling psychology, 64
- Course(s). *See also* Registration; *individual schools and colleges*
 add/drop/change period, 9
 auditing, 10
 enrollment, 9
 extramural, 314
 final examinations, 11
 information, 5
 numbering system, 5
- Creative writing, 374
- Credit
 advanced placement, 5. *See also individual schools and colleges*
 transfer of. *See individual schools and colleges*
- Crop science, 44, 94
- CUINFO, 5
- Curriculum. *See individual schools and colleges*
- Czech language, 420
- Dairy production, 54, 55
- Dance, 483, 489
- Danish, 420
- Debate, 60, 62
- Degree programs. *See individual schools and colleges*
- Demography, 90, 91, 92
- Denmark International Study (DIS), 39
- Design
 apparel, 234, 260
 architectural, 105
 graphic, 248
 interior, 232, 247
 theater, 486
- Design and environmental analysis, 232, 247
- Dining services, 5
- Directing, 486
- Distribution requirement. *See individual schools and colleges*
- Division of Unclassified Students. *See* Internal Transfer Division
- Dormitories, 5
- Drama. *See* Theater
- Drawing, 75, 80, 115, 130
 architectural, 107, 120
 engineering, 45, 174
- Dropping courses. *See individual schools and colleges*
- Dual degree programs. *See individual schools and colleges*
- Dutch, 420
- East Asia Program, 507
- Ecology and evolutionary biology, 127, 136
- Economic and social statistics, 269
- Economics
 agricultural and applied, 37, 49
 department of, 367
 labor, 272
- Editing, 61
- Education
 adult, 38, 66, 67, 68, 69, 70
 department of, 38, 65
 officer (ROTC), 302
 physical, 13, 309

- psychology of, 38, 66, 68
 Einaudi, Mario, Center for International Studies, 16
 Electrical engineering, 167, 190
 Electron microscopy, 130
 Empire State students, 232
 Endocrinology, 56
 Engineering, College of, 155
 academic standing, 161
 advanced placement, 160
 advising office, 158
 bioengineering option, 159
 career services, 162
 College Program, 158
 common courses, 174
 Communications Program, 159
 Cooperative Program, 159
 cooperative programs with management, 160
 degree programs, 155, 159
 double major, 159
 dual degree option, 159
 facilities, 153
 faculty, 212
 field programs, 158
 international programs, 159
 leave of absence, 162
 requirements for graduation, 156
 residence requirements, 162
 Science of Earth Systems, 159
 special programs, 158
 S-U grades, 161
 transfer, 161, 162
 English
 as a second language, 420, 509
 department of, 373
 Intensive English Program, 509
 literature. *See* Literature, English
 Enrollment. *See also* Registration; *individual schools and colleges*
 course, 9
 Entomology, 30, 36, 70
 Environmental conservation, 82
 Environmental engineering, 181
 Environmental law, 83, 84, 119
 Environment, Center for (CfE), 15
 Estate planning, 51
 Ethics and Public Life, 20
 European history. *See* History, European
 European studies, concentration in, 514
 Examinations
 advanced placement, 5
 College Entrance Examination Board (CCEB), 6
 Cornell Advanced Standing Examination (CASE), 7, 324
 departmental advanced standing, 6
 evening, 11
 final, 11
 Test of English as a Foreign Language (TOEFL), 509
 Exchange programs. *See individual schools and colleges*
 Exercise science, 295
 Extended Education Information Service, 314
 Extension courses (ILR), 281
 Extension education, 66, 68, 69, 70
 Facilities. *See individual schools and colleges*
 Facility planning and management, 232, 247, 248, 249
 Faculty roster. *See individual schools and colleges*
 FALCON (intensive language program), 328, 341
 Family studies, human development and, 233, 250
 Farm management and finance, 37, 49, 50, 51, 52
 Fees and expenses
 to add/drop/change courses, 9
 billing and payment, 10
 late course enrollment, 9
 refund policies, 10
 tuition, 10
 Fiber science, 235, 260, 261
 Field and international study (human ecology), 236, 243
 Fieldwork. *See individual schools and colleges, departments, and special programs*
 Film studies, 482, 488
 Final examinations, 11
 Financial aid, 5
 Financial management, 37, 49, 50, 221
 Fishery science, 82
 Fitness and sports medicine, 295
 Floriculture and ornamental horticulture, 76
 Food and beverage management, 222
 Food industry management, 37, 52
 Food science, 39, 73
 Foreign language requirement, 323. *See also individual schools and colleges, departments, and special programs*
 Foreign languages. *See specific language*
 Forest ecology, 83
 Freehand drawing, 75
 French
 language, 421, 466
 linguistics, 421, 466
 literature, 465
 Freshman writing seminars, 373, 512. *See also individual schools and colleges*
 Fruit and vegetable science, 76
 Gannett Health Center, 5
 Genetics, 140
 Geographic Information Systems (GIS), 85, 86
 Geological sciences, 168, 196
 German studies
 area studies major, 384
 department of, 384
 language and linguistics, 422
 literature, 385
 major, 384
 Gerontology concentration, 236
 Government, department of, 387
 Grade(s), 12. *See also individual schools and colleges*
 Graduate School, 216
 Graduation, requirements for, 13. *See also individual schools and colleges*
 Greek, 358
 linguistics, 360
 placement in, 7, 356
 Health services, 5
 Hebrew, 442, 443
 Herpetology, 138
 Highway engineering, 47
 Hindi-Urdu, 424
 Hispanic American Studies Program. *See* Latino Studies Program
 Historical preservation, 110
 History
 African, 401, 493, 494, 495, 496
 African American, 397, 398, 399, 493, 494, 495, 496
 American, 397
 architectural, 109
 of art, 408
 Asian, 401
 comparative, 396
 department of, 395
 European
 ancient, 402
 early modern, 403
 modern, 405, 514
 labor, 266
 Latin American, 400
 Medieval, 403
 Native American, 90, 91, 397, 497
 Near Eastern, 402
 Renaissance, 403
 of science, 396
 History of art, department of, 408
 Home economics teacher certification, 237
 Honors. *See individual schools and colleges, departments, and special programs*
 Horse management, 55
 Horticulture sciences, 76
 Hotel Administration, School of, 217
 curriculum, 217, 219
 facilities, 217
 faculty, 228
 foreign languages, 218
 grading system, 218
 independent study, 218
 management intern program, 218
 practice requirement, 218
 requirements for graduation, 217
 study abroad, 218
 Human Biology Program, 507
 Human development and family studies, 233, 250
 Human Ecology, College of, 231
 academic programs, 231
 advising, 237
 Assembly internships, 237
 course enrollment, 239
 course loads, 240
 degree programs, 231
 Division of Student Services, 231
 double registration programs, 237
 electives, 237
 Empire State students, 232
 exemption from requirements, 239
 facilities, 231
 faculty, 261
 field study, 236
 foreign language study and placement, 237
 grades, 242
 graduation requirements, 238
 honors, 242
 in absentia study, 241
 individual curriculum, 235
 interdepartmental majors, 235
 international study, 236
 leave of absence, 241
 majors, 231
 mature students, 232
 off-campus programs, 237
 petition process, 242
 planning a program of study, 237
 registration, 239
 residency requirements, 239
 special studies courses, 239
 student services, 231
 Urban Semester Program, 236, 243
 withdrawal, 241
 Human-environment relations, 233, 247
 Humanities, Society for the, 520
 Human resources management, 220
 Human resource studies, 277
 Human service studies, 234, 255
 Hungarian, 424
 ICET (Institute for Comparative and Environmental Toxicology), 22
 Immunology, 130, 131
 In absentia fees, 10
 In absentia study. *See individual schools and colleges*
 Incomplete, grade of, 13. *See also individual schools and colleges*
 Independent Major Program (arts and sciences), 509
 Independent study. *See individual schools and colleges, departments, and special programs*
 Indonesian, 424

Industrial and Labor Relations, School of, 263
 academic standing, 265
 advising, 264
 dean's list, 265
 degree programs, 263
 dual registration in management, 266
 elective courses, 265
 extension courses, 281
 faculty, 283
 grades, 265
 graduation requirements, 264
 in absentia study, 264
 interdepartmental courses, 280
 leave of absence, 264
 minority programs, 264
 required courses, 265
 scheduling and attendance, 265
 special academic programs, 266
 student services, 264
 study abroad, 266
 study options, 264
 withdrawal, 264

Industrial engineering, 207

Insects, 70

Insurance, 11

Intaglio printing, 114

Intensive English Program, 509

Interdisciplinary centers, programs, and studies, 14, 492

Internal Transfer Division, 10

International agriculture, 79

International and comparative labor relations, 270

International development, 79, 90

International Development, Master of Professional Studies in, 17

International Development and Women, 17

International Legal Studies, 17

International Nutrition, Program in, 17

International Political Economy Program, 17

International relations concentration, 509

International Relations, Program in, 17

International Studies, Mario Einaudi Center for, 16

International Studies in Planning, 17

Internships. *See individual schools and colleges*

Irrigation systems, 47

Islamic studies, 442

Italian
 language, 424
 literature, 468

Japanese
 language, 425
 literature, 344

Javanese, 426

Jewish studies, 442, 510

Johnson Graduate School of Management, 286

Journalism, 60

Khmer (Cambodian), 426

Knight (John S.) Writing Program, 512

Korean, 426

Labor
 economics, 272
 history, 266
 law, 266
 relations, 270

Laboratory course regulations, 352

Landscape architecture, 39, 80, 123

Language
 course placement and credit (arts and sciences), 323
 placement, 7

requirement. *See individual schools and colleges, departments, and programs*

Language House Program, 328

Languages. *See individual languages*

Latin, 356, 358, 360
 placement in, 7, 356

Latin American history, 400

Latin American literature, 375

Latin American studies, 513

Latino Studies Program, 20

Law
 business, 49, 227
 environmental, 83, 84, 119
 labor, 266

Law and Society program, 513

Law School, 284

Leave of absence, 10. *See also individual schools and colleges*

Limnology, 137, 139

Linguistics, 427

Literature
 African, 493, 494, 495, 496
 African American, 375, 380, 381, 494, 495
 American, 374, 375, 376, 378, 379, 380
 American Indian, 375
 Asian, 341
 Asian American, 375
 comparative, 360
 English, 374, 377, 379, 380, 381
 French, 465
 German, 385
 Greek, 357, 358
 Italian, 468
 Latin, 358
 Latin American, 375
 Russian, 471
 Spanish, 469

Lithography, 114

Loans, 5

Management
 accounting and financial, 49, 50, 221
 business, 37, 49
 farm, 37, 49, 50, 51, 52
 food and beverage, 222
 food industry, 37, 52, 222
 hotel, 219
 human resources, 220
 Johnson Graduate School of, 286
 marketing, 37, 49, 224
 organization, 219
 properties, 225

Mandinka, 431

Marine ecology, 137

Marine option (Navy ROTC), 304

Marine science, 136, 137, 149

Marketing, 37, 49, 50, 52
 food, 50, 52
 horticultural, 50
 international, 52
 and tourism, 224

Materials science and engineering, 169, 199

Mathematics
 Center for Applied, 14, 498
 department of, 412

Mechanical and aerospace engineering, 169, 202

Mechanics, theoretical and applied, 173, 210

Medical College, 25, 237

Medical insurance, 11

Medicine, veterinary, 318

Medieval studies, 514

Metal fabrication, 45, 46

Meteorology, 94, 95

Microbiology, 141

Military science, 302

Modern European studies, 514

Modern languages and linguistics, department of, 418

Museum of Art, Herbert F. Johnson, 99

Museums and galleries, 99

Music, department of, 436

Mythology, 357

Natural resources, 32, 40, 82

Naval science, 304

Navigation, 46, 151, 305

Navy ROTC program, 304

Near Eastern studies, department of, 442

Nepali, 431

Neurobiology and behavior, 143

News writing, 60, 61

New York State Assembly internships, 237

Nuclear science and engineering, 171, 207

Nutrition
 animal, 54
 clinical, 295
 community, 295

Nutrition, food, and agriculture major, 41

Nutritional Sciences, Division of, 295
 career options, 295
 courses, 296
 faculty, 300
 field experience, 296
 graduate programs, 296
 honors program, 296

Oceanography, 136, 149

Off-campus programs, 328

Officer education (ROTC), 302

Operations research and industrial engineering, 172, 207

Orchard management, 77

Organizational behavior, 273

Ornithology, 78, 138

Paleobiology, 138

Painting, 113

Pali, 432

PANAM (Program for Applications of Nuclear Analytical Methods), 169

Payment of bills, 10

Peace Studies Program, 17

Personnel and human resource studies, 220

Pest management, 42, 70, 71, 72

Philosophy, department of, 447

Photography, 114

Physical education and athletics, 309
 requirement, 13
 swim test, 13

Physics
 applied and engineering, 177
 department of, 450

Pig production, 55

Placement examinations, 5

Plane surveying, 46

Planning, city and regional, 116

Plant biology, 42, 146

Plants. *See also Botany; Horticulture; Pomology; Vegetable science*
 breeding, 42, 86
 pathology, 42, 88
 physiology, 146
 protection, 42
 sciences, 33, 41

Plantations, Cornell, 20

Playwriting, 486

Policy analysis, 235

Polish, 432

Political science. *See Government*

Pomology, 43, 76

Population and Development Program, 17

Population studies, 90, 91, 92

Portuguese, 432

Poultry production, 54, 55

Prelaw study, 25, 328

- Preliminary examinations, 12
 Premedical study, 25, 328
 Preveterinary study, 26
 Printmaking, 114
 Privacy of records, 14
 Probability and statistics, 414, 416
 Programming. *See* Computer science;
 Operations research and industrial
 engineering
 Property management, 225
 Psychology
 of communication, 59, 62
 counseling, 67
 department of, 456
 of education, 66, 67, 68, 69
 Public Affairs, Cornell Institute for, 19
 Publication design, 60
 Public speaking, 60, 61, 62
- Quantum mechanics, 355
 Quechua, 432
- Real Estate, program in, 21
 Records, 13
 Refund policies, 11
 Registration, 9. *See also individual schools
 and colleges*
 add/drop/change period, 9
 course enrollment, 9
 double, 326
 fees, 10
 physical education courses, 13, 309
 Religious studies, 515
 Remote sensing, 96, 181
 Requirements for graduation, 13
 Reserve Officer Training Corps (ROTC), 302
 Residence life, 5
 Residence requirements, 10. *See individual
 schools and colleges*
 Romance languages. *See individual lan-
 guages*
 Romance linguistics, 432
 Romance studies, department of, 465
 Romanian, 432
 Rome Program, 102, 103, 112, 117
 ROTC (officer education), 302
 Rural development, 80
 Rural sociology, 43, 90
 Russian
 language, 432
 literature, 471
 Russian and East European studies major, 517
- Sanskrit, 344, 433
 Science and technology studies, 474
 Science and technology studies, concentration
 in, 478
 Science of Earth Systems, 21, 35
 Science writing, 61, 63
 Screen printing, 114
 Sculpture, 114
 SEA Semester, 35, 151
 SES (Science of Earth Systems), 21, 35
 Serbo-Croatian, 433
 Sheep production, 55
 Shoals Marine Laboratory, 35, 150
 Sinhala (Sinhalese), 434
 Social work program, 234
 Society for the Humanities, 520
 Sociology, department of, 478
 rural, 43, 90
 Soil, crop, and atmospheric sciences, 44, 94
 Soil science, 44, 94
 Solid waste engineering, 47
 South Asia Program, 522
 Southeast Asia Program, 522
- Spanish
 language, 434
 literature, 469
 major, 434
 Special programs and interdisciplinary studies,
 14, 492
 Stage management, 487
 Statistics, 49, 66
 and biometry, 37, 57
 business, 51
 economic and social, 269
 and probability, 414, 416
 Statistics Center, 523
 Structural engineering, 184
 Student information policy, 14
 Student records policy, 14
 Study abroad, 18. *See also individual schools
 and colleges*
 S-U grades, 12
 Sumerian, 443
 Summer session, 314
 Surveying, 46
 Swahili, 435
 Swedish, 435
 Systems analysis. *See* Computer programming;
 Management; Public policy; Operations
 research and industrial engineering
- Tagalog, 435
 Tamil, 435
 Teacher certification, 38, 233, 237
 Teacher Education in Science and Mathemat-
 ics (TESM), 38, 328
 Test(s)
 advanced placement, 5
 language placement, 7, 323
 Textiles and apparel, 234, 260
 Thai, 435
 Theatre arts, 482
 dance program, 483, 489
 film, 482, 488
 Theoretical and applied mechanics, 173, 210
 TOEFL (Test of English as a Foreign Lan-
 guage), 509
 Topology, geometry and, 414
 Tourism, 224
 Toxicology, 25, 85
 Transcripts, 14
 Transfer, internal, 10
 Transportation studies, 184
 Tuition billing and payment information,
 10, 11
 Turkish, 443
- Ukrainian, 436
 Undergraduate admissions, 5
 Urban design, 80, 81, 105, 118
 Urban and regional studies, 118
 Urban Semester Program, 236, 243
- Vegetable science, 43, 76
 Veterinary Medicine, College of, 318
 Video communication, 61, 63
 Vietnamese, 436
 Visual studies, 23
 Viticulture, 77
- Walk-In Service, 513
 Waste management, 47, 48, 184
 Water resources, 46, 47, 48, 183, 184
 Weed science, 44, 96
 Welsh language, 436
 Wetland resources, 84
 White (Andrew D.) Professors-at-Large, 14
 Wildlife science, 83, 84, 85
- Withdrawal, 10. *See also individual schools
 and colleges*
 Women's studies, 523
 Writing
 business, 226, 283
 creative, 374
 Engineering Communications Program, 159
 freshman writing seminars, 373, 512
 for magazines, 61
 news, 60, 61
 Program, John S. Knight, 512
 scientific, 61, 63
 teaching, 512
 technical, 156
 Workshop, 512
- Yoruba, 436
- Zulu, 436

THUMB INDEX:

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**Agriculture and
Life Sciences**

**Architecture,
Art, and Planning**

**Biological
Sciences**

Engineering

Graduate School

Hotel School

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Labor Relations**

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**Graduate School
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