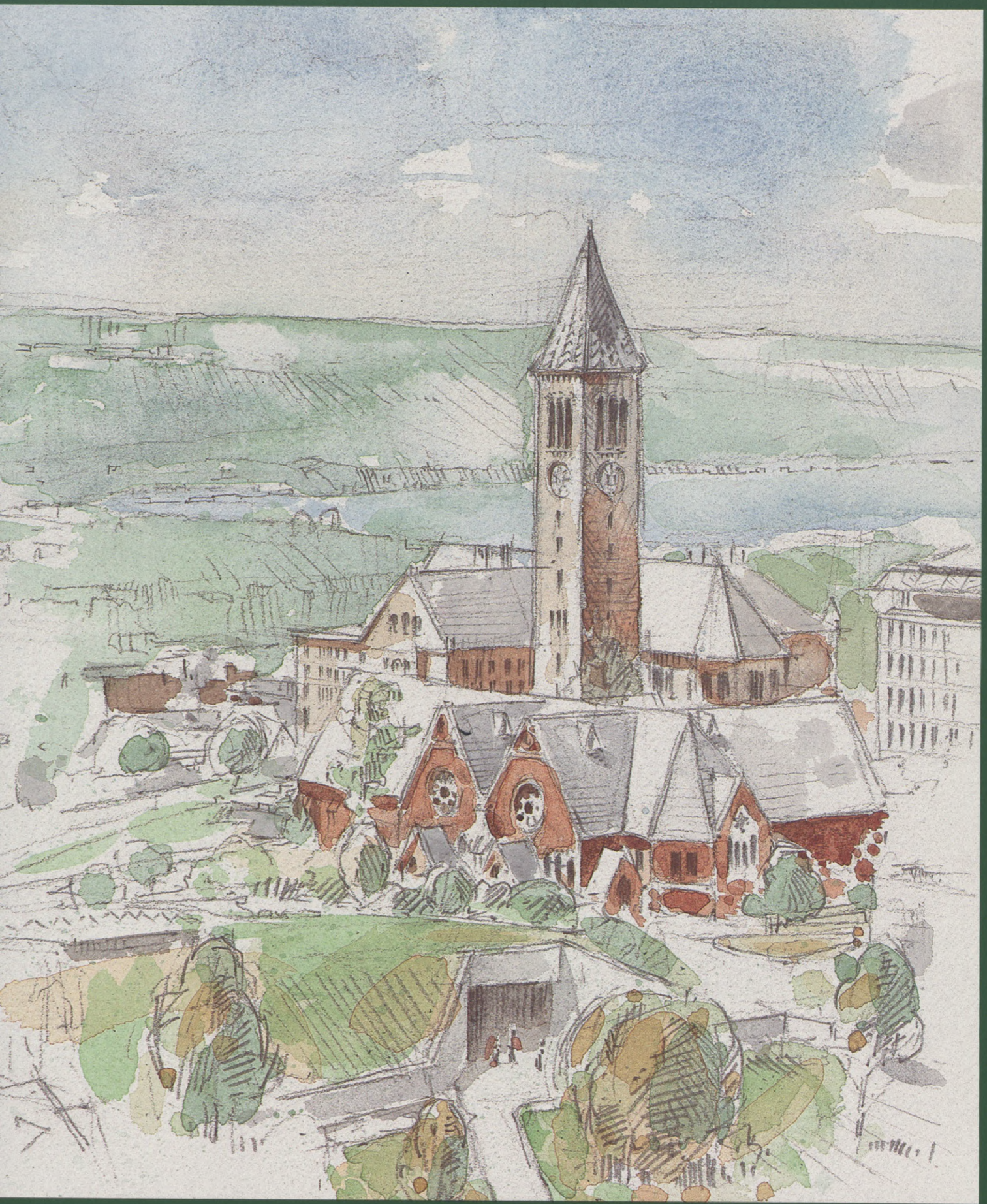
Cornell University
Announcements

Introducing Cornell



Cornell University Announcements (USPS 132-860)

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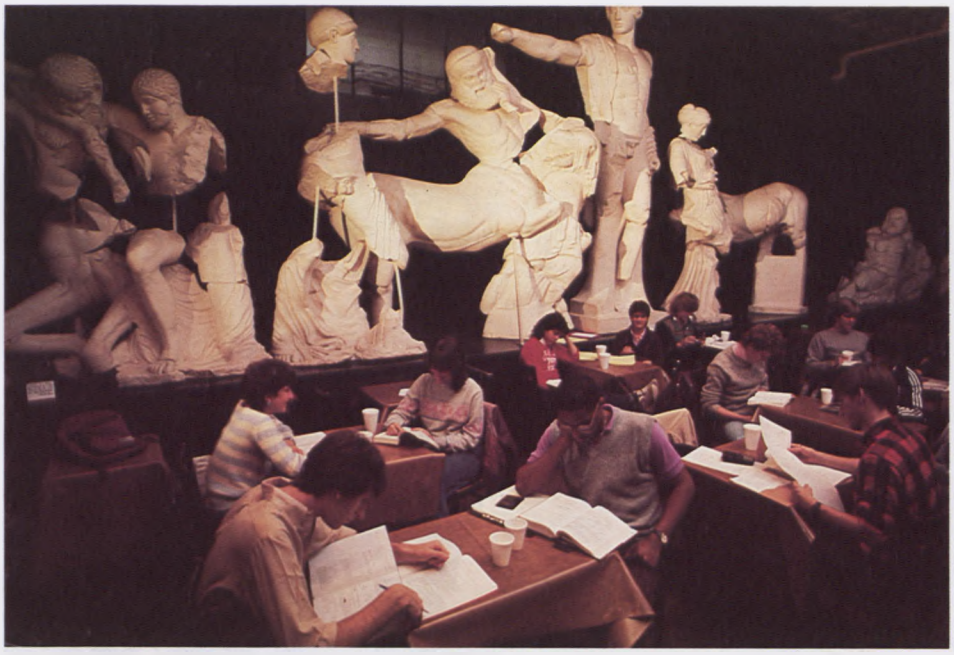
At the crest of a hill overlooking Cayuga Lake, dominating the rural landscape of Ithaca, New York, sits Cornell University. This majestic setting at the end of a deep glacial valley was once the farm of a man named Ezra Cornell. Now covering 740 acres, on which there are more than four hundred buildings, and populated by students and scholars from all over the world, Cornell University has its roots in the dreams and ideals of this self-made man. While serving in the New York State legislature in the mid-1860s, Ezra Cornell met Andrew Dickson White, who was to become the first president of Cornell University. The legacy of those two men created the rich tradition of excellence, freedom, and diversity in education that makes Cornell what it is today.

Andrew Dickson White and Ezra Cornell had radical ideas about what changes should be made in higher education. White, a diplomat, formally educated as a historian, had an idea about "a great university—with distinguished professors

in every field, with libraries... halls... chapels... towers... quadrangles" and dreamed of rearing those structures "on that queenly site above the finest of the New York lakes." Cornell had pulled himself from boyhood poverty to wealth, in and out of bankruptcy, and to a larger fortune, by inventing a wire-stringing technique for Samuel Morse's telegraph. As a result of those experiences the Ithaca senator wanted to "spend this large income to do the most good to those who are properly dependent on me, to the poor and to posterity." He sought to make a high-quality education available to all, an education that would meet the needs of everyday life.

While Ezra Cornell planned for education in practical areas of study, Andrew Dickson White sought to create an environment where students would be motivated by curiosity and the desire to learn, with teacher and student sharing the responsibility for education. Here was born a highly elective curriculum with choice beyond traditional disciplines, in coeducational classrooms and a nonsectarian setting where all points of view could be considered. That philosophy of education has outlasted Cornell's founders.

It was in 1868, at Andrew Dickson White's inauguration as the first president of the University, that Ezra Cornell said, "I trust we have laid the foundation of a University—an institution where any person can find instruction in any study." One



needs only to stroll across the Arts Quad to recognize that this ideal has been realized. Students from all over the world, and from the largest of our cities and the smallest of our villages, wend their way to classrooms where more than thirty-five languages are taught, to laboratories where pioneering research on recombinant DNA is being done, and to reading rooms in one of the largest University library systems in the country.

The philosophy of the founders is still apparent, not just in the diversity of students or of the subjects they study, but in the distinct faces of the schools and colleges that make up the University: agriculture and life sciences; architecture, art, and planning; arts and sciences; engineering; hotel administration; human ecology; industrial and labor relations; law; management; medicine; and veterinary medicine. With the separate schools and colleges linked as a university, the scholarship of White and the practicality of Cornell are merged. Students of all disciplines attend classes throughout the University: future engineers, architects, labor negotiators, and poets find themselves together in the same classroom, challenging each other with differing perspectives. Faculty members may hold appointments in two colleges, and the people and resources of several schools combine in units such as the Division of Biological Sciences.

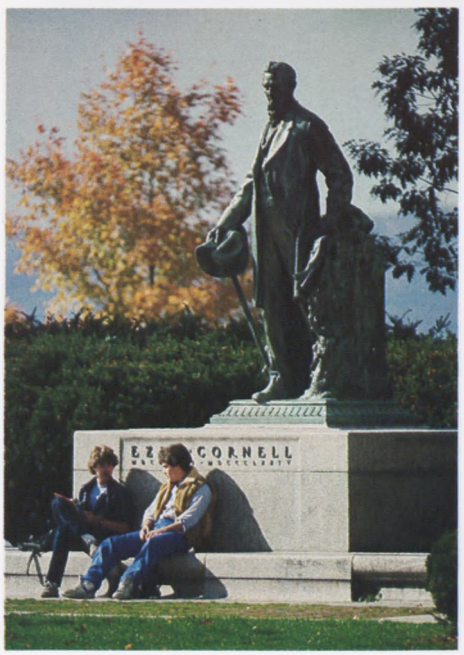
Cornell is a place of contrasts, where the world's fastest electron accelerator oper-

ates between the polo arena and the livestock judging pavilion. It is also a unique blend of the public and private sectors, a land-grant university and an Ivy League institution. Because Cornell is simultaneously public and private, it serves the public at large as well as individual scholars.

These contrasts and opportunities make Cornell an exceptional academic environment. With a commitment to elective education and student choice and over a hundred academic departments from which to choose, the University is a place to explore, a place where one can find the unique combination of disciplines that piques the curiosity, challenges the intellect, and encourages scholarly focus or career preparation.

Equal in importance to the commitment to freedom of choice is the commitment to undergraduate education at Cornell University. Renowned scholars, writers, and critics introduce students to literature, the arts, philosophy, and history, and the community of experts working at the frontiers of our knowledge in animal and plant breeding, submicron research, the socioeconomic cost of retirement, and diet's impact on disease teach undergraduate students who are just beginning to test their potentials and focus their interests.

In the 1980s the legacy of the founders of Cornell University continues to flourish. Cornell, always a place for dreamers, welcomes new visionaries to this university, created to provide access to all useful knowledge.



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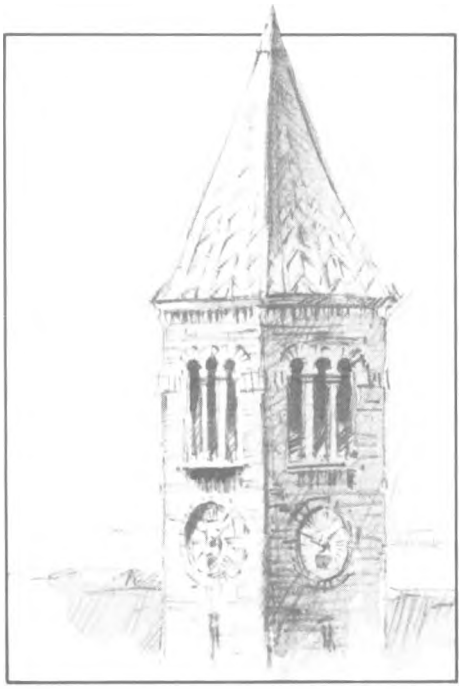


Part 1 of the application for admission is in the center of this Announcement.

The Ezra in me... spends his hours fixing fences, building and cleaning out barns, admiring a neighbor's ability to make a log splitter out of salvaged parts, and trying to understand the mysteries hidden beneath the hood of an old Case tractor; the Andrew in me is concerned with books and ideas and the mysteries of value and meaning contained within a specific literary text.

James R. McConkey
Professor of English

Cornell encourages the spirit and practice of academic freedom. The educational aims and programs are based largely on student choice, a philosophy that has real meaning because of the existing variety and flexibility. The undergraduate programs permit a significant amount of sampling and exploring and encourage the selection of an area of interest and its pursuit in depth. That system does, of course, put great responsibility on the student—to become acquainted with available offerings and facilities and to choose wisely according to personal needs and interests.

Undergraduate Programs

New York State College of Agriculture and Life Sciences

For list of courses see pages 51–53 and 62.

The New York State College of Agriculture and Life Sciences (enrollment, about 3,090) ranks first in quality and third in size among similar institutions in the nation. Those rankings indicate the uniqueness and strength of the programs for undergraduate students.

Students in the college participate in its clear and exciting mission: "To increase our understanding of nature and natural processes in the areas of agricultural sciences, biology, and the environment; to educate citizens for activity and leadership in these areas; and to translate new knowledge into action for the well-being and quality of the life of the people, their agriculture, their resources, and their communities."

The college's mission includes teaching, research, and extension. High priority is given to excellence in classroom teaching and a curriculum frequently updated to reflect rapidly expanding research and changing conditions in the world. As most of the teaching faculty also have responsibilities in research or public service, the courses include the most current information available.

Programs of study are flexible, allowing students to prepare for careers, graduate work, and the responsibilities of educated, concerned citizens. Students pursue the Bachelor of Science degree, selecting a major or specialization and choosing from over five hundred courses available in the college and additional courses from the other colleges at Cornell. Some students are interested in the broad study of a subject. Others want to specialize in an academic discipline or pick a special career option. It is also possible to pursue a program combining courses from two or more fields.

There are other noteworthy features of the college's curriculum. Credit for internships, field study experience, and cooperative arrangements with industry are available in some fields to complement what is learned in lectures, seminars, and laboratories. Field trips are also frequently part of educational experience. Students may participate in one of the college's study-abroad programs, offered in cooperation with universities in Great Britain, Mexico, Ireland, and Sweden, or travel independently to study in another country while continuing progress toward a degree. Many students participate in research projects. Those experiences may occur in the laboratory, greenhouse, barn, library, or computer room. Some students participate in research for course credit or as a part-time job. Others volunteer their time to get hands-on experience with research and experimentation techniques and technology used in modern agriculture, biotechnology, and industry.

There are collegewide and field-specific student organizations germane to the study of agriculture and life sciences. Students join clubs focusing on dairy science, business opportunities, pomology, and health careers, to name a few.

Students use the extensive facilities on the Ithaca campus as well as at experimental farms and field stations across the state. The major buildings are clustered around the Ag Quad, anchored by Mann Library, which houses the second largest agricultural collection in the world. In addition to its classrooms and teaching laboratories, the college has fourteen thousand acres for research and teaching, including its own greenhouses, research farms, forest, fishery, dairy plant, and marine laboratory.

It is a college priority that students have hands-on experience with computers. The college's microcomputer laboratory in Mann Library functions as both a software library and a teaching and public-access facility. Two other computing centers in the college have on-line access to large data bases and worldwide computer networks. A student interested in a career in computer applications may combine a major in an academic discipline with courses that include the use of computers. There are also interactive microcomputers in the academic departments, and many of the college's courses include computer components.

Students in the College of Agriculture and Life Sciences are an academically select and diverse group. Most come from New York State, but about 20 percent come from other parts of the United States and the world. About half the undergraduates are women. Nearly 25 percent are transfer students who have attended agricultural and technical colleges, community colleges, or other academic institutions. Transfer students who enter as juniors generally complete their degrees in four semesters.

Applicants for admission choose an initial field of study from the major fields, based on their academic and career interests. Students may select a specialization within the field when applying or later. Each new student is matched with a faculty adviser in the student's field of interest; changes can be made as interests develop and are clarified. The major areas and related specializations are:

Agricultural and biological engineering—agricultural engineering, agricultural engineering technology, environmental technology

Agronomy and meteorology—including agricultural meteorology, crop science, soil science, weed science

Animal sciences—animal breeding and genetics; animal nutrition; animal physiology; dairy, horse, livestock, and poultry production; meat technology

Applied economics and business management—agricultural economics, business management and marketing, farm business management and finance, food industry management, public affairs management, resource economics

Biological sciences—animal physiology and anatomy; biochemistry; botany; cell biology; ecology, systematics, and evolution; general biology; genetics and development; neurobiology and behavior

Communication arts—agricultural communication, publication, public communication, interpersonal communication

Education—agricultural education, science and environmental education

Entomology—insect biology and its applications

Floriculture and ornamental horticulture—landscape horticulture; production and marketing of florist, nursery, and turfgrass crops

Food science—food analysis, food technology and management; nutritional aspects of processing; processing technology

Landscape architecture—ASLA-accredited professional degree program

Microbiology—biology of microorganisms and its applications

Natural resources—aquatic science, environmental sciences, fishery science, forest science, wildlife science

Plant sciences—general plant science, plant breeding, plant pathology, plant protection, pomology, vegetable crops

Rural sociology—rural development and cultural change

Statistics and biometry—mathematical techniques used to study biological phenomena

Special agricultural programs and career options—cooperative extension, general agriculture, international agriculture, teaching of agriculture

Each major has its own course guidelines. All students must also complete distribution requirements in four areas: physical sciences (mathematics included), biological sciences, social sciences and humanities, and written and oral expression. By selecting general education courses and applied courses in one or more areas of specialization, students may prepare for employment in their area of interest. By selecting advanced courses in principles and theory, students may prepare for graduate study or research careers.

Career opportunities for graduates of the college are as diverse as the courses of study. They include careers in agriculture, business, communications, education, government, industry, law, and medicine. Many graduates are prepared to contribute to the solutions of major problems facing the world, including food supply, environmental quality, energy conservation, and economic development. Since the agriculture and food industry is New York State's largest industry, graduates with specializations in areas such as food science, agricultural engineering, and applied economics have many job opportunities. The college has an active career development office and staff who assist students in exploring the many career options open to them, teach job search skills, and provide a variety of services to help students make contact with employers.

College of Architecture, Art, and Planning

For list of courses see pages 53–54.

The College of Architecture, Art, and Planning (enrollment, about 470) is convinced that breadth is essential to an undergraduate education. The professional concentration of courses within the college, balanced by the wider view gained from study in other units at Cornell, establishes a broad understanding of human values and social problems as well as a theoretical and technical base of professional competence. The professional courses in the three departments explore a wide range of issues and levels of involvement and provide the opportunity to develop a particular emphasis.

Department of Architecture. Architects are continually assuming a wider range of responsibilities for problems of the built environment and for improving the habitats of people. The concerns of regional ecology, the application of the social sciences, the evolution of design philosophies and methodologies, and the emergence of new roles for the designer present challenges to architectural study and practice.

The primary course of study in the department takes five years and leads to the Bachelor of Architecture degree. Students admitted are those who, before they applied, had established their interest in the field and motivation to earn a professional degree as their first degree. The program is intended to develop 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 on theory and method, are the core of the program. Sequences of studies in human behavior, environmental science, structures, and building technology provide a

base for the work in design. Through the professional core courses, an understanding of architecture in its contemporary and historical cultural context is established. Students establish a foundation in the humanities and sciences through University-wide electives.

Qualified fourth- and fifth-year students may participate in the Washington Program, a semester of study in Washington, D.C., that provides a period of intensive exposure to the characteristics of urban development within the framework of a design studio. Design programs abroad, taught by Cornell architecture faculty members, are offered each summer for upperclass students. Through special planning, qualified students may be able to complete the requirements for the first year of the department's Master of Architecture program during the fifth year of study for the B.Arch. degree. Faculty members are actively involved in computer graphics research and its application to architecture, and a program in computer graphics is offered at the graduate level.

Although most of the students who enter the program complete the requirements for the B.Arch. degree, there are two alternatives for a student who completes part of the requirements but no longer wants to pursue the professional degree. After the first two years of the B.Arch. program a student may petition to depart from the professional degree requirements and develop a major concentration in history of architecture and urban development. That four-year program leads to the nonprofessional Bachelor of Science degree. A student may also choose to terminate the course of study after completing four years of the B.Arch. program and receive the nonprofessional Bachelor of Fine Arts degree.

Students who want to explore the field of architecture before committing themselves to professional education may participate in a six-week summer program, Introduction to Architecture, which includes an introductory studio in architectural design, lectures, and other experiences designed to acquaint participants with opportunities, issues, and methods in the field of architecture.

Department of Fine Arts. The undergraduate curriculum in art, leading to the Bachelor of Fine Arts degree, provides an opportunity for students to combine a general liberal education with the studio concentration required for a professional degree.

During the first year all students follow a common course of study that provides a broad introduction to the arts and a basis for studio experience in painting, sculpture, photography, and graphic arts during the last three years. Studio courses intensify students' visual perception of the formal and expressive means of art, encouraging insight into a variety of technical processes. Those courses occupy about half the student's time during the four years. The remainder of the time is devoted to a diversified program of academic subjects with an extensive provision for electives.

All faculty members of the Department of Art are practicing artists whose work represents a broad range of expression. Faculty work is often displayed in Cornell's Herbert F. Johnson Museum of Art, adjacent to the fine art studios and not far from the sculpture foundry.

A dual-degree program with the College of Arts and Sciences is available for students who want to pursue both a Bachelor of Arts degree and a Bachelor of Fine Arts degree.

Department of City and Regional Planning. The Program in Urban and Regional Studies is a junior- and senior-year program in the Department of City and Regional Planning for students who want to transfer from colleges outside Cornell, as well as from other programs and majors within Cornell.

The program, leading to the Bachelor of Science degree in urban and regional studies, offers students coming from a two-year course of study in social science, design, humanities, engineering, and other disciplines an opportunity to direct their education toward an understanding of urban and regional problems and solutions. The curriculum acquaints students with the social, political, economic, and environmental forces that confront cities and regions and contribute to their growth and decline. Because the complex and evolving process of urbanization has a profound impact on modern society, students study the psychological, cultural, and physical aspects of contemporary life. While the curriculum draws on strengths in the department, it is supplemented by course work in related areas in other departments at Cornell, including economics, sociology, government, and history.

College of Arts and Sciences

For list of courses see pages 54 –62 and 63.

The College of Arts and Sciences at Cornell (enrollment, about 3,930) is a traditional liberal arts college. It is composed of departments that teach and study the humanities, the basic sciences, the social sciences, and the expressive arts. It is also a college within a university, and that wider community provides strength and diversity not available in an isolated undergraduate institution. Students may draw on the knowledge and facilities of the professional colleges to supplement their studies. Finally, the college is a graduate school and research center attracting faculty members whose active involvement in writing and research requires first-rate academic facilities and whose energetic participation in undergraduate teaching brings to their students the most current ideas in modern scholarship. It is that combination of functions that gives the college its distinctive character.

Faculty members in the college have been recognized nationally and internationally for their outstanding teaching and research: thirty-four Guggenheims in the last five years, two Nobel Prizes in the last three years (fourteen connected with the college), nineteen members of the National Academy of Sciences (second highest in the country), and many awards in literature and music (Pulitzer, Wolff, MacArthur Foundation). Similarly, the college's students and alumni have been recognized for their singular accomplishments through prestigious awards such as the Keyasby Award, Rhodes Scholarship, and Truman Scholarship.

The variety and richness of the curriculum in the College of Arts and Sciences is extraordinary. Distinguished faculty members teach courses ranging from music and comparative literature to Asian studies and astrophysics. The following list includes the major departments and the programs of interdisciplinary studies:

Departments Offering Formal Majors
Africana studies
anthropology
Asian studies
biological sciences
chemistry
classics
comparative literature
computer science
economics
English
geological sciences
German
government
history
history of art
mathematics
modern languages and linguistics
music
Near Eastern studies
philosophy
physics
psychology
Romance studies (French, Italian, and Spanish literature)
Russian
sociology
theatre arts

Interdepartmental Majors
American studies
archaeology
biology and society
Germanic studies
Russian and Soviet studies
social relations

Concentrations (Informal Minors)
American Indian studies
astronomy
international relations
law and society
medieval studies
religious studies
women's studies

Interdisciplinary Programs
China-Japan
human biology
Jewish studies
Latin American studies
science, technology, and society
social psychology
South Asia
Southeast Asia

The Independent Major and College Scholar programs afford opportunities for a student to design a program of study tailored to interests that do not easily fit into one of the established majors.

While there is a great deal of flexibility in selecting courses, and no specific courses are required, college requirements ensure that each student takes advantage of the variety of academic offerings available at Cornell. Distribution requirements in the humanities, social sciences or history, natural or physical sciences, and mathematics; a foreign language requirement; and a freshman writing program constitute the framework within which students design their individual programs of study.

By the beginning of the junior year students choose a major area of concentration and work intensively in that area for about half their time in the final two years.

Students may enrich their on-campus

studies by participating in an archaeological dig off the Aegean, by attending a foreign university, or by addressing questions of public policy through the Cornell-in-Washington program. Students may use those courses to fulfill college distribution and major requirements.

Among the eighteen hundred courses regularly offered (see pages 51–67) are those that improve and develop skills in writing English prose. Through the Freshman Seminar Program first-year students choose one course each semester from more than a hundred offerings in the humanities and social sciences. In those courses students may pursue a current interest or experiment with a subject matter altogether new to them; experience a small-class setting where individual attention and informal discussions are essential; and develop their analytical skills among peers from every college in the University.

Foreign language study enhances other forms of communication by creating an appreciation for the complex structures of language and fostering cross-cultural understanding. The Department of Modern Languages and Linguistics offers instruction in about forty languages, including an unusually comprehensive offering in the languages of the Near and Far East, in addition to intensive instruction in the Full-Year Asian Language Concentration in Indonesian, Chinese, and Japanese. The college requires proficiency in one language or basic competence in two.

The College of Arts and Sciences recognizes the great diversity of its students and the many ways of learning by providing a number of academic options over and above the traditional department majors and interdisciplinary majors established by the faculty. Dual-degree programs with the College of Engineering or with the Department of Art or the Department of City and Regional Planning in the College of Architecture, Art, and Planning are available for students who want both a liberal arts education and professional training. The Undergraduate Research Program enables students to undertake basic research as participants in faculty projects. The program fosters apprentice-teacher relationships with professors that help students gain awareness of their own research interests and abilities, self-discipline, and new insights into a subject matter. Students enjoy firsthand experience in research and earn credit for their work.

To allow students to develop a course of study, adapted to their own interests and goals, within the general pattern established by the faculty, is the guiding philosophy of the College of Arts and Sciences.

College of Engineering

For list of courses see pages 62–64.

At Cornell engineering is seen as an organized way of thinking, as well as a body of knowledge. An engineer is a professional, educated broadly and in an area of expertise. That view is reflected in the education of Cornell engineers. The program emphasizes the development of an effective, comprehensive approach to problem solving. It provides ample opportunities to apply state-of-the-art technology. The program encompasses study in the humanities, the social sciences, and the expressive and language arts—vital components in any college program. That breadth is essential to the education of today's engineering professionals, who encounter rapidly changing conditions—social and economic, as well as technical—in the course of their practice. Engineers must be prepared to deal with all facets of technological enterprise. At Cornell's College of Engineering (enrollment about 2,400) the excellent and accessible faculty and the instructional facilities ensure a strong scientific and technical curriculum. The University environment, which supports and encourages all aspects of individual development, is a major strength of the program.

Engineering students begin their studies with courses that provide a sound background in the physical and biological sciences, mathematics, the engineering sciences (including computer science), the social sciences, and the humanities. Students then choose an area of specialty, usually at the end of their sophomore year, from one of the following ten fields: agricultural engineering (a program that may also begin in the College of Agriculture and Life Sciences), applied and engineering physics, chemical engineering, civil and environmental engineering, computer science, electrical engineering, geological sciences, materials science and engineering, mechanical and aerospace engineering, and operations research and industrial engineering. Most courses in the engineering curriculum are electives. Many of the electives are selected from the large number of courses available in every field of engineering; students take other courses in every department and division of the University. Combined majors and interdisciplinary areas of interest, such as bioengineering, are often incorporated into a student's program of study.

Many engineering students chose to attend Cornell because of the flexibility of the curriculum, which provides opportunities for developing broad interests as well as concentrating in specific areas. For example, most engineering students want to obtain a broad background in the engineering sciences in their sophomore year before selecting an area of specialization; however, a small number of students who decide early to concentrate in a particular area join a field at the end of their freshman year. With the aid of a faculty adviser, each engineering student develops a program of study adapted to his or her interests and aspirations. It is even possible to design an individualized undergraduate major through the College Program: two engineering disciplines can be combined, or study in engineering can be augmented with courses in such areas as the physical, biological, or social sciences; architecture; city and regional planning; business; ecology and conservation; and the arts.

The quality of education in all areas is enhanced by the accessibility of the faculty members. Most teach undergraduate courses, and many serve as advisers to undergraduates as well as to graduate students. Undergraduates have ready access to excellent library and computer facilities within the College of Engineering and throughout the campus. There are extensive instructional and research computing facilities in the college. The introductory programming course, for example, uses a program synthesizer, developed at Cornell, which allows students to concentrate on the theory of programming without needing to check syntax. Students benefit directly and indirectly from other Cornell facilities, including a synchrotron, a national laboratory for research in submicron structures, and a computer-aided design instructional facility.

An attractive academic option to some undergraduates is the Engineering Cooperative Program, which provides periods of industrial engineering design experience within the four-year undergraduate program. Participants are employed at one of fifty-five companies throughout the United States. The program is designed so that it does not significantly interrupt a student's participation in on-campus activities. Another option is a dual-degree program, in

which superior students earn baccalaureate degrees from both the College of Engineering and the College of Arts and Sciences in a total of five years.

Students who want to continue their education beyond the baccalaureate in a professionally oriented one-year program of study that includes a research design project completed under the direction of one or more faculty members are encouraged to remain in the College of Engineering for the Master of Engineering (M.Eng.) program in one of eleven disciplines. Preparation for a career in business or management is accomplished in a jointly sponsored program of the College of Engineering and the Graduate School of Management: a six-year coordinated curriculum that leads to the Bachelor of Science degree in engineering and master's degrees in both business administration (the Master of Business Administration) and engineering practice (the M.Eng.).

The College of Engineering is interested in students who can both benefit from and contribute to life at the University. Cornell engineering students are noted for the breadth of their activities and interests rather than a single-minded pursuit of science and technology. They participate in the chorus and in instrumental music groups. Their artwork appears in displays throughout the campus. They publish an award-winning magazine, the *Cornell Engineer.* Engineers participate in almost all intercollegiate and intramural sports, often forming the core of the team. In short, they are an intrinsic and active part of University life.

Variety among the students is apparent in other ways, too. The number of women in the college is increasing rapidly; women now constitute about a quarter of the entering class. The sizable number of transfer and international students adds further to the diversity.

The elective component of the curriculum and the breadth of course offerings allow students to explore new areas of interest and prepare for careers in a number of professions. After graduation many embark on careers in engineering or enter graduate programs in engineering, but others begin graduate or professional study in fields such as science, law, medicine, and business.

School of Hotel Administration

For list of courses see pages 64–65.

The School of Hotel Administration (enrollment, about 690) offers undergraduate and graduate training in many disciplines required for modern management, including accounting, finance, marketing, administration, and human resource development. The school's graduates hold positions in a variety of industries but are especially well represented in the management of hospitality-related enterprises, including the lodging, food-service, and travel industries.

Students are encouraged to pursue a broad range of courses as preparation for assuming their places in the business community. Included in the basic curriculum are courses in financial management, sci-

ence and technology, food and beverage management, and physical plant management. Students also have access to courses offered by all the other colleges of the University and are encouraged, through elective courses, to tap Cornell's tremendous educational resources.

Because hospitality management cannot be taught wholly in the classroom, lectures and laboratories are supplemented with work experience on campus and in the industry. Students receive firsthand training through the operation of Statler Inn, a practice hotel on the University campus containing fifty-two guest rooms, banquet facilities, and a variety of restaurants. An optional Management Intern Program, for juniors and seniors, provides additional managerial experience in Statler Inn as well as in selected sponsoring organizations away from campus. Recently students have interned with Hyatt Maui in Hawaii, the Waldorf Astoria and TWA Food Service in New York, the Boca Raton Motel and Club in Florida, Inglenook Vineyards in California, and Le Beau Rivage in Switzerland, to name a few.

The Cornell Society of Hotelmen is one of the most active alumni organizations in existence and is a strong network influencing the future of the hospitality industry throughout the world.

New York State College of Human Ecology

For list of courses see pages 65–66.

The New York State College of Human Ecology (enrollment, about 1,180) is a place to discover solutions to contemporary human problems. Outstanding faculty members and students address issues that concern people in their homes, at work, and in their physical and community environments. While the issues being investigated change as the college keeps pace with new discoveries and emerging problems, the concern for human development, economic vitality, and quality of life is central at all times.

The college seeks to educate students for leadership in business, design, education, government, health, and human service professions by encouraging student and faculty excellence. Research and public service activities are an important part of the college mission and are directly related to exciting and relevant teaching. Nowhere else in the nation does there exist the same combination of professionally oriented programs, distinguished scholars, and excellent facilities.

Just a few of the issues that challenge human ecologists are the relationship between human nutrition and cancer; the long-range consequences of high unemployment; and the ways in which government legislation, educational organizations, cultural traditions, and hiring practices enhance or weaken personal and family stability. Others are concerned with the evaluation and management of technological change and hazards; the effect of preschool programs on the development of children during adolescence and into adulthood; the essential characteristics of good housing for special populations; and the effects of physical design on the efficiency, comfort, and safety of classrooms, offices, and hospitals.

The college recognizes that human concerns cannot be divided into narrow disciplines. It stresses a unique interdisciplinary blend of course work, research, and practical study that permits students to develop expertise in critical areas of current concern. Major areas of study within the college are flexible and interdisciplinary, with a liberal arts foundation and opportunities for a strong professional focus. Options with an emphasis in the sciences include nutritional science, biology and society, and textiles. Other programs stress the social sciences: social work, adolescent and adult development, family studies, social planning, public policy, apparel and textile management, consumer economics, facility management, human-environment relations, housing, and human ecology education. Options in interior design and apparel design emphasize studio courses, in which students work on creative and practical solutions to design problems. A student whose interests and needs do not fit within an existing major may also develop an individual curriculum.

Although human ecology students concentrate on courses offered within the college, the curriculum promotes exploration of courses available in other divisions of the University. Students choose from over four thousand courses offered throughout the University. The college offers a variety of study options not available in either highly professional or liberal arts schools.

Opportunities for special study are also numerous. Integrating experiential and theoretical learning through field study is a great strength of the college. Field study helps students learn by carrying out responsible tasks within an organization and by reflecting on that activity through discussion, research, and writing. That learning can be pursued in community or business settings in the Ithaca area, Albany, Washington, D.C., New York City, and many

other locations. Recognizing that its graduates live and work in an increasingly interdependent world, the college encourages students to study abroad. It has formal exchange programs with universities in Denmark, Israel, Jamaica, and Puerto Rico.

There are honors programs involving work with a faculty member and culminating in independent research and a thesis. Students may assist professors through teaching apprenticeships. As students have indicated a growing interest in computer literacy, the college has responded by developing fine computing facilities. Interactive microcomputers and on-line communication with University and worldwide computer networks encourage students to use computers as a tool in problem solving, communication, and word processing.

Human ecology graduates have been very successful in gaining admission to graduate programs and finding employment in their fields of study. The college offers counseling and placement assistance to supplement the services available through the University. Students who want to prepare for graduate study in architecture, business, law, medicine, or other professional areas will find strong course work and advising available, while professionally focused majors provide excellent opportunities for those planning to work immediately after graduation.

Graduates interested in business-related careers find employment as consumer and public affairs professionals; personnel, marketing, banking, and sales representatives; and advertising, design, and housing specialists. Others interested in helping people learn or solve problems find employment as counselors, human service professionals, dietitians, public health specialists, social workers, nutrition educators, home economics teachers, and cooperative extension agents. Still others work in laboratories and research institutes, investigating human problems in fields such as biochemistry, economics, research analysis, facilities planning, toxicology, textile chemistry, and production development. While most members of each graduating class go directly from graduation into professional employment, many continue their formal education. After graduate study some enter the professions of law, medicine, pharmacology, psychiatry, college teaching, and religious service.

Division of Nutritional Sciences

For list of courses see page 66.

Nutritional sciences deal with the intricate relationship of food, nutrition, and health. The subject is not a simple, self-contained one that fits neatly into any one of the colleges at Cornell. The Division of Nutritional Sciences was created to bring together specialists from many disciplines in the biological and social sciences who share an interest in nutritional problems, whether they involve the molecular structure of nutrients or the specter of world hunger.

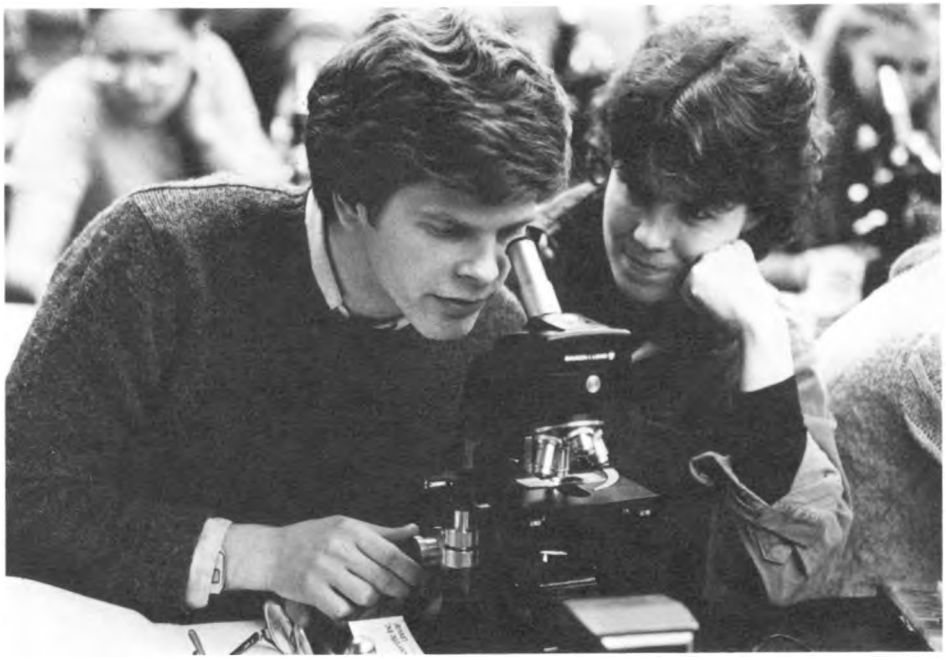
The division is affiliated with the College of Human Ecology and the College of Agriculture and Life Sciences and also includes faculty members jointly appointed with the College of Veterinary Medicine and with other institutions in New York City and England. Their responsibilities include undergraduate and graduate teaching, nutrition research, and public education, including cooperative extension programs in food and nutrition.

The Bachelor of Science degree program offers five major emphases, all built on a thorough foundation of courses in the basic sciences, nutrition, humanities, and communications. That core curriculum ensures that students are well trained to pursue any aspect of advanced study in nutrition. By their junior year students enjoy more-specialized courses suggested for the major they choose: clinical nutrition, community nutrition, consumer food and nutrition, foods, or nutritional biochemistry. Through the division's dietetics program students in any of those five emphases can meet the academic requirements for membership or registration in the American Dietetic Association.

The program of study in nutrition stresses two closely related goals: increasing our knowledge of nutrition and health and applying that knowledge to people's everyday problems. Students who major in nutritional sciences learn how to interpret basic research from the laboratory and from the social sciences. They also come to understand the practical implications of nutrition; the division encourages supervised field study and helps students find and evaluate educational experiences that provide a service to the community. Other students test their ideas by conducting original research projects as independent study or through the honors program.

Most undergraduates who major in nutritional sciences enroll in the College of Human Ecology. Students in the Colleges of Agriculture and Life Sciences and Arts and Sciences can pursue a nutrition concentration in the Division of Biological Sciences.

With a B.S. degree in nutrition, students are qualified for a variety of entry-level positions in laboratory research, consumer affairs, nutrition education, and health services. All graduates are prepared for advanced study in nutritional science, biomedical fields, and public policy.



New York State School of Industrial and Labor Relations

For list of courses see pages 66–67.

The New York State School of Industrial and Labor Relations (enrollment, about 630) offers professional study for both undergraduate and graduate students. The curriculum prepares men and women for careers in personnel and union-management relations with business and industry, labor organizations, and state and federal government agencies. Preparation for graduate study in law, education, business, psychology, sociology, economics, history, political science, international affairs, and other fields concerned with contemporary social, economic, urban, and political problems is also available.

To develop an understanding of modern industrial society, the curriculum provides a broad base in the social sciences and a core of course work in industrial and labor relations, complemented by general electives in the humanities. The freshman and sophomore years consist mainly of required courses offered by the School of Industrial and Labor Relations and the College of Arts and Sciences. Upperclass students are free to pursue elective studies, divided between courses offered by the ILR school and those offered by other divisions of the University.

Undergraduates who work to prepare for graduate work in one of the basic social sciences may use out-of-school electives to establish an informal minor in business, communications, economics, government, history, psychology, or sociology. Advanced industrial and labor relations electives are chosen from the offerings of the following departments in the school: collective bargaining, economics and social statistics, human resource management, international and comparative labor relations, labor economics, labor law and labor history, organizational behavior, and personnel.

Internships of varying lengths are available through the school during the academic year and in the summer, enabling students to confirm their interests in collective bargaining, legislation and policy formation, arbitration, education and training, union administration, personnel management, or research.

In recent years about half the school's graduating class elected to continue their study in graduate or professional schools, with the largest group entering law school and the rest divided between business school, continuing study in industrial and labor relations programs, and fields such as psychology, sociology, economics, and history.

ILR graduates who choose to work immediately after graduation find many organizations interviewing on campus for such entry-level positions as labor relations specialists, personnel management trainees, and industrial relations assistants. Other graduating students have found positions as union organizers, trainers, and researchers through networks of people familiar with the school and its graduates.

Division of Biological Sciences

For list of courses see page 62.

Biology is one of the most popular subjects for undergraduate and graduate study and research. It is a science of discovery, dealing with our understanding of ourselves and the living world of which we are a part. Many of the major problems facing society today require consideration of the limits that our biological world can endure. Attempts to solve those problems without consideration of their biological components are futile. The study of biology provides excellent preparation for careers in the medical professions and for research in the medical, agricultural, environmental, pharmaceutical, and basic biological sciences. A major in biology is as suitable for students seeking a general education as for those who want to pursue graduate or professional studies.

The Division of Biological Sciences at Cornell University offers opportunities for study in almost any aspect of biology. Its faculty members are drawn primarily from the Colleges of Agriculture and Life Sciences, Arts and Sciences, and Veterinary Medicine. Their teaching and research interests range from field biology to molecular biology and involve them with the applied sciences of agriculture and veteri-

nary medicine and the departments of geology, history, physics, chemistry, and nutrition.

Cornell's undergraduate program in biological sciences is open to students enrolled in either the College of Agriculture and Life Sciences or the College of Arts and Sciences. It is an academically demanding program, with high standards and high expectations of its students and faculty. Students majoring in biology complete a series of courses in introductory biology, mathematics, general and organic chemistry, physics, genetics, and biochemistry. Those basic courses are essential for understanding modern biology and are prerequisites for upper-level courses. Biology majors also complete courses within one of the following concentration areas to gain deeper insight into a specific area of biology: animal physiology and anatomy; biochemistry; botany; cell biology; ecology, systematics, and evolution; genetics and development; neurobiology and behavior; or an independent concentration in biophysics, microbiology (College of Arts and Sciences only), nutrition, or an area of study designed by the student and approved by the curriculum committee of the Division of Biological Sciences. Students must also achieve breadth in biology by completing two biology courses outside the chosen concentration area. Students who prefer not to concentrate in one area of biology may choose instead to complete the Program in General Biology, which includes the basic courses listed above as well as courses in anatomy, ecology, neurobiology and behavior, physiology, and plant sciences.

Cornell's biology program provides an opportunity for many students to participate in research with one of the hundred or so professors in the Division of Biological Sciences. There is no better way to round out, and bring reality to, the undergraduate experience.

The undergraduate biology program provides an excellent education through a flexible program, offering many options and alternatives that allow students to take courses that match their interests and serve their career goals. Cornell students can pursue a program of study secure in the knowledge that they are obtaining an outstanding education in the biological sciences.

Interdisciplinary Centers and Programs

Along with the pursuit of excellence in traditional subjects at Cornell, there is an acute awareness of current problems with implications stretching across disciplines. Students and faculty members in many segments of the University are exploring such problems. Their efforts take shape in new fields, programs, and centers, which include the Africana Studies and Research Center, the American Indian Program, the Center for International Studies, the Program on Science, Technology, and Society, and the Women's Studies Program.

The **Africana Studies and Research Center** is concerned with such topics as Pan-Africanism, contemporary black ideologies, and the people and movements in the black urban ghetto. The undergraduate major (through the College of Arts and Sciences) and the graduate programs are multidisciplinary and comparative, presenting a variety of subjects in focal areas of history, literature, the social sciences, and Swahili language and literature. Joint majors with the Department of Human Service Studies in the College of Human Ecology can be planned with the assistance of the center's staff. All courses offered by the center are approved for credit as electives in the College of Arts and Sciences. The center also brings visiting lecturers to the campus, sponsors a lecture series, and has arranged study tours to Africa and the Caribbean.

The **American Indian Program** offers an interdisciplinary approach to the study of American Indian life. Course work in various colleges and departments of the University provides a broad base for understanding the past, present, and future of Indian people. The program's instructional core consists of courses focusing on American Indian life, with an emphasis on the Iroquois and other Indians of the Northeast.

The **Center for International Studies** is dedicated to the support and development of Cornell's international and comparative programs. Serving as an administrative base for programs, information, and new initiatives in international studies, the center is committed to the development of multidisciplinary educational and research activities. The center sponsors area studies programs dealing with China, Japan, Latin America, Russia and Eastern Europe, South Asia, Southeast Asia, and Western and Central Europe, and topical programs centering on agriculture, law, nutrition, peace studies, political economy, population, professionalism and professional education, and rural development, viewed from an international perspective. The center also coordinates international experiences for undergraduate students. Currently a small number of students study abroad through exchanges arranged by the College of Human Ecology and the College of Agriculture and Life Sciences. A larger number of students study overseas by enrolling directly in a foreign university or in a program sponsored by an American university.

The **Program on Science, Technology, and Society** promotes teaching and research on the interactions of science and technology with political and social institutions, drawing from departments throughout the University. Courses developed by

the program both synthesize and contrast the perspectives of several academic disciplines in the analysis of relationships among science, technology, and the needs, values, and institutions of modern societies. Topics of special concern include science, technology, and public policy; biology and society; citizen participation in technical decision making; arms control and national defense policies; energy policy; environmental policy and ethics; biomedical ethics; practices, policies and operations of United States research universities; toxicology and public policy; and comparative public law.

The **Women's Studies Program,** in the College of Arts and Sciences, encourages the development of teaching about women and sex roles; examines assumptions about women in various disciplines and develops, systematizes, and integrates into those disciplines new knowledge about women; and cooperates in public service activities with the extension division of the University. The program offers courses both independently and in cooperation with other departments. Students in the College of Arts and Sciences who want to major in women's studies can design their own major through the College Scholar Program or the Independent Major Program. Any undergraduate student in the University can design a concentration in women's studies to enrich a major.

Other interdisciplinary programs include the **International Population Program,** the **Peace Studies Program,** and the **Rural Development Committee.**

Division of Summer Session, Extramural Courses, and Related Programs

The Division of Summer Session, Extramural Courses, and Related Programs sponsors a wide range of courses and special programs designed to make the University's educational resources available to as many people as possible at times that best suit their goals and circumstances.

Cornell's Summer Session, three concurrent sessions of three, six, and eight weeks, affords students from Cornell and other colleges and universities an opportunity to move more quickly toward their degrees, to take courses that may not be available during the fall and spring semesters, and to delve into areas of special interest. Academic standards are rigorous, yet the atmosphere is relaxed.

High school students who have completed their junior or senior year may apply for either Cornell University's Summer College or the Introduction to Architecture Program. Participants in both programs live and study on campus and earn credit that may be used later in college. Many Summer Session courses and special programs also offer students of all ages opportunities for personal and professional growth.

During the fall and spring semesters the division makes courses throughout the University available on an extramural basis to area residents who want to pursue part-time study at Cornell. Those who do not want to receive academic credit may participate in the division's Visitors' Program, attending classes for a nominal fee when space is available. The division also operates a continuing education information center that provides information and counseling to adults who have been out of school for several years and want to resume their studies.

Graduate Programs

Graduate study at Cornell is pursued through the Graduate School, which administers the many graduate fields of study, and through the various graduate professional colleges.

The following colleges require a baccalaureate degree for admission, except in a few cases: the Graduate School (3,820), the Law School (540), the Graduate School of Management (500), the Medical College (425), the Graduate School of Medical Sciences (140), and the New York State College of Veterinary Medicine (320). The Medical College and the Graduate School of Medical Sciences are located in New York City.

Correspondence about courses of study in, and admission to, those colleges should be sent to the individual units at the addresses below:

Graduate School
Cornell University
Sage Graduate Center
Ithaca, New York 14853

Law School
Cornell University
Myron Taylor Hall
Ithaca, New York 14853

Graduate School of Management
Cornell University
Malott Hall
Ithaca, New York 14853

Cornell University Medical College
Office of Admissions
445 East Sixty-ninth Street
New York, New York 10021

Graduate School of Medical Sciences
Cornell University
1300 York Avenue
New York, New York 10021

New York State College
of Veterinary Medicine
Cornell University
Schurman Hall
Ithaca, New York 14853

The faculty was the glory of old Cornell. It was the strength of the men whom, with marvelous insight, President White collected about him in 1868, that made the Cornell we know. . . . Everything else was raw, crude, discouraging, but with teachers was inspiration.

David Starr Jordan, class of 1872

The wealth of academic opportunities at Cornell enables students to grow intellectually and to prepare for the future. While many undergraduates earn baccalaureate degrees following traditional curricula, others choose to follow individual courses of study. Some students embark on careers after graduation; others enter graduate schools. Advisers help prepare students for whatever path they choose.

Cornell's seven undergraduate colleges provide academic counseling to students, using both faculty and peer advisers who help students select courses, choose majors, and plan for careers. Advice may be given formally (by an assigned adviser in his or her office) or informally (at a campus coffee shop or during a stroll across campus). Students who want help diagnosing their academic problems, selecting curricula, or determining vocational goals may be referred to the Academic and Career Counseling Service of the Career Center for a comprehensive program of testing and counseling. Of course, students have access to the entire faculty and support staff of the University, on whom they can rely for information and guidance in establishing and realizing their goals.

Undergraduate Business Study

Undergraduate preparation for business is available in most of the colleges at the University. Students usually 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 carefully consider the unique offerings of each program when making a choice.

Applied economics and business management. Business management and marketing, agricultural economics, farm business management and finance, food industry management, and resource economics are examples of areas available in the College of Agriculture and Life Sciences. While students take courses in theoretical economics, the program emphasizes the application of economic principles and management skills. Graduates enter a wide variety of business fields or pursue master's degree programs.

Economics. The economics program, in the College of Arts and Sciences, 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. Engineering schools provide much of the management personnel of modern industry. Engineers frequently climb the ladders of technological management, which lead to general management responsibilities; more than half the management-level personnel of major corporations have engineering degrees. Many students who enter engineering anticipate graduate business education. Study in operations research and industrial engineering is particularly appropriate for those anticipating a business management career. The curriculum focuses on the design of integrated, cost-effective systems of people, materials, and equipment for manufacturing industries, public and private service organizations, and consulting firms.

Hotel administration. The undergraduate program in hotel administration provides managers for the hospitality industry. Capability for management of motels, hotels, condominiums, restaurants, clubs, and hospitals and land and facility development is developed through instruction in personnel and general administration, financial management, food and beverage service, and communications.

Consumer economics and housing. The College of Human Ecology's program in consumer economics and housing emphasizes the economic behavior and welfare of consumers in the private, public, and mixed sectors of the economy. There is an option for a concentration on housing. Study is aimed at understanding economics, sociology, and government policy as they apply to consumer problems.

Industrial and labor relations. The world of work, especially the employee-employer relationship in the broadest sense, including the political, social, and economic forces affecting the relationship, is studied in the School of Industrial and Labor Relations. Graduates can pursue immediate employment in industry, government, and labor organizations or choose graduate study in industrial and labor relations or such related fields as law and business and public administration.

Related areas. Courses in areas related to business are found in many 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. Other programs 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 further opportunities.

Combined degree programs. Cornell's Graduate School of Management provides special opportunities for highly qualified undergraduates to combine their programs with graduate study in that school. Students in the dual-registration program generally receive a bachelor's degree after four years of study and a Master of Business Administration degree after the fifth year rather than the normal sixth year. Students in all Cornell undergraduate colleges are eligible to explore that option. There is also a program with the College of Engineering that allows qualified students to earn a Bachelor of Science, Master of Business Administration, and Master of Engineering in six years. Admission to the combined degree programs is limited to particularly promising applicants. Careful planning is required for successful integration of the work in the two areas.

Computer Use and Study

Interaction with digital computers is a part of academic life for almost every Cornell student. There are applications of digital computing to problem solving in most fields of study today. The student who majors in computer science focuses on computer and mathematics courses to become an expert in the special body of knowledge associated with the science of computing. Computer science is offered as a major field of study in both the College of Arts and Sciences and the College of Engineering. In fact, the department is shared by the two colleges, and many faculty are jointly appointed. Students generally choose the appropriate college program according to their interests outside the department, as distribution requirements and electives vary, depending on the college chosen. Many other Cornell students learn about computer science through the application of computers to other areas of study, which adds excitement to the study of traditional disciplines.

There are numerous examples of student learning experiences with digital computers in Cornell's seven undergraduate colleges. A student in the College of Agriculture and Life Sciences might use computers to study business markets, animal feed controls, water management problems, or biological phenomenon. A linguistics major in the College of Arts and Sciences might make use of a microcomputer to study language patterns and the structure of languages. An engineering student may use computer-aided design techniques and the Computer-aided Design Instructional Facility to solve engineering problems. Aspiring hotel administrators discover the usefulness of the computer in the energy management of a hotel as well as the accounting and reservations management scheme. Computer graphics applications intrigue design students in a number of colleges. Students in the College of Human Ecology use computers to analyze nutritional values for various diets, alternative mortgages for housing markets, and research data. Those in the School of Industrial and Labor Relations learn to process significant quantities of data before analyzing human resource problems. Every day faculty and students discover new ways to obtain insights into their fields of study through computer use.

For a description of computing facilities available at the University, see page 24.

Preprofessional Study

Prelaw study. Law schools do not prescribe any particular prelaw programs; nor do they require any specific undergraduate courses. Prelaw students should, however, be guided by certain principles when selecting college courses.

First, interest encourages scholarship, and students will derive the greatest benefit from studies that stimulate their interest.

Second, of great importance to the lawyer is the ability to express thoughts clearly and cogently in both speech and writing. English literature and composition and communication arts courses serve that 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. Psychology leads to an understanding of human nature and mental behavior.

Third, 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 develop better educated and more well-rounded persons.

Finally, certain subjects are especially useful in specialized legal careers. For some a broad scientific background, 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.

Whatever course of study is chosen, the important tasks are to develop the ability to think logically and analytically and to express thoughts clearly and forcefully. Those are the crucial tools for a sound legal education and a successful career.

Premedical study. Medical and dental schools, while not requiring any particular major course of study, do require that certain undergraduate courses be completed. Those courses usually include chemistry and organic chemistry, biology, physics, and a year of English composition (or a Freshman Seminar). In addition, many medical schools require or recommend at least one course in advanced biological science, such as genetics, embryology, histology, or physiology. Those courses can be included in a variety of majors.

There is no preferred major program for those considering medical or dental school; students are 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.

Qualified students in the Colleges of Agriculture and Life Sciences, Arts and Sciences, and Human Ecology may apply for acceptance into a double-registration program arranged between one of those colleges and the Cornell University Medical College in New York City. The program allows registered students to save one year in pursuit of the bachelor's and M.D. degrees. Further information about the program is available from the Health Careers Program, 203 Barnes Hall.

Preveterinary study. Students interested in a career of veterinary medicine should major in an area of study that not only suits their interests but includes the entrance requirements listed below for veterinary college. Most preveterinary students at Cornell are enrolled in the College of Agriculture and Life Sciences; there are several applied science majors, including animal sciences, that can lead to related careers if the student is not accepted into 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 New York State College of Veterinary Medicine at Cornell are English, biology or zoology, physics, inorganic chemistry, organic chemistry, biochemistry, and microbiology. All science courses must include a laboratory. The college also requires demonstrated proficiency in written and spoken English and encourages college-level work in mathematics. Those requirements, necessary for admission to the New York State College of Veterinary Medicine at Cornell, may vary slightly at other veterinary colleges.

For information on additional preparation, including work experience and necessary examinations, students should consult the brochure *Admission to the New York State College of Veterinary Medicine,* available from the Office of Admissions, New York State College of Veterinary Medicine, C117 Schurman Hall.

Officer education. Instruction in officer education is provided by the Department of Military Science (army ROTC programs), the Department of Naval Science (naval ROTC programs), and the Department of Aerospace Studies (air force ROTC programs). Further information is given in the *Announcement of Officer Education,* obtained by writing to Cornell University Announcements, Research Park. Details about the specific programs, including scholarships and active-duty requirements, may be obtained by writing to the commanding officer of the department concerned, in Barton Hall.

Academic Opportunities

Advanced placement. Entering freshmen may qualify for advanced placement credit on the recommendation of the appropriate departments of instruction. Policies for using advanced placement credit to meet degree requirements vary from one Cornell undergraduate college to another; for detailed information students should consult a member of the college's admission staff.

Results of examinations sponsored by the College Board (the Advanced Placement Program and the College-Level Examination Program) may be presented for consideration by departments for the purpose of recommending placement credit. In addition, several Cornell departments offer their own examinations, given on campus during orientation. Students may also qualify for transfer credit based on previous college work.

Information on Cornell University's advanced standing policy for foreign students may be obtained by writing to the associate director of undergraduate international admissions, 410 Thurston Avenue.

Honors programs. Honors programs are available for talented undergraduate scholars who want to do research and advanced study. Requirements for graduation with honors vary among programs, which are administered at the department level. Most honors students do undergraduate research, write a thesis (usually during the senior year), and participate in seminars.

Study abroad. Studying abroad for a semester or a year and being an active participant in another culture brings an important international dimension to the educational experience of Cornell students. Students currently study abroad through one of the many programs sponsored by American universities or through direct enrollment in a foreign university. Because many programs require two years of college-level language training, students interested in studying abroad should plan language study early in their academic program. Information on study-abroad programs is available at the Career Center or from the student advising office in each college.

Learning Skills Center. The Learning Skills Center (LSC) provides academic advising, preparatory instruction in core courses (biology, physics, English, chemistry, and mathematics), and tutorial and study sessions. A summer program before the freshman year gives new students an opportunity to pursue college courses before fall enrollment. The LSC has study accommodations and provides access to typewriters, calculators, a reserve library, old examinations, and tapes.

Reading and Study Skills Program. The Reading and Study Skills Program offers students the opportunity to acquire and improve the reading and study skills essential for academic success. Each semester a two-credit course is offered in reading improvement and study skills. Three-week workshops are also offered on study skills and time management.

Freshman Seminar Program. The purpose of the Freshman Seminar Program is to teach students to write clear and coherent English prose characterized by intellectual force and stylistic control. More than twenty University departments offer a total of 150 class sections in the program, with no more than eighteen students in each section. Thus students develop their writing ability within a field of study that is of interest to them. There are eight to fourteen written assignments, and students are given an opportunity to revise their work. Ample classroom time is provided for work directly related to writing, and individual conferences are held. Most of the colleges require students to take one or two Freshman Seminars.

Writing Workshop. The Writing Workshop, in Rockefeller Hall, offers a wide range of services for students seeking help with writing. It offers English 137 and 138, tutorials in English composition for students who have had difficulty with writing assignments. The workshop also offers a walk-in service to help students with specific problems of essay writing.

Career Services

There are career planning and placement services throughout the University. The offices that provide those services in the individual colleges are independent operations functioning in cooperation with the University Career Center. The services available include on-campus recruiting, job-hunting seminars, and individual counseling.

The services of the Career Center cover nearly every dimension of career planning. Counseling and information are available on career exploration, fellowships, graduate and professional study, health careers, internships, on-campus interviews, job hunting, minority opportunities, and travel and study abroad. The Sage Hall office, at 14 East Avenue, houses the center's library and deals with graduate and professional school advising, programs for minorities, and job hunting. The office in 203 Barnes Hall deals with academic and career counseling, health careers, and credentials.

A list of programs and events presented by the Career Center appears in each Monday's edition of the *Cornell Daily Sun.*

Cornell is a learning community that is enriched by the strengths of each member. I believe that we learn not only from the faculty but from each other.

Amitrajeet Batabyal '87

Cornell staff and students arrange orientation activities and other programs to help new students acclimate to this new community. Orientation, scheduled for the days just before the start of fall semester, introduces new students and their parents to Cornell and helps them feel part of the University. There are social and recreational activities that provide opportunities to meet fellow students and other programs that cover the academic side of college life, such as library tours and meetings with faculty advisers. Orientation counselors, upperclass student volunteers, are especially helpful throughout the first few months of adjustment. There are others to consult as well. In addition to faculty and peer academic advisers, each residence hall is staffed by a professional director and several undergraduate resident advisers.

Parents' Weekend, in the fall semester, is full of educational, cultural, social, and athletic events for families to attend together.

The Freshman Year

Perhaps the most exciting change for Cornell freshmen is in the learning environment. Many introductory courses have large enrollments. Those lecture-style classes are taught by some of Cornell's most eminent scholars and are accompanied by a small laboratory or discussion meeting each week. Although it may seem difficult to ask questions in the lecture setting, teachers encourage questions after class, during labs, and during discussion sections. Beyond the introductory level, as students begin to specialize and explore, most courses are much smaller. Freshmen also take a Freshman Seminar, with fewer than twenty other new students each semester. Those seminars provide close interaction between the students and the faculty member, as both the course topic and writing skills are discussed. There are 150 Freshman Seminars available, with topics ranging from science writing to Viking history.

Another characteristic of institutions like Cornell is what is often referred to as a competitive academic atmosphere. Most Cornell students are highly motivated and set high goals for their academic lives as well as for their other pursuits. Cornell's curriculum is vigorous and stimulating. The faculty members have high standards, yet academic competition results primarily from the students' personal drive. Students are challenged by that spirit, as well as by the quality of instruction.

Most students who enter Cornell remain here until they earn their degree. In the fall of 1983 about 84 percent of the students who entered the private undergraduate units (architecture, art, and planning; arts and sciences; engineering; and hotel administration) in the fall of 1977 had either graduated or were still enrolled. In the state-supported units (agriculture and life sciences, human ecology, and industrial and labor relations) about 91 percent had graduated or were still working toward a Cornell degree.

The freshman year is a microcosm of the college experience. It is full of newness and varies from student to student, yet it is indeed a stepping-stone. New students who grasp the opportunities and challenges of college years will be well prepared to meet future challenges.

Transfer Students

Transfer students may experience some of the same feelings as freshmen and may need to adjust to the differences between Cornell and previous colleges. They participate in the University's orientation program; there are also special orientation activities that address the unique needs of transfer students.

Transfer students live in both on-campus and off-campus housing facilities. The Transfer Center in Clara Dickson Hall and the Transfer House near North Campus organize activities and programs for all transfer students. It takes some extra effort initially to make friends, as it does for all new students. Transfers generally adjust quickly to academic and social life at Cornell. They become active participants in University life, taking advantage of Cornell's various resources. Whether a student's stay at Cornell spans two, three, or four years, it can be an exciting and fulfilling experience.

Academic and Intellectual Life

Libraries. Cornell students enjoy studying and doing research in the Cornell University libraries, one of the major academic library systems in the country. The sixteen campus libraries contain nearly five million volumes and currently subscribe to some

56,000 periodicals. Students are entitled to use all the libraries on campus, and have access to almost all the book stacks.

At the south end of the Arts Quad is Uris Library, the building with the tower that has become the symbol of Cornell. Uris particularly serves undergraduate students taking liberal arts courses. Across the walk from Uris is John M. Olin Library, devoted more specifically to graduate and faculty research. Olin houses a card catalog that includes the books in all the libraries on campus.

The largest of the specialized college libraries is Albert R. Mann Library, containing half a million volumes. Located on the Ag Quad, it serves the College of Agriculture and Life Sciences and the College of Human Ecology and includes research material for the Division of Biological Sciences. There are also libraries on campus for architecture, art, and planning; engineering; hotel administration; industrial and labor relations; law; management; and veterinary medicine. In addition, many departments (Africana studies, theatre arts, nutrition, entomology, mathematics, music, and physical sciences) maintain their own libraries.

Computer facilities. Computers are rapidly becoming integrated into academic life as an increasingly important part of instruction and research. Cornell now has three mainframe computers, two IBMs and a DEC 2060. They connect with ten public terminal sites in different areas of the campus and provide two hundred interactive terminals for student computing. There are also microcomputers at several of those sites, in addition to a microcomputer facility with thirty-two TERAKs, used primarily in introductory computer science courses. The curriculum also reflects the campus emphasis on computer literacy. For example, the use of an IBM displaywriter was integrated into ten Freshman Seminars to help students improve their writing skills. Free computing accounts are distributed at University registration to introduce students to the wide array of computing opportunities.

Faculty. The faculty of Cornell numbers nearly sixteen hundred and includes many who are recognized internationally as leaders in their fields. Well-known figures, including poet Archie Ammons, economist Alfred Kahn, chemistry Nobel laureate Roald Hoffmann, physics Nobel laureate Kenneth Wilson, writer Alison Lurie, composer Karel Husa, astronomer Carl Sagan, ornithologist Thomas Cade, and developmental psychologist Urie Bronfenbrenner, teach fundamentals to their students and probe the esoteric with them.

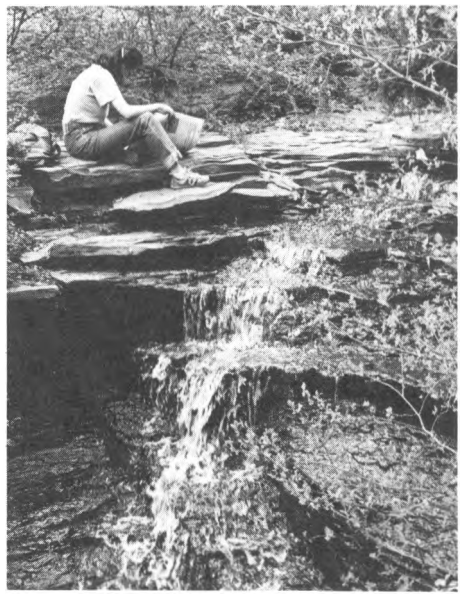
Since the University has always assigned a high priority to the quality of its undergraduate programs, most of the faculty members are actively involved in undergraduate education as well as graduate education and research. It is not uncommon to find department chairpersons teaching introductory classes and prominent scholars offering courses for general enrollment. Attracted by the vitality of the Cornell faculty and programs, visiting scholars provide other dimensions to the intellectual life of the community.

Contact with Cornell faculty members is an important part of the Cornell experience. Faculty members are not only distinguished teachers and researchers; they are also accessible advisers to undergraduates. A student may get to know an individual professor because of a shared academic or nonacademic interest. Faculty members hold office hours, and many departments have regular brown bag lunch seminars for faculty members and students. Since Cornell is a major research institution, there are ongoing research projects in many fields. Interested and motivated students get involved in research activities for credit, as part of work-study employment, or as a volunteer experience.

Learning outside the classroom. Learning, like contact with faculty members, is not confined to the classroom, laboratory, or seminar room. Cornell students in many fields of study participate in fieldwork programs, internships, engineering cooperative programs, and research projects. Credit is often given for those experiences. Students live and work in Albany, Washington, D.C., New York City, and other places where they can best learn about the work of government, community organizations, businesses, and industries. In addition, each year many students study at colleges and universities in other countries. There are some formal exchange programs with colleges overseas, but students often make their own arrangements for one or two semesters of study in absentia.

Opportunities for exposure to a variety of art forms, cultures, and topics are as much a part of student life at Cornell as are course work and research papers. For example, dozens of extracurricular lectures are given each week, ranging from scholarly presentations on a specific subject to talks with campuswide appeal by well-known speakers.

Cornell students have many opportunities to attend or participate in theatrical and dance productions. Theatre Cornell presents a full season of classical, modern, and experimental dramas. There is also the Risley Residential College's theater and the Cornell Savoyards, who produce Gilbert and Sullivan operettas. Informal and formal dance programs are presented each year by student dancers and choreogra-



Campus Life and Activities

The nonacademic side of each student's life can be as rich in diversity and depth as the academic side. Cornell students relax and socialize together, discuss worldwide or campus concerns, develop their own living communities, and pursue other interests.

The enrichment of the human contacts of student life is the objective of the University departments that coordinate campus activities and services for Cornell students. There are over four hundred student organizations. Some fit under conventional headings, such as music, recreation, religion, and social action groups. Others are harder to classify—the International Brotherhood of Magicians, Wargamers, and the Classics Discussion Group, to name a few. Among the clubs are those for persons with similar academic interests or hobbies, local chapters of professional associations, associations of international students, and a number of national honoraries that recognize scholarship and service. If an interest group does not now exist, persons with shared interests can readily establish one.

For many students fraternity or sorority life is an integral part of their Cornell experience. There are fifty fraternities, with

phers and by touring dance companies.

Students who want to participate in music making can find many opportunities through the Sage Chapel Choir, the Cornell Chorus, the University Glee Club, the University orchestras and bands, chamber music ensembles, the Opera Workshop, the Collegium Musicum, the Indonesian Gamelan, and several other musical organizations.

The University Faculty Committee on Music sponsors programs by visiting soloists and major orchestras in the Bailey Hall Series, string quartets and other groups in the Statler Series, and occasional operas, ballets, and special events. Several times each month the Department of Music sponsors free concerts and lectures by visiting artists or by Cornell faculty members and students. The Cornell Concert Commission offers a series of student-produced rock, folk, soul, and jazz concerts. Local bluegrass and folk performers are featured in informal concerts such as weekly events in the Commons, a campus coffeehouse.

Exhibitions of various forms of art are part of the campus resources. The displays include works of students, visiting collections, and the permanent University collection, housed at the Herbert F. Johnson Museum of Art. Other campus locations for art displays include the art room in Willard Straight, the Olive Tjaden Gallery in Olive Tjaden, the John Hartell Gallery in Sibley, and galleries in Goldwin Smith and Martha Van Rensselaer.

Throughout the year and on almost every night of the week educational and entertaining films can be seen on campus at reduced rates. There are also a half-dozen commercial theaters in Ithaca.

37 percent of the male undergraduate students as members, and fifteen sororities, with 24 percent of the female undergraduate students as members. Cornell has one of the largest Greek systems in the country; diversity is the key to its continuing growth. While satisfying room and board needs for students, fraternities and sororities provide opportunities for friendship, leadership, personal growth, and community service.

Cornell's system of campus government consists of four deliberative bodies representing the University population as a whole and its three major components: students, faculty members, and employees. That system recognizes the diversity and the unity that are basic to the life of any academic community. The Student Assembly consists of twenty-three students elected by the student population, and it has legislative authority over the policies of Cornell Dining, the Department of Residence Life, the Department of Unions and Activities, and the Office of the Dean of Students. The University Assembly focuses on matters concerning the entire campus community; its delegates are drawn from the Student Assembly, the Employee Assembly, and the Faculty Council of Representatives.

Cornell students edit and publish a number of publications, including an independent daily newspaper, the *Cornell Daily Sun.* They are involved in printing a yearbook, literary magazines, humor magazines, and magazines relating to special fields, such as the *Cornell Engineer, Equity,* and the *Cornell Countryman.*

Want to Ask a Student a Question?
Prospective students often have questions they would like to ask undergraduates about life on campus. If you have such questions, the Cornell Ambassadors would like to hear from you. The Ambassadors are undergraduate representatives of all the colleges on campus. If you know the unit or field in which you are interested, please include it in your letter; the Office of Admissions will forward the letter to the appropriate Ambassador for a reply. Write to Cornell Ambassadors, Box DSH, Office of Admissions, 410 Thurston Avenue, Ithaca, New York 14850.

The Department of Unions and Activities coordinates resources for educational and recreational activities outside the classroom. Three University union buildings serve as campus community centers: Willard Straight Hall, Robert Purcell Union, and Noyes Center. Those facilities include a theater, a browsing library, lounges, darkrooms, rooms for social gatherings and meetings, information centers, convenience stores, game rooms, music listening and practice rooms, and dining halls. Several student organizations run social, cultural, recreational, and educational programs in union facilities and other campus buildings.

The Third World Student Programming Board presents events to highlight minority and ethnic cultures. In addition there are many organizations that may be of interest to minority students, such as the Asian-American Coalition, Black Students United, La Asociación Latina, and the Mexican-American Student Association.

The Experimental College offers students and other members of the campus community a wide variety of noncredit courses in dance, poetry, photography, mime, yoga, and other interesting subjects.

It is almost impossible to generalize about the social lives of Cornell students. The ways Cornellians spend their leisure time is as diverse as their academic interests or personal backgrounds. Some students are involved in campus politics, while others are concerned with the world hunger problem. Some may prefer to attend a performance of a jazz band at a coffeehouse, while others never miss a classical music concert, an art exhibit opening,

or an athletic event. Although Cornell students place a high priority on their academic commitments, they make time for social experience with colleagues and friends.

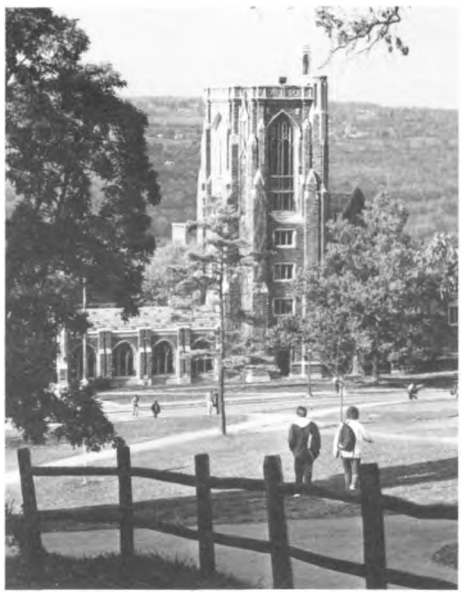
Ithaca is a small yet cosmopolitan city with many unique opportunities for its permanent residents and for Cornell and Ithaca College students. The natural environment, with its waterfalls, gorges, lake, and rolling hillsides, is a grand setting for recreation and relaxation. Cultural activities in town complement the busy schedule on campus. Ithaca's residents are probably its greatest resource: the people combine their talents and interests to mold an exciting community.

Athletics

At Cornell athletic programs have been designed to meet the needs of every student who wants to participate. The Department of Physical Education and Athletics has three components: physical education for men and women, intramurals, and intercollegiate athletics. With a few exceptions, all freshmen must complete two terms of physical education and pass a basic swimming test. There are about seventy physical education courses from which to choose, including basketball, bowling, downhill skiing, jogging, squash, and weight lifting. Intramurals give students the chance to compete in team sports. Last year almost 35,000 contestants made up over two thousand teams in 190 leagues that included dormitory, graduate, independent, and coeducational teams. The variety of sports in this program is unusual: box lacrosse, broomstick polo, horseshoes, inner-tube water polo, and sailing, as well as the more traditional sports, such as softball, touch football, and wrestling.

At the most advanced level of competition is intercollegiate athletics. Cornell supports one of the largest programs of varsity sports in the country and is a member of the Ivy League, the ECAC, and the NCAA. There is intercollegiate competition for men in baseball, basketball, crew, cross-country, fencing, football, golf, hockey, lacrosse, lightweight football, polo, riflery, sailing, skiing, soccer, squash, swimming, tennis, track, and wrestling. Women's intercollegiate teams include basketball, crew, cross-country, fencing, field hockey, gymnastics, ice hockey, lacrosse, polo, sailing, skiing, soccer, swimming, tennis, track, and volleyball.

Athletic and recreational facilities include an indoor ice rink, two competition-sized indoor pools, a golf course, playing fields, squash courts, indoor and outdoor tennis courts, crew tanks, gymnasiums, and a riding arena.



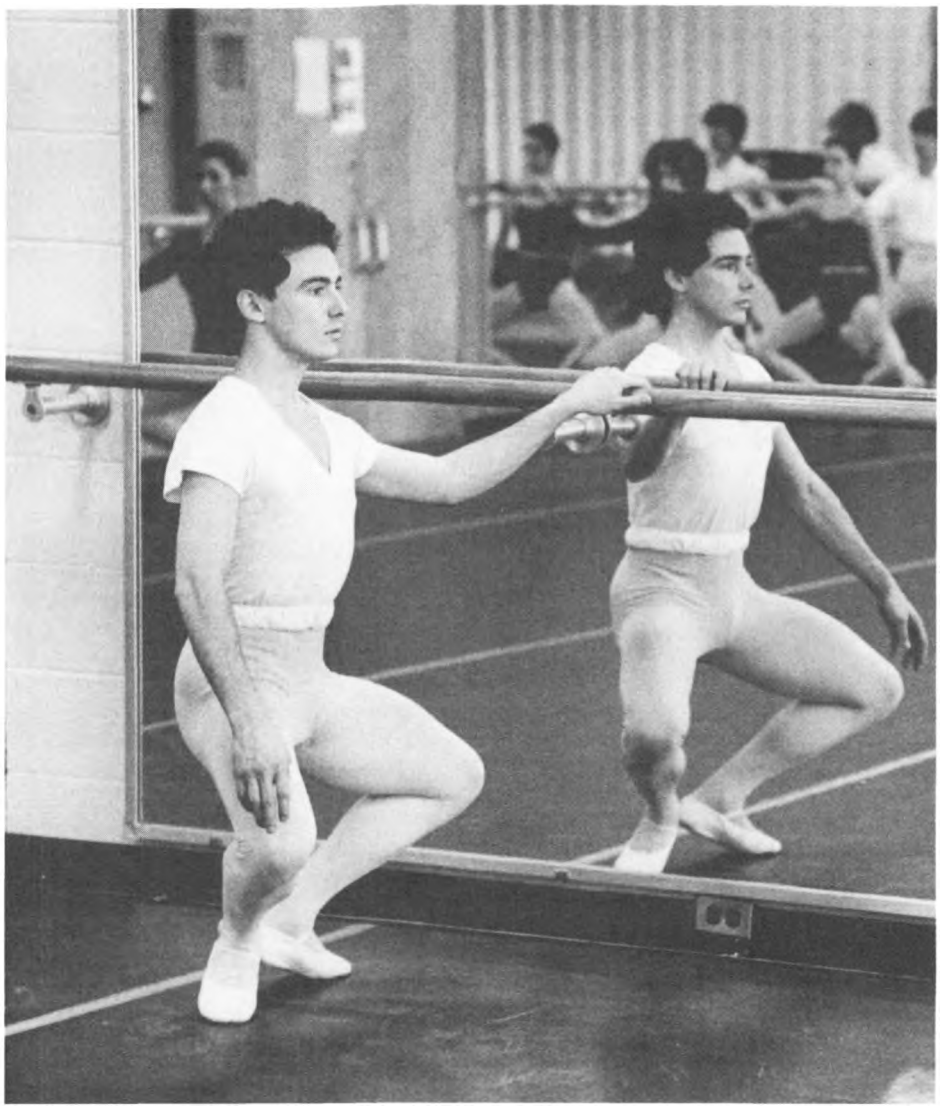
Residence Life and Dining

Living arrangements at Cornell are flexible, and students are permitted to live on or off campus. Many students prefer to live on campus, just a few minutes away from classes, the libraries, an evening concert, a lecture, or a film. Others rent apartments or rooms nearby in the Ithaca community or live in fraternities or sororities. The University provides numerous residence halls, accommodating about six thousand single undergraduate and graduate students. The residence halls offer substantial variety in style, size, and type of living arrangement. There are single rooms, double rooms, triple rooms, suites, and a few apartments. Some halls are reserved for women or men, and others are coeducational.

Students are assured of on-campus housing for the freshman year. After the first year a lottery system is used to match interested students with rooms in residence halls. There is some on-campus housing available for new transfer students each year.

In addition to the large, traditional residence halls, there are small units that provide an opportunity for cooperative living arrangements for upperclass students. Residential program houses are reserved for students who share a particular interest, such as ecology or the performing arts.

Unfurnished apartments for 420 students and their families are available in three apartment complexes. Requests for



further information should be directed to the Family Housing Office.

The Off-Campus Housing Office has information about rooms and apartments available in the Ithaca area. The staff serves both undergraduate and graduate students and provides programs and activities for students living off campus.

Cornell maintains dining services in ten locations: Willard Straight Hall, Robert Purcell Union, Noyes Center, Balch Hall, Sage Hall, Hughes Hall, Noyes Lodge, Risley Hall, Martha's, and the Red Bear Cafe. The Statler Student Cafeteria, affiliated with the hotel school, is another dining location on the Cornell campus. Those facilities are open to all students on a cash or credit basis, whether or not they live in University residence halls or subscribe to a specific dining plan. The University has no dining requirement; students may eat when and where they choose.

Cornell's Co-op Dining program has been acclaimed as one of the most convenient and flexible dining programs in the country. Students choose from a wide range of prepaid options. Members of the Co-op Dining plan may eat at any of six dining areas. Those who miss dinner may eat at a designated unit until 10:00 p.m.

Cornell Dining also operates a grocery store on campus, the Pick-Up Store in the lower level of Noyes Lodge.

Student Services

The Dean of Students' Office is the University office concerned with all aspects of student life. The staff of advisers help students solve whatever problems arise and make referrals to appropriate professionals on campus. Staff members advise fraternities and sororities and help with peer-counseling programs. The office also sponsors sex- and drug-education programs, special programs for married students, personal growth workshops, and orientation for new students.

Cornell United Religious Work (CURW) coordinates the work of the various ministries at Cornell. Established in 1929, it is housed in Anabel Taylor Hall, a five-level building that includes chapels, offices for staff in campus ministry, the Commons Coffeehouse, the Alternatives Library, the offices of CIVITAS (Cornell-Ithaca Volunteers in Training and Service), classrooms and social lounges, and the offices of the Center for Religion, Ethics, and Social Policy. CURW also administers the interfaith services at Sage Chapel held every Sunday during the acadmic year.

The programs of CURW include a wide range of worship services, pastoral counseling, retreats, lectures, and community involvement projects. Religious scholars are regularly invited to the campus for lectures and sermons. The current member groups of CURW are: AME Zion, Baha'i, Christian Science, Eastern Orthodox, Episcopal, Evangelical Alliance, Friends (Quakers), Hillel (Jewish), Korean Church, Latter-Day Saints, Lutheran, Muslim, Protestant Cooperative Ministry (American Baptist, Methodist, United Church of

Christ, and United Presbyterian), Roman Catholic, Southern Baptist, and Unitarian-Universalist. The programs of CURW are open to all persons, with or without religious affiliation.

The Committee on Special Educational Projects (COSEP) offers several programs to support minority students at Cornell. Students from ethnic minority groups make up almost 15 percent of the undergraduate population. COSEP coordinates academic, tutorial, and counseling support services, provided through a central staff and the individual colleges. The COSEP staff also concerns itself with student needs such as work-study jobs and leadership training and provides assistance to student groups in financial budgeting and program planning. Extracurricular activities of particular interest to minority students are part of the diversity of campus life at Cornell.

The International Student Office gives students from other countries information and assistance with problems involving arrival, housing, immigration, financial matters, and personal or social situations. In operation since 1936, the office serves the more than fourteen hundred foreign students currently enrolled.

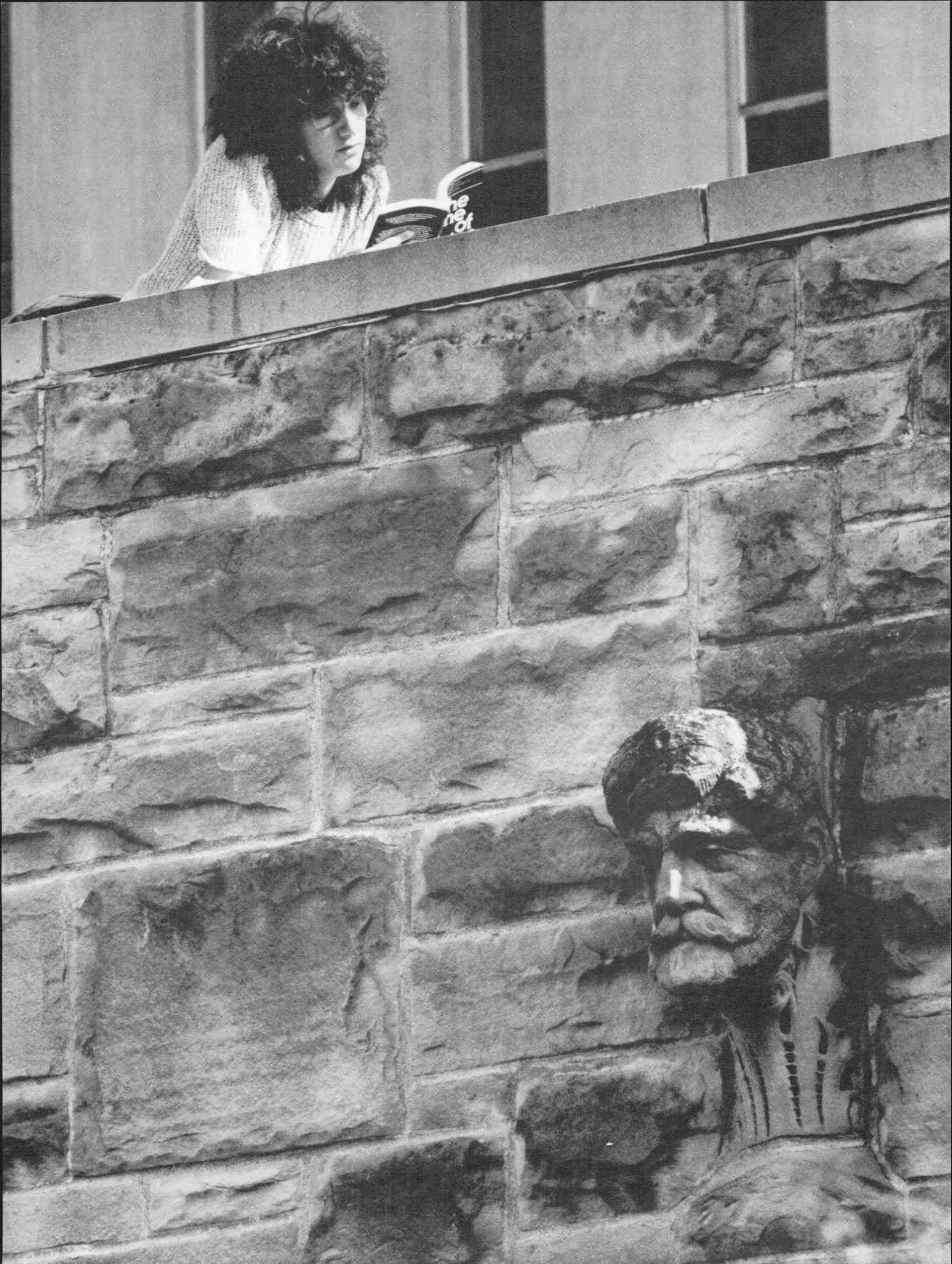
The Department of University Health Services (UHS) offers the following to all full-time students at Cornell: (1) unlimited visits to Gannett Health Center; (2) overnight care at the center; (3) after-hours and emergency care; (4) ordinary laboratory tests, X-ray examinations, and physiotherapy services performed on site, as approved by UHS physicians; (5) counseling services at the center and in the Psychological Service; and (6) sex counseling. Arrangements can be made for health care for spouses of students. The medical staff consists of attending physicians from the UHS staff and consulting physicians and surgeons in the various medical fields from Ithaca and the vicinity.

Cornell University is committed to assisting those disabled students who have special needs. A brochure describing services for the disabled student may be obtained by writing to the Office of Equal Opportunity, 234 Day Hall. Questions or requests for special assistance may also be directed to that office.

Table 1. Directory of Student Services

Bursar	260 Day Hall	256-2336
Career Center	14 East Avenue	256-5221
COSEP	100 Barnes Hall	256-3841
Counseling	103 Barnes Hall	256-3608
Dean of Students' Office	103 Barnes Hall	256-4221
Dining	233 Day Hall	256-8581
Disabled students	234 Day Hall	256-5298
Family housing	40 Hasbrouck Apartments	256-5333
Health	Gannett Health Center	256-5155
Information and Referral Center	Lobby, Day Hall	256-6200
International students	200 Barnes Hall	256-5243
Off-campus housing	103 Barnes Hall	256-5373
On-campus housing	1142 North Balch Hall	256-5368
Orientation and new-student programs	103 Barnes Hall	256-4131
Religious affairs	118 Anabel Taylor Hall	256-4214
Student activities	533 Willard Straight Hall	256-4180
Traffic Bureau	116 Maple Avenue	256-4600

Note: All telephone numbers begin with the 607 area code.



If there is any intangible possession that distinguishes this university, it is the tradition of freedom united with responsibility—freedom to do what one chooses, responsibility for what it is that one chooses to do.

Carl Becker, the John Wendell Anderson Professor of History

Choosing a college or a university is a challenging, important, and exciting process. So, too, is choosing the students for the next year's enrolling class.

Admission decisions involve the review of both objective and subjective materials. Among the most important criteria for admission to Cornell University are intellectual potential and commitment—a complex combination of ability, achievement, motivation, diligence, and use of educational and social opportunities. Nonacademic qualifications are important as well. The University seeks individuals with outstanding personal qualities. Initiative and leadership, often reflected in a record of significant involvement in extracurricular activities, are important.

Both faculty members and students benefit academically and personally from a diverse student body. The colleges at Cornell admit men and women of many social, economic, and cultural backgrounds, racial and national identities, and special talents. College selection committees evaluate students' achievements and potential, seeking to admit those who will best benefit from, and contribute to, the environment of Cornell. Students with unusual talents and achievements in music, acting, creative writing, science, athletics, politics, and other areas may want to provide additional information to the committees.

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, age, or handicap. The University is committed to maintaining affirmative action programs which will assure the continuation of such equality of opportunity.

Students may submit only one application to Cornell for a given semester. Freshman applicants do have the option of indicating a college of second choice and may, under certain circumstances, be considered for admission to the second-choice college if the first-choice college does not make a positive admission decision. Each applicant competes only with those seeking admission to the same Cornell unit. Each college has its own selection committee, offering admission to those who best demonstrate the potential to benefit from the Cornell experience and the offerings of that college.

Criteria for Selection

Academic competence. Cornell University is devoted primarily to the intellectual development of its students. Those selected for admission have demonstrated the intellectual capacity to profit from the educational environment. Intellectual preparedness for study at Cornell is judged from the applicant's academic record, the recommendations of school authorities, and standardized college admission tests.

Extracurricular activities. While the basic requirement for admission is demonstrated intellectual capability, admission committees also note and evaluate evidence of an applicant's involvement in nonacademic areas. A student's participation in extracurricular school and community activities, the use made of vacation periods, and work experience or other activities related to the applicant's professional objective are all significant features.

Character, personality, and motivation. The intangible but important factors that form good character and an effective personality receive full consideration in the selection process. Cornell seeks to enroll individuals with outstanding personal qualities, including honesty, integrity, fairness, compassion, and altruism. The selection committee assesses those factors from letters of reference, essays, and available interview reports.

Evidence of strong motivation for attaining higher education and for pursuing a specific field of education is desirable. The schools and colleges that focus on professional programs select students who, having met all other qualifications, show the most compelling evidence of their commitment to, and awareness of, the field. Because the number of qualified applicants exceeds the number of spaces available, all the undergraduate units must limit their enrollment.

Geographical distribution. Cornell University prides itself on drawing its students from all parts of the United States and more than ninety foreign countries. The University believes in the educational values inherent in bringing to the campus persons of widely different backgrounds and directs its admission policies toward that end.

The undergraduate divisions financially assisted by New York State—the College of Agriculture and Life Sciences, the College of Human Ecology, and the School of Industrial and Labor Relations—encourage applications from well-qualified out-of-state students. The private divisions—the College of Architecture, Art, and Planning, the College of Arts and Sciences, the College of Engineering, and the School of Hotel Administration—impose no restrictions regarding residence. Among applicants of approximately equal qualifications, some preference may be given to those whose homes are in areas underrepresented in the student body.

Children of alumni. The University encourages applications from the children of alumni. In choosing among applicants of approximately equal qualifications, including scholarship, extracurricular activities, character, personality, and motivation, the son or daughter of an alumnus or alumna may receive preference. The Cornell relationship receives serious consideration by selection committees, although the statutory units, because of their New York State affiliation, cannot weigh that factor as heavily as the endowed divisions can.

Profile of the Class of 1988

Applicants to colleges

	Applications	*Acceptances*	*Enrolled Freshmen*
Agriculture and life sciences	3,303	1,042	640
Architecture, art, and planning	607	140	90
Arts and sciences	8,562	2,544	960
Engineering	4,658	1,380	625
Hotel administration	790	163	136
Human ecology	1,029	382	276
Industrial and labor relations	533	193	130
Total	19,482	5,826	2,857

Secondary schools last attended by applicants: public, 75.1%; private, 19.4%; parochial, 5.5%

Male and female distribution of entering students: male, 54%; female, 46%

Geographical distribution of entering students

New England	11.7%	Midwest	6.3%
New York	51.3	Southwest	1.9
Middle Atlantic	17.8	West	4.4
Southeast	3.9	Foreign countries	2.6

Matriculants with need-based financial aid: 1,581

Minority students among matriculants: 570 (20.0%)

Children of Cornell alumni: applicants, 1,255; acceptances, 596; matriculants, 379

Required Interviews

College of Architecture, Art, and Planning. Applicants to the Department of Architecture and the Department of Fine Arts are encouraged to visit the campus in the fall of the year before anticipated enrollment for the required interview. Because those departments have separate selection processes, each applicant must specify the department to which he or she is applying and arrange an interview with that department. It is to the applicant's advantage to schedule the interview at Cornell, but if an applicant is unable to travel to Ithaca, other arrangements may be possible.

Prospective architecture students who have submitted part 1 of the Cornell application should arrange for an interview by contacting the admission coordinator, 135 East Sibley Hall (607/256-4376). Although students may bring samples of work to the interview, a formal portfolio need not be presented at that time. A file portfolio must be submitted to the above address by the appropriate deadline for review by the department's admission committee. Information about deadlines and specific portfolio requirements should be obtained from the admission coordinator during the junior year or early fall of the senior year.

Fine arts applicants should arrange for an interview by contacting the administrative assistant, Department of Fine Arts, 100 Olive Tjaden Hall (607/256-3558). Originals of the applicant's artwork (independent work or class assignments) must be presented at the interview. A file portfolio must also be brought to the interview or mailed by the appropriate deadline to the above address for review by the department's admission committee. Information about deadlines and specific portfolio requirements should be obtained from the administrative assistant as early as possible.

School of Hotel Administration. The prospective student is responsible for arranging the required interview. On-campus interviews are strongly encouraged, but when a visit to the campus is impossible, arrangements can be made for interviews in other locations. Contacts with other representatives of the University do not substitute for the required individual interview arranged through the school's admission office. Appointments are made by contacting the admission secretary, School of Hotel Administration, Statler Hall (607/256-6376).

School of Industrial and Labor Relations. The school writes to each applicant about the required interview after it receives the application. Alumni interviews and informational visits to the school do not normally substitute for the formal interview. Arrangements for informational visits may be made by contacting the Office of Admissions, School of Industrial and Labor Relations, 101 Ives Hall (607/256-2222).

Applicants living abroad. To arrange an interview abroad or to make other arrangements for fulfilling the interview requirement, applicants living outside the country should contact the appropriate college's director of admissions as soon as possible.

Optional Conferences and Interviews

College of Agriculture and Life Sciences. The college offers admission conferences, in small groups and individually, by prior appointment. Appointments for individual and group conferences for freshman and transfer applicants are available, as time allows, weekdays from June 1 through mid-December. Transfer applicants are usually granted individual appointments to discuss their preparation for transfer, although group transfer conferences are sometimes scheduled.

Group conferences for high school students are scheduled on Monday and Friday at 11:15 a.m. and 2:30 p.m. throughout the year. Students and their families are invited to attend. A videotape presentation about the college and its programs is followed by a discussion of admission procedures, financial aid, and student life. Questions are encouraged. After the group conference visitors may tour the campus with a student representative. A Saturday group conference is also offered once a month during the fall.

Arrangements may be made by contacting the Office of Admissions, College of Agriculture and Life Sciences, 195 Roberts Hall (607/256-2036).

College of Arts and Sciences. The college welcomes requests from prospective students for personal interviews or group conferences. Although not required for admission, an interview does provide the admission representative with an opportunity to talk with the prospective student, to answer questions, and to record any observations that may be useful to the admission committee.

Personal intervews for prospective freshmen are conducted on campus Monday through Friday from 9:00 a.m. to 4:00 p.m. from June 1 through January 1. Interviews for transfer applicants are offered through mid-March. Appointments should be scheduled well in advance by writing or calling the Arts and Sciences Office of Admissions, Binenkorb Center, Goldwin Smith Hall (607/256-4833).

All prospective students and their families are invited to attend group conferences to discuss the curriculum, special programs and options, student life, and admission and financial aid policies. Members of the faculty generally participate in the conferences, which are intended to be informative rather than evaluative. Conferences are held on Mondays at 10:00 a.m., Fridays at 3:00 p.m., and Saturdays at 10:00 a.m. from September 22 through January 1 and are followed by a tour of the college. Appointments are recommended and may be arranged by contacting the college's admission office.

College of Engineering. The college encourages prospective students and their families to visit the campus for a group admission conference. Group conferences, in which current students and faculty members often participate, are available Mondays and Fridays at 10:10 a.m. and 1:30 p.m. throughout the year and on several Saturdays during the fall term. Conferences are followed by a tour of the engineering facilities, and visitors are invited to have lunch with an enrolled student. The number of requests to attend the sessions is large, and prospective students are urged to make reservations well in advance with the appointment secretary, College of Engineering, Office of Admissions and Undergraduate Affairs, 167 Olin Hall (607/256-5008).

Conferences present information about the engineering profession and the programs of study available in the college, special programs and opportunities, and student life. Questions are encouraged, and parents are welcome to attend the sessions.

College of Human Ecology. The college offers small group conferences that explain the academic programs of the college and its student support programs. They are scheduled on Mondays at 10:30 a.m. and 3:00 p.m. and Fridays at 10:30 a.m. and 2:00 p.m. throughout the year. Individual conferences may be scheduled for Tuesdays, Wednesdays, and Thursdays. A group conference is also available at 10:00 a.m. on two Saturdays each month in the fall. Appointments for all conferences should be made at least a week in advance. If advance notice is not possible, the college will try to accommodate prospective applicants. Appointments can be arranged by contacting the Office of Admissions, College of Human Ecology, 172 Martha Van Rensselaer Hall (607/256-5471).

Alumni Secondary Schools Committee program. Cornell is eager to help prospective students and their families learn about the University from various perspectives. To supplement campus visits and the information provided in publications like this, the University's Office of Admissions coordinates the efforts of an extensive network of volunteers in the Alumni Secondary Schools Committee (ASSC) program. Some of the committees host gatherings in their local areas for interested students, applicants, and accepted students. Members contact applicants and represent the University at college information programs.

The Office of Admissions refers the names and addresses of as many applicants as possible to area alumni representatives, who can then make arrangements for information interviews. While ASSC interviews are not required, they give applicants another opportunity to broaden their knowledge of Cornell. In addition, interview reports may provide selection committees with a better understanding of applicants. The ASSC interview does not substitute for the required interview in the College of Architecture, Art, and Planning and the Schools of Hotel Administration and Industrial and Labor Relations.

Table 2. Requirements and Recommended Preparation for Freshman Admission

	Secondary School Subjects	Standardized Tests*
Agriculture and life sciences	16 units, including 4 units of English and 3 units of mathematics	SAT or ACT (applicants twenty-four or older who have been out of school for three or more years and have taken neither examination may request a waiver of the requirement by writing to the director of admissions of the college)
Architecture, art, and planning	*Architecture:* 16 units, including 4 units of mathematics (including plane geometry, intermediate algebra, and trigonometry) and 4 units of English *Art:* 16 units, including 4 units of English, and 3 or 4 units of foreign language (3 years of one language or 2 years each of two languages)	*Architecture and art:* SAT or ACT
Arts and sciences	16 units, including 4 units of English, 3 units of mathematics, 3 units of science, and 3 units of one foreign language (deficiencies should be explained in a letter accompanying the application for admission)	SAT or ACT; three College Board achievement tests in different subjects, one of which must be English composition (with or without essay); early decision applicants see p. 37
Engineering	16 units, including 1 unit of chemistry, 1 unit of physics, and 4 units of mathematics (to include 2 units of algebra, 1 unit of geometry, and 1 unit of a precalculus subject such as trigonometry)	ACT or both SAT and College Board achievement tests in mathematics (level I or II) and in chemistry or physics; early decision applicants see p. 37
Hotel administration	16 units, including 4 units of English, 3 units of mathematics, and 1 unit of chemistry	SAT or ACT
Human ecology	16 units, including 4 units of English, 3 units of mathematics, 1 unit of biology, and 1 unit of chemistry or physics	SAT or ACT (applicants twenty-four or older who have been out of school for three or more years and have taken neither examination may request a waiver of the requirement by writing to the director of admissions of the college)
Industrial and labor relations	16 units, including 4 units of English	ACT or both SAT and College Board achievement tests in English and mathematics (level I or II) (applicants who have already graduated from high school should contact the school's office of admissions)

*Students whose native language is not English must fulfill the English proficiency requirement (see p. 40) even if currently studying in the United States.

Admission of Freshmen

A freshman applicant is any applicant who (1) will complete high school during the current academic year (even one who will graduate at midyear and pursue a college program for the rest of the academic year), or (2) is seeking early admission after the junior year in high school, or (3) has already graduated from high school but has earned fewer than twelve academic credits at a college or university.

Admission requirements. Each college has its own requirements for freshman admission, summarized in table 2. Applicants are responsible for completing the requirements of the college to which they are applying. Those indicating a second-choice college must also meet that college's requirements to be eligible for consideration if the applicant's first-choice college does not make a positive admission decision.

Standardized tests. Applicants must request the College Board and the American College Testing Program to send the official score reports to Cornell University. It is the student's responsibility to see that those reports are received. Scores reported on school transcripts or received in other ways are not acceptable.

Freshman applicants for fall term admission are urged to take the College Board Scholastic Aptitude Test (SAT) no later than the December test date of their senior year and any required College Board achievement tests no later than the January test date (see table 3). Because of limited test offerings in New York State, high school seniors who are New York residents are urged to schedule their SAT and achievement tests early in their senior year. Not taking the required tests by those dates may seriously jeopardize a student's chances for admission. Students may obtain application forms for the tests through their schools or by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540, or Box 1025, Berkeley, California 94701.

Additional Requirements	Other Recommended Preparation	Admission Options	Undergraduate Degrees Granted
	A total of 18 high school units, including 3 units of science (biology, chemistry, and physics); for New York State residents, Regents examinations; for those who take SATs, College Board achievement tests in two of the following: English composition, mathematics, and science	Early decision, early admission, and deferred enrollment	B.S.
Architecture and art: an interview, preferably on campus; a file portfolio that meets department specifications	*Architecture:* 1 unit of high school physics and study of a foreign language (3 years of one language or 2 years each of two languages)	*Architecture and art:* early decision, early admission, and deferred enrollment	B.Arch, B.F.A., and B.S.
	College Board achievement test in any foreign language to be continued for credit in college	Early decision, early admission, deferred enrollment, and spring term admission	A.B.
	1 unit of biology for those interested in bioengineering	Early decision, early admission, and deferred enrollment	B.S.
An interview, preferably on campus	Additional mathematics and science (especially physics), social studies, foreign language	Early admission and deferred enrollment	B.S.
	Another unit of biology, chemistry, or physics	Early decision, early admission, and deferred enrollment	B.S
An interview, on or off campus; a five-hundred-word essay describing the applicant's interest in the field		Early admission and deferred enrollment	B.S.

All divisions accept the results of the American College Testing Program examination (ACT) as either a partial or a complete substitute for the College Board tests (see table 2 for details). Applicants for fall entrance are urged to take the tests no later than the October test date of their senior year (see table 4). Registration packets may be obtained from secondary schools or from the American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240, or 216 Goddard Boulevard, King of Prussia, Pennsylvania 19406.

Selection and notification. Each college has a committee that selects, from among all who have applied to that division, the applicants it considers most desirable for admission.

Five divisions of the University—the Colleges of Agriculture and Life Sciences; Architecture, Art, and Planning; Engineering; and Human Ecology and the School of Hotel Administration—follow a policy of rolling notification. They report decisions to applicants over a period of time, beginning as early as mid-February and ending in mid-April. The selection committee in each of those colleges must review a large number of applications, and the date on which an applicant hears from Cornell is not necessarily an indication of the quality of the applicant.

Decisions are reported to applicants to the College of Arts and Sciences and the School of Industrial and Labor Relations on the common notification date in early to mid April.

All applicants who request review by a division of second choice will be notified of

Table 3. College Board Test Dates

Test Date	U.S. Registration Deadline	U.S. Late Registration Deadline	International Registration Deadline*	Scholastic Aptitude Test	Achievement Tests
October 13, 1984	September 21, 1984			Yes†	No
November 3, 1984	September 28, 1984	October 10, 1984	September 24, 1984	Yes	Yes
December 1, 1984	October 26, 1984	November 7, 1984	October 22, 1984	Yes	Yes
January 26, 1985	December 21, 1984	January 2, 1985	December 17, 1984	Yes	Yes
March 23, 1985	February 15, 1985	February 27, 1985	February 11, 1985	Yes	No
May 4, 1985	March 29, 1985	April 10, 1985	March 25, 1985	Yes	Yes
June 1, 1985	April 26, 1985	May 8, 1985	April 22, 1985	Yes	Yes

Note: Sunday administrations of the Scholastic Aptitude Test will be offered on November 4, 1984; December 2, 1984; January 27, 1985; May 5, 1985; and June 2, 1985.

Handicapped students may arrange to take the Scholastic Aptitude Test at the convenience of the student and the administrator of the test at any time during the academic year. They should contact their high school counselor for specific information.

New York State applicants should contact their guidance counselors for test dates, as New York State test dates may differ and some achievement tests may not be offered.

*Postmark date.

†Offered only in California, Florida, Georgia, Illinois, North Carolina, South Carolina, and Texas.

Cornell University
1985 Application for Admission
Part 1

We are pleased to know of your interest in Cornell University and hope you will apply for admission. Part 1 begins the application process. It will provide the information we need to establish your file and coordinate the other information you submit.

When you have completed the form, return it to us with the nonrefundable application fee of $40 (in the form of a check, draft, or money order drawn on a United States bank and made payable to Cornell University). It will be helpful for you to make a copy of the completed part 1 for yourself, as you will use some of the information to complete part 2.

When we receive part 1 and the application fee, we will send part 2, which will give you an opportunity to tell us about yourself—your accomplishments and talents as well as your goals and plans for the future. Part 2 also includes the forms to be completed by school officials. Finally, be sure that the results of the required tests are sent to us by the testing agency.

Seniors in high school are strongly encouraged to mail their applications by early December to avoid postal delays. There is a timetable of deadlines on page 43 in *Introducing Cornell*.

Please read the following instructions carefully before completing part 1. If you have any questions or concerns during the application process, do not hesitate to call or write us.

Instructions for Completing Part 1

Social Security Number

Use a United States social security number only. If you do not have a social security number, leave the response blank. An applicant who obtains a social security number after submitting the application should notify us of the number promptly.

Applicant Status

Freshman. A freshman applicant is any applicant who (1) will complete high school during the current academic year (even one who will graduate at midyear and pursue a college program for the rest of the academic year), or (2) is seeking early admission after the junior year in high school, or (3) has already graduated from high school but has earned fewer than twelve academic credits at a college or university.

Transfer. In most cases transfer applicants are no longer affiliated with a high school. They should have completed no fewer than twelve credits of college or university work at the time of *application*. High school students who have completed graduation requirements at midyear and are taking college courses for the rest of the academic year are considered freshman applicants. Prospective applicants who feel that their circumstances are exceptional should consult with the director of admissions in the Cornell division of interest before filing an application.

Special student. A student who enrolls for one, two, or three semesters and takes a full program of studies without being a candidate for a Cornell degree is considered a special student.

Early decision. The Colleges of Agriculture and Life Sciences; Architecture, Art, and Planning; Arts and Sciences; Engineering; and Human Ecology participate in an early decision plan, designed for well-qualified high school seniors whose first choice is Cornell. *Students accepted under the plan agree to withdraw other college applications and pay the acceptance deposit by January 1.* (See also the section on second choice for freshman applicants.)

Spring term admission. The College of Arts and Sciences is the only undergraduate unit that regularly admits freshmen for entrance in the spring term. The College of Agriculture and Life Sciences, the School of Hotel Administration, the College of Human Ecology, and the School of Industrial and Labor Relations only rarely admit freshmen in the spring term; for further information contact the appropriate director of admissions. The College of Architecture, Art, and Planning and the College of Engineering admit freshmen in the fall term only.

All divisions except the College of Engineering consider applicants for spring term transfer. The Department of Architecture in the College of Architecture, Art, and Planning requires completion of two full years in an accredited architecture program before consideration for spring term transfer. Foreign students who want to apply for spring term transfer must be enrolled in programs in the United States or Canada.

Financial Aid

If you plan to apply for financial aid, be sure to submit the Financial Aid Form (FAF) through the College Scholarship Service. The FAF is available in high school guidance offices and college financial aid offices. You must also submit the Cornell financial aid application, enclosed with the part 2 materials, to Cornell.

Foreign students should submit the special financial aid forms for foreign applicants directly to Cornell.

Undergraduate School or College

Undergraduate admission to Cornell is granted by each undergraduate college. Applicants should apply to the division that best suits their academic plans. Those applying for freshman admission may specify a second choice (see the explanation below).

Anticipated Field of Interest

Use the list provided on the back of part 1 to complete the item about anticipated field of interest. The code you insert in the appropriate spaces must be for a field of interest in the Cornell college to which you are applying. The admission committees are interested in your intended major, although they recognize that at this stage a decision may be tentative. Applicants to the College of Architecture, Art, and Planning must identify their field of interest.

Optional Information

Higher Education Opportunity Program and Educational Opportunity Program. HEOP and EOP are open to *New York State residents only.* Applicants to the Colleges of Architecture, Art, and Planning, Arts and Sciences, and Engineering and the School of Hotel Administration who meet the economic and academic guidelines are eligible for HEOP. Those applying to the Colleges of Agriculture and Life Sciences and Human Ecology and the School of Industrial and Labor Relations who meet the guidelines are eligible for EOP. For guidelines see pages 41 and 42 in *Introducing Cornell.*

Committee on Special Educational Projects. COSEP helps students from minority groups that have traditionally been underrepresented in higher education. In conjunction with the individual colleges, COSEP provides academic support and counseling services. Participation in the program is voluntary.

Racial or ethnic background. Cornell University enrolls as diverse an entering class as possible. By giving us information about your racial or ethnic background, you will assist us in that endeavor.

Parents or grandparents who have attended Cornell. We would appreciate knowing if any of your parents or grandparents attended Cornell. List those who were enrolled in undergraduate or graduate programs.

Second choice for freshman applicants. Recognizing that Cornell's undergraduate colleges offer a multitude of curricular programs, and that many applicants have diverse academic talents and career interests that may be satisfied by more than one unit of the University, Cornell gives freshman applicants the option of indicating a second-choice college. Consideration by the second-choice college occurs only in a limited number of cases and when certain conditions exist, as specified on part 1 of the application. The decision to consider an application is at the discretion of the admission committee of the second-choice college. Additional requests from applicants to be considered by the second-choice college cannot be honored.

Applicants should familiarize themselves with the admission requirements before selecting a second-choice college (see pp. 34–35 in *Introducing Cornell*) and are urged to complete their applications promptly. It is the responsibility of the applicant to make arrangements to complete admission requirements, including any special requirements such as interviews or portfolios.

Early decision applicants will be considered for admission to only one college in the early review process. Those who indicate a second choice and whose applications are postponed may be considered for admission to the second-choice college in the regular selection period.

Joint Statement on Common Admission Procedures

Ivy Group Institutions
The Ivy Group is a loosely formed organization of colleges and universities. It was established in 1954 primarily for the purpose of fostering amateurism in athletics. Relations between the member institutions have grown over the years to the point where we now meet regularly (along with Massachusetts Institute of Technology) at a variety of levels to discuss topics which range from the purely academic to the purely athletic and from fundamental educational philosophy to procedures in admissions.

Each member institution has its own identity and character and protects its right to pursue its own educational objectives. Thus, although the Ivy Group institutions are similar in many respects, each member institution will continue to make its own independent admission decisions according to its own particular admission policy.

In recent years, however, it has become clear that the transition between secondary school and institutions of higher education has become increasingly complex and that greater efforts should be made to simplify the admission process through more uniform procedures. It is our hope that by outlining carefully the procedures under which we are operating and by clearly specifying not only what an applicant's obligations are to us but also what our obligations are to him or her, we can help students pursue their college interests free of unnecessary confusion and pressure.

General Procedures
All contacts with students by representatives of Ivy institutions are intended to provide assistance and information and should be free of any activity which could be construed as applying undue pressure on the candidate. *No information referring to the admission or financial aid status of an applicant to an Ivy institution may be considered official or reliable unless it is received directly from that institution's admission or financial aid office.*

Ivy institutions mail admission decision letters twice annually, in mid-December and early to mid-April. Those who wish a decision in December must apply by November 1 and complete their applications with supporting materials shortly thereafter.

December Notification
Under December notification an applicant may be notified that he or she has been granted or denied admission or that a final decision has been deferred until the April notification date. Two plans are offered.

a. The College Board–approved Early Decision Plan, which is offered by Columbia College, Cornell University, Dartmouth College, and the University of Pennsylvania, requires a prior commitment to matriculate. Financial aid awards for those qualifying for financial assistance will normally be announced in full detail at the same time as the admission decisions. *An applicant receiving admission and an adequate financial award under the Early Decision Plan will be required to accept that offer of admission and withdraw all applications to other colleges or universities. All the Ivy institutions will honor any required commitment to matriculate which has been made to another college under this plan.*

b. An Early Action Plan is offered by Brown University, Harvard University, Princeton University, and Yale University. This plan does not require a commitment to matriculate. Under this plan a student may file an Early Action application at only one of these institutions. Students may apply, however, to other colleges at any time under their Regular Admission program (spring notification of final admission decision). Those admitted candidates applying for financial aid and qualifying for financial assistance will not receive any information concerning financial aid awards until the April common notification date.

Students are urged to consult the admission literature available at each Ivy institution for details concerning its particular December Notification Plan.

Early Evaluation Procedure
Beginning in January and continuing until March 15, some institutions may advise an applicant of his or her chance of admission (e.g., "Likely," "Unlikely," or "Possible"). As these are merely tentative assessments, it should be understood that no commitments are involved on the part of either the institution or the applicant.

April Notification
On a common date in early to mid April, applicants to the Ivy institutions will be notified by mail of admission decisions and financial aid awards.

Financial Aid
All the Ivy institutions follow the common policy that any financial aid will be awarded solely on the basis of demonstrated need. Moreover, in order to insure that financial awards to commonly admitted candidates are reasonably comparable, all of the Ivy institutions will continue to share financial aid information concerning admitted candidates in an annual "Ivy overlap" meeting just prior to the April common notification date.

Common Reply Date
Except for those applicants admitted under the College Board–approved Early Decision Plan, which requires a prior commitment to matriculate, no candidate admitted to any of the Ivy institutions will be requested to announce his or her decision to accept or decline an offer of admission until the Candidates' Reply Date of May 1. All such candidates may delay their commitment to attend until May 1 without prejudice.

Participating Institutions
Brown University
Columbia College
Cornell University
Dartmouth College
Harvard and Radcliffe Colleges
Princeton University
University of Pennsylvania
Yale University

Cornell University
1985 Application for Admission
Part 1

Please read the instructions before completing this form. Type or print clearly in ink. Enclose a $40 check or money order (nonrefundable), payable to Cornell University, or a fee waiver, and return it by the appropriate deadline to the **Office of Admissions, Cornell University, 410 Thurston Avenue, Ithaca, New York 14850.** Forms for completing the application will be forwarded upon receipt of part 1 and the fee or waiver.

Deadlines for Receipt

November 1
Freshman early decision applicants
Spring semester freshman applicants
Spring semester transfer applicants

January 1
Fall semester freshman applicants

March 15
Fall semester transfer applicants

Name: _____
last (family) first (given) middle

U.S. social security number: ___ ___ ___ ___ ___ ___ ___ ___ ___

Permanent address: _____
number and street

_____
city state zip or postal code county (if U.S.) country area code and telephone number

Mailing address (if different from above): _____
number and street

_____
city state zip or postal code country area code and telephone number

Date of birth: _____ Sex: ☐ Male ☐ Female Country of citizenship: _____
month day year

If not U.S., do you hold a permanent U.S. resident visa? ☐ Yes ☐ No If not, type of U.S. visa: _____

Have you had more than two years of education in the United States? ☐ Yes ☐ No

Are you applying as a ☐ freshman ☐ transfer ☐ special student? For which term? _____ ☐ Fall ☐ Spring
year

If you are applying for freshman admission, are you applying under Cornell's early decision plan (see instructions)? ☐ Yes ☐ No

Are you applying for financial aid? ☐ Yes ☐ No

Have you applied for undergraduate admission at Cornell before? ☐ Yes ☐ No If so, when? _____
year

College at Cornell to which you are applying:

☐ Agriculture and life sciences ☐ Arts and sciences ☐ Hotel administration ☐ Industrial and labor relations
☐ Architecture, art, and planning ☐ Engineering ☐ Human ecology

Field of interest within the college indicated above (see reverse for codes): ___ ___ ___

Secondary school: _____
name city state zip or postal code country

CEEB code number: ___ ___ ___ ___ ___ ___ Date of graduation: _____
month year

Transfer Applicants

College or university from which you are transferring: _____
name city zip or postal code country

CEEB code number: ___ ___ ___ ___ Type: ☐ Two-year ☐ Four-year ☐ Public ☐ Private

Cumulative grade point average on a 4.0 scale at end of last term: _____ Degree received (if any): _____

See reverse.

Optional Information

☐ I want to be considered for HEOP or EOP (New York State residents only) (see instructions).
☐ I want to be considered for COSEP (see instructions).

Racial or ethnic background:

☐ American Indian or Alaskan Native
☐ Asian or Pacific islander
☐ Black, not of Hispanic origin
☐ Caucasian, not of Hispanic origin
☐ Hispanic, not Puerto Rican
☐ Puerto Rican
☐ Mexican American

Parents or grandparents who have attended Cornell:

name	relationship to you	dates enrolled	degree(s)

Is your mother or father a Cornell faculty or staff member? ☐ Yes ☐ No If so, name of that parent: _____

Freshman applicants may indicate a second-choice college. Consideration by that college is made only *(a)* if the first-choice college has not made a positive decision, *(b)* if the applicant's credentials meet the requirements of the second-choice college, and *(c)* if space is available. Indicate below your second-choice college (see instructions):

☐ Agriculture and life sciences
☐ Architecture, art, and planning
☐ Arts and sciences
☐ Engineering
☐ Hotel administration
☐ Human ecology
☐ Industrial and labor relations

Anticipated field of interest within the college indicated above (see below for codes): ___ ___ ___

All Applicants

My signature below indicates that all the information contained in my application is factually correct and honestly presented.

Date: _____ Signature: _____

Field-of-Interest Codes

Be certain that the code you enter in the appropriate spaces represents a field in the Cornell college of your choice.

College of Agriculture and Life Sciences

110 Agricultural and biological engineering (agricultural engineering, agricultural engineering technology, environmental technology)
120 Agronomy and meteorology (agricultural meteorology, agronomy, crop science, meteorology, soil science, weed science)
130 Animal sciences
140 Applied economics and business management (agricultural economics, business management and marketing, farm business management and finance, food industry management, public affairs management, resource economics)
150 Biological sciences (animal physiology and anatomy; biochemistry; botany; cell biology; ecology, systematics, and evolution; general biology; genetics and development; neurobiology and behavior)
160 Communication arts
162 Education
164 Entomology
166 Floriculture and ornamental horticulture
168 Food science
170 Landscape architecture
172 Microbiology
174 Natural resources (aquatic science, environmental sciences, fishery science, forest science, wildlife science)
176 Plant sciences (general plant science, plant breeding, plant pathology, plant protection, pomology, vegetable crops)
178 Rural sociology
180 Statistics and biometry
182 Special programs and career options (cooperative extension, general agriculture, international agriculture, teaching of agriculture)

College of Architecture, Art, and Planning

205 Architecture (five-year program)
215 Fine arts (graphic arts, painting, photography, sculpture)
225 City and regional planning (transfer students only)

College of Arts and Sciences

310 Africana studies
312 American studies
314 Anthropology
316 Archaeology
318 Asian studies
320 Astronomy
350 Biological sciences (animal physiology and anatomy; biochemistry; biology and society; botany; cell biology; ecology, systematics, and evolution; genetics and development; neurobiology and behavior)
360 Chemistry
361 Classics
362 Comparative literature
363 Computer science
364 Economics
365 English
366 French
377 Geological sciences
378 German
379 Government
380 Greek
381 History
382 History of art
383 Italian
384 Latin
385 Linguistics
386 Mathematics
387 Music
388 Near Eastern studies (Near Eastern and biblical civilization, Near Eastern languages and literature)
389 Philosophy
390 Physics
391 Psychology
392 Russian and Soviet studies
393 Social relations
394 Sociology
395 Spanish
396 Theatre arts and dance
398 Other
399 Undecided

College of Engineering

Field Programs
405 Chemical engineering
410 Civil and environmental engineering
415 Computer science
420 Electrical engineering
425 Engineering physics
477 Geological sciences
480 Materials science and engineering
485 Mechanical engineering
490 Operations research and industrial engineering
495 Sponsored College Programs (bioengineering, energy conversion, engineering science, environmental and public systems, regional science, survey engineering)

School of Hotel Administration

501 Hotel administration

College of Human Ecology

610 Consumer economics and housing (consumer economics, housing)
620 Design and environmental analysis (apparel and textile management, apparel design, human environment relations, interior design, textiles)
630 Human development and family studies (adolescent development, adult development and aging, atypical development, childhood development, cognitive development, family studies, public policy and social/personality development)
640 Human service studies (community and family life education, social work)
650 Biology and society
660 Nutritional sciences (experimental and consumer food studies, nutrition, nutritional biochemistry, clinical nutrition, community nutrition, dietetics)
670 Social planning and public policy
698 Individual curriculum
699 Undecided

School of Industrial and Labor Relations

701 Industrial and labor relations

the decisions on the common notification date in April.

Most financial aid announcements are also mailed to admitted applicants on the common notification date in early to mid April.

An applicant who has been accepted for admission does not need to notify Cornell of his or her decision about enrolling until the May 1 candidates' reply date, or within fifteen days of the date on the notification of acceptance for admission, whichever is later.

Early decision. The Colleges of Agriculture and Life Sciences; Architecture, Art, and Planning; Arts and Sciences; Engineering; and Human Ecology participate in an early decision plan, designed for well-qualified high school seniors whose first choice is Cornell. Only a small percentage of the freshman class is admitted during the early decision selection process. *In applying under the plan, an applicant agrees to withdraw all other applications if accepted for admission to Cornell.*

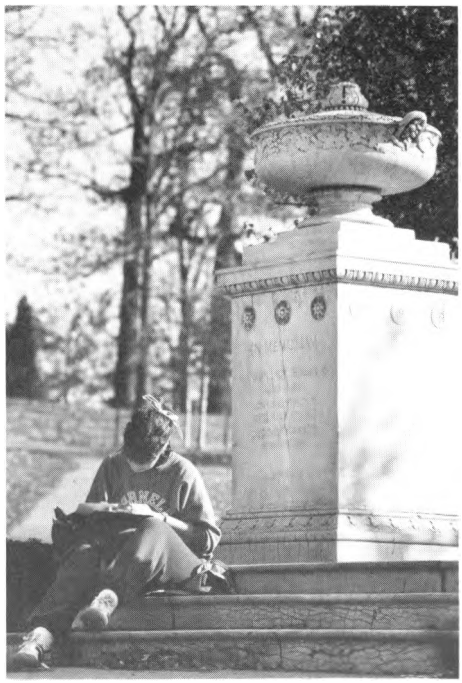
Early decision applicants are notified of decisions on admission and financial aid by mid-December. Applications of those not selected for early acceptance are held for review during the regular selection process.

The Scholastic Aptitude Test of the College Board (taken no later than November of the senior year) or the American College Testing Program examination (taken no later than October of the senior year) is required. College Board achievement tests, required by the Colleges of Arts and Sciences and Engineering, do not have to be submitted for early decision review, but must be submitted by accepted applicants before entrance. Early decision applicants whose applications are held for later review are advised to complete the required achievement tests no later than the January test date.

Table 4. American College Testing Program Test Dates

Test Date	Registration Deadline
October 27, 1984	September 28, 1984
December 8, 1984	November 9, 1984
February 9, 1985	January 11, 1985
April 20, 1985	March 22, 1985
June 8, 1985	May 10, 1985

Note: Owing to legislation in effect in New York, the February test will not be held in that state. Similar legislation in California could lead to a slightly curtailed schedule in that state.



Early admission. Each year a few students request consideration for admission after only three years of secondary school. Some of them receive a high school diploma by completing all requirements in three years; others leave school lacking a few credits. Admission committees give serious consideration to those who have exhausted the offerings of their secondary schools and demonstrate a level of maturity that makes early college entrance desirable and appropriate. Students who have the opportunity to take advanced, accelerated, or college-level courses during their fourth year in secondary school are usually encouraged to do so unless that action would inhibit the development of some academic strength.

Students considering early admission should write to the college of their choice at Cornell before applying or make an appointment for an on-campus interview to discuss their plans and reasons for wanting to enter early.

Spring term admission. The College of Arts and Sciences is the only undergraduate unit that regularly admits freshmen for entrance in the spring term. Applications must be submitted by November 1, and students are notified by mid-December. January admission may be especially attractive to those who graduate from high school at midyear and want to enter college immediately as part of their plans for acceleration and to those who want to defer college entrance for a semester to gain a different kind of experience, such as work or travel.

The College of Agriculture and Life Sciences, the School of Hotel Administration, the College of Human Ecology, and the School of Industrial and Labor Relations only rarely admit freshmen in the spring term. For further information contact the appropriate director of admissions.

The College of Architecture, Art, and Planning and the College of Engineering admit freshmen in the fall term only.

Students living overseas are discouraged from applying for spring term admission. The longer time needed for mailing and the waiting periods for obtaining visas make it unlikely that students living overseas can be considered in time to arrive for the spring semester.

Deferred enrollment. Some students accepted for freshman admission may want to defer their enrollment to the following year or later. That is usually permitted if the student is committed to entering Cornell at a later time and will not be applying elsewhere. An accepted student who wants to defer entrance should (1) accept Cornell's offer of admission by the stated date, (2) complete and return the registration coupons sent with the acceptance, and (3) state in an accompanying letter the reasons for the requested deferral of enrollment and the date entrance is desired.

If the request for deferred entrance is approved, the student is guaranteed a place in the specified future freshman class.

Freshman Summer-Start Program. This special program eases the transition from high school to college by giving entering freshmen an opportunity to adjust to university life, meet members of the faculty, and make friends on campus in the relaxed atmosphere of Cornell's Summer Session. All freshmen who have been accepted by the University are eligible to participate.

Students in the program take two undergraduate courses. One is of the student's own choosing. The other is a Freshman Seminar, designed to improve and develop writing skills. The seminar is taught by L. Pearce Williams, professor of history and director of the program.

For more-detailed information write to Cornell University Summer Session, B12 Ives Hall.

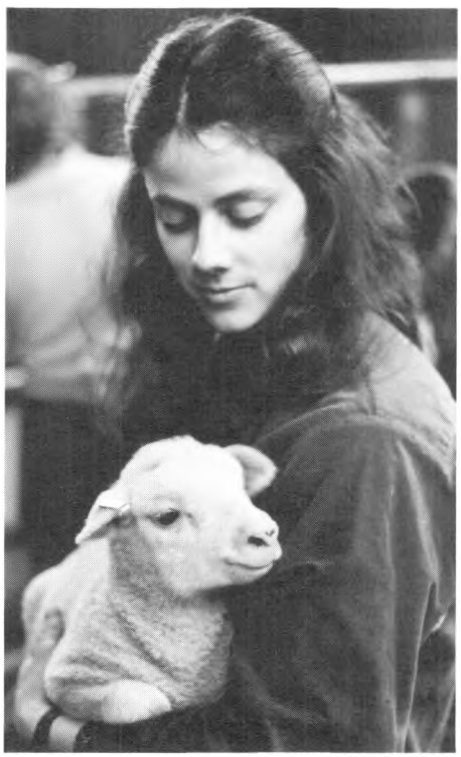
Admission of Transfer Students

In most cases, transfer applicants are no longer affiliated with a high school and should have completed no fewer than twelve credits of college or university work at the time of *application.* High school students who have completed graduation requirements at midyear and are taking college courses for the rest of the academic year are considered freshman applicants. Prospective applicants who feel that their circumstances are exceptional should consult with the director of admissions in the Cornell division of interest before filing an application.

All the colleges consider applications for fall term transfer, and all but the College of Engineering consider applications for spring term transfer.

Most of the colleges require a minimum of four semesters in residence to receive a Cornell degree. An exception is the School of Hotel Administration, which requires a minimum of five semesters.

In most cases students who already have a bachelor's degree should apply to a graduate program. The College of Human Ecology and in some cases the College of Architecture, Art, and Planning do accept students as candidates for a second undergraduate degree.



Admission requirements. Each college has its own requirements for transfer admission, summarized in table 5. Applicants are responsible for completing the requirements of the college to which they are applying.

Transfer applicants must furnish transcripts of all work completed at the college level. A transcript from an applicant's high school may also be required. The transcript of a student applying for fall term admission should include work taken the previous fall term and a midyear grade report for courses being taken during the spring term. The transcript of a student applying for spring term admission should include work taken through the previous summer and a midyear grade report for courses being taken during the fall term.

An admitted transfer student is required to submit a transcript of all college work completed before entrance to Cornell.

Table 5. Requirements for Transfer Admission

	Secondary School Transcript	Standardized Tests	Other Requirements	Undergraduate Degrees Granted
Agriculture and life sciences	Required	SAT or ACT requested	Applicants should refer to the transfer guide brochure for special course recommendations	B.S.
Architecture, art, and planning	*Architecture:* required of those who have completed less than two full years of college at time of application; requested of other applicants *Art:* required *Planning:* required	*Architecture:* SAT or ACT only if taken while in high school *Art:* SAT or ACT requested *Planning:* SAT or ACT required	*Architecture and art:* an interview, preferably on campus; a file portfolio that meets department specifications *Planning:* a special essay	B.Arch., B.F.A., and B.S.
Arts and sciences	Required	SAT or ACT required	Those entering as juniors must be academically prepared to be admitted into the major they intend to complete	A.B.
Engineering	Requested	SAT or ACT requested		B.S.
Hotel administration	Required	SAT or ACT required	A personal interview	B.S.
Human ecology	Required	SAT or ACT required (applicants who have taken neither examination may request a waiver by writing to the director of admissions of the college)	Applicants should contact the director of admissions of the college for information on their program area	B.S.
Industrial and labor relations	Required	SAT or ACT only if taken while in high school	An interview, on or off campus; a five-hundred-word essay describing the applicant's interest in the field	B.S.

Standardized tests. Transfer applicants are required to submit results of the standardized tests indicated in table 5.

Notification. All divisions have a rolling notification policy for transfer admission and financial aid decisions. Fall semester applicants are notified between April 15 and June 15; spring semester applicants are notified in late November and December.

Students in two-year and community college programs. Although students in two-year and community college programs may apply to any division of the University, the Colleges of Agriculture and Life Sciences, Engineering, and Human Ecology, the School of Industrial and Labor Relations, and the Program in Urban and Regional Studies in the College of Architecture, Art, and Planning particularly encourage applicants from those programs. Students should write to the transfer admission committees of those divisions for information on admission procedures, financial aid, and advanced standing.

Admission of Special Students

Special students are those who enroll for one or more semesters and take a full program of studies without being candidates for a Cornell degree. (Those interested in less than full academic programs should contact the Division of Extramural Studies, B12 Ives Hall.) Each year most of Cornell's undergraduate colleges admit special students interested in attending the University on a short-term basis.

Many special students are degree candidates at other institutions but want to take courses not offered at their home colleges. Examples of special arrangements for such students are the visiting student programs in the College of Agriculture and Life Sciences, the College of Human Ecology, and the School of Industrial and Labor Relations.

People already employed often enroll as special students to enhance career opportunities in their current fields of work or to help them change careers. Students may also use the special student category to make up deficiencies from previous undergraduate study in preparation for graduate or professional schools; however, the College of Agriculture and Life Sciences does not admit special students for premedical, prelaw, and preveterinary study.

Each of Cornell's colleges makes provisions for qualified special students to transfer to degree status. In no case, however, is transfer to a degree program automatic or guaranteed. Requirements and procedures for such transfer vary from one unit to another. Those interested should consult the appropriate admission representative.

An applicant requesting consideration as a special student should mark the appropriate space on part 1 of the application. Applications are due March 15.

Admission of Students with International Education

Foreign applicants. Cornell University defines a foreign applicant as an applicant holding a United States nonimmigrant visa, regardless of whether that person is currently residing in the United States or abroad. Foreign applicants are subject to some additional requirements in the application process.

Foreign transfer applicants are expected to have completed at least one year of college work by the time of proposed entrance. Only foreign students enrolled in degree programs in the United States and Canada may apply for spring term transfer.

An information sheet, form 1A, must accompany part 1 of the application for admission. The information sheet will be reviewed to determine whether the student's academic credentials meet the minimum standards of the University. If not, the $40 application fee will be refunded.

Questions about the admission of foreign students and requests for applications should be addressed to the associate director of undergraduate international admissions, 410 Thurston Avenue.

English proficiency requirement. Unless the student's native language is English, proof of proficiency in English must be submitted with part 2 of the application for admission. A person who is qualified to evaluate English proficiency must fill out and submit the report of proficiency in English, included with part 2 of the application.

A score of 550 on the Test of English as a Foreign Language (TOEFL) is also required for admission (see table 6 for TOEFL test dates). Some students with outstanding academic records may be offered conditional admission if their TOEFL scores are between 500 and 550. Those students are expected to attend an intensive English summer program at Cornell before they register. All students with TOEFL scores of less than 600 will be required to take Cornell's English placement examination (administered during orientation) and to continue English instruction during the academic year if necessary.

Nonnative speakers of English are likely to have low scores on the verbal portion of the Scholastic Aptitude Test (SAT) even if they have been studying in the English language for several years. Even students who technically meet the criteria for exemption from the TOEFL are therefore strongly urged to take the TOEFL examination and submit the scores as part of their application for admission. A TOEFL score enables the admission selection committee to assess more accurately an applicant's English proficiency and ability to succeed in an undergraduate program at Cornell. Students who want to request an exemption from the TOEFL must do so in writing by contacting the associate director of undergraduate international admissions. Only applicants who meet one of the following criteria will be exempted:

a. The native language of the applicant is English.
b. By January 1, 1985, a freshman applicant will have completed two full years of study in the United States or another country in which English is the native language. By March 15, 1985, a transfer applicant will have completed three semesters or five quarters of study in the United States or another country in which English is the native language.
c. The applicant earned a score over 600 on either the verbal section of the SAT or the College Board achievement test in English.

Table 6. Test of English as a Foreign Language

Test Date	U.S. and Canada Registration Deadline	International Registration Deadline
August 4, 1984	July 2, 1984	June 18, 1984
October 27, 1984	September 24, 1984	September 10, 1984
November 17, 1984	October 15, 1984	October 1, 1984
January 12, 1985	December 10, 1984	November 26, 1984
March 9, 1985	February 4, 1985	January 21, 1985
May 11, 1985	April 8, 1985	March 25, 1985

Financial matters. Financial aid resources for foreign students at Cornell are limited. Most accepted students must meet the full cost of their education at Cornell from personal or other funds. Those who do receive financial aid are likely to have exceptional academic records and show extraordinary potential to contribute positively to the Cornell community. Priority is given to students with the highest financial need and those who are not currently studying elsewhere in the United States.

Upon acceptance for admission to Cornell, a foreign student must present evidence that sufficient funds will be available to cover all expenses anticipated for the entire period of study at the University. When satisfactory certification has been received, form I-20 (certificate of eligibility for nonimmigrant F-1 student status) will be issued. Students who hold other types of nonimmigrant visas (e.g., G-4, A-2, E-1) do not need form I-20 but are required to submit financial certification before registration will be permitted.

Nonforeign applicants with international education. Applicants who are United States citizens and persons holding United States permanent resident or refugee visas who have had international educational experiences should request the supplementary international education forms when filing part 1 of the application for admission. Those forms include a summary of educational background and a report of proficiency in English (for nonnative speakers of English only).

Students whose native language is not English must fulfill the English proficiency requirement as described above. Questions about the evaluation of foreign educational credentials, advanced placement policies, and English proficiency may be addressed to the associate director of undergraduate international admissions.

Minority and Special Opportunity Programs

Cornell University administers a variety of programs designed to provide academic and personal support to minority and low-income students who meet program guidelines.

COSEP. In 1963 the Committee on Special Educational Projects (COSEP) was founded, in accordance with Cornell's mission as a land-grant institution and its founding philosophy, to be "an institution where any person can find instruction in any study." Cornell recruits and admits minority students with outstanding credentials, as well as those with strong promise for academic success but whose secondary school profiles are less competitive because of disadvantaged educational and economic backgrounds. COSEP provides a comprehensive support program for minority students who have been admitted to Cornell.

The main goals of the program are to

a. assist in identifying qualified minority students with disadvantaged educational and economic backgrounds, as well as those from groups that have traditionally been underrepresented in higher education
b. provide minority students with academic, tutorial, and counseling services to ensure progress toward the completion of their degrees
c. provide minority students with financial support, administered through the Office of Financial Aid, that is sufficient to meet their demonstrated need

Participation in the COSEP program may be requested by minority students who are United States citizens or permanent residents. Although COSEP provides academic support, it does not restrict the academic and personal freedom of the students participating.

Special orientation. COSEP participants may be invited to attend the special orientation (starting about a week before fall orientation) to receive a briefing and introduction to the campus. Also, diagnostic testing will be administered for purposes of course-load counseling for the fall.

Higher Education Opportunity Program (HEOP) and Educational Opportunity Program (EOP). New York State residents who meet both the economic and academic guidelines (see tables 7 and 8) are eligible to be admitted to Cornell through the HEOP (endowed colleges) and EOP (state colleges) programs. Those programs provide assistance to a limited number of students who, because of their economic and educational backgrounds, might not have considered attending Cornell. HEOP and EOP students are provided with a variety of services, including financial assistance, counseling, tutoring (required by the state), and a prefreshman summer program (required by the state). Those services are provided by the State Programs Office, the Learning Skills Center, and various college offices. Those who believe they qualify and want to be considered must request such consideration on part 1 of the application for admission. Students may be considered for both COSEP and HEOP or EOP.

Summer programs. These programs are for students whose previous preparation and academic goals indicate a need that can best be met by prefreshman six-week summer courses. Those expected to attend will be advised at the time of acceptance for admission.

Table 7. Economic Guidelines for HEOP and EOP Eligibility

Dependents in Household*	Gross Family Income in 1984†
One	$ 7,000
Two	9,200
Three	11,500
Four	14,200
Five	16,700
Six	19,400
Seven	22,000
Eight	24,200
Nine or more	26,700 plus $2,000 for each family member in excess of nine

Note: These guidelines are subject to change after July 1, 1984.

*Including the head of the household.

†Does not include the student's income unless he or she is the head of the household or the second worker supporting the household.

Table 8. Academic Guidelines for HEOP and EOP Eligibility

HEOP	
Architecture, art, and planning	Below 550 verbal and mathematics SAT or below top third in class rank
Arts and sciences	Below 540 verbal SAT or below top third in class rank
Engineering	Based on a combination of factors
Hotel administration	Below 1,000 composite SAT
EOP	
Agriculture and life sciences	1,000 or below composite SAT with neither verbal nor mathematics above 550
Human ecology	Based on a combination of factors
Industrial and labor relations	1,100 or below composite SAT or 500 or below verbal or mathematics SAT or below top fifth in class rank

Application Procedures and Deadlines

The application process is designed to solicit information from various sources and to provide applicants with an opportunity to describe themselves and their interests, achievements, and educational, vocational, and professional goals.

The process is completed in two stages. When the first of an applicant's documents reaches the University's Office of Admissions, a folder is created for that applicant.

Part 1 of the application for admission is included in this Announcement or, if it has been removed, may be requested from the Office of Admissions, Cornell University, 410 Thurston Avenue. That form is to be completed and returned to the Office of Admissions with the $40 application fee. Part 2 of the application and other forms (including those to be completed and returned by the secondary school or postsecondary institutions or both) will be sent to the applicant on receipt of part 1. It is the applicant's responsibility to see that official records of all secondary or postsecondary work, or both, and official results of required standardized tests are received by the Office of Admissions.

Once all the necessary documentation has arrived, the folder is sent to the college in which the applicant has indicated interest. A selection committee in that college then considers the applicant carefully and thoughtfully. All information supplied on the application forms is of critical importance.

Students from very low income backgrounds may request a waiver of the application fee. Students may receive waivers in any of four ways: (1) by submitting the fee waiver request form of the Admissions Testing Program (ATP) of the College Board, which most high school guidance counselors have; (2) by submitting a request from a reputable agency such as the College Bound Program; (3) by submitting a letter from a high school guidance counselor stating that due to financial circumstances a fee waiver is necessary; or (4) by completing the request for waiver of application fee form, available from the Office of Admissions, 410 Thurston Avenue.

Admission and Financial Aid Timetable

November 1. Applications due for freshman early decision applicants. Applications due for freshman and transfer applicants for the spring semester. Early decision applicants should have submitted the early-version Financial Aid Form (FAF), and spring semester applicants should have submitted the FAF, to the College Scholarship Service.

December 1. Deadline for freshman foreign applicants residing outside the United States and Canada to submit the information sheet (form 1A) and part 1. All applicants are strongly encouraged to mail applications by early December to avoid postal delays.

Mid-December. Admission decisions and financial aid awards announced for early decision and spring term freshman and transfer applicants.

January 1. Applications due for freshman applicants for the fall semester. Freshman financial aid applicants are encouraged to submit the FAF to the College Scholarship Service by this time.

February 15. Deadline for freshman financial aid applicants to send the FAF to the College Scholarship Service. Deadline for foreign transfer applicants residing outside the United States and Canada to submit the information sheet (form 1A) and part 1.

February 15–April 15. Decisions announced for freshman applicants to the College of Agriculture and Life Sciences; the College of Architecture, Art, and Planning; the College of Engineering; the School of Hotel Administration; and the College of Human Ecology.

March 1. Deadline for transfer financial aid applicants to submit the FAF to the College Scholarship Service.

March 15. Applications due for transfer applicants for the fall semester.

Early to mid April. Decisions announced for freshman applicants to the College of Arts and Sciences and the School of Industrial and Labor Relations and for freshman applicants who have indicated a college of second choice on their application. Financial aid awards announced for all freshman applicants for the fall semester.

April 15–June 15. Admission decisions and financial aid awards announced for transfer applicants for the fall semester.

May 1. Deadline for freshman applicants for the fall semester to reply to acceptances for admission.

Early June. Transfer applicants for the fall semester must reply to acceptances for admission by June 1 or two weeks after notification, whichever is later.

FINANCIAL
AID

Cornell is dedicated to serving its community, to education for life, and to encouraging human development in its richest diversity. But the dimension and the scale have now changed. Cornell's community is now the world.

Adlai E. Stevenson

Prospective freshmen or transfer students should not hesitate to apply for admission because of financial circumstances. It is the University's goal to offer, to all freshman and transfer applicants accepted for admission, financial assistance to the extent of need (if they are United States citizens, Canadian citizens, or persons holding permanent resident or refugee visas in the United States). Financial assistance is awarded on the basis of demonstrated need, following closely, but not strictly adhering to, the standards of the College Scholarship Service.

Financial Aid

Most students finance their education through a combination of a contribution from parents, the student's own contribution from savings, assets, and earnings from summer and vacation employment, and, if need is demonstrated, financial assistance.

The financial aid package. Cornell University offers a combination of gift (scholarship and grant) and self-help (loan and job) assistance. The financial aid package usually consists of a loan and job and, if need remains, a scholarship or grant. The amount of self-help is determined by the ratings that the undergraduate college's selection committee gives to the student, based on such qualities as academic ability, leadership, community service, and extracurricular contributions. Less-than-expected academic performance will not affect a student's aid package for at least two years. However, aid packages may change after the first year if changes occur in family financial circumstances, costs, and the availability of federal funds.

Currently 70 percent of all Cornell undergraduates receive some form of financial aid from University, state, federal, or other sources. Over 50 percent receive Cornell-allocated scholarships, jobs, or loans. Students of all levels of financial capability attend Cornell University.

Financial aid resources for foreign students (excluding Canadians) are limited. Less than 10 percent of the entering foreign students receive financial assistance of any kind. Foreign students who receive financial aid are likely to be those with exceptional academic records, high test scores, strong potential for positive contributions to the Cornell community, and demonstrated financial need.

Analysis of need. The total amount of aid awarded is based on need, determined by subtracting the total family contribution from the estimated cost of attendance. If the student is eligible for a scholarship, grant, or loan from a source other than Cornell University, the University subtracts the amount of that assistance from the estimated financial need and attempts to meet the remaining need.

The Office of Financial Aid uses the information provided in the Financial Aid Form (FAF) to determine a fair contribution from each family. It takes into account the family's income and assets, the number of dependents, educational and medical expenses, and other factors. To verify financial data reported on the FAF, parents must submit to Cornell copies of their most recent federal income tax return.

The University expects all students to help meet the cost of their education. A student's contribution includes earnings from summer and vacation employment, veterans' benefits, and a portion of personal savings and assets.

In a few instances a student may receive financial aid based solely on his or her own financial resources. To apply for aid on that basis, one must meet the federal criteria for independence. One must also meet the institutional requirement of having spent at least twelve consecutive months supporting oneself while not engaged in full-time study and not residing in the parental household.

The Cornell Tradition. Cornell has a unique financial assistance program. Made possible through the generosity and support of a group of alumni and friends of the University, the Cornell Tradition rewards men and women who demonstrate a commitment to working and funding a portion of their own education.

There are four major components of the Cornell Tradition: the Freshman/Transfer Fellowship, awarded for a student's first year at Cornell; the Academic Year Fellowship, awarded to continuing students; the Summer Fellowship, which helps replace summer savings when a student cannot meet the summer savings expectation because he or she has accepted a career-related summer job away from home, thus incurring extra travel and living expenses; and the Summer Job Network, through which wages are subsidized to encourage employers in both private industry and the public sector to create summer jobs for Cornell students. While placement in summer jobs developed through the network is available to all undergraduates, regardless of financial need, the fellowships are awarded only to financial aid recipients.

Freshman/Transfer Fellows are nominated during the admission process. Continuing students apply for consideration for the Academic Year Fellowships annually during the spring term. Selection is based on achievement, initiative, leadership, scholarship, and the willingness to work. Those selected receive up to $2,000 to reduce the recommended loan portion of their financial aid package for the following year. More information about the Cornell Tradition can be obtained from the Student Employment Office, 203 Day Hall.

Scholarships and Grants

Cornell-administered awards. Many students are eligible to receive a scholarship or a grant from the University as well as from various federal and state programs.

The University budgets over $9 million for undergraduate scholarships. The student applies for financial aid in general; the University matches the student to the most appropriate University or outside scholarship source.

University scholarships are awarded to those who still have a demonstrated financial need after allowances for outside awards and Cornell loan and job offers.

Higher Education Opportunity Program (HEOP) and Educational Opportunity Program (EOP) grants are New York State grants that are awarded to New York State residents who meet both the academic and economic guidelines (see tables 7 and 8). HEOP grants are for those enrolled in the private units of the University; EOP for those in the state-supported units.

Table 9. Income Distribution for Families of Freshmen Receiving Need-based Aid, 1983–84

Family Income	Number of Students
Less than $10,000	373
$10,000–$20,000	832
$20,000–$30,000	951
$30,000–$40,000	1,076
$40,000–$50,000	891
$50,000–$60,000	578
$60,000–$70,000	258
More than $70,000	211
Total	5,170*

*In addition, 394 independent students received need-based aid.

Supplemental Educational Opportunity Grants (SEOGs) are federal grants that Cornell awards to students demonstrating exceptional financial need who would be unable to attend without the grant. The grants range from $200 to $2,000 a year. To continue receiving the grant, students must remain in good academic standing and must be making satisfactory progress toward a degree.

Direct state and federal assistance. In addition to Cornell-administered awards, students may be eligible to receive funds from federal and state sources.

Pell Grants range from $250 to $1,900 for full-time students. The federal government awards the grants based on financial need. Cornell attempts to identify eligible students and includes an estimate of the award in the aid package. All students are encouraged to apply for Pell Grants by checking the appropriate box on the FAF.

Regents College Scholarship and Tuition Assistance Program (TAP) awards for New York State residents range from $250 to $2,450 a year. Scholarships for children of deceased or disabled veterans are also available in amounts up to $450 a year. Prospective students should obtain an application for the award from high school guidance counselors and submit it to the New York Higher Education Services Corporation, Student Financial Aid Section, Tower Building, Empire State Plaza, Albany, New York 12223.

Other state scholarships are offered by some states to students attending institutions out of that state. They include (but are not necessarily limited to) Connecticut, Massachusetts, Rhode Island, and Vermont. Prospective students should consult their secondary school guidance counselor, their state scholarship office, or Cornell's Office of Financial Aid for further information about their state's programs.

Other sources of funding include colleges and universities where parents are employed, the Social Security Administration, state offices of vocational rehabilitation, the Bureau of Indian Affairs, and the Native American Education Unit of the New York State Education Department. Inquiries should be directed to the agencies involved, high school guidance counselors, or Cornell's Office of Financial Aid.

Table 10. Sources of Financial Aid, 1983–84

	Estimated Total	Estimated Average Award
Grants		
University	$13,532,500	$3,100
Federal	5,783,051	1,087
State	3,754,675	900
Other	1,286,442	1,155
Self-help		
Loans	12,169,129	2,500
Jobs	5,928,632	1,338
Total financial aid	$42,454,429	
Average award: $7,310		

Employment

The Student Employment Office offers Cornell students part-time employment opportunities both on campus and in the Ithaca community. The opportunities are available to all students regardless of their financial need.

Students demonstrating financial need may be eligible to participate in the College Work Study Program (CWS), a federally funded program that subsidizes a portion of the student's wages. Students will find a myriad of CWS employment opportunities within many Cornell departments in all of the colleges and in nonprofit agencies in the city of Ithaca. The Student Employment Office maintains listings of jobs available for Cornell students.

Federal regulations and Cornell policy on financial aid require that all financial aid recipients planning to work on campus receive clearance from the Student Employment Office before accepting any job. All students are encouraged to visit the Student Employment Office for help in locating employment as well as for current employment regulations.

Loans

Several loan programs are available to help students meet their financial needs. Students are not required to accept a loan in order to receive other types of aid.

National Direct Student Loan (NDSL). This University loan is offered to undergraduates in amounts totaling up to $6,000 for four years and to graduate and professional students in amounts totaling up to $12,000. No interest is charged while the student maintains at least half-time status; interest of 5 percent is charged beginning six months after he or she leaves school. The student has up to ten years after leaving school to repay the loan. Deferment of repayment is allowed for graduate work; military, Peace Corps, VISTA, and public service; and comparable volunteer service. NDSL borrowers may qualify for partial or full cancellation of their loans for full-time teaching positions in special education, Head Start, or low-income areas.

Guaranteed Student Loan (GSL). All states currently have loan programs for students attending institutions in or out of their home state. Undergraduates may borrow up to $2,500 a year, to a maximum of $12,500. The interest rate is 8 or 9 percent, and the grace period is six months for those who obtained their loans for a period of instruction beginning on or after January 1, 1981. The federal government will pay the interest until six months after graduation or the termination of at least half-time study. At that time repayment of both the principal and the interest will begin. The borrower has up to ten years after leaving school in which to repay the loan.

Students applying for a GSL are subject to a needs test that determines eligibility for the loan. It is based on the student's family income and financial information submitted by the financial aid office. Applications for the GSL may be obtained from participating lending institutions.

Parent Loan for Undergraduate Students (PLUS). Either natural or adoptive parents of *dependent* undergraduate students may borrow up to $3,000 per child for each academic year to help meet the cost of postsecondary education. The amount borrowed in any year cannot be greater than the cost of going to school during that year minus all other financial aid received for that year. The total amount borrowed for any one student may not exceed $15,000.

The annual interest rate is currently 12 percent. Repayment of the loan must begin within sixty days of the date funds are disbursed. Borrowers have ten years to repay. There is an insurance premium of 1 percent, payable at the time of disbursement. Applications may be obtained from participating lending institutions.

Auxiliary Loan to Assist Students (ALAS). *Independent* undergraduate and graduate or professional students may borrow money under the ALAS program. Undergraduates may borrow up to $2,500 a year from the combined loan sources of ALAS and GSL, to a maximum of $12,500. Graduate and professional students may borrow up to $3,000, to a maximum of $15,000, in *addition* to their GSL. The total amount borrowed in any year cannot be greater than the cost of going to school in that year minus other financial aid received for the period for the loan.

The annual interest rate is currently 12 percent. Students are billed quarterly for interest payments while they are in school. Repayment of the loan principal is deferred only while the student remains in full-time attendance at the school.

Application Procedures and Deadlines

Applicants who indicate on part 1 of the application that they want to be considered for financial aid must submit the financial aid application (form 2E), included with part 2 of the application for admission, and an FAF, obtainable from secondary school guidance offices or Cornell's Office of Financial Aid. Applicants for admission in the fall semester should send the completed FAF to the College Scholarship Service, Princeton, New Jersey 08540, as soon as possible after January 1, but no later than February 15. Early decision applicants should submit the early version FAF to the College Scholarship Service by November 1. Those applying for admission in the spring semester should return the

FAF to the College Scholarship Service by November 1. Later submission will jeopardize the possibility of being awarded assistance.

Foreign students. Foreign students who want to apply for financial aid should complete the financial aid application for foreign applicants, included with part 2 of the application for admission.

Renewal in subsequent years. The financial aid package is for one year only but may be renewed upon application. Applications for renewal are available in the Office of Financial Aid in December of each year. Aid is normally continued as long as financial need continues and the student remains in good standing (is eligible to continue at Cornell) and maintains normal progress toward a degree. Since requirements for good standing vary among the units at the University, students should consult the registrars of their colleges for information about remaining in good standing.

Students normally receive aid for a maximum of eight undergraduate semesters (ten for students in the Department of Architecture), including semesters spent at institutions other than Cornell. Students may request aid for semesters beyond the normal number. However, the amount of scholarship assistance is normally reduced.

Amounts of assistance are based on an annual review of the student's level of need and changes in regulations governing the awards. Self-help levels may be increased if funds are not available for gift assistance to meet increases in tuition and other expenses.

Further Information

More-detailed information is available from the Office of Financial Aid, 203 Day Hall.

Orientation sessions. All incoming recipients of aid and their parents are encouraged to attend the financial aid orientation sessions included in the Cornell orientation program.

Financial counseling services. The University has a staff of financial aid advisers to answer questions about financing an education at Cornell. Students or parents who have questions about a financial aid package or who need assistance in budgeting should contact the Office of Financial Aid.

Fees and Expenses

Fees and expenses include a combination of tuition and expenses for room and board, books and supplies, and personal items.

Tuition. All charges listed in table 11 apply to the 1984–85 school year. Tuition and fees for 1985–86 will be set by the Board of Trustees in the spring of 1985. The amount, time, and manner of payment of tuition, fees, or other charges may be changed at any time without notice.

Table 11. Estimated Tuition, 1984–85

Agriculture and life sciences	
Resident*	$4,060
Nonresident	6,784
Architecture, art, and planning	9,600
Arts and sciences	9,600
Engineering	9,600
Hotel administration	9,600
Human ecology	
Resident*	4,060
Nonresident	6,784
Industrial and labor relations	
Resident*	4,060
Nonresident	6,784

*A resident is a person whose permanent domicile is in the state of New York. The domicile of a student under twenty-one years of age is presumed to be that of his or her custodial parent(s), unless the student provides acceptable proof of emancipation.

Acceptance deposit. An acceptance deposit of $200 is required. If a student does not enter in the semester for which the deposit is paid, and does not formally withdraw before July 1 for the fall semester or December 1 for the spring semester, or does not complete at least one semester at the University, the deposit is forfeited. *Students who complete their degrees will automatically receive a refund of the deposit provided their accounts are paid in full.*

Excess-hours tuition. Students in the state-supported colleges who want to take more credits in the endowed colleges than are allowed under the degree guidelines of those state-supported colleges may be allowed to do so if they pay for the additional credits at the rate of tuition in the college in which the course is given. Recipients of financial aid can request additional loan or job assistance to cover the additional tuition.

Special fees. The following fees are imposed under certain conditions: make-up examination, $10; late filing of study card, $10; late change of program, $10. A fee is charged for late registration according to the following schedule: up to three weeks late, $60; four weeks, $70; five weeks, $80; six weeks, $90; more than six weeks, $90 plus $25 for each additional week.

Living expenses. Table 12 shows the estimated living expenses for single undergraduate students without dependents.

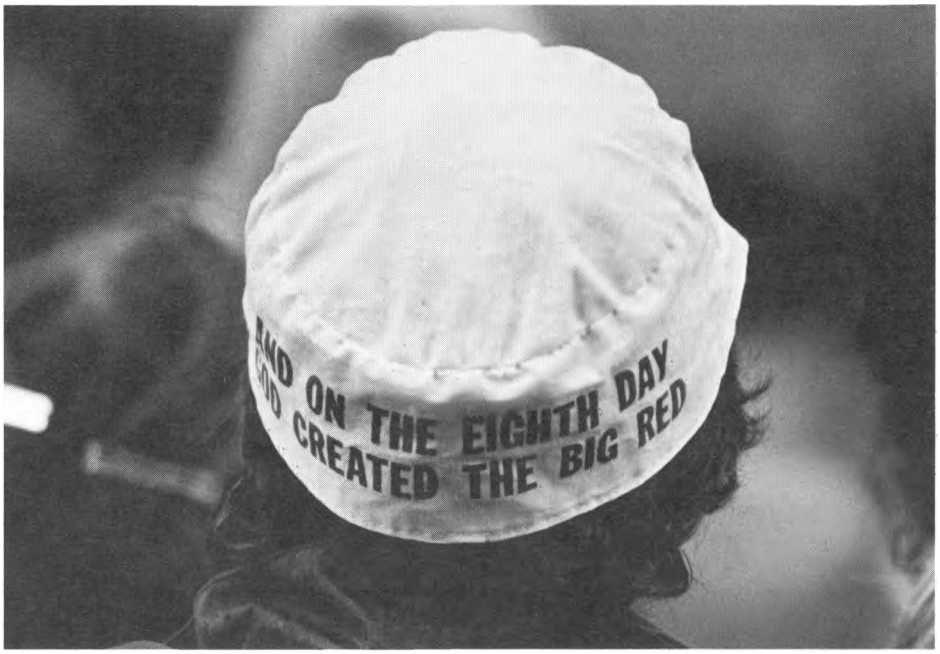
Table 12. Estimated Living Expenses, 1984–85

Room and board	$3,405*
Books and supplies	320†
Personal expenses	730

Note: This table does not include travel costs.

*This is an estimate for a medium-priced double room and the meal plan that provides for twenty meals a week. It does not include the $40 application fee for the University residence, the $100 security deposit, or the $70 membership fee for Co-op Dining.

†The cost of books and supplies for undergraduates in the College of Architecture, Art, and Planning and in the Department of Design and Environmental Analysis is estimated to be $150 higher.



Expenses are slightly higher for foreign students than for United States residents. An estimate of expenses for foreign students may be obtained from the International Student Office, 200 Barnes Hall. Before a certificate of eligibility for an F-1 student status visa is issued, foreign students who are accepted are required to submit certification that funds are available to cover all expenses for the entire undergraduate program at Cornell. Students holding other types of nonimmigrant visas, such as A-2, G-4, and so on, are also required to submit a declaration and certification of finances before registration.

Payment of University bills. The Office of the Bursar mails tuition bills in July and December. Room charges are billed each semester, about a month before the start of the semester. Dining charges are billed on the statement following registration. Statements are mailed monthly.

Tuition and any balance from a prior semester must be paid *before* a student may register. All other payments are due by the date stated on the bill. Any amount remaining unpaid after the due date on the statement on which the charges first appeared is assessed a finance charge of 1 1/4 percent a month (15 percent a year).

An individual with outstanding indebtedness to the University is not permitted to register or reregister in the University, receive a transcript, have academic credits certified, be granted a leave of absence, or receive a degree.

Cornell Installment Plan. Cornell University offers an alternative payment arrangement that allows for the payment of University expenses (tuition, housing, and dining) in equal monthly installments. The cost of the Cornell Installment Plan (CIP) is $25 a year, and participation is voluntary. Many students find CIP a convenient way to avoid making large payments at the beginning of each semester and reduce the possibility of incurring finance charges on unpaid balances. In addition, the plan allows students to determine how much they want to budget in the installments. Each spring detailed information about the service is mailed to parents of incoming freshmen and transfer students.

Multiple Year Tuition Prepayment Plan. In addition to the Cornell Installment Plan described above, the University offers a multiple year tuition prepayment plan to students and their parents who are not recipients of University-supported financial aid. Students can prepay tuition at a fixed rate for two, three, or four years (five years for architecture students) to avoid future tuition increases.

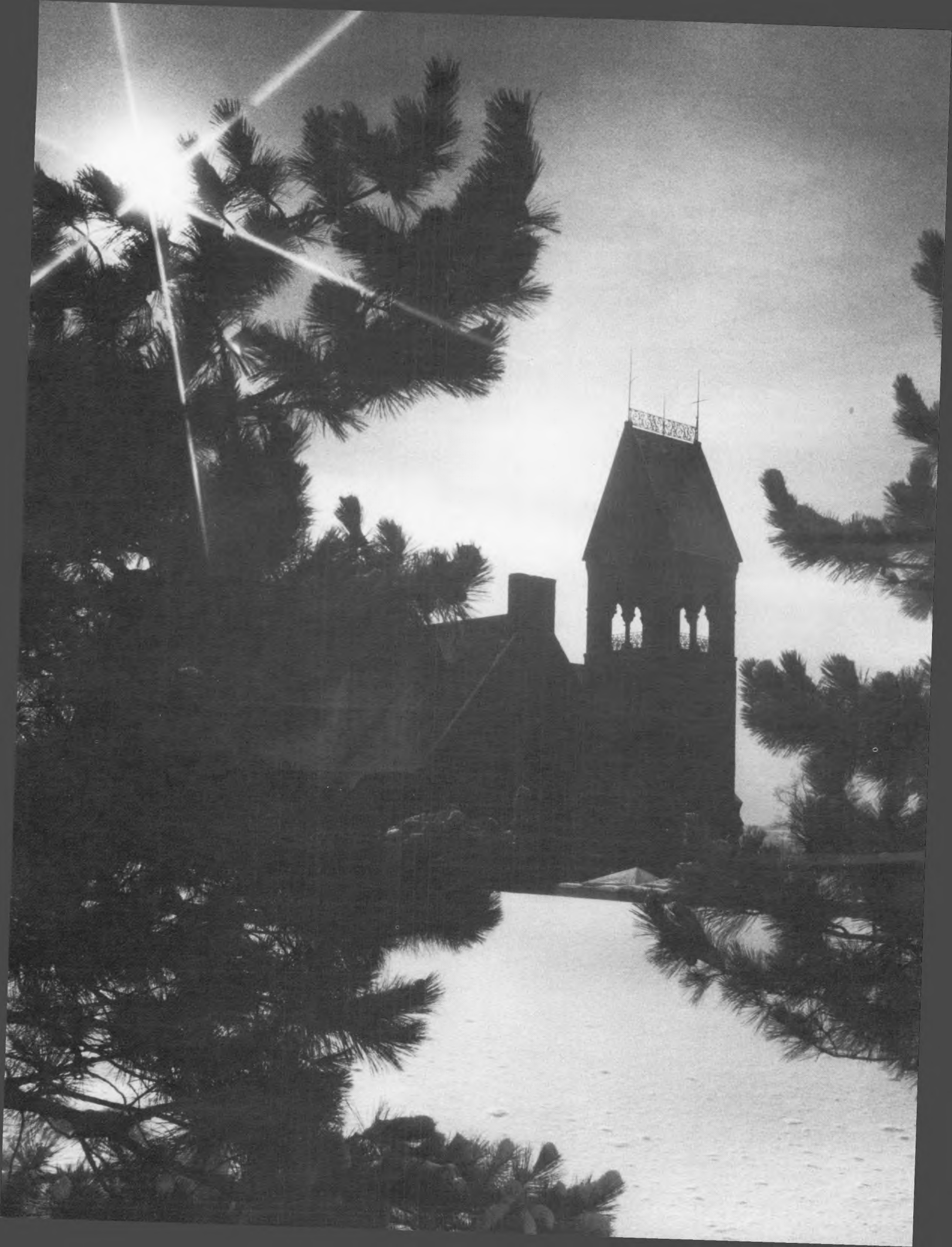
Refunds. Part of the amount personally paid for tuition is refunded if a student obtains an official certificate for a leave of absence or withdrawal at the office of the dean or director of the academic division involved. Students who terminate their registration in the University during a regular term in that manner are charged tuition from the official University registration date (not necessarily the date the student registers) to the effective date of the certificate as follows: first week, 10 percent; second week, 20 percent; third week, 30 percent; fourth week, 40 percent; fifth week, 60 percent; sixth week, 80 percent; seventh week, 100 percent. No charge is made if the effective date is within five days of the University registration date.

The University makes available tuition insurance, which provides refunds in the event of a leave of absence or withdrawal for medical or emotional reasons. Complete details about that coverage accompany the August tuition bill.

The $40 application fee for University residence halls is *nonrefundable* except when lack of space prevents the offer of a room assignment. The $100 security deposit is refundable from the Housing Office, less damage charges, upon fulfillment of the contract. Residence hall refund policies are listed in the residence hall contract.

Students participating in a prepaid dining plan who withdraw from the plan during a semester are eligible for a prorated refund based on the number of days the contract was in effect. The $70 Co-op Dining membership fee is *not refundable.*

Students receiving financial aid from the University who withdraw during a term may be required to repay a portion of the 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 generally counts as one of the eight semesters of financial aid eligibility normally allowed a student.



College of Agriculture and Life Sciences

Nondepartmental Courses

Basic Review Mathematics
Introduction to Farm Techniques
American Indian Studies
Nurturing Scientific Creativity
Internship
Introductory College Mathematics
American and World Community
Agriculture, Society, and the Environment
Environmental Biology

Agricultural Economics

Economics of Agricultural Geography
Introduction to Business Management
Accounting
Marketing
Introduction to Energy Resources
Farm Business Management
Introductory Statistics
Business Law
Taxation in Business and Personal Decision Making
Managerial Accounting and Economics
Financial Management
Economics of the Public Sector
Economics of Marketing
Marketing Management
Marketing Dairy Products
Marketing Horticultural Products
Resource Economics
Farm and Food Policies
Agricultural Prices
Independent Honors Research in Social Science
Advanced Farm Business Management
Farm Finance
Farm and Rural Real Estate Appraisal
Advanced Agricultural Finance Seminar
Farm Management
Seminar in Farm Business Decision Making
Seminar in Farm Business Organization and Estate Planning
Price Analysis
Estate Planning
Introduction to Linear Programming
Advanced Business Law
Business Policy
Personal Financial Management
Management of Cooperative Action
Agricultural Trade Policy
Food Industry Management
Food Merchandising
Field Study of Marketing Institutions
Evaluating Resource Investment and Environmental Quality
Agricultural Land Policy
Economics of Agricultural Development
Undergraduate Research
Marketing Research
Production Economics
Economic Analysis of Public Policy
Economics of Resource Use
Special Problems in Land Economics
Food, Population, and Employment
Macroeconomic Issues in Agricultural Development
Microeconomic Issues in Agricultural Development
Seminar on Latin American Agricultural Policy
Seminar in Agricultural Development
Topics in Agricultural Economics
Advanced Production Economics
Econometrics
Quantitative Methods
Research Methods in Agricultural Economics
Seminar on Agricultural Trade Policy
Seminar on Methods of Trade and Commodity Policy Analysis
Agricultural Markets and Public Policy
Export Marketing
Economics of Renewable Resources
Seminar on Agricultural Policy

Agricultural Engineering

Farm Metal Work
Elements of House Design
Farm Carpentry
Introduction to Agricultural Engineering and Computing
Computing with Graphics
Engineering Drawing
Undergraduate Seminar
Introduction to Energy Technology
Application of Physical Sciences
Agricultural Mechanization
Plane Surveying
Engineering Applications in Biological Systems
Introduction to Computer Uses in Data Analysis
Principles of Navigation
Advanced Farm Metal Work
Farm Machinery
Internal Combustion Engines for Agriculture
Electricity: Its Use and Control
Soil and Water Conservation
Farmstead Production Systems
Farm Buildings Design
Water and Chemical Movement in the Landscape
Career Development in Agricultural Engineering
Power Transmission Systems
Energy Systems Engineering
Agricultural Machinery Design
Agricultural Power
Processing and Handling Systems for Agricultural Materials
Engineering Design and Analysis of Food Processing Equipment
Soil and Water Engineering
Introduction to Environmental Systems Analysis
Agricultural Structures Design
Environmental Control for Animals and Plants
Highway Engineering
Bituminous Materials and Pavement Design
Special Problems in Agricultural Engineering
Agricultural Engineering Design Project
Instrumentation
Drainage Engineering
Irrigation Engineering
Treatment and Disposal of Agricultural Wastes
Nonpoint Source Water Quality Models
Use of Land for Waste Treatment and Disposal
Biological Engineering Analysis
General Seminar
Special Topics in Agricultural Engineering
Orientation for Research
Power and Machinery Seminar
Soil and Water Engineering Seminar
Agricultural Waste Management Seminar
Agricultural Structures and Related Topics Seminar
Biological Engineering Seminar

Agronomy

Basic Principles of Meteorology
Agricultural Meteorology
Meteorological Communications
Theoretical Meteorology
Physical Meteorology
Synoptic Meteorology
Biometeorology
Undergraduate Research in Meteorology
Special Topics in Meteorology and Climatology
Seminar in Meteorology
Research in Meteorology
Grain Crops
Forage Crops
Production of Tropical Crops
Weed Science
Seed Science and Technology
Undergraduate Research in Crop Science
Physiology of Environmental Stresses
Crop Simulation Modeling
Grain Formation
Ecology and Physiology Yield
Special Topics in Crop Science
Graduate Research in Crop Science
Agronomy Seminar
Nature and Properties of Soils
Genesis, Classification, and Geography of Soils
Soil Morphology
Soil and Water Conservation
Soil Fertility Management
Aquatic Plant Management
Geography and Appraisal of Soils of the Tropics
Organic Soils
Forest Soils
Soil Microbiology
Microbial Ecology
Management Systems for Tropical Soils
Special Topics in Soil Science
Undergraduate Research in Soil Science
Use of Soil Information and Maps as Resource Inventories
Pedology
Advanced Soil Microbiology
Soil Physics
Water Status in Plants and Soils
Soil Organic Matter
Soil Chemistry and Mineralogy
Soil Fertility
Graduate Research in Soil Science

Animal Sciences

Introductory Animal Science
Contemporary Perspectives on Animal Science
Livestock Nutrition
Nutrition of Companion Animals
Animal Physiology
Animal Reproduction and Development
Introductory Animal Genetics
Poultry Biology
Dairy Cattle
Dairy Cattle Selection
Horses
Meat and Meat Products
Seminar on Genetics of the Horse
Commercial Poultry Production
The Chicken in Biological Research
Systems Analysis in Animal Production
Beef Cattle
Swine Production
Sheep
Meat Animal and Carcass Evaluation
Livestock Production in Warm Climates
Seminar Dairy Production
Undergraduate Seminar
Forages of the Tropics for Livestock Production
Principles of Animal Nutrition
Poultry Nutrition
Animal Cytogenetics
Quantitative Animal Genetics
Seminar in Animal Genetics
Research Techniques in Quantitative Animal Genetics
Fundamentals of Endocrinology
Artificial Breeding of Farm Animals
Dairy Herd Management
Immunophysiology
Physiology and Biochemistry of Lactation
Comparative Physiology of Reproduction of Vertebrates
Immunogenetics
Commercial Meat Processing
Special Topics in Animal Sciences
Undergraduate Teaching
Undergraduate Research
Proteins and Amino Acids in Nutrition
Vitamins
Forages, Fiber, and the Microbiology of the Rumen
Seminar in Poultry Biology
Forage Analysis
Seminar in Animal Breeding
Seminar in Reproductive Physiology
Special Topics in Animal Science
Experimental Methods in Quantitative Genetics and Animal Breeding

Biological Sciences

(see p. 62)

Communication Arts

Writing for Media
Theory of Human Communication
Parliamentary Procedure
Introduction to Mass Media
Visual Communication
Art of Publication
Oral Communication
Persuasion
Small Group Communication
Effective Listening
Radio and Television Communication
Advertising and Promotion
Basic Newswriting for Newspapers
Science Writing for the Mass Media
Radio Writing and Production
Television Writing and Production
Survey Research Methods
Scientific Writing for Public Information
Organizational Writing
Writing in the Sciences and Engineering
Editing
Principles of Public Communication
Organizational Communication
Independent Honors Research in Social Science
Communication Law
Topics in Communication Theory
Psychology of Communication
Writing for Magazines
Print Media Laboratory
Broadcast Media Laboratory
Photo Communication
Video Communication
Internship
Independent Study
Communication Teaching Experience
Independent Research
Intercultural Communication
Seminar: Interpersonal Communication
Scientific Writing for Scientists
Communication in Organizations
Communication in the Developing Nations
Studies in Communication
Methods of Communication Research
Seminar in Organizational Communication
Frontiers in Communication
Advanced Communication Seminar
Seminar: Communication Issues
Communication Teaching Laboratory
Advanced Communication Projects
Directed Graduate Study

Education

Introduction to Psychology
The Art of Teaching
Educational Psychology
Learning to Learn
Psychology of Adolescence
Introduction to Teaching Agriculture
Youth Organizations
Theories of Teaching
Reading Statistics
Introduction to Educational Statistics
Issues in Educational Policy
Sociology of Education
Economics of Education
Independent Honors Research in Social Science
Field Experience
Our Physical Environment
Environmental and Natural History Writing
Field Natural History
Teaching Elementary Science
Educational Measurement
Psychology of Human Interaction
Counseling Psychology
Special Problems in Agricultural Education
Teaching Agriculture: Methods, Materials, Practice
Adult Education Programs in Agriculture
Educating for Community Action
Curriculum Design
Implementing Instruction
Philosophy of Education
Contemporary Philosophy of Education
Law and Educational Policy
Independent Study
Undergraduate Teaching
Undergraduate Research
Standardized Tests: Use and Interpretation
A Theory of Education
Group Processes in Education
Affective Education
Methods of Educational Inquiry
Continuing Education Programs

Structure of Knowledge and Curriculum
Teaching Mathematics
Curriculum Theory and Analysis
Evaluation for Program Management
Administration of Educational Organizations
Ethical Issues in Educational Administration
Governance of Public Education
Educational Finance
Personnel Development: Issues in Higher Education
History of American Education
Educational Policy Development and Decision Making
Internship in Education
Proseminar in Organization and Management of Sponsored Research
Seminar in Science and Environmental Education
Seminar in Educational Psychology and Curriculum
Seminar in Counseling Psychology
Adult Learning and Development
Conceptual Problems in Educational Inquiry
Designing Extension and Continuing Education Programs
Behavioral Change in International Rural Modernization
Community Education
Comparative Extension Education
Special Problems in Agricultural and Occupational Education
Teaching Agricultural and Occupational Education
Curriculum in Agricultural and Occupational Education
Adult Education Programs: Organization and Direction
Teacher Preparation in Agriculture
Occupational Education Program: Administration and Supervision
Evaluating Programs in Occupational Education
Seminar in Curriculum Theory and Research
Studies in Educational Administration
Seminar in Dewey's Philosophy of Education
Seminar in Educational Psychology
Seminar in Educational Research and Evaluation
Seminar in Agricultural and Occupational Education
Seminar in the Sociology of Education
Seminar in Philosophy of Education

Entomology

Insects and Man
Insect Biology
Applied Entomology
Introductory Beekeeping
Biology of the Honey Bee
Practical Beekeeping
Insect Morphology
Introductory Insect Systematics
Arthropods of World Importance
Special Topics in Economic Entomology
Pesticides in the Environment
Insect Pest Management
Pathology and Entomology of Trees and Shrubs
Medical Entomology
Insect Pathology
Insect Ecology
Ecology and Systematics of Freshwater Invertebrates
Insect Physiology
Special Topics for Undergraduates
Undergraduate Research
Acarology
Systematics of the Coleoptera
Systematics of the Diptera and Hymenoptera
Pest Management Systems
Insect Behavior Seminar
Seminar in Coevolution between Insects and Plants
Seminar in Systematic Entomology
Seminar in Aquatic Ecology
Biological Control
Seminar in Insect Physiology
Insect Toxicology and Insecticidal Chemistry
Special Topics for Graduate Students
Teaching Entomology
Jugatae Seminar

Floriculture and Ornamental Horticulture

Introductory Floriculture and Ornamental Horticulture
Floral Design
Woody Plant Materials
Garden and Interior Plants
Woody Plant Materials for Landscape Use
Turfgrass Management
Principles of Plant Propagation
Principles of Nursery Crop Production
Flower-Store Management
Taxonomy of Cultivated Plants
Physiology of Horticultural Plants
Principles of Florist Crop Production
Greenhouse Production Management
Special Topics on Ornamental Plants
Special Problems in Floriculture and Ornamental Horticulture
Current Topics in Floricultural and Ornamental Horticultural Physiology
Architectural Sketching in Watercolor
Nature Drawing
Freehand Drawing
Freehand Drawing and Illustration
Watercolor
Advanced Drawing
Scientific Illustration

Landscape Architecture

Design I and II: Basic Landscape Architectural Design
Design III and IV: Intermediate Landscape Architectural Design
Design V and VI: Advanced Landscape Architectural Design
Graduate Landscape Architectural Design
Principles of Landscape Architecture
Plants and Design
Contemporary Issues in Landscape Architecture
History of Landscape Architecture
Site Construction
Landscape Design for Nurserymen and Landscape Contractors
Introduction to Parks and Recreation
Issues in Parks and Recreation
Urban Landscape Planning and Design
Regional Landscape Inventories and Information Systems: An International Perspective
Analysis and Use of Vegetation in Comprehensive Land Planning
Summer Internship Seminar
Graduate Seminar in Landscape Architecture
Fieldwork and Workshop in Landscape Architecture

Food Science

Introductory Food Science
Topics in Food Science
Food Choices and Issues
Food Analysis
Food Science for Industry
Postharvest Food Systems
Physical Chemistry of Foods
Nutritional Aspects of Raw and Processed Foods
Introduction to Food Engineering
Food Sanitation As Related to Public Health
Milk and Frozen Desserts
Milk Quality
Food Microbiology
Concepts of Product Development
Product Development Laboratory
International Food Science and Development
Food Processing I—Drying, Freezing, Heat Preservation
Food Processing II—Concentrating, Separating, Mixing
Food Processing III—Fermentations
Processing Fats and Oils
Food Chemistry
Sensory and Objective Evaluations of Foods
Food Mycology
Function of Food Ingredients
Principles of Food Packaging
Food Chemistry Laboratory
Special Topics in Food Science
Undergraduate Research in Food Science
Food Protein Chemistry
Food Carbohydrates
Chemistry of Dairy Products
Instrumental Methods
Food Color and Food Pigments
Rheology
Introductory Chemical Toxicology
Mathematical Evaluation of Processed Packaged Foods
Secondary Plant Metabolites in Foods

International Agriculture

Perspectives in International Agriculture and Rural Development
Seminar: International Agriculture
Agricultural Development in Southeast Asia
Special Studies of Problems of Agriculture in the Tropics
Administration of Agricultural and Rural Development
Seminar on African Agriculture and Rural Development
Chinese Agricultural and Rural Development
Farming Systems Research
Special Topics in International Agricultural and Rural Development
Seminar for Special Projects in Agricultural and Rural Development
International Agricultural and Rural Development Project Paper

Microbiology

Microbes and Human Affairs
Clinical Microbiology
General Microbiology
Tissue Culture Techniques and Applications
Advanced General Microbiology
Applied and Industrial Microbiology
Aquatic Microbiology
Microbial Ecology
Microbial Physiology
Cytology of Prokaryotes
Selected Topics in Microbial Metabolism
Special Topics
Teaching Experience
Research in Microbiology
Bacterial Diversity
Microbiology Seminar

Natural Resources

Principles of Conservation
Environmental Conservation
Introductory Field Biology
Introductory Wildlife Biology
Introductory Fishery Biology
Introductory Forestry
Introduction to Consumptive Wildlife Recreation
Natural Resources Inventories
Forest Ecology
Woodland Management
Maple Syrup Production
Winter Energetics
Ecological Integration
Religion, Ethics, and the Environment
Principles of Wildlife Management
Techniques in Wildlife Science
Selected Topics in Wildlife Resource Policy
Wetland Resources
Dynamics of Animal Populations
Fishery Resource Management
Fishery Science
Techniques in Fishery Science
Managing the Aquatic Environment
Practicum in Natural Resources Analysis and Management
Research in Fishery Science
Research in Wildlife Science
Research in Forestry
Research in Resource Analysis and Planning
Professional Projects
Waterfowl Biology
Seminar on Selected Topics in Fishery Biology
Seminar in Natural Resource Analysis for Ecologically Based Planning
Habitat Ecology
Seminar on Selected Topics in Resource Policy and Planning
Ecology and Management of Disturbed Aquatic Systems
Marine Resources Policies
Perspectives on Conservation
Policies and Management of Natural and Wild Lands
Effects of Ecological Perturbations on Fishes
Conservation Seminar
Seminar in Environmental Values
Wildlife Science Seminar
Ecology and Management of Wetlands

Plant Breeding and Biometry

Plant Genetics
Plant Cell and Tissue Culture
Methods of Plant Breeding
Physiological Genetics of Crop Plants
Biochemical Analyses for Plant Breeders
Experimental Methods
Special Topics in Plant Science Extension
Special Problems in Research and Teaching
Perspectives in Plant Breeding Strategies
Quantitative Aspects of Plant Breeding
Genetics and Breeding for Disease and Insect Resistance

Plant Pathology

Introductory Plant Pathology
Introductory Mycology
Plant Disease Control
Pathology and Entomology of Trees and Shrubs
Special Topics
Teaching Experience
Undergraduate Research
Pest Management for Plant Protection
Cytology of Plant Diseases
Plant Disease Epidemiology
Plant Virology
Plant Nematology
Bacterial Plant Diseases
Pathogen and Disease Physiology
Mycology
Diseases of Vegetable Crops
Diseases of Fruit Crops
Dendropathology
Diseases of Florist Crops
Plant Diseases in Tropical Agricultural Development
Plant Pathology Seminar
Plant Pathology Colloquium
Biology of Plant Pathogens
Plant Virology
Plant Nematology
Bacterial Plant Pathogens
Molecular Mechanisms of Pathogenesis
Advanced Mycology
Advanced Plant Nematology
Taxonomy of Fungi

Pomology

Introductory Pomology
Economic Fruits of the World
Fruit Tree Nursery Operation
Orchard Management
Small Fruits
Viticulture
Postharvest Physiology and Storage of Fruits and Vegetables
Fruit Crop Systematics
Utilization of Fruit Crops
Fruit Variety Improvement
Undergraduate Seminar
Special Topics in Experimental Pomology
Growth and Development of Woody Plants
Research
Graduate Seminar

Rural Sociology

Introduction to Sociology
Introduction to Rural Sociology
Rural Sociology and World Development Problems
Issues in Contemporary Native American Societies
Social Indicators and Data Management
Social History of American Agriculture
Proseminar: Issues and Problems in Rural Society
Social Organization and the Environment
Rural Development and Cultural Change
Rural Society in America
Subsistence Agriculture in Transition
Independent Honors Research in Social Science
Intermediate Sociological Theory
Leadership and Authority in Group Relations
Community Development
Small Towns Seminar
Aging: Issues and Strategies in the 1980s
Social Impact of Rapid Resource Development

Politics and Development
Rural Social Stratification
Health and Social-Economic Development
Informal Study
Contemporary Sociological Theories of Development
Research Design
Environmental Sociology
Political Economy of Rural and Regional Development
Macrosystems Theory and Policy Analysis
Social Organization of Agriculture
Structural Change in United States Agriculture
State, Economy, and Society
Factor Analysis and Multidimensional Scaling
Macrosocial Accounting and Evaluation
Regression and Path Analysis
Social Movements in Agrarian Society
Community Development and Local Control
Community and Property
Applications of Sociology to Development Programs
Sociotechnical Aspects of Irrigation
Public Service Experience
Rural Sociology
Development Sociology
Organization Behavior and Social Action
Methods of Sociological Research

Statistics and Biometry

Statistics and the World We Live In
Theory of Probability
Theory of Statistics
Matrix Algebra
Supervised Teaching
Undergraduate Research
Statistics Seminar
Statistical Methods
Applied Regression Analysis
Sampling Biological Populations
Nonparametric and Distribution-Free Statistical Methods
Mathematical Ecology
Special Problems in Statistics and Biometry
Advanced Biometry
Experiment Design
Treatment Design and Related Experiment Designs
Linear Models
Statistical Consulting

Vegetable Crops

General Horticulture
Organic Gardening
Vegetable Types and Identification
Commercial Vegetable Crops
Postharvest Handling and Marketing of Vegetables
Vegetable Crop Physiology
Kinds and Varieties of Vegetables
Plant-Plant Interactions
Undergraduate Research
Special Topics in Vegetable Crops
Postharvest Physiology of Horticultural Crops
Research Methods in Applied Plant Science
Teaching Experience

College of Architecture, Art, and Planning

Architecture

Architectural Design

Design I–X
Thesis Introduction
Special Program
Elective Design Studio
Elective Design
Special Problems in Architectural Design
Urban Housing Developments
Transportation
Low-Cost Housing
Seminar in Urban and Regional Design
Problems in Architectural Design
Problems in Urban Design
Thesis or Research in Architectural Design
Thesis or Research in Urban Design

Structures

Mathematical Techniques
Structural Concepts
Structural Systems
Advanced Steel Building Design
Building Substructure

Architectural Principles, Theories, and Methods

Introduction to Architecture
Architectural Elements and Principles
Design Methods and Programming
Special Problems in Principles, Theories, and Methods
Computer Graphics
Theory of Architecture
Special Investigations in the Theory and History of Architecture
Computers in Architecture Seminar
Architectural Computer Application
Special Projects in Computer Graphics
Computer-aided Structural Design
Computer-aided Environmental Design
Critical Theory in Architecture
Principles of Design Process

Architectural History

History of Architecture I and II
Architecture of the Classical World
Architecture in the Middle Ages
The Renaissance
The Baroque
Nineteenth-Century Architecture
Twentieth-Century Architecture
American Architecture I and II
The American Planning Tradition
Russian Architecture
Special Investigations in the History of Architecture
Special Topics in Architectural History
Methods of Archival Research
Measured Drawing
Problems in Contemporary Preservation Practice
Perspectives on Preservation
Documentation for Preservation Planning
Building Materials Conservation
Historic Preservation Planning Workshop: Surveys and Analyses
Seminar in Architecture of the Classical World
Seminar in the Renaissance
Seminar in the Baroque
Seminar in Nineteenth-Century Architecture
Seminar in the History of Modern Architecture
Seminar in the History of American Architecture
Seminar in the History of American City Planning
Seminar in the History of Architecture and Urban Development
Informal Study in the History of Architecture
Thesis in Architectural History
Dissertation in Architectural History

Design Communication

Design Fundamentals
Introductory Photography
Second-Year Photography
Large-Format Architectural Photography
Graphic Design Studio
Architectural Simulation Techniques
Special Project in Photography
Special Project in Design Communication

Architectural Science and Technology

Introduction to Social Sciences in Design
Introduction to Environmental Science
Building Technology, Materials, and Methods
Environmental Controls
Environmental Technology Workshop
Special Problems in Architectural Science
Environmental Control Systems
Architecture in Its Cultural Context
Architectural Science Laboratory
Thesis or Research in Architectural Science

The Profession of Architecture

Professional Practice
Washington, D.C., Field Program
Architectural Drawing

Art

Courses in Theory and Criticism

Color, Form, and Space
Introductory Art Seminar
Seminar in Art Criticism

Studio Courses in Painting

Introductory Painting
Second-Year Painting
Third-Year Painting
Fourth-Year Painting
Senior Thesis in Painting
Graduate Painting

Studio Courses in Graphic Arts

Introductory Intaglio Printing
Introductory Silk-Screen Printing
Introductory Lithography
Second-Year Intaglio Printing
Second-Year Silk-Screen Printing
Second-Year Lithography
Third-Year Printmaking
Fourth-Year Printmaking
Senior Thesis in Printmaking
Graduate Printmaking

Studio Courses in Sculpture

Introductory Sculpture
Second-Year Sculpture
Third-Year Sculpture
Fourth-Year Sculpture
Senior Thesis in Sculpture
Graduate Sculpture

Studio Courses in Photography

Introductory Photography
Second-Year Photography
Photo Processes
Third-Year Photography
Fourth-Year Photography
Graduate Photography

Studio Courses in Drawing

First-Year Drawing
Second-Year Drawing
Third-Year Drawing

Special Studio Courses

Independent Studio in Painting
Independent Studio in Sculpture
Independent Studio in Printmaking
Independent Studio in Photography

City and Regional Planning

Urban and Regional Theory

Contemporary Issues in Urban and Regional Studies
Introduction to Urban and Regional Theory
Spatial Analysis of Urban and Regional Systems I
Spatial Analysis of Urban and Regional Systems II
Urban Economics
Fieldwork or Workshop in Urban and Regional Theory
Special Topics in Urban and Regional Theory
Advanced Seminar in Urban and Regional Theory I
Advanced Seminar in Urban and Regional Theory II
Informal Study in Urban and Regional Theory

Planning Theory and Politics

Planning and Political Economy I
Planning and Political Economy II
Introduction to Planning Theory
Introduction to Planning
Neighborhood and Community Theory
Politics of the Planning Process
Planning and Organization Theory
Fieldwork or Workshop in Planning Theory and Politics
Special Topics in Planning Theory and Politics
Advanced Planning Theory
Informal Study in Planning Theory and Politics

Quantitative Methods and Systems Analysis

Introduction to Quantitative Methods I
Introduction to Quantitative Methods II
Mathematical Concepts for Planning
Introduction to Computers in Planning
Planning Analysis
Planning Information Systems
Methods of Social Policy Planning
Statistical Analysis for Planning I
Statistical Analysis for Planning II
Quantitative Techniques for Policy Analysis and Program Management
Simulation in Planning and Policy Analysis
Decision Analysis for Policy Planning and Program Management
Fieldwork or Workshop in Systems Planning and Analysis
Special Topics in Quantitative Methods and Analysis
Informal Study in Quantitative Methods and Analysis

Regional Development Planning

Regional Economic Development
Introduction to Regional Development Planning
Regional Development Administration
Methods of Regional Science
Optimization Techniques in Planning
Regional Industrial Development
Fieldwork or Workshop in Regional Development Planning
Special Topics in Regional Development Planning
Location Theory in Physical and Policy Spaces
Conflict Management in Multiregion Planning
Informal Study in Regional Development Planning

Social Policy Planning

Institutional Decision Processes
The Impact and Control of Technological Change
Social and Political Studies of Science
Introduction to Social Policy Planning
The Politics of Technical Decisions I
The Politics of Technical Decisions II
Planning, Organizing, and Public Service Delivery
Dynamics of Social Policy Institutions
Critical Theory and the Foundation of Planning Analysis
Legal Aspects of Public Administration
Seminar in Social Policy Research and Analysis
Critical Theory and Public Policy
Urban Financial Planning and Management
Urban Fiscal Analysis
Informal Seminar in Planning Theory: Philosophy, Ethics, and Values in Planning
Fieldwork or Workshop in Social Policy Planning
Special Topics in Social Policy Planning
Informal Study in Social Policy Planning

Urban Development Planning

Suburbanization and Metropolitan America
Urban Land-Use Planning I
Urban Land-Use Planning II
Introduction to Planning Design
Planning and Design Workshop
Small-Town Community Design Workshop
Urban Transportation and Land-Use Planning
Urban Land Policy and Programs
The Urban Development Process
Legal Aspects of Land-Use Planning
Environmental Land Resources Protection Law
Urban Land Policy and Programs—Special Problems
Fieldwork or Workshop in Urban Development Planning
Special Topics in Urban Development
Informal Study in Urban Development Planning

Special Interprogram Topics: History and Preservation

Methods of Archival Research
The American Planning Tradition
Documentation for Preservation
Historic Preservation Planning Workshop: Surveys and Analyses
Perspectives on Preservation
Problems in Contemporary Preservation Practice
Building Materials Conservation
American Planning in the Early Twentieth Century

Urban Planning in Colonial and Nineteenth-Century Hispanic America
Seminar in the History of American City Planning
Historic Preservation Planning Workshop: Plans and Programs
Seminar in American Urban History
Historic Preservation Law
Economics and Financing of Neighborhood Conservation and Preservation
Public Policy and Preservation Planning
Fieldwork or Workshop in History and Preservation
Special Topics in History and Preservation
Informal Study in History and Preservation

Special Interprogram Topics: International Studies

Seminar in Latin American Urban Planning and Development
Workshop in Latin American Urban Planning and Development
Regional Planning and Development in Developing Nations
Seminar in International Planning
Seminar in Science and Technology Policy in Developing Nations
Seminar in Policy Planning in Developing Nations: Technology Transfer and Adaption
Seminar in Project Planning in Developing Countries
Theories of Development and Underdevelopment
Fieldwork or Workshop in Planning for Developing Regions
Special Topics in Planning for Developing Regions
Advanced Fieldwork or Workshop in Planning for Developing Regions
Informal Study in Planning for Developing Regions

Special Interprogram Topics: Environmental Health, Housing, and Institutional Planning

Environmental Politics
Urban Aesthetics
Introduction to Environmental Health Issues
Environmental Epidemiology
Environmental Law, Policy, and Management
Environmental Management Workshop
Environmental Law II: Natural Resources and Toxic Substances
The Political Economy of Health Planning
Planning and Evaluation of Environmental Health Programs and Projects
Environmental Health Planning
Health Systems Planning
Fieldwork or Workshop in City and Regional Planning
Special Topics in City and Regional Planning
Informal Study in Environmental Health Planning
Informal Study in City and Regional Planning
Tutorial in Urban and Regional Studies
Professional Planning Colloquium I
Professional Planning Colloquium II
Master's Thesis, Project, or Research Paper I
Master's Thesis, Project, or Research Paper II
Planning Internship
Master's Thesis in Preservation Planning I
Master's Thesis in Preservation Planning II
Planning Research Seminar I
Planning Research Seminar II
Doctoral Dissertation I
Doctoral Dissertation II

Landscape Architecture

Basic Landscape Architectural Design
Graphic Communication
Principles of Landscape Architecture
Plants and Design
Intermediate Landscape Architectural Design
Site Construction
Thesis Project Seminar
Advanced Landscape Architectural Design
Senior Thesis Project
Professional Practice Seminar
Introduction to Parks and Recreation
Urban Environmental Planning
Urban Environment Workshop
Special Topics in Landscape Architecture
Independent Study in Landscape Architecture
Graduate Landscape Architectural Design
Contemporary Issues in Landscape Architecture
History of Landscape Architecture
Urban Landscape Planning and Design
Regional Landscape Planning
Summer Internship Seminar
Graduate Design Research Seminar
Fieldwork or Workshop in Landscape Architecture
Master's Thesis in Landscape Architecture

College of Arts and Sciences

Akkadian

Elementary Akkadian
Readings in Akkadian Texts

Anthropology

Introductory Courses

Nature and Culture
Social Anthropology
The Comparison of Cultures
Humankind: The Biological Background
Ancient Societies
Encounters with Other Cultures
The Anthropologist's America
Apes and Languages
Rites of Passage
The Discovery of America
Ethnographic Films
The Discipline of Anthropology
Social Relations Seminar
Topics in Anthropology

Archaeological Courses

Early People: Human Cultural and Biological Evolution
The Earliest Civilizations
Interpretation of the Archaeological Record
The Peopling of America
Archaeology of Mexico and Central America
The Archaeology of South America
Archaeological Research Methods
Field Archaeology in South America
Investigation of Andean Institutions: Archaeological Strategies
Seminar in Archaeology: Central America
Seminar in Archaeology: The Aztecs

Biological and Ecological Anthropology

Human Biology: Variation and Adaptations of Contemporary Populations
Ecology and Human Biology
Human Behavior: A Sociobiological Perspective

Linguistic Anthropology

Language and Culture

Sociocultural Anthropology

Biology and Society I: The Biocultural Perspective
Biology and Society II: Biology, Society, and Human Values
Psychological Anthropology
Urban Anthropology
Applied Anthropology
The Anthropology of Everyday Life
Meaning across Cultures
Anthropology of Women and Gender
Comparative Religious Systems
Kinship and Social Organization
Images of Exotics
Economic Anthropology
Law and Culture
Politics and Culture
Peasant Cultures
Ethnohistory
Special Problems in the Anthropology of Women
Myth, Ritual, and Sign
Ethnography of Communication
Anthropological Boundaries
Portraits, Profiles, and Life Histories
Constructions and Visualizations

Theory and History of Anthropology

Ethnographic Description
Contemporary Anthropological Theory
History of Anthropology in the United States
Structuralism
Development of Anthropological Thought
Ritual Structures and Cultural Pluralism

Area Courses

Ethnology of Native North America
Ethnohistory of the Northern Iroquois
The United States
Ethnology of the Andean Region
Ethnology of Island Southeast Asia
Ethnology of Mainland Southeast Asia
Ethnology of Oceania
Ethnology of Africa
Culture and Society in South Asia
Religion, Family, and Community in China
Japanese Society
Indians of Mexico and Central America
Andean Thought and Culture
Mesoamerican Thought and Culture

Graduate Seminars

Southeast Asia Seminar: Burma
Southeast Asia Seminar: Philippines
Special Problems in Anthropology
Myth and Mythology
Principles of Social Anthropological Theory
History of Anthropological Thought
Methods of Assessing Child Growth
Anthropological Approaches to the Study of Buddhism in Asia
Law in the Context of Culture
Political Anthropology: Culture and Revolution in Indonesia
Anthropometric Assessment
Andean Symbolism
Andean Research
Southeast Asia: Readings in Special Problems
Regional Systems and Local Communities
Japanese Ethnology
Anthropological Boundaries
Constructions and Visualizations
Problems in Economic Anthropology
Problems in Archaeology: Agricultural Origins
Problems in Archaeology: Early Man in America
The Discovery of America
Origins of Mesoamerican Civilization
Topics in Ecological Anthropology
Topics in Biomedical Anthropology

Arabic

Elementary Arabic
The Spoken Arabic of Egypt
Intermediate Arabic
Advanced Arabic

Aramaic

Aramaic

Archaeology

Introduction to Archaeology
Popular Archaeology
The Origins and Diversity of the Family in Antiquity
Archaeoastronomy

Theory and Interdisciplinary Approaches

Method and Theory in Stone Age Archaeology
Evolution of Prehistoric Technology
Ancient Societies
The Earliest Civilizations
History of Archaeology
Dendrochronology of the Aegean
Historical Archaeology: Method and Theory
Geomorphology
Interpretation of the Archaeological Record
Archaeological Research Methods
Evolution of Prehistoric Technology
Ceramics
Seminar in Archaeology
Architectural Problems in Archaeological Fieldwork
Problems in Archaeology: Agricultural Origins

Old World Archaeology

Freshman Seminar in Archaeology
Mediterranean Archaeology
Rise of Classical Greece
Introduction to Classical Archaeology
Minoan-Mycenaean Art and Archaeology
Archaeology in Action
Archaeology of Africa
Greek Architecture
Dendrochronology of the Aegean
The History of Ancient Israel
Ancient Seafaring
Introduction to Biblical Archaeology
Archaeology of the Ancient Near East
Archaeology of Ancient Europe
Archaeology of Classical Greece
Art and Archaeology of Archaic Greece
Archaeology of Cyprus
Arts of the Roman Empire
Greek Vase Painting
Greek and Roman Coins
History and Archaeology of Ebla
Archaeology of Ancient Egypt
The Vikings
Seminar in Aegean Archaeology
Seminar in Classical Greek Archaeology

New World Archaeology

Indian Lifeways of Ancient North America
Archaeology of the Americas
Archaeology of Mexico and Central America
Archaeology of South America
Mesoamerican Thought and Culture
Seminar in Andean Symbolism
Seminar in Andean Research
Problems in Archaeology: Early Man in America
Andean Systems of Production

Asian Studies

Women and Social Transition in the Twentieth Century
Revolution and Social Values in Modern Chinese Literature
Feminine and Masculine Ideals in Japanese Culture
Introduction to Japan
Introduction to China
Chinese Religions
The Japanese Economy
Three Ways of Thought: Confucianism, Taoism, Zen
Dimensions of Religious Experience in Asia
Early Buddhism
Mahayana Buddhism
Japanese Religions
Seminar on Asian Religions
Asian Dance and Dance Drama
Southeast Asian Literature in Translation
Seminar in East Asian Literature

Astronomy

The Universe beyond the Solar System
Our Solar System
An Introduction to the Universe
Essential Ideas in Relativity and Cosmology
Astronomy: Stars, Galaxies, and Cosmology
Theories of the World: The Solar System, Planets, and Life
Our Home in the Universe
Information and Knowledge in Science and Engineering
Life in the Universe
Elements of Astrophysics
Introduction to Astrophysics and Space Sciences
The Sun
The Evolution of Planets
Applications of General Relativity
High-Energy Astrophysics
Galactic Structure and Stellar Dynamics
Radio Astronomy
Radio Astrophysics
Signal Processing in Astronomy
Theory of the Interstellar Medium
Theory of Stellar Structure and Evolution

Mechanics of the Solar System
Radiative Transfer and Planetary Atmospheres
Celestial Mechanics
Seminar: Advanced Radio Astronomy
Seminar: Infrared Astronomy
Advanced Study and Research
Cosmic Electrodynamics
Special Topics in Planetary Astronomy
Seminar: Current Problems in Planetary Fluid Dynamics
Seminar: Cosmic Rays and High-Energy Electromagnetic Radiation
Seminar: Current Problems in Theoretical Astrophysics

Biological Sciences

(see p. 62)

Burmese

Intensive Elementary Course: Listening, Speaking, Reading, Writing
Intermediate Burmese Reading Course
Composition and Conversation
Advanced Burmese Reading Course

Cambodian

Intensive Elementary Course: Listening, Speaking, Reading, Writing
Intermediate Cambodian Reading Course
Composition and Conversation
Advanced Cambodian
Structure of Cambodian

Cebuano (Bisayan)

Intensive Basic Course: Listening, Speaking, Reading, Writing

Chemistry

Introduction to Chemistry
Man in His Chemical Environment
Origins of Life
In the Realm of Organic Chemistry
General Chemistry
General Chemistry and Inorganic Qualitative Analysis
Introduction to Experimental Organic Chemistry
Elementary Experimental Organic Chemistry
Elementary Organic Chemistry
Introductory Physical Chemistry
Quantitative Chemistry
Experimental Chemistry
Introductory Organic Chemistry
Organic Chemistry
Physical Chemistry
Advanced Measurements Laboratory
Techniques of Modern Synthetic Chemistry
Introduction to Inorganic Research
Introduction to Analytical Research
Introduction to Organic Research
Introduction to Research in Physical Chemistry
General Chemistry Colloquium
Advanced Inorganic Chemistry I: Symmetry and Structure
Advanced Inorganic Chemistry II: Structure and Dynamics
Advanced Inorganic Chemistry III: Structure and Properties
Chemical Communication
Advanced Analytical Chemistry
Organic and Organometallic Chemistry Seminar
Advanced Organic Chemistry
Synthetic Organic Chemistry
Chemical Aspects of Biological Processes
Enzyme Catalysis and Regulation
Chemistry of Nucleic Acids
Thermodynamics
Physical Chemistry of Proteins
Baker Lectures
Introductory Graduate Seminar in Analytical, Inorganic, and Physical Chemistry
Selected Topics in Advanced Inorganic Chemistry
Physical Organic Chemistry
Selected Topics in Organic Chemistry
Chemistry of Natural Products
Principles of Chemical Kinetics
Special Topics in Biophysical and Bioorganic Chemistry
X Ray Crystallography
Quantum Mechanics
Statistical Mechanics
Selected Topics in Physical Chemistry

Chinese

Culture

Revolutions and Social Values in Modern Chinese Literature
Three Ways of Thought: Confucianism, Taoism, Zen
Introduction to China
Traditional Chinese Society and Culture
The Economies of China
A Documentary Study of Contemporary China
Chinese Government and Politics
The Foreign Policy of China
Readings on the Great Cultural Revolution
Capitalism and Communism: Chinese and Japanese Patterns of Development
The Thoughts of Mao Ze Dong
China and the West before Imperialism
Chinese Views of Themselves
Early Warfare, East and West
History of China up to Modern Times
Undergraduate Seminar in Medieval Chinese History
Self and Society in Late Imperial and Twentieth-Century China
Undergraduate Seminar: The First Chinese Revolution, 1880–1930
Chinese Historiography and Source Materials
Problems in Modern Chinese History
Seminar in Medieval Chinese History
Art of China
Chinese Painting and Ceramics
Chinese Art of the T'ang Dynasty
Studies in Chinese Painting
Problems in Chinese Art
Chinese Philosophical Literature
Chinese Poetry
Twentieth-Century Chinese Literature
Chinese Narrative Literature
Chinese and Japanese Bibliography and Methodology
Chinese Philosophical Texts
Classical Narrative Texts
T'ang and Sung Poetry
Readings in Literary Criticism
Readings in Folk Literature
Seminar in Chinese Fiction

Languages and Linguistics

Elementary Course
Cantonese Basic Course
Intermediate Chinese
Chinese Conversation
Intermediate Cantonese
Introduction to Classical Chinese
Chinese Composition
History of the Chinese Language
Linguistic Structure of Chinese: Phonology and Morphology
Linguistic Structure of Chinese: Syntax
Chinese Dialects
Readings in Modern Chinese Literature
FALCON: Intensive Mandarin Course

Classics

Word Power: Greek and Latin Elements in the English Language
Freshman Seminar in Greek Literature
Freshman Seminar in Ancient Philosophy
Freshman Seminar in Latin Literature
Freshman Seminar in Classical Archaeology
Life under the Caesars: The Satirist's View
The Individual and Society in Classical Athens
Greek Philosophy
Hellenistic and Roman Philosophy
The Genius of Christianity
Greek and Roman Mystery Religions
Greek and Roman Historians
Cicero and His Age
Greek and Roman Drama
Roman Law
Arts and Monuments of Athens
Greeks and Their Eastern Neighbors
Art and Archaeology of Archaic Greece
Greek Foundations of Western Literature
Pagans and Christians at Rome
Ancient Philosophy of Science
Women in Classical Greece and Rome
Augustine
The Church of the Fathers
Decline and Fall of the Roman Empire
Language of Myth
Patristic Seminar

Comparative Literature

Great Books
Culture as Semiotic System
Introduction to Psychopathological Texts
Comedy
Rhetoric and Technology
Christianity and Judaism
Literature of the Old Testament
Medieval Literature
Medieval Literature: Dante in Translation
English Renaissance Drama and Its European Contexts
European Drama, 1660 to 1900
Modern Drama
The Literature of Europe in the Renaissance
The Literature of Europe since 1800
Being, God, Mind: Humanistic Revolutions from Plato to Vico
Biology and Theology: Approaches to the Origin of Life, Evolution, Heritage and Freedom, Sexuality, and Death
The European Novel
The Russian Connection
Literature and Society
History and Theory of Drama
The Reader in the Novel
The Divided Self in Women's Writing
The Japanese Noh and Modern Dramatists
Metaphor, Modernism, and Cultural Context
Introduction to Twentieth-Century Criticism
Hume and Rousseau
Old Testament Seminar
New Testament Seminar
Readings in the New Testament
Allegory and Symbolism
Renaissance Public Theater
Hegel's Phenomenology in Context
Fiction and the Irrational
Verga, D'Annunzio, and Pirandello
Freud as Imaginative Reader and Writer
Petrarch, Ronsard, and Donne
The Aesthetics of Coincidence
Critical Perspectives: Roland Barthes
Italy and the Transalpine Renaissance
Ariosto, Spenser, and Rabelais
Baudelaire and Hugo
Proust and Mystery
Jean Paul and the Eighteenth-Century Humorous Novel
Hermeneutics

Computer Science

Introduction to Computer Programming
The Computer Age
Multistep Job Processing and JCL
Computers and Programming
Discrete Structures
Social Issues in Computing
Introduction to Computer Systems and Organization
Numerical Methods
Data Structures
Systems Programming and Operating Systems
Interactive Computer Graphics
Introduction to Simulation and Database Systems
Introduction to Database Systems
Introduction to Theory of Computing
Introduction to Analysis of Logarithms
Computer Science and Programming
Advanced Programming Languages
Translator Writing
Concurrent Programming and Operating Systems Principles
Machine Organization
Picture Processing
Numerical Analysis
Short Course on Linear and Nonlinear Least Squares
Short Course on Spline Approximation
Analysis of Database Systems
Information Organization and Retrieval
Design and Analysis of Computer Networks
Theory of Algorithms and Computing
Computer Science Graduate Seminar
Theory of Programming Languages
Theoretical Aspects of Compiler Construction
Analysis of Algorithms
Theory of Computing
Seminar in Operating Systems
Seminar in Programming
Advanced Numerical Analysis
Seminar in Numerical Analysis
Selected Topics in Information Processing
Seminar in File Processing
Seminar in Information Organization and Retrieval
Advanced Theory of Computing
Seminar in Automata Theory
Seminar in Theory of Algorithms and Computing
Special Investigations in Computer Science

Dutch

Intensive Elementary Course: Listening, Speaking, Reading, Writing
Seminar in Dutch Linguistics

Economics

Introductory Microeconomics
Introductory Macroeconomics
Economics of Market Failure
The Impact and Control of Technological Change
Economics and the Law
Economics of Defense Spending
Introduction to Peace Science
Economic Analysis of Government
Capitalism and Socialism
Intermediate Microeconomic Theory
History of Economic Thought
Intermediate Macroeconomic Theory
Intermediate Mathematical Economics
Quantitative Methods

Economic History

Economic History of Modern Europe: 1750 to the Present
American Economic History
Economic History of Latin America
History of American Business Enterprise
Eastern Europe Today: Economics, Government, and Culture
The Soviet Union: Politics, Economics, and Culture

Money, Banking, and Public Finance

Money and Credit
Theory and Practice of Asset Markets
Public Finance: Resource Allocation
Collective Choice: Theory and Applications
Macroeconomic Policy

Labor Economics

Labor Economics
Problems in Labor Economics

Organization, Performance, and Control of Industry

Industrial Organization
Public Regulation of Business
Economics of Regulation
Economics of the American System of Private Enterprise
Economics of Imperfect Information
Current Economic Issues

International and Comparative Economics

International Trade Theory and Policy
International Monetary Theory and Policy
The United States in the World Economy
Selected Topics in Socialist Economics
Economic Policy and Development in Southeast Asia
Introduction to the Japanese Economy
Comparative Economic Systems: Soviet Union and Europe
Comparative Economics: United States, Europe, and the Soviet Union
Public Policy and Economic Development
Applied Economic Development
Economics, Population, and Development
International Specialization and Economic Development
National and International Food Economics
Economics of Participation and Workers' Management
The Practice and Implementation of Self Management
Intertemporal Economics
Topics in Microeconomic Analysis
Topics in Macroeconomic Analysis
Economic Effects of Participation and Labor managed Systems

Graduate Courses and Seminars

Nonparametric Methods for Peace Scientists and Regional Scientists
Interdependent Decision Making
Microeconomic Theory
Macroeconomic Theory: Static Income Determination
Macroeconomic Theory: Dynamic Models, Growth, and Inflation
Mathematical Economics
Quantitative Methods
Economic History of Ancient Medieval Europe
Economic Problems of Latin America
Economics of Workers' Management in Yugoslavia
Readings in Economics
Seminar in Peace Science
Advanced Social Theory for Peace Scientists
Advanced Microeconomic Theory
Econometrics
American Economic History
Methods in Economic History
Monetary Theory and Policy
Public Finance: Resource Allocation and Fiscal Policy
Public Finance: Local Government and Urban Structure
Seminar in Labor Economics
The Labor Market and Public Policy: A Comparative View
Economics of Evaluation
Issues in Latin America
Industrial Organization and Regulation
International Economics: Pure Theory and Policy
The International Economic Order
International Economics: Balance of Payments and International Finance
Economic Demography and Development
Economics of Development
Development in a Polarized World
Economic Systems
Economic Growth in Southeast Asia
Theory of Quantitative Economic Policy
Economics of Participation and Labor-Management Systems: Theory
Seminars in Advanced Economics

English

The English Literary Tradition
Readings in English and American Literature
Forms of Poetry
Medieval Romance: The Voyage to the Otherworld
Shakespeare
Contemporary Afro-American Literature
Expository Writing
Feminist Issues in Nineteenth- and Twentieth-Century Literature
Writing about the Arts at Cornell
Expository Writing
Twentieth-Century Biography
Major Nineteenth-Century Female Novelists
The Modern Novel
Modern Poetry
Twentieth-Century Southern Fiction
Irish Culture
Folklore and Literature
Literature and Value
The Reading of Fiction
The Reading of Poetry
Introduction to Drama
The American Literary Tradition
Creative Writing

Major Periods of English Literature

Old English Literature in Translation
Middle English Literature in Translation
Renaissance Literature
The Sixteenth Century: Tudor Culture
Restoration and Eighteenth-Century Literature
The Eighteenth-Century English Novel
The Romantic Poets
The Victorian Period
The Early Twentieth Century (to 1914)
Modern Literature since 1914

Major English Authors

Chaucer
Shakespeare
Milton

Major Periods of American Literature

Early American Literature
The American Renaissance
The Age of Realism and Naturalism
American Literature in the Twentieth Century

Genres and Special Topics

The Modern American Novel
English Drama

Creative and Expository Writing

Narrative Writing
Verse Writing
Seminar in Writing: Autobiography
The Art of the Essay

Courses for Advanced Undergraduates

Topics in Criticism: Art and Ideology
The Earlier American Novel: Brockden Brown to Henry James
The Modern American Novel
The Nineteenth-Century English Novel
Topics in Criticism: Semiotics and Cultural Criticism
Readings in the Humanities: The Sacred and the Profane
Seminar in the Theory and Practice of Translation
Evolution of Epic
The English Language
Spenser
Studies in Shakespeare: Critical Approaches
Readings in Seventeenth-Century Poetry: Donne, Jonson, Marvell, Dryden
Poetry and Music in the English Renaissance
Milton and Romantic Poetry
The Age of Johnson
Restoration and Eighteenth-Century Drama
Wordsworth and Keats
Victorian Poetry
History of the Book
The Art and Poetry of William Blake
English Literature and Its Intellectual Contexts: Edwardians and After
Contemporary Fiction
Four Modern Masters: Pirandello, Brecht, Beckett, Pinter
Twentieth-Century Woman Writers
Yeats and Lawrence
The Trial of Oscar Wilde
The Politics of Realism
The Political Novel in America
Dickinson and Whitman
American History and the Literary Imagination
Mark Twain and Henry James
Poetry of the Sixties and Seventies: The Feminine Sensibility
Afro-American Literature
Modern American Poetry
Modern British Fiction
History into Fiction
The Bildungsroman in English
Studies in the Novel: Dickens and Thomas Mann
Trends in Contemporary Criticism
Irish Fiction
Satire
Hawthorne and Melville
Women and Writing: Wollstonecraft to Woolf
Reading Woman Poets
Poetics for Poets and Critics
Honors Seminar I: Forms of Distance in Modern Fiction
Honors Seminar II: Poetry and Poetics: Victorian and Modern

Courses Primarily for Graduate Students

Advanced Old Norse: Poetry and Poetics
Old English
The Vikings
Theory and Practice of Translation
Beowulf
Middle English Literature
Piers Plowman
History of the English Language
Spenser
Shakespeare: The Histories and Comedies
Metaphysical Poets
Ben Jonson
Milton
Studies in the Eighteenth Century
Austen and Scott
The Other Romantics: DeQuincey, Hazlitt, Lamb
Romantic Masterworks
The French Revolution and the British Literary Imagination
Major Victorian Poets
Emerson and His Circle
The London Vortex
English Literature and Its Intellectual Contexts in the Early Twentieth Century
Twain and James
Frost and Eliot
Williams and Stevens
Modern American Literature: Forms of Hope and Despair
Postmodernist Fiction
The American Writer and the 1930s
Evolution of the Novel
Conrad, Lawrence, Joyce
Freud and Literature
Semiotics and Marxist Literary Criticism

Graduate Seminars

Introduction to Research and Scholarly Methods
Introduction to Criticism and Literary Theory
Studies in Shakespeare (the Sources)
Milton
Keats
Hardy
Woolf
Writing Seminar
Writing Seminar: Poetry
Writing Seminar: Prose

English as a Second Language

English as a Second Language
English for Nonnative Speakers

Freshman Seminar

English for Bilinguals

French

Literature

Freshman Seminar: Introduction to Semiotics
Freshman Seminar: Readings in Modern Literature
Introduction to French Literature
Studies in French Literature
Masterpieces of French Drama I: The Classical Era
Masterpieces of French Drama II: The Modern Era
The Novel as Masterwork: French Novels from Pre-Romanticism to Symbolism
The Novel in France: From the Origins to the French Revolution
Experimental and Contemporary French Novels: Subversion of the Novelistic Genre from Diderot to the Present
French Poetry from the Middle Ages to Romanticism
Masterpieces of Medieval Literature
The Baroque in France
French Classicism
Flaubert
Comic Theater in the Seventeenth Century
Victor Hugo and the Romantic Movement
Self, Family, and Polity in Renaissance Times
From Parnassus to Surrealism
French Romanticism
Marx in France
Special Topics in French Literature
Honors Work in French
Medieval Literature
Theater in Sixteenth-Century France
Literature and the Arts in Sixteenth-Century France
Rabelais
Early Sixteenth-Century Poetry: Marot, Sceve, DuBellay
Montaigne
The Theater of Moliere
Diderot and the Enlightenment
Voltaire: Strategies, Traps, and Play
Feminism and French Literature
Mallarme
French Film and Literature in the Twentieth Century
Reading Workshop
The Aesthetics of Coincidence
Old French Dialectology
Special Topics in French Literature
The Moralist Tradition
Medieval Seminar: The Old French Epic
Medieval Seminar: Villon
Medieval Seminar: *La Roman de la Rose*
Poetry and the Powers
Racine and His Critics
Seventeenth-Century Seminar
Bohemians and Dandies
The Poetics of Derrida
Memory, Creation, and the Novel

Languages and Linguistics

Intensive Elementary Course: Listening, Speaking, Reading, Writing
Continuing French
Intermediate Course: Language and Literature
Intermediate Composition and Conversation
Intermediate French
Advanced Conversation
Advanced Composition and Conversation
History of the French Language
Applied Linguistics: French
Linguistic Structure of French
Semantic Structure of French
Composition and Style
Linguistic Structure of Old and Middle French
Contemporary Theories of French Grammar
Seminar in French Linguistics

Geological Sciences

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Germanic Studies

Literature

Folk Literature and Folk Poetry
Kafka, Hesse, Brecht, and Mann
Introduction to German Literature
Intensive Workshop in Germanic Studies for Freshmen
Modern Germany
Old Icelandic Literature: Eddic Poetry
Schiller
The Age of Goethe
Goethe's *Faust*
Heinrich von Kleist
Romanticism
Nineteenth-Century Literature
Fin de Siecle Vienna
Modern German Literature I: Contemporary German Prose
Modern German Literature II: Twentieth-Century Prose
Modern German Literature III: Contemporary Literature
Lyrical Poetry
Modern German Drama in English
Nietzsche, the Man and the Artist
Topics in German Literature I: The Modern German Novel in English Translation
Yiddish Literature in English Translation
The Shtetl in Modern Yiddish Fiction
Topics in Yiddish Literature
Introduction to Medieval German Literature
The Great Moments of German Literature
Baroque Literature
Twentieth-Century German Literature
Seminar in Old Icelandic Literature
Seminar in Medieval German Literature
The Northern Renaissance and Reformation
The Enlightenment
From Wilhelm Meister to Buddenbrooks
Goethe's Poetry
Basic Texts of Romanticism
The Romantic Novel
Jean Paul and the Eighteenth-Century Humorous Novel
Nineteenth-Century Drama
Seminar in Realism: The Novelle
Twentieth-Century German Literature: Thomas Mann
Modern Lyric Poetry
Modern Austrian Narrative
The Postwar German Novel
Graduate Seminar in Medieval Literature
Seminar on Richard Wagner
Tutorial in German Literature

Languages and Linguistics

Elementary Course
Continuing German
Intermediate Composition and Conversation
Advanced Composition and Conversation
Introduction to Germanic Linguistics
History of the German Language

Modern German Phonology
Modern German Syntax
German Dialectology
Runology
Applied Lingustics: German
Linguistic Structure of German
Gothic
Old Saxon, Old High German, Old Low Franconian, Old Frisian
Structure of Old English
Topics in Historical Germanic
Topics in Historical Germanic Morphology
Topics in Historical Germanic Syntax
Old Norse
Readings in Old High German and Old Saxon
Germanic Tribal History
Elementary Reading
Seminar in Germanic Linguistics
Seminar in Comparative Germanic Linguistics
Seminar in German Linguistics
Seminar in Dutch Linguistics

Government

Introductory Courses

The Government of the United States
Introduction to Comparative Government and Politics
Introduction to Political Theory
Introduction to International Relations

American Government and Institutions

The Impact and Control of Technological Change
American Democracy and the Limits to Growth
Interpretation of American Politics
Power and Poverty in America
Urban Politics
Urban Affairs Laboratory
The Nature, Functions, and Limits of Law
Common Law and Lawyers in America
The American Presidency
Political Parties and Elections
The American Congress
American Political Behavior
Public Policy and Public Revenues
The "Fourth" Branch
Civil Liberties in the United States
Constitutional Politics: The United States Supreme Court
Race and Gender in Politics
The Feminist Movement and Public Policy
Politics of Education
Political and Economic Power in Cities
Size of the State
The Administrative State
Political Change in the United States
Science, Technology, and Public Policy
Government and Public Policy: An Introduction to Analysis and Criticism

Comparative Government

Soviet Union: Politics, Economics, and Culture
Politics and Society in France and Italy
Government and Politics of the Soviet Union
Business and Labor in Politics
Cuba: Culture and Revolution
Society and Politics in Saudi Arabia
America in the World Economy
The Ethnic Dimension in Politics
Latin American Politics
Society and Politics in Central Europe
Government and Politics of Canada
Government and Politics of Southeast Asia
Politics in Contemporary Japan
Chinese Government and Politics
Politics of Industrial Societies
Political Role of the Military
Comparative Revolutions
Democracy in Britain and France
The Languages of Politics in the Renaissance
The Roots of Greek Civilization
Women and Politics
From Politics to Policy: The Political Economy of Choice
Elites and Society: The Political Economy of Power
Political Development in Western Europe
Politics of the Middle East
Social Movements and Politics in Industrial Societies
The Politics of Productivity: Germany and Japan
Politics of Decentralization and Local Reform
India: Social and Economic Change in a Democratic Polity
Comparative Communism
Policymaking in Britain and France
Politics in Contemporary Europe: The Politics of the Left

Political Theory

Modern Ideologies: Liberalism and Its Critics
Classics in Political Thought
Liberty, Equality, and the Social Order
The Logic of Liberalism
Economic Models of Politics
Feminist Political Thought
American Political Thought
Marx
Freud
Eighteenth-Century Scottish Moral Science
Self-Interest and Social Theory
The Repressed Female in the Writings of Marx
Current Topics in Political Philosophy

International Relations

Integration in the World System
Theories of International Relations
Defense Policy and Arms Control
Contemporary American Foreign Policy
Structure and Process in the Global Political Economy
The United States and Asia
International Law
The Foreign Policy of China
Accumulation on a World Scale
Dependencia and the State
Foreign Economic Policies of Advanced Industrial Societies
Foreign Policy of the USSR
Imperialism and Dependency
Political and Economic Interdependence
Logic and Methods of Research in International Relations

Political Methodology

Human and Social Statistics

Field Seminars

Scope and Method of Political Analysis
Field Seminar in Methodology
Field Seminar in American Politics
Field Seminar in Public Policy
Field Seminar in Comparative Politics
Field Seminar in International Relations
Field Seminar in Political Thought

American Government and Institutions

Supreme Court, Politics, and the Constitution
American Political Behavior
Elections and Public Policy
Capitalism, the State, and the Economy

Public Policy

Politics of Technical Decisions

Comparative Government

Comparative Theories of Decentralization
Politics of the Soviet Union
The Politics of Communalism
Politics of China
Political Anthropology: Indonesia
Political Economy of Change: Rural Development in the Third World
Readings from Mao Ze Dong
Political Problems of Southeast Asia
Latin American Society and Politics
Comparative Institutions and the Welfare State
Politics in Postwar Western Europe
Research Topics on Advanced Industrial Democracies

Political Theory

American Political Thought
The Political Philosophy of Nietzsche
Philosophical Foundations of Contemporary Politics
Foundations of English Liberalism
Modern Social Theory
Toward a Feminist Social Theory
Economic Models of Politics
Greek Political Philosophy

International Relations

International Strategy
International Relations of Asia
The Administration of Agricultural and Rural Development

Greek

Culture (*see* Classics)

Literature in Translation

Freshman Seminar in Greek Literature
The Myths of Greece and Rome
The Greek Experience
Greek Philosophy
Greek Mythology
The Ancient Epic
Greek and Roman Historians
Greek and Roman Drama
Greek Foundations of Western Literature
Ancient Wit: An Introduction to the Theory and Form of Comic and Satiric Writing in Greece and Rome
Genre and Period in Greek and Roman Literature

Literature in Greek

Attic Authors
Homer
Plato
Greek Composition
Greek Historians
Greek Tragedy
Attic Comedy
Greek Melic, Elegiac, and Bucolic Poetry
Plato
New Testament Greek
Advanced Readings in Greek Literature
Greek Philosophy
Graduate Seminar in Greek Literature: The Political Structure of Classical Athens
Graduate Seminar in Greek Literature: Pindar and Choral Lyric
Patristic Seminar
Independent Study for Graduate Students

Language

Greek for Beginners
Attic Greek
Modern Greek

Hebrew

Biblical Literature

Tradition and the Literary Imagination
Literature of Ancient Israel
Bible, Dead Sea Scrolls, Apocalyptic Literature
Freshman Seminar in Biblical Literature: Heroes and Heroines of the Bible
Readings in Classical Hebrew Literature: The Art of Biblical Narrative
Undergraduate Seminar in Biblical Literature: Prophecy in Ancient Israel
Judaic Literature in Late Antiquity
Dead Sea Scrolls

Rabbinic Literature

Evolution of Jewish Law
Biblical Interpretation in Rabbinic Literature

Modern Hebrew Literature

Modern Hebrew Literature in Translation: Poetry
Modern Hebrew Literature in Translation: The Modern Hebrew Short Story
Readings in Classical Hebrew Literature
The Hebrew Literary Imagination
Seminar in Modern Hebrew Literature: The Short Story
Seminar in Modern Hebrew Literature: The Novel
Agnon and Hazaz
Metaphor, Modernism, and Cultural Context: The Use of Metaphor

Language

Elementary Modern Hebrew
Elementary Classical Hebrew
Intermediate Modern Hebrew
Readings in Classical Hebrew Literature
Advanced Modern Hebrew

Hindi-Urdu

Hindi-Urdu Elementary Course
Intermediate Hindi Reading Course
Composition and Conversation
Readings in Hindi Literature
Advanced Composition and Conversation
Advanced Hindi Readings
History of Hindi
Seminar in Hindi Linguistics

History

Freshman Seminars

History of North American Indians
The Growth of Political Democracy in the United States
The Family in American History
Civil Liberties in the United States
Topics in Science and Society in Mid-Victorian Britain
Religious Experience and Western Culture
The North Atlantic Community and the Wider World
Seminar on American Foreign Policy
America in the Camera's Eye
Introduction to Western Civilization
The Heroic Ideal in Antiquity
Revolution and Russian Society
Foodways: A Social History of Food and Eating
Britain and the Second World War
Japan and the West
China and the West before Imperialism
Chinese Views of Themselves

Underclass Seminars

Democracy and Education
Political History of North American Indians
English Constitutional History to 1600
English Constitutional History, 1600 to the Present
Public Life and Literature in Tudor England
Public Life and Literature in Stuart England
Public Life and Literature in Nineteenth-Century Great Britain
Public Life and Literature in Twentieth-Century Great Britain
The City in Modern American History

Comparative History

Early Warfare, East and West
Death in Past Time
Comparative Slave Systems in the Americas
Sex Roles in Historical Perspective

History of Science

Science in Western Civilization
Undergraduate Seminar in the History of Biology
History of Biology
Social History of Western Technology
Seminar in the History of Biology
Science in Classical Antiquity
Seminar in the History of Nineteenth-Century Physical Science

American History

Introduction to American History: From the Beginning to 1865
Introduction to American History: From the Civil War to Recent Times
Crime and Punishment: The American Vision from the Puritans to Mickey Spillane
The American Dreams
The Structure of American Political History
History of American Foreign Policy
Puritanism, the Enlightenment, and the Republic: American Cultural and Intellectual History to 1820
American Intellectual and Cultural History: The Nineteenth Century
American Constitutional Development
The Origins of American Civilization
Native American History
Age of the American Revolution
American Frontier History
Women in the American Society, Past and Present
The United States in the Middle Period
The American Civil War and Reconstruction

The Urbanization of American Society
American Social History
Recent American History, 1920 to the Present
The Modernization of the American Mind
Major Themes in American Religious History
Undergraduate Seminar in American Political History
Motivations of American Foreign Policy
Undergraduate Seminar in the History of the American South
Undergraduate Seminar in American Social History
Undergraduate Seminar in Early American History
Undergraduate Seminar: American Indians in the Eastern United States
Law and Authority in America: Freedom, Restraint, and Judgment
Undergraduate Seminar in Recent American History
Undergraduate Seminar: Deviance and Conformity in a Liberal Society
Heritage and Memory in American Culture
Graduate Seminar in American Foreign Relations
Seminar in American Cultural and Intellectual History
Seminar in Recent American Cultural History
Seminar in American Social History
Graduate Seminar in the History of American Women
Seminar in Nineteenth-Century American History
Colloquium in American History

Asian History

Introduction to Asian Civilizations
Introduction to Asian Civilizations in the Modern Period
War as Myth and History in Postwar Japan
Art and Society in Modern China
History of China up to Modern Times
History of China in Modern Times
Indochina and the Archipelago to the Fourteenth Century
Southeast Asian History from the Fifteenth Century
History of Japan to 1750
History of Modern Japan
Seminar in Tokugawa Thought and Culture
Undergraduate Seminar in Medieval Chinese History
Self and Society in Late Imperial and Twentieth-Century China
Chinese Historiography and Source Materials
Problems in Modern Chinese History
The Historiography of Southeast Asia
Seminar in Medieval Chinese History
Seminar in Modern Chinese History
Seminar in Southeast Asian History

Ancient European History

Ancient Greece from Homer to Alexander the Great
The Roman Republic
Rome of the Caesars
The Greek City from Alexander to Augustus
The Tragedy of Classical Athens, 479–379 B.C.
Crisis of the Greek City-State, 415–301 B.C.
Roman Imperialism
The Roman Revolution
The High Roman Empire
Decline and Fall of the Roman Empire
Social and Economic History of Rome, 60 B.C. to A.D. 117
Roman Africa
Graduate Seminar in Ancient Classical History

Medieval, Renaissance, and Early Modern European History

English History from Anglo-Saxon Times to the Revolution of 1688
The Earlier Middle Ages
The High Middle Ages
Greece in Late Antiquity and Early Byzantine Times
The Early Development of Anglo-American Common Law
Early Renaissance Europe
The Culture of the Early Renaissance
Introduction to the Culture of the Later Renaissance
Medieval Culture
Church and State during the Middle Ages
Francis of Assisi and the Franciscans
The History of Florence in the Time of the Republic
History of England under the Tudors and Stuarts
Communities in Early Modern Europe
War, Trade, and Empire, 1500–1815
Law and Social Change in Early Modern England
History of Spain and Portugal: The Golden Age and After, 1492–1700
Undergraduate Seminar in Renaissance History
Undergraduate Seminar in Reformation History
Seminar in the English Civil War, 1640–1660
The Transformation of Feudal Society
Seminar in Latin Paleography

Modern European History

Introduction to Western Civilization
English History from the Revolution of 1688 to the Present
The End of the Austro-Hungarian Monarchy, 1848–1918
European Intellectual History in the Nineteenth and Twentieth Centuries
The Old Regime: France in the Sixteenth, Seventeenth, and Eighteenth Centuries
The Era of the French Revolution and Napoleon
Survey of German History, 1648–1890
Survey of German History, 1890 to the Present
Russian History to 1800
Russian History since 1800
Social and Cultural History of Contemporary Europe
Europe in the Twentieth Century
Modern Spain and Portugal, 1700–1975
Seminar in European Imperialism
Lord and Peasant in Europe: A Seminar in Social History
Seminar in Germany, 1890–1918
Seminar in European Fascism
Seminar in Weimar and Nazi Germany
The Making of the English Ruling Class, 1660–1780
Seminar in Modern European Political History
Russian Social and Economic History
Topics in Modern European Intellectual History
Documenting the Depression: Film, Literature, and Memory
The Politics of the Enlightenment
Seminar in Eighteenth-Century French Social History
Twentieth-Century Britain
Seminar in Modern European Social History
Seminar in Eighteenth-Century British History
Seminar in Nineteenth-Century British History
Seminar in the French Revolution
Seminar in European Intellectual History
Seminar in Russian History
Seminar in Modern European Social History
Seminar in European History

Latin American History

Colonial Latin America
Latin America in the Modern Age
Agrarian Societies in Latin America
Twentieth Century Brazil
Seminar in Latin American History

History of Art

Freshman Seminar

Freshman Seminar in Visual Analysis

Introductory Courses

Introduction to Art History: Mediterranean Archaeology
Introduction to Art History: The Classical World
Introduction to Art History: Beginnings of Civilization
Introduction to Art History: African Art
Introduction to Art History: The Classical World
Introduction to Art History: Minoan-Mycenaen Art and Archaeology
Introduction to Art History: Monuments of Medieval Art
Introduction to Art History: The Renaissance
Introduction to Art History: The Baroque Era
Introduction to Art History: Modern Art
Introduction to Art History: American Art
Introduction to Art History: Asian Traditions
Introduction to Art History: Architecture and Environment

Intermediate Courses

Techniques and Materials: Painting
Books, Prints, and the Graphic Image
Classical Greece
Archaeology of Cyprus
Arts of the Roman Empire
Painting in the Greek and Roman World
Architecture in the Greek and Roman World
Greek Vase Painting
Greek and Roman Coins
Greek Sculpture
Art in Pompeii: Origins and Echoes
Architecture of the Middle Ages
Early Medieval Art and Architecture
Romanesque Art and Architecture
Gothic Art and Architecture
Late Medieval Italian Art and Architecture
The Culture of the Early Renaissance
Introduction to the Culture of the Later Renaissance
Dutch Painting in the Seventeenth Century
French Art of the Sixteenth and Seventeenth Centuries
European Art of the Eighteenth Century
Major Masters of the Graphic Arts
Modern Artists and Their Critics
Modern Sculpture
Art from 1940 to the Present
Painting and Sculpture in America: 1850–1950
American Architecture, the City, and American Thought: 1850–1950
Art and Technology: 1850–1950
Introduction to the Arts of China
Buddhist Art in Asia
The Arts of Early China
The Arts of Japan
Chinese Painting
Studies in Indian and Southeast Asian Art

Seminars

Original Works of Art
Introduction to Museums
History of Art Criticism
Ceramics
Mannerism and the Early Baroque Era in Italy
Studies in Italian Renaissance Art
Studies in English Art
Literature and the Arts in Sixteenth-Century France
Classic and Romantic Art
Studies in Modern Art
Problems in Modern Art and Architecture
American and European Decorative Arts from the Renaissance Period to the Early Nineteenth Century
The Romantic Movement in Painting, Poetry, and Graphic Arts
Seminar on American Art: 1840–1940
The Arts in Modern China
Ceramic Art of Asia
Chinese Art of the T'ang Dynasty
Studies in Chinese Painting
Traditional Arts in Southeast Asia
Problems in Medieval Art and Architecture
Seminar in Renaissance Art
Seminar in Baroque Art
Problems in Modern Art
Problems in Asian Art
Methodology Seminar
Problems of Art Criticism

Indonesian

Elementary Course
Indonesian Reading
Composition and Conversation
Linguistic Structure of Indonesian
Readings in Indonesian and Malay
Advanced Indonesian Conversation and Composition
Advanced Readings in Indonesian and Malay Literature
FALCON: Intensive Course

Italian

Literature

Medieval and Renaissance Literature
The Twentieth-Century Novel
Introduction to Modern Italian Literature
Italian Civilization
Dante: *La divina commedia*
Dante in Translation
Boccaccio
Modern Short Fiction
Petrarch and Renaissance Lyric
Vico and Renaissance Esthetics
The Italian Renaissance
Seventeenth-Century Prose
Eighteenth-Century Thought
Goldoni and Alfieri
Verga, Svevo, and Pirandello
Nineteenth-Century Poetry: Leopardi
Contemporary Narrative in Italy
Twentieth-Century Prose: Contemporary Italian Short Fiction
Postwar Italy: The Film as a Cultural, Artistic, and Political Reflector
Special Topics in Italian Literature
Eugenio Montale
Petrarch: *Canzoniere*
Eighteenth-Century Theater
The Nineteenth Century: *I promessi sposi*
Verga, D'Annunzio, and Pirandello
Futurism in Italy
Contemporary Poetry
Special Topics in *The Divine Comedy*
The Italian Renaissance
Contemporary Narrative in Italy
Special Topics in Italian Literature

Languages and Linguistics

Intensive Elementary Course: Listening, Speaking, Reading, Writing
Continuing Italian
Composition and Conversation
Advanced Composition and Conversation
History of the Italian Language
Structure of Italian
Italian Dialectology
Seminar in Italian Linguistics

Japanese

Culture

Japanese Conceptions of Beauty
Feminine and Masculine Ideals in Japanese Culture
The Japanese Film
Japanese Poetry and Drama
Japanese Fiction
Japanese Nō Theater
Japanese Culture and Society
Introduction to Japanese Economy
Contemporary Japan
Politics in Contemporary Japan
Politics of Productivity: Germany and Japan
Capitalism and Communism: Chinese and Japanese Patterns of Development
History of Modern Japan
Japanese Economy
Narrative Literature

Literature in Translation

Japanese Poetry and Drama
Modern Japanese Fiction
Japanese Narrative Literature

Literature in Japanese

Introduction to Literary Japanese
Intermediate Literary Japanese
Seminar in Modern Literature
Seminar in Classical Literature
Japanese and Chinese Bibliography and Methodology

Languages and Linguistics

Intensive Elementary Course: Listening, Speaking, Reading, Writing
Accelerated Introductory Japanese
Japanese for Business Purposes
Intermediate Japanese I

Japanese Conversation
Advanced Japanese
Linguistic Structure of Japanese
Oral Narration and Public Speaking
Directed Readings
FALCON: Intensive Japanese

Javanese

Intensive Elementary Course: Listening, Speaking, Reading, Writing
Intermediate Course
Directed Individual Study
Old Javanese

Latin

Culture (*see* Classics)

Literature in Translation

The Myths of Greece and Rome
The Roman Experience
Latin Foundations of Western Thought: Plato and His Influence
Ancient Wit: An Introduction to the Theory and Form of Comic and Satiric Writing in Greece and Rome
Genre and Period in Greek and Roman Literature

Literature in Latin

Catullus
Roman Drama
Vergil
The Augustan Age
Roman Satire
Roman Philosophical Writers
Roman Historiography
Roman Elegy: Tibullus, Propertius, Ovid
Readings in Cicero
Medieval Latin Literature
Advanced Readings in Latin Literature
The Latin Poems of Milton
Seminar: Horace's Epistles
Seminar: Tacitus

Language

Latin for Beginners
Elementary Latin
Intensive Latin
Latin in Review
Intermediate Latin
Latin Composition
Late Latin
Advanced Latin Composition

Linguistics

Theory and Practice of Linguistics
Themes in Linguistics
Phonetics
Instrumental Phonetics
Language and the Sexes
Multilingual Societies and Cultural Policy
Phonology
Morphology
Functional Syntax
Dialectology
The Structure of English
English for Teachers of English
Teaching English as a Foreign Language
Style and Language
Introduction to Comparative Semitic Linguistics
India as a Linguistic Area
Semiotics of Language
Language Typology
Contrastive Analysis
Applied Lingistics and Second Language Acquisition
Comparative Methodology
Languages in Contact
Sociolinguistics
Historical Linguistics: Methods and Approaches
Transformational Grammar: Syntax and Semantics
Generative Phonology
Social Functions of Language
History of the English Language
Linguistic Semantics
Dravidian Structures
Indo-Aryan Structure
Field Methods
Proseminar: Introduction to Graduate Study
History of Linguistics
Schools of Linguistics
Discourse Analysis
Topics in Transformational Grammar
Hittite
Comparative Indo-European Linguistics
Elementary Pali
Elementary Sanskrit
Old Javanese
Seminar in Southeast Asian Linguistics
Seminar in Malayo-Polynesian Linguistics
Seminar in Austroasiatic Linguistics
Comparative Slavic Linguistics
Thai Dialectology
Comparative Thai
Tibeto-Burman Linguistics

Mathematics

Basic Sequences

Mathematics for Architects
Finite Mathematics for Biologists
Calculus for Biologists
Finite Mathematics
Introduction to Calculus
Precalculus Mathematics
Calculus for Engineers
Introduction to Differential Equations
Differential Equations
Vector Analysis
Infinite Series and Complex Numbers
Linear Algebra and Calculus
Calculus
Engineering Mathematics

General Courses

History of Mathematics
Development of Modern Mathematical Thought

Applied Mathematics and Differential Equations

Mathematics in the Real World
Applicable Mathematics
Numerical Solutions of Differential Equations
Introduction to Ordinary Differential Equations
Introduction to Partial Differential Equations

Analysis

Elementary Analysis
Introduction to Analysis
Introduction to the Theory of Functions of One Complex Variable

Algebra

Linear Algebra
Algebra and Number Theory
Applicable Algebra
Introduction to Algebra

Geometry and Topology

Classical Geometries
Introduction to Topology
Introduction to Differential Geometry

Probability and Statistics

Elementary Statistics
Basic Probability
Statistics
Further Topics in Statistics

Mathematical Logic

Elementary Mathematical Logic

Graduate Courses

Real and Complex Analysis
Mathematical Methods in Physics
Ordinary Differential Equations
Partial Differential Equations
Elementary Functional Analysis
Applied Functional Analysis
Analysis of Numerical Methods for Partial Differential Equations
Algebra
Elementary Number Theory
Lie Groups and Differential Geometry
Introductory Algebraic Topology
Differentiable Manifolds
Geometric Topology
Probability Theory
Probability and Statistics
Experimental Design, Multivariate Analysis
Sequential Analysis, Multiple Decision Problems
Nonparametric Statistics
Logic
Seminar in Analysis
Functional Analysis
Fourier Analysis
Riemann Surfaces
Several Complex Variables
Seminar in Partial Differential Equations
Seminar in Algebra
Topics in Algebra
Algebraic Number Theory
Homological Algebra
Seminar in Topology
Algebraic Topology
Advanced Topology
Seminar in Geometry
Algebraic Geometry
Topics in Statistics
Seminar in Probability and Statistics
Multivariate Analysis
Statistical Decision Theory
Stochastic Processes
Seminar in Logic
Model Theory
Recursion Theory
Metamathematics
Set Theory
Supervised Reading and Research

Medieval Studies

The World Upside Down
The Literary Adventure
King Arthur and His Knights
Drama and Music from the Middle Ages through the Renaissance

Music

Sound, Sense, and Ideas
Opera
Contemporary Music
The Art of Music
Introduction to the Musics of the World
Elementary Musicianship
Music Theory
Elementary Tonal Theory
Theory and Practice of Gamelan
Intermediate Tonal Theory
Advanced Tonal Theory
Materials of Twentieth-Century Music
Counterpoint
Form and Analysis
Orchestration
Electronic Music Composition
Orchestral Conducting
Choral Conducting
Choral Style

Music History

Chopin, Chaikovski, Musorgskii
History of Jazz
Popular Music
Opera
Baroque Instrumental
Music of the Baroque Period
Music of the Classical Period
Music of the Romantic Era
Debussy to the Present
Music and Poetry in France: Late Middle Ages and Renaissance
Mozart: His Life, Works, and Times
The Study of Non-Western Musics
Poetry and Music in the English Renaissance
Music in Western Europe to Josquin Des Pres
Josquin Des Pres to Monteverdi

Musical Performance

Individual Instruction in Voice, Organ, Harpsichord, Piano, Strings, Woodwinds, and Brass Instruments

Musical Organizations and Ensembles

Sage Chapel Choir
Cornell Chorus or Glee Club
Cornell Orchestra
University Bands
Chamber Music Ensemble
Chamber Singers
Cornell Gamelan Ensemble
Collegium Musicum
Eighteenth-Century Orchestra

Graduate Courses

Introduction to Bibliography and Research
Topics in Theory and Analysis
Composition
Debussy to the Present
Music and Poetry in France: Late Middle Ages and Renaissance
Mozart: His Life, Works, and Times
Seminar on Richard Wagner
Introduction to Ethnomusicology
Seminar in Medieval Music
Seminar in Renaissance Music
Seminar in Baroque Music
Seminar in Music of the Classical Period
Seminar in Music of the Romantic Era
Performance Practice
History of Music Theory
Liturgical Chant in the West
Twentieth-Century Classics
Rhythms
Analysis of Structure and Function in Tonal Music

Near Eastern Studies *(see also* Hebrew, Arabic, *and other Middle Eastern languages)*

Ancient Near Eastern Literature

Ancient Near Eastern Literature
Folklore in the Ancient Near East

History of the Jewish People

History of Ancient Israel to 450 B.C.E.
Jews of the Ancient and Muslim Near East: 450 B.C.E.–1204 C.E.
The Emergence of the Modern Jew: 476–1948
The Jewish Community throughout History
Age of the Patriarchs
Judaism and Christianity in Conflict
Seminar in Jewish History: The Medieval Church and the Jews
Biblical Literature

History of Ancient Near Eastern Civilizations

Interconnections in the Eastern Mediterranean World in Antiquity
History and Archaeology of Ebla
History and Culture of Ancient Mesopotamia
History of the Ancient Near East in Biblical Times
The Roots of Greek Civilization

Islamics

Islamic Civilization
Jews of the Ancient and Muslim Near East: 450 B.C.E.–1204 C.E.
Studies in the Popular and Courtly Literatures of the Islamic Middle East
Islamic Law and Society
The Modern Middle East
Near Eastern and Biblical History and Archaeology

Philosophy

Introductory Courses

Freshman Seminar in Philosophy
Introduction to Philosophy
Logic: Evidence and Argument
Ancient Thought
Ancient Philosophy
Modern Philosophy
Existentialism
Philosophical Issues in Christian Thought
Formal Logic
Ethics
Social and Political Theory
Aesthetics
Biomedical Ethics
Environmental Ethics
Knowledge and Reality
Philosophy of Mind
Religion and Reason
Science and Human Nature

Intermediate Courses

Plato
Aristotle
Modern Rationalism
Modern Empiricism
Medieval Philosophy
Topics in Ancient Philosophy
Special Topics in the History of Philosophy
Kant
Hegel
Twentieth-Century Philosophy
Philosophy of Marx
Introduction to Formal Logic

Ethical Theory
Law, Society, and Morality
Metaphysics and Epistemology
Topics in the Philosophy of Religion
Philosophy of Science
Philosophy and Psychology
Philosophy of Choice and Decision
Philosophy of Mathematics
Social Theory
Philosophy of History

Advanced Courses and Seminars

Plato and Aristotle
Deductive Logic
Philosophy of Logic
Intensional Logic
Problems in the Philosophy of Language
Ethics and the Philosophy of Mind
Topics in Aesthetics
Contemporary Legal Theory
Metaphysics
Theory of Knowledge
Problems in the Philosophy of Science
Special Studies in Philosophy
Ancient Philosophy
Medieval Philosophy
Modern Philosophers
History of Philosophy
Logic
Semantics
Philosophy of Language
Ethics and Value Theory
Theory of Knowledge
Philosophy of Mind
Metaphysics
Philosophy of Science
Philosophy of Social Science

Physics

General Physics
Physics I: Mechanics and Heat
Great Ideas of Physics
Physics in the World around Us
The Physics of Space Exploration
Physics of Musical Sound
Reasoning about Luck
Fundamentals of Physics
Physics II: Electricity and Magnetism
Physics III: Optics, Waves, and Particles
Intermediate Experimental Physics
Phenomena of Microphysics
Analytical Mechanics
Electricity and Magnetism
Electromagnetic Waves and Physical Optics
Modern Experimental Optics
Thermodynamics and Statistical Physics
Introductory Electronics
Informal Advanced Laboratory
Advanced Experimental Physics
Introductory Theoretical Physics
Introductory Quantum Mechanics
Nuclear and High-Energy Particle Physics
Introductory Solid-State Physics
Physics of Macromolecules
Special Topics Seminar
Design of Electronic Circuitry
Advanced Experimental Physics
Projects in Experimental Physics
Classical Mechanics
General Relativity
Classical Electrodynamics
Statistical Mechanics
Quantum Mechanics
Experimental Atomic and Solid-State Physics
Experimental High-Energy Physics
Solid-State Physics
High-Energy Particle Physics
Advanced Quantum Mechanics
Quantum Field Theory
Statistical Physics
Theory of Many-Particle Systems
High-Energy Phenomena
Topics in Theoretical Astrophysics
Theory of Stellar Structure and Evolution

Polish

Intensive Elementary Course I and II: Listening, Speaking, Reading, Writing

Portuguese

Intensive Elementary Course: Listening, Speaking, Reading, Writing
Intermediate Composition and Conversation
Advanced Composition and Conversation
Readings in Luso-Brazilian Culture
Seminar in Portuguese Linguistics

Psychology

Introduction to Psychology: The Frontiers of Psychological Inquiry
Introductory Psychology Seminars
Introduction to Psychology: Biopsychology
Understanding Personality and Social Behavior
Thought and Intelligence
Introduction to Psychology as a Laboratory Science
Perception
Psychology in Business and Industry
Motivation Theory: Contemporary Approaches and Applications
Developmental Psychology
Introduction to Cognitive Psychology
Language and Communication
Introduction to Personality Psychology
Psychology of Sex Roles
Introduction to Social Psychology
Social Psychological Theories and Applications
Conformity and Deviance
Learning
Visual Perception
Chemosensory Perception
Perceptual Learning
Development of Perception and Attention
Perceptual and Cognitive Processes
The Social Psychology of Language
Auditory Perception
Hormones and Behavior
Introductory Psychopathology
Biopsychology of Animal Behavior
Evolution of Human Behavior
Fieldwork in Psychopathology and the Helping Relationship
Afro-American Perspectives in Experimental Psychology
Psychology of Visual Communications
Statistics and Research Design
Biochemistry and Human Behavior
Person Perception and Impression Management
Social Interaction
Cross-cultural Psychology
Theories of Personality
Human Ethology
Introduction to Sensory Systems
Current Research on Psychopathology
Selected Issues in Human Motivation
Memory and Human Nature
Psychology of Language
Developmental Biopsychology
Brain and Behavior
Seminar and Practicum in Psychopathology
Language Development
Human Behavior Genetics
Sleep and Dreaming
The Politics of IQ
Research Contours of Black Psychology
Quasi Experimentation
Mathematical Psychology
Seminar: The Examined Self—A Psychohistorical View
American Madness
Psychotherapy: Its Nature and Influence
Undergraduate Research in Psychology
Statistical Methods in Psychology
Analysis of Nonexperimental Data
Representation of Structure in Data
The General Linear Model
Psychometric Theory
Advanced Social Psychology
Death and Dying
Socialization and Maturity
Individual Differences and Psychological Assessment
Interpersonal and Social Stress and Coping
History and Systems of Psychology
Principles of Neurobiology, Laboratory

Advanced Courses and Seminars

Professional Writing in Psychology
Perception
Visual Perception
Learning
Motivation
Language and Thinking
Psycholinguistics
Cognition
Psychobiology
Topics in Perception and Cognition
Physiological Psychology
Mathematical Psychology
History of Psychology
Animal Behavior
Statistical Methods
Psychological Tests
Topics in Psychopathology and Personality
Methods in Social Psychology
Methods of Child Study
Human Development and Behavior
Experimental Social Psychology
Sociocultural Stress, Personality, and Somatic Pathology
Proseminar in Social Psychology
Biopsychology
Human Experimental Psychology
Social Structure and Personality
Interpersonal Interaction
Personality
Social Change, Personality, and Modernization
Educational Psychology
Teaching of Psychology
Improvement of College Teaching
How to Generate Stimuli and Control Experiments with a Small Computer
General Research Seminar
Seminar on Obesity and Weight Regulation
Social Psychology
Seminar in Interaction
Seminar: Self and Identity
Sex Differences and Sex Roles
Nutrition and Behavior
Research in Biopsychology
Research in Human Experimental Psychology
Research in Social Psychology and Personality
Research in Clinical Neuropsychology

Summer Session Courses

Introduction to Psychology: The Frontiers of Psychological Inquiry
Introduction to Psychology: The Cognitive Approach
Introduction to Psychology: Personality and Social Behavior
Developmental Psychology
Introduction to Linguistics and Psychology
Interpersonal Relations and Small Groups
Nonverbal Behavior and Communication
Introductory Psychopathology
Social Psychology
Theories of Personality
Art and Psychology
Psychotherapy: Its Nature and Influence
Psychological Testing

Quechua

Intensive Elementary Course: Listening, Speaking, Reading, Writing
Intermediate Course
Seminar in Quechua Linguistics

Romance Studies (*see also* French; Italian; *and* Spanish)

Literature

The Picaresque Novel in a European Perspective

Language and Linguistics

History of the Romance Languages
Comparative Romance Linguistics
Area Topics in Romance Linguistics
Problems and Methods in Romance
Romance Dialectology

Romanian

Intensive Elementary Course I and II: Listening, Speaking, Reading, Writing

Russian

Culture

Themes from Russian Culture
The Soviet Union: Politics, Economics, and Culture

Literature

Freshman Seminar: Classics of Russian Thought and Literature
Freshman Seminar: Nineteenth-Century Russian Literary Masterpieces
Freshman Seminar: Twentieth-Century Russian Literary Masterpieces
Freshman Seminar: Revolution in the Russian Arts
Freshman Seminar: Literature and Society in Russia: 1840–1905
Readings in Russian Literature
Themes from Russian Culture
Intellectual Background of Russian Literature, 1825–1930
Russian Poetry
Russian Theater and Drama
Gogol
Tolstoy and the Disciplines
The Russian Novel in Translation
Soviet Literature in Translation
Dostoevsky
Chekhov
The Russian Connection
Fairytale and Narrative
Russian Prose Fiction
Pushkin
Supervised Reading in Russian Literature
Tolstoy's *War and Peace* and Children's Stories: Thematic Invariance and Plot Structure
The Modern Arts in Russia, 1890–1925
Russian Stylistics
Russian Literature from the Beginnings to 1700
Eighteenth-Century Literature
The Age of Symbolism
Russian Romanticism
Russian Realism
Seminar in Nineteenth-Century Russian Literature
Seminar in Twentieth-Century Russian Literature
Proseminar: Problems of Literary Criticism

Languages and Linguistics

Intensive Elementary Course: Listening, Speaking, Reading, Writing
Continuing Russian
Composition and Conversation
Advanced Russian Morphology and Syntax
Advanced Composition and Conversation
Directed Individual Study
History of the Russian Language
Linguistic Structure of Russian
Old Church Slavic
Old Russian
Seminar in Slavic Linguistics

Serbo-Croatian

Intensive Elementary Course I and II: Listening, Speaking, Reading, Writing

Sinhala (Sinhalese)

Intensive Elementary Course: Listening, Speaking, Reading, Writing
Intermediate Sinhala Reading Course
Composition and Conversation

Sociology

Introduction to Sociology
Myth and Image in Modern Society
Introduction to Sociology: Conflict and Cooperation
Society, Industry, and the Individual
Introduction to Sociology: Applications to Policy
Introduction to Sociology: Urban Society
Ideology and Social Concerns
The Language of Television Images
Population Problems
Personality and Social Change
Social Welfare in Europe and North America
Family
Inequality in America
Public Opinion
Sociology of Science and Technology
Hispanic Americans
Introduction to Social Psychology
Social Psychological Theories and Applications
Sociology of War and Peace
Field and Laboratory Techniques in Sociology
Evaluating Statistical Evidence

Sociological Analysis of Organizations
Sociology of Law
Prisons and Other Institutions of Coercion
Social and Political Studies of Science
Contemporary Sociology for Scientists and Engineers
Medical Sociology
Race and Ethnicity
Criminology
After the Revolution: Mexico and Cuba
Twentieth-Century Brazil
Economics, Population, and Development
Social Interaction
Multivariate Analysis with Quantitative Data
Categorical Data Analysis
Policy Research
Social Demography
Techniques of Demographic Analysis
Human Fertility in Developing Nations
Educational Institutions
Structure and Functioning of American Society
Law and Social Theory
Religion and Secularism in Western Society
Society and Consciousness
Seminar: Attitude Theory
Advanced Social Psychology
Socialization and Maturity
Interpersonal and Social Stress and Coping
Research Practicum in Socialization

Graduate Seminars

Organizational Behavior
Analysis of Data with Measurement Error
Population Policy
Social Organization and Change
Social Structure and Personality
Growth of the World Capitalist-Industrial System
Research Seminar in Population
Social Networks
History and the Life Course
Seminar in Field Research
Social Interaction
Sex Differences and Sex Roles
Seminar: Social Stratification

Spanish

Literature

Freshman Seminar: The Idea of Quest
Freshman Seminar: Parents and Children
Introduction to Hispanic Literature
Spanish Civilization
Readings in Sixteenth- and Seventeenth-Century Hispanic Literature
Readings in Modern Spanish Literature
Readings in Spanish-American Literature
Latin American Civilization
Modern Drama in Spanish America
The Spanish-American Short Story
Popular Culture in Contemporary Spanish-American Prose Fiction
Spanish Drama of the Golden Age
The Picaresque Novel in a European Perspective
Spanish Lyric Poetry of the Golden Age
The Birth of the Novel in Spain: Toward Don Quixote
The Nineteenth Century Spanish Novel
Form and Formlessness in the Novel of the Generation of 1898
The Reader in the Novel
Literature and Ideas in Modern Spain
The Post–Civil War Drama in Spain
The Post–Civil War Novel in Spain
Modern Hispanic Poetry after the Civil War
Special Topics in Hispanic Literature
Medieval Literature
Medieval Literature 1300–1508
Valle-Inclan
The Early Spanish Love Lyric: Origins to 1700
Being, God, Mind: Humanistic Revolutions from Plato and Vico
The Rhetoric of Honor
Cervantes: Don Quixote
Colonial Spanish-American Literature: Sor Juana, Ruiz de Alarcon, Inca Garcilaso
Eighteenth- and Nineteenth-Century Spanish Drama
Hispanic Romanticism
Studies in the Literature of Fifteenth-Century Spain
Baroque and Neo-Baroque
The Theater of García Lorca
Resonances of the Quixote in the Modern Hispanic Novel
Principles of Aesthetic and Literary Criticism
Special Topics in Hispanic Literature
Gongora and Quevedo
Seminar in Nineteenth-Century Spanish Literature: Galdos
Carlos Fuentes
Ortega y Gasset's *The Dehumanization of Art and Ideas of the Novel*

Languages and Linguistics

Intensive Elementary Course: Listening, Speaking, Reading, Writing
Continuing Spanish
Intermediate Composition and Conversation
Advanced Composition and Conversation
Advanced Conversation and Pronunciation
Advanced Composition
History of the Spanish Language
Applied Linguistics: Spanish
The Grammatical Structure of Spanish
Hispanic Dialectology
Linguistic Structure of Ibero-Romance
Contemporary Theories of Spanish Phonology
Contemporary Theories of Spanish Grammar
Seminar in Spanish Linguistics

Tagalog

Intensive Elementary Course: Listening, Speaking, Reading, Writing
Intermediate Tagalog Reading Course
Linguistic Structure of Tagalog

Tamil

Intensive Elementary Course: Listening, Speaking, Reading, Writing

Telugu

Intensive Elementary Course: Listening, Speaking, Reading, Writing
Intermediate Telugu Reading Course
Linguistics

Thai

Intensive Elementary Course: Listening, Speaking, Reading, Writing
Intermediate Thai Reading Course
Composition and Conversation
Advanced Thai
Thai Literature
Directed Individual Study

Theatre Arts

Freshman Seminars

Writing about Modern Theatre
Modern Drama and Modern Production
Tragedy and Comedy
Script to Stage

Acting

Introduction to Acting
Acting I—Basic Technique
Acting II—Characterization
Acting III—Style
Introduction to Voice and Speech for Performance
Voice and Speech for Performance
American Mime Orientation
Stage Movement and Combat
Dramatic Text Analysis
Rehearsal and Performance
Acting Technique
Voice Technique
Speech Technique

Directing

Directing
Projects in Directing

Theatre Design and Technology

Fundamentals of Theatre Design and Technology
Visual Concepts for the Theatre
Production Concepts for the Theatre
Lighting Design and Technology
Production Concepts for the Theatre
Advanced Lighting Design and Technology
Scene Design and Technology
Advanced Scene Design and Technology
Costume Design and Technology
Advanced Costume Design and Technology
Stage Management
Design Studio
Design Techniques Studio
Lighting Techniques
Scenic Techniques
Costume Techniques
Costume Technology

Theatre Laboratories

Rehearsal and Performance
Production Laboratory I–VII

Playwriting

Playwriting
Advanced Playwriting

Theatre History, Literature, and Theory

Introduction to the Theatre
Classic and Renaissance Drama
European Drama, 1660 to 1900
Modern Drama
History of the Theatre
American Drama and Theatre
English Drama
Play and Period
Dramaturgy
Theatre and Society
Theory of the Theatre and Drama
Ibsen and Chekhov
Critical Writing Workshop
Seminar in Theatre History
Seminar in Dramatic Criticism
Seminar in Dramatic Theory
Seminar in Theory of the Theatre
Tragedy: Philosophy and Theory
Seminar in the Theories of Directing
Introduction to Research and Bibliography in Theatre Arts
Thesis and Special Problems in Drama and the Theatre

Dance

Introduction to Dance
Contemporary Composers and Choreographers
Beginning Dance Composition and Music Resources
Intermediate Ballet Technique
Intermediate Modern Dance Technique
Asian Dance and Dance Drama
High Intermediate Modern Dance Technique
Advanced Dance Composition
Physical Analysis of Movement
History of Dance
Human Biology for the Performing Arts
Historical Dances
Individual Problems in Composition
Seminar in History of Dance

Cinema

Introduction to Film Analysis: Meaning and Value
History and Theory of the Commercial Narrative Cinema
History and Theory of Documentary and Experimental Film
Fundamentals of 16-mm Filmmaking
Russian Film of the 1920s and French Film of the 1960s
International Documentary Film from 1945 to the Present
Seminar in the Cinema
Intermediate Film Projects

Turkish

Introduction to the Turkish Language

Ugaritic

Ugaritic

Ukrainian

Intensive Elementary Course: Listening, Speaking, Reading, Writing

Vietnamese

Intensive Elementary Course: Listening, Speaking, Reading, Writing
Intermediate Vietnamese Reading Course
Composition and Conversation
Advanced Vietnamese
Vietnamese Literature
Directed Individual Study

Yiddish

Literature

The Shtetl in Modern Yiddish Fiction
Topics in Yiddish Literature
Metaphor, Modernism, and Cultural Context: The Use of Metaphor

Language

Elementary Yiddish

Special Programs and Interdisciplinary Studies

Biology and Society

Biology and Society I: The Biocultural Perspective
Biology and Society II: Biology, Society, and Human Values
Biomedical Ethics
Environmental Ethics
Senior Seminar: Human Fertility in Developing Nations
Senior Seminar: Biomedical Research, Regulations, and Ethics: A Delicate Balance

Society for the Humanities

"The Heart of My Mystery": The Alliance of Sexuality and Power in the Principal Plays of Shakespeare
Scientists and Political Revolutions
Self-Interest and Social Theory
Feminist Theory: Franco-American Currents
On the Bias: New Designs on Literary Criticism
Cultural History as a Subversive Activity

Women's Studies (*see also* History; English; Anthropology; *and* Government)

Freshman Seminar: Writing as Women
Freshman Seminar: Feminine and Masculine Ideals in Japanese Culture
Freshman Seminar: The Family in American History
The Biological Basis of Sex Differences
The Historical Development of Women as Professionals, 1800–1980
Language and the Sexes
Major Nineteenth-Century Female Novelists
Feminist Issues in Nineteenth- and Twentieth-Century Literature
Psychology of Sex Roles
Sex and Gender in Cross-cultural Perspective
The Anthropology of Women
Women in American Society, Past and Present
Women and Politics
Special Problems in the Anthropology of Women
Undergraduate Seminar in Early American History
Dickinson and Whitman
Women and Writing
Reading Woman Poets
Feminism and French Literature
Seminar in the History of American Women
The History of the American Family
Seminar in Sex Differences, Sex Roles, and Sexuality
Virginia Woolf

Division of Biological Sciences

General Courses

Biological Sciences, Lectures and Laboratory
Introductory Biology
Interactive Computing for Students of Biological Sciences
Biology for Nonmajors
Special Studies in Biology
History of Biology
Biomedical Ethics
Environmental Ethics
Biology and Society I: The Biocultural Perspective
Alternative Food-Production Systems
Chemicals, Enzymes, and Maladies
Basic Immunology, Lectures and Laboratory
Techniques in Animal Handling and Surgery
Teaching Experience
Undergraduate Research in Biology
Introduction to Scanning Electron Microscopy
Electron Microscopy for Biologists
Advanced Electron Microscopy for Biologists
X-Ray Elemental Analysis in Biology

Animal Physiology and Anatomy

Invertebrate Zoology
Biological Basis of Sex Differences
The Vertebrates
Introductory Animal Physiology, Lectures and Laboratory
Histology: The Biology of the Tissues
Ecological Animal Physiology, Lectures and Laboratory
Cellular Physiology
Biological Rhythms with a Period of One Day to One Year
Seminar in Anatomy and Physiology
Special Histology: The Biology of the Organs
Vertebrate Morphology
General Animal Physiology: A Quantitative Approach, Lectures and Laboratory
Mammalian Neurophysiology
Comparative Physiology of Reproduction of Vertebrates, Lectures and Laboratory
Mammalian Physiology
Nutrition and Physiology of Mineral Elements
Radioisotopes in Biological Research
Applied Electrophysiology
Biological Membranes and Nutrient Transfer
Lipids
Molecular Mechanisms of Hormone Action
Special Topics in Physiology
Graduate Research in Animal Physiology

Biochemistry and Cell Biology

Orientation Lectures in Biochemistry
General Biochemistry
Principles of Biochemistry, Individualized Instruction
Principles of Biochemistry, Lectures
Basic Biochemical Methods
Survey of Cell Biology
Cell Structure and Physiology
Undergraduate Biochemistry Seminar
Cell Proliferation and Oncogenic Viruses
Laboratory in Cell Biology
Protein Structure and Function
Bioenergetics and Membranes
Biosynthesis of Macromolecules
Biochemistry of the Vitamins and Coenzymes
Metabolic Regulation
Integration and Coordination of Energy Metabolism
Intermediate Biochemical Methods
Plant Biochemistry
Current Topics in Biochemistry
Dilemmas in Toxicology
Isotope Kinetics
Biochemistry Seminar
Advanced Biochemical Methods
Research Seminar in Biochemistry

Botany

Plant Biology
Plant Physiology, Lectures and Laboratory
Ethnobotany
Poisonous Plants
Taxonomy of Cultivated Plants
Taxonomy of Vascular Plants
Plant Anatomy
Cytology
Phycology
Plant Geography
Biology of Plant Species
Research Methods in Systematic Botany
Comparative and Developmental Morphology of the Embryophyta
Photosynthesis
Cytogenetics
Plant Evolution and the Fossil Record
Applied Plant Anatomy
Topics in Ultrastructure of Plant Cells
Plant Physiology, Advanced Laboratory Techniques
Plant Growth and Development
Families of Tropical Flowering Plants
Families of Tropical Flowering Plants: Field Laboratory
Seminar in Systematic Botany
Plant Biochemistry
Transport of Solutes and Water in Plants
Quantitative Whole-Plant Physiology
Botanical Latin
Plant Nomenclature
Topics in Paleobotany
Literature of Taxonomic Botany
Plant Biology Seminar
Graduate Research in Botany
Current Topics in Plant Physiology

Ecology, Systematics, and Evolution

Introductory Ecology
The Vertebrates
General Ecology
Human Paleontology
Insect Ecology, Lectures and Laboratory
Oceanography
Limnology, Lectures and Laboratory
Plant Ecology, Lectures and Laboratory
Microbial Ecology
Systems Ecology
Agriculture, Society, and the Environment
Undergraduate Ecology Seminar
Mammalogy
Herpetology
Laboratory and Field Methods in Biological Anthropology
Ornithology
Biology of Fishes
Organic Evolution
Physical Anthropology: History and Theory
Field Studies in Ecology and Systematics
Environmental Biology
Mathematical Ecology
Seminar in Coevolution between Insects and Plants
Limnology Seminar
Marine Ecology
Topics in Theoretical Ecology
Phytoplankton Ecology: An Experimental Approach
Plant Ecology Seminar
Graduate Seminar in Vertebrate Biology
Principles of Systematics
Ichthyology
Special Topics in Evolution and Ecology
Seminar in Population and Community Ecology
Autecology
Population Ecology
Community Ecology
Ecosystems

Genetics and Development

Genetics
Human Genetics
Developmental Biology
Embryology
Seminar in Developmental Biology
Population Genetics
Molecular Aspects of Development
Molecular Evolution
Microbial Genetics, Lectures and Laboratory
Immunogenetics
Current Topics in Genetics

Neurobiology and Behavior

Introduction to Behavior
Introduction to Neurobiology
Hormones and Behavior
Biopsychology Laboratory
Vision
Introduction to Sensory Systems
Seminar in Neurobiology and Behavior
Comparative Vertebrate Ethology
Neuroelectric Systems
Animal Communication
Field Studies of Animal Behavior
Vertebrate Social Behavior
Animal Social Behavior
Principles of Neurobiology, Laboratory
Cellular Neurobiology
Neurochemistry
Chemical Communication
Behavioral Neurogenetics
Quantitative Approaches to Animal Behavior
Developmental Neurobiology
Physiological Optics
Neuroethology
Seminar in Advanced Topics in Neurobiology and Behavior
Graduate Seminar in Vertebrate Social Behavior

Courses in Marine Sciences

Anatomy and Behavior of the Gull
Ecological Behavior
Field Marine Science for Teachers
Field Marine Science
Underwater Research
Adaptations of Marine Organisms
Field Phycology
Chemical Oceanography in the Field
Topics in Marine Vertebrates
Invertebrate Embryology
Coastal and Oceanic Law and Policy
Geology of Our Coast: Terrestrial and Maritime Aspects
Introduction to Marine Pollution and Its Control
Marine Resource Economics
Practical Archaeology under Water: A Basic Introduction
Wetland Resources

Courses Offered in Cooperation with the Sea Education Association

SEA Introduction to Oceanography
SEA Introduction to Maritime Studies
SEA Introduction to Nautical Science
SEA Oceanographic Laboratory I
SEA Oceanographic Laboratory II

College of Engineering

Engineering Common Courses

Drawing and Engineering Design
Introduction to Computer Programming
The Laser and Its Applications in Science, Technology, and Medicine
Elements of Materials Science
Introduction to Chemical Engineering
Computer-aided Design in Environmental Systems
Introduction to Microprocessors
Introduction to Mechanical Engineering
Introductory Geological Sciences
Introduction to Manufacturing Engineering
Problem Solving and Modeling
Fission, Fusion, and Radiation
Mechanics of Solids
Dynamics
Introduction to Electrical Systems
Computers and Programming
Mass and Energy Balances
Thermodynamics
Introductory Engineering Probability
Introduction to Mechanical Properties of Materials
Introduction to Electrical Properties of Materials
Basic Engineering Probability and Statistics
Numerical Methods

Applied and Engineering Physics

The Laser and Its Applications in Science, Technology, and Medicine
Introduction to Biophysics
The Physics of Energy
Introduction to Nuclear Science and Engineering
Mechanics of Particles and Solid Bodies
Intermediate Electromagnetism
Intermediate Electrodynamics
Introductory Quantum Mechanics
Electronic Circuits
Physics of Atomic and Molecular Processes
Statistical Thermodynamics
Continuum Physics
Informal Study in Engineering Physics
Photosynthesis
Introduction to Plasma Physics
Advanced Plasma Physics
Plasma Astrophysics
Low-Energy Nuclear Physics
Vision
Nuclear Reactor Theory
Special Topics in Biophysics
Membrane Biophysics
Modern Physical Methods in Macromolecular Structure Determination
Electron Optics
Nuclear Engineering
Nuclear Engineering Design Seminar
Seminar on Thermonuclear Fusion Reactors
Intense Pulsed Electron and Ion Beams: Physics and Technology
Nuclear Measurements Laboratory
Advanced Nuclear and Reactor Laboratory
Special Topics Seminar in Applied Physics
Microcharacterization
Microprocessing of Materials
Special Topics in Applied Physics
Principles of Diffraction
Project
Kinetic Theory
Physics of Solid Surfaces and Interfaces

Chemical Engineering

Nonresident Lectures
Mass and Energy Balances
Chemical Engineering Thermodynamics
Reaction Kinetics and Reactor Design
Industrial Organic Chemical Processes
Introduction to Rate Processes
Analysis of Separation Processes
Chemical Engineering Laboratory
Project Laboratory
Transport Phenomena
Chemical Process Evaluation
Chemical Process Synthesis
Computer Applications in Chemical Engineering
Process Equipment Design and Selection
Design of Chemical Reactors and Multiphase Contacting Systems
Design Project
Computer-aided Process Design
Special Projects in Chemical Engineering
Phase Equilibria
Petroleum Refining
Synthetic Fuels
Nuclear Chemical Engineering
Polymeric Materials
Physical Polymer Science
Polymeric Materials Laboratory
Microbial Engineering
Wastewater Engineering in the Process Industries
Polymer Processes
Numerical Methods in Chemical Engineering
Air Pollution Control
Process Control
Process Control Laboratory
Applied Surface Chemistry and Physics
Research Project
Advanced Chemical Engineering Thermodynamics
Applied Chemical Kinetics
Advanced Transport Phenomena
Mathematical Methods of Chemical Engineering Analysis
Theory of Molecular Liquids
Advanced Seminar in Thermodynamics

Civil and Environmental Engineering

Numerical Solutions to Civil Engineering Problems
Uncertainty Analysis in Engineering
Surveying for CEE Facilities
Microeconomic Analysis
Economic Analysis of Government
Engineering Economics and Management
Social Implications of Technology
Fluid Mechanics
Hydraulic Engineering
Introductory Soil Mechanics
Environmental Quality Engineering
Water Supply Engineering
Introduction to Transportation Engineering
Structural Engineering
Structural Behavior Laboratory
Engineering Materials
Seminar in Technology Assessment
Descriptive Hydrology
Civil and Environmental Engineering Design Project
Professional Practice in Engineering
Numerical Solutions to Civil Engineering Problems
Remote Sensing: Fundamentals
Remote Sensing: Environmental Applications
Physical Environment Evaluation
Image Analysis: Landforms
Image Analysis: Physical Environments
Project—Remote Sensing
Research—Remote Sensing
Special Topics—Remote Sensing
Seminar in Remote Sensing
Legal Process
Environmental Law
Public Systems Analysis
Environmental and Water Resources Systems Analysis Colloquium
Advanced Fluid Mechanics
Dynamic Oceanography
Analytical Hydrology
Flow in Porous Media and Groundwater
Engineering Micrometeorology
Coastal Engineering
Environmental Fluid Mechanics
Project—Hydraulics
Hydraulics Seminar
Special Topics in Hydraulics
Foundation Engineering
Retaining Structures and Slopes
Highway Engineering
Bituminous Materials and Pavement Design
Design Project in Geotechnical Engineering
Seminar in Geotechnical Engineering
Special Topics in Geotechnical Engineering
Microbiology of Water and Wastewater
Chemistry of Water and Wastewater
Aquatic Chemistry
Industrial Waste Management
Environmental Quality Management
Sludge Treatment, Utilization, and Disposal
Environmental Quality Engineering Seminar
Urban Transportation Planning
Travel Demand Theory and Applications
Transportation Systems Analysis
Transportation Systems Design
Transportation Economics
Operations, Design, and Planning of Public Transportation Systems
Freight Transportation
Timber Engineering
Fundamentals of Structural Mechanics
Advanced Structural Analysis
Structural Model Analysis and Experimental Methods
Advanced Plain Concrete
Structure and Properties of Materials
Low-Cost Housing Primarily for Developing Nations
Low-Cost Housing for Developing Nations—Workshop for Physical Planning, Site Selection, and Design
Structural Engineering Seminar
Water Resources Problems and Policies
Stochastic Hydrologic Modeling
Water Quality Modeling
Water Resources Systems Planning
Environmental and Water Resources Systems Analysis Design Project
Environmental and Water Resources Systems Analysis Research
Special Topics in Environmental or Water Resources Systems Analysis
Coastal Engineering
Environmental Fluid Mechanics
Unsteady Hydraulics
Environmental Planning and Operation of Energy Facilities
Experimental Methods in Hydraulics
Research in Hydraulics
Engineering Behavior of Soils
Rock Engineering
Graduate Soil Mechanics Laboratory
Advanced Foundation Engineering
Soil Dynamics
Embankment Dam Engineering
Case Studies in Geotechnical Engineering
Tunnel Engineering
Research in Geotechnical Engineering
Water Quality Laboratory
Environmental Engineering Processes
Design Project in Sanitary Engineering
Sanitary Engineering Research
Special Topics in Sanitary Engineering
Transportation Design Project
Transportation Research
Transportation Colloquium
Special Topics in Transportation
Engineering Fracture Mechanics
Structural Stability: Theory and Design
Finite-Element Analysis
Structural Reliability
Prestressed Concrete Structures
Advanced Reinforced Concrete
Advanced Design of Metal Structures
Advanced Behavior of Metal Structures
Shell Theory and Design
Structural Design for Dynamic Loads
Optimum Structural Design
Numerical Methods in Structural Engineering
Advanced Topics in Finite-Element Analysis
Civil and Environmental Engineering Materials Project
Design Project in Structural Engineering
Research in Structural Engineering
Special Topics in Structural Engineering
Thesis—Remote Sensing
Thesis—Environmental Engineering
Thesis—Structural Engineering

Computer Science

Introduction to Computer Programming
The Computer Age
Computers and Programming
Discrete Structures
Social Issues in Computing
Introduction to Computer Systems and Organization
Numerical Methods
Data Structures
Systems Programming and Operating Systems
Interactive Computer Graphics
Introduction to Data-Base Systems
Introduction to Theory of Computing
Introduction to Analysis of Algorithms
Independent Reading and Research
Computer Science and Programming
Advanced Programming Languages
Translator Writing
Concurrent Programming and Operating Systems Principles
Machine Organization
Numerical Analysis
Short Course on Linear and Nonlinear Least Squares
Short Course on Spline Approximation
Data-Base Systems
Information Organization and Retrieval
Design and Analysis of Computer Networks
Analysis of Algorithms
Theory of Computing
Computer Science Graduate Seminar
Theory of Programming Languages
Theoretical Aspects of Compiler Construction
Seminar in Operating Systems
Seminar in Programming
Advanced Numerical Analysis
Seminar in Numerical Analysis
Selected Topics in Information Processing
Seminar in File Processing
Seminar in Information Organization and Retrieval
Seminar in Systems Modeling and Analysis
Advanced Theory of Computing
Seminar in Theory of Algorithms and Computing
Special Investigations in Computer Science

Electrical Engineering

Introduction to Electrical Systems
Introduction to Digital Systems
Electrical Signals and Systems
Electromagnetic Theory
Fundamentals of Quantum and Solid-State Electronics
Probability and Random Signals
Electrical Laboratory
Quantum Mechanics and Applications
Bioinstrumentation
Neuroelectric Systems
Active and Digital Network Design
Computer Methods in Electrical Engineering
Advanced Digital Signal Processing
Fundamentals of Analog and Discrete-Time Circuits
Analog and Discrete-Time Circuit Applications
Introduction to Lasers and Optical Electronics
Electronic Circuit Design
Semiconductor Electronics
Fundamentals of Acoustics
Electric Energy Systems
Advanced Power Systems Analysis
Computer Structures
Microprocessor Systems
Thermal, Fluid, and Statistical Physics for Engineers
Elementary Plasma Physics and Gas Discharges
Introduction to Controlled Fusion: Principles and Technology
Magnetohydrodynamics
Senior Project
Theory of Linear Systems
Quantum Electronics
Solid-State Microwave Devices and Circuits
Integrated Circuit Technology
Algebraic Coding Theory
Fundamental Information Theory
Decision Making and Estimation
Communication Systems
Feedback Control Systems
Digital Control Systems
Estimation and Control in Discrete Linear Systems
Optimal Control and Estimation for Continuous Systems
Computer Processor Organization and Memory Hierarchy
Computer Networks and Distributed Architecture
Current Topics in Computer Engineering
Introduction to Plasma Physics
Advanced Plasma Physics
Electrodynamics
Microwave Theory
Upper Atmosphere Physics
Electromagnetic Wave Propagation
Graduate Topics in Electrical Engineering
Opto electronic Devices
Theory and Applications of Nonlinear Optics
Solid-State Devices
Materials and Device Physics for VLSI
VLSI Digital System Design
Random Processes in Electrical Systems
Advanced Topics in Information Theory
Foundations of Inference and Decision Making
Random Processes in Control Systems
Adaptive Parameter Estimation
Kinetic Theory
Electrical Engineering Colloquium
Electrical Engineering Design
Graduate Topics in Electrical Engineering

Geological Sciences

Freshman and Sophomore Courses

Introductory Geological Sciences
Introduction to Historical Geology
Earth Science
Earth Science Laboratory
Frontiers of Geology
Geology and the Environment
Introduction to Methods in Geological Sciences
Mineral and Energy Resources and the Environment

Junior, Senior, and Graduate Courses

Structural Geology and Sedimentation
Geomorphology
Mineralogy
Petrology and Geochemistry
Sedimentology and Stratigraphy
Geophysics and Geotectonics
Experiments and Techniques in Earth Sciences
Petroleum Geology
Tectonics of Orogenic Zones, Modern and Ancient
Geomechanics
The Earth's Crust: Structure, Composition, and Evolution
Digital Processing and Analysis of Geophysical Data
Interpretation of Seismic Reflection Data
Modern Petrology
Isotope Geology
Chemical Geology
Mineral Deposits
Invertebrate Paleontology and Biostratigraphy
Sedimentation and Tectonics
Marine Tectonics
Physics of the Earth
Introduction to Geophysical Prospecting
Earthquakes and Tectonics
Tectonic and Stratigraphic Evolution of Sedimentary Basins
Petrology and Geochemistry
Advanced Geomorphology Topics
Marine Geology
Sedimentary Petrology and Tectonics
Topics in Mineral Resource Studies and Precambrian Geology
Plate Tectonics and Geology
Paleobiology
Geophysics, Exploration Seismology
Exploration Seismology, Gravity, Magnetics
Geophysics, Seismology and Geotectonics
Geomechanics, Gravity, Magnetism, Heat Flow
Mineralogy and Crystallography, X-Ray Diffraction, Microscopy, High-Pressure-Temperature Experiments
Research on Seismic-Reflection Profiling of the Continental Crust
Advanced Topics in Petrology and Tectonics
Seminar in Tectonics
Seminar in Petrology and Geochemistry
Seismic Record Reading
Glacial and Quaternary Geology
Geotectonics
Advanced Geophysics
Seismology

Field Courses

Field Geology
Intersession Field Trip
Western Adirondack Field Course
Western Field Course

Materials Science and Engineering

Undergraduate Courses

Elements of Materials Science
Introduction to Mechanical Properties of Materials
Introduction to Electrical Properties of Materials
Structural Characterization and Properties of Materials
Electrical and Magnetic Properties of Materials
Research Involvement
Thermodynamics of Condensed Systems
Kinetics, Diffusion, and Phase Transformations
Materials and Manufacturing Processes
Microprocessing of Materials
Macroprocessing
Senior Materials Laboratory
Mechanical Properties of Materials
Current Topics in Materials
Introduction to Ceramics
Properties of Solid Polymers
Physical Metallurgy
Processing of Glass, Ceramic, and Glass-Ceramic Materials

Analysis of Manufacturing Processes
Physics of Modern Materials Analysis

Graduate Core Courses

Thermodynamics of Materials
Elasticity and Physical Properties of Crystals
Kinetics of Solid-State Reactions
Structure of Solids
Plastic Flow and Fracture of Materials

Further Graduate Courses

Principles of Diffraction
Phase Transformations
Electron Microscopy
Ceramic Materials
Electrical and Magnetic Properties of Materials
Amorphous and Semicrystalline Materials
Solid Surfaces and Interfaces
Advanced Topics in Crystal Defects
The Effects of Radiation on Materials
Amorphous Semiconductors
Solar Energy Materials
Ceramic Materials
Advanced Topics in Mechanical Properties
Special Studies in Materials Sciences
Materials Science and Engineering Colloquium
Materials Science Research Seminars
Research in Materials Science

Mechanical and Aerospace Engineering

General and Required Courses

Naval Ship Systems
Drawing and Engineering Design
Thermodynamics
Technology, Society, and the Human Condition
Materials and Manufacturing Processes
Introductory Fluid Mechanics
Heat Transfer
Mechanical Design and Analysis
Systems Dynamics
Mechanical Engineering Laboratory

Mechanical Systems Design and Manufacturing

Design for Manufacture
Mechanical Reliability
Automotive Engineering
Computer-aided Design
Analysis of Manufacturing Processes
Materials Engineering
Numerical Control in Manufacturing
Mechanical Components
Biomechanical Systems—Analysis and Design
Mechanical and Aerospace Structures
Microprocessor Applications
Mechanical Vibrations
Feedback Control Systems
Dynamics of Vehicles
Finite Element Methods in Thermomechanical Processes
Experimental Methods in Machine Design
Advanced Mechanical Vibrations
Digital Simulation of Dynamic Systems
Hydrodynamic Lubrication: Fluid-Film Bearings
Advanced Mechanical Reliability
Optimum Design of Mechanical Systems

Energy, Fluids, and Aerospace Engineering

Introduction to Aeronautics
Acoustics and Noise
Combustion Engines
Plasma Energy Systems
Aerospace Propulsion Systems
Dynamics of Flight Vehicles
Fluid Dynamics
Boundary Layers
Turbomachinery and Applications
Combustion Processes
Solar Energy
Direct Energy Conversion and Storage
Power Systems
Future Energy Systems Seminar
Introduction to Controlled Fusion: Principles and Technology
Foundations of Fluid Dynamics and Aerodynamics
Incompressible Aerodynamics
Compressible Aerodynamics
Physics of Fluids
Gasdynamics
Atmospheric Turbulence and Micrometeorology
Seminar on Combustion
Transport Processes
Boiling and Two-Phase Flow
Experimental Methods in Fluid Mechanics, Heat Transfer, and Combustion
Viscous Flows
Aerodynamic Noise Theory
Stability of Fluid Flow
Turbulence and Turbulent Flow
Dynamics of Rotating Fluids
Numerical Methods in Fluid Flow and Heat Transfer
Nonlinear Wave Propagation

Special Offerings

Current Topics in Biomechanics
Special Investigations in Mechanical and Aerospace Engineering
Mechanical Engineering Design
Seminar and Design Project in Aerospace Engineering
Special Investigation in Mechanical and Aerospace Engineering
Special Topics in Mechanical and Aerospace Engineering
Mechanical and Aerospace Engineering Research Conference
Mechanical and Aerospace Engineering Colloquium
Research in Mechanical and Aerospace Engineering

Nuclear Science and Engineering

Introduction to Nuclear Science and Engineering
Introduction to Controlled Fusion: Principles and Technology
Interaction of Radiation and Matter

Operations Research and Industrial Engineering

Introductory Engineering Probability
Basic Engineering Probability and Statistics
Optimization
Cost Accounting, Analysis, and Control
Introductory Engineering Stochastic Processes
Introduction to Statistical Theory with Engineering Applications
Industrial Systems Analysis
Layout and Material-handling Systems
Production Planning and Control
Discrete Models
Introduction to Game Theory
Introductory Engineering Stochastic Processes
Applications of Statistics to Engineering Problems
Statistical Decision Theory
Mathematical Models—Development and Application
OR&IE Project
Advanced Engineering Economic Analysis
Queuing Theory and Its Applications
Inventory Theory
Applied Time Series Analysis
Statistical Methods in Quality and Reliability Control
Digital Systems Simulation
Facilities Location and Design
Operations Research
Scheduling Theory
Advanced Production and Inventory Planning
Mathematical Programming
Nonlinear Programming
Game Theory
Dynamic Programming
Convex Analysis
Integer Programming
Graph Theory and Network Flows
Combinatorial Optimization
Applied Probability
Applied Stochastic Processes
Advanced Stochastic Processes
Advanced Queuing Theory
Applied Statistics
Intermediate Applied Statistics
Statistical Decision Theory
Nonparametric Statistical Analysis
Design of Experiments
Qualitative Data Analysis
Statistical Analysis of Life Data
Selected Topics in Applied Operations
Selected Topics in Game Theory
Selected Topics in Mathematical Programming
Advanced Inventory Control
Deterministic and Stochastic Control
Selected Topics in Applied Probability
Statistical Selection and Ranking Procedures
Selected Topics in Applied Statistics
Special Investigations
Operations Research Graduate Colloquium
Applied Operations Research and Industrial Engineering Colloquium

Theoretical and Applied Mechanics

Basics in Engineering Mathematics and Mechanics

Mechanics of Solids
Dynamics
Engineering Mathematics

Engineering Mathematics

Advanced Engineering Analysis
Methods of Applied Mathematics I–IV

Experimental Mechanics

Experimental Mechanics

Continuum Mechanics and Inelasticity

Introduction to Continuum Mechanics
Continuum Mechanics and Thermodynamics
Topics in Continuum Mechanics
Analytical Methods in Continuum Mechanics
Viscoelasticity and Creep
Theory of Plasticity

Elasticity and Waves

Mechanical Vibrations and Waves
Applied Elasticity
Theory of Elasticity
Fundamentals of Acoustics
Mathematical Theory of Elasticity
Elastic Waves in Solids

Dynamics and Space Mechanics

Intermediate Dynamics
Advanced Dynamics
Celestial Mechanics
Mechanics of the Solar System
Nonlinear Vibrations
Qualitative Theory of Dynamical Systems

Special Courses, Projects, and Thesis Research

Project in Engineering Science
Selected Topics in Theoretical and Applied Mechanics
Topics in Theoretical and Applied Mechanics—Fracture Mechanics
Research in Theoretical and Applied Mechanics

School of Hotel Administration

Administrative and General Management

Orientation
Lectures in Hotel Management
Personal Real Estate Investments
Club Management
Franchising in the Hospitality Industry
Resort and Condominium Management
General Insurance
Development of a Hospitality Property
Principles of Management
Rooms Division Management—Front Office and Reservations
Rooms Division Management—Housekeeping and Laundry Operations
General Survey of Real Estate
Hotel Security and Crime Prevention
Quality Assurance for the Hospitality Industry
Seminar in Management Principles
Hotel Management Seminar
The Small Business
Management Organization of Small Business
Integrated Case Studies in the Hospitality Industry
Seminar in Hotel Operations
Casino Management
Graduate Seminar in Hotel Operations

Human Resources Management

Introductory Psychology
Management of Human Resources
Union-Management Relations in Private Industry: A Survey
Training Human Resources in the Hospitality Industry
Hotel Manpower Management Simulation
Organizational Behavior and Small-Group Processes
Psychology in Business and Industry
Special Studies in the Management of Human Resources
Dispute Resolution in Service Industries
Advanced Human Resource Management

Accounting and Financial Management

Basic Principles of Accounting and Financial Management
Financial Accounting
Hospitality Accounting Systems
Finance
Financial Accounting Principles
Managerial Accounting
Managerial Accounting in the Hospitality Industry
Front Office Machine Accounting
Hospitality Management Contracts
Investment Management
Financial Analysis and Planning
Financial Charts and Graphs
Introduction to Statistical Analysis and Inference
Cost Accounting
Internal Control in Hotels
Personal and Corporate Taxation
Interpretation and Analysis of Financial Statements

Food and Beverage Management

Introduction to Food and Beverage Operation and Management
Food Production Techniques
Meat Science and Management
Food Production Systems: Cafeterias
Food Production Systems: A la Carte, Banquet, Beverage, and Service
Food and Beverage Control
Corporate Restaurant Management
Survey of Beverages
Purchasing
Introduction to Wine and Spirits
Production and Merchandising of Desserts
Seminar in Cultural Cuisines

Law

Law and the Woman Employee
Law and Business
Law of Federal Securities
Law of Innkeeping

Properties Management

Hospitality Facilities Planning
Hotel Mechanical and Electrical Problems
Food Facilities Layout and Design
Project Development and Construction
Seminar in Environmental Control
Seminar in Interior Design
Seminar in Hotel Planning
Seminar in Restaurant Planning
Graduate Study in Project Development and Construction
Graduate Study in Electrical and Mechanical Systems

Communication

Typewriting
Introduction to Business Writing
Report Typing
Typewriting and Business Procedures
Shorthand Theory

Effective Oral Communication
Written Communication
Strategies for Business Writing
Advanced Business Writing

Science and Technology

Food Chemistry
Sanitation in the Food Service Operation
Information Systems
Hotel Computing Applications
Principles of Nutrition
Business Computer Systems Design
Graduate Food Sanitation
Computers and Hotel Computing Applications

Economics, Marketing, and Tourism

Macroeconomics
Microeconomics
Principles of Marketing
Tourism
Hotel Sales
Advertising and Public Relations
Cases in Hospitality Marketing
Managing the Marketing Functions in the Hospitality Industry
Problems and Opportunities in International Hospitality
Seminar in Selected Topics in Hospitality Marketing
Seminar in Advertising and Public Relations
Psychology of Advertising
Marketing Management

Independent Research

Undergraduate Independent Research
Administrative and General Management
Management Intern Program—Operations
Management Intern Program—Academic
Human Resources Management
Accounting and Financial Management
Food and Beverage Management
Law
Properties Management
Communication
Science and Technology
Economics, Marketing and Tourism

New York State College of Human Ecology

Interdepartmental Courses

Field Study

Orientation to Field Study: Skills for Learning in the Field
Preparation for Fieldwork: Perspectives in Human Ecology
Directed Readings
Empirical Research
Supervised Fieldwork
Teaching Apprenticeship
Sponsored Field Learning or Internships
Field Experience in Community Problem Solving
The Ecology of Urban Organizations: New York City
The Ecology of Organizations in the Upstate Region

Other

Special Topics in Toxicology

Nondepartmental Courses

General Courses

Critical Reading and Thinking
America and World Community

International Program

Preparing for International or Intercultural Experience
Study Abroad
Human Ecology: An International Perspective

Division of Student Services

Special Studies for Undergraduates
Directed Readings
Empirical Research
Supervised Fieldwork
Special Problems for Graduate Students

Consumer Economics and Housing

Introduction to Consumer Economics
Housing and Society
Sociological Perspectives on Housing
Marketing and the Consumer
Special Studies for Undergraduates
Family Resource Management
Household Decision Making
Economic Organization of the Household
Personal Financial Management
Consumer Decision Making
Fundamentals of Housing Economics
Wealth and Income
Special Studies for Undergraduates
Empirical Research
Supervised Fieldwork
Time as a Human Resource
An Ecological Approach to Family Decision Making
The Economics of Consumer Policy
Consumer Behavior
Housing, Consumer Credit, and Real Estate Finance
Social Aspects of Housing and Neighborhood
Housing for the Elderly
Housing and Local Government
Housing Policy and Housing Programs
Economics of Health, Health Care Expenditures, and Health Policy
Consumer and the Law
Community Decision Making
Welfare Economics
Economic Analysis of Public Decision Making
Special Problems for Graduate Students
Seminar in Consumer Economics and Housing
History and Development of Home-Family Management
Readings in Family Decision Making
Explorations in Consumer Economics
Economics of Household Behavior
Family Financial Management
Information and Regulation
Fundamentals of Housing
Housing Finance and Market Analysis
Household and Family Demography
Seminar on Consumer Law Problems
Community, Housing, and Local Political Processes
Power, Participation, and Public Policy
Applied Welfare Economics—Policy Issues
Consumption and Demand Analysis
Human Capital
Seminar in Current Housing Issues

Design and Environmental Analysis

Design I–II: Fundamentals
Theory of Design
Drawing
Drawing the Clothed Figure
Elements of House Design
Textiles I and II
Apparel Design I–III
Human-Environment Relations
Design III–IV: Basic Interior Design
Design Communications
Building Technology
Science for Consumers
Science, Technology, and Human Needs
Clothing through the Life Cycle
Dress: A Reflection of American Women's Roles
Environment and Social Behavior
Historic Design I: Furniture and Interior Design
Historic Design II: Furniture and Interior Design
Fundamentals of Interior Design
Design V–VI: Intermediate Interior Design
Furnishings, Materials, and Finishings
Professional Practice of Interior Design
Human Factors: Ergonomics-Anthropometrics
Household Equipment Principles
Textiles III: Structure and Properties
Textiles for Interiors and Exteriors
Design: Introductory Textile Printing
Environmental Graphics and Signing
Graphic Design
Human Factors: The Ambient Environment
Selected Topics in History of Costume
Historic Design III: Contemporary Design
Residential Design
Empirical Research
Supervised Fieldwork
The Textile and Apparel Industries
The Textiles and Apparel Industries—Field Experience
Care of Textiles
Textiles IV: Textile Chemistry
Fabric Technology
Apparel Textiles
Textile Materials for Biomedical Use
Apparel Design IV: Functional Clothing Design
Research Methods in Human-Environment Relations
Programming Methods in Design
Apparel Design V
Design VII—Advanced Interior Design
Shelter
Textile-Fiber Evaluation and Stress-Strain Analysis
Physical Science in the Home
Special Topics in Textiles
Advanced Textile Chemistry
Seminar: Frontiers in Textiles
Mechanics of Fibrous Structures
Adaptive Building Reuse
Standards and the Quality of Life
Psychology of Office Design
Dynamics of Collaboration in the Design Process
The Environment and Social Behavior

Human Development and Family Studies

Observation
Human Development: Infancy and Childhood
Human Development: Adolescence and Youth
Human Development: Adult Development and Aging
Introduction to Expressive Materials
The Family in Modern Society
Sociological Analysis of Contemporary Issues
Early Adolescence
From Adolescence to Adulthood: Developmental Issues
Participation with Groups of Children in the Early Years
Participation with Groups of Children in the Middle Years
Historical Development of Women as Professionals, 1800–1980
Atypical Development
Family and Community Health
Collective Behavior and Social Movements
Problematic Behavior in Adolescence
Cognitive Processes in Development
The Development of Creative Thinking
Models and Settings in Programs for Children
Infant Behavior and Development
The Role and Meaning of Play
Human Growth and Development: Biological and Social Psychological Considerations
Advanced Participation in Preschool Settings
The Family in Cross-cultural Perspective
Theories of Adult Interpersonal Relationships
American Families in Historical Perspective
Personality Development in Childhood
The Development of Social Behavior
The Study of Lives
Behavioral Disorders of Childhood
Intellectual Deviations in Development
Aging and Health
Experimental Child Psychology
Junior Honors Seminar
Directed Readings
Empirical Research
Supervised Fieldwork
Teaching Apprenticeship
Projects in Public Policy
Field Experience in Adolescent Development: The Individual in Community
Field Experience in Adolescent Development: Social Policy toward Youth
Policies and Programs for Adolescents
Work and Human Development
Learning in Children
Intellectual Development and Education
Piaget's Theory of Cognitive Development
Language Development
Creative Expression and Child Growth
Thinking and Reasoning
The Development of the Black Child
Internship in Cornell Nursery School
Families and Social Policy

Topics Courses

Topics in Adolescent Development
Topics in Cognitive Development
Topics in Early Childhood Education and Development
Topics in Family Studies
Topics in Social and Personality Development
Topics in Atypical Development
Topics in Ecology of Human Development

Graduate Program

Research Design and Methodology
Directed Readings
Empirical Research
Practicum
Teaching Assistantship
Research Assistantship
Extension Assistantship
Supervised Teaching
Adolescence
Cognitive Development
Infancy
Early Childhood Education
Contemporary Family Theory and Research
Personality and Socialization
Atypical Development
The Course of Life: Developmental and Historical Perspective
Research Practicum in the Ecology of Human Development
Master's Thesis and Research
Doctoral Thesis and Research

Topical Seminars

Seminar in Adolescence
Seminar on Language Development
Seminar in Cognitive Development
Seminar on Infancy
Seminar in Early Childhood Education
Seminar in Family Studies
Seminar in Personality and Social Development
Seminar in Atypical Development
Seminar in Human Development and Family Studies
Seminar on Ecology of Human Development

Human Service Studies

Structure of Community Services
Groups and Organizations
What Is Teaching?
Ecological Determinants of Behavior
Research Design and Analysis
Human Sexuality
Health-Care Services and the Consumer
Ecology and Epidemiology of Health
Ecological Approach to Instructional Strategies
Social Welfare as a Social Institution
Directed Readings
Empirical Research
Supervised Fieldwork
Teaching Apprenticeship
Introduction to Adult Education
Fieldwork
The Helping Relationship
The Politics of Power in the Human Services
Aging and the Human Services
Program Planning in Community and Family-Life Education
The Art of Teaching
Teaching Internship
Critical Issues of Education
Career Environmental and Individual Development
Teaching for Reading Competence: A Content-Area Approach
Advanced Field Experience in Community and Family Life Education
Social Work Practice
Senior Seminar in Social Work
Introduction to Social Planning
Social Policy

Graduate Program

Special Problems for Graduate Students
Teaching Human Services in Higher Education
Adult Development and the Provision of Human Services
Preparing Professionals in the Human Services
Consulting and Supervisory Roles in Human Services
Administration of Human Service Programs in Higher Education
Public Policy and Program Planning in Human Services
Designing and Implementing Human Service Programs
The Intergovernmental System and Human Service Program Planning
Measurement for Program Evaluation and Research
Program Evaluation and Research Design
Program Evaluation in Theory and Practice
Strategies for Policy and Program Evaluation
Qualitative Methods for Program Evaluation
Internship in Human Service Studies
Advanced Seminar in Program Evaluation

Topical Seminars and Practica

Seminar in Adult and Community Education
Seminar in Home Economics Education
Seminar in Social Welfare Services
Seminar in Health and Mental Health Services
Practicum in Higher Education in Human Services
Seminar in Higher Education in Human Services
Practicum in Program Planning and Development
Seminar in Program Planning and Development
Practicum in Program Evaluation and Evaluative Research
Seminar in Program Evaluation and Evaluative Research

Continuing Education for Professionals

Groups and Organizations
Professional Improvement
Research Design and Analysis
Social Welfare as a Social Institution
Ecological Determinants of Behavior
Program Development in Social Services
Organization and Structure for Delivery of Social Services
Principles and Practices of Public Health

Division of Nutritional Sciences

Ecology of Human Nutrition and Food
Introductory Foods
Maternal and Child Nutrition
Introduction to Physiochemical Aspects of Food
Nutritional Aspects of Raw and Processed Foods
Orientation to Field Study in Extension
Sociocultural Aspects of Food and Nutrition
Physiological and Biochemical Bases of Human Nutrition
Laboratory in Nutrition
Consumer Food Issues
Human Growth and Development: Biological and Social Psychological Considerations
Biochemistry and Human Behavior
Management Principles in Food Service Operation
Empirical Research
Supervised Fieldwork
Teaching Apprenticeship
Field-based Learning in Nutrition
Nutrition and Disease
Diet Formulation and Analysis
Community Nutrition and Health
Physiochemical Aspects of Food
Physiochemical Aspects of Food Laboratory
Experimental Food Methods
National and International Food Economics
Applied Dietetics in Food Service Systems
Special Problems for Graduate Students
Advanced Nutrition Series
Proteins and Amino Acids in Nutrition
Lipids
The Vitamins
Carbohydrate Chemistry
Molecular Toxicology
Methods of Assessing Physical Growth in Children
Obesity and the Regulation of Body Weight
Topics in Maternal and Child Nutrition
Readings in Food
Teaching Seminar
Field of Nutrition Seminar
Seminar in Food Habits Research
Special Topics in Food
Advanced Nutrition Laboratory
Anthropometric Assessment
Dietary Assessment
Clinical Assessment
Biochemical Assessment
Vitamins and Coenzymes
Mechanisms of Metabolic Regulation
Integration and Coordination of Energy Metabolism
Epidemiology of Nutrition
Seminar of United States Nutritional Services and Programs
Seminar in Physiochemical Aspects of Food
Geriatric Nutrition
Clinical and Public Health Nutrition
Nutrition and the Chemical Environment
Nutrition Counseling
The Nutrition and Physiology of Mineral Elements
Special Topics in Nutrition
Field Seminar
Clinical Field Studies
International Nutrition Problems, Policy, and Programs
Nutritional and Public Health Importance of Human Parasitic Infections
Isotope Kinetics
Seminar in Nutrition and Behavior
Seminar in International Nutrition and Development Policy
Special Topics in International Nutrition
Seminar in Nutritional Toxicology
Seminar in Nutritional Science

Independent Interdisciplinary Centers and Programs

Africana Studies and Research Center

Swahili
Afro-American Writing and Expression
Applied Writing Methods on Afro-American Topics
Infancy, Family, and the Community
Teaching and Learning in Black Schools
Introduction to Modern Political Systems
Swahili Literature
History and Politics of Racism and Segregation
Issues in Black Literature
Black Political Thought in the United States
Black Resistance: South Africa and North America
Black Drama
The Sociology of the Black Experience
Seminar: Psychological Aspects of the Black Experience
Social and Psychological Effects of Colonization and Racism
Blacks in Communication Media and Film Workshop
Neocolonialism and Government in Africa: Problems of Africanization and Development
Afro-American Perspectives in Experimental Psychology
African Socialism and Nation Building
Politics in the Afro-Caribbean World: An Introduction
Ancient African Nations and Civilizations
Afro-American History
Afro-American History: The Twentieth Century
Contemporary African History
Comparative Slave Trade of Africans in the Americas
Political Economy of Ideology and Development in Africa
Black Politics and the American Political System
Social Policy and the Black Community in the Urban Economy
African Literature
Advanced Seminar in the Black Theater
History of Afro-American Literature
Modern Afro-American Literature
History of African Origins of Major Western Religions
Black Critique: Toward Defining and Developing a Black Aesthetic
Black Leaders and Movements in Afro-American History
Political Economy of Black America
Independent Study
Workshop in Teaching about Africa
Historiography and Sources: The Development of Afro-American History
Comparative Political History of the African Diaspora
Historical Method, Sources, and Interpretation
Transnational Corporations in Africa and Other Developing Countries
Political History of Social Development in the Caribbean
Seminar: Psychological Issues in the Black Community

Program on Science, Technology, and Society

Biology and Society I: The Biocultural Perspective
Biology and Society II: Biology, Society, and Human Values
Biomedical Ethics
Environmental Ethics
Senior Seminar in Human Fertility: Developing Nations
Senior Seminar: Biomedical Research, Regulations, and Ethics: A Delicate Balance
Senior Seminar: Social Demography
Science, Technology, and Public Policy
Impact and Control of Technology Change
Politics of Technical Decisions
The Computerized Society
Social Implications of Technology
Seminar in Technology Assessment
Environmental Law
Defense Policy and Arms Control
International Politics of Energy
Social History of Western Technology
Problems in the History and Philosophy of Biology
Science, Technology, and Law
Science and Human Nature
Science, Technology, and Social Change
Sociology of Science and Technology
Social and Political Studies of Science
Energy and Ecological Systems
History of Biology
Issues in Biology and Society: Chemicals, Enzymes, and Maladies
Scientists and Political Revolutions
Seminar in the History of Biology
The Ecological Consequences of Nuclear War
Urban Affairs Laboratory
Alternative Food Production Systems
Issues in Biology and Society: Professional Ethics
Science, Technology, and Human Needs
Scientists and Political Revolutions
Standards and the Quality of Life
Special Problems in the Anthropology of Sex and Gender
Technology, Society, and the Human Condition
The Population Biology of Health and Disease
War and Peace in the Nuclear Age
Rhetoric and Technology

New York State School of Industrial and Labor Relations

Collective Bargaining, Labor Law, and Labor History

History of Industrial Relations in the United States
Special Studies in the History of Industrial Relations in the United States
Collective Bargaining
Labor Relations Law and Legislation
Labor Union Administration
Research Seminar in the Social History of American Workers
Seminar in the History, Administration, and Theories of Industrial Relations in the United States
Research Seminar in the American Labor Movement and Politics
Industrial Relations Biographies
Famous Trials in American Labor History
Jewish Workers in Europe and America, 1798–1948
Union Organizing
Collective Bargaining Structures
Contemporary Trade Union Movement
Internship
Collective Bargaining
Labor Relations Law and Legislation
Labor Union History and Administration
Advanced Seminar in Labor Arbitration
Integration of Industrial Relations Theories
Arbitration
Governmental Adjustment of Labor
Readings in the Literature of American Radicalism and Dissent
Readings in the History of Industrial Relations in the United States
Theories of Industrial Relations Systems
Arbitration and Public Policy
Special Topics in Collective Bargaining, Labor Law, and Legislation
Public Policy and Labor Relations
Problems in Union Democracy
Labor Relations Law
Seminar in Labor Relations Law and Legislation
Special Topics in the History, Administration, and Theories of Industrial Relations
Employment Discrimination and the Law
Collective Bargaining in Public Education
Collective Bargaining in the Public Sector
Current Issues in Collective Bargaining
Labor Education
Theory and Research in Collective Bargaining
Research Seminar in Public Sector Collective Bargaining
Industrial Relations in Health Care Institutions
Internship
Workshop in Collective Bargaining, Labor Law, and Labor History

Economic and Social Statistics

Statistics
Economics and Social Statistics
Design of Sample Surveys
Techniques of Multivariate Analysis
Statistical Analysis of Qualitative Data
Introductory Statistics for the Social Sciences
Seminar in Modern Data Analysis
Seminar in Statistical Methods
Types of Sampling

International and Comparative Labor Relations

Comparative Industrial Relations Systems
Labor in Developing Economies
European Labor History
Seminar in International and Comparative Labor Problems

Labor Economics

Development of Economic Institutions
Economics of Wages and Employment
Economic Security
Protective Labor Legislation
Problems in Labor Legislation
Problems in Labor Economics
Comparative Economic Systems: Soviet Russia
Economics of Collective Bargaining
Capitalism and Socialism
Health, Welfare, and Pension Plans
Income Distribution
Internship
Labor Economics
Social Security and Protective Labor Legislation
Economics of Manpower
Work and Welfare: Interactions between Cash Transfer Programs and the Labor Market
Special Topics in Labor Economics
The Economics of Occupational Safety and Health
Economics of the American System of Private Enterprise
Professional and College-trained Manpower: Labor Market Issues and Analysis
Evaluation of Social Programs
Economics of the American System of Private Enterprise
Seminar on Investment in Man
Seminar in Labor Economics
Economic Theory and Labor Market Issues
Workshop in Labor Economics

Organizational Behavior

Society, Industry, and the Individual
Social Issues and Social Theory in Industrial Society
Studies in Organizational Behavior: Regulating the Corporation
The Psychology of Industrial Engineering
Stress at Work
Cross-cultural Studies of Organizational Behavior
Introduction to the Study of Attitudes
Organizations and Deviant Behavior
Organizations and Social Inequality
Sociology of Occupations
Psychology of Industrial Conflict
Cooperation, Competition, and Conflict Resolution
Sociological Analysis of Organizations
The Study of Work Motivation
Individual Differences and Organizational Behavior
Organizational Behavior Simulations
Group Processes
Social Organization of the Urban Community
Groups in Work Organizations
Evaluation of Social Action Programs
Study of Public Sector Bureaucracy
Sociology of Industrial Conflict
Theories of Industrial Society
The Professions: Organization and Control
Ecological Psychology: Behavior Setting Analysis within the Organizational Context
Organizational and Political Behavior in School Districts
Unions and Public Policy in School Districts
Internship
Organizational Behavior
Theories of Organizational Change, Innovation, and Evaluation
Growth of the World Capitalist-Industrial System
The Organization and Its Environment
Labor and Monopoly Capital: The Growth of Large United States Firms in the Past Century
Leadership in Organizations
Personality in Organization
Sociological Study of Power
Urban Politics and Public Policy
Cross-cultural Explorations of Individual Differences
Social Regulation and Control of Institutions
Seminar in Field Research
Theories of Organizational Behavior
Behavioral Research Theory, Strategy, and Methods
Analysis of Published Research in Organizational Behavior
Work and Industrial Conflict
Seminar on Work Motivation

Personnel and Human Resources Management

Personnel Management
Public Policy and the Development of Human Resources
Urban Problems and Public Policy Programs
Effective Supervision
Techniques and Theories of Training in Organizations
Communication in Organizations
New York State—Human Resource and Employee Relations Issues and Policies
Organization Development: Strategy and Practice
Human Resources and State Legislative Process
Social Contract, 1964–1980
The Social Tensions of Labor Market Reform
Occupational Analysis and Human Resource Planning
Planning Areawide Employment and Training Programs
Sectoral Variations in Human Resource Policy
Job Creation: Policy Emergence and Current Issues
Human Resources and Immigration Policy in the United States
Internship
Career Planning and Development
Seminar in Personnel or Human Resource Management
Management Training Simulation: Public Policy Issues in Social Agencies
History of Contemporary Management Thought
Management and Leadership Development
Case Studies in Personnel Administration
Administrative Theory and Practice
Current Issues and Research in Human Resources Development
Staffing: Employee Selection and Utilization
Administration of Compensation
Top Management Personnel Strategies and Policies
Human Resource Planning
The Appraisal and Diagnosis of Organizations
Design and Administration of Training Programs
Seminar on the Theory and Practice of Organization Development
Local Government Human Resource Planning and Administration
Personnel Administration and Government Regulations
The Debate over Full Employment
Human Resource Economics and Public Policy

Interdepartmental Courses

Labor Problems in American Society
Personnel Management for Managers

Officer Education

Aerospace Studies

United States Military Forces
Aerospace Operations
Development of Military Aviation
American Air Power since 1947
Leadership and Communicative Skills
Management in the Armed Forces
Principles of Air Navigation and Aircraft Systems
National Security Forces in Contemporary American Society I
National Security Forces in Contemporary American Society II

Leadership Laboratory Courses

Initial Military Experiences
Intermediate Military Experiences
Junior Officer Leadership
Advanced Leadership Experiences
Precommissioning Laboratory

Military Science

United States Organization for Defense
Armed Conflict in Society
Mapping: Land Navigation
Social and Organizational Psychology in the Military Environment
Leadership in Small-Unit Operations
Theory and Dynamics of the Military Team
Contemporary Military Environment
Leadership Laboratory I–IV

Naval Science

Fundamentals of Naval Science
Naval Ship Systems
Seapower-Maritime Affairs
Armed Conflict and Society
Principles of Navigation
Amphibious Warfare
Naval Operations
Naval Leadership, Organization, and Management
Naval Professional Laboratories

Physical Education

Archery
Athletic Injury
Badminton
Basketball
Bowling
Equitation
Exercise and Figure Control
First Aid
Fitness and Conditioning
Gymnastics
Jogging
Karate
Basic Lacrosse
Nautilus
Racquetball
Recreational Sports and Games
Sailing
Soccer
Squash
T'ai Chi Chuan
Weightlifting
Yoga

Aquatic Courses

Beginning Swimming
Intermediate Swimming
Advanced Swimming
Swimming Conditioning
Advanced Life Saving
American Red Cross Water Safety Instructor
Water Safety Instructor Refresher Course
Beginning Synchronized Swimming
Advanced Synchronized Swimming
Basic Scuba
Scuba Diving
Diving

Dance

Modern Dance Fundamentals
Ballet Fundamentals
Elementary Ballet
Intermediate Ballet
Elementary Modern Dance
Intermediate Modern Dance
High Intermediate Modern Dance
Elementary Jazz
Ballroom Dancing
Folk Dancing

Fencing

Beginning Fencing
Intermediate Fencing

Golf

Instructional Golf
Recreational Golf

Mountaineering

Introduction to Backpacking
Basic Mountaineering
Advanced Mountaineering
Outdoor Leadership Training
Survival Weekend
Winter Camping
Ski Camping
Flatwater Canoeing
Whitewater Canoeing
Bicycle Touring and Camping
Advanced Rock Climbing
Ice Climbing

Riflery

Riflery
Skeet and Trap
Hunter Safety

Skating

Basic Skating
Beginning and Low Intermediate Figure Skating
Intermediate and Advanced Figure Skating
Hockey

Skiing

Downhill Skiing
Cross-Country Skiing
Ski Conditioning

Tennis

Beginning Tennis
Intermediate Tennis
Advanced Tennis

Volleyball

Beginning Volleyball
Intermediate Volleyball
Advanced Volleyball

Graduate Units

For a complete list of courses see: Cornell University Announcements: Courses of Study.

Law School

Graduate School of Management

New York State College of Veterinary Medicine

Prospective students and their families are encouraged to visit the campus and have discussions with members of the faculty or admission staffs and to become familiar with the University in a personal way. The University's Office of Admissions and the admission offices of the undergraduate colleges offer opportunities for group conferences and individual interviews (please refer to pages 32–34 for information about college interviews and group conferences). All individual interviews are by appointment. Interested students should write or telephone suggesting a date and time, and alternates if possible, at least three weeks before the date requested. With sufficient notice when school is in session, the colleges will arrange for prospective students to spend the night on campus with a student host.

Upon arrival visitors may obtain information about the University, directions to specific places on campus, and informational materials at the Information and Referral Center, just inside the main entrance of Day Hall, at the corner of Tower Road and East Avenue. The center is open Monday through Saturday, 9:00 a.m. to 5:00 p.m. (telephone: 607/256-6200).

Disabled persons who want to visit the campus can make arrangements for interviews, attendance at group meetings, tours, and meeting other special needs by communicating well in advance with the Office of Admissions, Cornell University, 410 Thurston Avenue, Ithaca, New York 14850 (telephone: 607/256-5241).

University Tours and Group Conferences

Walking tours led by student guides, provide visitors with a survey of Cornell's history, academic offerings, and facilities while showing them the beauty of the campus. The tours leave the Information and Referral Center at the times listed below:

April 1–October 31
Weekdays: 11:15 a.m., 1:30 p.m.
Saturday: 11:15 a.m.
Sunday: 1:00 p.m.

November 1–March 31
Weekdays: 1:30 p.m.
Saturday: 11:15 a.m.
Sunday: 1:00 p.m.

During holidays and intersession periods visitors should call ahead to make sure the tour they want to take will be offered.

University group conferences are for those who want an introduction to the University. They can help the prospective student identify the college that best matches his or her academic needs. Open to students, parents, and other interested persons, the conferences provide information on the admission process, financial aid, educational programs, and campus facilities and provide an opportunity to ask questions. Sessions lasting about an hour are held throughout the year at the University's Office of Admissions, 410 Thurston Avenue, on Mondays and Fridays at 9:30 and 11:00 a.m.; Tuesdays, Wednesdays, and Thursdays at 9:30 a.m.; and Saturdays at 9:00 a.m. Those who want to attend may write or call the Office of Admissions, 410 Thurston Avenue (607/256-5241), a few days before the visit, but appointments are not required. Parking is available at the office, and arrangements for on-campus parking can be made for those who want to visit other facilities.

Academic Calendar, 1984–85

Fall Semester

Residence halls open	Saturday, August 25
Registration begins	Tuesday, August 28
Registration ends	Wednesday, August 29
Instruction begins	Thursday, August 30
New-Student Parents' Weekend begins	Friday, September 21
New-Student Parents' Weekend ends	Sunday, September 23
Fall recess begins	Saturday, October 13, 1:10 p.m.
Instruction resumes	Wednesday, October 17
Thanksgiving recess begins	Wednesday, November 21, 1:10 p.m.
Instruction resumes	Monday, November 26
Instruction ends; study period begins	Saturday, December 8, 1:10 p.m.
Study period ends	Wednesday, December 12
Final examinations begin	Thursday, December 13
Final examinations end	Saturday, December 22

Winter Session

Variable periods between semesters

Spring Semester

Residence halls open	Monday, January 21
Registration begins	Thursday, January 24
Registration ends	Friday, January 25
Instruction begins	Monday, January 28
Spring recess begins	Saturday, March 30, 1:10 p.m.
Instruction resumes	Monday, April 8
Instruction ends; study period begins	Saturday, May 11, 1:10 p.m.
Study period ends	Wednesday, May 15
Final examinations begin	Thursday, May 16
Final examinations end	Saturday, May 25
Senior Week begins	Sunday, May 26
Senior Week ends	Saturday, June 1
Commencement Day	Sunday, June 2

Summer Session

Three-week session begins	Wednesday, June 5
Eight-week session begins	Monday, June 17
Six-week session begins	Monday, July 1

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

In enacting this calendar, the University has scheduled classes on religious holidays. It is the intent of the University that students missing classes due to the observance of religious holidays be given ample opportunity to make up work.

Coming to Ithaca

By plane. Tompkins County Airport, in Ithaca, is serviced by USAir and several commuter airlines. Direct or connecting flights are available from major cities. A limousine or taxi may be taken from the airport, or a car may be rented.

By bus. Ithaca is served by Greyhound Bus Lines. Visitors can reach the campus from the bus depot by taxi or Ithaca Transit bus. Bus fare is thirty-five cents.

By car. From the New England area, take the New York State Thruway west to exit 34A, Route 481 south to Interstate 81, Interstate 81 south to Homer, and Routes 281 and 13 south to Ithaca.

From New York City and the metropolitan area, take the New York State Thruway north to exit 16, Route 17 west to Binghamton, Interstate 81 north to Whitney Point, and Route 79 west to Ithaca; or take Route 17 through Binghamton to exit 64 and Routes 96 and 96B north to Ithaca.

From the south, take Interstate 81 north through Binghamton to Whitney Point and Route 79 west to Ithaca.

From the west, take the New York State Thruway east to exit 42 (Geneva) and Route 96 south to Ithaca, or take the Thruway east to exit 41 (Waterloo) and Route 89 south to Ithaca.

Sightseeing in Ithaca

Ithaca is situated on Cayuga Lake, and there are several lovely state parks nearby with scenic gorges and waterfalls. Further information and directions are available at the Information and Referral Center in Day Hall.

Further Information

Offices on Campus

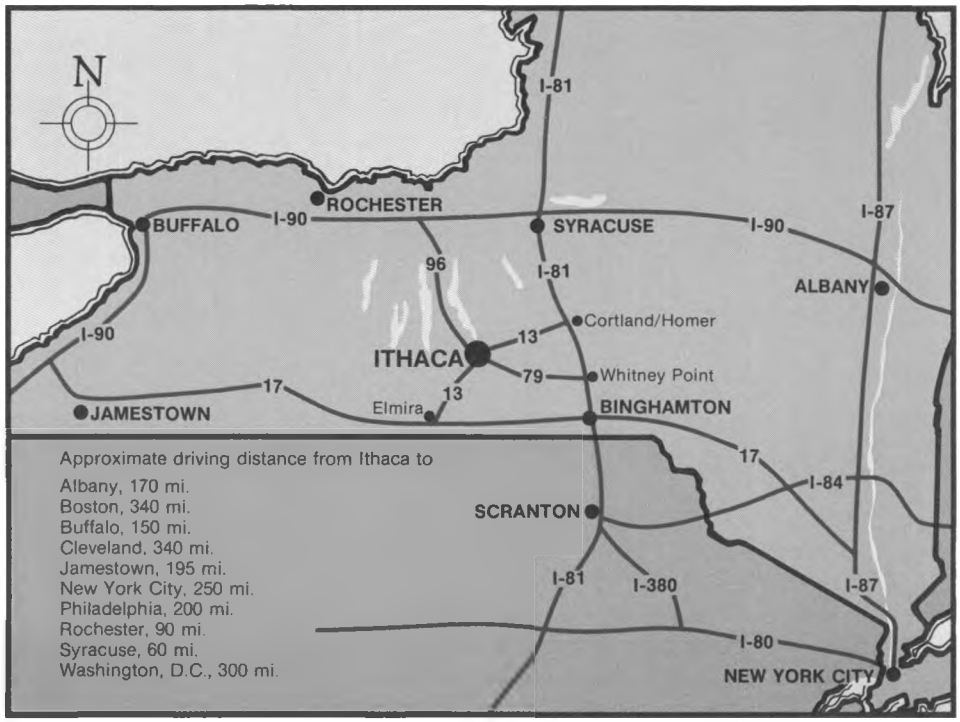
University admissions
410 Thurston Avenue
607/256-5241

Agriculture and life sciences admissions
195 Roberts Hall
607/256-2036

Architecture, art, and planning admissions
135 E. Sibley Hall
607/256-4376

Arts and sciences admissions
Binenkorb Center, Goldwin Smith Hall
607/256-4833

Engineering admissions
167 Olin Hall
607/256-5008



Hotel administration admissions
339 Statler Hall
607/256-6376

Human ecology admissions
172 Martha Van Rensselaer Hall
607/256-5471

Industrial and labor relations admissions
101 Ives Hall
607/256-2221

Admission records
410 Thurston Avenue
607/256-5046

Financial aid
203 Day Hall
607/256-5145

Minority recruitment
410 Thurston Avenue
607/256-7233

Athletic admissions liaison
410 Thurston Avenue
607/256-5020

Information and Referral Center (tours)
Lobby, Day Hall
607/256-6200

Regional Offices

Metropolitan New York Regional Office
521 Fifth Avenue, Suite 1801
New York, New York 10017
212/986-7202

Middle Atlantic Regional Office
Wynnewood Road, Suite 203
Wynnewood, Pennsylvania 19096
215/649-5901

Midwest Regional Office
120 South LaSalle Street
Chicago, Illinois 60603
312/726-4692

North Central Regional Office
Statler Office Tower, Suite 838
1127 Euclid Avenue
Cleveland, Ohio 44115
216/241-0642

Northeast Regional Office
148 Linden Street, Suite 203
Wellesley, Massachusetts 02181
617/237-5300

Southeast Regional Office
Bank of Coral Springs Building, Suite 604
3300 University Drive
Coral Springs, Florida 33065
305/752-6750

Southwest/Mountain Regional Office
17 Briar Hollow Lane
Houston, Texas 77027
713/629-5113

Western Regional Office
215 South Highway 101
Suite 201, P.O. Box T
Solana Beach, California 92075
619/481-8777

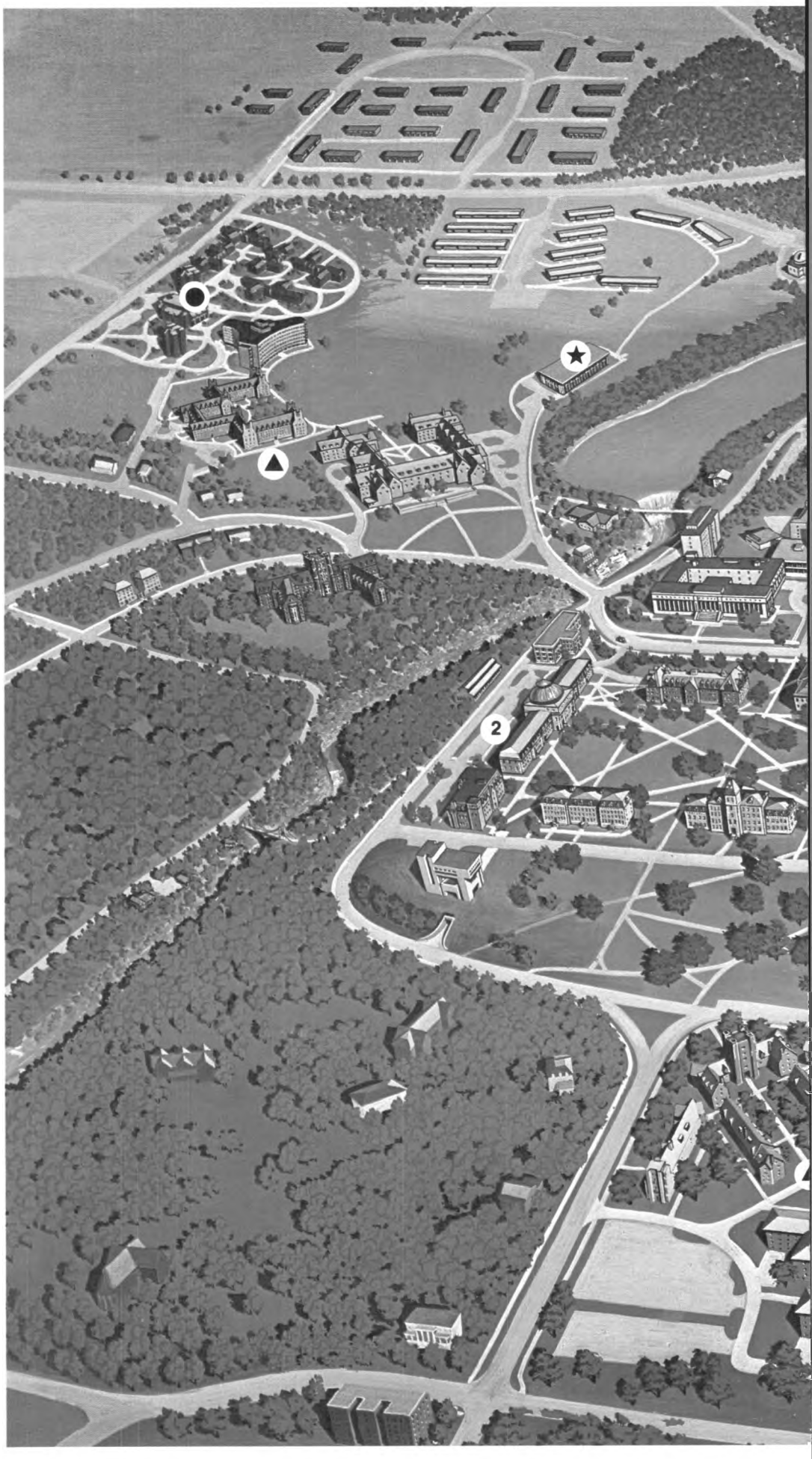
Cornell in Perspective

1. New York State College of Agriculture and Life Sciences
2. College of Architecture, Art, and Planning
3. College of Arts and Sciences
4. College of Engineering
5. School of Hotel Administration
6. New York State College of Human Ecology
7. New York State School of Industrial and Labor Relations
8. Law School
9. Graduate School of Management
10. New York State College of Veterinary Medicine
11. Olin and Uris libraries
12. Information and Referral Center

▲ Residential areas

★ Athletic facilities

● Student unions

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